INSPECTION APPROACHES AND TEACHER INSTRUCTIONAL EFFECTIVENESS IN GOVERNMENT-AIDED PRIMARY SCHOOLS IN CENTRAL UGANDA

JOSEPH LUBWAMA-NTEGE

16/U/13226/GDED/PE

(Grade III (KyU), Dip. Educ. (KyU), B.Ed. (Mak.), M. Ed. (Mak.)

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DECLARATION

I, Joseph Lubwama Ntege declare that this dissertation titled," Inspection Approaches and Teacher Instructional Effectiveness in Government-aided primary schools in Central Uganda" is my original work and it has never been submitted in any institution for any academic award.

…… Date……..

Joseph Lubwama Ntege

16/U/13226/GDED/PE

APPROVAL

This dissertation titled: “Inspection Approaches and Teacher Instructional Effectiveness in Government-Aided Primary Schools in Central Uganda has been written under our guidance and supervision as University Research supervisors.

Signature…… Date……

Associate Professor George Wilson Kasule

Signature…… Date……

Dr. Phillip Owino

DEDICATION

This work is dedicated to my parents: late Michael, K. Ntege and late Esther Nantindo, whose parental love and inspiration always encouraged me to aim higher up to this level. It is also dedicated to my wife, Cissy and our children, who endured the hard days especially when much of the financial resources were directed to the course expenses at Kyambogo University.

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TABLE OF CONTENTS

CHAPTER TWO: LITERATURE REVIEW

CHAPTER THREE : MTHODOLOGY

CHAPTER FOUR: DATA PRESENTATION, ANALYSISAND INTERPRETATION

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

CAO	-	Chief Administrative Officer
CIA	-	Collaborative Inspection Approach
CVI	-	Content Validity Index
DES	-	Directorate of Education Standards
DIA	-	Directive Inspection Approach
DV	-	Dependent Variable
ESA	-	Education Standards Agency
IV	-	Independent Variable
MoES	-	Ministry of Education and Sports
NDIA	-	Non-directive Inspection Approach
SIA	-	School Inspection Approach
SOPs	-	Standard Operational Procedures
TIE	-	Teacher Instructional Effectiveness
TR	-	Teacher
TVs	-	Tolerance Values
UNEB	-	Uganda National Examinations Board
UK	-	United Kingdom
USA	-	United States of America
UWEZO	-	A Swahili word for Capability
VIF	-	Value Inflation Factor

ABSTRACT

This study investigated the relationship between inspection approaches and teacher instructional effectiveness in government-aided primary schools in Central Uganda. The study was conducted in Mukono district because all inspection and teacher instruction conditions here were transferable to the wider Central Uganda context. The objectives of the study were to: assess the relationship between the directive inspection approach and teacher instructional effectiveness; examine the relationship between the non-directive inspection approach and teacher instructional effectiveness; and to establish the relationship between the collaborative inspection approach and teacher instructional effectiveness. The study was anchored on the pragmatist research philosophy; hence, it adopted the mixed research approach. Using the parallel mixed research design, quantitative data was collected using self-administered questionnaires while qualitative data was collected using interviews. Quantitative data collected was analysed using descriptive, inferential and regression statistics, while qualitative data was analysed using thematic analysis. The findings of the study established that the directive inspection approach had an insignificant relationship with teacher instructional effectiveness. The non-directive inspection approach on the other hand, had a moderate relationship because only its aspect of directing had a significant relationship and teacher knowledge evaluation had an insignificant relationship with teacher instructional effectiveness. The collaborative inspection approach had a strong significant relationship with teacher instructional effectiveness. Therefore; it was recommended that school inspectors in government-aided primary schools in Central Uganda should use the collaborative inspection approach more often because it had a significant relationship with teacher instructional effectiveness. Similarly, the non-directive inspection approach aspect of team planning should be used and the directive inspection approach may for now be suspended because it had an insignificant relationship with teacher instructional effectiveness.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Governments that have limited resources need to use them carefully to achieve more than their expectations. It is prudent to use a smaller human resource available effectively to achieve more than what the large human resource would produce. The Government of Uganda has in the past been losing much of its hard-earned resources through using many inefficient teachers instead of a few effective ones. The same happened in the USA, France and U.K, but when these countries emphasised teacher instructional effectiveness (TIE) in their schools, they were able to overcome it. They used fewer low cost effective teachers for better results. Much better results were seen with the introduction of school inspection (Haule, 2020).The work of the first inspectors that were appointed in the United States of America (USA) in the early 1600s remains remembered because upon their efforts and work, the World celebrates its success story in teacher instructional effectiveness. However, the significance of school inspectors on teacher instructional effectiveness has for various reasons not yet been felt in several parts of the World such as Africa so prompting studies like this one.

1.1.1 Historical Perspective

Teacher instructional effectiveness (TIE) is an old concept that started in the United States of America (USA) in the early 1600s, France in 1802 and then UK in 1839 (Sekabira, 2018). In Africa, teacher instructional effectiveness was introduced in early 1900s by the clergy (Bagaya, 2020). Efforts aimed at promoting teacher instructional effectiveness (TIE) have not yet yielded the expected results. This is because many schools in Africa such as in South Africa, Kenya, Nigeria and Uganda have teachers with low instructional effectiveness due to lack of teacher professionalism (MoES, 2016). Before 1839, monitoring was the main approach to promote teacher instructional effectiveness but it did not yield the desired results. However, in 1839,

with the introduction of inspection approaches, classroom instruction has become effective in American and European schools but also on a rise in many of the African schools.

After 1839 inspection that was introduced to facilitate teacher instructional effectiveness reached Africa and subsequently in Uganda in the early 1900s as an external force to promote teacher instructional effectiveness (TIE). However, inspection has faced many challenges such as lack of funding, lack of popularity; lack of transport means to spread it and inadequate pedagogical training of the inspectors and the teachers (Busingye, 2020). Unlike monitoring which had been the main instrument used by whoever preferred to know how schools operated, school inspection that has several approaches which influence quality in service provision was introduced with a view to improving teacher instructional effectiveness. This study is aimed at assessing the relationship between these inspection approaches and teacher instructional effectiveness.

1.1.2 Contextual Perspective

The study was motivated by the low instruction levels that have persistently been demonstrated by teachers in government-aided primary schools in the rural Central Uganda. The MoES (2016) report also proposed that the low instruction levels seemed to be based on several factors such as absentee teachers, lack of preparation and use of poor teaching methods. While this proposal reigned for some time with very low venture into the contribution of inspection approaches on instructional effectiveness, it became important at this point in time to establish whether inspection approaches that had not been given due attention had a relationship with teacher instructional effectiveness. Central Uganda having been comprised of twenty four districts, according to UWEZO (2018) report, has been characterised by low teacher instruction levels that have seemed to result in the persistent poor reading, poor writing, very weak numeracy and the poor grades obtained in tests and in national examinations for quite a long time. Mukono district being part of Central Uganda, was chosen for this study because the

effects of low teacher instruction here are transferable to other sister districts. Also, the low school pupil achievement levels prompted the researcher to carry out this study in Central Uganda because both civic, financial, social and infrastructural development here seemed to favour effective instruction but seem so far to have not done so.

1.1.3 Conceptual Perspective

Teacher instructional effectiveness (TIE) refers to knowledge, skills and attitudes for effective teaching according to Wilcox (2015). Teacher instructional effectiveness (TIE) also refers to styles, quality of teacher and methods used for effective teaching, Bagaya (2020). According to Holland (2004), teacher instructional effectiveness (TIE) refers to planning and effective participation in teaching. However, this study perceived teacher instructional effectiveness (TIE) in terms of reporting learner achievements, teacher attitude, planning, attendance and choice of methods for teaching. On the other hand, inspection approaches refer to the quality control in teaching, ESA (2005). Bagay (2020) refers to it as monitoring the implementation of the curriculum, but this study perceived inspection in terms of the directive, non-directive and collaborative approaches.

1.1.4 Theoretical Perspective

There are a number of theories on which this study drew its input. The performance management theory advanced by Drucker (1954), motivation theory advanced by Herzberg (1975) and the Teacher performance management theory of Wallace (2001) were studied to identify the best theory upon which to anchor this study. Finally, the study was anchored on the Teacher performance theory of Wallace (2001). The theory assumes that if teachers were effectively performing, learners would achieve highly. According to this theory, inspector performance is based on factors such as teacher quality, professionalism, teaching methods and

inspection. The Teacher performance theory was preferred because it supported the principal concept of the study, thus, teacher instructional effectiveness.

However, the teacher performance theory has its limitations such as; sometimes inspectors failing to communicate what they expect from the teachers which make them to largely depend on inspectors. Teachers need to be provided with only the necessary resources to improve themselves constantly rather than depending on inspectors.

Several traditional theories such as the performance management theory that emphasises principles like dependability, drive, creativity, integrity, intelligence, leadership and use of specialised teacher potential for performance improvement no longer result in effective teacher instruction. However, modern theories such as the Herzberg's (1975) motivation theory, the Teacher performance theory of Wallace (2001) are the most suitable ones which result in teacher instructional effectiveness and serve better than the old performance management theories because of their enormous inclination towards job achievement and self - evaluation of work results.

The Herzberg's Motivation-Hygiene theory is a performance management theory that assumes that there are two types of factors that motivate employees; hygiene factors and motivation factors. Although the Herzberg's motivational theory refers to the requirements necessary for an employee to do a job, like pay, working conditions is an applicable theory for teacher instructional effectiveness, the teacher performance theory these days is a much preferred theory because it assumes and encourages teachers and subsequently learners to perform effectively because the inspectors equally perform effectively well. Scholars feel that the application of the teacher performance theory by Wallace (2001) is a much better alternative to all the other old performance theories.

1.2 Statement of the Problem

Instruction and inspection need strengthening in order to achieve teacher instructional effectiveness (TIE). All countries rich, poor, developing and developed are struggling to achieve teacher instructional effectiveness because it is the basis for any kind of social, economic and scientific development. However, according to UWEZO (2017, 2018 and 2019) reports teacher instructional effectiveness seems to be low in government-aided primary schools in Uganda. Those reports together with MoES (2018) report show that achievement levels of pupils in government-aided primary schools especially in rural areas like most parts of Central Uganda show pupils who could not read on their own. UWEZO (2018) report also showed that pupils in rural government-aided primary schools who could not read at all rose from 6.2% to 11.6% and for numeracy those who could not even solve simple problems such as 7+ 9 reached 10.3% at grade six and 11.2% at grade three (P.3). Although, according to MoES (2015) report, lack of teacher instructional effectiveness was reportedly caused by factors like lack of motivation and feeding, in the view of Namugwanya (2006) it could be the poor teacher competences and irresponsible teacher and pupil attendance. However, many empirical reports such as MoES (2016), hint on the lack of teacher instructional effectiveness, poor pupil academic performance as presumably resulting from the poor inspection. The contribution of inspection to teacher instructional effectiveness having not been given sufficient attention prompted this study to establish the relationship between inspection approaches and teacher instructional effectiveness.

1.3 Purpose of the Study

The purpose of this study was to investigate the relationship between inspection approaches and teacher instructional effectiveness in government-aided primary schools in Central Uganda.

1.4 Study Objectives

These were the study's objectives:

i). To assess the relationship between the directive inspection approach and teacher instructional effectiveness in government-aided primary schools in Central Uganda.

ii). To examine the relationship between the non- directive inspection approach and teacher instructional effectiveness in government-aided primary schools in Central Uganda.

iii). To establish the relationship between the collaborative inspection approach and teacher instructional effectiveness in government-aided primary schools in Central Uganda.

1.5 Null Hypotheses

To collect quantitative data the following null hypotheses were tested;

i). There is no statistically significant relationship at 0.05 level between the directive inspection approach and teacher instructional effectiveness in government-aided primary schools in Central Uganda.

ii). There is no statistically significant relationship at 0.05 level between the non-directive inspection approach and teacher instructional effectiveness in government-aided primary schools in Central Uganda.

iii). There is no statistically significant relationship at 0.05 level between the collaborative inspection approach and teacher instructional effectiveness in government-aided primary schools in Central Uganda.

1.6 Research Questions

The collection of qualitative data was guided by the following research questions,

i). What is the role of the directive inspection approach on teacher instructional effectiveness in government-aided primary schools in Central Uganda?

ii). What is the role of the non-directive inspection approach on teacher instructional effectiveness in government-aided primary schools in Central Uganda?

iii). What is the role of the collaborative inspection approach on teacher instructional effectiveness in government-aided primary schools in Central Uganda?

1.7 Scope of the Study

The study that investigated the relationship between inspection approaches and teacher instructional effectiveness was conducted in government-aided primary schools in Central Uganda. Pupil performance in Mukono district especially in the rural settings being exemplary of other districts in Central Uganda was used as a case to establish the relationship between inspection approaches and teacher instructional effectiveness. Furthermore, Mukono district was chosen because of the rampant reports, such as one by MoES (2018, 2019) revealing declining teacher instructional levels in the government-aided primary schools, with no cause so far identified UWEZO (2016) and MoES (2018). Data collection took place between 1st, June, 2022 and 31st July, 2022.

1.8 Justification of the Study

Studies such as one by Wilcox (2015), Anyagre (2014) and Holland (2004) on inspection and teacher instructional effectiveness were conducted in developed countries and little has so far been done in developing countries such as Uganda. Furthermore, in Uganda empirical studies such as one by Bagaya (2020), Kiggundu (2009) and Namugwanya (2006) on inspection and teacher instruction have been conducted mainly in secondary schools and in urban settings that are not related to the conditions in Central Uganda. Other studies conducted on inspection in Central Uganda have had focus mainly on general issues such as the impact of inspection, defects of inspection, classroom instruction, challenges of inspection and little attention has so far been paid to the relationship between inspection approaches and teacher instructional effectiveness.

Teacher instructional effectiveness in government – aided primary schools is a constituent of several factors which include: quality of teachers, learning environment, teacher knowledge, experience and government funding. However, this study sought to establish the

long-standing question of the relationship between inspection approaches and teacher instructional effectiveness, a factor that seems to have had very little attention in the past in an area that seems to have attained civic, social, financial and infrastructural development in Uganda that should have caused instructional effectiveness.

1.9 Significance of the Study

The study findings had both theoretical and practical significances. Regarding the theoretical significance, the findings were anticipated to add much to the current debate on the use of theories in teaching and inspection.

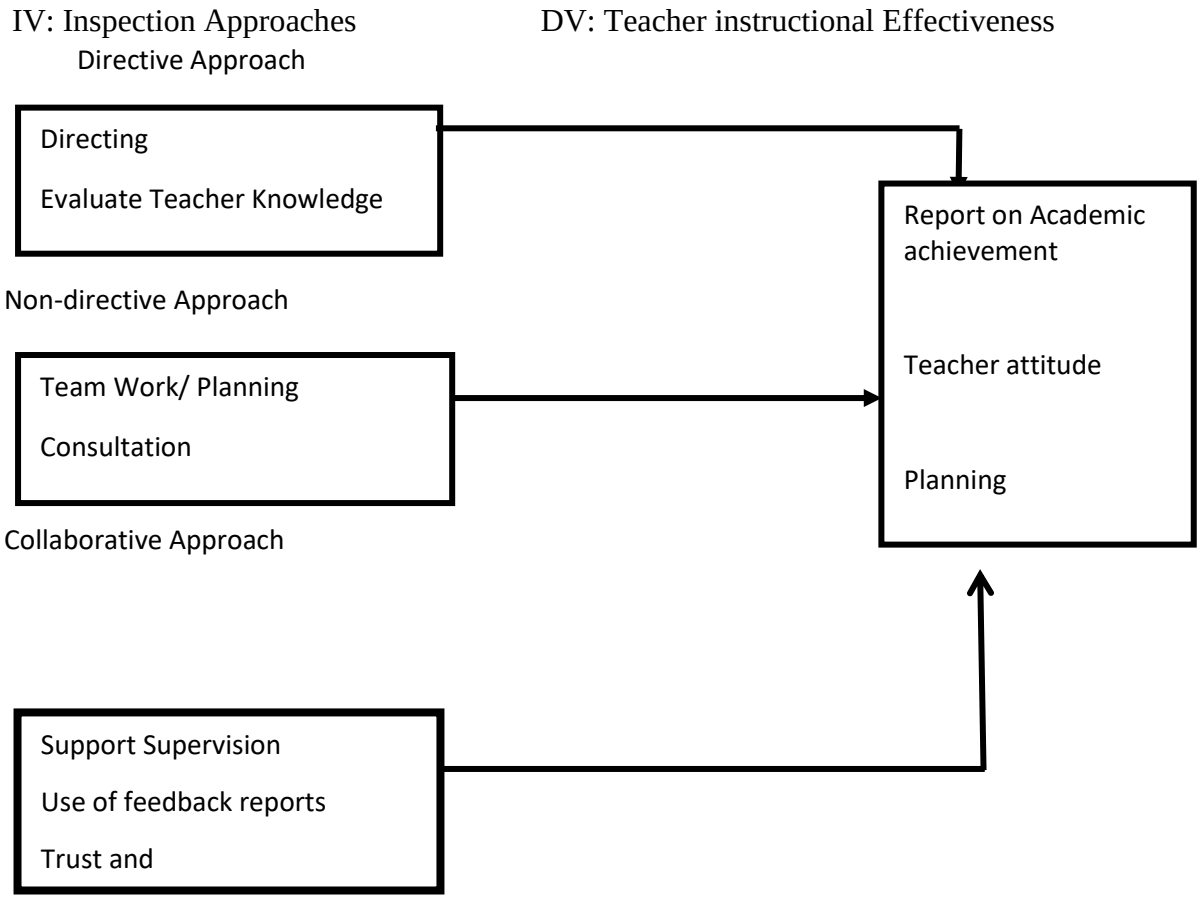
Practically, the study findings benefited the Ministry of Education and Sports and that of Local Government that oversee teaching in primary schools in the districts, in policy, ordinance and byelaw formulation that would in future streamline school inspection and teacher instruction. The findings guided education administrators and managers of education services in primary schools on the choice of the most appropriate inspection approaches to be used during school inspection.

1.10 Conceptual Framework

This study presumed that teacher instructional effectiveness in government-aided primary schools in Central Uganda could be improved on with the application of appropriate inspection approaches. This view provided the conceptual lens through which the conceptual framework for this study was developed. In this regard, the conceptual framework in the context of teacher instructional effectiveness was anchored on two variables, namely: inspection approaches and teacher instructional effectiveness. The study, therefore, set out to investigate the relationship between inspection approaches on teacher instructional effectiveness.

Figure 1.1

Conceptual Framework showing School Inspection Approaches and Teacher Instructional Effectiveness



Source: Designed and developed following Marzano's (2019) Model

The conceptual framework in Figure 1.1 shows that the independent variable (IV) was inspection approaches while the dependent variable (DV) was teacher instructional effectiveness. In the study, it was hypothesized that inspection approaches used in government-aided primary schools had a relationship with on teacher instructional effectiveness. The researcher operationalized inspection approaches in terms of directive, non-directive and collaborative inspection approaches. These formed the three aspects of the independent variable. The three sub-variables of the independent variable were further categorised into

varying attributes or dimensions as seen in Figure 1.1 above, to examine their relationship with teacher instructional effectiveness.

On the other hand, the researcher operationalized teacher instructional effectiveness in terms of reporting on academic achievement levels of learners, teacher attitude, planning, attendance, and use of appropriate pedagogical approaches. Each of these attributes was used to envisage the relationship between school inspection approaches and teacher instructional effectiveness (Wilcox, 2015).

1.11 Structure of the Dissertation

This dissertation has five chapters. It starts with the introduction and ends with the discussion, conclusion and recommendations. Chapter one titled introduction, presents the background of the study, statement of the problem, purpose, objectives, research questions, and null-hypotheses, scope of the study, study justification, significance, conceptual frame work and the structure of the dissertation. Chapter two titled literature review presents the theoretical review and review of related literature. Chapter three presents the methodological approaches chosen for the study and were coupled with the rationale behind their use. Chapter four is about the presentation, analysis and interpretation of the data. Finally, Chapter five presents the discussion, conclusion and recommendations in line with the study findings.

1.12 Summary

Chapter one introduced the study by presenting its historical perspective, the purpose and objectives of conducting it and how its findings would be used to benefit stakeholders. The chapter, in a conceptual framework, diagrammatically explained how inspection approaches could facilitate teacher instructional effectiveness. The next chapter presents both the theoretical and literature review.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This Chapter presents the review of literature related to the study. It starts with theories that guided the study and it continues with presenting the gaps identified in other scholars' literature and how this study attempts to address them.

2.1 Theoretical Review

In order to find the most appropriate theory to underpin this study, several theories that explain teacher instructional effectiveness were examined, namely: the Herzberg's (1975) motivation theory, the Teacher Performance theory by Wallace (2001), the Performance Management theory of Action, Capacity Building theory of Action, and the Hawthorne Management theory among others. However, this study was anchored on the Teacher Performance theory advanced by Wallace (2001). The theory assumes that the teacher's performance and subsequent learner performance is greatly determined by the performance of the inspector. It explains that the more effective an inspector is determines the performance of the teacher and subsequently the achievement levels of the learners. This theory was deemed relevant to this study because it calls for inspector effective performance that subsequently results in teacher effective performance that results in learner high achievement levels.

In their studies, Namugwanya (2006) and Sembirige (2009) report that dynamics of the teacher performance theory greatly facilitate the teaching/learning process once applied appropriately. These supporters of the teacher performance theory accept that what strengthens this theory is the impact of the teacher on the achievement levels of the learners. The effectiveness of a teacher in teaching is demonstrated in the achievement levels of the learners. The strength of this theory as Ssembirige (2009) reports is that teacher performance results

induce the inspector into identifying other new ways for more improved performance. The assessment performance results encourage healthy competitions, consultations and team working among teachers.

Critics of the teacher performance theory say that although the inspectors' performance leads to teacher effectively working and subsequently in high achievement levels of the learners, there is the fear of the inspector over-shadowing the teacher. The teacher performance management process which is intended to create an ever on-going dialogue and assessment of teacher's performance on learner achievement levels helps teachers to realise their potential and to be proud of their learners' performance, but not the teacher to depend on inspector guidance, Aguinis (2009). Bagaya (2020), however, points out that wherever this theory was used in Tanzania, with little or no support at all, but having copied from their inspectors, teacher teamwork, rewarding and regular consultations aided the teachers in assisting each other to set lesson objectives together, coaching each other on matters of pedagogy, carrying out peer support supervision and evaluation which impacted on learner performance. Onasanya (2022) and Hislop (2017) accept that the use of the teacher performance theory helped teachers to take advice on teaching from fellow teachers.

Most theories on teacher instructional effectiveness besides having strengths, they have several limitations. The main limitation is that the teachers will perform well if the inspector has equally done so. Many scholars do not support this dependence syndrome. The limitations caused scholars to prefer more modern theories such as the teacher performance theory by Wallace (2001) that assumes that the inspector and teacher performance determines learner performance. The theory encourages both inspector and teacher to work at similar paces to achieve teacher instructional effectiveness. The teacher performance theory by Wallace (2001) is preferred by many scholars because it encourages both inspector and teachers to work equally

hard in order to achieve high learner achievement levels. This has over-shadowed all the old theories such as teacher performance theory advanced by Peter Drucker (1954) and others.

2.1.1 Established gaps

Several studies focusing on inspections and teacher instructional effectiveness were studied and the gaps identified were addressed in this study. The gaps identified included:

i). Contextual gaps that indicated that all subject related studies had been conducted outside Uganda. This was the reason for this study to be conducted in Uganda and in Nakisunga County.

ii). Methodological gaps revealed that all previous related studies had been mainly qualitative, this was the reason for this study to be conducted using both quantitative and qualitative approaches.

iii). Education level gaps revealed that all studies had been conducted in secondary schools and at University level. This was the reason for this study to be conducted in primary schools with an age bracket that previous studies had over-looked.

2.2 Review of Related Literature

This section focused on views of other scholars on the effect of school inspection approaches and teacher instructional effectiveness. All the reviewed literature here below was guided by the study objectives;

i). Establishing the relationship between the inspection approaches on teacher instructional effectiveness.

ii). Assessing the relationship between the directive inspection approach on teacher instructional effectiveness.

iii). Examining the relationship between the non- directive inspection approaches on teacher instructional effectiveness.

iv). Establishing the relationship between the collaborative inspection approach on teacher instructional effectiveness.

2.2.1 The Directive Inspection Approach and Teacher Instructional Effectiveness

The concept and practice of school inspection has evolved over years. In countries like France, USA and the United Kingdom, early monitors in the early 1600s set strict requirements for their teachers and they visited classrooms to observe how closely the teachers complied with the stipulated instructions and departure from these instructions was cause for strong punitive measures (Matete, 2016). School inspection, a recent introduction in effective instruction in many countries such as USA, U.K, France, is the external assessment conducted by school inspectors to ensure teachers performed well in teaching (Glickman, 2013). Up to 1839, monitoring was the main tool used in countries like Italy, USA, France and the United Kingdom to ensure teachers taught well (Glickman, 2013). After 1839, school inspection was in those countries introduced in the quality control of their education systems. Although monitoring, unlike inspection, did not have different approaches; inspection has approaches such as the directive, non-directive and collaborative inspection approaches, Bagaya (2020).

The directive inspection approach is one old inspection approach which inspectors used on teachers with insufficient content and inadequate pedagogical knowledge and insufficient experience in teaching. The propagators of this approach were certainly sure that for this approach to happen, weak or inexperienced teachers needed directives with strict supervision. This is because previous studies such as one by Wilcox (2015) and Ibrahim (2018), on the directive inspection approach showed that its results were instant and it played a crucial role in the achievement of teacher instruction, teacher professional development and improved learners' academic performance (Anyagre, 2014). Other studies, such as one by De-Grauwe (2007), Ehren, Francs and Jaap (2005), analysed the directive inspection approach as a fault

finding process where teachers were subjected to directives and unnecessary harsh criticism by inspectors whereas in fact, other scholars such as Sullivan and Glanz (2020) and Cohen (2000) saw it as a fast and veritable means of improving teachers' skills and efficiency during the teaching and learning processes. This is so because inspectors did their best to ensure teachers did not deviate from the directives which were a sure way of teaching effectively.

A report by Goe (2007) and Glickman (2012) praised the directive inspection approach as good because it resulted in instant constructive results if the teachers accepted to implement the directives from the inspectors. If they strictly operated within the directives, they for sure could not fail to achieve effective instruction.

However, according to Glickman (2012), teachers who did not operate within the set directives, were quite unhappy and criticised this approach. Many of them criticised the approach in self-defence with the notion that the supervisor was just there to criticize them or portray them as too incompetent to handle their job assignment. Critics of the directive inspection approach such as Nkata (2020) further asserted that the approach affected the teachers' professional development negatively and, consequently, learner achievement This is because inspectors were not always on ground to evaluate teacher content and pedagogical knowledge levels they had attained upon which they would base to construct fresh directives to pass on to teachers to implement to achieve teacher instructional effectiveness.

On the other hand, the supporters of this approach such as Anna, (2015) warned that when teachers saw inspectors they saw a means of developing professional acuity which helped them to improve faster. Also, the propagators of the approach take this positive outlook on inspection as an avenue to permanent pedagogical recovery (Jensen, 2010). Similarly, Barr and Reepen (2010) observe that teachers' positive perspectives on the directive inspection approach gave courage to the weak and the young teachers. Studies such as one by Slater and Main (2020) showed that the directive inspection approaches previously used in carrying out

inspection were conducted in secondary schools and institutions of higher learning with scanty inspection reports on primary schools. This left a gap regarding the appropriateness of this method in primary schools.

In a study by Sullivan and Glanz (2020), conducted in USA, it was revealed that the directive inspection approach was used in helping to guide new teachers to become more familiar and confident in their careers. In this case, the inspector was reportedly taking very active roles in outlining the direction the teachers had to take. However, in another study conducted in Ghana, Anyagre (2014) reported veteran teachers recommending the directive inspection approach as useful because it did not give room for teacher laziness and deviation from the directives given by the inspectors was not acceptable. Bas (2002) established that some teachers in Turkish primary schools felt the directive inspection approach was policing and was perceived to be an intrusion in their free instructional practices. Teachers in Turkish primary schools complained about the inspectors' intrusive monitoring and that their physical presence changed the setting in the classrooms. Other critics of the approach in Turkish primary schools claimed that this scenario resulted in putting up a false impression in the classrooms.

According to the critics such as Gordon (2015) school head teachers were reportedly uncomfortable and they often over reacted on behalf of the teachers and learners. This overreaction often created a rift between the inspector and the school which affected the outcome of the approach. Further, Bas (2002) criticized most dynamics of the approach because of the over control and intimidation of teachers by the inspectors. Similarly, Rous (2004) reports that teachers in USA, having lived in a state of frustration and fear of dismissal due to the systems' summative and directive nature. Other critics such as Rous (2004) in the USA also expressed teachers' feelings of fear and disappointments, which resulted in the low performance levels of teachers and learners.

In Uganda, many teachers have had mixed feelings about the directive inspection approach as a way of instituting teacher instructional effectiveness. Critics of the approach in Uganda such as Bagaya, Ezati and Wafula2020), claim that teachers, who are the direct beneficiaries of the approach, had a negative attitude towards it; this explained why the approach had never yielded its desired results. The critics further asserted that if this kind of approach was allowed to flourish, teachers would cease to enjoy free contribution to instructional effectiveness. Critics further believed that, this notion made teachers feel unsafe, incapable, less contributive and less professional and felt they were always threatened (Bagaya, Odiye and Mbabazi, 2012).

However, Matete (2009) and Kabunduguru (2013) strongly believed the directive inspection approach was mainly for the newly trained teachers whose pedagogical base was shallow, with no experience or naturally weak in teaching. Other supporters of the approach like Jensen (2010) and Anna (2005) believed the approach did not detain teachers forever because whoever graduated was free to march out of its boundaries.

Supporters of the approach such as Jensen (2010) and Anna (2005) advised that in-service training in form of workshops, conferences and symposiums, were a sure way of building capacity in teachers to abide by the inspectors' directives. It usually reminded teachers of the pedagogical directives and why they had never to deviate from them, (Blasé and Blasé, 2004, Chapman, 2007). Without constant retraining Blasé' and Blasé (2004) said teachers failed to properly implement what inspectors of schools wanted them to do.

While supporters of the approach such as Glickman (2007), called teachers to work closely all the time with school inspectors, its critics believed this kind of working relationship would seduce teachers into over dependence on school inspectors. They advised that teachers needed to be independent especially in decision making, (Glickman, 2020 and Kan and Klssem, 2020).

Further, supporters of the directive inspection approach such as Jenssen (2010) propagated that the school inspector had to evaluate teacher performance in lesson delivery so as to lay new strategies. The supporters of the approach also further stated that inspector evaluation of the teacher performance determined not only the next action but also aided the education administrators to consider such teachers for promotion or in peer support supervision leadership. But in the view of Jenssen (2010), many teachers were not willing to be regularly evaluated. Namugwanya (2006) observed also that one thing teachers in Mubende district, Uganda disliked was inspectors being very close to them, evaluating and reporting about their teaching. They claimed, this denied them freedom to work as trained teachers.

Finally, Rock (2004) and Ssembirige (2009) advise that while this approach addressed the challenges of instructional effectiveness faster, and delivered teacher instructional effectiveness faster, over-directing caused over - dependence of the teacher on the school inspector. Ssembirige (2009) also revealed that in Buikwe where the practice had gained root, teachers considered themselves inferior in instruction waiting for inspectors all the time to show them what to do.

2.2.2 The Non- Directive Inspection Approach and Teacher Instructional Effectiveness

Studies such as one by Rous (2004) conducted in America and one by Wilcox (2015) in Europe on the non-directive inspection revealed that this inspection approach was originated from an American counselling psychologist, Carl Rogers in the 1940s. It is a self-directed supervision in which both the teacher and inspector participate, although the activity is initiated by the inspector. Wilcox (2015) described the non-directive approach as the best because of being accommodative and it is based on the premise that teachers were capable of analysing and solving their own instructional problems. Similarly, Glickman (2007) and Kabunduguru (2013)

states that what made this approach very good was that the inspector was only a facilitator, listener and advisor who provided direction to the teacher.

Glanz (2020) suggested that the non-directive approach to supervision of the instruction process was employed when a teacher or group of teachers possessed knowledge and expertise about an issue making the inspector's knowledge and expertise minimal. Further, Gordon (2015) suggested that the non-directive inspection approach was employed when a teacher or a group of teachers had some good experience and possessed full responsibility for carrying out a decision, or care about solving a problem leaving the supervisor with little involvement. The proponents of the approach believe that the essence of this approach was for the supervisor to have the teacher come up with own solutions to teaching problems.

Empirical studies by Nkata (2020) and Onasanya (2022) previously conducted in African countries such as Ghana, South Africa and Nigeria showed that this approach had been used in building teacher instructional effectiveness because it quickly enabled the teacher to formulate own decisions, solutions and actions. This resulted from listening and skilled guidance from the inspector, (Onasanya, 2012 and Mbaluka, 2020). According to Haule (2020), the importance of this approach was seen through teachers discouraging dependence on the school inspector by promoting "peer- consultation". The supporters of this approach agree with Glickman (2013), that the approach was the only sure way to achieve high teacher performance because teachers acquired the skill of analysing and solving their own instructional challenges.

On the other hand, critics of the approach such as Busingye (2020) observe that the acquisition of the analytical skills could take a long time and the incompetent and less intelligent teachers could not acquire such skills quickly, (Haule, 2020).

Another critic, Crawford (2011) and the researcher here concurred with previous critics of the approach and pointed out that if the inspector was passive, teachers might over-ride the system and deviate from the decisions taken. The results, therefore, might not reflect

the capacity of the inspector. In a similar context Kabunduguru (2013) and Glanz (2020) fear that in case of any mistake, the inspector remained to blame for decisions that might not be helpful for teacher instructional effectiveness.

Empirical studies conducted in Uganda by scholars such as Wamala, Kizito and Jjemba (2013) showed that this approach could be helpful to teachers to effectively teach if they used factors such as learning environments, remuneration, teaching materials and motivation. In the same way, Hislop (2017) and Matete (2009) concur that if teachers worked in teams, they could effectively consult one another on the use of these factors. They might need very little of the inspector's assistance.

The importance of team planning as an essential indicator of the non-directive inspection approach was emphasised by Busingye (2020) and Haule (2020) in that planning contributed a lot in teachers' team work especially in lesson planning. Further, Haule (2020) suggested that team planning was so vital because the novice teachers were supported by the experienced and knowledgeable ones. The importance of team planning was emphasised by Pansiri (2013) who supported it with an example from Botswana showing 75% of the primary school teachers that used team work being successful in instruction.

In the same way, studies conducted by Rous (2004) indicated many teachers in USA who used team planning did not have issues with lesson preparation. However Namugwanya (2006) teachers in Mubende primary schools, in Uganda, had many difficulties in lesson planning and scheming because they do not use team planning.

The report by Sembirige (2009) also reveals that because many primary school teachers in Buikwe district, Uganda did not embrace team planning, they had many issues in instruction. In the same way, the report by Kiggundu (2009) shows that teachers in Secondary schools in Uganda have many instructional issues because they did not embrace team planning. Similarly, many scholars such as Pansiri (2013) advocate team planning and suggest that for effective

teaching to exist, team planning is mandatory. Also, empirical studies such as one by Crawford (2011) suggest that the non-directive inspection approach has factors, such as the quality of teacher training, using the learning environment, availability and use of teaching materials, motivation of teachers and teacher-remuneration. All these had an effect on the quality of work. However, it is notable that the impact of consultations among teachers has never been well discussed, (Hanig and Hjortso, 2018).

Several scholars such as Katunzi (2011) agree that if consultation, which means working with others for effective instruction, was properly used, there would be no reason for lack of teacher effective instruction. Further, Apenda (2011) agrees with the view that consultation meetings make it possible for weak teachers to learn from the veterans and the veterans to coach the less experienced ones. Tyagi (2010) also asserts that consultation being an open and free learning arena, it enables each teacher within or from outside the school to freely enrich self at no monetary cost. Turyasingura (2020), in agreement with Nabaho (20), Adibaru (2020) and Kiiza (2020) argue that the enthusiasm school leaders put on consultation meetings whose purpose is to retrain their teachers on team lesson planning was quite helpful because it had been empirically tested.

Mmbado (2009) and Glanz (2020) suggest that implementers of the non-directive inspection approach should provide time and opportunities for teachers to relate with one another, to improve on their instructional strategies and skills. Similarly, Katunzi (2011) emphasises the use of consultations for teacher collaborative analysis and implementation in their classroom practices. They emphasise that consultation teams need to find time to meet regularly. Advocators of using consultations for effective teaching such as Glanz (2020) further suggest that promoting collegiality (consultations) among teachers is the only sure way to help schools change for the better. It has been argued that interaction with one another influences what one does (Anna, 2005). Also, Glickman (2013) says collegiality results into teacher

motivation, self- esteem, efficacy and reflective behaviour such as risk taking, instructional variety, innovation and creativity which are essentially needed for teacher instructional effectiveness.

In the USA according to Goe (2007) inspectors have lately recognised and appreciated the contribution of consultations (collegiality) among teachers. They have found it as an essential aspect for successful teaching and learning. Therefore, they have also started organising regular consultation meetings. School inspectors have carved models of team work, provided time for teams to meet regularly and advocated sharing and peer observation. Other advocates for the consultative approach such as Hoy and Miskel (2008) add that inspectors need to always ensure that teachers in the same school hold consultative meetings and also visit colleagues in other schools to share knowledge and experiences. Already, Butler (2020) reports that head teachers of government and private secondary schools in India provide opportunity for teachers to meet with other teachers in their disciplines.

Through conducting school staff meetings, Glanz (2014) reports that inspectors demonstrated how consultative meetings can be organised. Another supporter of consultative meetings, Ravisky (2022) reports that teachers in rural district schools in the USA participated in consultative meetings with peers and in these meetings, they discuss pedagogical issues. Similarly, Macharia and Kiruma (2014) state that consultation was essential not only in the completion of tasks interdependently but also important in teaching through team planning where teachers needed to borrow a leaf from their friends who might be superior to them in lesson planning and delivery.

Finally, collegiality, consultations or Collaboration have synonymously been used because they all promote instructional effectiveness. There are different ways to achieve collaboration and these include: dialogues held after peer support supervision, inter-school interfaces as well as the school- school professional meetings aimed at improving instruction.

The critics of consultations or collegiality such as Aldaihani (2022) discouraged overdependence on inspectors for decision making because once inculcated in teachers, it may reduce their capacity to think, which the non-directive inspection approach discourages.

2.2.3 Collaborative Inspection Approach and Teacher Instructional Effectiveness

Previous studies made such as one by Yuan (2021) listed the collaborative school inspection approach among the best approaches for inspection, especially in the primary schools. Bagaya (2020) and Busingye (2020) state that the collaborative inspection approach is a modern democratic approach to inspection with the inspector's role being merely guiding the teacher in problem-solving (effective teaching is the problem to be solved), being an active lead member of the interaction and helping to keep teachers focused on their common problems. The inspector and teacher mutually agree on the structures, processes and the criteria for subsequent instructional improvement. In the collaborative approach to school inspection, both the inspector and teacher mutually negotiate the plan of action (Onasanya, 2022).

Several empirical studies on teacher instruction in Africa such as one by Olagboye (2004) and Mbaluka (2020) indicate that several factors contribute to instructional effectiveness, such as location of school, social- economic status of parents, provision of scholastic materials and government support. However, the contribution of the collaborative inspection approach has not received much attention so far. Although a few attempts have been made on the impact and effect of inspection on students' learning in secondary schools, the effect of the collaborative inspection approach and teacher instruction in primary schools has not received adequate attention (Namugwanya, 2006).

Propagators of this approach describe the collaborative inspection approach as the most appropriate for teacher instructional effectiveness if applied according to its rightful principles. According to Haule (2020), the inspector's role in this approach is to guide the problem-solving

process, be an active member of the interaction, and to help keep teachers focused on their common problems. Haule (2020) further says that inspectors who employ this approach believe that teaching is primarily problem-solving, in which two or more people pose a problem, experiment and implement those teaching strategies that are deemed relevant.

Other proponents of the collaborative inspection approach such as Guribye (2020) concur with Glickman, Gordon and Ross-Gordon (2014) that it is good because it is controlled and balanced. Guribye (2020) further distinguishes it as accommodative and each one of the teachers and inspector actively contributes to building teacher instructional effectiveness. Other supporters of this approach such as DES (2015) suggest that both the inspector and the teacher negotiate the plan of action and views of both parties are included in the final plan of action after reviewing, revising, rejecting, proposing and counter proposing until they both come to a mutual agreement.

The MoES (2016) and Honning and Hjortso (2018) add that what makes this approach good and enjoyable to use is not the enforcement of the inspector but the agreement between the inspector and the teacher. These scholars accept that the more inspectors involve teachers in decisions affecting their instructional practices, the more the latter make effort to contribute and are willing to implement a plan they have been part of.

More proponents of this approach such as Anyagre (2014) and Butler (2020) suggest that the collaborative approach is alone in its class because it is more of a data collection approach. It appears to be commonly used in other inspection approaches. The two scholars, however, agree that when both the teacher and inspector work together in addressing a problem identified during the teacher's instruction, it reflects the truth about the research the inspector has carried out in which the teacher effectively participates. They pose a hypothesis, experiment and implement strategies that appear to offer a reasonable solution to the problem under consideration. DoFour (2014) advises that the climax of this research would be that

instead of the inspector telling the teachers what they should have done, the inspector asks, 'What did you think of the lesson? How did it go? Did you meet your objective?" Such questions are more cordial, positive, interesting and non-judgmental.

Critics of the collaborative approach such as Kirean (2021) say that the inspector's long stay in a school is good although it makes school business unfunctional for all the time the inspector is in the school because all its clients avoid the school. The long stay of the inspector in the school is described as over-inspection and it results into bias, spoiling relations with some teachers (Huang, 2018)

According to Hoy and Miskel (2008) one of the indicators of the collaborative inspection approach was termed as an internally generated evaluation exercise done by the supervisor in a teaching/ learning situation with the aim of providing recovery support to the teacher. Support supervision was sub-dived among peer support and superior support (Holland, 2004 and UWEZO, 2021). In a study by Hoy and Miskel (2008), peer support supervision refers to situations where teachers learn from one another without an authority overseeing them. In this way, not only do teachers learn a great deal by explaining their ideas to each other but they also participate in activities in which they learn from their peers. They develop skills in organising and planning learning activities, working collaboratively with others, giving and receiving feedback and evaluating their own teaching (Holland, 2004). It is along these arguments that Ssembirige (2009) and UWEZO (2021) suggest that through peer support supervision, teachers receive more time for individualised learning and that they develop interaction between fellow teachers and consequently promote active learning.

Advocates of this approach such as Holland (2004) and UNEB (2016) suggest that support supervision helps all teachers to learn from each other, especially the inexperienced ones learning from the experienced. Other advocates such as Guribye (2020) reveal that teacher-teacher professional support is important because a teacher learns from a fellow teacher without

fear. Kiggundu (2009) equally supports this view in his study on inspection in secondary schools in Uganda. He recommends peer-support supervision for the collaborative inspection approach which may make a big difference.

Other advocates of peer support supervision such as Blasé and Blasé (2004) and MoES (2018); Ghasemi and Kirimi (2021) expound it beyond classroom instruction to assessment. They state that teachers in Tanzania and Uganda in lower primary classes were able to master continuous assessment faster through peer support meetings organised by local centre tutors. They further state that peer- teacher relationships function as interventions for both learners and teachers to have an effective instructional system. Similarly, although, Museveni (2016), Museveni (2017) and Onasanya (2022) agree that peer support makes a school a fundamental basis for the development of academic and social achievements, Matete (2016), and Haule, (2020) hold the view that teacher–teacher relationships results in various measures of teacher instruction, such as team-teaching and peer classroom supervision and peer assessment.

The analysis and assumptions from these empirical studies are that both inspectors and teachers perceive each other as valuable partners in the instructional process. There is a sense of trust and respect between the two parties. The teachers in this approach are likely not to feel threatened in pursuit of their instructional practices but welcome all observations that might be raised. Both the inspector and the teacher intensely care about the problem at hand and collaboratively get involved in carrying out a decision to solve a problem. The more inspectors involve teachers in decisions affecting their instructional practices, the more the latter makes an effort to contribute and implement a plan they have been part of.

Advocates of support supervision such as Macharia and Kiruma (2014) recommend this approach for it is participatory, democratic and as Glickman (2013), argues, teachers quickly become aware of their weaknesses and the consequences that such weakness may result in. With such knowledge, Macharia and Kiruma (2014) argue, teachers base on this knowledge to

design recovery strategies. However, Hoy and Miskel (2008) and Macharia and Kiruma (2014) indicate that peer support supervision may not only be an act of encouraging human relations, teacher motivation and enabling teachers to try out new instructional techniques, but it may provide time for teachers and supervisors to increase their understanding of the teaching learning process.

Empirical studies so far conducted on the collaborative inspection approach such as one by Butler (2020) and Huang (2018) emphasize the need for using feedback reports after any inspection. According to ESA (2005) and Olagboye (2004), after inspection, the main form of feedback received by a school is a feedback inspection report. This report provides stakeholders with a clear description of observations, findings and judgments regarding the quality of education found at the school. It recommends actions that built on strengths of the institution and it addresses its weakness (ESA, 2005). In advocating the approach, Museveni (2016) observes that feedback, when given genuinely, may not be a formality but serves as a guide for instructional improvement. Museveni (2016) further advocates that feedback (whether formal or informal, written or oral) focuses on observations rather than perspectives and it reflectively informs teacher behaviour, focuses on implementing recommendations and addressing learner diversity. Bagaya's (2020) support for feedback points out that positive feedback is specific; expresses carefully, reveals its interest and explains in a non-judgmental way, yet, it encourages teachers to think and to re-evaluate their strategies.

On the other hand, Matete (2009) is of the view that because feedback school inspection reports in Kenya and Tanzania were written without the involvement of key school stakeholders, they were full of biases. For fear of criticism, these reports were never made public which denied the public knowledge about how their schools were performing. Other critics of the inspection feedback reports such as Busingye (2020) and Oghvubu (2007) claim that even teachers, head teachers and officials from the Ministry of Education and Sports many

times, fail to access feedback inspection reports. Also, critics such as Matete (2009) support ESA (2005) because the two assert that without immediate dissemination of feedback reports, the purpose of inspection is defeated. As a critic on the use of the feedback reports system, Museveni (2017) wonders whether there was meaning in any inspection without timely feedback and questioned whether there was value for money. As an independent observer, UWEZO (2016) report commends the timely release and immediate implementation of inspection feedback reports.

In Matete's (2009) study, the trust the learners have in their teachers in social, content and pedagogical circles contributes a lot to teacher instructional effectiveness. According to Matete (2009), trust is coupled with respect, which is very instrumental in enhancing teacher instruction. This scholar asserts that trust being the belief and confidence one builds in something or someone, learners have to build trust and respect for a teacher and teachers have to do so for each other. The same has to be done to the inspector and vice vasa on the basis of knowledge and instructional expertise, Mateete (2009). Teachers and inspectors are expected to be knowledgeable in both content and teaching strategies in order to satisfy their clients, Guribye (2020). Teachers' trust in the fellow teachers and inspectors' ability to assist and support them is essential just as it is for learners and their teachers (Sullivan & Glanz, 2020). Scholars such as Mateete (2016) and Guribye (2020) suggest that learners must rely on their teachers for effective teaching, just like teachers not only rely on fellow teachers but inspectors for instructional assistance, morale boosting and curriculum planning. They also suggest that inspectors need to be honest with their teachers and to be open in discussions, just as teachers must be honest to their fellow teachers and learners and to be open in discussions.

In support of the collaborative approach, Holland (2004) writes that inspectors and teachers should demonstrate knowledge and skills in making important decisions. Furthermore, Holland (2004) also advises that teachers and inspectors should develop trust

and respect for all people they work with so that their words are taken serious. Their credentials alone do not inspire, but respect and trust, greatly determine how their advice and instructions are taken. The researcher concurs with Holland (2004) and also adds that having knowledge alone is not enough but using it judiciously to help others to grow professionally and to conduct excellent work is the ultimate objective. While emphasizing the importance of trust, Rous (2004) asserts that in the USA public primary schools, inspectors neglected the teachers most of the time. Although inspectors were knowledgeable, teachers did not fully heed their advice. Hence, they lost trust and respect.

Another scholar who supports using trust was Mbaluka (2020), who carried out a study in Kenya on teachers' views on inspection. He asserts that inspectors who show respect for staff, families and children demonstrate care for children and teachers, and are highly trusted and respected.

Analysis of empirical studies above such as one by Haung (2018), Guribye (2020), and Butler (2020) reveal that instructional effectiveness is through teachers and learners having trust, respect and confidence in inspectors and teachers respectively. This is because the teachers support learners to achieve academic excellence and inspectors provide pedagogical support to teachers to perform well in instructional activities. As inspectors employ the collaborative inspection approach, the teachers who have the trust, confidence and respect implement whatever they are told to do.

2.3 Summary

Chapter two presented the theoretical and literature review based on the concepts of the study namely school inspection approaches and teacher instructional effectiveness. It explained how existing gaps in the use of theories to achieve teacher instructional effectiveness could be addressed. It explained the views of other scholars and the strengths and weaknesses of the

various school inspections and how they aided teacher instructional effectiveness. The following chapter presents the study's methodological aspects.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology used to collect, analyse and interpret the data. It presents the research philosophy, research approach, research design, and population, sample size, sampling techniques, data collection methods and instruments as well as validity and the reliability.

3.1 Research Philosophy

The pragmatist research philosophy guided this study. This way of thinking originated from John Dewey in 1952. The researcher preferred the pragmatist paradigm because of its creative and thoughtful mixture of assumptions, ideas, and methods as argued by Creswell (2014). The researcher adopted this philosophy because it deals with problems in practical ways rather than by abstract thinking. Creswell and Clark (2011) and Kumar (2011) described the pragmatist research paradigm as a constructive paradigm that advocates the use of a mixed methods approach in research. This paradigm is meant to circumvent the contentious issues of truth and reality, which would occur if the researcher used either the quantitative or qualitative approaches alone.

According to Amin (2005) and Creswell (2014) the pragmatist research paradigm focuses on “what works” as the truth regarding the research questions that are under investigation. Based on these beliefs and values, the study conceptualised the issue of school inspection approaches and teacher instructional effectiveness in government-aided primary schools as a matter of both objective and subjective reality, (Creswell, 2014). Bearing in mind the fact that the philosophical concepts that underpin any paradigm include: epistemology, ontology, axiology, rhetoric, and methodology, this study methodologically took care of these concepts.

Creswell (2014) and Kumar (2011) argue that with epistemology, the researcher should have far – off and self- regulating features of those being researched. This is why in this study; the researcher used a self-administered questionnaire to remain distant from and give independence to the respondents. According to Onuegbuzi and Leech (2005) and Yin (2009), the grandiloquence or language used to communicate research findings should also be formal and interpersonal, but should be used on acceptable outward appearances that exhibit comparisons, consequences and connections. The researcher, therefore, used interpersonal, objective and neutral language to eliminate any prejudiced personality that would emerge. The philosophical orientation was that participants explained why teacher instructional effectiveness was missing and how it could be achieved. Thus, participants explained why teachers were not reporting on the achievement levels of learners, why teacher attitudes were not positive, why teacher planning was not effectively done, why school attendances were very irregular and why teachers were not choosing and not using appropriate teaching methods.

Ontology is the use of gained knowledge. In the study, participants provided a lot of input basing on their opinions and beliefs. They explained how teachers planned, why teachers' attitudes were not positive, why teachers were not reporting on learners' achievement levels, why teachers were not using appropriate teaching methods, why the teachers' attendance was irregular. The participants went ahead to suggest possible solutions that would enable teacher-instruction to become more effective.

Axiology involves the roles played by values, value judgments and ethics. This study applied axiology by ensuring that private ideas and private detectable facts about school inspection approaches and teacher instructional effectiveness were distinctive from individual ideas and values. This ensured that facts were reported from only the data gathered in the study. The participants suggested values and benefits of utilizing the directives, teacher attained knowledge, team work, consultations, peer support supervision, using feedback reports, trust and respect.

With regard to the philosophical concept of methodology (the process of research), Creswell (2014), Onuegbuzi and Johnson (2005) observes that pragmatist paradigm is not committed to any one system of philosophy and reality, truth and what would work at the time. This meant that pragmatism adopted a pluralistic attitude and did not take a dogmatic position concerning the different methods that work in relation to the research problem, purpose and situation at hand. Besides, it was the researcher's belief and conviction that pragmatism was promoted in research because it enabled one to combine several research approaches in one study.

3.2 Research Approach

This study used a parallel mixed methods research approach. The mixed- methods approach was used to establish the relationship between school inspection approaches and teacher instructional effectiveness. The parallel mixed methods research approach used according to Tashakkori (2007) and Yin (2009), was a type of design in which quantitative and qualitative data were collected in parallel, analysed separately and then the results merged. In this study, qualitative data was collected first and it later supported the quantitative findings. The reason for collecting both quantitative and qualitative data, as given by Onuegbuzi, (2007) and Wan (2011) was to find out the extent to which the quantitative and qualitative data converged or diverged. The qualitative data helped to explain and interpret the convergence /divergence in the quantitative results.

Since the mixed methods research approach is a type of inquiry that was philosophically grounded in a situation where both qualitative and quantitative approaches were intentionally used in a single research study, the purpose of using the mixed-methods research approach was to fully understand the problem in case the qualitative research or quantitative research was insufficient. The other reason was to see if any quantitative and qualitative results matched (Creswell and Clark, 2011).

According to Creswell and Tashakkori (2007), the mixed methods research involves the collection and analysis of both quantitative and qualitative data and integrating the two sets of

results at some point in the research to draw inferences from the quantitative and qualitative findings. By undertaking this integration, this study led to a better understanding of the relationship between school inspection approaches as an explanatory factor of teacher instructional effectiveness. It was also possible to give more detailed answers to the research questions, identify new research questions and suggest changes to be made on subsequent research designs. This study chose the mixed methods research approach because of its ability to overcome the inherent disadvantages when mono- method research could be adopted. For example, in this study, the effect of integrating the results of this mixed method was to provide, as Johnson and Onwegbuzi (2005) put it, a more complete knowledge that enhanced theory development and practice.

By carrying out quantitative research alongside the qualitative one, this mixed methods study helped to overcome some of the draw backs of qualitative research, such as the researcher's personal biases, when interpreting research results. It also overcame drawbacks of quantitative research, such as the reductionist research models, that might have omitted some important constructs, Amin (2005). At the same time, the use of this mixed methods approach enabled the study to use quantitative data to confirm and test the results of qualitative data, as well as qualitative data to confirm and add value to quantitative data.

3.3 Research Design

The study employed the explanatory sequential research design. This design involved qualitative and quantitative data collection and analysis done in sequences. Firstly qualitative data collection and analysis was done and secondly, quantitative data collection and analysis was performed. These were merged later where qualitative data helped to support quantitative findings. Quantitative data was generated through using semi-structured questionnaires, while qualitative data was generated through interviews by using interview guides. The quantitative data collection was chosen because it easily generated views from teachers, who were the main respondents by merely picking the right answer from the alternatives that were provided (Mugenda and Mugenda, 2014). The qualitative approach, on the other hand, was chosen

because it allowed the key participants to discuss fully the relationship between school inspection approaches and teacher instructional effectiveness. The study started with a survey involving collection of qualitative data from the inspectors of schools and education officers and analysis was done through using thematic analysis. Quantitative data collection was later done as data was collected from teachers teaching in government-aided primary schools in Mukono District. Data was analysed using inferential tests to establish the relationship between inspection approaches and teacher instructional effectiveness (Amin, 2005). The qualitative approach was preferred because it allowed the key participants to discuss fully the role of school inspection approaches in teacher instructional effectiveness.

3.4 Research Procedure

This study started with identifying the problem thus, "the relationship between inspection approaches and teacher instructional effectiveness in government-aided primary schools in Central Uganda. The researcher identified appropriate theoretical and related literature to back the study. The right target population was sampled, quantitative and qualitative data collection instruments were developed, quantitative tools were piloted, refined and then used to collect data. In this study the researcher used a parallel mixed methods research design which according to Creswell (2014) enables both quantitative and qualitative data to be collected in sequences. After analysing the two data sets separately, the results were then merged to make.

By using frequencies, percentages, means, standard deviations the significance level findings were arrived at through establishing descriptive, inferential and regression statistics. Similarly, qualitative data was collected and analysed using thematic analysis. The results led to making appropriate conclusions and recommendations and the writing of this dissertation.

3.5 Study Population

The study population comprised of teachers in government - aided primary schools in. Mukono district. The teachers in government-aided primary schools were the target group because they

were directly involved in the instruction process. Knowing well that a sampling frame should completely represent the population in order to obtain accurate results and to avoid biases, the teachers chosen were graduates, diploma and certificate holders in education. The study population also comprised of inspectors of schools and the education officers responsible for education matters in Mukono district.

Table 3.1

Study Population for Mukono District

Category	Access Population	Sample Size
Education Officers	5	5
Inspectors	5	5
Teachers	210	168
Total	220	178

Source: Mukono district, study Population (2023)

3.6 Sample Size

Primary school teachers in government-aided schools were the target group in this study because they were at the centre of classroom instruction. They were chosen because the researcher was convinced that they could provide up-to-date and rich experiences about how school inspection approaches contributed to teaching and learning. Due to the limited time and resources for this research, a representative sample of teachers who were willing and convinced to participate in the study were sampled among the primary seven class teachers from the fifty government-aided primary schools in the District. In addition, the sample frame also comprised of school inspectors and the education officers, whose voices revealed the real situation on the ground on how inspection approaches contributed to instructional effectiveness. Thus, a sample of 178 respondents out of a population of 220 was taken for this study. This number was considered sufficient to draw reasonable conclusions.

3.7 Sampling Techniques

The purposive sampling technique was used to select school inspectors and education officers. This is because, as proposed by Amin (2005), purposive sampling is judgmental, selective and subjective. Therefore, the reason why the researcher chose purposive sampling was because he had faith in his own judgment when choosing the inspectors and education officers who had a big stake in teacher instructional effectiveness. They all participated because of their specified and particular key roles in teacher instructional effectiveness. All the 5 education officers and the five inspectors of schools participated in the study because of their specialised roles in managing teaching and carrying out school inspections in the county.

Furthermore, using the convenience sampling technique, the primary seven teachers (main respondents) were sampled and their number was determined by using the Krejcie and Morgan (1970) table for determining sample size. According to Amin, (2005), the convenience sampling technique was appropriate because teachers were sampled simply because they conveniently had the time for the study. Creswell and Tasharikkori (2007) add that in order to carry out a study at a low cost, the researcher does not have to go in for difficult sampling techniques. For this reason, the teachers were sampled using the convenience sampling technique because they were readily available during the Covid- 19 lockdown period. This sampling technique was actually cheap, efficient and simple to implement because the respondents were willing to work with the researcher.

3.8 Data Collection Methods

For a mixed methods study, pragmatism opens doors to a myriad of methods, different assumptions and different forms of data collection and analysis (Creswell, 2014). However, this study employed only two methods of data collection namely: the Survey, and interview data collection methods.

3.8.1 The Survey method

The Survey method was chosen because, as Yin (2009) posits, it enabled the researcher to closely examine the data within a specific context. Furthermore, Amin (2005) considered the Survey methods to be appropriate for collecting information on a variety of practices, concerns and interests of people. This implied that the survey method was, undoubtedly suitable for this study because the researcher was interested in finding out the effect of school inspection approaches and teacher instructional effectiveness in government-aided primary schools.

3.8.2 Interviews

Interviews were conducted to collect qualitative data from the education officers and school inspectors. It was deemed necessary to interview education officers and inspectors separately in order to avoid bias through influence of the senior staff over the junior ones. To collect qualitative data from them, the researcher collected data using interview guides. In line with Amin (2005), Creswell and Tasharikkori (2007) the use of the above two methods facilitated the process of triangulation.

3.9 Data Collection Instruments

3.9.1 Questionnaires

This study used self-administered questionnaires to gather information from teachers regarding teacher instructional effectiveness and how it was determined by inspection approaches (Appendix A). The questionnaire used for this study was primarily attitudinal, based on the five-point *Likert* scale which places people's answers on an attitude continuum (Amin, 2005). Respondents were asked to state the extent to which they agreed or disagreed with the statements generated in the questionnaires as follows: Strongly Disagree (SD)=5, Disagree (D)=4, Agree (A)=3, Strongly agree (SA)=2, I don't Know= 1. The questionnaire was developed basing on instruments already used by other scholars, as shown in Table 3.2.

Table 3.2

Inspection Approaches, Constructs and Question Items contained in the Instruments.

Variable	Constructs	No. of Items
Inspection Approach	Directive Inspection approach Directing Evaluating Teacher Knowledge	15 Items
Inspection Approach	Non-directive inspection Approach Team Planning Consultation	15 Items
Inspection Approach	Collaborative Inspection Approach Support Supervision Feedback Trust Respect	31 Items
Teacher Instructional Effectiveness	Reporting Pupil Achievement Teacher Attitude Planning Attendance Pedagogical Approaches	39 Items

Source: Primary Data (2023)

The questionnaire had four sections, namely: directive inspection approach, non- directive inspection approach, and collaborative inspection approach and teacher instructional effectiveness. The questionnaire had a clearly labelled title, consent form where respondents wrote their consent statements and an introduction letter from Kyambogo University. Section A consisted of four items namely the background and individual characteristics which helped in categorising the respondents by gender, age, qualifications and teaching experience. This helped the researcher to describe the nature of the study respondents.

Section B was about the directive inspection approach and it solicited individual opinions on how school inspectors were directing and evaluating the teacher knowledge attainment. These items were designed to provide an indication of how school inspectors' ways of participation contribute to teacher instructional effectiveness. This section contained fifteen items, that is: 8 items on school inspectors directing the instructional process and 7 items on school inspectors evaluating the teacher knowledge acquired.

Section C of the questionnaire contained fifteen test items measuring the non-directive school inspection approach. Out of these fifteen items, 7 items measured team work/planning and how it was built, as well as its benefits to generate teacher instructional effectiveness. A total of 8 items focused on using consultation in a free and open school inspection system.

Section D constituted of 33 items on the collaborative inspection approach. Out of these; 9 items focused on using support supervision in building a democratic school inspection for teacher instructional effectiveness. Eight (8) items were on using feedback reports to inform teachers of their performance during inspection time. It further looked at its importance in building teacher instructional effectiveness in a democratic inspection system. There were 8 test items used to measure the usefulness of trust in building up teacher instructional effectiveness. Similarly, 8 items were used to measure the contribution of respect to teacher instructional effectiveness.

Finally, section E focused on teacher instructional effectiveness. This contained 39 items with 9 focusing on reporting on pupil achievement, 7 on teacher attitude, 8 on planning, 7 on attendance and 8 on pedagogical practices. The questionnaire was chosen because, as Yin (2009) put it, it enabled the researcher to collect information from a spectrum of teachers through written responses over a short period of time and quickly at a reasonable cost. One hundred and seventy eight questionnaires were distributed to respondents and one hundred twenty were returned. According to Amin (2005), Mugenda and Mugenda (2014) and Creswell (2014), questionnaires are widely considered as useful instruments for collecting survey information, providing structured and often numerical data that is comparatively straight forward to analyse.

Since the respondents were literate with high proficiency in the English language used in the questionnaire, it did not require the researcher to interpret. The respondents worked independently. However, despite the fact that the questionnaires presented relatively easy ways to collect data, it may have been criticized for not being susceptible to individual experiences. Mugenda and Mugenda (2014), therefore, it is suggested that such instruments should be used together with other qualitative tools. In line with Mugenda and Mugenda's (2014) recommendations, interviews were used in this study to probe inspection approaches and teacher instructional effectiveness in government-aided primary schools in Nakisunga County.

3.9.2 Interview guides

The researcher chose to use interview guides for the two categories of participants namely education officers and school inspectors because the topic was sensitive and the inspectors and education officers needed to be interviewed separately. This gave them opportunity to speak freely without influence from the senior staff over their junior officers. This removed the conflict of interest and bias from the study. Before the interviews were conducted, the researcher introduced himself, the purpose and topic. Interviewee's consent was secured and procedural guidance was given by the interviewer. Ten interview meetings were planned, one for each of the five, education officers and the five inspectors of schools, however, saturation was realised at level six.

3.10 Validity and Reliability of Instruments

3.10.1 Validity for quantitative data

Validity refers to whether a given instrument accurately and correctly measures what it is intended to measure, (Creswell and Tashakkori, 2007). In this study the researcher used four (4) experts to determine which question items were suitable to use. The four experts from the department of educational planning and management who had supervised research at this level were used for face validity thus to sort the best question items out of the many the researcher had constructed. For construct validity, the 4 experts had been convinced to work as judges to ascertain whether the question items had been properly constructed and also whether they would give valid data. The 4 judges were also used to ascertain the relevancy of the question items and whether they would give valid data. Content validity index results are presented in the table 3.3 below:

Table 3.3
Content Validity Indices

Variable	Sub-variable	Judges	Relevant question items	Total number question items	CVI
Directive Approach	Directing	4	7	8	0.88
	Evaluation of teacher knowledge	4	6	8	0.86
Non- directive	Team planning	4	6	7	0.96
	Consultation	4	7	8	0.94
Collaborative	Support Supervision	4	8	9	0.94
	Feedback	4	7	8	0.88
	Trust	4	6	7	0.86
	Respect	4	8	7	0.88
Teacher instructional Effectiveness	Reporting on pupil Academic achievement	4	8	9	0.89
	Teacher Attitude	4	6	7	0.86
	Effective Planning	4	7	8	0.88
	Attendance	4	6	7	0.97
	Pedagogical Approach	4	8	7	0.88

Source: Primary Data (2023)

All the results in the above table having been above 0.70, according to Amin, (2005) meant that these tools would give valid data.

3.10.2 Reliability

3.10.2.1 Reliability of Qualitative data

This is the degree of consistence of an instrument in yielding the same results if repeated using the same procedures (Creswell, 2014). When the questionnaire is consistent and accurate, it is said to be reliable and the greater the degree of consistence, the greater the reliability, (Mugenda and Mugenda, 2014 and Kumar, 2011). A research instrument is considered reliable according to the extent the repeated measurements give the same outcome, Sullivan (2011). In order to

ensure reliability, pre-testing was done using 15 teachers from three sub-counties namely Kimenyedde, Nakisunga and Kyampisi sub-counties and the table 3.4 presents the data on questions piloted in the three sub-counties.

Table 3.4

Pilot Test Items to Teachers in Kimenyedd, Kyampisi and Nakisunga Sub-counties

Sub-county with Number of Teachers		**Kimenyedde**	**Kyampisi**	**Nakisunga**
Inspection Approach	Directive Non-directive Collaborative TIE	15 15 33 39	15 15 33 39	15 15 33 39
No. of Teachers		5	5	5

Source: Primary Data (2023)

By using the Cronbach's Alpha method provided by SPSS version 26 the results showed that the question items on the directive inspection approach were 0.87 > 0.70, (reliable). Those for the non-directive inspection approach were at 0.97 > 0.70 (reliable). For the collaborative inspection approach were at 0.87 > 0.70 (reliable.) For teacher instructional effectiveness results were at 0.89 > 0.70 (reliable). Table 3.4 shows that Cronbach's coefficient values were all above 0.70, which indicated a good internal consistency of the items.

Table 3.5

Cronbach's Alpha Coefficient Results

Items	Number of Items	Cronbach's Alpha
Directive Inspection Approach	15	0.87
Non-directive Inspection Approach	15	0.97
Collaborative Inspection Approach	33	0.87
Teacher Instructional Effectiveness	39	0.89

Source: Primary Data (2023)

3.10.3 Trustworthiness

According to McBuruney and White (2007) validity is an indication of accuracy in terms of the extent to which a research conclusion corresponds with reality. Further, scholars such as

Creswell (2012) call validity a development of sound evidence to demonstrate that the test interpretation of scores about a concept or construct is assumed to measure the truth. Validity in qualitative research is referred to as trustworthiness. According to Polit and Beck (2014) trustworthiness is the degree of confidence in data interpretation and methods used to ensure the quality of a study. Similarly, in the view of Kieram (2023), trustworthiness is a common ontological foundation that attributes to individuals intrapsychic directed towards specific targets measured. According to Batista (2021) qualitative researchers are required to articulate evidence of four primary criteria to ensure the trustworthiness of the study's findings. These are namely credibility, transferability, dependability and conformability.

Credibility: This is the measure of the truth value of qualitative research or whether the study's findings are correct, consistently relevant and accurate. This can be done through data investigator or theoretical triangulation, participation validation or member checks or the rigorous techniques used to gather the data.

Transferability: Refers to the degree to which the results of qualitative research could be generalized or transferred to other contexts or settings. The fact that something can be moved from one person, place or use to another without significant differences is transferability. It is established by providing readers with evidence that the research findings could be applicable to other contexts, situations, times and populations. For example; study findings on 350 University students could be transferred and used on bigger populations, situations and contexts.

3.11 Data Collection Procedure

After getting approval from the Directorate of Post Graduate of Kyambogo University. The researcher further obtained ethical approval from Gulu University Research Ethics Committee (GUREC) and as a requirement for any study to be conducted in Uganda it was registered with the Uganda National Council for Science & Technology (UCST). The researcher also obtained administrative clearance from relevant authorities, such as the Mukono District Education

Officer (DEO), District Inspector of Schools (DIS) and from each of the head teachers where the study was conducted. Data collection was done following the procedure below.

3.11.1 Quantitative Data

Quantitative data was collected through a survey by use of self-administered questionnaires. Equipped with a letter of introduction from Kyambogo University the semi-structured questionnaires were distributed to the teachers. The filled-in questionnaires were collected from the teachers of Mukono district government-aided primary schools after a period of one month. The inspectors of schools and the Education officer in charge of Mukono district played a key role in mobilising the teachers to pay great attention to the answering of the questionnaires and in the data collection process during the Covid- 19 lock down.

3.11.2 Interviews

There were ten interview meetings that were organised for the five education officers and the five inspectors of schools each one separately. However, at level six, saturation was realised. To control bias, none of the participants was allowed to know what the rest of the participants said. Thus, total privacy was observed.

3.12 Data Processing and Analysis

This study involved two types of data, namely, quantitative and qualitative data.

3.13 Quantitative Data Analysis

Upon completion of quantitative data collection using semi-structured questionnaires, quantitative data was cleaned and entered into Statistical Package for Social Sciences (SPSS) Version 26 and presented using descriptive data tables and histograms. The unit of analysis were the teachers teaching in the government-aided primary schools. Descriptive Statistics, such as relative frequencies, percentages, mean and standard deviation, were established and presented in descriptive tables and histograms. Pearson Correlation Statistical Analysis tests

were used to establish the relationship between inspection approaches and teacher instructional effectiveness. The researcher used univariate descriptive analysis to compute relative frequencies to establish the categories of the background variables such as gender, age, qualifications and length of time spent in teaching. The aspect of correlation came in at the bivariate inferential data analysis level because testing each of the three hypotheses was done using Pearson's Linear Correlation coefficient. To establish collinearity both the tolerance values (TVs) and the value inflation factor (VIF) were studied to establish whether collinearity was not realized.

To establish if there was a relationship between inspection approaches and teacher instructional effectiveness, linear regression analysis was carried out. Multiple linear regressions were also carried out to determine the aggregate effect of inspection approaches and teacher instructional effectiveness. The dependent variable DV (Teacher instructional effectiveness) was regressed against the independent variable IV (Inspection Approaches).

3.13.1 Analysis of qualitative data

Analysis of qualitative data began as soon as data was collected. Data collected was from self-expressions of the inspectors and education officers to literature formation. To analyse qualitative data, thematic analysis was applied. Thematic analysis is a method of analysing qualitative data that involves reading through a set of data and looking for patterns in the meaning of the data to form themes. Similarly, themes are the overcharging ideas and subject areas within the corpus of research data. To formulate themes a researcher collates together the results of the coding process, generate themes that tie together the identified codes into groups according to their meaning or subject matter. The themes below were generated and used to support the quantitative findings.

Table 3.6

Generated Themes regarding Education, Inspectors and Head teachers on Teacher Instruction

No.	Codes	Themes
1.	Implementation of directives is not monitored Teacher knowledge attainment is not monitored No sanctions for failure to implement directives No recognition for effective teaching	The Directive inspection approach does not contribute to teacher Instructional Effectiveness.
No.2	Inspectors show no interest in consultations Peer support supervision not encouraged No trainings on consultations No sanctions on lack of consultations	Inspectors did not train teachers, head teachers in effective engagement in consultations
No. 3	Teachers are not coached on support supervision Support supervision is not monitored No suggestions to insp. on support supervision No training on support supervision No sanctions on support supervision No rewards for support supervision	Inspectors did not meet adequately their job requirements

Source: Primary Data (2023)

3.14 Ethical Considerations

Different ethical considerations to protect human rights and the welfare of the respondents were taken into account using different ways throughout this study. The researcher acknowledged all information obtained from all sources, such as journal articles, text books and reports, among others.

Participants' consent, as stressed by Wan (2011) was highly observed in this study so as to ensure free participation. Before administering the questionnaires, and interviews, the research purpose and objectives were explained and clearly articulated so that the participants could take part freely based on their own consent.

The interviews were carried out in a place where no one could invade the privacy of the issue in discussion. Participants were assured of their security and confidentiality of all the information given.

The researcher made some gender considerations during the study by ensuring that both male and female participants were engaged in the study without bias. This data was protected from unauthorized people by using secret system codes known to the researcher alone.

Finally, during the interviews the COVID-19 SOPs were strictly adhered to and the researcher being a seasoned school inspector was ethically compelled to observe the school inspectors' professional ethics and to work within the limits of the research ethical guidelines to manage conflict of interest.

3.15 Limitations and Delimitations

3.15.1 Limitations

The teachers in government-aided primary schools, especially, in rural areas were so loaded with work following the class- teacher system where a teacher handles all lessons in the class allocated. Mukono district, being majorly rural, government –aided primary schools were suffocated with big numbers of pupils. There was a fear that the big class numbers would disable the teachers to give due attention to the questionnaires. Secondly, the data having been collected during Covid- 19 lock down, it was anticipated that this would affect the data collection process These fears did not affect data collection instead they attracted all the expected teachers and other stakeholders outside the sample to send their views through the inspectors and education officers via telephone calls.

3.15.2 Delimitations

Although there are several factors of instructional effectiveness like professionalism, training levels, work environment, this study, looked at inspection approaches and their relationship on teacher instructional effectiveness on the rural settings especially of central Uganda.

3.16 Summary

This chapter explains how the study was conducted, starting from the research philosophy that provided the philosophical realm to locate it. It was followed by the research approach that was used to collect and validate both quantitative and qualitative data and the type of research design the researcher used to collect, analyse, and interpret data. The accessible study population from which the sample size was derived came next. This was followed by explaining the sampling techniques used to accomplish the study and the justifications for the choices made for each of the techniques. The data collection methods and instruments, data analysis procedures, and steps taken to ensure validity and reliability of study instruments, together with ethical considerations during the study period, have all been presented at the end of the chapter. Next is chapter four presenting data that was collected, its analysis and interpretation.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents analyses and interpretations of the study findings. The quantitative data collected was statistically analysed and presented according to the study variables while qualitative data was thematically analysed. The chapter included descriptive, inferential, collinearity and multi-regression results.

4.1 Participants' Response Rate

According to Creswell (2014), response rate refers to the ratio between the number of respondents who successfully participated in a study to the target number of respondents that should have participated. This study targeted 220 respondents, namely the teachers, inspectors of schools and education officers. However, due to factors beyond the researcher's control only 178 respondents participated. The findings on the response rate are tabulated in Table 4.1 below. The table indicates that out of 220 teachers, a total of 178 responded. However, all the education officers (5) and all the inspectors (5) participated in the study.

Table 4.1

Respondents Response Rate

Category	Targeted Sample	Actual Responses	Percentage
Education Officers	5	05	100%
Inspectors	5	05	100%
Teachers	210	168	80%
Total	220	178	80.9%

Source: Primary Data (2023)

Out of 220 respondents, 178 responded, representing a response rate of 80.9%. This was in agreement with what Mugenda & Mugenda (2014) recommend that a response rate of 70% and above was generally appropriate for the results to be reliable and valid.

4.2 Sample Characteristics

The researcher administered research tools to elicit the data about the demographic information of the respondents. These included; gender distribution, level of education, duration spent while teaching and subjects taught. The study variables were considered important in interpreting the results. They helped to create understanding of how academic qualifications aided the respondents to interpret the questionnaires. These also aided the inspectors and education officers to ably participate in qualitative data collection meetings. The responses on time spent in teaching and one's age all helped in responding to the question items. The time spent in teaching helped to show how long teachers had worked with inspectors carrying out their duties while age showed the level of maturity and, therefore, the level of seriousness they exhibited while responding to the questionnaires. Although gender had a minor attachment to responding to the questions, it showed that the researcher had or did not have any gender bias. This was presented and analysed as follows;

Table 4.2

Gender Distribution of Respondents

Gender	Frequency	Percent
Male	95	53.4
Female	83	46.6
Total	178	100.0

Source: Primary Data (2023)

Table 4.2 above showed that out of 178 respondents, the majority 95 (53.4%), of the respondents who participated in the study were males compared to their counterparts (female respondents) who were 83 (46.6%). The implication of the above finding was that the study was dominated by male respondents. This reflected that the study was gender imbalanced. Although this was the case, the ideas and opinions of all the respondents were generally considered to be very essential in accomplishing the study.

4.2.1 Highest Level of Education

The researcher asked the respondents to indicate their levels of education, and below is the table showing the results:

Table 4.3

Respondents' Levels of Education

Education Level	Frequency	Percent
Degree	60	33.7
Diploma	63	35.4
Certificate	55	30.9
Total	178	100.0

Source: Primary Data (2023)

Table 4.3 above indicates that, the majority 57 (36.1%) of the respondents held bachelor's degrees, 53 (33.5%) were diploma holders while 48 (30.4%) were certificate holders. The implication of the findings was that, majority of the respondents were highly educated and education professionals who clearly understood the questions and interpreted them correctly without interventions of the researcher. This provided a basis for building confidence in the information the respondents provided and saved time in administering questionnaires and conducting the interviews to elicit data about the relationship between

school inspection approaches and teacher instructional effectiveness in Government-aided primary schools in Mukono District.

4.2.2 Duration of Teaching in Mukono district Government-aided Primary Schools

The researcher asked respondents to indicate the period they had been working in . Mukono district government-aided primary schools, and below is the table showing the results.

Table 4.4

Teachers' Duration in Teaching in Mukono District Government-Aided Primary Schools

Period	Frequency	Percent
Less than 1 year	41	23.0
2—4 years	51	28.7
5—7 years	52	29.2
Above 8 years	34	19.1
Total	178	100.0

Source: Primary Data (2023)

Results in Table 4.4 above indicate that 41 (23.0%) of the respondents had taught in Mukono district government-aided primary schools for a period below 1 year, 51 (28.7%) had served in Mukono district government-aided primary schools for a period between 2-4 years, 52 (29.2%) had served for a period between 5-7 years, while 34 (19.1%) of the respondents had worked for 8 years and above. The implication of these findings was that the majority of the respondents had worked for a reasonable period of time (5years and more). This meant that the respondents were familiar with how inspection approaches affected teacher instructional effectiveness in Government-aided primary schools in .Mukono district.

4. .2.3 Main Subjects Taught in Mukono District Government-aided primary schools

Despite the primary school curriculum in Uganda having a cross section of subjects to be taught, there are mainly four core and examinable subjects which are mandatory not only in government-aided primary schools, but also in the private ones. Research tools were administered to ascertain the subjects taught by various respondents. The findings are tabulated as follows:

Table 4.5

Main Subjects Taught in Mukono District Government-aided primary schools

Subject	Frequency	Per cent
SST	46	25.8
Mathematics	39	26.4
Science	47	29.7
English	46	25.8
Total	178	100.0

Source: Primary Data (2023)

Table 4.5 above indicates that 46 (22.8%) of the teachers taught Social Studies (SST), 39 (24.7%) taught Mathematics, Sciences were taught by 47 (29.7%), and 46 (22.8%) of the respondents taught English Language. The implication of the findings was that teachers knew that teacher instructional effectiveness was accurately measured by subjects in the curriculum taught and determined by quality of inspection approaches.

4.3 Teacher Instructional Effectiveness

This section contains descriptive results on teacher instructional effectiveness which is the dependent variable. Specifically, the results are reported on pupil achievement levels, teacher attitude, planning, attendance and pedagogical approaches.

4.3.1 Reporting on Pupil Achievement Levels

Reporting on pupil achievement was the first measure of teacher instructional effectiveness. The measure was studied using eight question items. The results for the same are presented in Table 4.6.

Table 4.6

Descriptive statistics for teachers' views regarding Reporting on Pupil achievement

Reporting on Pupil academic achievement	SD	D	NS	A	SA	MN
Pupils have demonstrated high achievement levels in reading and writing	18 (10.1%)	140 (78.7%)	9 (5.1%)	7 (3.9%)	4 (2.2%)	2.1
Teachers know what to do for pupils to achieve well in Mathematics	1 (0.6%)	6 (3.4%)	11 (6.2%)	111 (62.4%)	49 (27.5)	4.1
Teachers are able to assess pupil achievement levels	0 (0.0%)	0 (0.0%)	10 (5.6%)	104 (58.4%)	64 (36.0%)	4.3
Teachers know well that pupil achievement in academics is attributed to effective instruction	18 (10.1%)	35 (19.7%)	13 (7.3%)	56 (31.5%)	56 (31.5%)	3.5
Teachers are able to find solutions to pupil achievement gaps	0 (0.0%)	0 (0.0%)	9 (5.1%)	109 (61.2%)	60 (33.7%)	4.3
Pupil achievement levels guide teachers in their lesson preparations	21 (11.8%)	36 (20.2%)	12 (6.7%)	48 (27.0%)	61 (34.3%)	3.5
Teachers develop various strategies for pupil achievement	21 (11.8%)	36 (20.2%)	13 (7.3%)	50 (28.1%)	58 (32.6%)	3.5
Achievement levels are shared with different stakeholders	24 (13.5%)	37 (20.8%)	13 (7.3%)	44 (24.7%)	60 (33.7%)	3.4
There are reprimands for teachers that fail to record acceptable pupil achievement	24 (13.5%)	140 (78.7%)	14 (7.9%)	0 (0.0%)	0 (0.0%)	1.9

Source: Primary Data (2023)

Teachers were asked to tell whether pupils demonstrated high achievement levels in reading and writing, 18 (10.1 %) strongly disagreed, 140 (78.7 %) disagreed, while 9 (5.1 %) did not have an answer to the question. Likewise, 7 (3.9 %) agreed, while another 4 (2.2 %) strongly agreed with this question item. The study, therefore, established that in these schools majority pupils had not demonstrated high academic achievement levels in reading and writing. The mean = 2.1 and the interpretation to this was that teachers could not have been putting enough emphasis on the development of reading and writing skills.

Teachers were asked whether teachers knew what to do for pupils to achieve in Mathematics, 1 (0.6 %) strongly disagreed, 6 (3.4%) disagreed, while 11 (6.2%) were not sure. Similarly, 111 (62.4%) agreed and another 49 (27.5%) strongly agreed with this question item. The study established that teachers knew what to do for pupils to achieve well in Mathematics. The mean was 4.1 and this meant that most teachers knew what to do for pupils to achieve well in Mathematics. This implied that teachers just needed to be well guided and motivated for pupils to make high achievements in mathematics in Mukono district government-aided primary schools.

Teachers were also asked to ascertain whether they were able to assess pupil achievement levels, 104 (58.4 %) agreed and 64 (36.0 %) strongly agreed, while 10 (5.6%) were not sure to this item. The study established that majority of teachers were able to assess pupil academic achievement levels, (mean = 4.3). This meant that teachers knew how to assess pupil academic achievement levels but needed close monitoring to ensure they did it well.

On whether teachers knew well that pupil academic achievement was attributed to effective instruction, 18 (10.1%) strongly disagreed, 35 (19.7 %) disagreed, while 13 (7.3%) were not sure. However, 56 (31.5%) agreed and 56 (31.5%) strongly agreed with it. The study established that most teachers knew well that pupil academic achievement was attributed to effective instruction. The mean = 3.5 and this meant that teachers needed close monitoring and supervision to do their work since they already knew that pupil academic achievement was attributed to effective instruction.

On whether teachers were able to find solutions to pupil academic achievement gaps, 109 (61.2 %) agreed, 60 (33.7%) strongly agreed while 9 (5.1%) were not sure. This study established that majority of teachers were able to find solutions to pupil academic achievement gaps. The mean = 4.3 which meant that inspectors were able to visit schools and gave some time and effort to establish the problems at the school and to determine whether the teachers were able to solve them.

About whether pupil achievement levels guided teachers in their lesson preparations, 21 (11.8 %) strongly disagreed with the question item, 36 (20.2%) disagreed, while 12 (6.7%) were not sure. On the other hand, 48 (27.0%) agreed and 61 (34.3 %) strongly agreed with the question item. The findings were interpreted to mean that most pupil achievement levels guided teachers in their lesson preparations. The mean = 3.5 which was interpreted to mean that teachers were able to use pupil academic achievement levels to determine how their next lessons would be handled in terms of content and pedagogy.

Whether teachers developed various strategies for pupil achievement, 21 (11.8 %) strongly disagreed, 36 (20.2 %) disagreed and 13 (7.3%) were not sure item. At the same time, 50 (28.1%) agreed, while 58 (32.6%) strongly agreed. The study therefore established that majority of teachers developed various strategies for pupil achievement. The mean = 3.5 which was interpreted to mean that, teachers were aware of the various strategies and were able to develop and use them for pupil achievement.

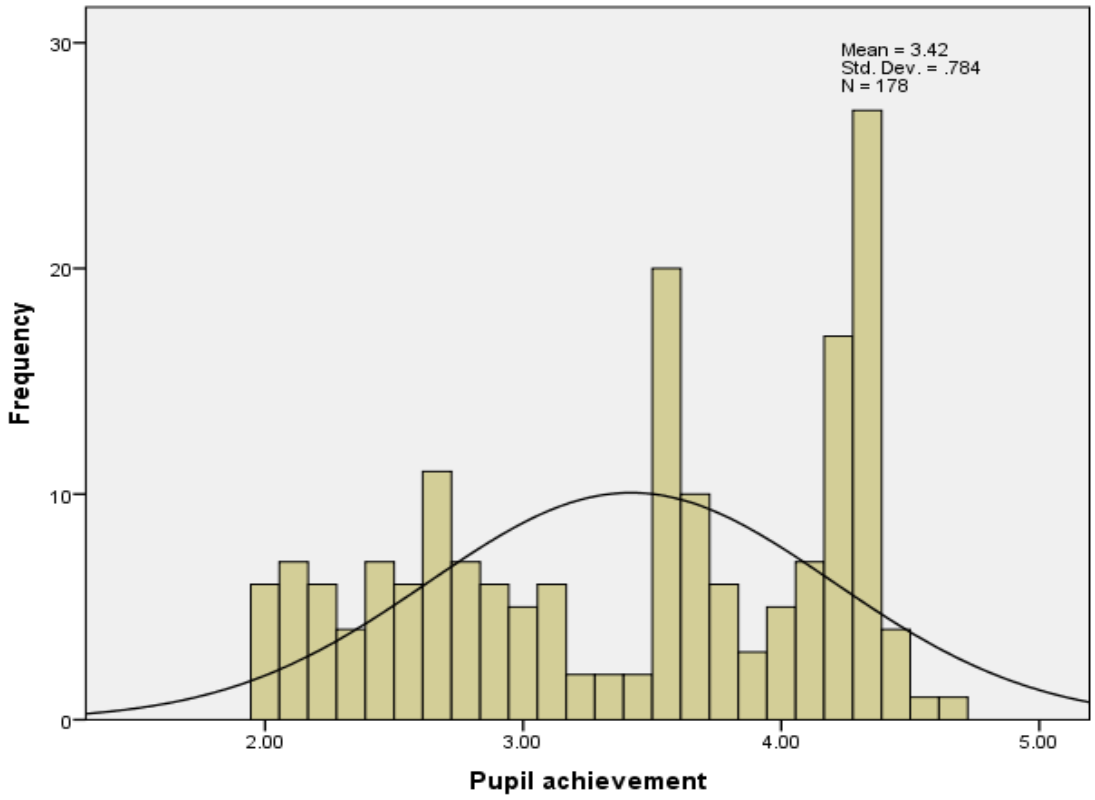
About whether pupil achievement levels were shared with different stakeholders, 24 (13.5 %) strongly disagreed, 37 (20.8 %) disagreed, while 13 (7.3%) gave no answer to the question item. However, 44 (24.7%) agreed and 60 (33.7%) strongly agreed with the question put to them. It was, therefore, established that pupil achievement levels were moderately shared with different stakeholders. The mean = 3.4 and the interpretation of this was that schools made moderate effort to share pupil achievement levels with stakeholders.

About whether there were reprimands for teachers that failed to report pupil academic achievement, 24 (13.5%) strongly disagreed, 140 (78.7%) disagreed, while 14 (7.9%) gave no answer to the question item. It was, therefore, established that there were no reprimands for teachers that failed to report on pupil academic achievement levels. The mean = 1.9 and the interpretation of this was that if teachers failed to report on pupil academic achievement levels, nothing happened to them. Therefore they did not care whether pupils had appropriate academic achievements that made them proud to report on and not because there was no reprimand for failure.

The data above on reporting on pupil academic achievement levels was presented on a histogram as shown below:

Figure 4.1

Histogram showing teachers' views on pupil achievement levels



Qualitative results on reporting pupil academic achievement levels shown in Figure 4.1 indicated that there was no effort to inform parents about their children's performance. Many stakeholders were reported saying that the schools were too ashamed of the performance of their pupils and so keeping quiet about it was the only and best solution, despite parents continuously demanding for these results.

There were 05 education Officers and 05 inspectors of schools who participated in the interviews. For purposes of clear analysis each category was numbered from **1** to **5** for example education officer $_1$ or inspector of schools $_5$

Regarding teachers failing to report about pupil academic performance,

Education officer$_1$ said:

'*Our teachers did not report on pupils' performance to anyone. Usually these results were a big shame. For example, our P.L.E candidates did examinations when they were at academic levels of about primary five or primary six. This was as a result of teachers failing to teach effectively. There was a lot of teacher and pupil absenteeism that curtailed their completion of the syllabus. When these pupils sat UWEZO competence tests and the UNEB examinations, they performed so badly that, the results were a big shame and were released to individual owners and very quietly'*

School inspector$_1$ commented:

'*Teacher instruction was at the lowest in Mukono district because of several factors such as poor learning environments, absenteeism, lacking mid-day meals to both teachers and learners but, above all, it was because of teacher failure to plan, prepare, consult and to employ appropriate teaching methods. This resulted in poor academic performance whose results were kept as a secret. While private schools made their results public, government-aided primary schools kept these results secretly'*

Education officer$_2$ observed:

'*Besides the unfavorable working conditions of teachers country-wide faced, those of Mukono district added on the harassment from politicians and church leaders that tormented them before their learners. They even had no kind words for them upon releasing examination results to only the sole owners'*

4.3.2 Teacher Attitude

Teacher attitude was the second measure of teacher instructional effectiveness. The measure was studied using seven question items. The results for the same are presented in Table 4.7.

Table 4.7

Descriptive statistics for teacher attitude on inspection Approaches

Teacher Attitude	SD	D	NS	A	SA	MN
Teachers have been trained on positive teacher attitudes	20 (11.2%)	148 (83.1%)	10 (5.6%)	0 (0.0%)	0 (0.0%)	1.9
Teachers have shown interest in having positive attitude	19 (10.7)	39 (21.9%)	7 (3.9%)	64 (36.0%)	49 (27.5%)	3.5
Teachers have guided us in building positive attitudes	23 (12.9%)	140 (78.7%)	8 (4.5%)	7 (3.9%)	0 (0.0%)	2.0
Teachers are guided on attitude towards teaching	25 (14.0%)	147 (82.6%)	6 (3.4%)	0 (0.0%)	0 (0.0%)	1.9
Teachers are advised on their attitude towards teaching	27 (15.2%)	41 (23.0%)	6 (3.4%)	72 (40.4%)	32 (18.0%)	3.2
Teachers are recognized for their positive attitude	26 (14.6%)	45 (25.3%)	11 (6.2%)	63 (35.4%)	33 (18.5%)	3.2
There are known reprimands for teachers who are not positive towards teaching	23 (12.9%)	43 (24.2%)	7 (3.9%)	65 (36.5%)	40 (22.5%)	3.3

Source: Primary Data (2023

About whether teachers had been trained on the importance of teacher attitude in effecti instruction 20 (11.2 %) strongly disagreed, 148 (83.2%) disagreed, while 10 (5.6%) we not sure. However, 0 (0 %) agreed, while another 0 (0%) strongly agreed with this questi item. The study, therefore, established that teachers had not been trained on the importan of teacher attitude in effective instruction. The mean = 1.9 and the interpretation to it w that teachers were not aware of the importance of teacher attitude in effective instruction and therefore were never bothered about the role it played in effective instruction.

Whether teachers had shown interest in having positive attitude towards effective teacher instruction 19 (10.7%) strongly disagreed, 39 (21.9%) disagreed, while 07 (3.9%) were not sure. Similarly, 64 (36.0%) agreed and another 49 (27.5%) strongly agreed with this question item. The mean of 3.5 meant that most teachers had shown interest in having positive attitude to effective teacher instruction. This implied that teachers were positive about teaching effectively in Mukono district government-aided primary schools.

About whether inspectors guided teachers in building positive attitudes for effective teacher instruction 23 (12.9%) strongly agreed, 140 (78.7%) strongly agreed, while 08

(4.5%) were not sure and 07 (3.9%) agreed to this item. The study established that inspectors had not guided teachers in building positive attitudes for teacher instructional effectiveness. The low mean = 2.0 meant that teachers did not know how to build positive attitudes for effective teacher instruction.

About whether teachers were guided on how attitude towards teaching resulted in instructional effectiveness, 25 (14%) strongly disagreed, 147 (82.6 %) disagreed, while 6 (3.4%) were not sure. The study established that most teachers were not guided on how attitude towards teaching resulted in instructional effectiveness. The mean = 1.9 explained that teachers did not cherish positive attitude towards teaching which eventually resulted in ineffective instruction in Mukono district government-aided primary schools.

About whether teachers were advised on their attitude towards teaching, 27 (15.2 %) agreed, 41 (23.0%) strongly agreed while 06 (3.4%) were not sure. A whole 72 (40.4%) disagreed and 32 (18.0%) strongly disagreed. This study established that teachers were moderately advised on their attitude towards teaching and the mean = 3.2 revealed that inspectors were able to visit schools and spent time and effort to talk to teachers about the value of positive attitude towards teaching.

About whether teachers were recognized for their positive attitude towards teaching, 26 (14.6 %) strongly disagreed with the question item, 45 (25.3%) disagreed, while 11 (6.3%) were not sure. Similarly, 63 (27.0%) agreed and 33 (34.3 %) strongly with the question item. The findings were interpreted to mean that teachers were moderately recognized for their positive attitude towards teaching. The mean = 3.2 was interpreted as teachers being able to use pupil achievement levels to determine how their next lessons would be handled in terms of content and pedagogy.

Whether there were known reprimands for teachers who were not positive towards teaching, 23 (12.9 %) strongly disagreed, 43 (24.2 %) disagreed and 7 (3.9%) were not sure. At the same time, 65 (36.5%) agreed, while 40 (22.5%) strongly agreed. The study therefore established that there were known reprimands for teachers who were not positive towards

teaching. The mean = 3.3 was interpreted to mean that, teachers were aware that they could be sanctioned for not being positive towards teaching.

Qualitative results about teacher's attitude towards their work revealed that there was a negative attitude already developed by teachers towards inspectors who directed them to implement what they did neither wanted nor understood. To the thinking of inspectors, directing of the teaching and learning process would improve teacher instruction and, consequently result in good academic and skills' attainment. In the same way, because of lack of incentives the teachers negatively appreciated their jobs. Similarly the poor working relationship that existed between the teachers and their inspectors also made it difficult for them to appreciate their jobs: Some of the views held by education officers and inspectors are presented below:

Education officer$_3$ reported teachers' views that:

'*Whenever an inspector appeared at school, the only interest he/she has was to check on whether teachers implemented what they were instructed to do. It would be better if inspectors allowed teachers' suggestions. This would make them implement such plans easily and happily. However, our teachers and learners had not benefitted from the inspectors' rigidity'*

Education Officer$_4$ suggested:

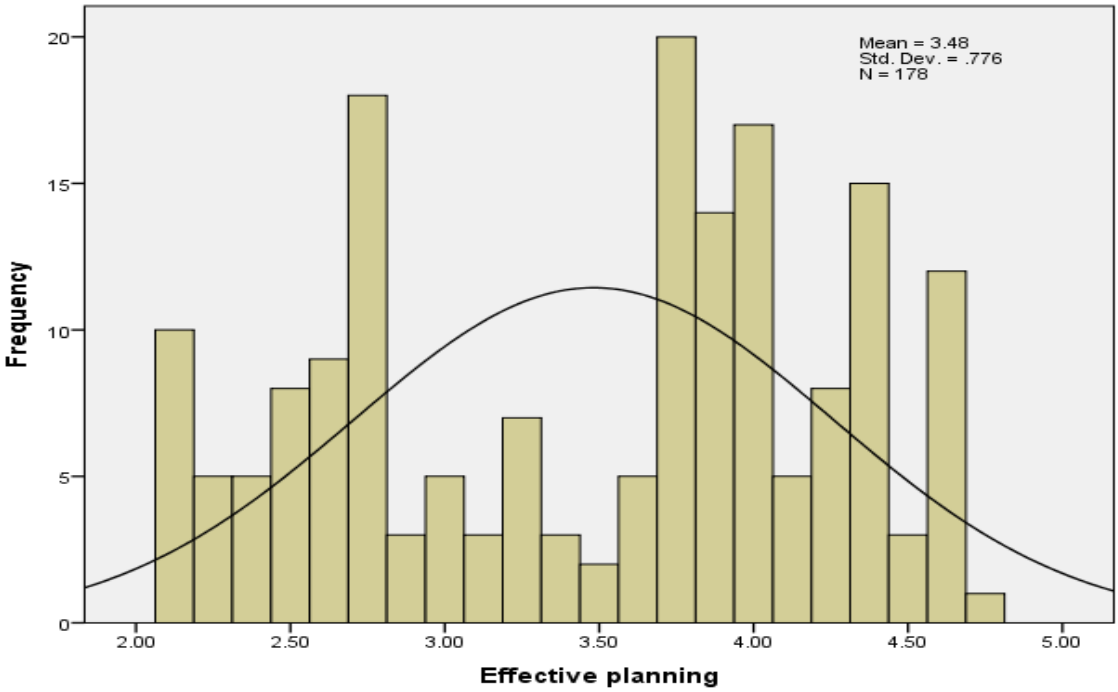
'*Our teachers had no problem with implementing the directives given by inspectors, if their opinions were also considered. It's because they would be implementing plans of which they were part. Our teachers were teaching not because they enjoyed what they did but because they had no alternative'*

Education officer$_5$ stated:

'*It was bad to see our teachers hiding away from the inspectors of schools simply because of the unfavourable working relationships. This negative working relationship among teachers towards their inspectors was enough justification for the poor pupil performance in tests and national examinations'*

Figure: 4.2

Histogram showing Teachers' views on their attitude towards Inspection



Source: Primary Data (2023)

Figure 4.2 shows the mean = 3.48 which was average. This meant that teachers sometimes gave their opinions on the way inspection was being carried out. The standard deviation = 0.776 was below 1. This suggested that teachers attitudes towards inspection was normally distributed and qualified for correlation and regression. Therefore teachers' opinions towards inspection was rated by respondents as moderate

Qualitative data about teachers expressing their views on the way inspection was being done in all government-aided primary schools in Mukono district was commented on by some of the participants. Education officer $_1$ said,

Despite there being known measures for the teachers who did not comment on the way inspection was done, many teachers feared for being punished by their inspectors.

Another education officer 2 said,

'Our teachers fear being reprimand by their inspectors upon commenting on the inspection process. The best they do is to keep quiet and brave whatever goes on during inspection'

4.3.3 Effective Planning

Reporting on effective planning was the third measure of teacher instructional effectiveness. The measure was studied using eight questions. The results for the same are presented in Table 4.8.

Table 4.8

Descriptive statistics for Teachers' Effective Planning

Effective Planning	SD	D	NS	A	SA	Mean
Teachers are trained in planning	0 (0.0%)	0 (0.0%)	11 (6.2%)	128 (71.9%)	39 (21.9%)	4.2
Teachers are guided on planning	0 (0.0%)	0 (0.0%)	10 (5.6%)	126 (70.8%)	42 (23.6%)	4.2
Teachers trained on the results of effective planning	0 (0.0%)	0 (0.0%)	6 (3.4%)	126 (70.8%)	46 (25.8%)	4.2
Teachers are supervised on effective planning	24 (13.5%)	141 (79.2%)	9 (5.1%)	3 (1.7%)	1 (0.6%)	2.0
Teachers are trained to address weaknesses in planning	21 (11.8%)	43 (24.2%)	10 (5.6%)	55 (30.9%)	49 (27.5%)	3.4
Teachers assess their own planning	23 (12.9%)	47 (26.4%)	4 (2.2%)	65 (36.5%)	39 (21.9%)	3.3
Teachers are recognized for their achievement in planning	23 (12.9%)	38 (21.3%)	11 (6.2%)	65 (36.5%)	41 (23.0%)	3.3
There are known sanctions for failure to plan	25 (14.0%)	38 (21.3%	9 (5.1%	69 (38.8%	37 (20.8%)	3.3

Source: Primary Data (2023)

Teachers were asked to give their views on the impact of effective planning on teach instructional effectiveness and below were their responses;

On whether teachers had been trained on the importance of planning for effective instruction, 128 (71.9%) agreed, 39 (21.9%) strongly agreed, while 11 (6.2%) did not have an answer to the question. The study, therefore, established that majority of teachers had been trained on the importance of planning in effective instruction. The mean = 4.2 was interpreted to mean that teachers planned better as a result of their training.

Whether teachers had been guided on planning for effective teaching 126 (70.8) agreed, 42 (23.6%) strongly agreed, while 10 (5.6%) were not sure. The study established that teachers had been guided on planning for effective teaching. The mean of 4.2 meant that most teachers had been guided on planning for effective teaching. This implied that teachers' lesson planning was on the way to improvement in Nakisunga County government-aided primary schools.

Whether teachers had been guided that effective planning processes result in effective teaching, 126 (70.8%) agreed and 46 (25.8%) strongly agreed, while 6 (3.4%) were not sure. The study established that majority of teachers had been guided that effective planning processes result in effective teaching. The mean = 4.2 meant that teachers were able to undertake effective planning processes in Mukono district government-aided primary schools.

About whether teachers had been supervised on effective planning, 24 (13.5%) strongly disagreed, 141 (79.2%) disagreed, while 09 (5.1%) were not sure. However, 03 (1.7%) agreed and 1 (0.6%) strongly agreed with it. The study established that most teachers had not been supervised on effective planning. The mean = 2.0 meant that teachers did not know much about effective planning and could not guide others especially new teachers in planning effectively.

On whether teachers had received trainings to address weaknesses in planning, 21 (11.8%) strongly disagreed, 43 (24.2%) agreed while 10 (5.6%) were not sure. Similarly, 55 (30.9%) agreed and 49 (27.5%) strongly agreed with the question item. This study established that majority of teachers had received trainings to address weaknesses in

planning. The mean = 3.4 meant that inspectors were able to visit schools and to train teachers on how to address weaknesses in planning.

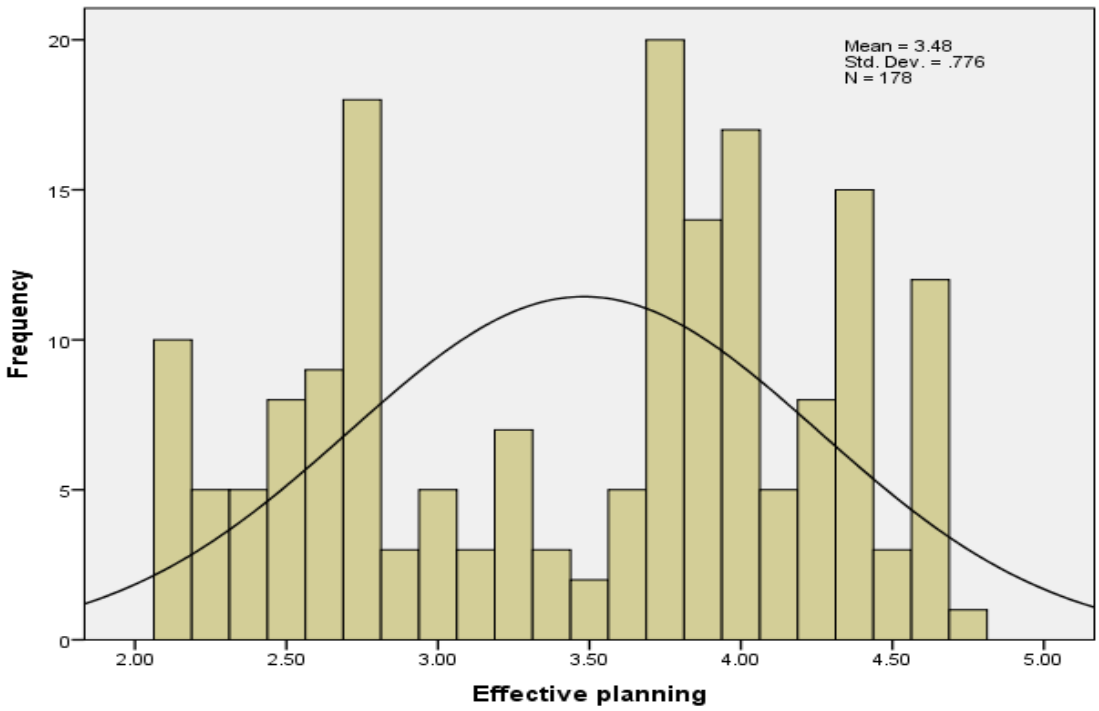
About whether teachers assessed their own achievement levels in planning, 23 (12.9 %) strongly disagreed with the question item, 47 (26.4%) disagreed, while 04 (2.2%) were not sure. Similarly, 65 (36.5%) agreed and 39 (21.9%) strongly with the question item. The findings could be interpreted to mean that most teachers assessed their own achievement levels in planning. The mean = 3.3 was interpreted to mean that teachers knew what was required in effective planning and were therefore in position to point out the gaps in planning and to seek for help to address them.

In regard to teachers being recognized for their achievement in planning, 23 (12.9%) strongly disagreed, 38 (21.3%) disagreed and 11 (6.2%) were not sure. At the same time, 65 (36.5%) agreed, while 41 (23.0%) strongly agreed. The study therefore established that majority of teachers were recognized for their achievement in planning. The mean = 3.3 was interpreted to mean that teachers tended to be motivated as a recognition of their achievement in planning and tended to like achieving more.

About whether there were known sanctions for failure to plan, 25 (14.0 %) strongly disagreed, 38 (21.3%) disagreed, while 9 (5.1%) gave no answer to the question item. However, 69 (38.8%) agreed and 37 (20.8%) strongly agreed with the question put to them. It was established that there were known sanctions for failure to plan. The mean = 3.3 was interpreted to mean that teachers were aware that there were sanctions for those who failed to plan. This motivated them to plan in order to avoid the sanctions. The data above has been represented on the histogram below.

Figure 4.3

Histogram showing Teachers' views on Effective planning



Source: Primary Data (2023)

Figure 4.3 shows the mean = 3.48 which was average. This meant that inspectors moderately explained to teachers the importance of effective planning during inspection. The standard deviation = 0.776 was high. This suggested that effective planning was normally distributed and qualified for correlation and regression. Therefore effective planning was rated by respondents as high.

Qualitative data about the impact of effective planning on teacher instructional effectiveness, established that there was no effective planning taking place in all government-aided primary schools in Mukono district. Although effort had been taken to inform the teachers about the importance of effective planning and its contribution to teacher instructional effectiveness, teachers did not implement such efforts. Despite there being strict and known reprimands for all teachers that failed to institute planning in their work, no inspector ever attempted to remind the teachers about the reprimands. The

participants had divergent views about effective planning in relation to teacher instructional effectiveness such as:

Inspector of schools $_1$ indicated that:

'*Due to lack funds for carrying out training, we had so far not been able to train our teachers on effective planning, its importance and how to address challenges related with its operation. This explains why our teachers were not effectively planning'*

Inspector of schools $_2$ observed:

'Since we were not able to train our teachers on effective planning, it was rare to find a teacher effectively planning for teaching in our schools. We were equally unable to train the head teachers on planning. This is why they did not plan whatever they did nor did they follow it up with their teachers'

Inspector of schools $_3$ submitted that:

'Although there were reprimands for failure to carry out effective planning, no one in the county had ever been reprimanded for not effectively planning for whatever is done. Even our district leaders and education officers never went to our schools to supervise on effective planning. This explains why our county will for some time remain behind in terms of teacher instructional effectiveness'

4.3.4 Teacher Attendance

Teacher attendance was the fourth measure of teacher instructional effectiveness. The measure was studied using seven question items and below was the received data.

Table 4.9

Descriptive statistics for teachers 'views on attendance

Teacher Attendance	SD	D	NS	A	SA	MN
The inspector explains to teachers the importance of pupil attendance	25 (14.0%)	143 (80.3%)	10 (5.6%)	0 (0.0%)	0 (0.0%)	1.9
The inspector guides teachers on what to do to achieve pupil attendance	27 (15.2%)	139 (78.1%)	12 (6.7%)	0 (0.0%)	0 (0.0%)	1.9
The inspector explains the importance of teacher attendance	0 (0.0%)	0 (0.0%)	11 (6.2%)	125 (70.2%)	42 (23.6%)	4.2
Inspectors have explained to teachers what to do to achieve teacher attendance	0 (0.0%)	3 (1.7%)	9 (5.1%)	117 (65.7%)	49 (27,5%)	4.2
Inspectors supervise and monitor schools on attendance	18 (10.1%)	31 (17.4%)	9 (5.1%)	75 (42.1%)	45 (25.3%)	3.6
Inspectors have explained why leaving school attendance optional is costly	21 (11.8%)	37 (20.8%)	6 (3.4%)	70 (39.3%)	44 (24.7%)	3.4
There are known reprimands to those who ignore school attendance	23 (12.9%)	33 (18.5%)	3 (1.7%)	76 (42.7%)	43 (24.2%)	3.5

Source: Primary Data (2023)

Through self-administered questionnaires, teachers gave their views on the effect of attendance on teacher instructional effectiveness. Their views are given below:

About whether the inspectors explained to the teachers the importance of pupil attendance, 25 (14.0%) strongly disagreed, 143 (80.3%) disagreed, while 10 (5.6%) were not

sure. It was established that most inspectors did not explain to teachers the importance of pupil attendance, The mean = 1.9 explained that both teachers and pupils were not bothered about attendance and the teachers did not care about pupil attendance but just continued to teach those who were available.

On whether the inspector had guided teachers on what to do to achieve pupil attendance 27 (15.2 %) strongly disagreed, 139 (78.1%) disagreed, while 12 (6.7%) were not sure. The study established that majority of inspectors do not guide teachers on what to do to achieve pupil attendance. The mean = 1.9 was an interpretation that teachers were not bothered about achieving pupil attendance.

Whether the inspector had explained the importance of teacher attendance in achieving instructional effectiveness, 125 (0.2%) 7 agreed and another 42 (23.6%) strongly agreed while 11 (6.2%) were not sure.. The mean 4.2 meant that most inspectors had explained the importance of teacher attendance in achieving instructional effectiveness. This implied that teacher attendance was improving in Mukono district government-aided primary schools as a result of inspectors' intervention. About whether inspectors had explained to teachers what to do to achieve teacher attendance (1.7%) disagreed, (65.7%) agreed, while (5.1%) were not sure and (27.5%) strongly agreed to this item. The study established that majority of the inspectors had explained to teachers what to do to achieve teacher attendance. The mean = 4.2 meant that teachers now highly valued teacher attendance for effective teacher instructional

On whether inspectors supervised and monitored schools on attendance, 18 (10.1%) strongly disagreed, 31 (17.4 %) disagreed, while 9 (5.1%) were not sure. However, 75 (42.1%) agreed and 45 (25.3%) strongly agreed with it. The study established that most inspectors had started to supervise and to monitor schools on attendance. The mean = 3.6 meant that teachers were likely to improve on their attendance in Mukono district primary schools because the inspectors regularly supervised and monitored their attendance.

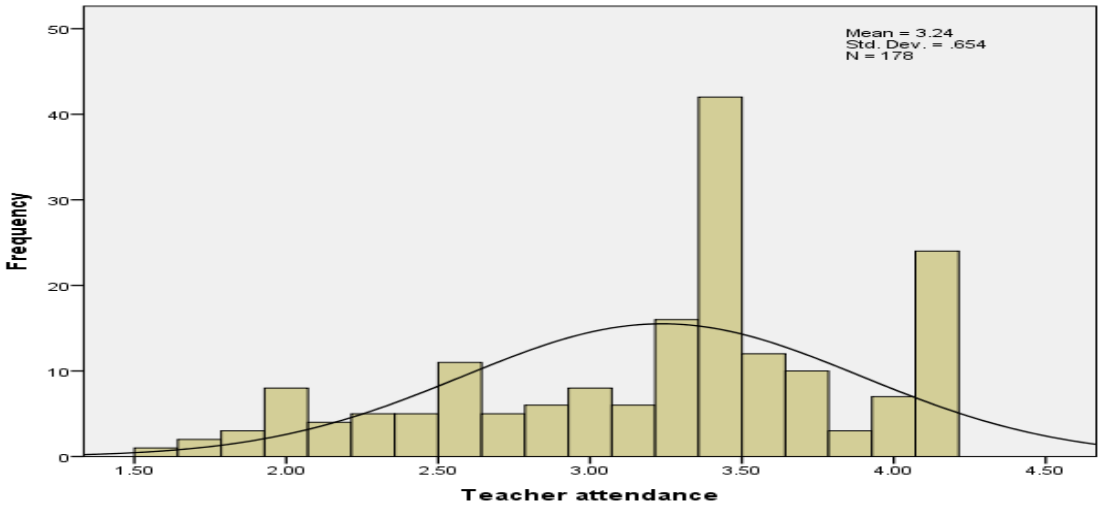
On whether inspectors had explained why leaving school attendance optional was costly, 21 (11.8 %) strongly agreed, (20.8%) disagreed while (3.4%) were not sure. Similarly,

(39.3%) agreed while 37 (24.7%) strongly agreed with question item. This study established that majority of inspectors had explained why leaving school attendance optional was costly. The mean = 3.4 meant that teachers were aware that school attendance was not optional and that teachers had to attend to learners regularly.

About whether there were known reprimands to those who ignored school attendance, 23 (12.9%) strongly disagreed with the question item, 33 (18.5%) disagreed, while 3 (1.7%) were not sure. Similarly, 76 (42.7%) agreed while 43 (24.2%) strongly disagreed with the question item. It was established that most teachers were aware of the reprimands for ignoring school attendance. The mean = 3.5 could be interpreted that teachers were now more careful about ignoring school attendance which might have resulted in improved teacher attendance at school. The data above was also represented on a histogram as shown below:

Figure 4.4

Histogram showing Teachers' on Attendance



Source: Primary Data (2023)

Figure 4.4 shows the mean = 3.24 which implied an average mean. The average mean suggested that inspectors moderately emphasized the importance of teacher attendance. The standard deviation = 0.654 was below 1. This shows that teacher attendance was normally distributed and qualified for correlation and regression. Therefore the need for a regular teacher attendance was rated by the participants who took part in the study as high.

Qualitative results showed that despite all, attendance was still a big issue in government-aided primary schools in Mukono district. Blame games involving education officers, inspectors of schools were trading everywhere all district officials blaming head teachers for failing to handle the teacher attendance challenge. The head teachers were also putting it on the parents for causing poor pupil attendance yet the parents were blaming pupil absenteeism on teacher regular absenteeism. The following voices clearly exposed these blames. All in all, attendance of teachers and pupils was reported as bad and it was common practice for a school to record quarter and at best half of a class present. Each category had this to say;

Education officer $_1$ commented that:

'*Most head teachers in government-aided primary schools kept absent without good reasons or permission from the authorities. Their absence explained how poorly management at their schools would be executed on that day. Where there was a habitual absentee had teacher, most teachers kept talking in their staffrooms instead of teaching. In such a school one would expect ineffective classroom teaching'*

Inspector of Schools $_2$ suggested that:

'*It is true many teachers were many times absent from their duty stations. The reason for their absence from schools was not clear to any of us. This was the main reason for lack of teacher instructional effectiveness. Despite having made many reports about some of these habitual absentee teachers, the chief Administrative officers had not taken action on the reported teachers because many were political supporters of the district councilors'*

Inspector of Schools $_3$ stated that:

Many of these absentee teachers were stronger than some of us politically and besides sweet-talking them we could not reprimand them. Even our education officers had failed to correct them. This syndrome was likely to continue and therefore teacher instructional effectiveness will for some time be a big challenge in the county and district at large

Inspector of Schools $_3$ suggested that:

'*It is hard to control pupil absenteeism because the parents benefited from it. Teacher absenteeism which had become a big cause for pupil absenteeism besides being bad was indirectly supported by politicians. However, at the end of the cycle all the blame for poor pupil performance was put on the teacher'*

4.3.5 Pedagogical Approaches

Pedagogical approaches was the fifth sub-variable to be measured for its contribution to teacher instructional effectiveness. It was measured by nine question items and the findings are here below presented

Table 4.10

Descriptive statistics on Teachers' opinion on appropriate Pedagogical Approaches

Pedagogical Approaches	SD	D	NS	A	SA	MN
Teachers train on the effective lesson delivery	1 (0.6%)	0 (0.0%)	8 (4.5%)	127 (71.3%)	42 (23.6%)	4.2
Teachers are guided on what is expected of them in effective lesson delivery	0 (0.0%)	0 (0.0%)	11 (6.2%)	125 (70.2%)	42 (23.6%)	4.2
Teachers are guided in best teaching strategies	0 (0.0%)	0 (0.0%)	5 (2.8%)	129 (72.5%)	44 (24.7%)	4.2
Teachers are guided in lesson delivery good leaders, productive workers and good citizens	23 (12.9%)	145 (81.5%)	9 (5.1%)	1 (0.6%)	0 (0.0%)	1.9
Teachers are guided on lesson assessment	26 (14.6%)	35 (19.7%)	11 (6.2%)	71 (39.8%)	35 (19.7%)	33
Teachers' ideas are considered in planning trainings for lesson delivery.	24 (13.5%)	27 (15.2%)	11 (6.2%)	76 (42.7%)	40 (22.5%)	3.5
Teachers are encouraged to have team teaching	31 (17.4%)	34 (19.1%)	6 (3.4%)	68 (38.2%)	39 (21.9%)	3.3
There are reprimands for failure to deliver lessons well	26 (14.6%)	68 (38.2%)	8 (4.5%)	36 20.2%)	40 (22.5%)	2.2

Source: Primary Data (2023)

In order to get quantitative data, self-administered questionnaires were responded to by the teachers and their views are presented here below;

On whether teachers were trained on the importance of effective lesson delivery, 01 (0.6%) strongly disagreed, 08 (4.5%) were not sure, 127 (71.3%) agreed while 42 (23.6%)

strongly agreed with the question item. The study established that majority of teachers were trained on the importance of effective lesson delivery. The mean = 4.2 was high and was interpreted to mean that, teachers had attached great value to delivering their lessons effectively.

About whether teachers were guided in knowing what was expected of them in effective lesson delivery, 125 (70.2%) agreed, 42 (24.7%) strongly agreed, while 11 (6.2%) gave no answer to the question item. It was established that most teachers had been guided in knowing what was expected of them in effective lesson delivery. The mean = 4.2 was high and the interpretation of the high mean was that teachers were aware of what constituted an effective lesson delivery so as to deliver their lessons as expected or better.

On whether teachers were guided in suggesting best teaching strategies, 129 (72.5%) agreed, 44 (24.7%) strongly agreed, while 05 (2.8%) did not have an answer to the question. The study established that majority of teachers had been guided in suggesting best teaching strategies. The mean = 4.2 was high and the interpretation to this was that teachers were now able to suggest best teaching strategies.

Whether teachers were guided in lesson delivery that resulted in good products such as good leaders, productive workers, good citizens, 23 (12.9%) strongly disagreed, 145 (81.5%) disagreed and another 1 (0.6%) agreed while 9 (5.1%) were undecided with this question item. The mean 1.9 was very low which meant that most teachers had not been guided in lesson delivery which did not result in producing good citizens. This implied that teachers did not know how to deliver lessons that could result in good human products from Mukono district government-aided primary schools.

About whether teachers were guided in assessing delivery of lessons, 26 (14.6%) strongly disagreed, 35 (19.7%) disagreed, while 11 (6.2%) were not sure. Similarly, 71 (39.8%) agreed and 35 (19.7%) strongly agreed to this item. The study established that teachers had been moderately guided in assessing delivery of lessons. The mean = 3.3 which

was average meaning that teachers still needed help in assessing delivery of lessons because they were not well guided on lesson delivery.

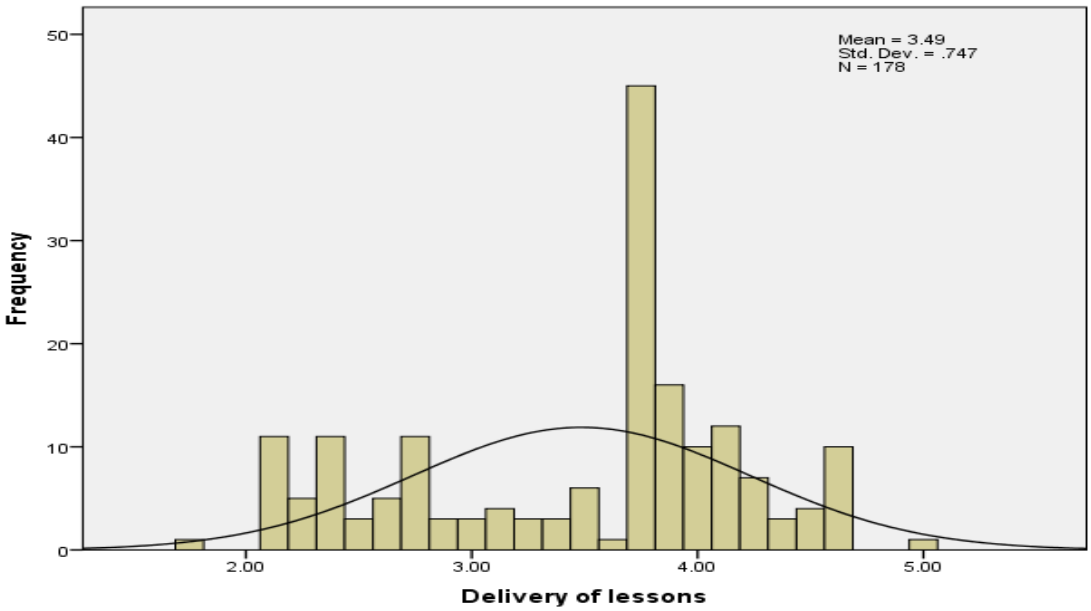
On whether teachers' ideas were considered when planning for trainings on delivery of lessons, 24 (13.5%) strongly disagreed, 27 (15.2%) disagreed, while 11 (6.2%) were not sure. However, 76 (42.7%) agreed and 40 (22.5%) strongly agreed with it. The study established that teachers' ideas had mostly been considered when planning for trainings on delivery of lessons. The mean = 3.5was average indicating that teachers' ideas had not been ignored when planning for trainings in Mukono district primary schools.

On whether teachers were encouraged to have team teaching for effective delivery of lessons, 31 (17.4%) strongly disagreed, 34 (19.1%) disagreed while 6 (3.4%) were not sure. Similarly, 68 (38.2%) agreed and 39 (21.9%) strongly agreed with question item. This study established that teachers had been moderately encouraged to have team teaching for effective delivery of lessons. The mean = 3.3 was average which means that inspectors had been emphasizing team teaching whenever they went for inspection in the schools.

About whether there were stipulated reprimands for failure to deliver lessons well, 26 (14.6%) strongly disagreed with the question item, 68 (38.2%) disagreed, while 8 (4.5%) were not sure. Similarly, 36 (20.2%) agreed while another 40 (22.5%) strongly agreed with the question item. It was established that there were stipulated reprimands for failure to deliver lessons well during teaching. The mean = 3.3 and this was average meaning that teachers were able to use pupil achievement levels to determine how their next lesson would be handled in terms of content and pedagogy. The summary of the data above was presented in a histogram here below given;

Figure 4.5

Histogram showing teachers' views regarding use different Pedagogical Approaches



Source: Primary Data (2023)

Figure 4.5 shows mean = 3.49 which was average. This implies that inspectors moderately emphasized the importance of effective lesson delivery during inspection. The standard deviation = 0.747 was also below 1. This suggested that delivery of lessons was normally distributed and qualified for correlation and regression tests. Therefore delivery of lessons was rated by majority of respondents to be fairly good.

Qualitative data about what pedagogical approaches contributed to teacher instructional effectiveness revealed that the education officers and school inspectors had done very little on pedagogical discussions with the teachers in the government-aided primary schools in the county. It was established that there had not been trainings given to teachers on modern teaching methods. Worse than this, the inspectors who would have carried out the trainings seldom attended retraining workshops organized by the Directorate of Education Standards (DES). It was also established that due to lack of trainings no one was available to guide them on what the public expected of them in teaching. The participants revealed that the teaching currently taking place in the government-aided primary schools in the county was not competitive enough to enable the products from these

schools to get jobs in the factories and industries that came up every day in Mukono district. It was sad that the local leaders who went through these schools were despised for poor competences in language, arithmetic and leadership skills. Although there were known reprimands for failure to apply effective teaching methods, the religious, political and administrative leaders in the area seemed not to be supportive of implementing them. The participants' views were supported by the voices of some of them here below presented

;Education officer $_1$ said:

'*The mistakes emanate from the weakness of the department that had no inclusion for retraining of both the teachers and the inspectors of schools. The inspectors failed to attend national training workshops from where they would learn and even copy from others appropriate teaching methods that they would pass on to the teachers on return. There was also no fund designated for retraining of teachers on appropriate teaching methods'*

Inspector of schools $_2$ proposed that,

'*As the quality assurance leader in the area, I was expected to re-train, guide, supervise and assess attainment levels of teachers in appropriate teaching methods. I was incapacitated to do all that was expected of me because of lack of funds and even time. Many times I am delegated by the Chief Administrative Officer (CAO) to carry out duties far away from quality assurance. This was why our teachers knew very little about some of the latest teaching methods that once applied would improve teacher instruction'*

Inspector of schools $_3$ ascertained

'The district could afford to invite head teachers for meetings at the district headquarters only once a term. The time allowed to the inspectorate to talk about pedagogy was usually less than thirty minutes. One would wonder how much could be said about pedagogical approaches in such short time'

Education Officer $_2$ stated,

'*We have tried to pass on to our teachers some of the teaching methods that if applied, would make them good teachers. The biggest issue is defiance that is supported by the local leaders themselves because these teachers are their campaign managers and others instrumental supporters. The church, district and local council leadership had given very little support to us. For sure, although the teachers were aware of the reprimands for pedagogical defiance, we couldn't reprimand them for safety of our jobs'*

Summary

The data above that focussed on the independent variable: teacher instructional effectiveness, revealed that teacher instructional effectiveness sometimes happened because its sub-variable, reporting on pupil academic achievements sometimes happened. Teacher positive attitudes included: effective planning sometimes took place, teacher and pupil attendance was sometimes regular and teachers sometimes chose appropriate teaching methods.

4.4 Inspection Approaches and Teacher Instructional Effectiveness

This section contains descriptive results for inspection approaches. In addition, it includes test results for the relationship and influence of inspection approaches on teacher instructional effectiveness. The results following the study objectives were on directive, non-directive and collaborative inspection approaches in relation to teacher instructional effectiveness.

4.4.1 Directive Inspection Approach

Directive school inspection was studied as a bi-construct comprising directing and teachers' knowledge evaluation. The results on the same are as follows:

4.4.2 Descriptive Statistics regarding the Directing Approach

Directing was the first measure of the directive inspection approach. The measure was studied using eight question items. The results for the same are presented in Table 4.11.

Table 4.11

Descriptive Statistics regarding use of inspector directives

Inspector Directives	SD	D	NS	A	SA	Mean
The inspector let teachers know what needs to be done for effective teaching	12 (6.7%)	28 (15.7%)	5 (2.8%)	123 (69.1%)	10 (5.6%)	3.5
The inspector demonstrates to teachers what needs to be done in effective teaching	26 (14.6%)	147 (82.6%)	4 (2.2%)	1 (0.6%)	0 (0%)	1.9
Inspectors guide teachers on scheming and lesson planning	47 (26.4%)	119 (66.9%)	12 (6.7%)	0 (0%)	0 (0%)	1.8
Inspectors explain to teachers the level of teaching expected of them	10 (5.6)	27 (15.2%)	4 (2.2%)	124 (69.7%)	0 (0%)	3.6
Inspectors guide teachers on the quality of teaching	6 (3.4%)	31 (17.4%)	6 (3.4%)	123 (69.4%)	12 (6.7%)	3.6
Inspectors assess teachers on implementing inspectors' directives on teaching	8 (4.5%)	28 (15.7%)	5 (2.8%)	126 (70.8%)	11 (6.2%)	3.6
Inspectors ensure that teachers implement instructions they give them they give them	5 (2.8%)	29 (16.3%)	6 (3.4%)	126 (70.8%)	12 (6.7%)	3.6
There are clearly laid down sanctions to teachers who fail to fulfil inspection requirements	5 (2.8%)	26 (14.6%)	7 (3.9%)	126 (70.8%)	14 (7.9%)	3.7

Source: Primary Data (2023)

Teachers' opinions were solicited through the question items they responded to. These teachers were asked whether the school inspectors informed teachers what they needed to know to be done for effective teaching, the majority 74.7% agreed, 22.4% disagreed and 2.8% were not sure. The high mean 3.5 meant majority of school inspectors led teachers

into knowing what needed to be done for effective teaching. The findings meant that, school inspectors had guided teachers on what needed to be done for effective teaching. The inspectors' guidance of teachers had improved the teaching process and caused effective teacher instruction.

On whether the school inspector demonstrated to teachers what was needed to be done in effective teaching, larger percentage 93.6% disagreed, 6.2% agreed while 2.2% were unsure. The low mean of 1.9 meant majority of school inspectors did not demonstrate to teachers what needed to be done for effective teaching. This finding was interpreted to mean that school inspectors did not provide pedagogical support to teachers especially on lesson presentation. The failure of school inspectors to guide teachers on lesson presentation contributed to the low level of teacher instruction in government-aided primary schools in Mukono district because generally, well prepared lessons helped teachers to teach effectively.

About whether school inspectors guided teachers in scheming and lesson planning, a greater percentage 93.3% disagreed while 6.7% were unsure. The low mean of 1.8 meant that most school inspectors didn't guide teachers in scheming and lesson planning. This finding was interpreted to mean that school inspectors did not provide pedagogical support to teachers especially on what and how to teach. This implied that school inspectors who demanded for teacher compliance on effective teaching were not guiding them in scheming and lesson planning. The failure of school inspectors to guide teachers in scheming was contributory to the low level of teacher instruction in the primary schools in Mukono district.

Whether school inspectors explained to teachers the level of teaching expected of them, a greater percentage 77.0% agreed, and 20.8% disagreed while 2.2% were not sure. The high mean of 3.6 meant that most school inspectors explained to teachers the level of teaching expected of them. The interpretation to this was that inspectors laboured to explain to teachers the level of teaching that was expected of them to achieve the desired results.

This further explained that there was effort to implement inspection recommendations deemed to cause effective teaching.

On whether school inspectors guided teachers on the quality of teaching, the larger percentage 75.8% agreed, 20.8% disagreed while 3.4% were not sure. The high mean of 3.6 meant majority of school inspectors guided teachers on the quality of teaching. This meant that school inspectors assessed teachers' knowledge on quality of teaching and inspectors had organized trainings for teachers to acquire capacity to do work properly. It also explained why teachers were able to assess quality of teaching based on pupils' work in what they had taught them.

About whether school inspectors assessed teachers on implementing inspectors' directives on teaching, majority 77% agreed, 20.2% disagreed while 2.8% were not sure. The high mean of 3.6 meant most inspectors assessed teachers on implementing inspectors' directives. The implication of this finding was that since there was inspector assessment of teachers on implementing school inspectors' directives, meant there was effort to equip teachers with the best teaching methods. Furthermore, capacity building trainings offered to primary school teachers in Mukono district meant stepping up the quality of teaching, to improve teachers' instructional effectiveness.

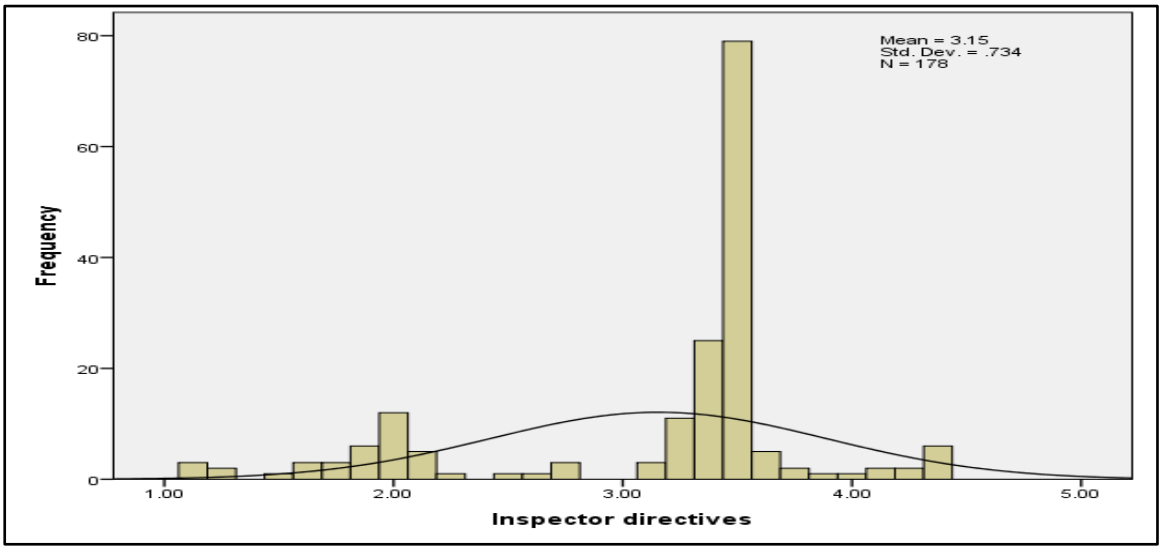
Whether school inspectors ensured that teachers implemented instructions they give them, the greater 77.5% agreed, 19.1% disagreed while 3.4% were not sure. The high mean of 3.6 meant majority of school inspectors ensured that teachers implemented instructions they were given. The finding implied that since inspectors organised capacity building trainings, teachers found it easy to manage well their identified weaknesses. This meant that there was effort for teacher instructional effectiveness to improve in the near future.

On whether there were clearly laid down sanctions to teachers who failed to fulfil inspection requirements, the larger 78.7% agreed, 17.4% disagreed while 3.9% were not sure. The high mean of 3.7 meant most teachers knew there were clearly laid down sanctions to teachers who failed to fulfil inspection requirements. The interpretation to this

was that teachers were aware of sanctions to be used to correct teachers who did not fulfil inspection requirements. This further explained why some inspection recommendations were fulfilled.

Figure 4.6

Histogram showing teachers' opinions regarding School Inspector Directives



Source: Primary Data (2023)

Figure 4.6 shows the mean = 3.15 which is average. This meant school inspectors moderately gave directives during inspection. The standard deviation = 0.734 was below 1. This meant inspector directives were normally distributed and qualified for correlation and regression. Therefore inspector directives were rated as fair[y provided and implementation being fairly effected.

Qualitative data showed that school inspectors directed and guided teachers on what was expected of them. It was also established that school inspectors guided teachers in scheming and lesson planning and strictly ensured that they did what they were told, however, none of the teachers liked this. As a way of letting teachers reciprocate with quality teaching, it was established that school inspectors demonstrated to teacher's quality lesson delivery. Below is what some of the respondents said;

Education officer $_3$ said:

'*It is true our school inspectors directed teachers in matters of scheming, lesson planning and quality teaching. The issue being complained about was the way the directives were given to these teachers requiring them to strictly implement them without deviation at all'*

Inspector $_4$ revealed that;

'*Our inspectors had done a lot to guide teachers in scheming and lesson planning. They even demonstrated quality lesson delivery but the methods they used were so unattractive that teachers had hated them. The best was to incorporate teachers in lesson demonstration to cease directing teachers but to discuss with them as a way of soliciting their views'*

Inspector of schools $_5$ indicated that;

'*Although there were reprimands for teachers who failed to implement our directives, we were not able to implement them because political leaders had special interest in many of our teachers. An effort to reprimand one teacher as an example to the rest could result in severe punishment to the inspector by the district political leaders and sometimes the local church leadership. This was because many of our teachers counted a lot more to the politicians than the school inspectors. Some of the defiant teachers were church leaders who were untouchable'*

4.4.3 Teacher Knowledge Evaluation

Teacher knowledge evaluation was the second measure of the directive inspection approach. The measure was studied using seven question items. The results for the same were presented in Table 4.12.

Table 4.12

Descriptive Statistics for Teacher regarding Knowledge Evaluation

Teacher Knowledge Evaluation	SD	D	NS	A	SA	Mean
Inspectors show interest in teachers having sufficient knowledge in teaching	0 (0%)	0 (0%)	14 (7.9%)	132 (74.1%	32 (18%)	4.1
The inspectors train teachers on what to do for effective teaching	33 (18.5%)	133 (74.7%)	11 (6.2%)	1 (0.6%)	0 (0%)	1.9
Inspectors evaluate teachers' knowledge on teaching strategies	0 (0%)	0 (0%)	11 (6.2%)	120 (67.4%)	47 (26.4%)	4.2
The inspectors listen receptively to teachers' ideas and suggestions on expanding their knowledge on teaching strategies	29 (16.3%)	134 (75.3%)	15 (8.4%)	0 (0%)	0 (0%)	1.9
Inspectors regularly evaluate Teachers' knowledge on various teaching strategies	0 (0%)	1 (0.6%)	16 (9.0%)	130 (73.0%)	31 (17.4%)	4.1
Inspectors recognize teachers showing sufficient teaching knowledge	18 (10.1%)	138 (77.5%)	22 (12.4%)	0 (0%)	0 (0%)	2.1
Inspectors encourage continual improvement in teachers' teaching knowledge	0 (0%)	1 (0.6%)	14 (7.9%)	130 (73.0%)	33 (18.5%)	4.1

Source: Primary Data (2023)

Whether school inspectors showed interest in teachers having sufficient knowledge in teaching, the majority 74.1% agreed, 18.0% strongly agreed and 7.9% were not sure. The high mean of 4.1 meant majority of school inspectors showed interest in teachers having sufficient knowledge in teaching. The findings meant that, inspectors had guided teachers on having sufficient knowledge in teaching which had improved the teaching process and so caused effective teacher instruction.

On whether the inspectors trained teachers on what to do for effective teaching, larger percentage 74.7% disagreed, 18.5% strongly disagreed while 6.2% were unsure and 0.6% agreed. The low mean of 1.9 meant majority of school inspectors did not train teachers on what to do for effective teaching. This finding was interpreted to mean that school inspectors did not provide pedagogical support to teachers. The failure of inspectors to train teachers on what to do for effective teaching contributed to the low level of teacher instruction in government-aided primary schools in Mukono district.

About whether school inspectors evaluated teachers' knowledge on teaching strategies, greater percentage 67.4% agreed, 26.4% strongly agreed while 6.2% were unsure. The high mean of 4.2 meant that most school inspectors evaluated teachers' knowledge on teaching strategies. This finding was interpreted to mean that inspectors provided pedagogical support in terms of evaluation to teachers especially on what to teach and how to teach.

Whether school inspectors listened receptively to teachers' ideas and suggestions on expanding their knowledge on teaching strategies, greater percentage 75.3% disagreed, 16.3% strongly disagreed while 8.4% were not sure. The low mean of 1.9 meant that most inspectors did not listen receptively to teachers' ideas and suggestions on expanding their knowledge on teaching strategies. The interpretation to this was that inspectors had forced teachers to withhold their ideas and suggestions on expanding their knowledge on teaching strategies from inspectors for fear of being sanctioned.

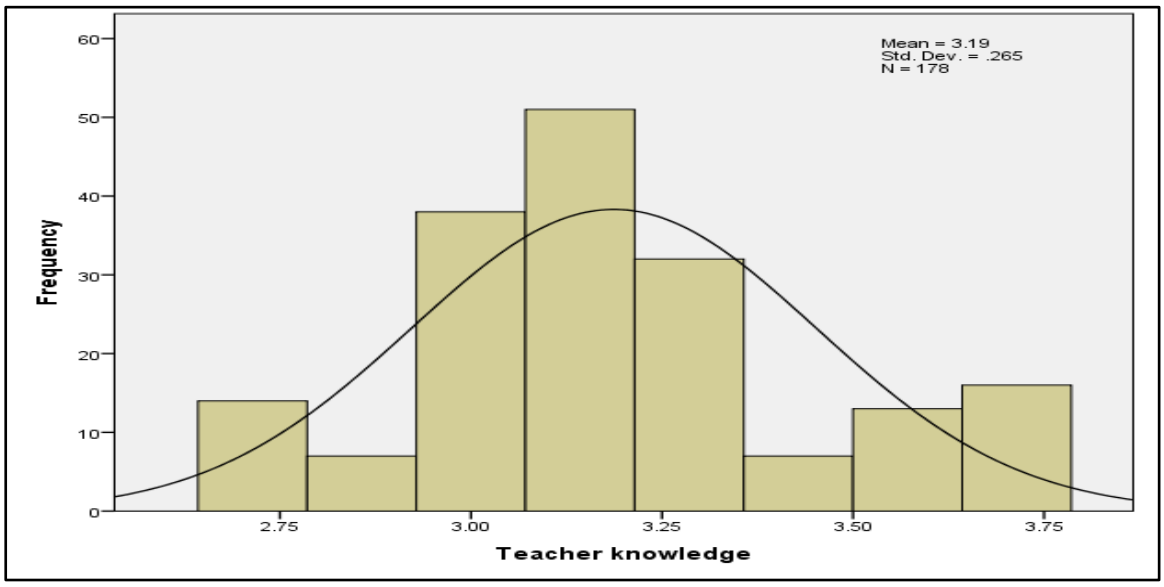
On whether school inspectors regularly evaluated teachers' knowledge on various teaching strategies, the larger percentage 73.0% agreed, 17.4% strongly agreed while 9.0% were not sure and 0.6% disagreed. The high mean of 4.1 meant majority inspectors regularly evaluated teachers' knowledge on various teaching strategies. This meant that inspectors did assess teachers' knowledge on quality of teaching and also organized trainings for teachers to acquire capacity to do work properly.

About whether school inspectors recognised teachers showing sufficient knowledge, majority 77.5% disagreed, 10.1% strongly disagreed while 12.4% were not sure. The low mean of 2.1 meant most inspectors did not recognise teachers showing sufficient knowledge. The implication of this finding was that since there was no recognition of teachers having sufficient knowledge, there was lack of effort by teachers to have sufficient knowledge since no value had been attached to it by school inspectors. This had affected the quality of teaching offered in government-aided primary schools in Mukono district.

Whether school inspectors encouraged continuous improvement in teachers teaching knowledge, the greater 73.0% agreed, 18.5% strongly agreed while 7.9% were not sure and 0.6% disagreed. The high mean of 4.1 meant majority of school inspectors encouraged continuous improvement in teachers' teaching knowledge. The finding implied that inspectors did organise capacity building trainings. Teachers also found it easier to improve on their identified weaknesses. The data above was also represented on the histogram below;

Figure 4.7

Histogram illustrating Evaluation of Acquired Teacher Knowledge



Source: Primary Data (2023)

Figure 4.7 shows the mean = 3.19 which was average. This meant that teacher knowledge was moderate. The standard deviation = 0.265 was below 1 and this meant teacher knowledge was normally distributed and qualified for correlation and regression. Therefore teacher knowledge was rated as fair or sometimes evaluated.

Qualitative data showed that teachers were not equipped with sufficient teaching knowledge and yet school inspectors were not doing enough to train them. Teachers lacked both content and pedagogical knowledge. It was established that school inspectors were not finding time to evaluate teachers' content and pedagogical knowledge in order to plan for their training. Despite there being reprimands for inspectors who did not enforce teachers' sharing of content and pedagogical knowledge, very little had been done to enforce such reprimands. The respondents had this to say;

Education officer $_3$ submitted that,

'For sure there was a lot we expected from our school inspectors which they have not done. If they planned for retraining of our teachers the situation would be different. At the grass root we lack money and technical knowledge and so we can't train these teachers'

Inspector of schools $_4$ said that:

'*People should stop blaming us for failure to retrain and to evaluate teachers' attainment levels in content and pedagogy. The simple reason is lack of funds and our knowledge levels are equally ill. Many national workshops for school inspectors take place without involving ourselves because of lack of money'*

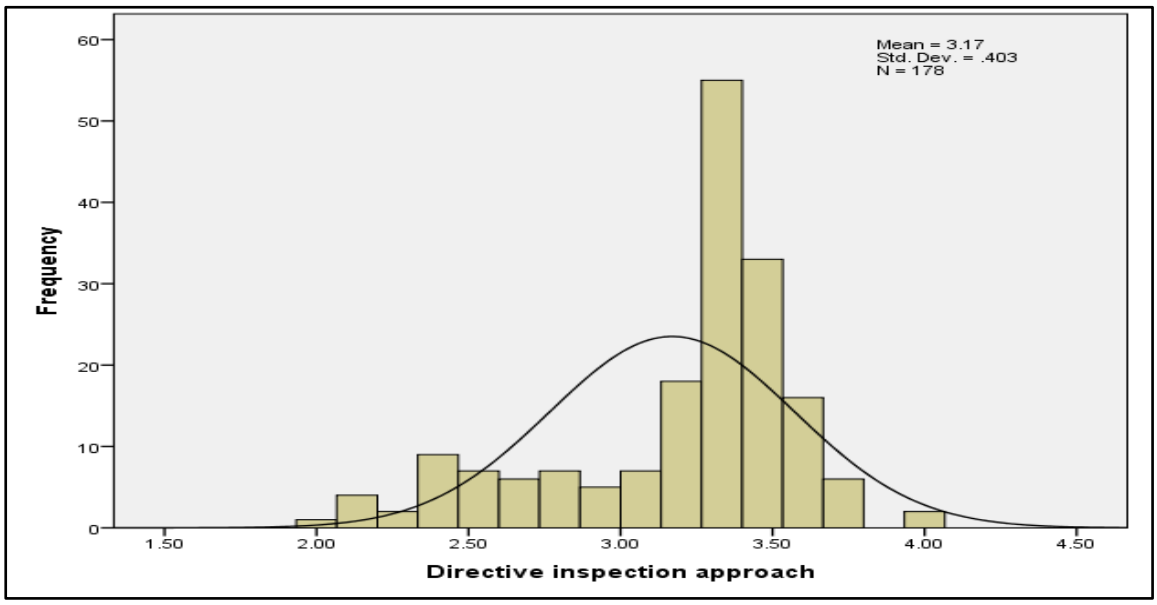
4.4.4 Directive Inspection Approach Index

In the subsections 4.3.1 – 4.3.2 on the two inspection approaches of directive inspection, namely; directing and teacher knowledge evaluation, descriptive data for each aspect was presented independently. However, for further analyses an average index for the measure of the directive inspection approach was developed from the two approaches (directing and teacher knowledge evaluation). The directive inspection average index was created based

on 15 questions that were eight for directing and seven for teacher knowledge evaluation. The summary statistics for directive inspection approach are as presented in Figure 4.7.

Figure 4.8

Histogram showing Application of the Directive Inspection Approach



Source: Primary Data (2023)

Figure 4.8 shows the mean = 3.17 which is average. This meant that the directive inspection approach was being moderately used by school inspectors during inspection. The standard deviation = 0.403 is below 1. This meant that the directive inspection approach was normally distributed and qualified for correlation and regression. Therefore the directive inspection approach was rated as fairly used.

During the interviews, respondents were asked about the school inspection status. Most respondents reported that school inspections in Mukono district Government- aided primary schools happened only sometimes and most commonly once a year and on each of the times only one hour or less was spent at the schools. The implication of this finding is that most inspectors were not finding time to inspect government-aided primary schools in Mukono District which, according to them, deterred teacher instructional effectiveness. Different respondents gave different responses such as what education officers gave below,

Education Officer $_1$ reported that:

'*School inspection in Mukono district government-aided primary schools was conducted once every year or none at all and during that one time they spent one or less an hour usually in the office of the head teacher, touring around the school to get an overview of the school, greeting learners in every class and addressing school assemblies as a way of announcing their presence that day'*

Education Officer $_2$ revealed that,

'*True, the school inspectors in Mukono district government-aided primary schools were very irregular in schools but even for the brief few times they were available they did not leave summaries of observations. This disabled the public and the very teachers that had been involved in the said inspection to learn about what the inspectors had seen at the schools'*

On explaining the different inspection approaches commonly used in Mukono district government-aided primary schools and how they were being applied, different participants had different understanding and explanations about the inspection approaches. However, what came out clearly was that not many of them could distinguish between these inspection approaches. Their explanations pointed out the inspection where an external evaluator from the district came to the school to find out whether teachers were present in their classrooms, whether they gave class activities and sometimes homework. Most of them reported that this kind of work could take roughly ten minutes per class and by the end of one hour an inspector has gone through the whole school. They revealed that an inspector, at the end, provided instructions to the teachers on how to proceed with teaching. When the researcher analysed the data provided, it was clear that they had rough ideas about the directive inspection approach being the only one which was applied in an unsatisfactory manner.

Education Officer $_3$ indicated that,

'*School inspectors had never appreciated work done by teachers, neither had they ever showed them how to correct their mistakes. They were not afraid of insulting them even before their pupils. Unprofessionally, they demanded for teachers' preparation books. The day teachers suspect inspectors to be at their schools, they absent themselves. It was common practice for teachers to escape back to their homes on seeing a person at school they did suspect to be an inspector'*

Education Officer $_4$ observed that:

'*School inspectors sometimes did not come in classrooms to carry out inspections. The few that appeared usually collected and went through the pupils' exercise books and teachers' schemes of work and lesson plans to determine teacher instructional effectiveness. However, sometimes they demanded for the schemes and lesson plans to be brought to the district education offices. This rendered the inspector too ineffective to follow up a teacher and to manage areas of weaknesses properly'*

Inspector of schools $_1$ commented that:

'*We did the work of school inspection because of the long experience in teaching and not because we were interested or highly trained in inspection work. The pedagogical knowledge we possess was not very different from that of the teachers in the schools. We were not facilitated to stay in a school more than an hour. Actually, in a day we are supposed to see a minimum of five schools according to the funding and guidelines provided to us. Our motorcycles are old, yet, on bad dusty and bumpy roads such that by the time we reach the schools we cannot talk about tidiness'*

Inspector of schools $_2$ reported that:

'*Actually, it was hypocrisy at highest when our supervisors blame us for a job insufficiently done because we were poorly facilitated, with no pre-training, no orientation and no capacity building trainings, no collaboration meetings with other colleagues in other districts. We are not facilitated to spend a night in the field and even paper for preparing*

reports is, many times, unavailable. However, a school that could facilitate us could receive our services and mostly rich government-aided and private schools can do this'

Education officer $_5$ revealed that:

'*We expect inspection reports from our inspection teams regularly to enable us to make quarterly or annual reports, but we fail to receive them. Due to poor facilitation we do not blame them. Without pre-training, orientation and capacity improvement trainings, we are happy with what they do with the little pedagogical knowledge in their possession*

About the impact made on teacher instructional effectiveness by the common inspection approach employed in the county, the participants revealed that there was so far no big pedagogical impact made to improve teacher instruction. They reported that teacher attendance was still low; teachers did not scheme neither were there efforts for lesson preparation. Most teaching was characterised by giving tests to learners yet marking of pupils' work was still a big challenge. Parents hardly learnt about their children's performance'

Education officer $_1$ had this to say,

'*It is unpleasant that our inspectors have only added very little to the teachers pedagogically and were not encouraging them to apply the knowledge that teachers graduated with from training colleges yet there were no opportunities for us to arrest the situation'*

Education Officer $_2$ reported that,

'*With the many gaps existing in our inspection system especially with the directive inspection approach, teacher instruction was still ineffective and this explained why the grades of our primary seven candidates were still low and our school leavers were still rejected in industries located in Mukono District, yet these would be their places of work'*

Education officer $_3$ observed that:

'*Since there were no full inspections carried out in government –aided schools, there were equally no follow-up inspections. This created a very big gap in consolidating pedagogical knowledge amongst our teachers. This endangered teacher instructional effectiveness and the potential to support pupils' improvement'*

Education officer $_4$ ascertained that:

'*One thinking for the negative attitude of teachers to both inspection and inspectors was that teachers usually saw no changes in the schools. Hence, they saw the exercise as a waste of time and the inspectors as 'toothless bulldogs' that could only point out lapses, but could not do much to correct them because they were not adequately supported by the district local administration to be all the time on ground'*

Inspector of schools $_1$ insisted that,

'*With the poor facilitation given to school inspectors, we seem to have done our best. How did you expect milk from a cow underfed? Our presence would not make a big impact until our numbers commensurate with the number of schools, and facilitation to do work, was considered important'*

When the participants were asked what they planned to do in order to address the existing challenges, the following was revealed:

Inspector of schools $_2$ commented that,

In a bid to help teachers improve, inspectors needed to work with them in identifying the weaknesses found during classroom teaching. These weaknesses should mainly constitute the topics during teachers' improvement workshops. It would also be good for the school inspectors to organise visits from which teachers would learn from other colleagues in other schools

Inspector of schools $_3$ stated that:

'*School inspectors needed to guide teachers on how to overcome teaching and learning challenges. However, what was going on in Mukono district government-aided primary*

schools did not contribute to the professional development of teachers and had failed to improve the quality of teaching and learning. From now on, there should be capacity building workshops to address identified challenges'

Inspector of schools $_4$ said that,

'*Teachers needed the services of the inspectors for various reasons including, but not limited to correction, information, advice, and counselling for professional up-date. This was the way to go now and we needed to stop the game of blame. Similarly, the Chief Administrative Officer should remember that the little funding to the department of education curtailed inspectors from doing all that would improve teaching in this county'*

Education officer $_5$ revealed that,

'*The negative attitude of teachers to inspection and inspectors should be a matter of concern to educational administrators. A series of seminars and workshops should be organised for this purpose so that their attitude could be changed to positive. This would bring about a healthy working relationship between the teachers and the inspectors. It was assumed that a positive attitude to inspection could influence positive attitude towards inspectors and it should be strongly encouraged'*

Education Officer $_4$ agreed that,

'*Our inspectors are so unprofessional that they invite all teachers' preparation books to their offices, sign them to claim having supervised the owners while teaching. To the teachers, this was good because it saved them from interfacing with inspectors and being physically supervised something they disliked. If we are to register teacher instructional effectiveness, the practice should change to supervising live lessons and holding dialogues which may result into developing a plan for improvement of instruction'*

Education Officer $_3$ revealed that,

'Inspectors directing teachers to strictly do what they want them to do is the best for teacher instructional effectiveness. This is a good idea that everybody should embrace and strictly implement. The main reason for inspectors to direct teachers is because teachers were not

only big headed but they didn't know what to do. One needed to direct them and to follow-up the implementation of the directives'

On what could be done to have a significant relationship between the directive inspection approach and teacher instructional effectiveness, participants said the following:

Education officer $_2$ reported that,

'*Efforts for pre-training, orientation and giving capacity building would do much to equip school inspectors with sufficient knowledge of inspection work. They would have thorough knowledge on inspection approaches, lesson demonstration and delivery, lesson assessment and appropriate inspection approaches'*

Inspector of schools $_1$ observed that,

'*Besides appropriate facilitation, authorities need to pay attention to the reports we make and to empower us to bite where it requires. We needed to train so well that we could guide teachers in planning, lesson development and delivery, lesson demonstration and in conducting various inspection approaches appropriately'*

Inspector of schools $_2$ said,

'*The human relations theory and its principles need to be respected by the inspectors while in the field. Team work, consultations and collaborations among the teachers and among inspectors from different spectrums need to be implemented. Inspectors need to release their inspection reports timely for implementation before these reports are beaten by time and events'*

Participants were asked to give their views on what inspection approach should be applied and they had this to say after understanding the inspection approaches, namely: the directive, non-directive and the collaborative inspection approaches. Data analysed revealed that all the inspection approaches were good, as long as their dynamics were implemented effectively.

Education officer $_5$ suggested that:

'*The directive inspection approach was such good that it empowered the inspector to strictly direct the inspection process to change a teacher into an effective one, as long as the inspector was available to guide and monitor the plan he/she set and the teacher was willing to work under strict guidance of the inspector'*

Inspector of Schools $_3$ agreed that,

'*The non-directive inspection approach was good, as long as the teacher and the inspector listened and respected each other's opinion. After inspection and dialogue, the inspector could guide the teacher to develop own improvement plan and the teacher should take lead in implementing it'*

Inspector of schools $_4$ proposed that,

'*The collaborative inspection approach was the best because it was democratic, allowed everybody to be listened to and encouraged an improvement plan to mutually be developed and implemented. If well implemented, it might have a positive relationship with teacher instructional effectiveness'*

Inferential Analysis for Directive inspection Approaches and Teacher Instructional Effectiveness

To establish the effect of the directive inspection approaches and teacher instructional effectiveness, and how the directive inspection approaches influenced teacher instructional effectiveness, inferential analysis was carried out. The results follow here below.

Correlation of Directive Inspection Approaches and Teacher Instructional Effectiveness.

To establish whether there was a relationship between the directive approach and teacher instructional effectiveness, a correlation test was carried out on sub-hypotheses (H1-H2). The two inspection approaches were directing and teacher knowledge evaluation approaches. The results were given as in Table 4.13.

Table: 4.13

Correlation of Directive Inspection Approach and Teacher Instructional Effectiveness

		Directing Approach	Teacher Instructional Effectiveness
Directing Approach	Pearson Correlation	1	.619
	Sig (2- tailed)		..125
	N		168
Teacher Instructional Effectiveness	Pearson Correlation	.619	1
	Sig. (2- tailed)	.125	
	N	168	

Source: Primary Data (2023)

The results in Table 4.13 suggest that the directive inspection approach showed a strong positive correlation relationship between the directive inspection approach and teacher instructional effectiveness because r = .619, value P = .125 > 0.05, N being the sample size. This means there was a positive and significant relationship between the directive inspection approach and teacher instructional effectiveness. The hypothesis stating that there is no relationship between the directive inspection approach and teacher instructional effectiveness was accepted meaning that the directive inspection approach had no relationship with teacher instructional effectiveness.

Regression of Teacher Instructional Effectiveness on Directive Inspection Approaches.

At the confirmatory level, to establish whether the directive inspection approach influenced instructional effectiveness, a regression analysis was carried out. Table 4.14 presents the results.

Table 4.14

Regression of Teacher Instructional Effectiveness on Directive Approach

Instructional Effectiveness	Standardized Coefficients Beta (β)	Significance P
Directive Inspection approach	0.111	0.143
	0.042	0.577
$R^2 = 0.390$		
Adjusted $R^2 = 0.380$		
F = 37.105, p = 0.000		

Source: *Primary Data (2023)*

The results in Table 4.15 showed that directive inspection approaches, namely; directive and teacher knowledge evaluation explained 39% of the variation in teacher instructional effectiveness ($R^2 = 0.390$). This meant that 61% of the variations in teacher instructional effectiveness were accounted for by factors that were not considered in this model. Directing approach ($\beta = 0.111$, $P = 0.143 > 0.05$) and teacher knowledge evaluation ($\beta = 0.042$, $P= 0.577 > 0.05$) had a positive but insignificant influence on teacher instructional effectiveness. This meant that both sub-hypothesis one and two were accepted.

4.5 Non-Directive School Inspection Approach

Non-directive school inspection was also studied as a bi-construct comprising of team planning and consultation. The results on the same follow below.

4.5.1 Descriptive Statistics for Team Planning

Team planning was the first measure of the non-directive inspection approach. The measure was studied using seven questions. The results for the same were presented in Table 4.15.

Table: 4.15

Descriptive Statistics showing teachers' views on Team Planning

Team Planning	SD	D	NS	A	SA	MN
Inspectors have made me understand the need for team planning	23 (12.9%)	143 (80.3%)	12 (6.7%)	0 (0.0%)	0 (0.0%)	1.9
Inspectors show interest in team planning	19 (10.7%)	60 (33.7%)	17 (9.6%)	54 (30.3%)	28 (15.7%)	3.1
Inspectors' coaching about team planning has improved my work	27 (15.2%)	139 (78.1%)	12 (6.7%)	0 (0.0%)	0 (0.0%)	1.9
Inspectors have provided opportunities for team planning	17 (9.6%)	142 (79.8%)	19 (10.7%)	0 (0.0%)	0 (0.0%)	2.0
Inspectors have encouraged a culture of team planning	22 (12.4%)	54 (30.3%)	15 (8.4%)	60 (33.7%)	27 (15.2%)	3.1
Inspectors supervise team planning in my school	20 (11.2%)	58 (32.6%)	13 (7.3%)	59 (33.1%)	28 (15.7%)	3.1
Inspectors recognize my active role in team planning	21 (11.8%)	51 (28.7%)	18 (10.1%)	61 (34.3%)	27 (15.2%)	3.1

Source: Primary Data (2023)

The quantitative data presented above was generated through teachers responding to questions in the questionnaire. About whether inspectors had made teachers understand the need for team planning, 23 (12.9%) strongly disagreed, 143 (80.3%) disagreed, while 12 (6.7%) were not sure to this question. The low mean of 1.9 meant that most inspectors did not make teachers understand the need for team planning. It further implied that school inspectors had too little time, to stay in schools to exhaustively do their work, such as assessing of teacher team planning for example in scheming, team lesson planning for team teaching which required some good time was not done, although it would be beneficial pedagogically. This also meant that Inspectors were either not willing to spend their time on assessing teacher team planning or they had no knowledge at all on what to do.

Whether inspectors showed interest in team planning, 19 (10.7%) teachers strongly disagreed, 60 (33.7%) disagreed, while 17 (9.6%) were not sure. As many as 54 (30.3%) teachers agreed and 28 (15.7%) strongly agreed. The mean being = 3.1 was average which meant that inspectors moderately showed interest in team planning. This was interpreted to mean that as inspectors had little time to stay at schools, they were unable to find time to encourage and to monitor team teacher planning. It also meant that teachers in these government-aided primary schools failed to teach effectively because of their low pedagogical support from inspectors of schools especially encouraging them to organize team planning.

Whether school inspectors' coaching about team planning had improved teachers' work, 27 (15.2%) teachers strongly disagreed 139, (78.1%) disagreed, while 12 (6.7%) were not sure. The mean being = 1.9 was very low which meant majority of inspectors' efforts to do coaching about team planning had not improved teachers' work. This was interpreted to mean that as inspectors had little time to stay at schools, they were unable to find time to encourage and to oversee team planning. It also meant that teachers in government aided primary schools failed to teach effectively because of their low pedagogical support from inspectors of schools especially in encouraging them to organize team planning that would aid the weak teachers to learn from their senior friends.

On whether school inspectors had provided opportunities for team planning 17 (9.6%) teachers strongly disagreed, 142 (79.8%) teachers disagreed, while 19 (10.7%) teachers were not sure. The mean being =2.0 was low which meant most inspectors had not provided opportunities for team planning. This was interpreted to mean that teachers individually suffered from the effects of lack of team planning. It was anticipated that if they did it, this would help teachers as a group to address matters related to team planning that would result into empowering teachers to teach effectively.

About whether inspectors had encouraged a culture of team planning, 22 (12.4%) teachers strongly disagreed, 58(32.6%) teachers disagreed and 13 (7.3%) teachers were not

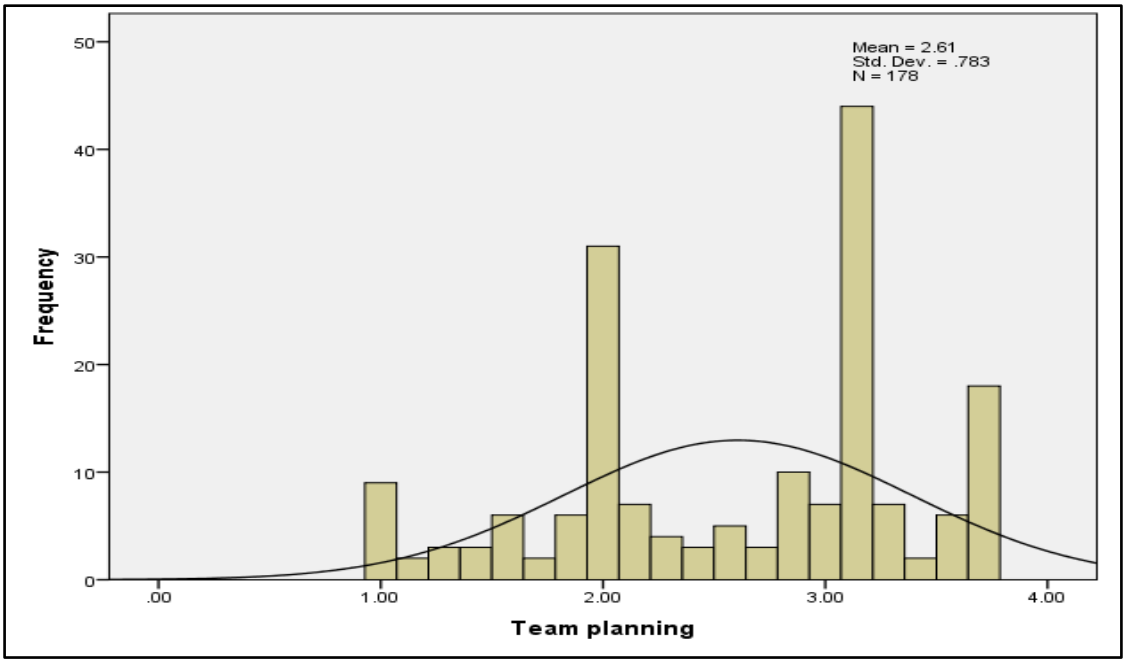
sure to this question item, 57(33.1%) teachers agreed and 28(15.7%) teachers strongly agreed with it. The mean being = 3.1 was average which meant school inspectors moderately encouraged a culture of team planning.

Whether inspectors supervised team planning in schools, 20 (11.2%) teachers strongly disagreed, 58 (32.6%) teachers disagreed while 13 (7.3%) were not sure item, 59 (33.1%) teachers agreed and 28 (15.7%) strongly agreed with this question item. The mean being =3.1 was average which meant inspectors moderately supervised team planning. The implication of this finding was that inspectors did organise meetings to discuss and to share variety of knowledge with which to address the challenges and to boost their team planning capacities. This implied that the teachers had an opportunity to get professional pedagogical support for teacher instructional effectiveness.

About whether inspectors recognised teachers' active role in team planning, 21 (11.8%) strongly disagreed, 51 (28.7%) disagreed while 18 (10.1%) were not sure, 61 (34.3%) agreed and 27 (15.2%) strongly agreed. The mean being = 3.1 was average which meant inspectors moderately recognised the active role played by teachers in team planning. The study established that in Mukono district government-aided primary schools, inspectors recognised teachers' roles in team planning. This was interpreted to mean that inspector role in team planning helped teachers' acquisition of content and modern teaching strategies that would improve teacher instructional effectiveness. The above data has also been presented in a histogram as seen in Figure 4.8.

Figure 4.9

Histogram showing teachers opinions on Team Planning



Source: Primary Data (2023)

Figure 4.9 shows the mean = 2.61 which was average. This meant inspectors moderately used team planning during inspection. The standard deviation = 0.783 was below 1. This meant team planning was normally distributed and qualified for correlation and regression. Therefore team planning used in the study was rated as fair by respondents.

Qualitative data showed that school inspectors were not very much interested in team planning amongst teachers and so teachers were not knowledgeable about the importance of team planning. It was also established that inspectors did not provide opportunities for teachers to meet and plan together; which seemed to curtail teacher instructional effectiveness. Although there were rewards put in place for encouraging team planning, none of the school inspectors had ever talked about them as a way of encouraging it to take place. Respondents had the following to say;

Education officer $_1$ agreed that,

'*Our teachers have a lot of weaknesses and the solution would be planning as teams in schools or zones which the school inspectors were not encouraging. The rewards that the district authorities attempted to put up for teachers who involved themselves in team planning had not been beneficial because they were returned each year to the Chief Administrative Officer'*

Inspector of schools $_1$ reported that;

'*The modern trends of team planning were not very clear to us and so we could not train teachers or even supervise them in something we were not very knowledgeable about. Some of us had just been head teachers and others classroom teachers and what would create a difference with the teachers in the classrooms would be the capacities built in us but no capacity building had in the past taken place. This made us almost uninformed like our colleagues in the field'*

Education Officer $_2$ stated that;

'*Since most of our teachers were weak and lacked sufficient content and pedagogical knowledge, team working would be the way to go. Unfortunately, none of the district officials was out to encourage it. We have had stories about some of the boarding schools that were richer and interested in building their academic standards that made friendly visits to other fellow boarding schools and they had greatly benefited'*

4.5.2 Consultation

4.5.3 Descriptive Statistics for Consultation

Consultation was the second measure of the non-directive inspection approach. The measure was studied using eight questions. The results for the same are presented in Table 4.16.

Table 4.16

Descriptive Statistics showing teachers views regarding Consultation

Collaboration in inspection	SD	D	NS	A	SA	Mean
Inspectors have shown interest in teacher collaboration	5 (2.8%)	38 (21.3%)	9 (5.1%)	117 (65.7%)	9 (5.1%)	3.5
Inspectors have made me know the need for collaboration in teaching	31 (17.4%)	141 (79.2%)	2 (1.1%)	4 (2.2%)	0 (0.0%)	1.9
Internal peer support supervision is encouraged by the inspectors	0 (0.0%)	2 (1.1%)	1 (0.6%)	158 (88.8%)	17 (9.6%)	4.1
Inspectors guide teachers on addressing challenges of peer support supervision	31 (17.4%)	146 (82.0%)	0 (0.0%)	1 (0.6%)	0 (0.0%)	1.8
Inspectors organize trainings to address collaboration weaknesses	5 (2.8%)	38 (21.3%)	9 (5.1%)	115 (64.4%)	11 (6.2%)	3.5
I receive recognition for active role played in internal peer support	24 (13.5%)	140 (78.7%)	1 (0.6%)	13 (7.3%)	0 (0.0%)	2.0
There are sanctions for failure to participate in peer support supervision	5 (2.8%)	38 (21.3%)	6 (3.4%)	112 (62.9%)	17 (9.6%)	3.6
Inspectors organize internal school visits to copy teacher collaboration	5 (2.8%)	38 (21.3%)	6 (3.4%)	117 (65.7%)	12 (6.7%)	3.5

Source: Primary Data (2023)

About whether inspectors had shown interest in teacher consultations, majority of respondents 117 (65.7%) agreed, 38 (21.3%) disagreed, while 9 (5.1%) were not sure to this question. Another 9 (5.1%) strongly agreed while 5 (2.8%) strongly disagreed. The average mean of 3.5 meant inspectors had moderately shown interest in teacher consultations. It further implied that school inspectors had been encouraging teachers to consult others.

Whether inspectors had made teachers to know the need for consultations in teaching, a big number of 141 (79.2%) teachers disagreed, 31 (17.4%) strongly disagreed, while 2 (1.1%) were not sure and 4 (2.2%) agreed. The mean being 1.9 was low and it meant that inspectors had not made teachers to know the need for consultations in teaching. This was

interpreted to mean that as inspectors had little time to stay at schools, they were unable to find time to encourage and to monitor teachers' consultations or collaboration in teaching.

Whether inspectors encouraged peer support supervision, a big number of 158 (88.8%) teachers agreed, 17 (9.6%) strongly agreed, while 1 (0.6%) were not sure and 2 (1.1%) disagreed. The mean being = 4.1 was high meaning majority of inspectors encouraged peer support supervision. This was interpreted to mean that inspectors had ample time to stay at schools to encourage and to oversee peer support supervision.

On whether inspectors guided teachers on addressing the challenges of peer support supervision, majority 146 (82.0%) disagreed, 31 (17.4%) strongly disagreed, while 1 (0.6%) were not sure. The Mean being =1.8 meant was low meaning that most inspectors had not guided teachers in addressing the challenges of peer support supervision. This was interpreted to mean that teachers individually suffered from the effects of lack of guidance on peer support supervision. This had resulted in teachers dodging peer support supervision which had made it ineffective, there by compromising the quality of teaching in Mukono district government-aided primary schools.

About whether inspectors organized trainings to address collaboration weaknesses, a big number of 115 (64.4%) agreed, 38 (21.3%) disagreed and 9 (5.1%) teachers were not sure to this question item, 11 (6.2%) strongly agreed and 5 (2.8%) strongly disagreed with it. The Mean being = 3.5 was average which meant inspectors moderately organized trainings to address consultations or collaboration weaknesses. This meant that inspectors sometimes supervised these schools and sometimes provided opportunities to address collaboration weaknesses.

Whether school inspectors recognized teachers for active roles played in peer support supervision, a big number of 140 (78.7%) disagreed, 24 (13.5%) strongly disagreed while 1 (0.6%) were not sure item and 13 (7.3%) agreed with this question item. The mean being = 2.0 was low which meant majority of inspectors did not recognize teachers for their active roles played in peer support supervision. The implication of this finding was that

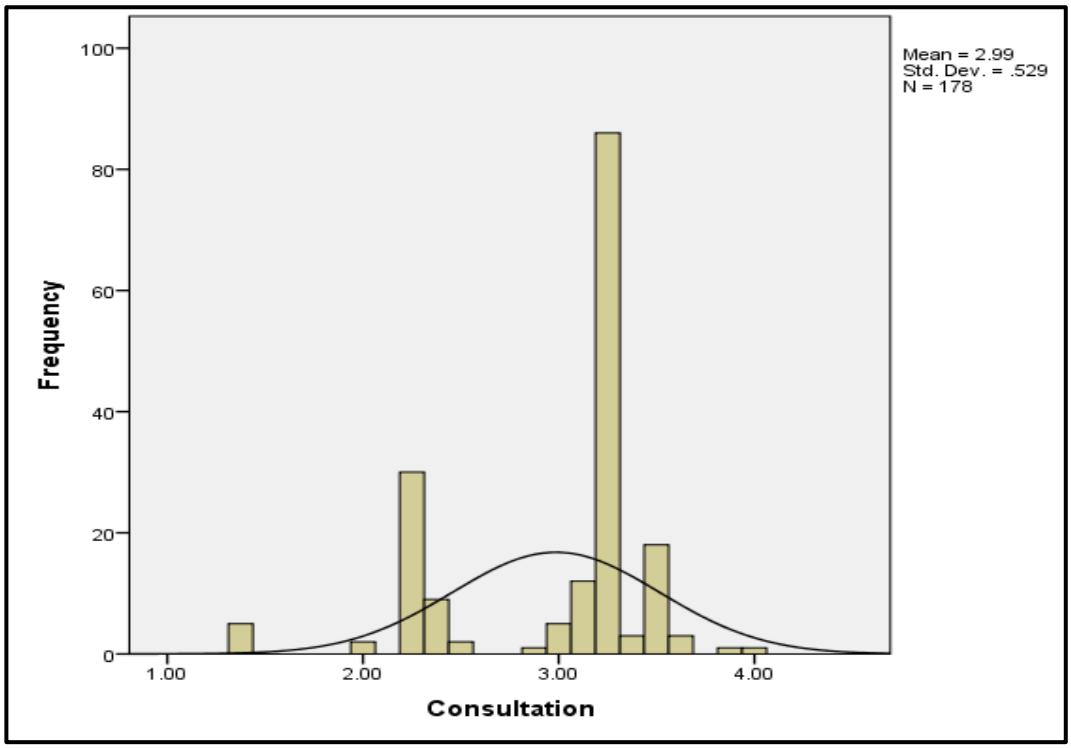
teachers had become reluctant in participating in peer support supervision which promoted consultations.

About whether there were sanctions for failure to participate in peer support supervision, majority of 112 (62.9%) agreed, 38 (21.3%) disagreed while 6 (3.4%) were not sure. Another 17 (9.6%) strongly agreed while 5 (2.8%) strongly disagreed. The mean being = 3.5 was average which meant teachers moderately agreed that there were sanctions for failure to participate in peer support supervision. This meant that teachers knew that they could be sanctioned for not participating in peer support supervision.

Whether inspectors organized internal school visits to copy teacher consultation efforts, majority of 117 (65.7%) agreed, 38 (21.3%) disagreed while 6 (3.4%) were not sure item. A further 12 (6.7%) strongly agreed while 5 (2.8%) strongly disagreed with this question item. The mean being = 3.5 was average which meant inspectors moderately organized internal school visits to copy teacher consultation efforts. The data above was also presented in a histogram as seen in figure 4.9 below;

Figure 4.10

A Histogram showing teachers' views regarding Consultation in Teaching



Source: Primary Data (2023)

Figure 4.10 shows the mean = 2.99 which was average. This meant that the consultation between inspectors with teachers was moderate, it sometimes happened. The standard deviation = 0.529 was below 1. This meant consultation in teaching was normally distributed and qualified for correlation and regression. Therefore consultation was rated fairly done.

Qualitative data showed that school inspectors were not interested in consultations taking place amongst teachers and so teachers were not knowledgeable about the importance of consultations. It was also established that inspectors did not provide opportunities for teachers to consult one another as it was being heard of in other districts of the country. Although there were rewards put in place for encouraging consultations, none of the school inspectors had ever talked about them as a way of encouraging it to take place. Respondents had the following to say;

Education officer $_3$ revealed that:

'*Our teachers had a lot of weaknesses and it would be prudent that consultation amongst them and with inspectors took place. The rewards that the district authorities had put up for teachers who involved themselves in consultations either within schools or with neighbouring schools were returned each year to the Chief Administrative Officer unutilised*'

Inspector of schools $_3$ suggested that;

'*What we needed to do was to have teachers getting involved in consultations because this enriched the participating teachers. However, among inspectors consultation was not very clear and so we could not train teachers or even supervise them in something we were not very knowledgeable about. This would come with time as we also got trained in what to do*'

Education Officer $_4$ proposed that;

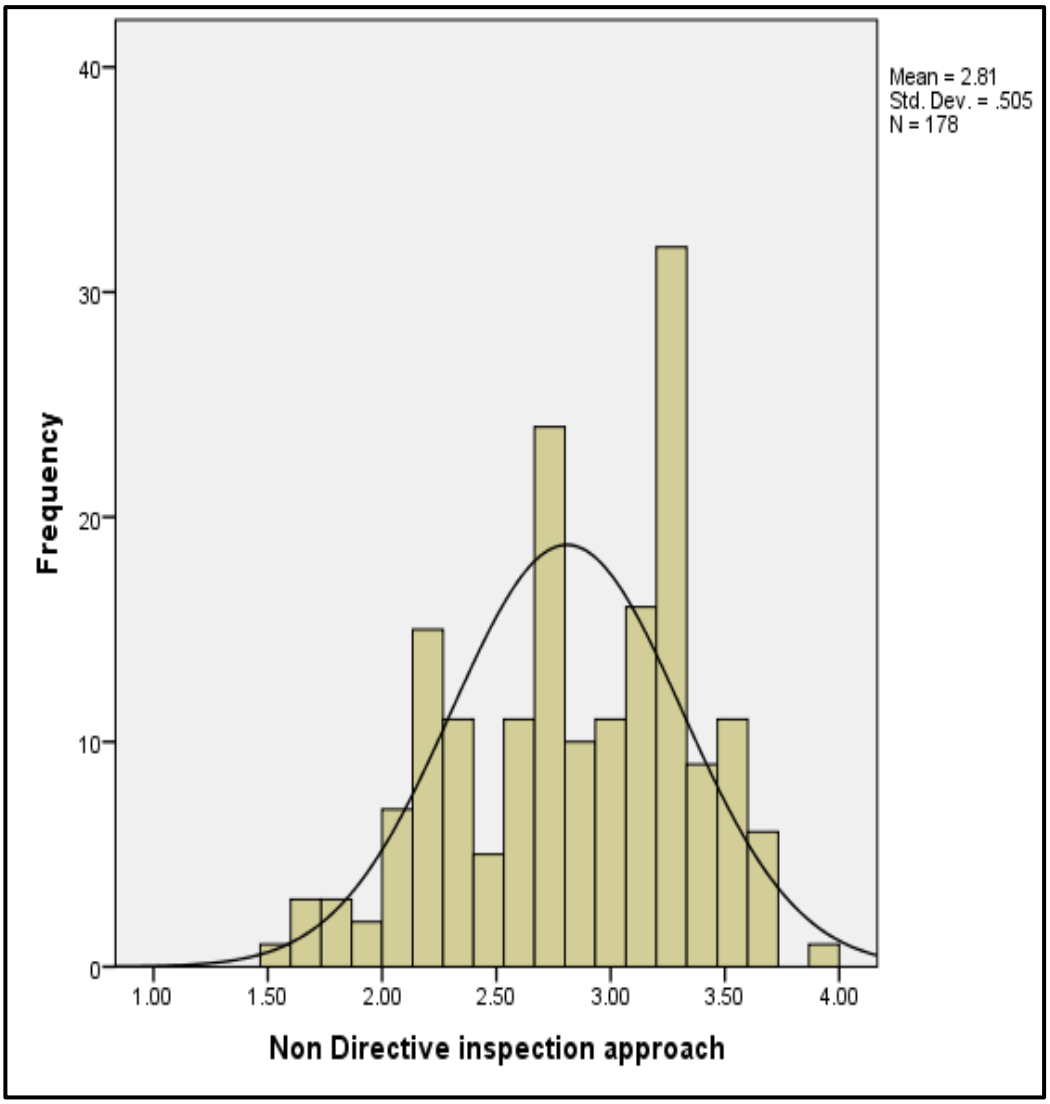
'*Since most of our teachers were weak and lacked sufficient content and pedagogical knowledge, consultations would be the way to go. Unfortunately, the chief administrative officer was not encouraging it. We would guide teachers into consulting each other but it involved money which the education department did not have'*

4.5.4 Non-Directive Inspection Approach Index

In the subsections 4.4.1 – 4.4.2 on the two inspection approaches of non-directive inspection, namely; team planning and consultation, descriptive data for each aspect was presented independently. However, for further analyses an average index for the measure of non-directive inspection approach was developed from the two approaches (team planning and consultation). The non-directive inspection average index was created on 15 questions that were seven for team planning and eight for consultation. The summary statistics for non-directive inspection approach were as presented in Figure 4.10.

Figure 4.11

Histogram showing teachers' views regarding use of the Non-Directive Inspection Approach



Source: Primary Data (2023)

Figure 4.11 shows the mean as = 2.81. This means that inspectors moderately used the Non-directive inspection approach during inspection. The standard deviation = 0.505 was below 1. This means that the non-directive inspection approach was normally distributed and qualified for correlation and regression. Therefore, the non-directive inspection approach was rated as fairly used.

Qualitative Data on the effect of the Non-Directive Inspection Approach on Teacher Instructional Effectiveness in Government-Aided Primary Schools in Mukono district was

obtained using interviews. The study collected responses from inspectors of schools and education officers so as to examine the effect of the non-directive inspection approach on teacher instructional effectiveness.

The participants were asked about the non-directive school inspection status. They reported that it was rarely applied. The education officers, inspectors of schools all agreed that as school inspectors did not have enough time to stay in schools to exhaustively do their work, this inspection approach that required some good time, probably two to three days, and requiring inspector and teachers to generate an improvement plan to be implemented by the teacher, could not be meticulously applied, although it would be very beneficial pedagogically.

Education Officer $_5$ had this to say,

'*True, due to obvious reasons inspectors were brief in schools, and just being rare and brief and their failure to guide teachers to discover themselves was enough to explain that inspectors were not able to apply the non-directive inspection approach. Unfortunately, they gave this service to rich government-aided and private primary schools where they spent most of their time'*

Education Officer $_1$ expressed a complaint as follows:

'*How do we achieve teacher instructional effectiveness when the inspectors that would help us to do it spent all their time in private schools? Whenever they went to inspect private schools they were secretly facilitated by the schools, something government-aided schools could not afford. They always had too little a time to stay in government-aided schools.*

Participants were asked to explain the non-directive inspection approach as a way of finding whether they understood it. Responses from education officers explained that the non-directive inspection approach was one that enabled the teachers to formulate own decisions, solutions and actions as a result of skilled listening and questioning from the mentor, coach or inspector'

An education officer gave the importance of this approach to inspection as one that discouraged the dependent syndrome of the supervisee on the supervisor. Instead, it encouraged the relationship as "peer- consultation"

Education officer $_2$ described it as:

'*An approach which was the only sure way to achieve high teacher performance because teachers were capable of analysing and solving their own instructional challenges to yield effectiveness in instruction. It is an approach that required patience, hard work and intelligence. It is an inspection approach requiring a lot more money'*

Education Officer $_3$ reported that:

'*This approach may take a long time to realise results and it might not be fit for a fresh college graduate and a less intelligent teacher. If the supervisor was passive, teachers might be irritated and might not freely express their feelings. It was a good approach because it was inclusive and those teachers willing to discover themselves would take long but the results would be permanent. It was worthy using especially in government-aided primary schools where teaching materials were supplied in big quantities'*

Education Officer $_4$ described it as follows:

'*It is an approach that enabled the teacher to work with the inspector to generate a plan that the teacher would be in charge of implementing. This approach required the inspector and the teacher to work together with much respect to the ideas brought by each of the patterns. Although the approach was good, many of our teachers disliked it because it entailed hard work'*

The participants agreed that although the non-directive inspection approach was a good approach that built teacher instructional effectiveness, schools in Mukono district had never got the chance to have it detrimentally practiced in its government-aided primary schools. What they commonly saw happening was an inspector passing through classrooms and assembling teachers in a brief meeting to direct them on what to do after he/she had gone.

Education officer $_5$ also said:

In the non-directive inspection approach, team working was essential, but in the case of Mukono district, the challenge of understaffing in government-aided primary schools posed a big disadvantage. In a situation where there were seven classes and only five teachers including the head teacher were available to manage curriculum instruction, how did you expect team working to take place?

Education Officer $_1$ accepted that,

'*By using the non-directive inspection approach, the implication was teamwork and school-based support supervision which were all missing in Mukono district government-aided primary schools, yet the inspectors were totally silent over consultation. Without consultation instructional effectiveness was losing traits that would strengthen it'*

About comparing the application of the non-directive inspection approach with the ideal way, the participants said that there were inspectors who claimed to be using this approach. Comparatively, the way it was used was different from the ideal. While this approach was based on the premise that teachers were capable of analysing and solving their own instructional problems. The leader in this approach was only a facilitator who provided direction and the teacher was very active. The behaviour of the supervisor was passive only to allow complete teacher autonomy. The inspector used the behaviour of listening, clarifying, and encouraging and was a guide to teacher's self-recovery. Contrary to this, in Mukono district government-aided primary schools, inspectors were not free and lacked autonomy.

Education officer $_1$ reported that:

'*Based on the existing working conditions and pedagogical knowledge of inspectors, we still have a long way to the actual implementation of the non-directive inspection approach. The reason being that school inspectors were not facilitated well enough to keep in schools for some good time and the teachers were not friendly with inspectors staying with them long in schools'*

Similarly, Inspector of schools $_1$ had this to add:

'*We still have many gaps that we need to fill before truly implementing the non-directive inspection approach. Such gaps were both technical and administrative. Technically, the attitude of teachers towards inspectors and their job needs to change are high on the agenda. Inspector retraining and provision of means of transport needed to be given more attention. Finally, facilitation to inspectors should improve because all these factors determined the implementation of the non-directive inspection approach'*

When the participants were asked to discuss the challenges related with the implementation of the non- directive inspection approach, they listed a number of challenges at various levels. The inspectors of schools limited themselves to funding, pedagogical knowledge as well as attitude of teachers towards inspection visits that might involve them in working a lot against a thin number of inspectors for a big piece of work. The education officers centred their views around unprofessionalism during inspection visits and failure for the chief administrative officer, politicians and church ministers to respect and fulfil their mandates.

Education officer $_3$ revealed that:

'*Not until government facilitates inspectors' capacity building, allow consultations and collaboration meetings between inspectors of different districts, provide means of transport, shall we be in position to charge inspectors for failure to apply the non-directive inspection approach as it was expected. This approach is good but it goes with a cost and attitudinal change'*

Inspector of schools $_2$ observed:

'*It is true the non-directive inspection approach once effectively implemented leads to teacher instructional effectiveness. However, it may not be achieved in the near future if we do not allow appropriate time to stay with teachers for working. Similarly, all student-teachers should get a module on inspection approaches so that whoever later turns as an*

inspector has that knowledge and interest of implementing the non- directive inspection approach'

Education Officer $_4$ said,

'*Without opportunities to consult either internally or externally, our teachers were left without adequate content and pedagogical knowledge. Internally, our teachers found no time to consult because they taught a class one person as directed by the class teacher system. Due to large classes, teachers are fully occupied with marking pupils' books even on weekends, leaving no time for consulting others'*

The participants were asked to suggest ways of overcoming challenges experienced in the implementation of the non-directive inspection approach to enable our teachers to achieve teacher instructional effectiveness. The education officers and inspectors limited their suggestions to stepping up government funding on inspection matters. They also called for pre-service and regular capacity building for inspectors to enrich their pedagogical knowledge on inspection work. About this, several responses were recorded and these included:

Education officer 5 reported that:

'Education officers that were not facilitated enough to monitor what inspectors were doing in the field remained with very little to contribute to teacher instructional effectiveness because education officers could organise capacity building workshops for inspectors to address weaknesses in employing the non-directive inspection approach'

Inspector of Schools $_3$ reported that:

'*The non-directive inspection approach required us to stay in the field a little longer than what we were doing. We needed facilitation in terms of allowances and capacity building. The work of helping teachers to analyse and solve their own instructional challenges, which would deliver them into teacher instructional effectiveness, needed a lot of time and hard work and all required Government to step up inspection funding'*

In the same vein, inspector of schools $_4$ said:

'*If we were to enjoy the non-directive inspection approach in our schools, we needed to have team planning, collaboration meetings amongst teachers and to be provided with adequate numbers of teachers. As a result of lack of collaboration, team planning, team scheming, team lesson planning and assessment, there were no opportunities to enrich ourselves from other counterparts. Since effective instruction stemmed from a well prepared lesson, preferably by a team of teachers, chances for weak teachers in our schools to prepare and teach effectively were slim'*

Inspector of schools $_5$ complained that:

'*With staffing of seven teachers for seven classes and our classes having high enrolments of over one hundred fifty pupils to be taught by one teacher in all the eight lessons of the day, truly, our teachers lacked the opportunity to sit together to plan schemes, lessons or marking pupils' books in teams. These teachers failed to find time for team working and consultations'*

4.5.5 Inferential Analysis for Non-Directive Inspection Approaches and Teacher Instructional Effectiveness

To establish the effect of the non-directive inspection approaches and teacher instructional effectiveness, and how the non-directive inspection approaches influenced teacher instructional effectiveness, inferential analysis was carried out. The results were presented as below**.**

Correlation of Non-Directive Inspection Approaches and Teacher Instructional Effectiveness.

To establish the relationship between the non-directive inspection approach and teacher instructional effectiveness, a correlation test was carried out on sub-hypotheses (H3-H4). The two inspection approaches were team planning and consultation approaches. The results are given as in Table 4.17.

Table: 4.17

Correlation of Non-Directive Approach and Teacher Instructional Effectiveness

		Non-directive	Teacher Instructional Effectiveness
Non-directive	Pearson Correlation Sig, (2 Tailed) N	1	.336 .000 168
Teacher Instructional Effectiveness	Pearson Sig.(2 Tailed) N	.336 .000 168	1

Source: Primary Data (2023)

The results in Table 4.18 were used to establish the relationship between the non-directive inspection approach and teacher instructional effectiveness. The results suggest that there was a weak positive relationship between the non-directive inspection approach and teacher instructional effectiveness because ($r = 0.336$, $p = 0.000 < 0.05$). This means there was a positive and significant relationship between the non-directive inspection approach and teacher instructional effectiveness. It means that the null hypothesis that stated that there is no relationship between the non-directive inspection approach and teacher instructional effectiveness was rejected and the reverse was taken

Regression of Teacher Instructional Effectiveness on Non-Directive Approaches.

At the confirmatory level, to establish whether non-directive inspection approaches namely; team planning and consultation influenced instructional effectiveness, a regression analysis was carried out. Table 4.18 presents the results.

Table 4.18

Regression of Teacher Instructional Effectiveness on Non-directive Approach

	Standardized Coefficients	Significance
Instructional Effectiveness	Beta (β)	P
Non- Directive Inspection	.360	.000
	-.118	.105

$R^2 = 0.126$
Adjusted $R^2 = 0.116$
$F = 12.633$, $p = 0.00$

Dependent Variable: Teacher instructional effectiveness

Source: Primary Data (2023)

The results in Table 4.18 show that non-directive inspection approaches, namely; team planning and consultation explained 12.6% of the variation in teacher instructional effectiveness ($R^2 = 0.126$). This means that 87.4% of the variation in teacher instructional effectiveness was accounted for by factors that were not considered in this model. Nonetheless, the significant factor of team planning contributed 11.6% (0.116). Team planning ($\beta = 0.360$, $p = 0.000 < 0.05$) had a positive significant influence on teacher instructional effectiveness. However consultation ($\beta = -0.118$, $p = 0.105 > 0.05$) had a negative and insignificant influence. This means that while sub-hypothesis three (team planning) was rejected, sub hypothesis four (consultation) was accepted. It means that while team planning influences teacher instructional effectiveness consultation was established not to be contributing to teacher instructional effectiveness.

4.6 Collaborative Inspection Approach and Teacher Instructional Effectiveness

Collaborative inspection approach was studied as a multi-dimensional construct comprising of support supervision, feedback, trust and respect. The results on the same follow below.

4.6.1 Descriptive Statistics for Support Supervision

Support supervision was the first measure of the collaborative inspection approach. The measure was studied using eight question items. The results for the same are presented in Table 4.19

Table: 4.19

Descriptive Statistics for teachers'' views regarding use of Support Supervision

Support Supervision	SD	D	NS	A	SA	Mean
I have been coached on the importance of support supervision	45 (25.3%)	130 (73.0%)	0 (0.0%)	1 (0.6%)	2 (1.1%)	1.8
Inspectors encourage and monitor teacher support supervision	17 (9.6%)	58 (32.6%)	4 (2.2%)	80 (44.9%)	19 (10.7%)	3.1
Inspectors take lead in support supervision activities	17 (9.6%)	54 (30.3%)	4 (2.2%)	81 (45.5%)	22 (12.4%)	3.2
Inspectors help teachers to overcome support supervision challenges	19 (10.7%)	45 (25.3%)	14 (7.9%)	74 (41.6%)	26 (14.6%)	3.2
Inspectors receptively take teachers' ideas on managing support supervision	28 (15.7%)	133 (74.7%)	3 (1.7%)	14 (7.9%)	0 (0.0%)	2.0
Inspectors train teachers on support supervision strategies	18 (10.1%)	54 (30.3%)	7 (3.9%)	71 (39.9%)	28 (15.7%)	3.2
Inspectors have left participation in support supervision optional in schools	14 (7.9%)	65 (36.5%)	14 (7.9%)	62 (34.8%)	23 (12.9%)	3.1
Inspectors recognize me for effective participation in support supervision efforts	39 (21.9%)	135 (75.8%)	1 (0.6%)	3 (1.7%)	0 (0.0%)	1.8
There are clearly laid down sanctions for failure to participate in support supervision	30 (16.9%)	140 (78.7%)	3 (1.7%)	5 (2.8%)	0 (0.0%)	1.9

Source: Primary Data, (2023()

Quantitative data collected on whether teachers had been coached on the importance of support supervision showed that 45 (25.3%) teachers strongly disagreed, 130 (73.0 %) disagreed, while 1 (0.6%) teacher agreed and 2 (1.1%) strongly agreed with the item put to them. The mean being =1.8 was low which demonstrates that majority of teachers were not coached on the importance of support supervision. The interpretation was that inspectors did not mind about coaching teachers on the importance of support supervision in schools.

They just assumed teachers knew the importance of support supervision and did nothing to coach them on its importance.

Asked whether inspectors took lead in support supervision activities, 17 (9.6%) teachers strongly disagreed, 54 (30.3%) disagreed, while 4 (2.2%) were not sure to this question. Similarly, 81 (45.5%) teachers agreed, while 22 (12.4%) strongly agreed with the question item. The mean being = 3.2 was average which is interpreted that most inspectors did not take lead in support supervision activities. The findings also reveal that, besides the irregular inspection by school inspectors from the district headquarters, there was no peer support supervision and no head teacher cared to supervise teachers in the schools. This suggested that lack of teacher instructional effectiveness was due to the missing peer support supervision which would fill the gap of school inspection.

About whether inspectors encouraged and monitored teacher support supervision, 17 (9.6%) teachers strongly disagreed, 58 (32.6%) disagreed and 4 (2.2%) were not sure. Another 80 (44.9%) agreed and 19 (10.7%) strongly agreed with this question item. The mean being =3.1 was average which indicated that inspectors sometimes (moderately) encouraged and monitored teacher support supervision. The interpretation was that once in a while there may happen opportunities for teachers to supervise each other.

Whether inspectors helped teachers to overcome support supervision challenges, 19 (10.7%) strongly disagreed, 45 (25.3%) disagreed and 14 (7.9%) had no appropriate answer to give. In the same vein, 74 (41.6%) agreed with the question item and 26 (14.6%) strongly agreed. The mean being =3.2 was average and this showed that inspectors moderately helped teachers to overcome support supervision challenges. The interpretation of this was that sometimes some lessons were supervised and some reports made to inform teachers about what happened in such inspected lessons. Another interpretation was that sometimes lessons were supervised and feedback reports made and sometimes they were used to inform teachers what transpired in the lessons that were supervised.

Whether inspectors receptively took teachers' ideas on managing support supervision, 28 (15.7%) teachers strongly disagreed, 133 (74.7%) disagreed and 03 (1.7%) were not sure item. Another 14 (7.9%) agreed. It was established that majority inspectors did not receptively take teachers' ideas on support supervision as indicated by the low mean that was = 2.0. This meant that since inspectors did not receptively take teachers' ideas, this could be the reason why teachers shied away from reporting on pupil academic achievements and participating in discussions. Therefore inspectors did not receive feedback from teachers for fear of being victimized because of their ideas. This has caused teachers to distance themselves from support supervision activities.

On whether inspectors trained teachers on support supervision strategies, 18 (10.1%) strongly disagreed with the question item, 54 (30.3%) disagreed and 07 (3.9%) were not sure at all. A further 71 (39.9%) agreed and 28 (15.7%) strongly agreed with this item. The mean being = 3.2 was average which meant that inspectors moderately trained teachers on support supervision strategies. The interpretation was that there was some training provided by inspectors for teachers on the strategies that promoted teacher instructional effectiveness.

About whether inspectors had left support supervision optional in schools, (7.9%) teachers strongly disagreed with the question item, 65 (36.5%) disagreed and 14 (7.9%) were not sure at all. In the same vein, 62 (34.8%) teachers agreed and 23 (12.9%) teachers strongly agreed with the question item. The mean being = 3.1 was average meaning that majority of inspectors had left support supervision optional in schools. This meant that, support supervision was not practiced in many schools and it also explained why it was unpopular in Mukono district government-aided primary schools. The implication was that inspectors trying to implement support supervision were seen as harassing teachers and so the teachers had been reluctant to adopt it for effective instruction.

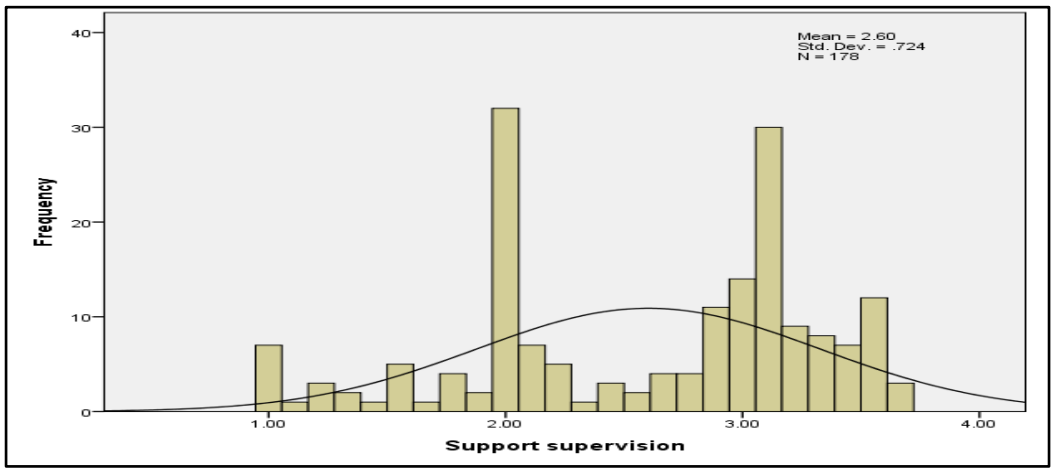
Whether inspectors recognized teachers for participating effectively in support supervision efforts, 39 (21.9%) teachers strongly disagreed, 145 (75.8%) disagreed and 1

(0.6%) were not sure. Another 03 (1.7%) agreed with this question item. The mean being = 1.8 was low which showed that majority of inspectors did not recognise teachers for their effective participation in support supervision. The interpretation was that although teachers expected to be recognised by inspectors for their participation in support supervision activities, majority of inspectors were not doing so. It also meant that inspectors were not employing strategies that would win the teachers. This explained why teachers were not respecting and liking inspectors and why inspectors' advice was not taken by teachers.

When teachers were asked whether there were clearly laid down sanctions for failure to participate in support supervision, 30 (16.9%) strongly disagreed with the question item, 140 (78.7%) disagreed and 3 (1.7%) were not sure at all. Another 5 (2.8%) agreed with this item. The mean being = 1.9 was low revealing that majority of teachers felt that there were no clearly laid down sanctions for failure to participate in support supervision. This explained why most teachers were reluctant to participate in support supervision. It was also interpreted that inspectors did not reprimand teachers for not participating in support supervision. The data above has been represented in a histogram as shown in figure 4.11.

Figure 4.12

Histogram showing teachers views regarding use of support supervision



Source: Primary Data, 2023

Figure 4.12 shows a mean = 2.60 which was a low. This meant inspectors sometimes encouraged the use of support supervision. The standard deviation = 0.724 was below 1. This meant support supervision was normally distributed and qualified for correlation and regression tests. Therefore support supervision was rated as a fairly used attribute in the collaborative approach.

Qualitative data showed that teachers were not equipped with sufficient knowledge on support supervision and it looked school inspectors were not interested in training them. Teachers lacked both content and pedagogical knowledge and so carrying out support supervision amongst them was not possible. It was established that school inspectors were not finding time to evaluate what teachers needed to do to carryout effective support supervision. Despite there being reprimands for inspectors who did not enforce teachers to effectively participate in support supervision, very little had been done to enforce such reprimands. About this the respondents had this to say;

Education officer $_5$ reported that:

'*Many gaps existed in inspectors' work, such as, failure to equip teachers with sufficient teaching skills, evaluating the levels at which teachers were in teaching and for them to encourage peer support supervision. The existing reprimands could not be used because of interferences from both the church and district councillors'*

Education Officer $_2$ complained that,

'*For sure there was a lot we expected from our district authorities through our inspectors which they have not done, for example, if they planned for retraining of our teachers in peer support supervision the situation would be different. As a department of education, we lack money so we cannot train these teachers'*

Inspector of schools $_1$ proposed that;

'*People should stop blaming us for failure to retrain and to evaluate teachers in support supervision. The simple reason was lack of funds and our knowledge levels were equally*

ill. Many national workshops for school inspectors took place without involving ourselves because of lack of money'

4.6.2 Descriptive Statistics for Feedback

Feedback was the second measure of the collaborative inspection approach. The measure was studied using eight questions. The results for the same are presented in Table 4.20

Table 4.20

Descriptive statistics regarding use of inspection feedback

Inspection Feedback	SD	D	NS	A	SA	Mean
Inspectors have shown interest in feedback reports	38 (21.3%)	120 (67.5%)	20 (11.2%)	0 (0.0%)	0 (0.0%)	1.8
Feedback reports have informed teachers on improving teaching	33 (18.5%)	35 (19.7%)	16 (9.0%)	62 (34.8%)	32 (18.0%)	2.8
Inspectors guide teachers in making, disseminating, and using feedback reports	41 (23.0%)	101 (56.8%)	36 (20.2%)	0 (0.0%)	0 (0.0%)	1.8
Inspectors encourage teachers to use the feedback reports they leave behind after inspection	37 (20.8%)	53 (29.8%)	16 (9.0%)	37 (20.8%)	35 (19.7%)	2.9
Feedback reports have been the main tool in teacher instructional effectiveness in this school	42 (23.6%)	49 (27.5%)	20 (11.2%)	36 (20.2%)	31 (17.4%)	2.8
Inspectors recognize teachers who strictly implement feedback reports	57 (32.0%)	121 (68.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1.7
There are sanctions for teachers who fail to implement feedback reports	0 (0.0%)	0 (0.0%)	2 (1.1%)	126 (70.8%)	50 (28.1%)	4.3

Source: Primary Data (2023)

On whether inspectors had shown interest in using feedback reports, majority of 120 (67.5%) disagreed, 38 (21.3%) strongly disagreed while 20 (11.2%) were undecided on this item. The mean being =1.8 was low which demonstrated that majority of inspectors had not shown interest in support supervision and in the use of feedback reports that were made after the supervision exercise. The interpretation was that inspectors either had no interest in the use of feedback reports or they did not value their importance.

Asked whether feedback reports had informed teachers on what to do to improve teaching, simple majority of 62 (34.8%) agreed, 35 (19.7%) disagreed, while 33 (18.5%) strongly disagreed. Another 32 (18.0%) strongly agreed while 16 (9.0%) were not sure to this question. The mean being = 2.8 was average which revealed that use of feedback reports moderately informed teachers on what to do to improve on teaching. The interpretation was that, feedback reports had a moderate impact on improving teaching.

About whether inspectors guided teachers in making, disseminating and using feedback reports, 41 (23.0%) strongly disagreed, 101 (56.8%) disagreed and 36 (20.2%) were not sure. The mean being = 1.8 was low which indicated that inspectors did not guide teachers in making, disseminating and using feedback reports. This meant that teachers did not take feedback reports seriously because inspectors had not bothered to sensitize them on making, disseminating and using feedback reports.

Whether inspectors encouraged teachers to use the feedback reports left behind after inspection, 37 (20.8%) teachers strongly disagreed, 53 (29.8%) disagreed and 16 (9.0%) were not sure item. Another 37 (20.8%) agreed while 35 (19.7%) strongly agreed. The mean being = 2.9 was average which showed that inspectors moderately encouraged teachers to use the feedback reports they left behind after inspection. The interpretation of this was that once in a while when lessons were supervised and feedback reports made they were sometimes used to inform teachers what transpired in the lessons that were supervised.

Regarding feedback reports having been the main tool in teacher instructional effectiveness in this school, 42 (23.6%) strongly disagreed, 49 (27.5%) disagreed and 20

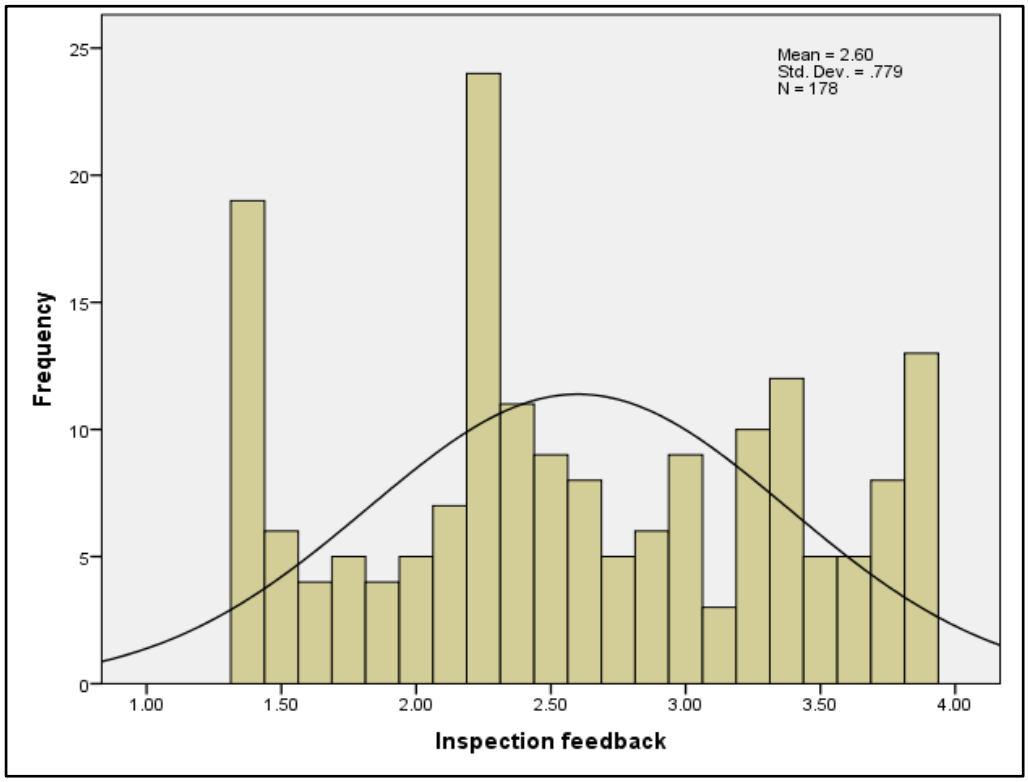
(11.2%) were not sure item. Another 36 (20.2%) agreed while 31 (17.4%) strongly agreed. It was established that feedback reports had moderately been the main tool in teacher instructional effectiveness as indicated by the mean being = 2.8 was average. This meant that feedback reports had been moderately provided or had sometimes been used in the school.

On whether inspectors recognized teachers who strictly implemented feedback reports, 57 (32.0%) strongly disagreed with the question item, and 121 (68.0%) disagreed with this item. The mean being = 1.7 was average which meant that inspectors did not recognize teachers who strictly implement feedback reports. The interpretation was that there was laxity among teachers on the implementation of feedback reports to promote teacher instructional effectiveness.

About whether there were sanctions for teachers who failed to implement feedback reports, 02 (1.1%) were not sure at all. In the same vein, 126 (70.8%) teachers agreed and 50 (28.1%) teachers strongly agreed with the question item. The mean being = 4.3 was high which indicated that majority of teachers were aware that there were sanctions for teachers who failed to implement feedback reports. This explained why teachers though, reluctantly, still implemented feedback reports to some extent. The data above is also presented in a

Figure 4.13

Histogram showing teachers' views on use of School Inspection Feedback Reports



Source: Primary Data, 2023

Figure 4.13 showed a low mean = 2.60 which was average. This means inspectors moderately or sometimes gave feedback reports after school inspection. The standard deviation = 0.779 was below 1. This meant that use of inspection feedback reports was normally distributed and qualified for correlation and regression. Therefore use of inspection feedback reports was rated as fair by respondents.

Qualitative data showed that teachers were not equipped with sufficient knowledge on the use of school feedback reports and yet school inspectors were not doing enough to explain how the use of school feedback reports benefited schools. Teachers lacked both interest in reading these reports or even to demand for them where they had not been given. It was established that school inspectors were not finding time to work with teachers in interpreting and implementing feedback reports. Despite there being reprimands for all those that promoted use of feedback reports very little had been done to enforce such reprimands. The respondents had this to say;

Education officer $_2$ reported that:

'*Teaching in our schools had many gaps such as failure to equip teachers with sufficient teaching skills, evaluating the levels at which teachers were in teaching and in the use of feedback inspection reports The existing reprimands on the use of feedback reports could not be used because of interferences from both the church and district councillors'*

Education Officer $_3$ said:

'*For sure the use of school feedback reports was a big weakness that had not been addressed by school inspectors. If they planned for retraining of teachers in the use of feedback reports, the situation would be different. At the grass root schools lacked money and technical knowledge and so they could not train the teachers'*

Inspector of schools $_1$ suggested that,

'*People should stop blaming us for failure to retrain and to evaluate teachers' levels in using school feedback reports. The simple reason is lack of funds and our knowledge levels that were equally ill. Many national workshops for school inspectors took place without involving ourselves because we lack money'*

4.6.3 Descriptive Statistics using for Teacher using Trust

Teacher trust was the third measure of the collaborative inspection approach. The measure was studied using eight question items, the results for the same are here below:

Table 4.21

Descriptive statistics showing teachers views regarding use of inspection feedback reports

Teacher Trust	SD	D	NS	A	SA	Mean
Inspectors have shown keen interest in trusting teachers with all professional matters in teaching	32 (18.0%)	42 (23.6%)	12 (6.7%)	45 (25.3%)	47 (26.4%)	3.2
I have been made to understand the importance of trust in building up effective teaching strategies	22 (12.4%)	156 (87.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1.9
The teacher trust in inspectors has promoted the collaborative	1 (0.6%)	23 (12.9%)	6 (3.4%)	114 (64.0%)	34 (19.1%)	3.9
Inspector behaviour while in the field has won trust from teachers	27 (15.2%)	142 (79.8%)	9 (5.1%)	0 (0.0%)	0 (0.0%)	1.9
Inspection recommendations are implemented because of the trust teachers have for inspectors	0 (0.0%)	0 (0.0%)	0 (0.0%)	136 (76.4%)	42 (23.6%)	4.2
The Trust teachers have for inspectors is the backbone in building teacher instructional effectiveness	20 (11.2%)	44 (24.7%)	12 (6.7%)	52 (29.2%)	50 (28.1%)	3.4
Even without inspectors and teachers trusting one another the collaborative inspection approach can be achieved	20 (11.2%)	39 (21.9%)	15 (8.4%)	53 (29.8%)	51 (28.7%)	3.4
There are clearly laid down sanctions for anyone who fails to cherish trust	22 (12.4%)	29 (16.3%)	9 (5.1%)	53 (29.8)	65 (36.5%)	3.6

Source: Primary Data (2023)

On whether inspectors had shown keen interest in trusting teachers with all professional matters in teaching, 32 (18.0%) strongly disagreed, 42 (23.6 %) disagreed, while 12 (6.7%) were undecided. A further 45 (25.3%) agreed and 47 (26.4%) strongly agreed with the item put to them. The mean being =3.2 was average which demonstrates that majority of inspectors have shown keen interest in trusting teachers with all professional matters in teaching. The interpretation was that inspectors did mind about the importance of trust

among teachers in schools and were doing what they could to develop mutual trust even among teachers.

Asked whether teachers had been made to understand the importance of trust in building up effective teaching strategies, 22 (12.4%) strongly disagreed, while 156 (87.6%) disagreed. The mean being = 1.9 was low which revealed that most teachers had not been made to understand the importance of trust in building up effective teaching strategies. This suggested that lack of teacher instructional effectiveness existing in schools was because of the missing trust between inspectors and teachers and among teachers themselves.

About whether teachers trust in inspectors had promoted the collaborative inspection approach, 01 (0.6%) strongly disagreed, 23 (12.9%) disagreed and 06 (3.4%) were not sure. Another 114 (64.0%) agreed and 34 (19.1%) strongly agreed with this question item. The mean being =3.9 was high which indicated that teacher trust in inspectors has highly promoted the collaborative inspection approach. This meant that teacher trust in inspectors had an effect on the collaborative inspection approach.

Whether inspector behaviour while in the field had won trust from teachers, 27 142 (15.2%) strongly disagreed, (79.8%) disagreed and 09 (5.1% had no appropriate answer to give. The mean being = 1.9 low which showed that inspector behaviour while in the field had not won trust from teachers. The interpretation of this was that inspectors had a lot to do if they were to have teacher trust because of their behaviour in the field currently.

Regarding whether inspection recommendations were implemented because of the trust teachers had for inspectors, 136 (76.4%) agreed and 42 (23.6%) strongly agreed with the question item. It was established that school inspection recommendations were implemented because of the trust teachers had for inspectors as indicated by the mean being = 4.2 which was high. This meant that some teachers still had some trust in the recommendations given by inspectors and were willing to implement them.

On whether the trust teachers had for inspectors was the backbone in building teacher instructional effectiveness, 20 (11.2%) strongly disagreed with the question item,

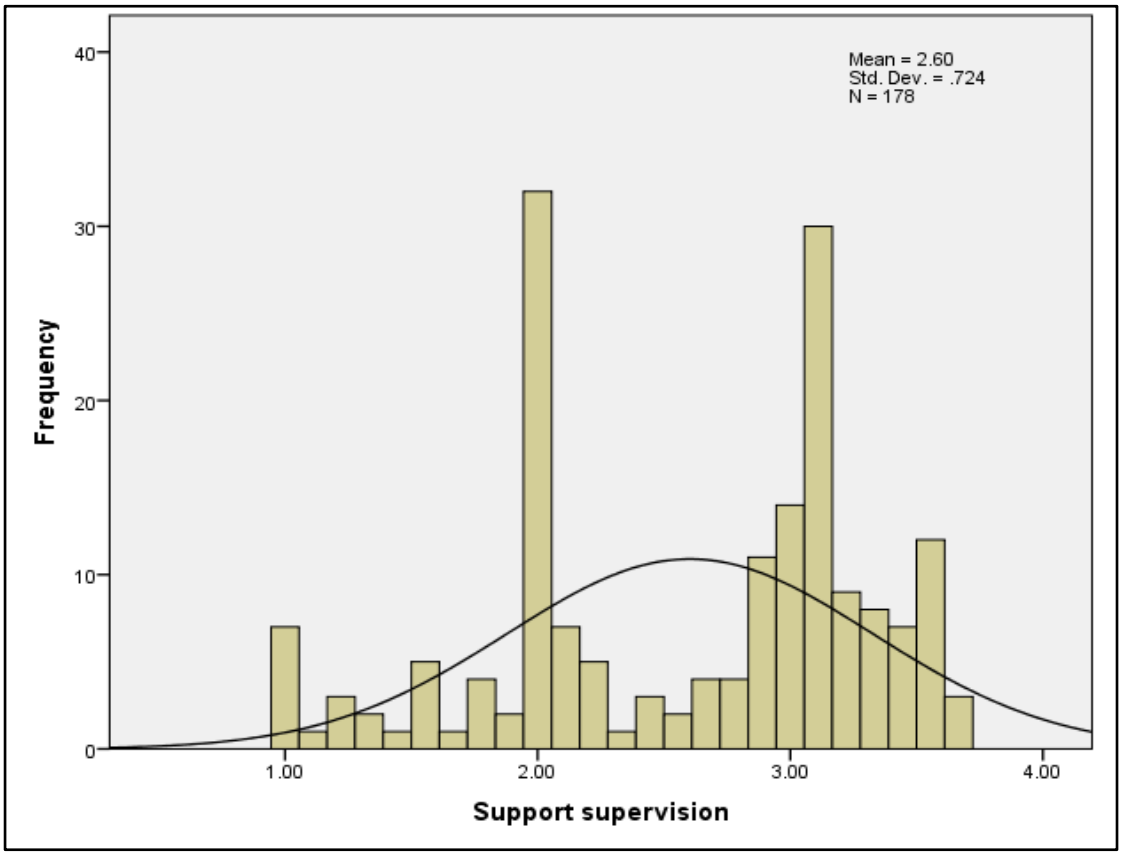
44 (24.7%) disagreed and 12 (6.7%) were not sure at all. A further 52 (29.2%) agreed and 50 (28.1%) strongly agreed with this item. The mean being = 3.4 was average which meant that the trust teachers had for inspectors was moderately the backbone in building teacher instructional effectiveness. This meant that the trust that teachers had in inspectors was moderately used as the backbone for teacher instructional effectiveness.

About whether even without inspectors and teachers trusting one another the collaborative inspection approach could be achieved 20 (11.2%) strongly disagreed, 39 (21.9%) disagreed and 15 (8.4%) were not sure at all. In the same vein, 53 (29.8%) teachers agreed and 51 (28.7%) teachers strongly agreed with the question item. The mean being = 3.4 was average indicated that even without inspectors and teachers trusting one another the collaborative inspection approach could be moderately achieved. This meant that the collaborative inspection approach was not tied to the trust between inspectors and teachers but rather the will to work together.

When teachers were asked whether there were clearly laid down sanctions for anyone who failed to cherish trust, 22 (12.4%) strongly disagreed with the question item, 29 (16.3%) disagreed and 9 (5.1%) were not sure at all. Another 53 (29.8%) agreed while 65 (36.5%) strongly agreed with this item. The mean being = 3.6 average which revealed that majority of teachers felt that there were clearly laid down sanctions for failure to cherish trust.

Figure 4.14

Histogram showing Teachers' views on use of Trust



Source: Primary Data (2023)

Figure 4.14 showed the mean = 3.19 which was average. This meant inspectors moderately demonstrated teacher trust during inspection. The standard deviation = 0.793 was below 1 which meant teacher trust was normally distributed and qualified for correlation and regression. Therefore, teacher trust was rated as being fairly implemented by the respondents who participated in the study.

Qualitative data showed that teachers were not equipped with sufficient teaching knowledge on the importance of trust in the teaching profession. It was established that teachers lacked interest in being both trusted and truthful. It was established that school inspectors were not finding time to discuss and to evaluate teachers in the use of trust as an avenue that promoted teacher instructional effectiveness. Despite there being reprimands and gifts for all those that promoted and enforced the use of trust, very little had been done

to enforce such gifts and reprimands. About the enforcement of trust, the respondents had this to say;

Education officer $_3$ reported that:

'*The teaching profession was missing one important amenity called trust which made teacher instruction healthy and therefore enjoyable. Both teachers and their pupils ought to trust one another and this should have been encouraged by the school inspectors through training the teachers and pupils. The existing reprimands to enforce trust amongst all in our primary schools was weakened by interferences from both the church and district councillors'*

Education Officer $_4$ agreed that,

'*For sure there was a lot we expected from our school inspectors regarding preparing our teachers and learners in cherishing trust. In order to arrest the situation, retraining of our teachers and pupils was the way to go to address the situation'*

Inspector of schools $_1$ advised that:

'*People should stop blaming us for failure to train and to evaluate teachers and learners' levels in cherishing trust in our school systems. The simple reason was that we lack funds to use for training our teachers and yet our knowledge levels were equally low'*

4.6.4 Descriptive Statistics for use of Teacher Respect

Teacher respect was the fourth measure of the collaborative inspection approach. The measure was studied using eight question items. The results for the same are presented in Table 4.22

Table 4.22

Descriptive statistics of teachers views regarding use of Teacher Respect

Teacher Respect	SD	D	NS	A	SA	Mean
Inspectors are respectful of what the teachers do in this school	26 (14.6%	139 (78.1%)	13 (7.3%)	0 (0.0%)	0 (0.0%)	1.9
Inspectors have trained teachers to be respectful	26 (14.6%)	136 (76.4%)	16 (9.0%)	0 (0.0%)	0 (0.0%)	1.9
Failure for inspectors to respect teachers has resulted in teachers failing to solicit teachers' views on improving teaching	0 (0.0%)	0 (0.0%)	13 (7.3%)	124 (69.7%)	41 (23.0%)	4.2
Lack of inspector respect for teachers has resulted in inspection recommendations not to be implemented	24 (13.5%)	44 (24.7%)	12 (6.7%)	49 (27.5%)	49 (27.5%)	3.3
Inspectors receptively take in teachers' suggestions because of the respect they have for them	22 (12.4%)	55 (30.9%)	11 (6.2%)	47 (26.4%)	43 (24.2%)	3.2
I receive recognition for being respectful	30 (16.9%)	139 (78.1%)	9 (5.1%)	0 (0.0%)	0 (0.0%)	1.9
Inspectors reprimand teachers that are not respectful	0 (0.0%)	10 (5.6%)	14 (7.9%)	106 (59.6%)	48 (27.0%)	4.1
Education officers have clearly known laid down reprimands for inspectors who are not respectful	27 (15.2%	39 (21.9%)	13 (7.3%)	42 (23.6%)	57 (32.0%	3.4

Source: Primary Data (2023)

On whether inspectors were respectful of what the teachers did in schools 26 (14.6%) strongly disagreed, 139 (78.1 %) disagreed, while 13 (7.3%) were undecided with the item put to them. The mean being = 1.9 was low implying that majority of inspectors were not respectful of what the teachers did in schools. The explanation was that inspectors did not mind and never respected what teachers did in the schools.

Asked whether inspectors had trained teachers to be respectful, 26 (14.6%) strongly disagreed, 136 (76.4%) disagreed, while 16 (9.0%) were not sure to this question. The mean being = 1.9 was low which revealed that most inspectors had not trained teachers to be

respectful. This interpretation was that inspectors didn't care whether teachers were respectful or not. This demonstrated lack of administrative authority to enforce respect among teachers.

About whether failure for inspectors to respect teachers had resulted in failing to solicit teachers' views on improving teaching, 124 (69.7%) agreed , 41 (23.0%) strongly agreed while 13 (7.3%) were undecided with this question item. The mean being = 4.2 was high which indicates that failure for inspectors to respect teachers had greatly resulted in failing to solicit teachers' views on improving teaching. The explanation was that opportunities to solicit teachers' views on improving teaching had been lost because inspectors failed to respect teachers.

Whether lack of inspector respect for teachers had resulted in inspection recommendations not being implemented, 24 (13.5%) strongly disagreed, 44 (24.7%) disagreed and 12 (6.7%) had no appropriate answer to give. In the same vein, 49 (27.5%) agreed with the question item and 49 (27.5%) strongly agreed. The mean being = 3.3 was moderate which shows lack of inspector respect for teachers had moderately resulted in inspection recommendations not to be effectively implemented. The explanation of this was that teachers failed to implement inspection recommendations because they felt the inspector didn't respect them.

Regarding inspectors receptively taking in teachers' suggestions because of the respect they had for them, 22 (12.4%) strongly disagreed, 55 (30.9%) disagreed and 11 (6.2%) were not sure item. Another 47 (26.4%) agreed while 43 (24.2%) strongly agreed. It was established that majority inspectors receptively took in teachers' suggestions because of the respect they had for them as indicated by the mean being = 4.2 and high. This meant that since inspectors receptively took teachers ideas, many teachers were getting involved in contributing new ideas to teaching.

On whether teachers received recognition for being respectful, 30 (16.9%) strongly disagreed with the question item, 139 (78.1%) disagreed and 9 (5.1%) were not sure at all. The mean being = 1.9 was low which meant that majority teachers did not receive recognition for

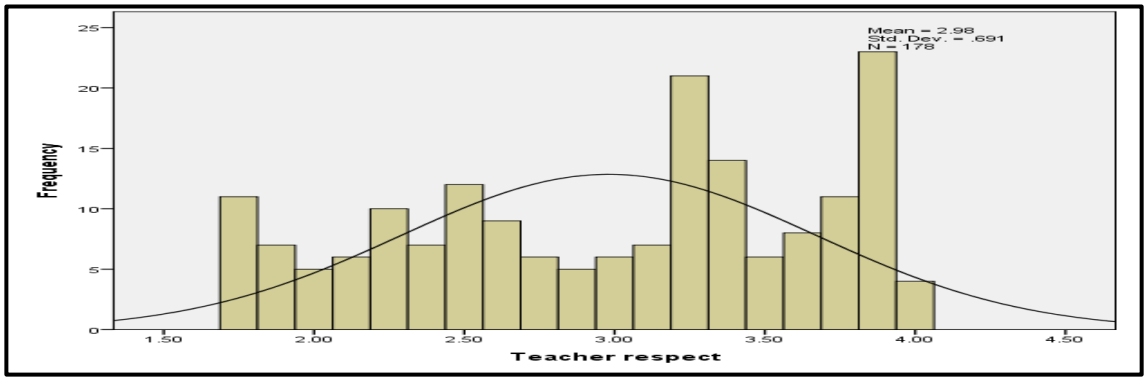
being respectful. The interpretation was that the teachers no longer cared about being respectful because of k of recognition.

About whether inspectors reprimanded teachers who were not respectful, 10 (5.6%) disagreed and 14 (7.9%) were not sure at all. In the same vein, 106 (59.6%) teachers agreed and 48 (27.0%) teachers strongly agreed with the question item. The mean being = 4.1 was high which indicated that majority of inspectors served reprimands to teachers who were not respectful. This meant that majority of teachers were aware that they could be reprimanded by inspectors for being disrespectful.

Whether education authorities had clearly known laid down reprimands for inspectors who were not respectful, 27 (15.2%) strongly disagreed, 39 (21.9%) disagreed and 13 (7.3%) were not sure. Another 42 (23.6%) agreed while 57 (32.0%) strongly agreed with this question item. The mean being = 3.8 was high and it showed that education authorities had clearly well- known laid down reprimands for inspectors who were not respectful. However, education authorities appeared to be reluctant and usually invoked the laid down reprimands. This explained why inspectors were not respecting teachers and teachers not liking inspectors. The above data is represented in a histogram as shown in Figure 4.14.

Figure 4.15

Histogram showing Teachers' opinions regarding use of Respect



Source: Primary Data (2023)

Figure 4.15 showed the mean = 2.98 which was average. This meant inspectors moderately showed respect for teachers during inspection. The standard deviation = 0.691 was below

1. This meant that teacher respect was normally distributed and qualified for correlation and regression. Therefore teacher respect was rated as sometimes applied or just fairly implemented by respondents.

Qualitative data showed that teachers were not equipped with sufficient teaching knowledge on the importance of respect in the teaching profession. It was established that teachers lacked interest in being both respectful and being respected. It was established that school inspectors were not finding time to discuss and to evaluate teachers in the using respect as an avenue of promoting teacher instructional effectiveness. Despite there being reprimands and gifts for all those that promoted and enforced the use of respect, very little had been done to enforce such gifts and reprimands. The respondents had this to say;

Education officer $_5$ submitted that:

The teaching profession was lacking one important amenity known as respect. Respect was one facility that made teacher instruction healthy and therefore enjoyable. Both teachers and their pupils ought to respect one another and this should have been done by the school inspectors through training the teachers and pupils. The existing reprimands to enforce use of respect in all our primary schools could not be used because of interferences from parents, church leadership and district councillors.

Education Officer $_1$ stated that:

'*For sure there is a lot we expected from our school inspectors regarding preparation of our teachers and learners in having respect cherished by all. In order to arrest the situation retraining of our teachers and pupils was the way to go'*

Inspector of schools $_2$ advised:

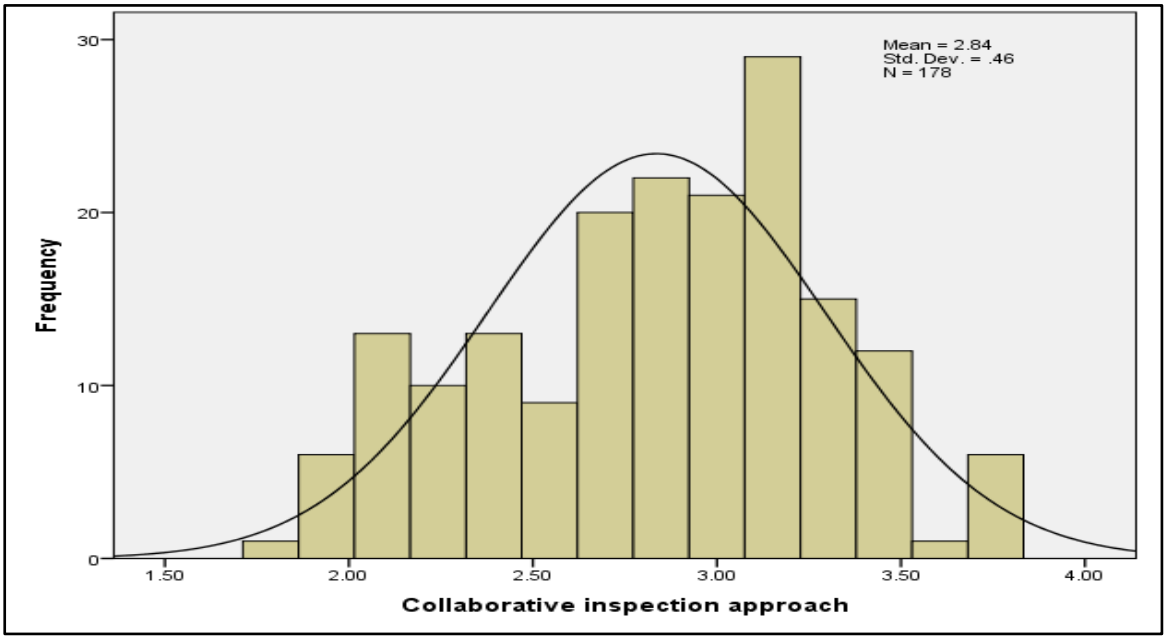
'*People should stop blaming us for failure to re-train and to evaluate teachers and learners' levels in cherishing respect in our school systems. The simple reason is lack of funds and our knowledge levels are equally low. Many national workshops for school inspectors take place without involving ourselves because we have no money'*

4.6.5 Collaborative Inspection Approach Index

In the subsections 4.5.1 – 4.5.4 on the four inspection approaches of the collaborative approach namely; support supervision, feedback, trust and respect, descriptive data for each aspect was presented independently. However, for further analyses an average index for the measure of the collaborative inspection approach was developed from the three approaches (support supervision, feedback, trust and respect). The collaborative inspection average index was created for 33 questions that were nine for support supervision, eight for use of feedback reports, eight for trust and eight for respect. The summary statistics for the collaborative inspection approach is as presented in the histogram in Figure 4.15.

Figure 4.16

Histogram showing teachers' views on application of the Collaborative Inspection Approach



Source: Primary Data (2023)

Figure 4.16 showed the mean = 2.84 which meant it was average. This suggested inspectors moderately used the collaborative inspection approach during school inspection. The standard deviation = 0.46 was below 1, implying that the collaborative inspection approach was normally distributed and qualified for correlation and regression analysis. Therefore,

the collaborative inspection approach was rated as fair by participants involved in the study. The average mean meant that the Collaborative inspection approach was moderately used in Mukono district government-aided primary schools.

Qualitative data on the status of the collaborative inspection approach revealed that all respondents consented that school inspection in Mukono district government- aided primary schools happened only once a year and these inspection programmes were not free, not democratic and never accommodative. This was interpreted to mean that the collaborative inspection approach that encouraged teachers to collaborate, consult, work in teams, dialogue honestly, respect, trust and value each other's ideas could not happen under such circumstances. The free and fair discussions between the teachers and inspector that enabled the teachers to appreciate collaboration as an avenue to improving their instruction in the teaching-learning process were currently missing in Mukono district government-aided primary schools. The teachers who would implement the jointly generated decisions willingly and with no fear because of having been party to taking such decisions were currently being directed on how to proceed with teaching.

Education Officer $_1$ reported that:

'*Not only were school inspections rare in Mukono district government-aided primary schools, the collaborative inspection approach was unheard of in our poorly funded government-aided primary schools. It was rare for an inspector of schools to spend a full day in a school as the collaborative inspection approach demanded. This was because of facilitation issues'*

The participants attempted to explain what they understood by the term collaborative inspection approach. Several definitions were given. However, majority did not seem to understand it well. Among those who attempted to explain it was an education officer who explained that the collaborative inspection approach was a modern democratic inspection approach that supported teacher instruction. He pointed out that the inspector's role was to guide the teacher in problem-solving, being an active lead member of the interaction and

helping to keep teachers focused on their common problems. The inspector and teacher mutually agree on the structures, processes and the criteria for subsequent instructional improvement. In the collaborative approach to inspection, both the inspector and teacher mutually negotiate the plan of action. Several descriptions were given, such as;

Education officer $_2$ described collaborative inspection as:

'*The collaborative school inspection approach was a systematic process in which teachers worked collaboratively with each other and with their school inspectors to analyse and implement their classroom practices to improve instruction. The approach called for team working, cooperation, and consultation, trusting each other and respecting views of other people'*

School inspector $_5$ had this to say:

'*Collaborative inspection approach was where the supervisor and teachers collaboratively exchanged ideas and agreed upon a course of action. The supervisor encouraged teachers to collaborate, consult, work in teams, dialogue honestly, respect, trust and value each other's' ideas. The supervisor also called for regular meetings probably where he/she might be present to give guidance'*

On whether the collaborative inspection approach had been used in school inspection in Mukono district government –aided primary schools, some participants accepted, while others denied. They were, further, asked to support their statements. Those who accepted explained that inspectors using this approach stay in schools for more than one day as against the common inspection practice where inspectors stay only one hour in a school. It was, however, made clear that such inspection approach was only conducted in the rich government-aided primary schools that could afford facilitating the exercise. The inspectors find time to stay in classrooms observing teaching, holding dialogues with the teachers after lesson observations, holding meetings with stakeholders, and generating improvement plans together with the teachers.

Those who denied the approach having been applied in Mukono district government-aided primary schools were mainly from the poor government-aided primary schools. They explained that the inspectors who dared to visit poor government-aided primary schools did not spend any time more than an hour. These inspectors' mode of operation had never been different from passing through classrooms to greet learners and to ask teachers to take their preparation books to the office of the head teacher for endorsement as having been supervised. Interviewees had this to say:

Education Officer $_5$ reported that:

'*In rich and usually boarding government-aided schools that could facilitate inspectors, these benefited from the collaborative inspection approach and evidence was the length of time they spent in the schools and the ever-improving teacher instructional effectiveness evidenced from the improving academic performance in the P.L.E of each year'*

Education Officer $_4$ observed that:

'*Our poor government-aided primary schools that could not facilitate inspectors to use the collaborative inspection approach saw inspectors only once a year and for not more than an hour. They were directive, harsh and abusive. To them what they called school inspection was a day they disorganised everyone at school through teasing, barking at people and leaving everyone in fear'*

About the challenges experienced in the application of the collaborative inspection approach, all the participants agreed that there were challenges with and along the implementation of the collaborative inspection approach. The inspectors agreed that this was a very costly approach that required regular training, review and laying new strategies all the time, but as well as appropriate facilitation to stay long enough in schools to do work. They however reported that there were no funds for even simple transport costs to schools, no provision of meals while on duty in the field or even paper for writing reports. Teachers and head teachers that had a negative attitude towards inspectors reported that these were difficult to work with under the collaborative inspection approaches that required much

dialoguing and planning. The teachers and head teachers were used to inspectors that rushed through schools and from whom they could hide.

The other challenge raised by education officers was accepting the discriminative employment of the collaborative inspection approach in some schools in Mukono district. The education officers also expressed their discomfort over some schools being inspected professionally well and others discriminated because of their inability to facilitate the inspectors. Over all these the following had this to say:

School Inspector $_4$ indicated that:

'*We have the capacity to carry out the collaborative inspection approach, but the funding bit caused us problems. Even the teachers' attitude towards inspection forced us to rush through schools because teachers and head teachers these days dislike inspectors that stay long in their schools. This attitude made the collaborative inspection approach a very unpopular inspection approach'*

Inspector of schools $_4$ commented that:

'*The quality of teaching and learning depends, not only on the inspection approach, but also on the good relationship between teachers and inspectors during and out of inspection. With the collaborative inspection approach being absent in our poor schools, we were bound to remain ineffective instructors with poor performance in P.L.E every year'*

Inspector of schools $_3$ observed that:

'*Our schools suffered from all the challenges embedded in the school inspection system, together with all challenges education officers and school inspectors experience. This suffering has kept our schools behind those that can use money to address all these challenges'*

Participants were asked to suggest solutions to overcome the challenges of implementing the collaborative inspection approach so that teachers could benefit from it. They all agreed that for teacher instructional effectiveness to happen, using the collaborative inspection

approach was the way to go. Each participant suggested an approach to overcoming these challenges, as indicated below:

Education officer $_3$ advised:

'*Adequate funding should be effected to enable us to plan which inspection approach to use, where, when and by which inspector. We need to adequately update our inspectors on the inspection strategies of each approach. We need to be facilitated to monitor inspectors' performance in the field for advice. Without meeting these and other technical issues the blames on the inspectorate failing to guide teachers into effective instruction will continue'*

Inspector of schools $_4$ submitted that:

'*The collaborative approach was cumbersome to us because it was time consuming and involved much planning, detailed inspection activities, discussions yet the facilitation by the department of education was very miserable. The approach that requires one to spend over two days in a school and did not match with the facilitation to take care of feeding and night lodging but just safari day allowance could not be popular to us. As long as this practice continues our teachers could never benefit from the advantages of the collaborative inspection approach'*

Inspector of schools $_3$ advised:

'*We may be equipped with the knowledge to implement the collaborative inspection approach, but teacher attitude towards inspection needed to be positively changed. The office of the chief administrative officer should discourage the habit of rich government-aided and rich private schools mounting a lot of pressure on the few inspectors available to carry out collaborative inspection in their schools. This denies inspectors the time to inspect the poor schools too'*

Education Officer $_2$ said:

'*The education officers should be in charge of monitoring of all inspected schools following accepted inspection schedules. This might provide fairness in the game of school inspection*

which might provide an opportunity to the poor schools to also experience collaborative inspection approach benefits'

Inspectors should be providing continuous professional support to teachers to ensure teachers have sufficient knowledge, skills and confidence and, above all, to encourage their independence and creative learning. This is because the poor working relationship diminishes the professional ethics of school inspectors and those of teachers but a good working relationship between them leads to a well-motivated and efficient service delivery that ensures mutual understanding and trust.

4.6.6 Inferential Analysis for Collaborative Inspection Approaches and Teacher Instructional Effectiveness

To establish the effect of the collaborative inspection approaches on teacher instructional effectiveness, and how the collaborative inspection approaches influenced teacher instructional effectiveness, inferential testing was carried out. The results follow.

Correlation of the Collaborative Inspection Approaches and Teacher Instructional Effectiveness.

To establish whether the effect of the collaborative approach on teacher instructional effectiveness, a correlation test was carried out on sub-hypotheses (H5-H8). The four collaborative inspection approaches were support supervision, use of feedback reports, trust and respect. The results were given as in Table 4.23.

Table 4.23

Correlation of Collaborative Approach and Teacher Instructional Effectiveness (TIE)

		Collaborative .App	TIE
Collaborative Inspection Approach	Pearson Correlation	1	.611
	Sig. (2-Tailed)		.000
	N		168
Teacher Instructional Effectiveness	Pearson Correlation	.611	1
	Sig. (2-Tailed)	.000	
	N	168	

Source: Primary Data (2023)

The correlation test results in above Table 4.23 suggest were used to establish the relationship between the collaborative inspection approach and teacher instructional effectiveness. The results indicate that there is a strong relationship between the collaborative inspection approach and teacher instructional effectiveness because ($r = 0.612$, $p = 0.000 < 0.05$), This indicated an positive but insignificant relationship between the collaborative inspection approach and teacher instructional effectiveness. It meant that the null hypothesis that stated that there is no relationship between the collaborative inspection approach and teacher instructional effectiveness was rejected and the alternative was taken. This means that the collaborative inspection approach had a big effect on teacher instructional effectiveness.

Regression of Teacher Instructional Effectiveness on the Collaborative Inspection Approaches.

At the confirmatory level, to establish whether collaborative inspection approaches namely; support supervision, feedback, trust and respect influenced instructional effectiveness, a regression analysis was carried out. Table 4.24 presents the results.

Table 4.24

Regression of Teacher Instructional Effectiveness on Collaborative Approach

Variables	Standardized Coefficients Beta (β)	Significance P	Collinearity Statistics Tolerance	VIF
Directive inspection approach	0.057	0.125	0.883	1.017
Non Directive inspection approach	-0.069	0.000	0.805	1.242
Collaborative inspection approach	0.644	0.000	0.807	1.240

Source: Primary Data (2023)

Collinearity

The results in table 4.24 showed that for *Collinearity* to be realized the tolerance values had to be 0.90 and the value inflation factor (VIF) had to be less than 5. In the table above, the tolerance values were > 0.90 and the volume inflation factor (VIF) > 5, since the results fulfilled all conditions it meant that *Collinearity* was not realized.

Regression of teacher instructional effectiveness against the collaborative inspection approach

The results in Table 4.24 showed that collaborative inspection approaches, namely; support supervision, feedback, trust and respect explained 47.7% of the variations in teacher instructional effectiveness ($R^2 = 0.477$). This meant that 52.3% of the variations in teacher instructional effectiveness was accounted for by factors that were not considered in this model. Sub-hypothesis support supervision ($\beta = 0.128$, $P = 0.105 > 0.05$), had a positive but insignificant relationship with teacher instructional effectiveness. All the other three collaborative approaches namely; feedback ($\beta = 0.474$, $p = 0.000 < 0.05$), trust ($\beta = 0.141$, $P = 0.022 < 0.05$) and respect ($\beta = 0.239$, $p = 0.001 < 0.05$) had a positive and significant influence on teacher instructional effectiveness. This means that sub-hypotheses five to eight were rejected.

4.7 Summary Results for Inspection Approaches and Teacher Instructional Effectiveness

To find out the relationship between each of the three hypotheses (H1-H3) of Inspection Approaches and Teacher Instructional Effectiveness, multiple correlation and regression analyses were carried out. The results on the same follow here under.

4.7.1 Correlation of Inspection Approaches and Teacher Instructional Effectiveness

To establish whether there was a relationship between inspection approaches and teacher instructional effectiveness, a correlation test was carried out on hypotheses (H1-H3). The three inspection approaches were directive, non-directive and collaborative approaches. The results were given as in Table 4.25.

Table 4. 25

Correlation of Inspection Approaches and Teacher Instructional Effectiveness

	Teacher instructional effectiveness	Directive inspection approach	Non Directive inspection approach	Collaborative inspection approach
Teacher instructional effectiveness	1			
Directive inspection approach	0.619 0.125	1		
Non Directive inspection approach	0.336 0.000	0.114 0.130	1	
Collaborative inspection approach	0.411 0.000	0.104 0.169	0.436** 0.000	1

Source: Primary Data (2023)

The results in Table 4.25 suggest that only two inspection approaches namely; non-directiv ($r = 0.336$, $p = 0.000 < 0.05$) and collaborative ($r = 0.411$, $p = 0.000 < 0.05$) had a positiv and significant relationship with instructional effectiveness. However, the directive approach ($r = 0.619$, $p = 0.125 > 0.05$) had a positive but insignificant relationship with instructional effectiveness. This meant that hypotheses two and three (H2-H3) were rejected while hypothesis one (H1) was accepted.

4.7.2 Regression of Teacher Instructional Effectiveness on Inspection Approaches

At the confirmatory level, to establish whether inspection approaches namely; directive, non-directive and collaborative approaches influenced instructional effectiveness, a regression analysis was carried out. Table 4.26 presents the results.

Table 4.26

Regression of Teacher Instructional Effectiveness on Inspection Approaches

	Standardized Coefficients	Significance
Instructional Effectiveness	Beta (β)	P
Directive inspection approach	0.057	0.343
Non Directive inspection approach	-0.069	0.296
Collaborative inspection approach	0.644	0.000
$R^2 = 0.390$		
Adjusted $R^2 = .380$		
$F = 37.105$, $p = 0.000$		

Dependent Variable: Teacher instructional effectiveness

Source: Primary Data (2023))

The results in Table 4.26 showed that inspection approaches, namely; directive, non-directive and collaborative, explained 39.0% of the variations in teacher instructional effectiveness ($R^2 = 0.390$). This meant that 61.0% of the variations in teacher instructional effectiveness was accounted for by factors that were not considered in the study. Nonetheless, only one inspection approach namely; collaborative inspection approach ($\beta = 0.644$, $p = 0.000 < 0.05$) had a positive and significant influence on teacher instructional effectiveness. The significant inspection approach aspect of collaborative inspection explained 38.0% of the variations in teacher instructional effectiveness (Adjusted $R^2 = 0.380$). Otherwise, directive inspection ($\beta = 0.057$, $p = 0.343 > 0.05$) had a positive but insignificant influence on teacher instructional effectiveness while non-directive ($\beta = -0.069$, $p = 0.296 > 0.05$) had a negative insignificant influence on teacher instructional effectiveness. This meant that only hypothesis one (H1) was supported but hypotheses two and three (H2 & H3) were rejected.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the study findings are discussed, the conclusions made and the recommendations are presented according to the objectives. Inspection approaches such as the directive inspection where the inspector suggests and owns the instruction plan, the non-directive inspection where the inspector helps teachers to figure out their own plans for instructional effectiveness and the collaborative inspection that holds the supervisor-teacher mutual relationship and plan are the centre of discussion.

5.1 Discussion

5.1.1 Directive Inspection Approach and Teacher Instructional Effectiveness

The findings of the study showed that the directive inspection approaches, namely; giving directives and teacher knowledge evaluation explained that these two had a positive but insignificant influence on teacher instructional effectiveness. This meant that both sub-hypotheses; giving directives and teacher knowledge evaluation were accepted. The aggregate effect of the directive approach contributed 0% of all variations for teacher instructional effectiveness. This meant that the application of this approach did not have any effect on teacher instructional effectiveness.

This finding was consistent with the premise on which this study was based that the directive inspection approach did not have any significant relationship with teacher instructional effectiveness. The findings were also consistent with UWEZO (2016) and UNEB (2016) reports that pupil performance in tests and public examinations respectively had remained low for a number of years and this resulted from inspector approach that decolorized teacher ability to perform. For example, according to UWEZO (2016), the reading, writing and mathematics competences exhibited by learners in primary three and

primary six in Mukono district and particularly Mukono District were low compared with other learners in the other districts of Central Uganda

The findings also agreed with Ssembirige (2009) who established that the directive inspection approaches had not made much impact on the performance of candidates in Buikwe county, Uganda because primary seven candidates who could not effectively read had sat PLE of 2008 and had performed very poorly in the examinations. Furthermore, Matete (2009) and MoES (2016) and MoES (2015) also established that school inspectors that needed teachers to follow their directives during teaching had very minimal impact on the learning of primary school pupils in Tanzania. Matete (2016) recommended future research studies to scientifically examine the effect of the directive inspection approach on classroom instruction.

However, the directive inspection approach has been supported by many scholars and education experts such as Museveni (2016) who suggested that since the approach was for a specialised class of teachers that needed it for either survival or perishing, directive inspectors required much support to keep them in the field all time to monitor these teachers' progress. Similarly, Ssembirige (2009) reported that with strict implementation of the directive approach fresh teachers and quite many others who had been classified as weak but were teaching primary three, greatly improved in the teaching of reading and writing in Buikwe county. Ssembirige (2009) findings were supported by UWEZO (2021) evaluation test results that showed an improvement from 22% to 35 % in reading and 25% to 33% in numeracy at primary three of 2018.

Evidence from qualitative data findings supporting the application of the directive approach revealed that there would be significant results from the directive approach if it were carried out very regularly. Qualitative findings further established that the time the inspectors spent at the schools was too short to allow pedagogical interactions between inspectors and teachers. Further, qualitative data findings established that inspectors frequently appeared at schools usually at the invitation of head teachers or on missions to

collect statistical data needed by the chief administrative officer, settling conflicts within schools, addressing meetings or accompanying visitors that might have visited a particular school. This meant that these visits that were not related with teacher instruction in classrooms had no pedagogical benefits to the teachers and schools at large. As supported by Ssembirige (2009), local councils in Mukono District appealed that inspectors needed to be facilitated well enough to carry out regular external school inspections and to encourage internal support supervision in order to raise their children's competence levels in reading writing and mathematics.

Delimitations of the directive inspection approach supported by scholars such as Mmbado (2009) suggested that for effective instruction to happen, teachers did not need to be coerced but to independently decide on the pedagogical approach to use. Ssembirige (2009) and Rock off (2004) further advised that while this approach addressed the challenges of instructional effectiveness faster, and delivered teacher instructional effectiveness also faster, over-directing caused over - dependence of the teacher on the school inspector.

Bas (2002) established that some teachers in Turkish primary schools felt the directive inspection approach was policing and was perceived to be an intrusion in their free instructional practices. Teachers in Turkish primary schools complained about the inspectors' intrusive monitoring and that their physical presence that day they were present changed the setting in the classrooms. Other critics of the approach in Turkish primary schools claimed that this scenario resulted in putting up a false impression in the classrooms. According to the critics such as Gordon (2015), school head teachers were reportedly uncomfortable and they over reacted on behalf of teachers and learners that inspection that would be a constructive operation had turned into an aggressive operation and a total loss to effective learning. Further, Bas (2002) criticized most dynamics of the approach because of the over control and because they intimidated teachers. Similarly, Rous (2004) reported teachers in USA, having lived in a state of frustration and fear of dismissal

due to the systems' summative and directive nature. Other critics such as Rous's (2004) also in the USA expressed teachers' feelings of fear and disappointments, which were resulted in low performance levels of teachers and learners.

With the findings of the study largely agreeing with many scholars and respondents, it was ascertained that the directive inspection approach having no impact on teacher instructional effectiveness may for some time be suspended pending further research on its applicability dynamics. The reason is that since teacher instructional effectiveness is currently a big issue in the county, there is need for school inspectors to use only very effective inspection approaches.

5.1.2 Non-directive Inspection Approach and Teacher Instructional Effectiveness

The study results showed that the non-directive inspection approaches, namely; team planning and consultation that were examined showed team working / planning had a positive significant influence on teacher instructional effectiveness. However, consultation had a negative and insignificant influence on teacher instructional effectiveness. This meant that while sub-hypothesis team working or team planning was rejected, sub hypothesis consultation was accepted. Regression results showed the non-directive approach showed only team work having influence on teacher instructional effectiveness because its aggregate effect alone explained 1% variations for teacher instructional effectiveness. This implied that application of this inspection approach only partly contributed to teacher instructional effectiveness.

Although the study findings showed that application of this approach only partly contributed to teacher instructional effectiveness, Bagaya (2020) fully supported its use and advised that it was prudent that inspectors of schools embraced it. This was because it encouraged some collegiality making the inspector only a facilitator, who listened, clarified and encouraged the teachers towards self-recovery.

The study findings were supported by Glickman (2020) who advised that inspectors and teachers should embrace team teacher preparation, team teaching, consultation and team assessment of learners' work. Similarly, Ssembirige (2009) and MoES (2015) in agreement with Mmbado (2009) stressed the importance of consultative meetings in order to achieve teacher instructional effectiveness faster. However, both scholars agreed that this inspection approach was rather cumbersome to not only teachers because it called for much to be done for self- recovery, and that it required much preparation. Several scholars such as Katunzi (2011) and Gungu (2011) agreed that if consultation, was properly used, there would be no reason for lack of teacher effective instruction. Further, Apenda (2011) supported that consultation meetings made it possible for weak teachers to learn from the veterans and the veterans to coach the weak ones.

The study findings fully supported Museveni (2016) and Kabunduguru (2013) who advised that if inspectors embraced the non- directive inspection approach, primary school teachers would be effective in classroom instruction because they would be helped to address their pedagogical weaknesses instead of waiting to be spoon-fed. The study findings that established inspector performance being directly linked to teacher instruction were supported by Namugwanya (2006) and Kiggundu (2009) who advised that both the teacher and inspector needed to work in teams to solve pedagogical issues surrounding them.

With the findings of the study largely agreeing with many scholars and respondents, it was ascertained that application of this inspection approach would be good if its dynamics were properly adhered to because it only partly contributed to teacher instructional effectiveness.

5.1.3 Collaborative Inspection Approach and Teacher Instructional Effectiveness

The study results of the collaborative inspection approaches, namely; support supervision, use of feedback reports, trust and respect showed that there was a positive correlation

between the collaborative inspection approach and teacher instructional effectiveness. The correlation between the collaborative inspection approach and teacher instructional effectiveness was statistically significant. However, the results suggested that the collaborative inspection approach of support supervision had a positive but insignificant relationship with teacher instructional effectiveness. Use of feedback reports, teacher trust and respect had a positive and significant relationship with instructional effectiveness. However, regression results for the collaborative approach showed it had influence on teacher instructional effectiveness and its aggregate effect alone explained 38% of all variations for teacher instructional effectiveness. While the regression results of teacher instructional effectiveness against the three approaches showed 39% of variations for teacher instructional effectiveness, collaborative inspection approach alone revealed a 38% contribution of all variations of teacher instructional effectiveness. This meant that the collaborative inspection approach directly affected teacher instructional effectiveness. Positive changes in inspection approaches led to positive changes in teacher instructional effectiveness.

In support of the findings of this study, Museveni (2016) recommended that school inspectors in government-aided primary schools needed not only to regularly inspect schools, but to apply the collaborative inspection approach effectively because it is democratic and very accommodative. The study findings were also supported by Namugwanya (2006) who equally related their goodness to its democratic dynamics involved. Similarly, Mmbado's (2009) study also highlighted that due to the use of democratic inspection approaches and teacher attitude towards work, teacher instructional effectiveness was easily attained.

According to Mmbado (2009), the collaborative inspection approach was popular because teachers were comfortable and were left free to participate in making development plans. Kiggundu (2009) was also in agreement with Namugwanya (2006)) and Mmbado (2009), who all suggested that because an inspector's performance was directly linked with

teacher instruction, then his/her work should provide pedagogical support to enable effective instruction of teachers. They also advised that when the inspector guided the teachers in team scheming, team lesson planning, lesson delivery and assessment, team production of instructional materials and in other class-management issues, this translated into teachers' discovering and addressing their own weaknesses for instructional effectiveness.

Empirical studies such as one by Guribye (2020), and Butler (2020) advocated the collaborative approach and suggested that for instructional effectiveness to happen teachers and learners had to trust, respect and build confidence in inspectors and teachers respectively. This was because the teachers supported learners to achieve academic excellence and inspectors provided pedagogical support to teachers to perform well in instructional activities.

However, critics such as Haung (2018) and Turyasingura (2020) sympathised with inspectors employing the collaborative inspection approach, for their patience on the teachers who were reluctant with trust, confidence and respect dynamics to be inculcated along with service delivery. The study having established that the collaborative inspection approach had a significant relationship with teacher instructional effectiveness, its implication was that it directly affected teacher instructional effectiveness. Both the study findings and the scholars established that when there were positive changes in the collaborative inspection approaches there were positive changes in teacher instructional effectiveness.

5.2 Conclusions

The discussion above has presented study findings on the relationship between school inspection approaches on teacher instructional effectiveness. The presentation below puts across the study conclusions;

i). The directive inspection approach;

The directive inspection approach had no relationship with teacher instructional effectiveness because even its aggregate result alone contributed 0% of all variations that contributed to teacher instructional effectiveness.

ii). The non-directive inspection approach showed:

a). Team planning had a relationship with teacher instructional effectiveness because its aggregate result alone contributed 1% of all variations that contributed to teacher instructional effectiveness.

b). Consultation approach had no relationship with teacher instructional effectiveness because its aggregate result alone contributed to 0% of all variations for teacher instructional effectiveness.

iii). The collaborative inspection approach had a relationship with teacher instructional effectiveness because its aggregate result alone contributed a whole 38% of all variations for teacher instructional effectiveness.

5.3 Recommendations

The presentations above have outlined the discussions and the conclusions made based on the study findings. Here below are recommendations derived from the findings and conclusions.

i. Inspectors are encouraged to use more of the collaborative inspection approach because it was established to enhance teacher instructional effectiveness more than the other approaches.

ii. Inspectors are encouraged to use some aspect of the non-directive approach like team planning because it enhances teacher instructional effectiveness.

iii. It is recommended that School inspectors should suspend the use of the directive inspection approach because it was established that it does not enhance teacher instructional effectiveness.

5.4 Areas for further research

A number of limitations emerged from this study that called for further research; for example:

Hypotheses one and part of hypothesis two were accepted. This calls for further research at a wider context than Mukono district, in Uganda.

The study was limited to government aided primary schools only. Future studies should consider private schools too.

The study was largely quantitative with little support from qualitative data. Future studies in this county should take a qualitative approach as the dominant one.

5.5 Study Contributions to the body of knowledge

i. The study findings have contributed to the body of knowledge that will enrich scholars in the area of teacher instructional effectiveness. The study contributions are presented here below;

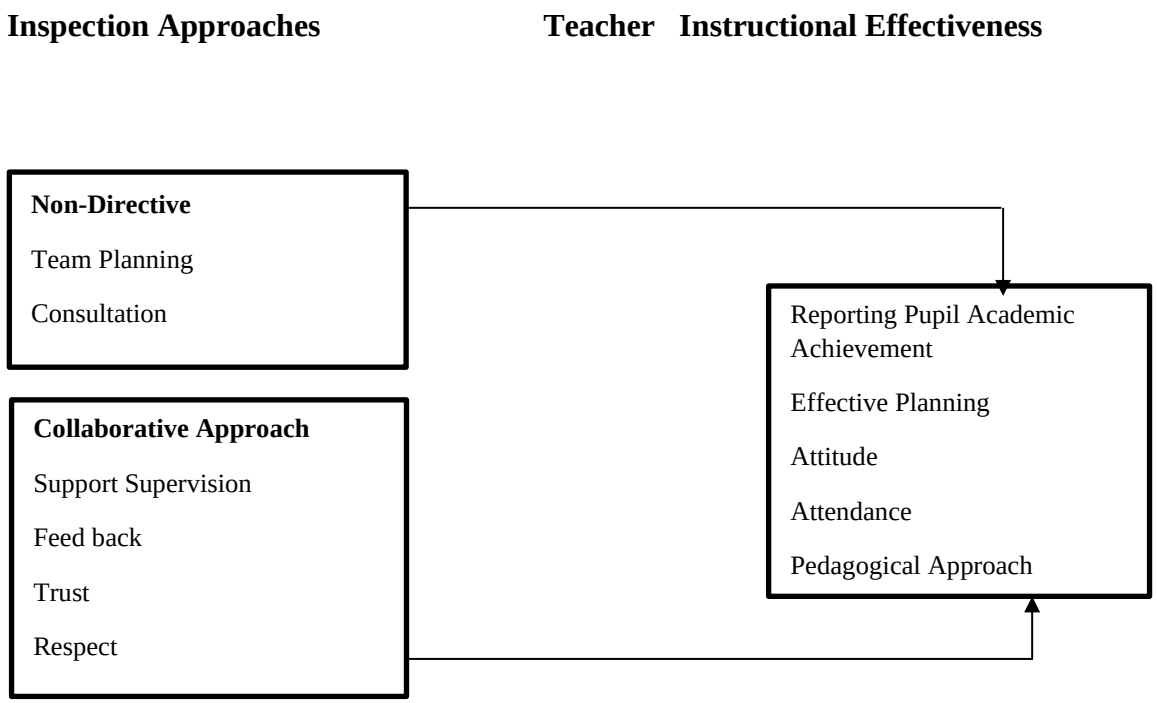
Application of the collaborative approach in conjunction with some aspects of the non-directive inspection approach such as team work greatly enhances teacher instructional effectiveness. This will improve inspection with the aim of improving teacher instructional effectiveness in the following ways:

a). Theory: inspectors of schools from now will very much try to reflect on the use of theories for teacher instructional effectiveness like the performance management theory of action, capacity building theory of action, the Hawthorne management theory and modern theories like the teacher performance theory, of Bacon Wallace of 2001.

b). Diagrammatically, the suggested achievement of teacher instructional effectiveness has been presented in Figure 5.1 below

Figure 5.1

Suggested Model for Achieving Teacher Instructional Effectiveness



Source: Primary Data (2023)

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APPENDICES

Appendix 1: Consent Form for Teachers

Introduction

I am a PhD student in Kyambogo University undertaking a research study titled: Inspection Approaches and Teacher Instructional Effectiveness in Government-Aided Primary Schools in Central Uganda.

Investigator(s): Lubwama Joseph Ntege

Institution(s): Kyambogo University

Purpose

The study seeks to assess the relationship between inspection approaches and teacher instructional effectiveness in government-aided primary schools in Central Uganda.

Benefits from the study

The findings will help the study to generate more literature related to inspection and teacher instructional effectiveness. Previous studies have focused mainly on inspection in general without addressing the impact and effects of the different inspection approaches to teacher instructional effectiveness.

Secondly, the study findings will be of great benefit to the Ministry of Education and Sports and that of Local Government that oversees primary schools in the districts in policy, ordinance and bye-law formulation that will in future streamline inspection and classroom instruction. It will further guide administrators and managers of education services in primary schools like the Permanent secretary, CAO and Head teachers in matters of inspection and classroom instruction. Further, it will guide the pedagogy managers like DES, DIS and head teachers to improve on competence provision and attainment through teacher instructional effectiveness.

Finally, the study will be used to inform all education stakeholders that instructional effectiveness does not depend on inspection activities alone but on also other variables like: methods of instruction, learning environment, teaching- learning materials, motivation, management and others and that they need further research to establish their impact.

Procedure

Your participation in this study will involve responding to the provided structured questionnaire

Who will participate in the study?

You have been selected to participate in this study because you are a teacher and a classroom instructor and the contribution you make is key to the kind of information required.

There will be 168 sampled teachers from Mukono government-aided Primary Schools to participate in this study.

Risks/discomforts

There is no foreseeable risk of harm or discomfort that will arise from your participation in this study. The only risk or discomfort will be the inconvenience in terms of time spent during the interview.

Benefits

Research participants will get feedback on findings and progress of the study, and about any new information that affects the study, participants (including incidental findings) will be made accessible to research findings.

Confidentiality

Your identity will not be revealed to any one as we shall only use codes to identify participants. Information obtained will only be accessible by the research team. Soft copies of the data will be protected by password and hard copy files will be kept under lock and key. Confidential information will only be accessed by the principal investigator.

Alternatives

You do not have to participate in this study if you are not interested. You will not lose any benefit in case of no participation.

Cost

There will not be any additional cost incurred as a result of participating in this study.

Questions

If you have any questions related to the study as a research participant, you can contact the principal investigator, Lubwama Joseph Ntege on telephone number 0742928523 or via email on josephlubwama65@gmail.com

Statement of voluntariness

Participation in the research study is voluntary and you may join on your own free will. You have a right to withdraw from the study at any time without penalty.

If you have any issues pertaining to your rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee, Dr. Gerald Obai Tel: No., 0772305621; email: lekobai@yahoo.com/lekobai@gmail.com; or the Uganda National Council for Science and Technology, on plot 6 Kimera road, Ntinda, Kampala on Tel 0414705500.

Statement of consent

..... has described to me what is going to be done, the risks, the benefits involved and my rights as a participant in this study. I understand that my decision to participate in this study will not affect me in any way. In the use of this information, my identity will be concealed. I am aware that I may withdraw at any time. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

Name …… Signature of participant ……Date …….

Name ……. Signature of interviewer …… Date ……..

Appendix 2: Primary School Teachers' Questionnaire

Dear Respondent,

This questionnaire is specifically designed for use in the study titled: *Inspection Approaches and Teacher Instructional Effectiveness in Government-Aided primary schools in Central Uganda.*

You have been selected to participate in this study given your unique knowledge, experience, and skills in primary education. Your views, facts, and information on each statement in this questionnaire will be treated with the utmost confidentiality. Participation in this research is completely voluntary, without any penalty, and participants can decline to take part or withdraw at any time without explaining. I, therefore, humbly request you to fill in these questionnaires with ease.

Section A: Background Information

Instruction: Tick as Appropriate

Section A: Background Information about the Respondent

A. Gender: 1. Male ☐ 2. Female ☐

B. Highest level of education. 1. Degree ☐ 2. Diploma ☐

3. Certificate ☐ 4. Any other specify ☐

C. Age bracket of the respondents. 25-33 ☐ 34-44 ☐

44-50 ☐ above 50 years ☐

D. Duration spent teaching in the school

Less than a year ☐ 2-4years ☐

5-7years ☐ 8years and above ☐

Instruction: For sections B to E tick as appropriately using the Likert scores in the

table below:

Scale of the scores.

Items	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Score	1	2	3	4	5

Section B: Directive Inspection Approach

Instruction: This section assesses teacher responses on the Directive inspection approach. It is divided into two segments namely: Inspector directives and teacher knowledge. Show the extent to which you agree or disagree with Directive Inspection Approach.

	Inspector Directives					
DD 1	The inspector lets teachers know what needs to be done for effective teaching	1	2	3	4	5
DD2	The inspector demonstrates to teachers what needs to be done in effective teaching	1	2	3	4	5
DD3	Inspectors guide teachers on scheming and lesson	1	2	3	4	5
DD4	Inspectors explain to teachers the level of teaching expected of them	1	2	3	4	5
DD5	Inspectors guide teachers on the quality of teaching	1	2	3	4	5
DD6	Inspectors assess teachers on implementing inspectors' directives on teaching	1	2	3	4	5
DD7	Inspectors ensure that teachers implement instructions they give them they give them	1	2	3	4	5
DD8	There are clearly laid down sanctions to teachers who fail to fulfil inspection requirements	1	2	3	4	5

DT1	Inspectors show interest in teachers having sufficient knowledge in teaching	1	2	3	4	5
DT2	The inspectors train teachers on what to do for effective teaching	1	2	3	4	5
DT3	Inspectors evaluate teachers' knowledge on teaching strategies	1	2	3	4	5
DT4	The inspectors listen receptively to teachers' ideas and suggestions on expanding their knowledge on teaching	1	2	3	4	5
DT5	Inspectors regularly evaluate Teachers' knowledge on various teaching strategies	1	2	3	4	5
DT6	Inspectors recognize teachers showing sufficient teaching knowledge	1	2	3	4	5
DT7	Inspectors encourage continual improvement in teachers' teaching knowledge	*1*	*2*	*3*	*4*	*5*

Section C: Non-directive Inspection Approach

Instruction

This section the non-directive inspection approach is assessed to show how instrumental iis in teacher instructional effectiveness. It is divided into two parts namely the contribution of team planning and that of collaboration. Show the extent to which you agree or disagree with Team planning.

	Team Planning					
N1T	Inspectors have made me understand the need for team	1	2	3	4	5
NT2	Inspectors show interest in team planning	1	2	3	4	5
NT3	Inspectors' coaching about team planning has improved	1	2	3	4	5
NT4	Inspectors have provided opportunities for team planning	1	2	3	4	5
NT5	Inspectors have encouraged a culture of team planning	1	2	3	4	5
NT6	Inspectors supervise team planning in my school	1	2	3	4	5

NT7	Inspectors recognize my active role in team planning	1	2	3	4	5
	Consultation					
NC1	Inspectors have shown interest in teacher collaboration	1	2	3	4	5
NC2	Inspectors have made me know the need for collaboration in	1	2	3	4	5
NC3	Internal peer support supervision is encouraged by the	1	2	3	4	5
NC4	Inspectors guide teachers on addressing challenges of peer support supervision	1	2	3	4	5
NC5	Inspectors organise trainings to address consultations	1	2	3	4	5
NC6	I receive recognition for active role played in internal peer	1	2	3	4	5
NC7	There are sanctions for failure to participate in peer support	1	2	3	4	5
NC8	Inspectors organise internal school visits to copy teacher	1	2	3	4	5

Section D: Collaborative Inspection Approach

Instruction

In this section the Collaborative inspection Approach is assessed as an instrument to teacher instructional effectiveness. It is divided into four parts namely the contribution of Support Supervision, Feedback, Teacher Trust, and respect. Show the extent to which you agree or disagree with Support Supervision as a construct of the Collaborative Inspection Approach.

	Support Supervision					
CS1	I have been coached on the importance of support	1	2	3	4	5
CS2	Inspectors encourage and monitor teacher support	1	2	3	4	5
CS3	Inspectors take lead in support supervision activities	1	2	3	4	5
CS4	Inspectors help teachers to overcome support supervision challenges	1	2	3	4	5
CS5	Inspectors receptively take teachers' ideas on managing support supervision	1	2	3	4	5
CS6	Inspectors train teachers on support supervision	1	2	3	4	5
CS7	Inspectors have left participation in support supervision optional in schools	1	2	3	4	5
CS8	Inspectors recognize me for effective participation in support supervision efforts	1	2	3	4	5

CS9	There are clearly laid down sanctions for failure to participate in support supervision	1	2	3	4	5
	Feedback					
CF1	Inspectors have shown interest in feedback reports	1	2	3	4	5
CF2	I have been made to understand the importance of	1	2	3	4	5
CF3	Feedback reports have informed teachers on improving	1	2	3	4	5
CF4	Inspectors guide teachers in making, disseminating, and using feedback reports	1	2	3	4	5
CF5	Inspectors encourage teachers to use the feedback reports they leave behind after inspection	1	2	3	4	5
CF6	Feedback reports have been the main tool in teacher instructional effectiveness in this school	1	2	3	4	5
CF7	Inspectors recognize teachers who strictly implement	1	2	3	4	5
CF8	There are sanctions for teachers who fail to implement feedback reports	1	2	3	4	5
	Teacher Trust					
CT1	Inspectors have shown keen interest in trusting teachers with all professional matters in teaching	1	2	3	4	5
CT2	I have been made to understand the importance of trust in building up effective teaching strategies	1	2	3	4	5
CT3	The teacher trust in inspectors has promoted collaborative	1	2	3	4	5
CT4	Inspector behaviour while in the field has won trust	1	2	3	4	5
CT5	Inspection recommendations are implemented because of the trust teachers have for inspectors	1	2	3	4	5
CT6	The Trust teachers have for inspectors is the backbone in building teacher instructional effectiveness	1	2	3	4	5
CT7	Even without inspectors and teachers trusting one another the collaborative inspection approach can be achieved	1	2	3	4	5

CT8	There are clearly laid down sanctions for anyone who fails to cherish trust	1	2	3	4	5
	Respect					
CR	Inspectors respectful over what the teachers do in this	1	2	3	4	5
CR	Inspectors have trained teachers to be respectful	1	2	3	4	5
CR 3	Failure for inspectors to respect teachers has resulted in teachers failing to solicit teachers' views on improving	1	2	3	4	5
CR 4	Lack of inspector respect for teachers has resulted in inspection recommendations not to be implemented	1	2	3	4	5
CR 5	Inspectors receptively take in teachers' suggestions because of the respect they have for them	1	2	3	4	5
CR	I receive recognition for being respectful	1	2	3	4	5
CR	Inspectors reprimand teachers that are not respectful	1	2	3	4	5
CR 8	Education officers have clearly known laid down reprimands for inspectors who are not respectful	1	2	3	4	5

Section E: Teacher Instructional Effectiveness

Instructions

This section assesses teacher instructional effectiveness and what it results in. It is divided into five sections namely pupil achievement, teacher attitude, Planning, attendance, and delivery of lessons. Show the extent to which you agree or disagree with Pupil Achievement.

	Reporting Pupil Achievement					
TEC1	In this school pupils have demonstrated high achievement levels in reading and writing	1	2	3	4	5
TEC2	Teachers know what to do for pupils to achieve well	1	2	3	4	5
TEC3	Teachers are able to assess pupil achievement levels	1	2	3	4	5
TEC4	Teachers know well that pupil achievement in academics is attributed to effective instruction	1	2	3	4	5
TEC5	Teachers are able to find solutions to pupil	1	2	3	4	5

TEC6	Pupil achievement levels guide teachers in their	1	2	3	4	5
TEC7	Teachers develop various strategies for pupil	1	2	3	4	5
TEC8	Pupil achievement levels are shared with different stakeholders	1	2	3	4	5
TEC9	There are reprimands for teachers that fail to record acceptable pupil achievement	1	2	3	4	5

	Teacher Attitude					
TET1	Teachers have been trained on the importance of teacher attitude in effective instruction	1	2	3	4	5
TET2	Teachers have shown interest in having positive attitude for effective teacher instruction	1	2	3	4	5
TET3	Teachers are guided us in building positive attitudes for effective teacher instructional effectiveness	1	2	3	4	5
TET4	Teachers are guided on how attitude towards teaching	1	2	3	4	5
TET5	Teachers are advised on their attitude towards teaching	1	2	3	4	5
TET6	Teachers are recognized for their positive attitude towards teaching	1	2	3	4	5
TET7	There are known reprimands for teachers who not positive towards teaching	1	2	3	4	5
	Effective Planning					
TEP1	Teachers have been trained on the importance of planning in effective instruction	1	2	3	4	5
TEP2	Teachers have been guided on planning for effective	1	2	3	4	5
TEP3	Teachers have been guided that effective planning processes result in effective teaching	1	2	3	4	5
TEP4	Teachers have been supervision effective planning	1	2	3	4	5
TEP5	Teachers have been received trainings to address weaknesses in planning	1	2	3	4	5

TEP6	Teachers assess their our achievement levels in planning	1	2	3	4	5
TEP7	Teachers are recognized for their achievement in planning	1	2	3	4	5
TEP8	There are known sanctions for failure to plan	1	2	3	4	5
	Attendance					
TEA1	The inspector has explained to teachers the importance of pupil attendance	1	2	3	4	5
TEA2	The inspector has guided teachers on what to do to achieve pupil attendance	1	2	3	4	5
TEA3	The inspector has explained the importance of teacher attendance in achieving instructional effectiveness	1	2	3	4	5
TEA4	Inspectors have explained to teachers what to do to achieve teacher attendance	1	2	3	4	5
TEA5	Inspectors supervise and monitor schools on attendance	1	2	3	4	5
TEA6	Inspectors have explained why leaving school attendance optional is costly	1	2	3	4	5
TEA7	There are known reprimands to those who ignore school attendance	1	2	3	4	5
	Pedagogical Approaches					
TED1	Teachers are trained on the importance for effective lesson delivery	1	2	3	4	5
TED2	Teachers are guided in knowing what is expected of them in effective lesson delivery	1	2	3	4	5
TED3	Teachers are guided in suggesting best teaching strategies	1	2	3	4	5
TED4	Teachers are guided in lesson delivery that results in good products (e.g good leaders, productive workers, good citizens)	1	2	3	4	5
TED5	Teachers are guided in assessing delivery of lessons	1	2	3	4	5
TED6	Teachers' ideas are considered when planning for trainings on delivery of lessons well	1	2	3	4	5
TED7	Teachers are encouraged to have team teaching for effective delivery of lessons	1	2	3	4	5
TED8	There are stipulated reprimands for failure to deliver lessons	1	2	3	4	5

Appendix 3: Consent Form for Education Officers and school inspectors

Introduction

I am a PhD student in Kyambogo University and carrying out a study titled: Inspection Approaches and Teacher Instructional Effectiveness in Government-Aided Primary Schools in the Central Uganda.

Investigator(s): Lubwama Joseph Ntege

Institution(s): Kyambogo University

Purpose

The study seeks to assess the relationship between teacher inspection approaches and instructional effectiveness in government-aided primary schools in the Central Uganda

Benefits from the study findings

The findings of this study will help the study to generate more literature related to inspection and teacher instructional effectiveness. Previous studies have focused mainly on inspection in general without addressing the impact and effects of the different inspection approaches to teacher instructional effectiveness.

Secondly, the study findings will be of great benefit to the Ministry of Education and Sports and that of Local Government that oversees primary schools in the districts in policy, ordinance and bye-law formulation that will in future streamline inspection and classroom instruction. It will further guide administrators and managers of education services in primary schools like the Permanent secretary, CAO and Head teachers in matters of inspection and classroom instruction. Further, it will guide the pedagogy managers like DES, DIS and head teachers to improve on competence provision and attainment through teacher instructional effectiveness. This may be the cause for increased inspection funding.

Finally, the study will be used to inform all education stakeholders that instructional effectiveness does not depend on inspection activities alone but on also other variables like: methods of instruction, learning environment, teaching- learning materials, motivation, management and others and that they need further research to establish their impact.

Procedure

Your participation in this study will involve participating in this interview that will take approximately one hour.

Who will participate in the study?

You have been selected to participate in this study because you play a big role in the contribution to teacher instructional effectiveness.

Risks/discomforts

There is no foreseeable risk of harm or discomfort that will arise from your participation in this study. The only risk or discomfort will be the inconvenience in terms of time spent during the interview.

Benefits

Research participants will get feedback on findings and progress of the study, and about any new information that affects the study, participants will be made accessible to research findings.

Confidentiality

Your identity will not be revealed to any one as we shall only use codes to identify participants. Information obtained will only be accessible by the research team. Soft copies of the data will be protected by password and hard copy files will be kept under lock and key. Confidential information will only be accessed by the principal investigator.

Alternatives

You do not have to participate in this study if you are not interested. You will not lose any benefit in case of no participation.

Cost

There will not be any cost incurred as a result of participating in this study.

Questions

If you have any questions related to the study as a research participant, you can contact the principal investigator, Lubwama Joseph Ntege on telephone number 0742928523 or via email on josephlubwama65@gmail.com

Statement of voluntariness

Participation in the research study is voluntary and you may join on your own free will. You have a right to withdraw from the study at any time without penalty.

If you have any issues pertaining to your rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee, Dr. Gerald Obai Tel: No., 0772305621; email: lekobai@yahoo.com/lekobai@gmail.com; or the Uganda National Council for Science and Technology, on plot 6 Kimera road, Ntinda, Kampala on Tel 0414705500.

Statement of consent

..... has described to me what is going to be done, the risks, the benefits involved and my rights as a participant in this study. I understand that my decision to participate in this study will not affect me in any way. In the use of this information, my identity will be concealed. I am aware that I may withdraw at any time. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate.

A copy of this form will be provided to me.

Name …… Signature of participant …… Date ……...

Name ……. Signature of interviewer …… Date ……..

Appendix 4: Interview Guide for Education Officers and school Inspectors

Dear Respondent,

These prompts are divided into four sections. Section A is about the directive inspection approach while section B focuses on the non-directive inspection approach, section C is about the collaborative inspection approach and section D focused on teacher instructional effectiveness. Kindly respond to these questions.

Section B: Directive Inspection Approach

What is the current inspection status quo in the district?

Explain the different inspection approaches you commonly use in your schools.

Explain what you understand by directive inspection approach?

Has the directive inspection approach ever been applied in your schools?

Comparatively discuss how the directive inspection approach is applied in your area against the ideal way.

Discuss the challenges related with application of the directive inspection approach.

Suggest ways of over- coming the challenges of the directive inspection approach.

What do you think can be done for our teachers to benefit from the directive inspection approach?

Section B: Non-directive Inspection Approach

What is the current inspection status quo in the district?

Explain the different inspection approaches you commonly use in your schools.

Explain what you understand by non-directive inspection approach?

Has the non-directive inspection approach ever been applied in your schools?

Comparatively discuss how the non-directive inspection approach is applied in your area against the ideal way.

Discuss the challenges related with application of the non-directive inspection approach.

Suggest ways of over- coming the challenges of the non-directive inspection approach.

What do you think can be done for our teachers to benefit from the non-directive inspection approach?

Section B: Collaborative Inspection Approach

What is the current inspection status quo in the district?

Explain the different inspection approaches you commonly use in your schools.

Explain what you understand by collaborative inspection approach?

Has the collaborative inspection approach ever been applied in your schools?

Comparatively discuss how the collaborative inspection approach is applied in your area against the ideal way.

Discuss the challenges related with application of the collaborative inspection approach.

Suggest ways of over- coming the challenges of the collaborative inspection approach.

What do you think can be done for our teachers to benefit from the collaborative inspection approach?

Section D: Teacher Instructional Effectiveness

a). What is the status quo of teacher instructional effectiveness

Explain what you understand by teacher instructional effectiveness?

Has teacher instructional effectiveness ever been applied in your schools?

Comparatively discuss how teacher instructional effectiveness is applied in your area against the ideal way.

Discuss the challenges related with application of teacher instructional effectiveness.

Suggest ways of overcoming the challenges of teacher instructional effectiveness.

What do you think can be done for our teachers to benefit from teacher instructional effectiveness

Appendix 5: Validity Results

Directing

Judges	Relevant	Irrelevant	
Judge 1	8	0	
Judge 2	6	2	
Judge 3	7	1	
Judge 4	7	1	
			8

CVI = 8+ 6 +7+7 = 28÷ 4 = 7

7 ÷ 8= 0.875 or 0.88

Evaluation of Teacher Knowledge

Judges	Relevant	Irrelevant	
Judge 1	5	2	
Judge 2	7	0	
Judge 3	5	2	
Judge 4	7	0	
			7

CVI = 5+ 7 +5+7 = 24÷ 4 = 6

6 ÷ 7= 0.86

Team Planning

Judges	Relevant	Irrelevant	
Judge 1	6	1	
Judge 2	5	2	
Judge 3	5	2	
Judge 4	7	0	
			7

CVI = 6+ 5 +5+7 = 23÷ 4 = 6.7 6. 7 ÷ 7= 0.96

Consultation

Judges	Relevant	Irrelevant	
Judge 1	8	0	
Judge 2	6	2	
Judge 3	8	0	
Judge 4	8	0	
			8

CVI = 8+ 6 +8+8 = 28÷ 4 = 7.5

7.5 ÷ 8= 0.9375 or 0.94

Support Supervision

Judges	Relevant	Irrelevant	
Judge 1	9	0	
Judge 2	8	1	
Judge 3	9	0	
Judge 4	8	1	
			9

CVI = 9+ 8+9+8 = 34÷ 4 = 8.5

8.5 ÷ 9= 0.94

Feedback

Judges	Relevant	Irrelevant	
Judge 1	8	0	
Judge 2	7	1	
Judge 3	6	2	
Judge 4	7	1	
			8

CVI = 8+ 7 +6+7 = 28÷ 4 = 7

7 ÷ 8=0.875 or 0.88

Trust

Judges	Relevant	Irrelevant	
Judge 1	7	0	
Judge 2	5	2	
Judge 3	6	1	
Judge 4	6	1	
			7

CVI = 7+ 5 +6+6 = 24÷ 4 = 6

6 ÷ 7= 0.857 or 0.86

Respect

Judges	Relevant	Irrelevant	
Judge 1	8	0	
Judge 2	7	1	
Judge 3	7	1	
Judge 4	6	2	
			8

CVI = 8+ 7 +7+6 = 28÷ 4 = 7

7 ÷ 8=0.875 or 0.88

Teacher Instructional Effectiveness

Reporting Pupil Achievement

Judges	Relevant	Irrelevant	
Judge 1	8	1	
Judge 2	9	0	
Judge 3	7	2	
Judge 4	8	1	
			9

CVI = 8+ 9 +8+8 = 32÷ 4 = 8

8 ÷ 9= 0.89

Teacher Attitude

Judges	Relevant	Irrelevant	
Judge 1	6	1	
Judge 2	6	1	
Judge 3	6	1	
Judge 4	6	1	
			7

CVI = 6+ 6 +6+6 = 24÷ 4 = 6

6 ÷ 7= 0.857 or 0.86

Effective Planning

Judges	Relevant	Irrelevant	
Judge 1	7	1	
Judge 2	7	1	
Judge 3	7	1	
Judge 4	7	1	
			8

CVI = 7+ 7 +7+7 = 28÷ 4 = 7

7 ÷ 8=0.875 or 0.88

Attendance

Judges	Relevant	Irrelevant	
Judge 1	7	0	
Judge 2	6	1	
Judge 3	7	0	
Judge 4	7	0	
			7

CVI = 7+ 6 +7+7 = 27÷ 4 = 6.75 or 6.8

6.8 ÷ 7= 0.9714 or 0.97

Pedagogical Approaches

Judges	Relevant	Irrelevant	
Judge 1	8	0	
Judge 2	8	0	
Judge 3	8	0	
Judge 4	8	0	
			8

CVI = 8+ 8 +8+8 = 32÷ 4 = 7

7 ÷ 8= 0.88

Appendix 6: Approval Letter

KYAMBOGO UNIVERSITY
P. O. BOX 1 KYAMBOGO
Tel: 041 - 4286792 Fax: 256-41-220464
Website: www.kyu.ac.ug
Office of the Dean, Graduate School

29th July 2020

The Chairperson,
Gulu University
Research Ethics Committee

Dear Sir/Madam

Re: Mr. Lubwama Joseph Ntege 16/ U/13226/GDED/PE Research Proposal

This is to inform you that the above named person is a PhD student at Kyambogo University pursuing a programme leading to the award of a PhD in Educational Management of Kyambogo University. He has submitted a Research proposal that has been approved at the Departmental and Faculty Higher Degrees Committees. The candidate has effected corrections as recommended by the Faculty Higher Degrees Committee and allowed to start field data collection for her research.

The purpose of this communication is therefore to request your Research Ethics Committee to consider his request as requirement to enable him conduct the research for PhD studies.

Thank you.

Yours faithfully

KYAMBOGO UNIVERSITY
27 JUL 2020
OFFICE OF THE DEAN GRADUATE SCHOOL

Assoc. Prof Nabalegwa M.Wambedde
DEAN

GULU UNIVERSITY

P.O. Box 166, Gulu (U)
Website: www.gu.ac.ug
Email: gurec@gu.ac.ug

Tel: +256 471 432 096
Fax: +256 471 432 913
Mob: +256 772 305 621
+256 776 812 147

RESEARCH ETHICS COMMITTEE

November 12, 2020

APPROVAL NOTICE

Mr. Lubwama Joseph Ntege
Kyambogo University
Uganda

Re: **Application No. GUREC-085-20**

Type of review:
[X] Initial review
[ ] Amendment
[ ] Continuing review
[ ] Termination of study
[ ] SAEs
[ ] Other, Specify:_____

Title of Proposal: **"Inspection Approaches and Teacher Instructional Effectiveness in *Government-Aided Primary Schools in Uganda: Case of Mukono District*"**

I am pleased to inform you that at the 67th convened meeting on 17th September 2020, the Gulu University Research Ethics Committee (**GUREC**) voted to approve the above referenced application.

Approval of the research is for the period of **17th September 2020 to 16th September 2021**

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the **GUREC** for re-review and approval prior to the activation of the changes. The **GUREC** application number assigned to the research should be cited in any correspondence.

GULU UNIVERSITY
INSTITUTIONAL REVIEW COMMITTEE
APPROVED
★ 12 NOV 2020 ★
FACULTY OF MEDICINE
P. O. Box 166, Gulu

3. Any unanticipated problems involving risks to participants must be promptly reported to the **GUREC**. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for the **GUREC** review.

4. Only approved and stamped consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The **GUREC** may conduct audits of all study records, and consent documentation may be part of such audits.

5. Regulations require review of an approved study not less than once per 12-month period. Therefore, a continuing review application must be submitted to the **GUREC** eight (8) weeks prior to the above expiration **date of 16th September 2021** in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely manner may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.

6. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following documents have been approved in this application by the **GUREC:**

	Document	Language	Version	Version Date
1	Protocol	English	Version 3.0	10th November 2020
2	Data Collection Tools	English	Version 3.0	10th November 2020
3	Informed consent form	English	Version 3.0	10th November 2020
4	Covid-19 Risk Management Plan	English	Version 3.0	10th November 2020

GULU UNIVERSITY
INSTITUTIONAL REVIEW COMMITTEE
APPROVED
Signed, ★ 12 NOV 2020 ★
FACULTY OF MEDICINE
P. O. Box 166, Gulu

Dr. Gerald Obai
Chairperson
Gulu University Research Ethics Committee

THE REPUBLIC OF UGANDA

MUKONO DISTRICT LOCAL GOVERNMENT

Office of the District Education Officer

P.O. Box 152, Mukono

Date:14th December, 2020

The General Secretary,

Uganda National Council for Science and Technology

Kampala.

CONDUCT OF RESEARCH STUDY

This is to confirm our acceptance of Mr. Lubwams Joseph Ntenge to conduct his research study in Mukono District Local Government under study title: Inspection Approaches and teacher Instructional effectiveness in Government – Aided Primary Schools. Case of Mukono Mukono District.

Yours,

DISTRICT EDUCATION OFFICER
MUKONO DISTRICT

Mbatudde Elizabeth

DISTRICT EDUCATION OFFICER-Mukono District Local Government.