

**Experience of primary school inspectors in ensuring quality teaching and learning in
Northern Uganda**

By

Lugemoi Wilfred Bongomin

(Registration Number: 13234499)

Submitted in partial fulfillment of the requirements for the degree of

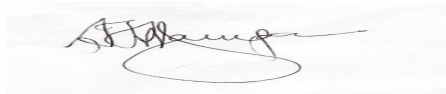
PHILOSOPHIAE DOCTOR

in

the Faculty of Education

at

the UNIVERSITY OF PRETORIA

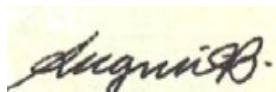


Supervisor: Professor Sharon T. Mampane

December, 2019

Declaration

I, *Lugemoi Wilfred Bongomin*, student registration number: 13234499, declare that, this thesis titled “Experience of primary school inspectors in ensuring quality teaching and learning in Northern Uganda” is my original work that I have submitted to University of Pretoria, Faculty of Education for the award of degree of *Philosophiae Doctor in Education Management, Law and Policy Studies*, in accordance with the requirements of the University. The thesis was not previously submitted to this university or any other institution of higher learning for academic award. I have cited and acknowledge all sources of information used in this document in the text, and in the list of references.



Lugemoi Wilfred Bongomin

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Experiences of primary school inspectors in ensuring quality teaching and learning in Northern Uganda

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APPROVAL TO COMMENCE STUDY: 11 December 2015

DATE OF CLEARANCE CERTIFICATE 02 March 2020



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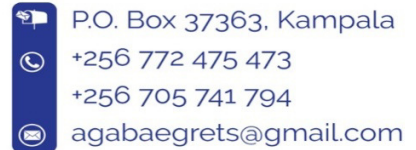
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Date: 9/December/2019

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Re: Mr. Lugemoi Wilfred Bongomin

Dear Sir/Madam;

This is to certify that I have edited Mr. Bongomin's PhD Thesis titled: **Experience of primary school inspectors in ensuring quality teaching and learning in northern Uganda**

I am an Editor at Fountain Publishers, one the leading publishing houses in the Great Lakes region, of Africa. I also do freelance editing.

In the course of editing, the following were taken care of;

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Therefore, Mr. Bongomin's thesis comes in a tracked version with the above taken care of.

Yours faithfully,
Agcathy

AGABA CATHERINE

Dedication

I dedicate this work to my late Mother, Buladina Adong, and my late Father John Wilson Oceng whose inspiration, prayers and love for education has helped me to reach this far.

Acknowledgement

I acknowledge and appreciate the blessing and protection of the Almighty God, and the support which was offered to me by the management of Uganda Management Institute, my research supervisor, Professor Sharon Thabo Mampane, Professor Chika T. Schoole and his wife, Dr. Theresa Ogina, my wife Miriam Nambi Bongomin, my daughters: Adongpiny Mercy Noelyn, Aber Maria Theresa, Nyakoker Desire Mathilda, and Anyadwe Peace Martha. I acknowledge the prayers and encouragement of all staff of Uganda Management Institute, particularly the Dean of School of Business and Management (Dr. Turyasingura Wilberforce), all members of the School of Business and Management, all members of Management Department, and, all my friends, particularly Dr. Alfred Kiiza, Dr. Ivan Twinomuwezi, Professor Gerald Karieja, and, Dr. Sebastian Bigabyenkya. I sincerely thank and acknowledge the tremendous work done by my language editor Ms. Catherine Agaba, who worked under very tight timelines to deliver the expected output within the expected timeline.

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List of Abbreviations

AS	Assessors of Schools
CCT	Centre Coordinating Tutors
CBOEI	Chinese Bureau of Education Inspection
CIS	Chief Inspector of Schools
DES	Directorate of Education Standards
DIS	District School Inspector
LET	Learning for Effective Teaching
MoES	Ministry of Education and Sports
MLA	Monitoring of Learning Attainment
OECD	Organization for Economic Co-operation and Development
OFSTED	Office for Standards in Education, Children's Services and Skills
PISA	Program for International Student Assessment
SMC	School Management Committee
TDMS	Teachers Development Management System
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
USA	United States of America
VVOB	Flemish Association for Development Cooperation and Technical Assistance

The Structure of the Thesis

This thesis has four main parts: *The Preliminary Section* which includes the Declaration, Dedication, Acknowledgement, and the Abstract. The *Overture Section* that consist of the Background to the study (Chapter One); Theoretical framework (Chapter Two); Methodology (Chapter three); *the Literature Section* include: School Inspection (Chapter Four), Quality Teaching and Learning in Primary Schools (Chapter Five); *Presentation, Analysis and Discussion Section* which entails: the School Inspectors Understanding of Quality Teaching and Learning (Chapter Six), The Techniques that the school inspectors use in ensuring Quality Teaching and Learning (Chapter Seven), the Effectiveness of the school inspectors in ensuring quality teaching and learning (Chapter Eight), the Challenges that the school inspectors encounter in ensuring quality teaching and learning (Chapter Nine) and the strategies that the school inspectors use to solve the problem that they encounter in ensuring quality teaching and learning in Primary Schools (Chapter Ten); then, the *Concluding Section*, which is made up of, Summary of findings, Conclusion and Recommendations (Chapter Eleven); the Contribution of the study to the body of knowledge (Chapter Twelve) which consist of gaps in the literature and unique contribution of the study to the body of knowledge and finally, then, the *Annex Section*, which includes the References, Authorization Letter, and filed study proof of evidences (Sample Consent Form, Sample Interview Guide and Document analysis Guide).

Chapter One

This chapter deals with the general introduction to the study, it entails the motivation of the study, the need for the research in the area of school inspection and quality teaching and learning, value of school inspection and quality teaching and learning in the education sector. The chapter also provides perspective on school inspection from England, United States of America, Netherland, China, Germany, South Africa and Uganda. Further to the above, the chapter provides perspectives quality teaching and learning in primary school: its evolution, dimensions and processes. The chapter provides the purpose of the study, justification, problem statement, research question, research objectives, scope and significance of the study, context of the study which entails: geographical, social, legal, political, economic context, key information on primary education system in Uganda and synthesis of the chapter.

Chapter Two

This chapter is about the theoretical framework of the study. It provides an introduction, justifies the use of theory in the study; provide the postulations of the accountability theory by Phillip E. Tetlock, explains school inspection and quality management as accountability frameworks in schools, discusses the philosophical frameworks of the study which consist of idealism as the overarching philosophy that gave rise to relative ontology, personal epistemology, hermeneutic phenomenology, moral philosophy that consist of teleology, deontology and virtue ethics and finally the synthesis of the chapter.

Chapter Three

This chapter is about the methodology of the study, begins with an introduction, and then explains how data was collected, analyzed and presented. It justifies the use of a qualitative approach, describes the population of the study, sampling strategy, sample size and data sources, data collection methods and instruments. It provides the framework for ensuring trustworthiness which entails credibility, dependability, confirmability, transferability and reflexivity. It further provides the research principles such as ethical approval, confidentiality, anonymity and privacy. Finally it gives the synthesis of the chapter.

Chapter Four

This is one of the chapters on literature review which has focuses on school inspection as one of the main constructs in the study. The chapter entails an introduction, meaning of school inspection, difference between school inspection and school supervision, rationale for school inspection, types of school inspection, roles of school inspectors which entail assessment of school performance, professional counseling and guidance to teachers, ensuring compliance to educational laws policies and regulation; challenges in conducting school inspection and synthesis of the chapter.

Chapter Five

This is the second chapter on literature review, it focuses on quality teaching and learning in primary schools. It provides an introduction, rationale for quality teaching and learning in primary schools, strategies for quality teaching and learning, challenges in promoting quality teaching and learning and synthesis of the chapter.

Chapter Six

This chapter presents, analyses and discusses findings on the first research question which was: How do Primary School Inspectors in Northern Uganda understand quality teaching and learning? The chapter provides an introduction, presents ten different perspectives in which the school inspector understands quality teaching and learning as: attainment of proficiency in literacy and numeracy; attainment of life skills; holistic development of primary school children; teachers' competencies; teachers' professionalism; measure of learning achievement; broad but an unambiguous concept; collaborative process; pursuit of innovations and; a dynamic and contextual issue.

Chapter Seven

This chapter presents, analyses and discusses findings on the second research question which was: What are the techniques that Primary School Inspectors use to ensure quality teaching and learning in primary schools in Northern Uganda? The chapter provides an introduction, then explains the following techniques that the inspectors use to ensure quality teaching and learning: assessment of quality of inputs into educational programs; assessment of educational processes; assessment of learning outcomes; psychosocial support; ensuring compliance with educational standards, laws and regulations; creating awareness on educational standards, laws and regulations; administration of rewards and sanctions.

Chapter Eight

This is the chapter that presents, analyzes and discusses the findings of the study on the third research question which was: How effective are Primary School Inspectors in ensuring quality teaching and learning in primary schools in Northern Uganda? The chapter provides an introduction, discusses the perspectives in which the inspectors believe that have been effective in ensuring quality teaching and learning in the schools which were mainly: providing support to the teachers in their work; improving academic performance in the schools; improving learning environment in the schools; supporting professional development of teachers; and fighting corruption and malpractices among teachers.

Chapter Nine

This chapter presents; analyses and discusses finding of the study on the fourth research question which was: What are the challenges which Primary School Inspectors encounter in ensuring quality teaching and learning in Northern Uganda? The chapter discusses the following key challenges: insubordination of teachers; negative attitude of teachers towards the teaching profession; in adequate training of teachers; failure of teachers to adhere educational laws; policies and regulations; excess work overload to the school inspectors; negative perception of some teachers on school inspection; corruption; lack of resources for school inspection; ineffectiveness of the head teachers and difficulties in enforcing educational standards, rules, regulations and laws.

Chapter Ten

This chapter presents; analyses and discusses finding of the study on research question number five which was: How do the primary school inspectors in Northern Uganda solve problems they encounter in ensuring quality teaching and learning? The chapter starts with an introduction, and then discusses two strategies that the inspectors use to solve problems in the process of ensuring quality teaching and learning: 1) use of laws, policies and regulation and 2) peer to peer support.

Chapter Eleven

This chapter presents summary of the findings on the ten perspectives in which the school inspectors' understanding of quality teaching and learning; it starts with an introduction, then explains the eight techniques that the school inspectors use to ensure quality teaching and learning in the schools; discusses the five areas where the school inspectors believe that they were effective in ensuring quality teaching and learning in the schools: points nine major challenges that the school inspector face in ensuring quality teaching and learning and provides two main strategies that the school inspectors use to solve the problems that they face in the process of ensuring quality teaching and learning in primary schools: peer to peer support and the legal means. The chapter then provides conclusion and recommendations to policy makers and scholars on the above issues discussed.

Chapter Twelve

This chapter explains the gap identified in the literature about school inspection and quality teaching and learning in primary schools and point out the new knowledge that the study has

provided to the body of knowledge of education management, law and policy. It begins with an introduction, the ten perspectives in which the school inspectors understand quality teaching and learning in the primary schools and the three unique characteristics of the techniques that the school inspectors use to ensure quality teaching and learning in the primary schools.

ABSTRACT

This is a qualitative study that investigated the experience of school inspectors in ensuring quality teaching and learning in primary schools in Northern Uganda, using hermeneutics phenomenological design. The study was underpinned by relative ontology, personal epistemology and accountability theory. In-depth interviews and document analysis were used to explore the understanding of the school inspectors on quality teaching and learning, techniques they use to ensure quality teaching and learning, their effectiveness and challenges. The study revealed that the inspectors understand quality teaching and learning as a multidimensional reality that entails attaining of literacy and numeracy; life skills; holistic development of learners; teachers' competencies and professionalism; measure of learning achievement; broadness without ambiguity; collaborative; innovate; dynamic and contextual issue. The main techniques that the inspectors used to ensure quality teaching and learning in the primary schools are: assessment of quality of inputs into educational programs; assessment of educational processes; assessment of learning outcomes; psychosocial support; ensuring compliance with educational standards, laws and regulations; creating awareness on educational standards, laws and regulations; administration of rewards and sanctions. The study showed that the inspectors believe that they have been effective in supporting teachers; improving learning, learning environment and professional development of teachers; fighting corruption and malpractices among teachers. They however experienced insubordination of teachers; negative attitude of teachers towards the teaching profession; inadequate training of teachers; failure of teachers to adhere to educational laws; policies and regulations; excess work overload to the school inspectors; negative perception of some teachers on school inspection; corruption; lack of resources for school inspection; ineffectiveness of the head teachers; and difficulties in enforcing educational standards, rules, regulations and laws. They mainly use laws, policies and regulations and peer to peer support as the strategies to solve problems which they encounter in ensuring quality teaching and learning in the primary schools. The unique contribution of the study is that quality teaching and learning as understood by primary school inspectors is a multidimensional reality that can best be achieved using a logical, psychosocial legal approach. Policies, practices and future studies need to examine critically the dynamics and characteristics of these approaches to quality teaching and learning in primary schools.

Key Words: Experience of school inspectors, School inspection, Quality teaching and learning

CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Motivation of the Study

This study was motivated by lack of researched evidence on the experience of the school inspectors in ensuring quality teaching and learning in the schools despite overwhelming concerns that school inspection in the country is weak and inspectors are allegedly considered not to be providing necessary support to teachers especially in rural areas (Uganda National Planning Authority, 2015; Kalule & Bouchamma, 2014). The study focused on school inspection and quality teaching and learning because quality primary education is believed to be the bedrock for capacity development for children, a way of training children to think critically, communicate effectively, acquire moral values, attain life skills and advance their education (Obiweluzor, Momoh & Ogbonnaya, 2013). Contrary to the above, the Directorate of school inspection which has the mandate of ensuring that the country achieves quality education seems to have failed to ensure quality education in the country (Macharia & Kiruma, 2014). Considering the importance of school inspection in ensuring quality of education, this study found it necessary to investigate the experience of primary school inspectors in ensuring quality teaching and learning in primary schools in Northern Uganda.

1.2 The Problem Statement

The Constitution of the Republic of Uganda (1995) as amended, Section xviii compels the state to promote free and compulsory basic education and take appropriate measures to ensure that every citizen access equal opportunity to attain the highest educational standard. It encourages individuals, religious bodies and other non-governmental organizations to invest in and operate educational institutions as long as they comply with educational policy and maintain national standards. Besides this constitutional provision, the Uganda Education Act (2008) provides school inspectors with administrative powers and authority to inspect and audit school facilities such as buildings, workshops, dormitories, hostels, kitchen and books of accounts and report to the relevant authorities as deemed necessary.

Much as the above-mentioned legal frameworks promote education in the country, they however, fall short of showing how quality teaching and learning in primary schools can be attained. There is evidence that, generally, the quality of education in primary schools in Uganda is still poor. And Uwezo (2019), says there is a decline in learning attainment of literacy and numeracy in primary schools in Uganda, from primary one up to primary six, wastage of instructional time and unfavorable learning environment. Akin to this is an observation by Altinyelken (2010:157) who points out that one of the main problems in the education system is poor teaching and learning strategy:

Poor teaching practices were reported by several studies and these were largely considered responsible for low levels of education quality in Uganda. Ineffective teaching and learning practices included poor planning, the non-participatory nature of classroom work, and the use of inappropriate methodology in the instructional process. Furthermore, lack of displays, under-utilization of instructional time, and an approach to...instruction that is over-authoritarian, teacher-centered, mechanical and unduly repetitive were reported. Other issues that concerned education stakeholders in relation to pedagogy included over-concentration on recall of information, non-use or under-use of teaching aids and textbooks, preponderance of lower-order questioning, viewing students as imbibers of information, and not catering for different...

Further to the above perspective, Uganda National Planning Authority (2015) identified multiple weaknesses of school inspection in Uganda such as lack of autonomy of the inspectorate, understaffing, inadequate funding, and lack of supervision and monitoring of the existing workforce. Akin to this, Uganda National Planning Authority (2018) pointed out that the current legal regime on school inspection, puts the Directorate of Education standards and Ministry of Education and Sport at a point of conflict of interest as far as school inspection and ensuring quality of education standards is concern. The inspectorate is severely under resourced and professionally incompetent to execute its mandate. These challenges contribute to school inspectors' inability to support teachers especially in rural areas (Kalule & Bouchamma, 2014). Shockingly, Ugandan Directorate of Education Standards (2017) reported a high attrition rate of school inspectors who have left the institution for better jobs elsewhere. The above report further

highlights the incompetence and unprofessional conduct of the school inspectors, which compromise the government's effort to ensure quality education in the country. This study, therefore, sought to investigate the experiences of school inspectors in ensuring quality teaching and learning in primary schools in Northern Uganda.

1.3 The Purpose of the Study

The purpose of this study was to investigate the experience of school inspectors in ensuring quality of teaching and learning in primary schools in Northern Uganda. The choice of school inspection as the focus of the study was informed by the persistent poor quality of primary education in the region despite the interventions which the Government have done to improve quality of education in the country like the implementation of the Universal Primary Education program (UPE) which aimed at eliminating disparities and inequalities in education, providing access to quality education to every school-going child and preparing children with basic life skills to fight poverty (Doclos, Kiconco, Levine, Enyimu, Rodrigues & Musis, 2013; Higgins, 2009, Kagoda, 2012; Higgins, 2009; John Paul II Justice & Peace Centre, 2014; Kagoda, 2012; Spreen & Knapczyk, 2017). Further to the above, the school inspectors who are considered to be custodian of quality of education in the country, are considered not to be doing what they are mandated to do (Hassain, 2017; Macharia & Kiruma, 2014; Uganda, Ministry of Education and Sport, 2012).

This study was conducted in Northern Uganda because the region suffered a brutal civil war from 1986 to 2008, in which thousands of people lost lives, the economic activities were shattered and the education system disrupted and devastated in the entire region. Many schools were destroyed, children abducted, abused and traumatized. This situation greatly affected the learning environment and quality of education in the region (Higgins, 2009; Spreen & Knapczyk, 2017). Basing on the above observations, the study investigated the lived experience of the primary school inspectors with special focus on how they ensured quality teaching and learning in primary schools amidst challenges created by the war and other operational difficulties they still face in executing their duties (Uganda National Planning Authority, 2015).

1.4 The Justification of the Study

Available literature on school inspection is silent on the experiences of school inspectors in ensuring quality teaching and learning in primary schools. Scholars who have studied school inspection have focused on establishing the relationship between school inspection and school improvement. This is attested to by Ehren, Altrichter, McNamara & Hara (2013) who found out that school inspection is a major instrument for controlling and promoting quality of schools, but there is limited empirical evidence to show that it can propel schools to excel in the most efficient and effective way. Further to the above, Gaertner, Wurster and Pant (2014) revealed that school inspection seems to have negative or no effect at all on students' classroom performance. According to these scholars, there is lack of evidence to support the assumption of a causal link between school inspection and school improvement. In the same vein, Karen and Tymms (2014) points out that school inspection can produce undesirable effects in the management of schools like unnecessarily high workloads, fear of innovation, stress and window dressing of school problems.

Some studies on school inspection have indicated that some schools manipulate data to get positive evaluation during school inspection (Ehren & Visscher, 2006; Perryman, 2006). In line with the above perspectives, Karen and Tymms (2014) propose that more researches need to be done to establish the potential success of school inspection strategies such as setting feedback, use of sanctions and rewards. Based on the above gaps identified, this study was therefore justified to investigate experiences of school inspectors in ensuring quality of teaching and learning in Northern Uganda because school inspection is responsible for quality assurance and educational improvement in the country (Hassain, 2017; Macharia & Kiruma, 2014).

1.5 The Significance of the Study

This study is of great importance to school communities, policy makers and educational scholars because it advances the frontiers of knowledge on school inspection and quality teaching and learning in primary schools. Theoretically, study highlighted the usefulness of accountability theory by Tetlock (1999) to education management policy and law with special focus on school inspection. It showed how philosophical theories such as idealist philosophy, relative ontology, personal epistemology, hermeneutics phenomenology, as well as moral philosophical theories

such as teleology, deontology and virtue ethics can be applied in educational research. The review of related literature unveiled several theoretical knowledge such as, the meaning and evolution of school inspection as an accountability function, it analyses literature on the rationale, types and roles of school inspection. It highlighted several challenges which are associated with school inspection, such as lack of autonomy and powerlessness of the inspectorate unit, lack of funding, and negative attitudes towards inspection. The study points out the inability of school inspectors in performing their duties. Available literature however is silent on studies done on the experiences of the school inspectors in ensuring quality teaching and learning in primary schools. This is therefore the gap which this study has fulfilled by unveiling the perceptions of the school's inspectors on quality teaching and learning in primary schools, the techniques that they use, areas that they can be effective in ensuring quality teaching and learning in primary schools.

Empirically the study provides ten perspectives in which school inspectors in Northern Uganda understand quality teaching and learning in primary schools. That is, quality teaching and learning as attainment of proficiency in literacy and numeracy; attainment of life skills; holistic development of primary school children; teachers' competencies; teachers' professionalism, measure of learning achievement; a broad but an unambiguous concept; a collaborative process; pursuit of innovations and a dynamic and contextual issue. The study points out that inspectors use the following techniques to ensure quality teaching and learning in the schools: assessment of quality of inputs into educational programs; assessment of educational processes; assessment of learning outcomes; psychosocial support; ensuring compliance with educational standards, laws and regulations; creating awareness on educational standards, laws and regulations; administration of rewards and administration of sanctions.

Further to the above, the study revealed that the inspectors believe that they are offering significant contribution in ensuring quality teaching and learning the schools by providing support to the teachers in their work; improving academic performance in the schools; improving learning environment in the schools; supporting professional development of teachers; and fighting corruption and malpractices among teachers. They however, pointed out that they are facing multiple challenges in their endeavor to ensure quality teaching and learning in the

schools such as: insubordination of teachers; negative attitude of teachers towards the teaching profession; in adequate training of teachers; failure of teachers to adhere educational laws; policies and regulations; excess work overload to the school inspectors; negative perception of some teachers on school inspection; corruption; lack of resources for school inspection; ineffectiveness of the head teachers; and difficulties in enforcing educational standards, rules, regulations and laws.

Further to the above, the study revealed that the school inspectors mainly use psychosocial support and legal means to solve the problems which they encounter in the process of ensuring quality teaching and learning in the schools. The study challenges the policy makers in the education sector in Uganda to consider revising policies on teaching and learning in primary schools from the current *process focused approach*, to a *capability focused approach* which shall require schools to be held accountable for delivering graduates who have effectively attained early grade capabilities in numeracy, literacy and life skills at every stage of their primary education. Further to the above, the study implores the government to revise the policy on school inspection from *the control and punitive approach to an innovative and collaborative approach* where school inspectors shall be expected to invest more time in empowering and supporting head teachers and teachers to deliver effective teaching and learning in the primary schools. The study recommends that government need to assign more funds to rural schools to facilitate their daily operations and inspection but demand them to *deliver school children who have effectively attained early grade capabilities in numeracy, literacy and life skills at every stage of their primary education*.

1.6 The Research Questions

1.6.1 General Research Question

- What are the experiences of primary school inspectors in ensuring quality teaching and learning in primary schools in Northern Uganda?

1.6.2 The Specific Research Questions

- a) How do Primary School Inspectors in Northern Uganda understand quality teaching and learning?
- b) What are the techniques that Primary School Inspectors use to ensure quality teaching and learning in primary schools in Northern Uganda?

- c) How effective are Primary School Inspectors in ensuring quality teaching and learning in primary schools in Northern Uganda?
- d) What are the challenges Primary School Inspectors encounter in ensuring quality teaching and learning in Northern Uganda?
- e) How do the primary school inspectors in Northern Uganda solve problems they encounter in ensuring quality teaching and learning?

These research questions are in line with the perspective of Nire de Souza, Nire, D. and Costa (2016) who argued that in qualitative research, research questions determine the focus of research projects, their methodologies, types of data to be collected and the ways they are to be analyzed and interpreted. These scholars called for research questions to be succinct, unbiased and original. Akin to the above, Farrugia, Petriosor, Farrokhyar and Bhandari (2010) revealed that research questions need to manifest a knowledge gap within a particular discipline. The above scholars further argued that well formulated research questions are very useful in informing the choice of a research design, population, data collection and analysis. To the aforementioned scholars, effective research questions must be original, respectful of the study participants, generate the desirable answers and ought to be meaningful to the research community. According to Creswell (2009), qualitative research needs to focus on using broad and specific research questions that all aim at investigating a single issue and should be aligned with the methodology of the study.

Another scholar, whose idea was useful in guiding the formulation of the research questions in this study, was Agee (2009) who argued that a wrongly constructed research question adversely affects the entire research process and outcome. The above scholar counsels researchers to carefully build their research questions on particular concerns that is a bother to them, but specifically focus on issues which are not yet known; endeavor to link research questions to particular theories chosen to guide a study and ensure that the research questions are not harmful to the research participants, answerable, properly worded, positioned in the early chapters of a research paper and repeated in the concluding chapters to ensure that they are answered.

Akin to the above perspective, is an insight from Doody (2016) which points out that, development of research questions is a critical stage in the design of research project because it

defines the scope of the study, informs the methodological designs and provides a basis for developing research objectives. The above scholar advises novice researchers to widely and critically review available literature and consult with senior researchers before they set research objectives. The scholar further observes that qualitative research objectives are designed to understand, explain, explore social phenomenon which was also the ultimate objective of this study.

1.7 The Research Objectives

1.7.1 General Research Objective

- To investigate the lived experiences of primary school inspectors in ensuring quality teaching and learning in primary schools.

1.7.2 The Specific Research Objectives

- a) To find out how the primary school inspectors in Northern Uganda understand quality teaching and learning.
- b) To find out the techniques which primary school inspectors use to ensure quality teaching and learning in the primary schools in Northern Uganda.
- c) To find out how effective the primary school inspectors are in ensuring quality teaching and learning in the primary schools in Northern Uganda.
- d) To find out the challenges that primary school inspectors encounter in ensuring quality teaching and learning in Northern Uganda.
- e) To find out how primary school inspectors in Northern Uganda solve the problems they encounter in ensuring quality teaching and learning.

The formulation of the above research objectives were guided by the views of Williams (2007) who argues that understanding research objectives help researchers to concentrate on a phenomenon of interest, marshal energy and resources around it and decide on the best way to investigate it. Akin to the above, is the postulation from Doody (2016) that research objectives must be aligned to research questions; they should focus on the research problem and must be attainable. Similarly, Thomas and Hodges (2010) argued that researchers need to succinctly state their study objectives in a manner that targets achieving new knowledge and directly link to the

method of data collection to avoid collecting unnecessary data that may not be useful in answering the research question.

1.8 The Scope of the Study

This study was conducted in the field of “education management, policy and law” with particular focus on two concepts namely: “school inspection” and “quality teaching and learning in primary schools. The purpose of the study was to investigate the lived experiences of primary school inspectors in ensuring quality teaching and learning in primary schools. Specifically the study investigated how the primary school inspectors understand quality teaching and learning in primary schools, the techniques which they use to ensure quality teaching and learning in the primary, the effectiveness of the primary school inspectors in ensuring quality teaching and learning in the primary, the challenges that primary school inspectors encounter in ensuring quality teaching and learning, and how the primary school inspectors solve the problems which they encounter in ensuring quality teaching and learning.

Theoretically, the study was underpinned by the accountability theory by Phillip E. Tetlock, idealism which was the overarching philosophy of the study, which called for the use of relative ontology, personal epistemology, hermeneutics phenomenology and moral philosophy. Methodologically, the study used hermeneutic phenomenological design which applied semi-structured face-to-face interviews on ten school inspectors. The above tool was augmented by document analysis. Geographically, the study was confined to Northern Uganda in the sub-regions of Acholi, Lango, Karamoja, and West Nile.

1.9 The Context of the Study

The analysis of the context of this study focused on the geographical, social, legal, political and economic issues that affect primary education system in the country. The rationale of the analysis is that, every phenomenological study must be well contextualized so that it is properly understood and appreciated (Bevan, 2014). The contextual analysis was useful in understanding the lived experiences of primary school inspectors in ensuring quality teaching and learning in the primary schools in Northern Uganda. Scholars such as Bate, Fulop, Øvretviet and Dixon-Woods (2014) informed the analysis of the context of the study by their perspective that, human actions are contextual and they can best be understood within the prevailing circumstances in which they happen.

Akin to the above perspective, Spreen and Knapczyk (2017) argue that government policies, and historical factors such as colonization, wars, economics and culture are all critical contextual issues that affect quality of educational research. Similarly, Sobe and Kawalczyk (2012) urge educational researchers to pay particular attention to specific contextual issues because they provide vital information on the prevailing norms, power relations, regulations, principles and technological issues within the community. These scholars observe that lack of understanding of contextual situation may deny researchers enormous opportunity and resources needed for effective implement of research projects. They therefore recommend continuous contextualization of the research process as a way of understanding the different factors that may affect a research project.

Mobarak (2017) notes that the practice of school inspection is very sensitive to contextual issues considering it has taken different forms in various countries across the globe. Benade (2015), on the other hand, holds that technological advancement has greatly changed the teaching and learning context and as a result, teachers must prepare to face a complex and dynamic world of education which calls for critical reflection on how to ethically adjust to the demands of the new technological era.

1.9.1 The Geographical Context of the Study

Uganda is a landlocked country within the Eastern African region. It borders South Sudan in the North, Kenya in the East, Tanzania to the South, Rwanda to the South West and Democratic Republic of Congo to the West. The country has an area of 241,550.7 square kilometers, of which 36,864.01 is open water bodies, 7,620.76 is wetland and 197,065.91 is dry land (Uganda Bureau of Statistics, 2017). The climate is mostly tropical, dominated by plateau and scattered mountains and valleys (Kyagaba, Opaman, Omala, Jumanyol & Sserunkuma, 2015). Because of her wonderful climate, beautiful vegetation and friendly people (Carson, 2005), the country is considered “the pearl of Africa”. The richness of Uganda’s vegetation and biodiversity makes the country a very important tourist destination much as the country is also experiencing escalating environmental degradation which is threatening her biodiversity and ecosystem (Pomeroy, Tushabe & Loh, 2017). The Northern part of the country where this study was conducted has an area of 85,392 km² within the coordinate of 2.8780° N, 32.7181° E. The educational system in Uganda and particularly Northern Uganda take place within this geographical context which is

not so much a hindrance to the education system except sparsely scattered population with bad road during raining seasons in the area which makes movement difficult for the school inspectors as they visit schools to monitor teaching and learning in them.

1.9.2 The Social Context of the Study

Uganda is a multiethnic country consisting of over fifty ethnic groups (Ngaka & Masaazi, 2015). The study was conducted among the Acholi, Langi, Madi, Lugbara, Alur, Karamajong and Dodoth who are the largest ethnic groups in the Northern region. The country had a population of 34.6 million people by 2014, which was estimated to be growing at rate of 3.03% per annual. The total fertility rate is 5.4 children per woman and infant mortality rate is about 43 deaths per 1000 live births. The northern part of the country where this study was conducted has an estimated population of about 7,188,139 (Uganda Bureau of Statistics, 2017) of which about 3,400,000 are children in primary schools. The influx of Refugees from South Sudan and Democratic Republic of Congo due to political instability in those countries has caused a serious surge in the population of Northern Uganda in the recent past (The United Nation Development Program, 2017).

1.9.3 The Legal Context of the Study

The 1995 Constitution of the Republic of Uganda as amended, Section xviii, urges the State to promote free and compulsory basic education, take appropriate measures to ensure that every citizen has equal opportunity to attain the highest educational standard possible. It encourages individuals, religious bodies and other non-governmental organizations to invest and operate educational institutions in the country as long as they comply with educational policies and standards of the country. Alongside the Constitution, the Ugandan Education Act (2008) as amended promotes accessible and quality education to all children in the country. Akin to the above, is the Universal Primary Education Policy (UPE) which was established to provide basic education to all school age going children in Uganda. The policy requires government to provide minimum necessary facilities and resources that can enable all Ugandan children to enroll and complete their education, provide and maintain quality education (Uganda, Government, Ministry of Education & Sport, 2008).

1.9.4 The Political Context of the Study

Uganda was colonized and greatly influenced by the British. She gained her independence on 9th, October, 1962. Until the time of writing this research report, Uganda was a Republic, with an Executive elective President, Members of Parliament and local political leaders. The country has a judicial system whose top leadership are appointed by the President and vetted by Parliament. The political climate in Uganda since independence has been oscillating between calm and violent politics (Olum, 2011). The darkest period in the political history of Uganda so far has been the civil wars in Luwero and Northern Uganda that claimed millions of lives and planted bitter hatred and political divisions among the different ethnic groups in the country.

Benard (2017) notes that the Luwero bush war was so bloody that it left thousands of Ugandans in mass graves, while Victor and Porter (2017) observes that the Northern Uganda war was such a dirty and a destructive conflict that humiliated and dehumanized the people. The Civil Society Organizations for Peace in Northern Uganda (2007) similarly report that the war in Northern resulted in malevolent killings, abduction, sexual abuse and displacement. The above study estimates the economic cost of the war in Northern Uganda was about \$1.7 billion. In the same vein, the Advisory Consortium on Conflict Sensitivity (2013) point out that the Karamoja region which is mainly nomadic has since independence been engulfed in chronic food shortage, cattle rustling and abject poverty.

1.9.5 The Economic Context of the Study

The economic context within which this study was conducted was characterized by a very ambitious national development goal as articulated in the Ugandan vision 2040 which prioritizes investment in infrastructure for high scale industrial production, human capital and ensuring efficiency and effectiveness in delivering public goods and services (Uganda National Planning Authority, 2015). The Uganda National Development Plan envisages a transformed Uganda from a poor peasant country to a prosperous middle income class country by the year 2020 where majority of the citizens are anticipated to migrate and settle in the urban areas, have smaller families and earn income from other sectors of the economy other than the agriculture which they have been relying on from time immemorial. The country, however, is facing multiple economic challenges like rampant unemployment which is making a third of the population live below the poverty line (US\$1.9 per day). Most of the citizens in the country are susceptible to

poverty but the North and the North East are the most vulnerable (The World Bank Group, 2016).

The Ugandan economy is currently experiencing slow growth, downward direct foreign investment; poor performance of public investment projects; low commodity prices; poor revenue collection; rocketing public debt burden (Price Water Coopers, 2017a). By March 2017, inflation was hovering between 6.4% and 6.7%. The government is operating amidst several risks such as a narrow local revenue base, weak management of government projects and regional instability (Price Water Coopers, 2017b). Uganda was ranked 163/188 by the United Nation Human Development Report of 2016, which puts the country below the average score of Sub-Saharan Africa countries (The United Nation Development Program, 2016).

The World Economic Forum in its Global Competitiveness Report of 2016/2017 ranks Uganda number 113/138 (Schwab, 2016). Transparency International ranks Uganda among the most corrupt countries of the world in its Corruption Index of 2016, where the country is positioned as number 151/176 on corruption practices. The Uganda National Non-Governmental Organization Forum (2017) described the state of Uganda's economy as "worrying" because of high interest rate in excess of 25%, the continuous depreciation of the national currency against the United States Dollar at 2.6%, stagnation of economic growth at an average of 5.2% and increasing vulnerability of the local people.

Uganda National Planning Authority (2015) revealed that Uganda was facing plethora of problems such as lack of decent housing, unhygienic sanitation systems, safe water supply, high graduate unemployment, inadequate technical skills, weak public sector management, poor quality of the education system characterized by shortage of critical infrastructures in the schools, high dropout rates in school particularly of girls, high absenteeism of learners, teachers and head teachers, and weak school inspection. The World Bank Group (2016) called upon the Government of Uganda to heavily invest in social services like education, health, agricultural extension and skills development of the young people particularly the vulnerable groups like adolescents and girls. The hard-economic situation in the country thus denies the education sector finances, which in turn affect the inspection of schools hence compromising quality of teaching and learning the country.

1.9.6 The State of primary education System in Uganda

The mission of the education system in Uganda is to support, guide, coordinate, regulate, and promote delivery of quality education and sports to the citizens, so as to help them attain individual and national development (Uganda Ministry of Education & Sports, 2017). The education system comprises non-compulsory Pre-Primary schooling commonly known as the “Nursery Education” which takes three years, Primary Education which takes seven years, Secondary Education which takes six years (with four years at Ordinary Level and two years of Advanced Level) and three to five years of Bachelor’s degree across various disciplines (Kyagaba, Opaman, Omala, Jumanyol & Sserunkuma, 2015).

The enrollment into primary schools in Uganda has been increasing over the recent years. In the Financial Year 2016/2017, 8,655,924 children were enrolled, 4,294,473 were Males and 4,361,451 Female. This was an increase of 4.7% from the previous Financial Year (2015/16). The Ministry of Education and Sports observes that the pupil-classroom ratio in primary schools was 69:1, pupil-teacher ratio was 53:1 and pupil-book ratio was 5:1. School inspection and supervision in the country has remained inadequate because of insignificant financial investment in the function. There is also a lack of a comprehensive policy to guide the teaching profession in terms of entry, recruitment, training and continuous professional development (Uganda Government, Ministry of Education & Sports, 2017).

According to Hassain (2017), the performance of Uganda's school inspection is declining due to a lack of financial and human resources. He puts the ratio of the school inspectors to schools in the country at 1:90 which is way beyond the internationally recommended standard of 1:40. A study conducted by John Paul II Justice and Peace Centre (2014) revealed that the Government of Uganda is not investing significant financial resources in primary education as evident in the high Pupil-Class ratio in Northern Uganda that averaged 74:1, a high dropout rate of 40% and a low completion rate of 38% mostly among girls. In its Strategic Plan for 2017 - 2020, the Uganda Ministry of Education and Sports prioritizes school inspection by increasing its frequency, improving quality of management, and improving teaching and learning processes (Uganda Ministry of Education and Sports, 2017).

According to Spreen and Knapczyk (2017) Northern Uganda has greatly suffered from the effects of war and isolation. The region has been receiving less funding for educational purposes

compared to other regions. This course of events has resulted in inadequate school buildings, overcrowding of pupils in classes and lack of teaching and learning materials. The war in Northern Uganda has adversely affected teachers' opportunities for professional development. The above scholars further observed that, the region has also suffered from the challenge of implementing the new thematic curriculum, while teachers in Northern Uganda think that the thematic curriculum is good, they however experience several challenges in its implementation. For example, 76% of the teachers have not received adequate orientation on how to use the curriculum, new teachers are not trained at all and there is scarcity of learning materials in the mother tongue.

Akin to the above perspective, Ssentanda (2014) observes that disparity exist between government-aided and private schools, and government-aided urban and rural schools with regard to the implementation of the school language policy. Government-aided rural schools use mother tongue to teach children from primary one to, while private schools and government-aided urban schools use English as a medium of instruction in schools. The disparity in the implementation of the curriculum affects children's ability to read and write which ultimately affect their abilities to attain lifelong learning and sustainable development.

1.10 Synthesis of the Chapter

In this chapter I have discussed the motivation of the study, problem statement, purpose, and significance of the study. The chapter further dealt with the research question, research objectives, scope of the study, context of the study which entailed: geographical, social, legal, political and economic context and also the state of primary education in Uganda. This chapter therefore sets the foundation for the theoretical framework of the study as presented in the next chapter.

CHAPTER TWO

THEORETICAL FRAMEWORK OF THE STUDY

2.1 Introduction

This chapter presents the theoretical framework of the study which consists of the rationale for the use of theory in the study, the postulations of the accountability theory by Phillip E. Tetlock, school inspection as an accountability mechanism, the philosophical frameworks that underpin the study and a synthesis of the chapter. The chapter was developed based on a school of thought that, a theoretical framework in research is the building block that supports the development of new knowledge and the design of research; articulates the ontological and epistemological perspectives of the study and specifies the concepts and variables under investigation (Grant & Osanloo, 2014).

2.3.Rationale for the use of theories in the Study

Theories were used in this study because they are configurations of interrelated concepts that explain how things work in the real world. They are considered useful in broadening peoples' understanding of issues under study (Casanave & Li, 2015). Theories are structured sets of ideas that have been tested and found valid and reliable in explaining nature and relationship between variables under study (Creswell, 2009, Green, 2014, Huggins & Johnson, 2015, Cypress, 2017, Tavallaei & Abutalib, 2010). Akin to the above perspectives, Abend (2008) accords seven different meanings to the term "theory" as far as research is concerned to: 1) Theory as a logically connected system that establishes relationship between two or more variables; 2) Theory as an explanation of a particular social phenomenon; 3) Theory as the meaning of a phenomenon; 4) Theory as a hermeneutic tradition that gives better interpretation of an issue; 5) Theory as a way of providing insight into a certain situation; 6) Theory as a norm for explaining certain phenomenon, and, 10) Theory as a study of some peculiar problem.

According to Bradbury-Jones, Taylor and Herbert (2014) theories play a critical role in guiding qualitative research because they illuminate the constructs under investigation, guide how to articulate the ontological, epistemological and methodological perspective of a particular study, and are also used to convey, describe, predict and explain meanings of issues under study. The above scholars further argue that in qualitative research, theories can be applied at five different

levels: The first level is where theory is not used at all; The second level is when the use of a theory is implicit; The third level is when theory is applied in a limited manner; The fourth level is when theory is used retroactively, and, The fifth level is when there is resolute application of a theory throughout a study. In this study therefore, theory was resolutely applied to illuminate the study from the beginning until the end.

According to Creswell (2009), theories in qualitative studies are used to illuminate research problems, figure out which type of data to be collected and how they can be analyzed. He particularly points out that in phenomenological studies; theories help researchers to collect detailed and meaningful data on the issues under study. Akin to the above perspective, Reeves, Albert, Kuper, and Hodges (2008), argue that theories help researchers to understand the dynamics of societies and organizations and why people relate in certain ways. To them, theories thus provide lenses upon which researchers scrutinize issues of concern and provide a structure for analyzing data in research projects.

Drawing from the above discussion on the meaning and usefulness of theories in qualitative research, and, reflecting on the idea of several scholars who argue that school inspection is an accountability function (Brauckman & Pashiardis; Dederling & Mueller, 2011; Luginbuhl, Webbink & de Wolf, 2009; Macharia & Kiruma, 2014), I found it absolutely necessary to use the accountability theory advanced by Tetlock (1999) to underpin this study. My choice of the accountability theory to guide the study was based on the knowledge that school inspection is an accountability function (Barber, 2004; Gilbert, 2012:6; Hislop, 2017:13:20-21) and that, accountability as an organizational function, defines peoples' way of reasoning, shapes their behaviors and actions, and sets performance standards that define rewards and penalties in organizations (Patil, Tetlock, and Mellers, 2017). Analogous to this perspective, Hall, Frink and Buckley (2017) appreciate the way in which Tetlock conceptualizes accountability as a framework for decision making. These scholars make several references to Tetlock (1985); Tetlock (1992); Lerner and Tetlock (1999) when discussing accountability in organizations.

2.3 The Accountability Theory by Phillip E. Tetlock

According to Tetlock (1999) accountability is a framework that guides people in decision making as discussed below:

a) Accountability as a universal feature of decision environments

It is a distinct attribute of discernment that reminds people to act in accordance with the existing norms of a society; provides a rationale for people to behave in conformity or contrary to the existing norms; and, it is an indispensable condition for the sustainability of any society. It connects decision makers to their society and places of work.

b) People seek approval for both intrinsic and extrinsic motives

Intrinsic motives are the abilities of the individual to respond to situations automatically, for example, by becoming happy, angry or even frowning. Extrinsic motives, on the other hand, are the abilities of the individual to seek approval from other people they consider more powerful than them in terms of control of resources.

c) People have motive competition which influences their Interaction with others

People seek for social approvals, minimize the cost of relationship; maximize benefits in a relationship; need affiliation; and hold certain internalized principles and convictions.

d) People always link their motives to coping strategies

People always choose strategies that are feasible, or have potential to enhance or damage their reputation. Prevailing circumstances can increase or decrease motives. For example, they may choose to be “cooperative, confrontational, duplicitous, candid, rigid, opportunistic, principled, decisive, oscillating or chronic complainers”.

2.4 School Inspection as School Accountability System

Several scholars believe that school inspection is a school accountability system. Brauckman and Pashiardis (2010) attest to this in their study which revealed school inspection is responsible for assessing performance of teachers and general effectiveness of the school. As the above perspective, Luginbuhl, Webbink and de Wolf (2009) point out that school inspection is an accountability function which aims at holding key stakeholders of schools answerable for the resources entrusted to them. Similarly, Macharia and Kiruma (2014) argue that, school inspection is an accountability mechanism that governments use to ensure value for the money invested in the education system. Aligned to this is the perspective of Ehren, Altrichter, McNamara and Hara (2013) that school inspection holds school managers answerable for a range of goals which relate to school leadership, organization, teaching and students’ achievements.

In line with the above perspective, Figlio and Loeb (2011) observe that school accountability is a process of assessing school performance basing it on some clearly identified performance standards which measure core subject areas within the curriculum. According to these scholars, school assessments can be in a form of democratic governance, market reforms, peer assessment, clear rewards for excellent teachers, and sanctions to the poor performing ones. It can also be, creating pressure in the community to demand accountability from school administrators, or closing down poor performing schools. The aforementioned scholars believe that school accountability may not necessarily improve school performance because people respond differently to the accountability measures, for example, some schools may manipulate the measures just to satisfy the requirement of accountability when in fact the school may not be performing well at all.

According to Ozga (2013), school inspection is an accountability framework that is necessary for driving educational improvement, sets targets, provides incentives, specifies contracts, and, measures results. According to this scholar, school inspection needs to focus on the core business of education which is teaching, learning and pupils' behavior. Akin to the above perspective, Frink and Klimoski (2004) consider accountability to be a means of creating formal and informal mechanisms for reporting issues in an organization. To the above scholars, accountability is usually exercised through group norms and corporate culture manifested through monitoring and evaluation functions, employee contracts, reward systems, disciplinary procedures, supervisory leadership and training. It is a practice that tends to revolve around the "agent" who is the subject of evaluation, and, the "audience" who observe the behavior of the "agent." The "agent" is usually compelled to defend or justify his or her actions based on set standards.

In agreement to the above perspective, several scholars confirm that school inspection is a mechanism for demanding accountability from school leaders and managers, and that it is a way of making them answerable for the resources entrusted to them to improve the quality of the education system (Erdağ, 2017; Macharia & Kiruma, 2014; Ehren, Altrichter, McNamara & Hara, 2013; Figlio & Loeb, 2011; Luginbuhl, Webbink & de Wolf, 2009). It is also used to provide professional guidance to teachers (Sabri & Berna, 2008) and to ensure compliance to educational standards, laws, policies and regulations (Jones & Tymms, 2014).

Erdag (2017) considers accountability as a way of mounting pressure on school systems so that they can have effective strategic management functions that can provide the necessary information on performance, professional capabilities, rewards, punishment and performance in schools. According to this scholar, accountability in the educational system is an educational management approach that aims at improving quality of the educational services in a country. It is a financial control mechanism and academic enhancement strategy. Gilbert (2013) adds that school accountability improves operation of schools by supporting teaching and learning, assessing practices with special focus on answerability by the key stakeholders of the schools. Erdağ and Karadağ (2017:332) perceive accountability to be “the rules for ensuring proper use of authority” in dealing with risks, and an arrangement of producing value within a social system. To these scholars, school accountability is an arrangement where the principal stakeholders in the school provides resources and guidelines to the agent stakeholders to effectively work and achieve some agreed upon learning outcomes, as well as improve the wellbeing and ethical behavior of the learners. They further view school accountability as a mechanism for controlling performance of schools by creating pressure, administering rewards and penalties for compliance and non-compliance with the educational standards and guidelines. Accountability to them, calls for school leaders, managers and teachers to be answerable for all the resources allocated to them in the form of educational funds, teaching and learning materials and human resources.

Douglas and Schneider (2017) in their study of school accountability in the United States of America concluded that, accountability encourages efficiency and effectiveness of schools. They recommend that instead of using it to punish and stigmatize poor performing schools, it should instead be used to help understand why the schools perform poorly and design strategies on how to improve them. In a similar way, Dederling and Mueller (2011) hold that school inspection is a logical way of evaluating conditions, methods and outcomes of the work of individual schools based on standardized criteria of assessment. It is capable of providing objective data that can be used to administer reward to teachers and school administrators. Williams (2017) argues that accountability requires people to justify their actions, feelings and belief system. It is a way of holding leaders and managers answerable for the decisions they make; it is a force that makes people more rational, accurate and diligent in their dealings. It helps people to pay attention to details in their thoughts and dealing because of fear of disapproval. Based on the above discussion, it is evident that several scholars believe that school accountability plays a critical

role in improving quality of education in primary schools. Some scholars, however, argue that school accountability can be counterproductive if not managed well. For instance, Garvey and McConnell (2008) observe that it is difficult to hold schools totally accountable for the learning achievement of children because there are other factors that are outside the mandate of schools and teachers. Lerner and Tetlock (1999) note that accountability practices are not uniform because of variability of social circumstances which affect peoples' motivation differently.

2.5 Quality Management as School Accountability Framework

Several scholars believe that quality management in schools is an accountability framework that is used to ensure that, schools are answerable for the resources entrusted to them. This perspective is attested to by Yau and Cheng (2013) who argue that quality management process can improve learning in schools when school leaders, administrators and teachers take deliberate and bold steps to enforce it. A similar perspective is shared by the Gambian Standard and Quality Assurance Directorate (2011) who argue that, quality excellence in education can only be achieved when school leaders and managers are able to set clear targets, ensure proper lesson planning, innovative teaching methods, community engagement and teamwork, regular attendance of learners and teachers, commitment of teachers, generation of accurate data that can be used for critical reflection and learning. Akin to the above perspective, Mhlanga (2010) observed that, quality in the education sector is a framework for demanding return on investment on educational program particularly in form of positive transformation of learners. Similarly, the European Commission (2018) argues that, accountability in education is a very critical strategy for improving quality of educational processes and outcomes considering that it demands teachers and key stakeholders of the schools to be answerable for their commitments. In the same vein, Bunglowa and Asthana (2016), argue that total quality management influences the quality of teaching and learning in schools by ensuring that the focus of education remain on satisfying the expectation and needs of the learners through creating conditions that are necessary for achieving the desired learning outcomes.

2.6 The Philosophical Underpinning of the Study

2.6.1 The Rationale for the use of “Philosophy” in the Study

The philosophical framework of this study was built on a perspective that, a theoretical framework of research articulates the ontological and epistemological perspectives (Grant

&Osanloo, 2014; Herber & Taylor; 2014). It was also anchored on a belief that ontology and epistemology are the theoretical and methodological frameworks for interpreting social phenomena (de Gialdino, 2011). The framework was also built on the assumptions that philosophy defines how people view issues under investigation (Shannon–Baker, 2017; Georgescus, 2008; Mackenzie & Knipes, 2006). More to the above, philosophy was considered enabler of peoples’ understanding of the underlying general principles of science, human behaviours, world views and human cognition (Webb, Karabayeva, & Kuntuova, 2015). Further to the above, philosophy is considered an important human activity which helps people to articulate their experiences, a constant search for knowledge, meanings and quality of life. It is the love of wisdom and the only way through which people shape their minds and character (Suzen & Mamur, 2014). It guides people actions, beliefs, values and world views (Bourne, Crossfield & Nicholas, 2017).

According to Suzen and Mamur (2014) and Georgescus (2008), philosophy defines the nature of reality which is the subject of study and also figures out the best ways they could be studied. Being the mother of all disciplines, philosophy provided a base and a framework upon which the research projects are anchored in terms ontology, epistemology and axiology (ethics). It guides the methodological design and allowed for critical reflection on the nature of realities being investigated. Deeper understanding of philosophical concepts and perspectives usually guides the design of research methodology (Sefotho, 2015). It is useful in streamlining the conceptualization of study and anchoring of the research project within the right philosophical base and school of thoughts (O’Gorman & MacIntosh, 2015; Bauer, 2017; Lopez – Alvarado, 2016).

According to Cypress (2017), no research project can proceed without clear articulation of its ontological, epistemological and axiological position. Akin to the above perspective, Moon and Blackman (2014) hold that social researches cannot be understood without clear philosophical underpinning. Gelo (2012) contends that philosophy is the hidden but fundamental bedrock of research methodology that provides key assumptions about reality “ontology” and the nature of knowledge “epistemology. Durmus (2015) argues that Philosophy is the bedrock of human creativity and a lens through which human beings view realities and shape their beliefs about them. It is the means of critically examining human values. It is the conceptual framework upon

which people set their developmental agenda, goals and strategies. It is the foundation of every value system in a society, it defines quality of life of people, sets the foundation and quality of every educational system (Ardaskin, 2015). According to Bartok de Malnas (2013), philosophy is the universal science of knowing, learning, reasoning and understanding of issue in the most valid way. It is the constant ability of people to investigate, inquire, meditate, examine, converse on issues of concern. Modern people therefore need philosophical minds to critically analyze several issues that are affecting their lives (Sadykov, Aubakirova, Berestenov, Asembai, & Aimbetova, 2015). Basing on the above exposition, it was absolutely necessary to use idealism as the overarching philosophy of the study upon which all other philosophical perspectives were anchored.

2.6.2 Idealism as the Overarching Philosophy of the Study

The idealism is a philosophical school of thought which holds that human mind is the foundation of all realities considering that it has the creative and formative ability to generate knowledge (Guyer, 2015). This perspective is attested to by Guelke (2009) who argues that idealism gives eminence to the human faculty in comprehension of human conditions and creation of realities such as “intellectual models” and scientific evidences that can be verified. Ishikawa (2017) observes that human mind is the measure of all things because we cannot measure anything without it. Chio (2015) argues that idealism is the foundation upon which the interpretivist philosophical is built. Chowdhury (2014) on the other hand argues that interpretivism emanates from the hermeneutics phenomenology and seeks deeper meanings from the unique behaviors and perceptions of people. Idealism therefore, is the foundation upon which the paradigm of this study was built.

2.6.3 The Ontological Perspective of the Study

Ontology is a philosophical perspective that seeks to explain the existence of realities in the world. It is the philosophical school of thought that strives to explain the ways in which realities manifest their existence in terms of matter and ideas (Kolychev, 2012; Dai & He, 2017). It is about the mode of existence of different realities (Davey, 2017) and an investigation into the nature of existence (Staley, 2017) that according to Mack (2010), seeks to answer fundamental questions such as: what reality exists? What makes the core of its existence? In what form does reality exist? Building on meaning of ontology discussed above, this study followed relative

ontological perspective which holds that the world of matter is meaningless unless people give meaning to it and that social phenomena are best understood through interpretation and analysis of social, cultural and institutional practices (Goldkuhl, 2012; Potrac, Jones & Nelson, 2014). According to this perspective, reality exists in multiple forms depending on the perceptions and interpretations people give to it (Dieronitou, 2014). The multiplicity of reality is considered to be the uniqueness of specific beings whose definiteness is only possible through an act of distinction that makes a particular being comparable with other beings (Kolychev, 2012).

In line with the above perspective, Kolychev (2012) further argues that, realities can only exist by variation and unity of matter and ideas. The above philosophical perspective further acknowledges that “meanings” which people accord to realities are contingent to situations and they usually vary from person to person and eventually give rise to multiple perspectives about realities (Antwi & Hamza, 2015; Leedy & Ormrod, 2014). According to Treaquist, Won and Duit (2014) the intention of relative ontology is not to claim generalization of objective truth about realities but to interpret situations within the community and make sense out of them. The choice of relative ontology was informed by the postulation of the idealists who holds that the human mind is the foundation of all realities and has the “creative and formative” ability to generate knowledge (Guyer, & Rolf-Peter, 2015).

According to Guelke (2009) idealism gives eminence to the “human mind” because of its ability to comprehend issues and create realities. Informed by the above perspectives, this study therefore investigated the experiences of primary school inspectors in ensuring quality teaching and learning in primary schools in Northern Uganda with special focus on the following issues: 1) the various ways in which the school inspectors understand “quality teaching and learning;” 2) the different techniques which the inspectors use to ensure quality teaching and learning in the primary schools; 3) the school inspectors’ effectiveness available literature in ensuring quality teaching and learning in the schools; 4) the challenges which school inspectors face as they strive to ensure quality teaching and learning in the schools and, 5) how the school inspectors solve the problems which they encounter in the process of ensuring quality teaching and learning in the primary schools. Drawing from the above discussion, the effective investigation of the above realities called for an epistemological framework that could conglomerate experiences from various school inspectors, and yet convey their rich meanings. The best epistemological

perspective that could be used for this kind of study was therefore, “personal epistemology” as explained below.

2.6.4 The Epistemological Perspective of the Study

Epistemology is the science of knowing. It investigates how people acquire knowledge that is rational, justified, and truthful (Satbles, 2017; Goldman, 2010). According to Steup (2017), epistemology is the science of creating and disseminating knowledge within a particular discipline in accordance with certain conditions for particular knowledge, the authenticity of the source and particularity of its structure. Akin to the above perspective, Wenning (2009) argues that epistemology interrogates the nature and process of knowing by asking some fundamental questions about knowledge such as: What does it mean to know something? How do people know that which they want to know? How do they get to know that they have known that which they ought to know? How do they ascertain that, that which they have known is the right thing they should have known as far as the intention of the knowing is concerned? What is the scope and limitation of the knowledge? Moon and Blackman (2014), on the other hand, consider epistemology to be the framework for legitimizing different types of knowledge in a research process. Meanwhile Bourne, Crossfield and Nicholas (2017) hold that, epistemology pays a very significant role in the acquisition of knowledge because it focuses on the “nature, source and validity” of the knowledge. This study therefore uses “personal epistemology” to guide the study because it postulates that knowledge is created by individual people depending on their beliefs and the process of knowing (Tafreshi & Racine, 2015). The core of the above epistemology is production of multiple knowledge through creative learning, effective engagement, negotiation, evaluation, collaboration and meta-cognition (Brownlee et al, 2012; Casallas, 2017).

Basing on the above perspective, personal epistemology was considered the most appropriate epistemological approach for in this study. This epistemological perspective was chosen because it holds that individual people have different views and beliefs on knowledge and the process of knowing (Tafreshi & Racine, 2015) which progresses with time and produces multiple-knowledge (Brownlee, et al (2012). The essence of personal epistemology is that, what people believe in and the process through which they get to know what they want to know (Brownlee, Scholes, Walker, & Johansson, 2016). Central to this epistemology is the belief that people have on the process of knowing and what they get to know (Brownlee, Scholes, Walker, & Johansson,

2016). The generation of knowledge within personal epistemology can only happen when the individual interprets, contrives, applies and learns something (Billet, 2009). According Holma and Hyytinen (2015), personal epistemology has shaky philosophical foundation because it does not provide a basis for evaluating individual proposition on certain knowledge. They argue that it does not look at knowledge the way it should be” but “the way it is”, which weakens its theoretical base. The above scholars instead recommend the use of “fallibilism” as one of the critical ways of strengthening the philosophical underpinning of personal epistemology. To them, fallibilism, is a belief that human knowledge is not perfect, cannot be exact. Therefore, to know is to believe in what we are convinced (Powell, 2001). Building on its strengths as discussed above, personal epistemology was used to investigate the experiences of the school inspectors in ensuring quality teaching and learning in the schools. It enabled the school inspectors expressed their understanding of quality teaching and learning in the primary schools, it helped the inspectors to bring out clearly the different techniques which they use to ensure quality teaching and learning in the schools, how effective they are in ensuring quality teaching and learning in the schools. It created an enabling environment for school inspectors to share the challenges they face in ensure quality teaching and learning and how they solve these challenges.

2.6.5 The Hermeneutics Phenomenological Perspective of the Study

Hermeneutics Phenomenology is one of the philosophical frameworks that guided the design of this study. It was chosen because it is a strategy that strives to understand the core of human experience through interpretation and description of phenomena (Tan, Wilson, & Olver, 2009). It focuses on scrutinizing and understanding the experiences of the study participants from the written texts, language and symbols (Hogan & Donnelly, 2009; Garagalza, 2013). It is a way of interpreting written text within context so as to get their true meanings (Abulad, 2007) but most importantly, the meanings that could have been taken for granted (Regan, 2012; Mendes, 2018). Hermeneutics phenomenology is useful in interpreting the diversity of the experiences of the study participants (Miles, Francis & Chapman, Taylor, 2013). It is an effective means of investigating the experiences of people in their natural setting through critical reflection and clear exposition of the issues that may emerge from the study (Van Manen, 2017). It is very reflective in nature and always strives to bring hidden meanings from the interpretation of written texts (Kokkori, 2009). Hermeneutics phenomenology critically and creatively strives to

come up with better understanding of the lived experiences of the participants under study (Verganti & Oberg, 2013).

The choice of hermeneutics phenomenology was informed by the literature which showed that many educational scholars have used it to study various educational problems. For example, De Gagne and Wallers (2010) employed it to understand experiences of Online Educators in developing strategies that promoted better practices in higher education in the United States. Laforest, Krol and Leblanc (2017) used it to study children with physical, intellectual and social disabilities in Canada, while Chan, Walker and Gleaves (2015) used this approach to study students' experiences of using smart phones in diverse learning contexts. Much as hermeneutic phenomenological research design has been widely used in many countries to conduct educational research, there is no evidence that it has been used in educational studies in Uganda.

In this study, Paul Ricoeur's hermeneutical theory of interpretation was specifically used to guide the study because it holds that signs, symbols and texts are the preconditions for understanding issues of concern to people (Joy, 2016). A written text carries very important aspects of human history that connect speech to writing, portrays text as structured work, considers text as projection of the world and as mediation of self-understanding. A written text is always distanced from the oral situation, which often causes change in the original meaning. Discourse can be preserved through records like interview transcripts and may be interpreted outside the original context. A written text can best be understood by the historical audience which was its target is critical in understanding the life of distant people. Interpretation of texts usually results into interpretation of "the subject matter", which eventually gives rise to "appropriation of meaning" that creates understanding through an iterative process (Ghasemi, Taghinejad, Kabiri & Imani, 2011).

2.6.6 The Moral Philosophical Perspective of the Study

The study used moral philosophy because it is a philosophical framework that shapes the conscience of people as they make decisions (Khalid, Eldakak & Loke, 2017). It defines people's moral standards, values, moral judgment, self-control, commitment, willingness and sensitivity, problem solving skills and assertiveness (Tanner & Christen, 2014:127-135). It provides researchers with the skills, knowledge and attitude needed to handle sensitive and complicated

issues that may occur in a research process (Sabar & Ben-Yehoshuan, 2017). In line with the above perspective, Severinsson (2015) argues that research ethics is more than just seeking approval to conduct a research; it is a framework that critically examines issues that may affect human dignity in a research process. Akin to this, Cole and Mcgge (2006) caution researchers to be prompt in dealing with harmful situations that may cause suffering to research participants and always, be ready to work within the confines of their research protocols. In order to clearly map out the scope of ethical framework of this study, three ethical schools of thoughts which were considered, namely, teleology, deontology and virtue ethics.

2.6.6.1 Teleological Ethical Perspective

Teleology was used because it prescribes right and wrong actions depending on the values of their outcomes and consequences (Koçyiğit & Karadağ, 2016; Bauman-Vitolina, Cals, & Sumilo, 2016). It determines the value of judgments by their consequences measured in terms of the number of greatness of benefits and desirability of the outcomes of human actions (Walker & Lovat, 2017; Lipari, 2017; Deni, 2017). It is an ethical perspective which holds that outcomes are justified by the means employed to achieve them (Mandal, Ponnambath, & Parija, 2016). The implication of this ethical theory to this study was that, it helped me to avoid all actions that could jeopardize my study.

2.6.6.2 Deontological Ethical Perspective

Deontological ethics was used in the study because it imposes duty and obligation on people who are expected to perform a particular task (Căţineanu, 2013). It is an ethical perspective that calls for adherence to the universality of ethical principles regardless of their outcomes (Vitolina-Bauman, Cals, & Sumilo, 2016). According to Frezza, E. and Frezza, G (2017) Kantian moral imperative is a universal command to every human being to do the right thing in a manner that it can be made a universal law. Gawronski and Beer (2017) note that, deontological ethics is about the consistency of one's actions with the "moral norm" of a society. Balica (2017) observes deontological ethics is enforced by institutions that have power to impose strict rules and regulations in an organization. Johnson (2017) advises that human beings need to model their actions on duties and obligations but, above all, give priority to rights and goodness that define human dignity. Bowie (2017) adds that for humans to be "morally worthy," they must be inspired by upright motives, beneficence and social responsibility. This ethical theory had

several implications to this study for example; it compelled me to seek ethical approval from the University, and also from the Uganda Council for Science and technology. It imposed on me a duty to get a letter of authorization from the office of the President of the Republic of Uganda and from the Directorate of Educational Standards before I could interview the School Inspectors and access official documents for review. These actions plus many more which are not reported here all helped my research to be credible, trustworthy, reliable and not harmful to me and all the people and all institutions who were involved in the research process.

2.6.6.3 Virtue Ethical Perspective

Virtue ethics was used in the study because it guides the desirability of human characteristics that can lead people to success (Annas, 2017). It articulates traits such as courage, temperance, gentleness, truthfulness and modesty. According to Ainley (2017) it includes other traits like intuitive understanding, practical wisdom, prudence and craftsmanship as intellectual virtues. Sison, Beabout and Ferrero (2017) argue that virtue ethics focuses on motives, intentions, habits, characters, relationship and actions. Sharpe (2013) observes that virtue is harmless to the possessor, it makes the possessor happy, but happiness must be kept under control as people rationally seek virtue above everything else. Gardiner (2003) portrays virtue ethics as a superior ethical framework compared to deontological and teleological ethical frameworks because it does not trivialize the role of human emotion, motivation as well as character development in defining ethical values. This scholar points out several new dimensions of virtues that have been advanced, such as trustworthiness, compassion, discernment and regrets. Virtue ethics had several implications to this study. For instance, it guided me to respect and worked with different stakeholders in the research project, informed me to value diversities, gave me courage and determination amidst challenges and difficulties in the course of the study. I learnt how to be more prudent and cautious when dealing with different kind of people. It helped me to avoid bad habits and occasion that could have negatively impacted on my study.

2.7 Synthesis of the Chapter

In this chapter, I have argued that theories were useful in the conceptualization of the study because they are the framework upon which the study was built. Specifically, the theoretical framework of the study consists following: Accountability theory by Philip E. Tetlock; School Inspection; Quality Management; Idealism, Relative Ontology; Personal Epistemology;

Hermeneutics Phenomenology; Teleology, Deontology and Virtue ethics. My central argument in the chapter was that, theories were used in the research project to convey, describe, predict and explain meanings of constructs under study. This chapter therefore provided a foundation upon which the research methodology was developed in the preceding chapter.

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.1 Introduction

This chapter explains how data was collected, analyzed, and presented. It justifies the use of a qualitative approach, describes the population of the study, sampling strategy, sample size and data sources, data collection methods and instruments. The chapter was built on the perspectives that a methodology is the overall approach of conducting a research (Jamshed, 2014). It is the framework that guides a particular research project (Silverman, 2012). It defines the type of data to be collected on a particular research problem, justifies why a particular type of data should be collected and in what form, from which source, and by what means (Scotland, 2012).

3.2 Qualitative Approach

I used qualitative approach in this study because it is not limited to superficial description of phenomenon (Schultze and Avital, 2011). It is rather a way of understanding social phenomena in their natural settings. It is a process through which a researcher can critically reflects on issues of concern in a study together with the research participants (Creswell, 2014). It was therefore the most appropriate strategy for studying school inspection and quality teaching and learning in the primary schools. Scholars such as Clelan (2017), Rahman (2017) and Ponelis (2015) recommend the use of a qualitative approach in educational research because it allows for better understanding of issues within a specific context. Pfaff, Bohnsack and Weller (2010) note that, the approach helps in evaluating educational policies, programmes, teaching processes, and in developing theory.

Kozleski (2017) argues that qualitative approach to research provides opportunity to work with people who are practically implementing educational programmes, in order to draw lessons and make necessary adjustments in a research project. He argues that this approach advances important questions on educational policy and practice. It supports discovery of new ideas and empirical evidence that promotes understanding of educational practices, the teaching and learning environment, roles of the teacher and the design of curriculum. Gatti and André (2010) on the other hand, argues that qualitative approach to research is challenging when it comes to designing data collection procedure and data analysis and ensuring objectivity. According to these scholars, for an effective qualitative study to be done, researchers need to carefully choose

their data collection methods and procedures and properly align them to a relevant theory that can guide a particular study. In line with the above perspective, I therefore conducted in-depth interviews with twelve school inspectors from eight districts and documented their experiences in ensuring quality teaching and learning in the primary schools. I also analyzed relevant documents that helped me gain deeper insight into the experiences of school inspectors in ensuring quality teaching and learning in the primary schools in Northern Uganda. I used accountability theory to guide the study because school inspection is considered an accountability function that seeks to improve quality of educational system in a country (Erdağ, 2017; Macharia & Kiruma, 2014; Dederling & Mueller, 2011; Brauckman & Pashiardis, 2010).

3.3 The Population of the Study

The population of this study consisted of all the primary school inspectors in the Northern region of Uganda. The Uganda National Association School Inspectors (2015) estimated these to be about 51 members. Out of these, twenty-four Primary School Inspectors were targeted from 12 districts within the Acholi, Lango, Karamoja and West Nile sub-regions. Out of these, 06 were to come from Acholi, 8 from Lango, 04 from Karamoja, and 06 from West Nile. The choice of this population was informed by the ideas of Rahi (2017) who holds that a population of a study consists of the entire people or group of items that one intends to study. This consideration aligns well with the perspective of Maruster and Gijzenberg (2013) that a population of a research is the unique constituent members who can provide rich and relevant data on the subject matter due to their unique experiences and circumstances. Asiamah, Mensah and Oteng-Abayie (2017b) argue that, in a qualitative study, a population must be delineated as general, targeted and accessible population.

Akin to the above, Asiamah, Mensah, & Oteng-Abayie (2017a) point out that the general population of a study is the largest group where potential participants can be drawn, and it must share at least a single attribute of interest that makes them eligible to be chosen for the study but because of other factors that define the study, they may not be targeted for the study. A target population according to the above scholars is therefore that particular group of research participants who have the required characteristics that is necessary for a particular study and they are well aligned with the study assumption and context. The target population must be accessible so that samples unit can be drawn from them. The accessible population is that which is deemed

by the researcher to be reachable after they have been targeted in a study. Accessible population is the distinct group of research participants from whom data is collected either from all of them or from selected few of them.

3.4 The Sampling Strategy

The study employed purposive and criterion sampling strategies to select 10 primary school inspectors from the four regions in the Northern of the country. In each of the sub-regions, 03 primary school inspectors were identified, and purposively selected using the criteria of: working as primary school inspectors in Northern Uganda; working as a school inspector in Northern Uganda for a period not less than five years, and, living in Northern Uganda for a period not less than fifteen years. The purposeful sampling strategy was useful in selecting the school inspectors who were interviewed because they all had similar characteristics and were well informed on the issue of quality of teaching and learning in the primary schools. Seven of the School Inspectors were Master's Degree holders, one Postgraduate Diploma and two Bachelor's Degrees holders. All of them have worked as Primary School Inspectors for over five years and stayed in Northern Uganda for over ten years. Nine of the School Inspectors were Male and only one was female. The use of the purposive sampling strategy was informed by Creswell (2014) argues that purposeful sampling helps researcher to understand better their study problem. Phenomenological study targets only participants with experience on the issue under investigation (Creswell, 2013; Moser & Korstjens, 2018; Palinkas, et al, 2013)

Benoot, Hannes and Bilsen (2016) argue that purposive sampling focuses on choosing participants who have useful information that can promote greater learning on the issues under study. It saves time, minimizes costs and avoids mixing of participants with diverse backgrounds that may complicate analysis of the findings. Similarly, Elikan, Musa and Alkassim (2016) concurs with the above point of view that purposeful sampling is critical in selecting participants who are well informed on the issues understudy. According to Maruster and Gijsenberg (2013) purposeful sampling is useful in promoting in-depth studies and better understanding of the issues. A similar view is shared by Palinkas, Horwitz, Green, Wisdom and Hoagwood (2015) who argue that purposeful sampling is useful for in-depth understanding of issues.

3.5 Sample Size and Data Sources

The sample size for this study consisted of 10 primary school inspectors from Northern Uganda. Besides the above, the study also reviewed relevant documents on school inspection and quality of teaching and learning in primary schools. The main factor that determined the actual sample size was the achievement of the saturation point which became clear after the eighth, ninth and tenth interviews. The “saturation” point meant that additional data collected were revealing similar findings and not adding any new ideas that would alter the result of the findings even if additional data was collected (Nascimento, et al, 2018). Akin to the above perspective, Manson (2010) argues that, a homogenous population with expert knowledge in a subject matter may need as low as 06 sample units to be able to reach a point of saturation. Boddy (2016) advises that in qualitative study with a homogenous population, a sample size of 12 participants is sufficient to reach a saturation point. Dworkin (2012) observes that a sample size from 05-50, is adequate enough in a qualitative study considering that the intention of quality study is not generalization of findings but in-depth understanding of the issue under study.

3.6 Data collection Methods

In-depth semi-structured interview and document analysis were the methods used to collect data in this study. The interview method was used because of its ability to critically examine and investigate the experiences, belief systems and social aspects of people in a community (Gill, Stewart, Treasure and Chadwick, 2008). The interviews consisted of some pre-determined but also several probing questions that emerged in the course of the interviews. Document analysis was used basing on the credence given to it by scholars like: Davis (2012); Fitzgerald (2007) and Owen (2014) who holds that it provides deeper insights into issues under investigation, less costly and critical. Detailed explanation of the two methods is provided in the preceding subsections.

3.6.1 In-Depth Face to Face Interviews

In-depth Interviews were used to investigate how the school inspectors understand quality teaching and learning, the different techniques they use in ensuring quality teaching and learning in the primary schools, their effectiveness in ensuring quality teaching and learning in the schools, the challenges they face as they work to ensure quality teaching and learning in the schools and the strategies they use to solve the challenges they face as they ensure quality

teaching and learning in the schools. The interviews used semi-structured questions and probing questions to allow the participants to share their rich experiences and understanding on the issues under investigation. The choice of In-depth, face to face interviews was informed by Ryan, Coughlan and Cronin (2009) who hold that in-depth face to face interview is an effective method of data collection on issues with hidden meanings in the lives of people in a community. Akin to the above perspective, Bevan (2014) agrees that in a phenomenological study detailed interviews are useful in generating meanings from the study participants in a natural setting where they live and experience the issue under study. Granot, Brashear and Motta (2012) argue that, in-depth interview is critical in generating deeper and trustworthy understanding of issues in communities.

Furthermore, in-depth interviews were used because they allowed participants to share their perceptions and experiences in a more collaborative manner and generate wealth of data that provided diverse insight into the issue under study (Maruster & Gijsenberg, 2013). The use of in-depth interviews favored more flexible and detailed conversation with the participants on pertinent issues that emerged during the interview sessions which, without probes, would have been missed out (Schultze & Avital, 2011). Face to face interview is also a means of dialogue that offer a unique opportunity for learning in a research (Alshenqeeti 2014; Edwards & Holland, 2013). Despite the multiple merits of interviews discussed above, Forsey (2012) observes that contextual challenges and human limitation in conducting interviews can undermine credibility of the data collected using the method. Ryan, Coughlan and Cronin (2009) point out that interview may generate some bias if not well conducted. Allmark, et al (2009) argue that the method usually attracts several ethical concerns that may negatively affect the quality of a research output; for example, failure to draw a clear boundary on sensitive and personal issues with the interviewee and powerlessness of most interviewees who are usually cornered by powerful researchers in high academic positions. I however, dealt with the above perceived weaknesses of the interview method, in the following ways: 1) I made the interview process friendly, which allowed me to probe into details of issues that were not well understood while remaining respectful and collaborative with the participants; and, 2) I was curious, listened attentively, digested and comprehended the participants' responses in a way that deeply and richly answered the research questions (Maruster & Gijsenberg, 2013).

3.6.2 Document Analysis

Document analysis was one of the methods I used to provide deeper insights into the issues under study. This method was less costly compared to other methods of data collection such as survey, interviews and observation. Ahmed (2010:2) observes that document method is one of the scientific research methods that can be used to conduct research across various disciplines. It is useful in obtaining records of institutional memories: A document is a written text - written material other than a record that was not prepared specifically in response to some requests from the investigator files, statistical records, records of official proceedings and images. It consists of any written statement prepared by an individual or an agency for the purpose of attesting to an event, accounting records, institutional reports, census publications, government pronouncements and proceedings, diaries and innumerable other written, visual and pictorial sources. Another critical reason why I used document analysis was that, it was an appropriate way of proving factual data on events that shaped the experiences of the school inspectors in the course of their work, as they dealt with different stakeholders of the schools. In this regard, Fitzgerald (2007) argues that documents provide evidence that narrates detail of our personal and professional lives. Documents provide evidence that narrates the detail of our personal and professional lives as leaders and managers in education.

In order to make document analysis more effective, I made every effort within my means to check the authenticity, credibility and correctness of every document that I analyzed by ensuring that they were from the right sources, generated by the right authority and for the right purpose. I consulted some of the responsible officers who produced the documents and those who had reliable knowledge about them. I sought their views and guidance on the authenticity, credibility and correctness of the documents. The offices consulted included District School Inspectors and some staff of the Directorate of Education Standards in the Ministry of Education and Sports. I believe that the above processes helped to ensure that documents analyzed were genuine, reliable and provided the right evidence in terms of their message and purpose. Scholars such as Davis (2012) who have used document analysis argued that it is an important means of data collection that helps researchers to undergo several stages of critical and rigorous analysis. The above scholar however warns that when using document analysis, researchers need to be aware of their bias that can influence the outcome of their study; design appropriate strategies to overcome

them; be aware of difficulties in establishing the purpose for which the documents were produced; and ensure correct interpretation of documents according to the prevailing issues.

Owen (2014) observes that documents are very crucial in establishing identity of institutions. According to him, identity of institutions like the universities are defined by the legal documents, document review provides information that is very important in designing a research projects. He however observes that; document review is not an easy process considering that it lays burden on the researcher to sieve out credible facts which sometimes is hidden between trustworthy and untrustworthy records. The aforementioned scholar testified that it is feasible to analyzed data from the document review using the constructivist paradigm while applying descriptive and evaluative techniques. Guimaraes, Canado and Lima (2016) hold that documentary method is useful in confirming facts, it is important to analyze issues related to trainings, meetings and legal processes. To them, the documentary analysis entails, careful reading of the relevant documents, coding of ideas, categorizing, and generating meanings in line with the study framework. Akin to the above, Fernández-Cano, Fernández-Guerrero and Fernández-Guerrero (2016) observed that document method is useful in educational studies.

3.6.3 Data collection Instruments

3.6.3.1 Interview Guide

I developed interview guides based on the research questions. The guides were used to provoke the study participants to share their experiences on how they ensure quality teaching and learning in the primary schools with special focus on: their understanding of the concept “quality teaching and learning” in primary schools; the techniques they use to ensure quality teaching and learning in the primary schools; how effective they are in ensuring quality teaching and learning in the schools; the challenges they face as they strive to ensure quality teaching and learning in the schools; and, how they solve the problems which they encounter in the process of ensuring quality teaching and learning in the schools.

Besides the interview guides, I further used probing questions to motivate the participants so that they could explain in detail their experiences. All the questions that guided the interviews were open-ended, clear, simple and straightforward. The design of the interview questions were in line with the views of Dejonckheer and Vaughn (2019) who hold that interview questions need to be

open-ended, flexible; neutral, promote dialogue and probe into the issues under investigation. Akin to the above perspective, Young, et al (2018) contend that interview questions should be design in a way that they do not fix the participants to answer a question in certain particular way. It should instead give the participants flexibility they need to answer a particular question. In the same vein, Bocyce and Neale (2006) argued that, there should be more than one open interview question to explore the issue under study; they should be open ended to allow further explanation and elaboration of issues. According to Guion, Diehel and McDonald (2011), open – ended interview allows for exploring the why and how questions, it gives room for the participants to explain themselves on the issue under discussion. Driscoll (2011) on the other hand argue that interview questions need not be multiple prong, they need to be designed using simple vocabulary and in unbiased manner.

3.6.3.2 Document Analysis Guide

The document analysis guide was developed to capture and organize data from the documents that were reviewed. The guide was intended to provide data that could be used to answer the research questions and enrich information from the literature and interviews (Centers for Disease Control and Prevention, 2018). The guide was design to dig for facts that could convey meanings on the issues under study in the most credible manner (Bowen, 2009).

3.6.4 Techniques used in Data Analysis and Interpretation

Paul Ricoeur’s hermeneutical theory was the technique I used to guide my data analysis and interpretation. According to Joy (2016), the above framework provides three levels of data analysis: (1) Acquisition of the immediate impression of the text, (2) Refining one’s knowledge of the text using appropriate theories, and (3) Clarifying the meaning attained from the text. Tan, Wilson and Oliver (2009) provide a detailed explanation of the three levels data analysis as follows: Examination of the original transcript that entails careful scrutiny of the text to pull out words, phrases and sentences that are in line with the research question; Naive understanding of the text dealing with analysis of the key ideas coded in the transcript to identify critical issues that can be categorized into main themes; Understanding of the themes following forward and backward scrutiny of facts in order to understand the full meaning of the issue in question. In these steps mentioned above, researchers are expected to use personal experiences and beliefs to explain contradictions and ambiguities in order to obtain more insights necessary to answer

research questions. According to Terra, Goncalves, Altherino do Santos and Erdmann (2009), the first level of Paul Ricoeur's data analysis framework entails superficial initial reading of the text where the researcher is required to read the written text several times in order to grasp some preliminary meanings of the text. The second level of data analysis calls for a more critical reading of the written text to get detailed understanding and generate in-depth meaning, while the third level is the appropriation stage where true meaning of the text is revealed.

Ghasemi, Taghinejad, Kabiri and Imani (2011) present the three distinct levels of Paul Ricoeur's data analysis as the "hermeneutic arc" which entails the following: The explanation level, which positions the data in the written text and interrogates closely the internal nature of the text in terms of the unique message it carries. The understanding level, which gives more meaning to the written text by digging out exactly what the text is conveying within a given context. The appropriation level, which gives more meaning to the text by increasing the level of understanding of key issues in the text that usually results into "new being" in terms of new ideas.

The aforementioned data analysis technique and presentation was very useful in generating meanings from the interview and document analysis transcripts. The technique was particularly useful in the codification and categorization of vital ideas, tapping and structuring of meanings from the transcripts and written text as advocated by Flick (2013). It was very helpful in identifying important views, perspectives, behaviors and patterns of events that were considered very significant in understanding the experiences of the school inspectors in ensuring quality of teaching and learning. The analysis focused on the inspectors' understanding of "quality teaching and learning", the different techniques they use to ensure quality teaching and learning and their effectiveness in ensuring quality teaching and learning in the schools, the challenges they face and strategies they use to solve them. This approach to data presentation, analysis and discussion was useful in digging out the unique and convoluted experiences of research participants (Chan, 2014); it was a candid way of interrogating and dialoguing with the lived experiences of the research participants (Davey, 2017; Chi-Shiou, 2013).

In addition to the above, I also used the following theoretical perspectives to guide the presentation, analysis and discussion of findings: Relative ontological perspectives which hold

that reality exists in multiple forms depending on the perceptions and interpretations people give to it (Dieronitou, 2014); Personal epistemology which holds that individual people have different views and beliefs on knowledge and the process of knowing which ultimately produce multiple knowledge (Brownlee, Scholes, Walker, & Johansson, 2016; Brownlee, et al, 2012; Tafreshi & Racine, 2015); The Accountability Theory by Tetlock (1999) which holds that: Accountability is the general attribute of decision making, a distinct feature of discernment that justifies people behaviour; People seek approval for both intrinsic and extrinsic motives; People have motive competition which influence their interaction with others; People always link their motives to coping strategies which they feel feasible and have potential to enhance or damage their reputation; and lastly, Shahs's (2016) guideline for the discussion and conclusion of scientific writings which urge scholars to use relevant literature, situate findings of their studies within the right context and ensure comparability and contribution of their findings to the body of knowledge. The presentation below therefore, provides the detailed presentation, analysis and discussion of findings according to the research questions.

3.7 Trustworthiness and Integrity of the Study

I used the following strategies to ensure trustworthiness and integrity of this study: credibility, transferability, dependability, confirmability and reflexivity. The choice of these strategies was informed by the perspective of several scholars such as: Korstjens and Moser (2017) who hold that qualitative research can best be assessed basing on its credibility, transferability, dependability and confirmability. Watts (2008) on the other hand argues that, integrity of qualitative research is about ensuring honesty and strong moral principles in the entire research process. Anney (2014) points out that, the concept of trustworthiness in qualitative research is a way of addressing the concerns of confidence, genuineness, truthfulness and bias in research. Loh (2013) contends that the need for a criterion for assessing quality of qualitative research is real and is a determinant of the legitimacy, acceptability and the use of the outcomes of such studies. Shaw and Satalkar (2018) observe that integrity in research is about honesty, truthfulness, transparency, objectivity, adhering to the research question and avoiding bias and misconduct during the research process. Further to the above, Satalkar and Shaw (2018) argue that researchers need to take all necessary steps to avoid compromising trustworthiness of their research. They need to bring out and address all issues of concerns that can put their study in jeopardy.

Akin to the above perspectives, Yardley (2000) revealed that the need for assessing the value of qualitative research is imperative and poses demands on researchers to be sensitive to the context in which they conduct their studies, be transparent and coherent in their research process, be mindful of the long-term implication and value of their study to the community, anchor their studies within appropriate theoretical base, be well informed by the work of previous scholars. This scholar argued that rigor and commitment in the research process are very critical dimensions of quality management in qualitative studies and calls for diligence in data collection, analysis and interpretation of findings, transparency, clarity, coherency, rich and thickness in the description of the research process and adherence to ethical standards and procedures that are necessary to guide the research process, outcome and utilization. Pereira (2012) however revealed that for phenomenological studies there is always a need to show how all aspects of the study are aligned to each other and how the results demonstrate the lived experienced of the participants in a balanced way. Basing on the above perspectives, I therefore discuss each of the strategy I have used to ensure the trustworthiness and integrity of this study.

3.7.1 The Credibility of the Study

To ensure credibility of this study, I ensured that all the activities of the research process are rigorously and meticulously conducted both in the office and in the field. For example, I personally interviewed all the participants in the field and reviewed the relevant documents to ensure that all critical issues are captured and reported. I explain in detail and logically all aspects of the research process. I spent twelve months in the field until I reached saturation points in the search of meanings. I was able to check for clarity on issues which were not very clear during interviews with participants.

The above approach which I used to ensure rigor in research is in line with the perspective of Davies and Dodd (2002); Smith and McGannon (2017) who hold that rigor in research, is about strictness and exactness of researchers in executing research activities like conceptualization, design, data collection, and analysis and reporting. Similarly, Morrow (2005) contents that ensuring rigor in qualitative research requires prolonged engagement in the field, persistent follow up of issues and effective management of feedback during the implementation of research activities. It also involves analysis of negative cases, reflection, checking and following participants, detailed and effective description of data collection and sources. Akin to the above,

are the twelve strategies advanced by Shenton (2004) to ensure rigor in qualitative research: 1) Defining relevant and clear procedures of engaging participants in critical reflection on issues that concern them and getting acquainted with the culture of the organization and the community in which the research is being conducted. 2) Minimizing bias using the random sampling technique and multiple methods for data collection as a way of augmenting and minimizing weakness of the methods. 3) Ensuring that a cross section of participants give their views on an issue order to gain deeper and broader understanding of the issue under study; and engaging only participants who are well informed and willing to voluntarily participate in the study. 4) Applying probing and iterative techniques to collect rich and meaningful data. 5) Critically analyzing negative cases to ensure thorough understanding of issues under investigation. 6) Conducting meetings to share experiences that can promote learning and adjusting strategies that may not be working. 7) Conducting peer review that can check the authenticity of the study. 8) Ensuring that the researcher critically and continuously reflects on the process and the findings. 9) Ensuring that researchers have relevant professional experience and qualifications that can make the readers of the research gain trust in their capability to produce quality research output. 10) Ensuring that the participants of the research are effectively engaged in checking the authenticity of the data they have supplied to the research project. 11) Providing “thick and rich” explanation of the issues under study in order to give clear understanding of the study. 12) Positioning the findings of a research project within the realm of previous studies and the existing body of knowledge to ensure comparability of the quality of the study.

Consistent with the approach is the perspective of Munn, Parritt, Lockwood, Armatrist and Pearson (2014) who hold that credibility in qualitative research is determined by evaluating the coherency between what the researcher has interpreted with what the data communicates and that findings must not present facts that can be doubted or challenged but should be supported with empirical evidence. Further to this, Gunawan (2015) observes that there must be rigor in planning and executing research, avoiding bias, proper and detailed description of research methodology, member checking, logical coding and detailed reporting, can guarantee integrity of research projects. Another approach I used to ensure credibility was to manage my bias during the research process. In this regard, I made every effort to expose my bias and explain my positions that could constitute bias so that it could help the readers to differentiate between my

points of view and that of the data because in hermeneutics phenomenology, the researcher is required to interrogate issues beyond their face value in order to create a deeper understanding of issues under study. This approach is consistent with the perspective of Smith and Noble (2014) argued that bias in research is inevitable and that it is prudent for researchers to always point out their potential biases as one of the ways of effectively managing them in the course of their studies. A similar perspective is from Galdas (2017) who argues that in qualitative researchers need to be transparent and reflective on their own influences that can cause distortion of their research findings.

3.7.2 The Dependability of the Study

To ensure the dependability of this study, I provided detailed explanation and justification of the study, the contextual situation within which the study was conducted, the background to the study. I explained the purpose of the study, the research questions, and the theatrical framework that guided the study. I further explained the philosophical underpinning of the study, the population, target group, methods of data collection and analysis and the ethical frameworks that guided the study. I strongly believe that the information I have presented in this study report is sufficient to convince scholars who shall read this work to conclude that this study is dependable.

The above strategy is in line with the perspective of Munn, Parritt, Lockwood, Armatrist and Pearson (2014:4-5) who hold that dependability of qualitative research, obliges researchers to demonstrate that other scholars can have confidence and trust in what they have done? The scholars demand that qualitative researchers should demonstrate that their method was suitable for answering their research questions and is aligned to the entire methodology, that, there is a relationship between the research methodology and the research question or objectives, that there is relationship between the research methodology and the methods used for collecting data, that there is a relationship between the research methodology and data presentation and analysis and that the researcher fits well within the culture and the context of the study. According to the above scholars, dependability in qualitative research calls on researcher to be very clear with what they have done, how they have done it and their ability to demonstrate it with ease to the consumers of the research outputs. In the same vein, Moon, et al, (2016) hold that dependability is about the ease with which other scholars can trace the procedures used in conducting a study, follow it and use it to arrive at a similar conclusion if the study is repeated in a similar

environment. Similarly, Nobel and Smith (2015) hold that, dependability of qualitative research, is about the transparency, trustworthiness and traceability of the procedures used in conducting a research.

3.7.3 The Confirmability of the Study

In ensuring the confirmability of the study, I kept records of the activities of the research process so that other scholars may be able trace what took place during the research process and confirm the claim that I have made in the research report. I have both soft and hard copies of the files of the research process. I have explained the background to the study, the purpose and problem statements, the research questions and theoretical perspectives. Further to the above, I explained in detailed how I collected, analyzed, presented and discussed the data. I presented conclusions, recommendations and contribution of the study. This strategy of ensuring confirmability is consist with the perspective of Korstjens and Moser (2017) who hold that, confirmability in qualitative research is about the truthfulness of study to the original meaning of the ideas provided by the participants and any other data sources. Similarly, Jense (2008) argue that confirmability of a research is about ensuring that the acquired knowledge is consistent with the underlying theory, verifies the truthfulness and meanings of issues studied provide evidence that what the researcher has interpreted is a true reflection of the understanding of the participants and it can be verified.

3.7.4 The Transferability of the Study

To ensure transferability of the findings of this study, I provided detailed explanation on every section of the study so that other scholars can easily follow and understand what I have done and replicate it to study similar phenomena in a similar context. This strategy of ensuring transferability is in line with the perspective of Korstjens and Moser (2017) who argue that transferability in qualitative research means applicability of the research process in a similar or related context. To them, transferability calls for the researcher to explain in detail and clearly how they conceptualized and conducted the study, its findings, conclusions and recommendations. According to Jensen (2008), transferability is about connecting the findings of the study to the related communities; the researcher only plays the role of providing clear and detail explanation of the context, characteristics of the research participants and the research design, in order to allow readers, make their own judgment on the transferability. Moon, Brewer,

Januchowskiahartley, Adams and Blackman (2016) hold that, transferability in qualitative research must be recommended very carefully because of limitation of sample size and variation of context.

3.7.5 The Reflexivity in the Study

In order to ensure reflexivity in the study, I used a study journal which helped me to keep records of key issues that have transpired during the study and critically reflect on them when writing the research report. Further to the above, I approached every aspect of the study with openness and humility. This helped me and the participants in the study to learn from the study and appreciate our experiences in the study as an enriching engagement. It further helped me to constantly check if my actions, thoughts and views are not creating bias and prejudices that could have negatively influenced the process and output of this study. The above steps which I took to ensure reflexivity are in line with the perspectives of Patnaik (2013) who urge researchers to engaging in self-criticism, constant assessment of one's values, culture, professional practices; self-disclosure being rigorous in the process of conducting research, subjecting work for review and following some standardized procedures in the research process. Akin to the above, Palaganas, Sanchez, Molintas and Caricativo (2017) contend that reflectivity allows researchers to learn from the research process, how to transform research process and research output, and how the research can transform them. These scholars believe that openness to learning helps researchers to improve their knowledge, skills and value system and it can be a very rich hermeneutical phenomenological experience.

3.7.6 Research Principles and Standards

In this research, I have made all efforts to ensure that the study conforms to the universally acceptable ethics, principles and standards that guide social research. Special attention however, was given to privacy, honesty, misrepresentations and conflicts. The above strategy is in line with the perspective of Harris, Macsween and Atkinson (2017) who advice researchers to pay particular attention to protecting the safety, dignity and wellbeing of the people that are selected to participate in a particular research. Further, these scholars that researchers need to ensure that the review of the research process and the research protocols are done diligently done. Below are therefore the different strategies used in handling the ethical issues in the study.

3.7.6.1 The Ethical Approval

The Research Ethics Committee in the University of Pretoria, Faculty of Education, approved the research proposal and protocol. The Ethic Committee evaluated my ethics application as excellent and approved it as it was in its first sitting and adopted it as a model ethics application for the Faculty. The above ethical approval paved way for me to get ethical clearance in Uganda from the Uganda National Council for Science and Technology, the Office of the President, and the Ministry of Education and Sports through the Directorate of Education Standards. These institutions scrutinized and approved the study which gave it legitimacy and credibility to proceed. I also secured consent from all the study participants, explained to each one of them the purpose and the nature of the study, their roles, responsibilities, and rights. All those who participated in the study did so out of their freewill as advised by Harris, Macsween and Atkinson (2017).

3.7.6.2 Confidentially and Anonymity

In the entire research process, I have tried all my level best to ensure that all private information on the research participants is kept confidential and anonymous. I concealed the names and location of all the participants by using combination of letters and numbers to refer to the participants; for example, PD1, AP1 and KY1. As far as privacy is concerned, I made every effort to ensure interviews were conducted in private and secure rooms. The above approach was in line with the perspective of Kaiser (2009) who advised that confidentiality must be ensured throughout the research process to avoid creating harm to the research participants. Saunder, Kitzinger, J and Kitzinger, C. (2015), however, point out that it is very difficult to attain full confidentiality and anonymity without losing some valuable insight into the meanings and richness of the data. These scholars advise that it is better to discuss in advance with the research participants their concerns, consent issues and what can be done in an event that it is absolutely necessary to breach the confidentiality and anonymity clause in the consent form. This helps to project possible consequences and how to manage them.

3.7.6.3 Privacy

In an effort to ensure privacy in the study, I took all necessary precaution not to invade the private life of the participants when conducting interviews and searching for information from documents like records. I always sought for consent and permission before I could access the

participants and records. I avoided asking sensitive and embarrassing questions. The above approach is in line with the perspective of Powell, Fitzgerald, Taylor and Graham (2012) who emphasize that privacy in research should oblige researchers to ensure that research participants are interviewed in safe and private place. Further to the above Ryerson University (2015) argues that researchers must take all necessary steps to ensure safe custody of information, regulate access to information, ensuring sufficient technological security of information, and embedding protection of identity of participants in the design of their research project.

3.8. Synthesis of the Chapter

In this chapter, I have argued that my choice of qualitative approach to conduct the study was based on the premise that, the approach is not limited to superficial description of phenomenon. It is rather a way of understanding social phenomena in their natural settings. It is a process that allowed me to critically examine the experiences of the primary school inspectors in ensuring quality teaching and learning in Northern Uganda. The approach was a strategy that aimed at providing empirical evidences that can promote understanding of educational practices, as far as quality teaching and learning and school inspection in primary schools are concerned. The choice of primary school inspectors as the target population of the study was justified on the ground that, school inspectors are responsible for ensuring quality of education in the country. Ten inspectors were purposefully selected and interviewed in-depth because they had extensive knowledge and experience on the subject matter. Document analysis was used to complement and enrich findings from the interviews considering that there are enormous relevant documents within the ministry of education as far as school inspection is concerned.

I predominantly used Paul Ricoeur's hermeneutical theory as a framework and technique for data analysis and interpretation. This technique of data analysis and presentation was very useful in generating meanings from the interview and analysis transcripts and documents. The technique was particularly useful in the codification and categorization of vital ideas, tapping and structuring of meanings from the transcripts and written text. Beside the above technique, I also followed relative ontological perspective, personal epistemology accountability theory by Tetlock (1999) and Shahs's (2016) Guideline for the discussion and conclusion of scientific writings to guide the presentation, analysis and discussion of findings. As far as trustworthiness and integrity of this study is concerned, I have extensively explained how I ensured credibility,

transferability, dependability, confirmability and reflexivity in the study. All these techniques were used to leverage confidence, genuineness, and truthfulness in the study. This chapter therefore set the basis for the literature review on school inspection as presented in the subsequent chapter.

CHAPTER FOUR

SCHOOL INSPECTION

4.1 Introduction

This chapter provides literature reviewed on school inspection with special focus on the meaning and perspectives on school inspection, the difference between school inspection and school supervision, rationale for school inspection and roles of school inspectors. Types of school inspection, roles of school inspectors and the challenges they face in conducting school inspection. The chapter ends with synthesis of issues that have emerged from the literature.

4.2 The Meaning of School Inspection

Macharia and Kiruma (2014) define school inspection as an accountability mechanism used by the governments to determine value for money in the education system. Ololube and Major (2014) argue that school inspection is a formal way of tracking and assessing performance of schools, a careful way of scrutinizing activities and performance of schools as places assigned for learning, and an educational management function that aims at offering support and advice that can improve performance of schools. Kambuga and Dadi (2015), on the other hand, consider school inspection as a mechanism for assessing and improving quality of an educational system by setting standards, measuring success and analyzing achievement in line with the agreed standards and benchmarks. Obiweluzor, Momoh and Ogbonnaya (2013) consider school inspection as an organized and continuous way of improving performance of schools as places of learning.

In Uganda school inspection is considered as a deliberate and purposeful educational function that monitors quality and standards in teaching and learning, scrutinizes how schools plan, implement and report on their mandates (Ugandan, Ministry of Education and Sports, 2012:5). It is a mechanism for ascertaining if the educational institutions are being managed well, achieving the desired level of learning and adhering to the set standards (Uganda Directorate of Education Standards, 2012). Akin to the above perspective, Richards (2001) argues that school inspection if conducted in a reliable manner, can provide data that is useful in ascertaining quality of teaching and learning in schools. This scholar, however, observes that several school inspections are often not rigorous and critical enough in their measurement of teaching and learning in the schools. He

recommends dialogue, understanding and mutual respect between the inspectors and those inspected as a way of improving school inspection.

4.3 Perspectives on School Inspection

4.3.1 Origin of School Inspection

The concept and practice of school inspection has evolved over the years from its original idea of “visitation” to the modern, structured and professional form of school inspection that is being practiced in most parts of the world. School inspection is an aspect of educational management with its root in an ancient Christian tradition known as “visitation” which was considered a sacred function. This practice was one of the ways of encouraging moral behavior in the early Christian communities. The “visitors” were required to prepare, spiritually and physically, for the exercise to be able to measure to the saintliness and scholarly requirements of the function. The Bishops assigned senior Clergymen (known as the Deans) the responsibility of inspecting the Clergy and the Christians, while the Bishops visited and maintained the academic standards in schools (Edmonds, 1962:1-3). In the course of visitation, irregularities in the life of the believers and the schoolmasters were disqualified and corrected. The Bishops at that time acted as the *defacto* headmasters and inspectors of schools. Gradually, they delegated the functions to the senior priests who were known as the *Magister Scholarum*, whose duties included overseeing lectureship in the schools, keeping cathedral libraries, and choosing and licensing teachers in the grammar schools (Edmonds, 1962:4-5). The above practice became part and parcel of the secular schools because the first formal schools were established by the Church to train priests who were after their trainings attached to the cathedrals. With the emergence of the public schools under the direct control of the monarchies, the function of school inspection became secularized and developed in different forms across the globe as discussed below.

4.3.2 School Inspection in England

School inspection became prominent in England around the year 1839 with the establishment of Her Majesty Inspectorate whose role was to ensure that public money was well spent on education. The above mandate gave school inspectors several roles such as informing the government on the general status of education; providing educational leaders with independent and professional advice -needed to develop and carry out educational policies; and pointing out what needed to be done to improve education in Britain (Bolton, 2014). The most critical stage in

the development of school inspection in England was the establishment of the Office for Standards in Education (OFSTED) in 1992. The above institution was viewed as the most successful mechanism for school improvement around the world based on quality control and quality assurance mechanisms it had established (Ouston, Filder & Earley, 1997). Since then, the central focus of OFSTED has been on evaluating standards of schools, identifying their strengths and weaknesses, highlighting areas for improvement and supporting them to draw plans of improvement (Baxter, 2014; Johnes & Tymms, 2014).

4.3.3 School Inspection in the United States of America

In the United States of America (USA) school inspection was developed as a mechanism for improving performance of schools. Its main role was to ensure efficiency and effectiveness in the country's educational system. School Inspection in the USA was a preserve of highly trained and intelligent educationists (Wickers, 1871). The practice of school inspection in the USA was not a standardized function; it relied on test scores as its main mechanism of accessing quality of teaching and learning in the schools (Ladd, 2010). School inspection in the USA is mostly done by external evaluators based on the need for particular information, like the quality of school infrastructure, quality of the learning outcomes, and value for money and school leadership (Berner, 2017).

4.3.4 School Inspection in the Netherlands

In the Netherlands school inspection was developed as a semi-autonomous unit within the Ministry of Education to independently evaluate the quality of educational institutions in line with standards set by the Ministry of Education (Raymond, 2004). The Chief Inspector of Schools in the Netherlands is a member of the policy making body within the Ministry of Education and is also responsible for the school inspectors who are in turn responsible for supervising and advising schools. The school inspectors in the Netherlands have been responsible for ensuring that children get quality education in terms of skills, knowledge and attitudes. They also ensure that children are counseled, have a favorable learning environment and pay special attention to children with disabilities. With the rapid changes in education in The Netherlands, the role of the school inspectors has also changed to educational risk assessment rather counseling and advisory services (Ehren & Shackleton, 2016).

4.3.5 School Inspection in China

In China, school inspection was used as a mechanism for tracking, scrutinizing, assessing and giving direction to educational activities. The function has its root in the Chinese Education Act of 1986 which guarantees high quality education, provides for a comprehensive education system, stipulates the role of school inspectors, guides teaching and learning and provides for financing of the education system in the country. The Chinese Bureau of Education Inspection (CBOEI) is responsible for school inspection in China. It has administrative structures in all the provinces with officials such as the Chief Inspector, Deputy Inspector and Inspectors at the National level who work with several local government school inspectors to monitor and implement educational laws and policies at the State levels. CBOEI is responsible for monitoring the implementation of educational laws, regulations, principles and policies; it sets educational standards and procedures for school inspection; and assesses performance of all educational institutions. It gives feedback to lower level government departments and publicly disseminates its findings on the performance of educational institutions (OECD, 2016). States which are loosely governed by mainland China are not obliged to have the same school inspection regime due to social, cultural, political, economic and contextual differences. For example, Macau developed her school inspection model with input from several countries. Its inspection is based on collaboration, consultation and respect for stakeholders in order to promote its educational ideals such as self-analysis in a transparent and democratic manner (Morrison, 2009).

4.3.6 School Inspection in India

In India, the function of school inspection began around 1854 to regulate government-aided schools, private and missionary schools. Its goal was not to improve the quality of education in schools but to control them (Tyagi, 2011). It was eventually transformed into the modern school management. In Delhi, for instance, the Director of Education is responsible for the inspection of public and private accredited schools. School inspectors visit at least fifty schools in a year and Education Officers are expected to visit at least 10% of the schools in their zones. According to Aleesha (2012) and Hossain (2017), there are four types of school inspection which are commonly conducted in Delhi:

- (a) Central level inspection where a school is evaluated on the quality of teaching and learning, teachers and learners' attendance, utilization of school finances, the state of school facilities, and any other issue of concern.

- (b) Special level inspection is usually conducted when there are indicators that a school is not functioning well.
- (c) Surprise visits can be conducted anytime in a school when it is deemed necessary by the Education Officers.
- (d) Pre-registration school inspection can be conducted by the Indian Council for School Certificate Examinations

4.3.7 School Inspection in Germany

School inspection became prominent in Germany around the year 2004 as quality assurance frameworks. It mostly took the form of school supervision, internal evaluation, assessment tests, and teachers' professional development. All the federal states in Germany have been approaching school inspection uniformly much as each state was allowed to have its own procedures (Dedering, 2015). It was considered an important way of giving positive feedback to schools and ensuring that schools are well organized and effectively managed. School inspectors are required to support the individual needs of particular schools and stimulate the development of the schools (Boekhoff, Erhardt & Friede, 2013).

4.3.8 School Inspection in South Africa

School inspection in South Africa is considered to have developed as part of the larger colonial policy that aimed at controlling the education system in the country. It was perceived to be the apartheid hegemony in the schools. Jansen (2004:51) attests to this perspective that school inspection in South Africa was part of the repressive apartheid regime:

...It is also shown that even when individual schools express a willingness to participate in such evaluation actions, they remain deeply suspicious of, and even subvert, the original goals of these policies. The explanation for such behavior is lodged within the troubled history of the apartheid inspection system...

Further to the above perspective, Hossain (2017) argues that school inspection is still being resisted by the South African Teachers Union because they believe it was a way of policing and interfering with the education system in the country. Similarly, Mathaba and Nirmala (2016) contend that school inspection was one of the ways of entrenching apartheid regime in the

schools; it was forceful and punitive in nature. However, after the collapse of the apartheid regime, policy makers seem to have started debating the possibility of re-introducing school inspection in the South African education system.

4.3.9 School Inspection in Uganda

The origin of school inspection in Uganda can be traced back to the Phelps-Stokes Commission of 1924 which was established to find out how much educational work was being done by the missionaries and also to establish the educational needs of the people in the country with respect to their religious, social, hygienic and economic conditions (Ssekamwa & Lugumba, 2001:3-4). At independence, in 1962 and thereafter, school inspection was considered a very important function in the management and administration of the education system in Uganda because it was a requisite function for evaluating the worthiness of schools as places of learning, appraisal of teachers and maintenance of educational standards. By 1969, school inspection in Uganda had taken shape with an established Inspectorate Division in the Ministry of Education headed by the Chief Inspector of Schools (CIS). Its purpose was to raise educational standards by examining, evaluating and offering guidance to schools (Ssekamwa & Lugumba, 2001:66).

At the time of conducting this research, the goal of school inspection in Uganda was to support the improvement of quality of education in the country (Macharia & Kiruma, 2014). It is the main function of the Directorate of Education Standards (DES) in the ministry of Education and Sports. DES has administrative offices in all the four regions of the country headed by the Principal Inspectors who supervise twelve specialized inspectors who subsequently oversee the teaching of languages, social sciences, mathematics, sports and special need issues in the schools. At the lower government levels, there are District Inspectors of Schools (DIS) who supervise Inspectors of schools (Uganda Auditor General of Government, 2010). The DES usually employs fulltime School Inspectors (SI) but occasionally recruits part-time consultants known as Assessors of Schools (AS) to inspect various aspects of the education system.

The main function of school inspectors in Uganda is to monitor how schools comply with set standards, evaluate their performance, guide and support teachers in their work and maintain strategic communication with relevant authorities in the education sector (Uganda Government, Ministry of Education & Sports, 2012). The Ugandan Pre-primary, Primary and Post-Primary

Education Act (2008) as amended, section 25, mandates school inspectors to be responsible for ensuring quality of education in the country. It empowers school inspectors to visit any school at any time with or without notice to assess how the schools are complying with the set educational standards in teaching, learning, school facilities (classes, laboratories, workshops, dormitories, toilets, hostels and kitchen) and the entire learning environment. The inspectors are required to provide reports and recommendations to the higher education officers, on appropriate action that can be taken to improve quality of education in the schools.

While the primary purpose of school inspection in Uganda until the time of writing this research report has been to improve quality teaching and learning in schools, there are serious concerns that school inspection is a weak function as far as education management in the country is concerned (The Uganda National Planning Authority, 2015). The school inspectors are considered not to be providing support to the schools and particularly in the rural areas; they are considered to have failed to achieve the intended goal of school inspection of improving the quality of education in the country (Kalule & Bouchamma, 2014; Macharia & Kiruma, 2014).

According to Hassain (2017), inadequate financial and human resources among other things have contributed to the decline in school inspection in Uganda. The ratio of school inspectors to schools in the country is 1:90 which is beyond the international recommended standard of 1:40. Hassain notes that school inspectors lack technical skills to do their work; for example, they lack capacity to effectively diagnose school problems and give constructive feedback to the teachers and school administration. Teachers also view school inspectors as being unprofessional, rude and threatening when conducting school inspections.

Basing on the above discussion, I find it logical to conclude that, school inspection has evolved and greatly changed over the years across the globe. While many countries have well developed school inspection systems that is supporting realization of quality education (Brown, McNamara, Ohara, & Obrien, 2016), Uganda still has a school inspectorate which is weak and unable to achieve its mandates of improving quality of education in the country (Macharia & Kiruma, 2014).

4.4 The Difference between School Inspection and School Supervision

Some scholars believe that there are fundamental differences between school inspection and school supervision and each of them has a critical role to play in the effective functioning of education systems as attested to by Wilcox (2000). This scholar considers school inspection as a mechanism of assessing quality and performance of a school by an external agent. The above scholar is concerned with the functioning of the schools in real-time. It is an accountability mechanism which obliges those entrusted with resources to manage schools to account for their actions within certain agreed frameworks, but it is also a mechanism of providing support to the schools. The scholar observes that school inspection is one of the ways of supervising teachers, and there are several models and types of school inspection that can be applied in a school.

Perry (2013) holds that school inspection is a formal and external process of improving performance of schools by holding them accountable for their strategies and actions. According to the above scholar, the practice of school inspection varies across countries. Scotland, for example, uses a collaborative approach to school inspection where by inspectors are viewed as educational coaches and mentors instead of external assessors. Meanwhile, the Republic of Ireland and Singapore focus more on school self-assessment as an effective approach to school inspection, while Finland abolished school inspection in 1990. England on the other hand still considers “high stake” school inspection a pillar of her educational system. The above scholar seems to suggest that effective school inspection is that which is done in a collaborative manner, with effective involvement of school administrators and teachers as a way of promoting critical reflection and learning so as to improve the performance of the schools.

Ololube and Major (2014), hold that school inspection is an organized way of assessing performance of schools basing on certain characteristics, standards and targets. Its goal is to achieve high academic performance in schools, but teachers usually view it as autocratic and fault-finding mission. These scholars argue that the purpose of school inspection is to improve quality of education in line with some agreed performance standards and indicators. It ensures achievement of minimum standards in schools, helps in identifying and addressing disciplinary issues in schools, aids implementation of curriculum, monitors teaching and learning in schools and provides guidance where necessary. These scholars observe that school inspection in Nigeria is being criticized for its costly approach, failing to solve practical problems in schools, using

negative bureaucratic and unfriendly approaches, and working in a haphazard manner. It focuses on inspection of school buildings and administrative issues rather than teaching and learning, it is poorly planned and managed, ill-equipped, understaffed and it is an unprofessional team that lacks training and effective ways of evaluating performance.

Ololube and Major (2014) further argued that school supervision is a difficult educational management function that calls for active listening, mentorship of novice educators by their senior colleagues, creating supportive learning environment for teachers and checking performance of teachers so as to provide them with timely and constructive feedback in real-time. To the above scholars, effective supervision of teachers calls for building a healthy work relationship between the supervisee who is junior and the supervisor who is senior staff, it requires a well-structured planning, implementation and evaluation framework for monitoring performance of teachers, providing guidance, getting feedback and demonstrating commitment in supporting teachers to identify flaws in their work and find all possible ways of addressing them. To the above scholars, school supervision in Nigeria however lacks proper framework that can guide its effective implementation, it lacks critical mass of supervisory staff, lacks funding and logistics, faces poor leadership and lack of good will from political leadership to improve the education sector, it is infested with unprofessional conduct of teachers and poor perception about teaching profession in the community.

Adewale, Adenowo, Toyin, & Odusoga (2014) contend that school inspection is a control mechanism and top-down approach in education management that focuses on assessing performance of schools basing on standards. To the above scholars, school inspection is counterproductive and retrogressive in nature. They instead advocate for school supervision which they believe is the rightful way of improving school performance because it focuses on collaboration and providing guidance and support to teachers on their professional development and how they can improve their skills in teaching and learning. Park (2013) consider school inspection in the United Kingdom as a noxious system that fixes the school leaders to mere filling of accountability forms rather than engaging them in strategic management. The above scholar believes that school inspection in the United Kingdom puts a lot of pressure on teachers and dampens their innovation and creativity in guiding and supporting children in their learning. The above scholar further notes that policy makers responsible for the school inspection in the

United Kingdom are constantly changing the targets, curriculum and the framework for measuring the performance of the education system, which makes it difficult for schools to catch up with what the inspectors want. The scholar, therefore, proposes an inclusive school inspection programme that appreciates views of all strategic stakeholders in the education system, like learners, parents and teachers, as far as school performance is concerned.

Adewale, Adenowo, Toyin, & Odusoga (2014), contend that school inspection is an outdated, counterproductive and retrogressive top down control mechanism in the education management that focuses on assessing performance of schools basing on standards, it in nature, Lindgren, Hult, Segerholm and Ronnberg (2012), argue that school inspection is one of the modern ways of governing education system based on the modern educational philosophy that emphasizes competitiveness in the quality of education among countries in the global market. The above scholars argue that school inspection is part and parcel of the new global world order in the education management aligned to international programs like the Program for International Student Assessment (PISA) which measures quality of education among the young learners (15 Years) in reading, mathematics and science within and outside the Organization for Economic Co-operation and Development (OECD). The above perspective, which links school inspection to PISA, as new global framework for assessing quality of education, is attested toby Guerriero (2017).

Over the past decade, the OECD Programme for International Student Assessment, PISA, has become the world's premier yardstick for evaluating the quality, equity and efficiency of school systems. But the evidence bases that PISA has produced goes well beyond statistical benchmarking. By identifying the characteristics of high-performing education systems, PISA allows governments and educators to identify effective policies that they can then adapt to their local contexts. The above debate on the difference between school inspection and school supervision thus leads us to discuss the rationale for school's inspection in the Ugandan Education system and other education system and across the Globe.

4.5 Rationale for School Inspection

Brauckman and Pashiardis (2010) hold that school inspection if conducted by experienced andskilful school inspectors, can add value to the work of teachers especially in planning and

interpreting teaching processes. Lack of balance between the internal and external processes of school inspection however, diminishes the possibility of improving schools effectiveness. Ngware, Oketch and Ezeh (2011) argue that school inspection is an educational management function that aims at achieving quality education by measuring quality of inputs, processes and outcomes of the education system.

School inspection is a management function within the educational system that has the mandate to freely collect, analyze and use data on schools to solve schools' problems. It checks on quality of education in schools and provides inputs to educational policies (Ahmad et al, 2013). It is considered a critical function in the improvement of teaching and learning in schools because it supervises implementation of curriculum, gives guidance on how to handle problems and discipline, and ensures that schools adhere to educational standards (Ololube & Major, 2014).

According to these scholars, school inspection is necessary because it plays an advisory role to the Ministry of Education, suggests possible ways of designing and implementing educational policies. It also advises those who own, manage and govern schools on how best they should design and implement school development plans. In addition, it serves as a research arm of the government on educational issues that may result into publication of books that can improve teaching and learning; supporting staff development and working as a link between the school and the community. Ahmad, Khan, Yassin, Tahir, Bukhari and Ali (2013) perceived school inspection as a useful way of helping head teachers to solve school problems, while Lindgren (2014) considered it as a policy tool for conducting audits, enhancing efficiency, promoting quality and encouraging self-regulation in the teaching profession.

In England, school inspection is considered a framework for setting standards, providing feedback to schools on their performance, administering sanctions and rewards to schools in line with the existing laws and policies, providing data for policy and decision making on education and encouraging public accountability in schools (Jones & Tymms, 2014). The above perception on school inspection in England has, however, been criticized for its lack of independence, confusing mandates, and its accuracy in making judgments on the quality of teaching and learning (Baxter, 2014) and also for its cost benefit analysis in real terms as opposed to the actual money invested in financing developmental activities of schools (Ouston, Filder & Earley, 1997). Baxter and Hult (2013) in a comparative study of the practice of school inspection in Sweden and

England, points out that the current Swedish model of school inspection is built on control and judicial educational philosophy where school inspectors are authorized to administer fines and penalties on those who do not follow laws and regulations. She notes that the functions of school inspectorate entail regular supervision of all schools, auditing, and handling of complaints like bullying and licensing of private schools.

Bitan, Haep and Steins (2014) argued that school inspection in Germany is a form of feedback mechanism that is used to drive change and promote learning in schools and it is a tool for quality analysis in schools. Supporters of school inspection view the above approach to school inspection as a technique of providing feedback because they believe that people in organizations tend to experience some form of blindness that requires outside judgment to help them look at their own behavior more realistically. Furthermore, school inspectors in Germany, can provide impetus for change if they do their work in an honest and transparent manner. It is important however to note that, there is little evidence from the Germany Context that learners definitely benefit from school inspection. The above scholars generally seem to believe that school inspection have undesirable effect such as game playing, teaching to test, and stress and fear, that can lead to teachers' mental and physical illness.

School inspection in the Netherlands, on the other hand, is a system that aims at adding value to students by providing feedback on strengths and weaknesses of their schools. It is a way of suggesting how schools can improve in their operations. It has a legal basis to act on schools if they do not comply with regulations. As a legal requirement, inspection reports are published on the internet for accountability (Ehren & Visscher, 2008). It is a political and administrative instrument necessary for maintaining contact with school communities; it is a way of assessing the worthiness of schools as places of learning. It is a process of continuously giving advice and guidance to teachers (Obiweluzor, Momoh & Ogbonnaya, 2013). Further to the above, these scholars argue that school inspection gives concrete suggestions that may be necessary for improving teaching, class work, homework and holistic development of pupils through co-curricular activities. It is a way of checking discipline of teachers in terms of punctuality, conduct and performance. The aforementioned scholars however believe that school inspection is an archaic function that focuses on ensuring compliance to rules and regulations, aimed at

finding faults, creating fear and pressure on teachers and pupils, sometimes lack leadership, entail lots of paper work, and concentrate on trivial issues such as teachers' appearance.

Ahmad, Khan, Yassin, Tahir, Bukhari, and Ali (2013) in their analysis of school inspection in Pakistan, revealed that school inspection is a way of improving the educational process, raising standards and enhancing quality of teaching and learning. In their analysis of barriers to effective school inspection in Pakistan, they identified a discrepancy between the policy objectives of school inspection and the practice of school inspection in the country. The above scholars observed that, while school inspection policy in Pakistan aims at improving teaching and learning in schools by solving school related problems, monitoring teaching and learning, providing professional guidance and ensuring effective implementation of curriculum, the experiences from school inspection however portray the function as autocratic, faults finding and a punishing practice to the lower ranking teaching staff in the country.

Matthew (2012) in his analysis of the practice of school inspection in Nigeria, observed that school inspection is a way of ensuring compliance to an educational statute and set criteria that can ensure achievement of educational goals in the most effective and efficient manner. He considered it an opportunity for understanding schools' leadership and management, how pupils learn in schools, their successes, challenges and the necessary support they may need. He seems to believe that school inspection is an opportunity for checking commitment of teachers and creating opportunity for improving quality of lessons, infrastructure and school facilities. Ssekamwa and Lugumba (2001), on the other hand, considered the practice of school inspection in Uganda as a way of guiding schools on how to manage syllabuses, prepare schemes of work, design teaching methods, allocate textbooks, and administer examinations and records of school equipments. Akin to this, Ugandan Directorate of Education Standards (2012) revealed that the purpose of school inspection is to provide assurance to the public that a country is achieving the desired quality education and if need be, recommend strategies that can improve quality of education in the country. The conclusion we can draw from the above debate is that, available literature show that, school inspection is a framework that is necessary for improving the quality of education through various ways: enforcing compliance with existing laws and regulations and administering fines and penalties on those who do not follow laws and

regulations. Upon this perception that is why we now move to discuss the different types of school inspections.

4.6 Types of School Inspection

Available literature provides several types of school inspection across the globe. Out of these, Obiweluzor, Momoh and Ogbonnaya (2013:590) outline six distinct types of theme: “full inspection, routine inspection, first school leaving certificate visit, sample inspection visit, special inspection and follow up inspection visit.” Ololube and Major (2014:96-97), provides nine different types of school inspection: “clinical visit, creative visit, follow up visit, full inspection, investigation visit, preventive visit, routine visit, sampling and survey visit and special visit.” Hassain (2017) identifies four types of school inspection in the Ugandan educational system:

- a) **National full inspection:** This is a type of inspection where every school is inspected at least once after every two years. The inspection usually lasts for five days and focuses on physical facilities, instructional and learning materials, curriculum, quality of teaching and learning, and quality of school governance.
- b) **Routine/short inspection:** In this kind of inspection the inspectors are required to focus on specific issues of concern in a school. It is usually prompted by the need to monitor issues such as implementation of new policies, guidance and counseling of staff in the schools, financial management, sanitation as well as teaching and learning.
- c) **Flying visit:** This is an emergency type of inspection, which is commissioned when there is evidence that a school may be on the verge of collapsing or there may be something that warrants commissioning of an urgent school inspection. School inspectors may be required to expeditiously take action that can salvage the undesirable situation in the school.
- d) **Follow-up inspection:** This is a kind of inspection that is conducted to track the progress of implementation of the recommendations of regular inspections.

4.7 Roles of School Inspectors

Globally, school inspectors play several roles in the management of the education system. Their roles, however, vary from one School Inspectorate to the other depending on the education philosophy of the particular government. In England, for example, school inspectors are mainly

expected to assess and hold schools accountable for educational qualities and students' achievement (Ehren, Perryman & Schakleton, 2015). In The Netherlands, school inspectors may legally take action on schools if they do not comply with regulations (Ehren & Visscher, 2008). In Uganda, school inspectors are expected to provide pastoral and policy guidelines, specialized technical support and innovations in teaching (Ssekamwa & Lugumba, 2001). School inspectors have a primary role of investigating quality and standards of teaching and learning, how well educational institutions are being managed and ascertaining the levels of learning achievement in schools (Ugandan Directorate of Education Standards, 2012). Generally, the roles of school inspectors can be summarized into assessment of school performance, providing guidance and counseling to teachers, and ensuring that schools comply with educational laws, policies and regulations.

4.7.1 Assessment of School Performance

Ehren and Honingh (2011) argued that inspectorates of education assess quality education in schools using set standards and procedures. By doing this they set expectations for performance, produce evidence to show whether expectations have been achieved or not, and use the evidence to stimulate schools to improve their performance. Ehren and Honingh (2011) in their study of the risk-based approach to school improvement in The Netherlands found out that, the Dutch school inspection paradigm has recently changed from a mono-centric to poly-centric approach which they consider less effective. The above scholars believed that this change have not been able to improve and control the quality of education in the schools. They argued that the use of the students' achievement results as the primary risk indicator implied that the inspectorate was dealing with schools that were already failing, yet, they ignore the root causes of failure such as inadequate teaching and weak leadership which are not addressed by the inspectorate risk-based model of school inspection. In Uganda, school inspectors have a legal mandate to inspect all schools but available literature shows that school inspectors are not doing their work well; they are incompetent, lack experience and expertise in school leadership and management. They are also corrupt and write poor quality reports that cannot be used to transform schools (The Ugandan Directorate of Education Standards, 2017; The Uganda National Planning Authority, 2015).

4.7.2 Professional Guidance and Counseling of Teachers

Sabri and Berna (2008) revealed that school inspectors have a key responsibility of explaining to teachers how they should perform their roles. They argued that school inspectors are required to assist teachers in making better decisions, adapting to situations and solving problems. Furthermore, they are required to provide teachers with leadership and managerial skills necessary to develop schools and promote teaching and learning. According to these scholars, the most important role of school inspectors is providing guidance and counseling to teachers much as they are also expected to create physical and social atmosphere by visiting classes, and talking to teachers. The above scholars however, observe that while school inspectors are expected to provide guidance and counseling to teachers as a way of improving school performance, findings of researches conducted on primary education in Turkey reveals that there are several problems associated with school inspection, which seem not to make the school inspectors focus on guiding and counseling of teachers. Another study by Polat and Ugurlu (2008) identified several expectations which the primary school teachers in Turkey have from school inspectors like: professional development, motivation and job satisfaction, technical and expert advice on legal and professional matters in education, how to deal with special needs education, research and effective teaching strategies, best ways of conducting assessment and evaluation in education, information technology, and organizational development. Some senior teachers, however, feel that some school inspectors are inexperienced and lack capacity to offer effective professional guidance and counseling.

In Uganda, there is lack of evidence to justify that school inspectors are offering guidance and counseling to teachers; they instead are accused of threatening and stressing teachers (Macharia & Kiruma, 2014). Akin to the above, Kembabazi and Kakuru (2017) revealed that school inspectors are perceived by the teachers as a bother, they are very rear in schools and do not help teachers to improve their performance. They are incompetent, easy compromised and have failed to address issues of indiscipline in schools (Uganda Directorate of Education Standards, 2017). More to the above perspective, the school inspection is viewed by the public as failing in executing its mandate of guiding, counseling and supporting teachers in their profession as attested by the incident which was reported in the New Vision News Paper of Saturday, July 29th (2017:1):

The inspection function by the Education ministry could be failing; leading to a situation as experienced by the student of...which now calls for litigation...A female student ... has sued the school seeking Shs100m in compensation for rape that robbed her of her virginity. The student is perturbed by the conduct of the head teacher and school administration for failing to subject her case to a prompt and appropriate scrutiny by forwarding it for investigation. She faults the school administration of negligence, discrimination and breach of duty the school owed her. The case of this female student is just a tip of the iceberg. There are deeper underlying problems manifested in schools, especially in private institutions, relating to how school administrators are conducting themselves morally and thereafter sweeping undesired issues under the carpet to protect their own and their profit motive. The case of the student is one of such scandals that bedevil some schools but administrators, with impunity, take sides, not with the victim but with the tormenter. There have been cases of learners being impregnated by teachers in schools and school heads looking the other side or abetting it by way of facilitating abortions, or trying to conceal the vice by presenting excuses and explaining away the issues.

4.7.3 Ensuring Compliance with Educational Laws, Policies and Regulations

The perception advanced by Lindgren (2014) that school inspection is associated with audit and performance management, suggests that inspectors are responsible for ensuring that schools comply with educational laws, policies and regulations that aim at improving school performance. Ehren, Altrichter, McNamara and Hara (2013) seems to advance a similar argument that school inspectors play a critical role in checking conformity of schools to educational laws, regulations, procedures, policies and protocols as a basis for the effective performance of schools. In their comparative study of the practice of school inspection in the Turkish Republic of Northern Cyprus, Turkey and United Kingdom, Gurkan and Deveci (2012) report that school inspectors in the three countries have a role to guarantee quality and standards of education. They note that in British schools, Inspectors work as independent assessors of schools who collect, analyze and disseminate data to the wider school community to ensure accountability in the school system.

In Cyprus and Turkey, school inspection is done by a committee drawn from the Ministry of Education and Public Service under the National Education Inspection and Evaluation Act of 2006 and their job is to guarantee quality education by checking performance of the education activities in line with the educational laws, policies and guidelines. In their work of ensuring compliance with laws, policies and regulations, school inspectors monitor pedagogical and didactic behaviors of teachers, the quality of the school curriculum and the analysis of the availability and appropriateness of text books and lesson plans of schools. The above debate on the ideas that School Inspectors are responsible for ensuring compliance of schools with educational laws, policies and regulation is even reinforced further by Terry (2002) who observes that in New Zealand schools are obliged to sign an agreement with the Ministry of Education on how to follow guidelines to attain educational goals. Furthermore, the educational review office in New Zealand regularly views performance of each school to judge whether they conform to the legal requirements and national guidelines.

Ahmad, Khan, Yassin, Tahir, Bukhari, and Ali (2013) observe that the practice of school inspection in Pakistan was built on an autocratic principle where inspectors were viewed as masters meanwhile other low-ranking staff were considered servants whose jobs were to follow procedures set to improve educational performance. School inspectors were viewed as people responsible for catching lower ranking teaching staff “red-handed” so that they could be offered harsh punishment like transfer to remote areas or even termination from service. The Office for Standards in Education, Children Service and Skills (Ofsted) seems also to have adopted a managerial approach to school inspection where inspectors act like police within the education system. In this regard, one of the roles of the School Inspectors is to ensure that schools comply with national regulations (Ehren, Altrichter, McNamara & Hara, 2013).

In Uganda, school inspectors have a responsibility of monitoring how schools comply with set standards, laws and regulations, they are required to evaluate performance of schools, guide and support teachers in their work (The Ministry of Education and Sport, Government of the Republic of Uganda, 2012). The Ugandan Act (2008) for the Pre-primary, Primary and Post-Primary as amended, section 25, mandates school inspectors to ensure that schools attain quality education. The Act empowers school inspectors to visit any school at any time with or without notice to assess how the schools are complying with the set educational standards in teaching,

learning, school facilities (classes, laboratories, workshops, dormitories, toilets, hostels and kitchen) and the entire learning environment. Unfortunately, the school inspectors are not using the provision of the law to ensure that schools adhere to the set educational standards, law and regulation and as a result, quality of education in the country is still poor (Uganda National Planning Authority, 2015).

Akin to the above perspective, the Uganda Directorate of Education Standards (2017:22) recommends that school inspectors need to do more on enforcement of educational laws, policies, rules and regulations. School inspection should include an element of policing and enforcing adherence to education policies; evaluating and reporting the quality of education service provision; building capacity of inspectors through training and restoring public confidence and trust in school inspectorate. Institute an independent commission to investigate the process through which inspectors are selected, the competences desired of persons to work as inspectors; conditions under which school inspectors work and the quality of professionalism to be demonstrated by inspectors. Recommendations of the commission should guide improvement of effectiveness of school inspection.

4.8 Challenges in conducting School Inspection

Obiweluzor, Momoh and Ogbonnaya (2013) identified several challenges facing school inspection in Nigeria. These include shortage of school inspectors, poor funding of school inspection, lack of facilities to do inspection work, lack of understanding of their inspection work, and stakeholders 'negative attitude towards school inspection which they think is a merely fault-finding mission. Furthermore, Ololube and Major (2014) point out that Nigeria's school inspection and supervision systems are suffering from lack of professionalism on the side of inspectors and supervisors, negative attitude towards school inspection, poor planning and reporting, lack of autonomy, lack of focus on quality teaching and learning, subjectivity, lack of resources, and inability of the school inspectors and supervisors to resolve school problems that have been identified during inspection and supervision.

In Tanzania, school inspection faces multiple challenges such as a negative perception in which school inspection is considered a fault-finding mission, lack of resources and guidelines for school inspection, poor communication by the school inspectors, lack of clarity on their work,

subjectivity in reporting and lack of effectiveness and efficiency of school inspection (Kambuga & Dadi, 2015). School inspection in Uganda faces similar challenges like in Tanzania. For example, Hassain (2017) points out inspection is declining due to lack of financial and human resources, the high ratio of school inspectors to schools (1:90) which is beyond the international recommended standard of 1:40, school inspectors lacking technical capacity to do their job, like diagnosing school problems and giving constructive feedback to the teachers and school administration. Uganda National Planning Authority (2015) also highlights lack of autonomy of the school inspectorate, understaffing, inadequacy of funding, as well as lack of supervision and monitoring of the existing workforce. Inspectors in Uganda are unable to provide the necessary support to teachers especially in rural areas. Macharia & Kiruma (2014) adds that school inspectorate has failed to achieve its intended goal of supporting improvement of quality of education in the country.

4.9 Synthesis of the Chapter

Available literature on school inspection revealed that it is an accountability mechanism that is useful in tracking and assessing performance of school. It scrutinizes and measures what the schools do against the desired quality framework of standards, laws, policies and regulations. It is an educational governance system and management technique that aims at offering support and advice that can be used to improve performance of schools. Literature also revealed that school inspection sometimes has undesirable effects on school improvement especially when it aims at finding faults, creating fear and pressure on teachers and pupils and sometimes it concentrates on trivial issues. In various countries, school inspection has been criticized for inhumane approach that makes it look like fault-finding mission. Inspection has multiple problems that make it fail to achieve its intended purpose of improving quality of educational systems. Although the literature reviewed provides general consensus on what school inspectors are expected to do and what they are doing across various school inspectorates, it however does not articulate the lived experiences of school inspectors in ensuring quality teaching and learning globally and in Uganda. Generally, there is scarcity of literature as far as school inspection is concern in Uganda and particularly Northern Uganda. It was, against the above-mentioned knowledge gap that this study was justified. The subsequent chapter therefore reviewed literature on “quality teaching and learning in the primary schools” because it is one of the educational outcomes that school inspection is meant to promote.

CHAPTER FIVE

QUALITY TEACHING AND LEARNING IN PRIMARY SCHOOLS

5.1 Introduction

This chapter presents literature reviewed on quality teaching and learning in primary schools. It presents the meaning and rationale for quality teaching and learning in primary schools, discusses some of the strategies that are being used to promote quality teaching and learning in primary schools, challenges faced in promoting quality teaching and learning in primary schools and concludes with a synthesis of the issues discussed in the chapter.

5.1.1 Meanings of Quality Teaching and Learning

The concept “quality teaching and learning” has several meanings. It is about achieving health and hygiene of learners, appropriate learning environment, curriculum, effective and efficient learning processes and the outcomes of the education system. It is also about motivating and aiding learners to achieve their full potentials and skills, developing their personal qualities and skills. It is a way of ensuring commitment to developing positive relationship and with learners so as to help them develop positive attitude and skills towards learning (Ugandan Directorate of Education Standards, 2014).

According to Ableser (2012), excellent teaching refers to meeting learning needs, effective engagement of learners, and ensuring that learners achieve the desired learning outcomes. To Alton-Lee (2003), it is impossible to discuss quality teaching and learning without referring to learning outcomes, which embrace both intellectual and social dimensions. To the above scholar, quality teaching and learning must address the unique needs and expectations of the learners, must allow learners to interact with the environment, culture, teachers and fellow learners. It should also give learners a supportive, caring and inclusive environment that promotes constructive engagement and positive feedback. Above all, quality teaching and learning puts the learners at the centre of all school activities and integrates all learning activities in modern information and communication technologies.

Akin to the above perspective, the government of South Australia (2010) provides a framework for effective teaching and learning with the following parameter for assessing quality of teaching and learning in the schools:

- a) Intentionality of teaching and learning which assesses what the teachers want the learners to learn and the strategies that can be used to ensure that learning takes place.
- b) The effectiveness of learning which strives to know if the strategies designed to deliver teaching have worked or not; it further seeks to know if learning has met the needs of the learners and if not, then how to redesign the strategy.
- c) The consistency of the process of teaching and learning that assesses whether the methods used in teaching and learning are not contradictory and aim at achieving the original intention of the learning.
- d) The responsiveness of teaching and learning which assesses whether the teaching and learning has taken into consideration the emerging issues and problems that may hinder learning, such as engagement, disengagement or misunderstanding.

O'Neill (2009) provides a strategic framework for improving quality of teaching and learning in Western Australia. The framework holds that effective teachers are those who constructively engage learners, motivate and encourage them in their learning, and help them to set and meet their learning objectives. In addition, they are sensitive to the uniqueness of each learner; they are knowledgeable about basic concepts, principles and curriculum content. They have the skills; they search for new ways of teaching and learning, understand teaching and learning standards, monitor learning, provide an appropriate learning environment, build positive relationships with learners and treat each learner with respect and dignity.

Bhattachar, Wadhwa and Banerji (2011:1) however, revealed that schools and teachers per se do not have intrinsic value unless they enable children to learn. Effective teaching thus transcends the teachers' knowledge of the subject content and calls for more innovative ways of transferring knowledge, values and skills to the children. Hightower, Dalgado, Wittenstein, Seller and Swanson (2011) agree that while there is no consensus on the definition of quality teaching in education, the "quality teacher" is the one who has a positive effect on students' learning and development through a combination of content mastery and command of a broad set of pedagogy.

Hardman, Stoff, Aung and Elliott (2016) called for child centered approach to learning contrary to rote and passive approaches to teaching and learning which restrict dialogical engagement among pupils and limit them in developing critical thinking skills and capacities considering that most teachers tend to use the teacher-centered approach to learning even when there are many good teaching approaches. These scholars argue that teachers usually use narrower range of instructional materials irrespective of the type of teaching and learning activities and they are not consistent in the use of available text books and other types of teaching and learning materials. According to Ko and Sammons (2013), what constitutes good practice in teaching varies greatly across students, age groups, time and context. According to these scholars, the term “good or quality education” is not richer in meaning than “education effectiveness.” A teacher is effective if he or she is able to accomplish certain planned tasks in accordance with the goal of the school. There is thus need to unpack the concept of “effective education” by explaining the kind of educational outcome expected to be achieved over a certain period of time and for particular groups of people. The above scholars further argue that inspection can be used to improve teaching and learning because it deals with observing classroom management, scrutinizing samples of students’ work and it is usually conducted by experienced professionals who subsequently provide guidance on practices which are most effective or unsatisfactory.

Obidike (2017) holds that, teachers’ quality practices in primary schools entail: promotion of students’ centered instruction, active engagement of students, effective ways of assessing learning, encouraging ethical ways of behaving and providing evidence that shows that learning has taken place. Goss, Sonnemann and Giffith (2017) observe that when students are effectively engaged in their studies, they learn more. They therefore recommend teaching and learning strategies that set high expectation for students, guide them to take risks and meaningfully engage in their learning. O’Leary (2006) however argues that the concept of “effective teaching” is controversial because teaching is dependent on contextual circumstances. Therefore, what may be deemed effective teaching in one context may not be considered effective in another context; what may not be disputed, however, is that there are general principles that underpin pedagogical approaches that may be applicable across curriculum.

5.2 The Rationale for Quality Teaching and Learning in the Primary Schools

In the recent decades, Uganda has greatly improved enrolment figures for primary education but the quality of education in most of the schools is still very low as observed by the Uganda National Planning Authority (2015: ii):

...low quality of primary education remains the main challenge. Low quality is demonstrated by low learning achievement...teacher absenteeism is estimated at 20-30%. There is a persistent problem of “ghosts” (i.e. “ghost” schools, teachers, & learners), it is estimated that over UGX 50 billion is lost annually due to ghosts. School inspection, monitoring and support supervision is inadequate and there is poor management of primary schools...

According to Taylor and Spaul (2015), various stakeholders in the education sector are now lobbying international agencies like the World Bank and United Nations to spend more on quality learning but not only on education access. They observe that improving access to education without focusing on quality is misleading and naive. To them, enrolment and academic attainment do not correlate because it is useless to enroll and graduate many students who are functionally illiterate and innumerate (students who cannot read even short and simple text and extract meaning from them and also cannot interpret common measurements). Colby and Witt (2000) argued that quality education is a right that obliges the duty bearer to ensure that learners are healthy and are learning in a safe and peaceful environment, are being taught with a curriculum which is child-centered, engendered and environmentally sensitive, promote holistic development, and is inclusive of special needs and the marginalized. Quality education, according to these scholars, calls for deployment of professional, competent and lifelong learning teachers who can enable children to attain the highest learning outcomes in terms of the right knowledge, skills and attitude.

5.3. Perspectives on Quality Teaching and Learning in Primary Schools

5.3.1 The Evolution of Quality Teaching and Learning in Schools

The term “Quality” has its origin in a Latin word “Qualitas” which means value, ability, property, characteristic and feature. In the education sector, the practice of quality management has its root in the manufacturing industry and its primary purpose was to ensure quality

standards, quality inspection, quality control and quality assurance within the production line. No education, system can achieve its primary goal of producing effective workforce with the required skills, knowledge and attitude without focusing on quality (Vlašić, Vale & Puhar, 2009).

The practice of quality management became part and parcel of the education sector as a strategy for ensuring public accountability and value for money. Over the years, quality management was used in the education sector as a way of assessing the worth of inputs into the education system, ensuring that the desired teaching and learning processes are executed as anticipated to achieve the desired educational outputs and outcomes in terms of skills, knowledge and attitudes (Jain & Prasad, 2018; Sohel-Uz-Zaman & Anjalin, 2016). According to Hasan, Islam and Gupta (2018) Demings and Ishikawa greatly influenced the practice of quality management in the education sector basing on their quality management philosophies that focused on meeting and exceeding customers' needs and expectation. The implication of this quality management philosophy to school is that, it can be used to inspire school leaders and managers to focus on ensuring that learners achieve the best learning outcomes during their school times.

Yau and Cheng (2013) point out that quality management practice in primary schools has evolved as a way of articulating educational value and duties. It was a way of building effective systems and teams, acquiring resources, initiating change and empowering staff to meet the needs of the learners in schools. According to these scholars, school leaders, managers and teachers had the obligation of articulating school values, mobilizing resources around it and delivering effective teaching and learning in the schools. Every school needed an effective leadership to build a strong and dedicated workforce that can deliver teaching and learning based on the school values, vision, goals and objectives. School leaders had the responsibility of designing policies and principles that were necessary to promote innovations, address the needs of the learners and enable them excel in their studies.

Matorera (2018) notes that contemporary quality management models in education are now old. There is need therefore, for constant innovation in quality management in schools. Education institutions are advised to be strategic in their approach to quality management. They need to have effective and efficient quality planning, implementation, assurance, analysis and management of resources.

5.3.2 Dimensions of Quality Teaching and Learning in Schools

Quality teaching and learning in education is a measure of the worth of an education system in terms quality of the learners (their interest, capabilities, personal circumstances, knowledge, religion, race, health, family support, etc.); quality of the learning environment (size of classes, facilities in the schools, positive teachers behaviors, nutrition, discipline, etc.) and quality of the content of the curriculum (the desired knowledge, skills and attitude, relevance to the local needs, etc.) and the process of attaining quality (competency and professionalism of teachers, support given to the learners, efficacy of the schools (Madani, 2019).

Mukolwe, Okawara and Ajowi (2017) on the other hand, look at quality teaching and learning from the perspective of teamwork among teachers. According to these scholars effective team work positively influence academic achievement in primary schools especially when teachers apply positive attitudes, cooperative behavior and develop a sense of collective responsibility in executing their duties. Similarly, Kukemelk (2012) points out that, teachers are at the centre of quality management in schools because they are the suppliers and sustainers of knowledge. They form the nucleus of learning in schools; create partnerships, involvement and corporate social responsibilities. According to Bascia (2014) school environment is a critical factor that influences quality teaching and learning in schools because it brings several actors and factors like school leaders, teachers, norms and values and curriculum at play. Similarly, Grisay and Mahlck (1991) educationists have a responsibility of positively transforming human environment to support learning.

Grisay and Mahlck (1991) argued that, quality education is a measure of the extent to which children acquire knowledge, skills and values, and use them to meet their needs. It is a process of assessing quality of the inputs such as human and material resources (classrooms, teaching and learning aids, the syllabus and textbooks) which are necessary for the effective delivery of teaching in classrooms. It is also the standards and indicators of what the learners have attained during the period they have spent in the schools.

Contrary to the above, Kumar (2005) argued that under capitalism, the essence of quality education is vague because it is difficult to ascertain the real value of education. According to him, education is being used to perpetuate social ills such as inequality, injustice, isolation and unfavorable working conditions of teachers and these injustices undermine meaningful teaching

and learning in schools. Consistent with the above, is an observation by the World Bank (2018) that in many countries children are learning very little even when they spend many years in schools, millions of them are still not proficient in basic literacy and numeracy skills which is an indicator of a global crisis in teaching and learning in primary schools.

5.3.3 Processes of Quality Teaching and Learning in Schools

The United Nations Children Education Fund (2000) holds that quality education is a result of interaction between the learners and several variables like good health, positive psychosocial experience, consistent attendance of school, and family support during learning. It can be achieved when there is a decent learning environment well equipped with all the necessary teaching and learning facilities; a manageable class size, peaceful and safe learning space, ethical and caring teachers, effective practice of discipline as well as an inclusive environment. This perspective demands that educationist provide relevant curriculum that promotes holistic development of learners, attaining proficiency in literacy, numeracy, life enrichment and peace building skills.

Further to the above viewpoint, the United Nations Children Education Fund (2000) argues that for quality education to be achieved there must be well motivated and professional teachers who have mastery over their teaching techniques, ensure that learning takes place, and are engaged in constant professional development. They should equally provide continuous support to learners, actively engage them in their learning activities, give and get constructive feedback, have positive belief that every child can learn when properly guided and supported, and use appropriate technology and language to facilitate learning. Ultimately, quality in education must result into attainment of literacy and numeracy skills, life skills, learners who are healthy, hygienic and morally upright.

Ellerani and Gentile (2013) provide three innovative ways of conducting quality teaching and learning. The first is, facilitating mentorship for teachers to increase their effectiveness, the second is, distributing accountability, and the third is marshaling support needed for accomplishing teaching and learning tasks. The Catholic Archdiocese of Liverpool (2012) emphasizes the need for purposeful learning, effective lesson planning, using teaching styles that inspire learners into critical reflection, deeper understanding of issues as well as appropriate use

of time and other educational resources. Pillay and Bozas (2016) on the other hand, call for increased involvement of parents in the education of their children, development of effective school leaders that build winning teams, continuous training of teachers, schools benchmarking with other successful schools, building a sustainable motivation scheme for teachers and relieving teachers from unnecessary paper work.

The Uganda Directorate of Education Standards (2014) provides a framework for quality teaching and learning in primary schools which calls for professionalism and commitment of teachers, creating a positive learning environment for the children, building positive relationships between the learners and the teachers, ensuring inclusiveness of learners with special needs and using relevant and practical examples when teaching. This quality framework focuses on the development of full potential of learners, acquisition of desired technical skills, knowledge and attitudes, and enabling the learners to enjoy their learning time in schools.

Tawil, Akkari and Macedo (2012) recommend the use of three quality management approaches in education, namely, learner – centered approach, input–process approach and multidimensional social interactional approach:

i) The Learner – Centered Approach:

This quality management approach was inspired by the Rights-Based Approach to education. It focuses on helping children attain their rights to education, rights in education and rights through education. It ensures that teaching and learning strategies, learning environment and organizational arrangements are all developed to support the learners. It advocates for inclusiveness and equality of all children in the education system, attainment of skills, knowledge, attitude and effective participation of learners and their families in the learning process.

ii) The Input-Process-Outcome Approach:

This is a quality management approach that calls for supplying appropriate inputs into the education process. The inputs are usually, curriculum, teaching and learning materials, competent teachers and community support. It requires enrolment of learners who are committed, have the right attitude and are ready to persevere in their learning. In terms of processes, the framework calls for setting a favorable school climate that support learning, strong leadership that can inspire commitment from the learner, teachers and the community. This

framework also calls for active teaching methods, adequate time for learning, a manageable class size, respectful use of language and proper assessment methods. As far as the education outcome is concerned, the framework projects that learners formally complete their education and achieve a high level of cognitive, literacy and numeracy skills, as well as a healthy body and pleasant character. The precondition for attaining these outcomes includes contextual factors such as favorable politics, economics, educational laws and policies.

iii) The Multidimensional Social Interactional Approach:

This quality management framework is built on the philosophy that education is a social good that is achieved through interaction and collaboration of several actors and factors. It posits that quality education is achieved when there is a balance between efficiency, effectiveness, equity, responsiveness, relevance, reflexivity and sustainability of the educational system (Nikel & Lowe 2010, in Akkari & Macedo, 2012). The framework also views quality education as a product of a supportive environment at policy, school, home and community levels (Tikly, 2010) in Akkari & Macedo (2012).

Informed by the above perspectives on quality teaching and learning in primary schools, this study thus investigated the experience of the school inspectors in ensuring quality teaching and learning in primary schools in Northern Uganda. The notion of quality teaching and learning in educational management, as discussed above, has its root in the industrial revolution and it was a way of promoting accountability in the education sector. However, over the years, the practice has evolved into measuring attainment of educational processes, outputs and outcomes in form of desired skills, knowledge and attitude acquired during learning process. It has also become a measure of the professionalism and commitment of teachers, a positive learning environment for the children, building positive relationships between the learners and the teachers and ensuring inclusiveness in learning.

5.4 Strategies for Quality Teaching and Learning in Primary Schools

The State of Victoria (2017) provides a ten-step strategy for teaching and learning called “high impact teaching strategy” that aims at promoting excellence in teaching and learning in schools. These include the following:

- (a) Setting and communicating clear goals for learners so that they can know in advance what is required of them to succeed in their lessons.
- (b) Planning in advance logical and distinct steps that are necessary to effectively deliver a lesson.
- (c) Ensuring unambiguous teaching in which students are clearly guided on what to do and how to do it.
- (d) Giving work examples that the learners can follow as a guide to arrive at a solution.
- (e) Ensuring teamwork and collaboration among the learners.
- (f) Exposing learners to new knowledge and skills that can reinforce their learning.
- (g) Compelling teachers to question the understanding of the students on what they have been taught as a way of checking if they have really understood what was taught.
- (h) Ensuring that teachers give feedback to the learners to reinforce or correct issues that are not well understood.
- (i) Ensuring that teachers prepare students to take charge of their learning and to independently reflect on how they are learning (meta-cognition).
- (j) Demanding teachers to give each child a unique attention depending on their achievement, strengths and weaknesses.

The above strategy is related to the “four domain teaching and learning framework” designed by the Government of South Australia (2010), which entails learning for effective teaching; creating safe conditions for rigorous learning; developing expert learners; and personalizing and connecting learning. *The first domain* called “Learning for Effective Teaching” (LET) is a strategy that requires teachers to deepen their understanding and knowledge in their field of specialization and also become continuous learners. The strategy demands that teachers be informed of the most current theories of teaching and learning that can help them develop the most appropriate and detailed pedagogical content and knowledge. Another critical aspect of the above strategy is that teachers are obliged to master the content of the subjects which they teach;

to be abreast with the current researches on them by getting relevant facts, theories, procedures and the best methods of teaching the subjects; and to know how to plan their lessons and manage their classes.

In addition, the LET strategy requires teachers to effectively engage in professional development and dialogue with colleagues on regular basis so that they share knowledge, practices, values assumptions and beliefs on teaching and learning. The strategy demands that teachers effectively engage with the school community (parents, caregivers, government officials, religious leaders) as a way of building trust, partnerships and mutual understanding on the best course of action that can be taken to offer quality teaching and learning to the children. Professionally, teachers are expected to contribute to policy dialogues that can shape educational systems, values and practices in their community. Lastly, the strategy demands that teachers effectively plan for teaching, develop systems and structures that can ensure effective delivery of teaching and learning and efficiently use all the available resources (human, space, time, logistics and finances) to achieve learning in the schools.

The second domain of the LET strategy is “creating safe conditions for rigorous learning.” This calls for teachers to create an enabling physical, social and emotional learning environment that is supportive yet challenging for learning. The domain demands that teachers share powers with the learners by creating a respectful atmosphere, avoiding bias by listening attentively to each learner, encouraging all learners in the class to effectively participate in their learning, and valuing the contribution of each one of them. Overall, this strategy aims at building a community of resilient, hardworking and successful learners.

The third domain deals with “developing expert learners.” The role of teachers in this strategy is to assist learners to become aware of the different ways of learning; evaluate with the learners different learning models; and encourage them to take risks in the process of their learning. The teachers thus play a major role in guiding the learners to acquire deeper conceptual abilities, critical thinking and problem-solving skills. They should encourage learners to construct knowledge and test its validity and reliability.

The last domain of this framework involves “connecting learning to the daily lives of the learners.” In this strategy, teachers are required to make learning part and parcel of the daily lives

of the learners and the communities so that children see the usefulness of communicating and applying the new knowledge they have acquired in school.

Le Donne, Fraser and Bousquet (2016) present what they call “the three most common teaching strategies”. The first strategy is the “active learning,” which holds that students must be effectively engaged in their individual learning but also work as a team, and master information and communication technology. The second strategy is the “cognitive activation” which emphasizes more practical learning as a means of motivating students to learn more and be creative in problem solving. The third strategy is called the “teachers’ directed instruction” which relies heavily on the instructor to deliver clearly what the students should learn.

Another teaching and learning strategy, was advanced by the Directorate of Training, Professional Learning and Leadership development in New South Wales (2008). The strategy holds that there is a strong correlation between the quality of assessment teachers give to students and the quality of work they produce. In other words, better quality tasks in teaching result into substantial benefits to students from low socio-economic backgrounds. The strategy provides professional teaching standards that describe effective teaching, what teachers need to know, understand and do. It helps them to organize and explain professional knowledge, practice and commitment.

In this strategy, professional knowledge entails understanding the fundamental ideas, principles and structures of subjects, in-depth knowledge of the characteristics of students and their implications to teachers. Professional practice focuses on the process of teaching, knowledge acquisition and teachers’ experiences that foster a favorable climate for learning. Professional climate, on the other hand, refers to the teachers’ capacity to think critically on their own and to practice and manage relationships with the wider school community.

Goh and Wong (2014) seem to agree with the above strategy when they argue that professionalism in teaching is the ability to project confidence, maintain a professional image, interest and enthusiasm for teaching that involves good conduct, being responsible, having the right attitude, positive work ethics, innovation and creativity and giving opportunity for teachers to learn from their experience and openly debating diverging views.

According to Hardman, Stoff, Aung and Elliott (2014) pedagogical development in primary schools requires helping teachers to explore their belief through reflecting on their classroom practices to bridge the gap between theory and practice. It requires improvement in the teaching and learning environment; promoting professional collaboration among teachers; and disengaging teachers from non-core teaching functions like clerical work which can be done by the school administrative assistants. This strategy calls on the policy makers to look at barriers to quality teaching in terms of system failure rather than individual teachers.

The American Association of School Administrators and the American Federation of Teachers (n.d.) argue that improving quality of teaching and learning requires collective responsibility from all the stakeholders of an education system. The associations call for rigor in the recruitment and development of teachers, deliberate efforts to attract and retain the best brains in the teaching profession, respect for the teachers and the teaching profession, rigorous processes of training teachers in their specialized subject areas, and a clear, transparent and ethical strategy for evaluating and disciplining teachers within their profession.

Goss and Hunter (2015) recommend “targeted teaching” as an effective teaching and learning strategy in schools. They argue that effective teaching and learning require teachers to know each child’s learning need by collecting and analyzing accurate information on each child: what the children know and what they do not know. The strategy requires teachers to analyze the changes they are causing on each learner so as to help them change strategy in case what they are using is not effective.

5.5 Challenges in promoting Quality Teaching and Learning in Primary Schools

Quality teaching and learning is generally hampered by poor quality of teachers, bad environment in which teaching and learning takes place such as poor-quality classrooms; poor working conditions for teachers and lack of effective involvement of parents in the education of their children (Bojuwoye, Moletsane & Sylvester, 2014). According to García and Elaine (2019) there are several contextual conditions which are affecting teaching learning of children in schools. This condition entails but may not be limited to poverty, unpreparedness of children for learning, lack of involvement of parents in the learning of their children, poor health of learners, poor working condition of teachers, absenteeism of teachers and learners. The American Association of School Administrators and American Federation of Teachers (n.d.) argue that

students always pay the price when promising teachers do not enter teaching profession, when great teachers leave prematurely, when poor working condition of teachers makes it difficult to attract and retain competent teachers. Ssentanda (2014), on the other hand, points out that teachers' deficiencies in reading and poor implementation of the curriculum have been the key challenges to quality teaching and learning in Uganda.

Bold et al (2017) observe that, most teachers in Africa lack knowledge, skills and resources to do their work effectively. According to Odour (2016) the Kenyan Primary Education System is facing multiple challenges such as lack of trained and committed teachers, absenteeism from schools, inability of teachers to complete the syllabus, inability of teachers to professionally handle learners in the schools, inadequate infrastructure and scholastic materials, and weak governance and school inspection mechanism to monitor the operations of the primary schools.

Merkovic and Lerbreton (2009) echoes the views of the international experts on science and mathematics who point out that poverty, lack of freedom, liberty, and inaccessibility of scientific technologies, are compromising the quality of teaching and learning basic sciences in primary schools. The above scholars argue that the ways in which science subjects have been taught in schools, have portrayed science as dogmatic, abstract, irrelevant and difficult to comprehend instead of making it look like a continuation of rich cultural heritage aiming at improving human life and dignity.

5.6 Synthesis of the Chapter

In this chapter I have reviewed literature on quality teaching and learning in primary schools. The available literature reveals that most scholars have focused their studies on the processes of teaching and learning, the learning environment, and compliance to educational policies. They however seem to have neglected the outcome aspect of quality teaching and learning as advocated. Available literature also does not explicitly discuss the experience of primary school inspectors in ensuring quality teaching and learning in primary schools globally, in Uganda, and particularly in Northern Uganda. The above perspectives therefore justified the investigation into the experience of primary school inspectors in ensuring quality teaching and learning in primary schools in Northern Uganda. The findings of the study are therefore presented, analyzed and interpreted in the subsequent chapters starting with the one on the understanding of the school inspectors on quality teaching and learning in primary schools.

CHAPTER SIX

THE SCHOOL INSPECTORS' UNDERSTANDING OF QUALITY TEACHING AND LEARNING

6.1 Introduction

This is the first chapter on the presentation, analysis and discussion of findings. The chapter addresses the first research question which was stated as: How do Primary School Inspectors in Northern Uganda understand quality teaching and learning? Findings of the study on this research question revealed that, the school inspectors understand quality teaching and learning in ten different perspectives, which serve as the themes of the study: (i) Quality teaching and learning as attainment of proficiency in literacy and numeracy; (ii) Quality teaching and learning as attainment of life skills; (iii) Quality teaching and learning as holistic development of primary school children; (iv) Quality teaching and learning as teachers' competencies; teachers' (v) Quality teaching and learning as teachers professionalism; (vi) Quality teaching and learning as measure of learning achievement; (vii) Quality teaching and learning as a broad but an unambiguous concept; (viii) Quality teaching and learning as collaborative process; (ix) Quality teaching and learning as pursuit of innovations and; (x) Quality teaching and learning as a dynamic and contextual issue. The multiple perspectives in which the school Inspectors have shown as far as their understanding of quality teaching and learning is concerned, conforms to relative ontological perspective which holds that reality exists in multiple forms basing on the perceptions and interpretations given to it by different people (Dieronitou, 2014).

6.2.1 Quality Teaching & Learning as attainment of proficiency in Literacy and Numeracy

The first perspective, in which the school inspectors understand, quality teaching and learning in the primary schools is that, it is the attainment of proficiency in literacy and numeracy. The inspectors believe that attaining literacy and numeracy skills empowers primary school children to comprehend, interpret, and discover meanings and builds their capacities to effectively create words, symbols and characters that can convey meanings. The above perspective was attested to by the Participant "N1" who reveals that:

Quality teaching and learning in primary schools is about empowering children to learn how to read and write. My understanding about quality teaching and

learning is that the children should be able to read and write and they should also interpret what they have written and then apply the knowledge... (Participant N1).

It is the attainment of certain level of performance in learning like acquisition of reading and writing skills especially for the lower class... (Participant G1).

More to the above, Participant “A1” reveals the following:

Quality teaching and learning is about achieving the three learning domains: cognitive, psychomotor and affective domain: “quality teaching refers to helping the child to develop the three main domains that we normally look at as the cognitive, psychomotor and affective domain... (Participant A1).

Further to the above, Participant “N1” points out that there has been declining trend in the reading and writing proficiency in the primary schools in the region: stating that:

The ability of the learners to read and write has gone down,...if I compare myself when I was in P1, P2, P3, the level of achievement at that time, was better than what we see today, we were able to read, we were able to write, we were able to interpret when we were in P2, in P3 we were able to read independently without the guide of teachers, but today learners...are not fluent, they are not...competent enough to read... (Participant N1).

The above finding is consistent with the perspective of Ssekamwa and Lugumba (2001) that school inspection plays a very vital role in ensuring that children attain proficiency in literacy and numeracy in primary schools. It guides schools on the best ways to manage syllabus, prepare schemes of work, design teaching methods, allocate textbooks; administer examinations and keeping records of school equipments. Akin to the above is a perspective from the Uganda Directorate of Education Standards (2012) that, school inspection is an accountability function that is very important in aiding children to attain proficiency in literacy and numeracy because it monitors the effectiveness of teaching and learning and guarantee quality and standards of education in the schools.

This perspective does not only point out that quality teaching and learning is about empowering children in attaining proficiency in literacy and numeracy, but about the critical roles that school inspection plays in ensuring that the children attain the desired proficiency in literacy and numeracy. The perspective is consistent with one of the postulations of the accountability theory by Tetlock (1999) which holds that, accountability is a distinct attribute of discernment that reminds people to act in accordance with the existing norms of a society, provides a rationale for people to behave in conformity or contrary to the existing norms and it is an indispensable condition for the sustainability of any society.

The above finding agrees with finding of a study by Adeniji and Omale (2010) which revealed when children are effectively taught how to read, their academic performance and entire capabilities improve. Similarly, Clement (2017) and Mwoma (2017) concurs with the above view in their studies which revealed that, exposing primary school children to effective ways of reading and writing at their early ages, help them set firm foundation for their future studies. Further to the above perspective, New South Wale Centre for Education Statistics and Evaluation (2017) points out that attainment of reading skill is the foundation for all human skills and it is a powerful predictor of academic achievement and a means of building firm foundation for the future academic success of children particularly in critical thinking, comprehension and innovation. Graham (2008) also found out that attainment of writing skills is very critical in the development of cognitive abilities and emotional intelligence of children.

Akin to the above, Graham and Perin (2007) reveals that attainment of writing skills aid children in becoming effective researchers and is also a predictor of their academic success. McArthur and Castles (2017) on the other hand revealed that, poor reading skills usually result into school dropout, cognitive and emotional disorder manifested in low self-esteem, depression and sometimes suicide among children. In line with the above perspective, Lawton and Warren (2015) discovered that children with poor reading ability are susceptible to low educational attainment. In agreement, Scheerens, Luytenand Van Ravens (2011) point out that when primary school children effectively know how to read written text; critically reason and correctly solve mathematical problems, it is an indicator that they have attained quality education. In a similar manner, European Union Skills Panorama (2014) reports that attainment of literacy and

numeracy is the foundation for the high-level order thinking and a basis for acquiring literacy and numeracy skills. Sargent and Hannum (2009) argue that, active engagement of children in their own learning is a critical aspect of quality education because it makes them become more confident, self-discipline and industrious.

Mathis (2015) and the Organization for Economic Co-operation and Development (2011) both agree that, attainment of proficiency in literacy and numeracy at the early years of schooling sets a firm foundation for the development of future competencies of children. A similar view is shared by Konza (2010); Konza (2014) and Konza (2017) who revealed that the most significant attainment of children in primary schools is proficiency in reading. In view of the above discussion which points out that early attainment of proficiency in literacy and numeracy is very critical in setting a firm foundation for the development of the future competencies of young children, I therefore find it logical to conclude that, the finding of this study which revealed that attainment of literacy and numeracy skills is a critical dimension of quality teaching and learning in the primary schools, is credible and trustworthy.

6.2.2 Quality Teaching and Learning as attainment of Life Skills

The second perspective, in which the school inspectors understand quality teaching and learning, is that, quality teaching and learning is an attainment of life skills which according to them enable the primary school children to be creative, industrious and problems solvers. In line with the above viewpoint, Participant (A2) argues that:

Quality teaching and learning is about acquiring functional knowledge and life skills: When we talk of quality of teaching and learning in primary schools, my understanding is that it is the acquisition of functional knowledge and skills that one can use to be a useful citizen in the country in the society... (Participant A2).

A similar observation was made by Participant “A1” who notes that:

Quality teaching and learning is about a holistic approach to life skill development: quality teaching and learning is about preparing a whole person who is able to manipulate the environment so that he or she is able to survive out in this environment... (Participant A1).

A related viewpoint was advanced by the Uganda Bureau of Statistics (2017:1) which argues that the essence of quality education is about skills development, knowledge acquisition and innovation: The provision of quality education is central to creation of high skills, knowledge and innovation for sustainable development. The above responses seem to suggest that attainment of life skills is one of the indicators of quality teaching and learning in primary schools. School inspection as an accountability mechanism can be considered an important mechanism for ensuring that all children in the schools are guided and supported to attain the required life skills they are expected to acquire when they are at school. The aforementioned perspective aligns well to the postulation of the accountability theory by Tetlock (1999) which holds that, accountability is the framework for decision making, a distinct attribute of discernment that justifies people to behave in a certain manner.

In line with the finding of this study, Sargent and Hannum (2009) agree that, engaging children in their own learning is a critical aspect of quality education because it makes them become more confident, self-disciplined and industrious. Scheerens, Luyten, and Van Ravens (2011) contend that, the ability of the learners to develop life skills like self-control, independence, self-motivation and emotional intelligence is an indication of educational quality. Akin to the above perspective, Lawton and Warren (2015) discovered that effective reading skill provides enormous opportunities and new ideas for children in a school. In the same vein, Cullinane and Montacute (2017) report that life skills like, confidence, motivation, resilience and communication are associated with better academic outcomes and better prospects of work opportunities. Similarly, Najjumba and Marshall (2013) discovered that attainment of life skills is an important dimension of quality teaching and learning because it empowers primary school children with literacy, numeracy and basic life skills.

Spren and Knapczyk (2017) revealed that attainment of life skill is very fundamental in transforming condition of children in communities. Kurtdede-Fidan, & Aydogdu (2018), on the other hand contend that, teachers play significant roles in the development of life skills through science courses. To them, life skills entail effective communication, self-management, team work, innovation and creativity, decision making and problem solving. Drawing from the above debate which points out that attainment of life skills is associated with better academic outcomes and better opportunities for work, I find it reasonable to conclude that the finding of this study

which revealed that attainment of life skills is a very important facet of quality teaching and learning in the primary schools, is legitimate and dependable.

6.2.3 Quality Teaching and Learning as a Holistic Development

The third perspective in which the school inspectors understand quality teaching and learning is that it is a way of attaining integral and balanced education that focuses on academics, emotional, physical and spiritually wellbeing. The above view was also pointed out by Participant “G2” who argues that quality teaching and learning is about the total development of a child:

When we talk about quality teaching and learning ... we are looking at the whole child, we are looking at academic, we are looking at life skills development, and we are looking at the health of the child... (Participant G2).

In addition to the above, Participant (A1) observes that quality teaching and learning is about building all-round children, and he commented as follows:

When we talk about quality teaching and learning in primary schools, my understanding is that it is a total experience which a child gets from a school. This total experience is as a result of interaction which occurs between the teachers, the learner and the school surrounding. Quality teaching refers to that experience where the teacher is focusing on bringing out an all-round child. In the process of teaching this child, the teacher is helping this child to develop the three main domains that we normally look at as the cognitive, psychomotor and affective domain... (Participant, A1).

Further to the above perspective, Participant “G2” notes that quality teaching and learning cannot take place without the collective responsibility of the key stakeholders of a school, and states:

Quality is not only brought by the teacher, it is brought by several other stakeholders. It entails contribution of the parent, inspectors, school administrations, the learners themselves and the community that surrounds the school. It is actually the effort of various stakeholders that brings about quality teaching and learning in our schools... (Participant, G2).

The above responses seem to point out that quality teaching and learning in primary schools is more than academic attainment. It entails acquisition of several other capabilities livelihood skills; moral and spiritual values; it is about building an all-round person with multiple social skills like: conflict management, problem solving, critical thinking, leadership and management and other skills for daily living like debating, scouting, sports, games, music, dance and drama among others.

School inspection as an accountability mechanism can be considered a critical mechanism for ensuring that key stakeholders of schools effectively support the development of primary school children into balanced human persons: physically, academically, emotionally and spiritually (Ugandan Directorate of Education Standards, 2012). The aforementioned perspective can be aligned to the accountability theory by Tetlock (1999) which holds that, accountability is the framework for decision making, a distinct attribute of discernment that justifies people behavior. The abovementioned finding of this study which revealed that one of the important dimensions of quality teaching and learning in the primary schools is holistic development of children, seems to agree with the finding of Tran (2013) who points out that in developing young children, the educationists need to focus on attaining physical, mental, emotional and spiritual health of the children, their creativity and social capabilities. Otieno, Odong and Aloka (2015) similarly point out that, the cardinal goal of education is to develop citizens to become creative, lifelong learning, emotionally intelligent and problem solvers in their communities.

Akin to the above perspective, Mikelson, Grava, and Pavitola (2017) pointed out that holistic education does not focus only on intellectual achievement but on integrated learning which aims at producing children who are balanced academically, emotionally, physically and spiritually. The above scholar further points out that holistic education strives to promote respect for all children, development of their self-esteem, and providing every child with the unique opportunities to discover and develop his/her potentials. Badjanova and Ilisko (2014) revealed that holistic learning, is centered on the learners, uses inclusive teaching methods in building the theoretical knowledge and practical skills of learners, strives to improve the ability of learners to search for new knowledge, motivate them to become innovators, talented, and critical thinkers.

In view of the above discussion which pointed out that holistic education aims at producing children who are balanced academically, emotionally, physically, and, spiritually, and that the

main purpose of education is to develop citizens to become creative, lifelong learners, emotionally intelligent and problem solvers; I therefore, consider the finding of this study which revealed that holistic development of children is a critical dimension of quality teaching and learning in primary schools, legitimate and trustworthy.

6.2.4 Quality Teaching and Learning as Teachers' Competencies

The fourth perspective in which the school inspectors understand quality teaching and learning is that, it is about teachers' competencies. According to the School Inspectors, teachers cannot effectively deliver quality teaching and learning in the primary schools unless they are well training in their jobs. This perspective is alluded to by one of the Participants "K/Y1" who argues that for teachers to be effective promoters of teaching and learning, they must have undergone profession training:

For a teacher to provide quality teaching, the teacher must have the requisite knowledge on something that he is teaching. He/she should have the re-requisite knowledge of how children learn; and the re-requisite knowledge of the children he/she is teaching... (Participant, A1).

Similarly, Participant "K/Y1" notes that:

The teacher must be trained to teach in scientific way. Meaning: introduce the lesson, interact and produce desired competencies... (Participant, K/Y1)

Further to the above, Participant "G2" demands that teachers should effectively prepare to teach before they deliver actual teaching in class. Thus indicating:

When we talk about quality teaching and learning, this refers to what extent the teacher prepares to teach the child... (Participant, G2).

In agreement with the above perspective, the report of one of the Local Government Education Departments (ND) (2015:1) identified significant deficiency in the competencies of the teachers' in the district as explained as follows:

Teachers do not observe the quality aspects of lesson and scheme of work during preparation to teach; 43% of the lessons taught were not accompanied by teaching and learning resources. The quality of teaching and learning process does not meet the national standard of 85%. The overall performance of teachers score was 67%, still far below the level of the national standard of 85%.

A similar perspective was highlighted in one of the reports by one of the Municipal Education Office (AD) (2014:3) who revealed that:

The finding of Monitoring of Learning Attainment (MLA) indicated low curriculum coverage evidenced by teacher's inability to scheme and complete syllabus. It is sad to note that most teachers still do not scheme regularly. All teachers did not scheme in term three. They claim they were using textbooks directly.

Stemming from the above responses, competent teachers are considered to be knowledgeable in handling different levels of classes: pre-primary, lower primary and upper primary levels, considering that each of this levels have unique and different sets of job demands; they must have attained the right level of knowledge in their subject of specialization; knowledgeable in conducting assessment, informed on educational rules, regulation, policies and laws and relating to the learners and other key stakeholders of the school; are able to work with all the key stakeholders of the schools; know how to inspire and encourage learners, know how to work well with the parents of the learners to ensure that children continue to learn from home; have mastery over their subject; get acquainted with the underlying principles, formulas, basic assumptions and theories that are fundamentals for understanding the subject matter; invest time to read and understand the syllabus, link it to the approved scheme of work, lesson plan and extracting topics, subtopics, themes and subthemes, reading different text books on the issues to be taught, working out examples, exercises, assignment, demonstration, learning and teaching aids, thinking through and preparing assessment question and marking guides that can be used to assess the progress of the learners.

The finding of this study that teacher's competency is an important dimension of quality teaching and learning seems to suggest that school inspection as school accountability system plays an

important role in the continuous professional development of teachers. This perspective seems to support one of the postulations of the accountability theory by Tetlock (1999) that, accountability is the framework for decision making, a distinct attribute of discernment that justifies people behavior; motive and influence their interaction with others. In line with the finding of this study which revealed that teachers' competency is an important aspect of quality teaching and learning in primary schools, Zarkirova (2016) point out that the professional competencies of primary school teachers is measured by their abilities to effectively implement curriculum, versatility in the subjects which they teach, willingness to improve in executing their duties, ability to transfer knowledge to the learners, experience in executing teaching functions, knowledge-ability in theories, practical, procedures, and motivation to grow and develop oneself into a dignified teacher that aims at continuous development.

Dusi, Rodorigo and Aristo (2017) argue that modern teachers must have the following competencies to effectively deliver in duties: respect, empathy, patience, flexibility, conflict management, relational skills, cultural awareness, and tolerance of cultural ambiguity, curiosity willingness to learn more about other cultures, linguistic competency, and methodological knowledge on subject matters. Similar to the above, Somprach, Popoonsakand Sombatteera (2014) revealed that, for primary school teachers to be effective in their work, they must have soft skills like: effective communication skills, critical thinking skills, team work ability, and lifelong learning, information skills, innovation, and leadership, ethical and professional competency.

Selvi (2010) contends that what makes teachers competent, is their knowledge of the subject matter, ability to organize content, ability to transfer knowledge, ability to discover new knowledge through scientific research, ability to effectively communicate, management of emotions, ability to continuously improve one's knowledge and skills about social issues, environment and information and communication technology. In a similar manner, Cansoy and Parlar (2017) point out that, competent teachers must be expert in their areas of specialization, trained, experienced, committed, and innovative and be able to share ideas with their colleagues on the best strategies of promoting effective teaching and learning.

In view of the above discussion which revealed that teachers' competency is about the effectiveness of teachers in acquiring, managing and using knowledge to promote learning in school, I find it logical to conclude that the finding of this study which revealed that teachers' competency is one of the critical dimensions of quality teaching and learning in the primary schools, is genuine and dependable.

6.2.5 Quality Teaching and Learning as Teachers' Professionalism

The fifth perspective in which the school inspectors understand quality teaching and learning is that, it is about "teachers' professionalism" which stipulates code of conduct which guides the ways in which teachers are expected to behave and engage in their work. Professionalism requires teachers to have specialized knowledge in teaching and learning, which they can only get when they have undergone intense training in teaching and learning, and it demands that teachers must engage in continuous improvement of their knowledge and skills as recommended by the teachers' professional body. The above perspective was pointed out by Participants (A1) who argues that:

Teacher's professionalism is a very key factor in ensuring quality teaching. By Teacher professionalism, I mean teachers who are trained to teach in the given level and they are guided by professional code of conduct; after acquiring training are able to utilize training for the intended purposes. Teacher professionalism entails the use of appropriate language; it also entails a teacher being a role model because the teacher does not only teach by word of mouth but also by action. It entails that teachers can be admired by every child... When a teacher really stresses professionalism he/she is able to capture the hearts of the learner and in that process is able to deliver quality teaching, and, quality teaching results into quality learning. It is more to do with adhering to professional code of conduct, having the right attitude towards work, providing service to humanity and, putting learners as first priority. I expect to see that the pupils I am modeling become better than me as a teacher in future... (Participant, A1).

The above responses align well with the perspective of the Uganda Directorate of Education Standards (2017:16) which holds that teachers' professionalism is about proper conduct and personal proficiencies of teachers, indicating that:

Teacher professionalism refers to personal conduct and proficiency while executing teaching assignments. Teacher indiscipline has been reported in several districts. It ranges from disappearance from school without genuine reasons, insubordination, drunkenness and undermining school authority. Over 50% of school inspection reports indicate that teachers do not scheme and lesson plan. This practice exists almost in all districts in Uganda. Scheming and lesson on reports indicated that it has been commercialized as it is with assessment. Where teachers attempt to lesson plan, they do not include appropriate learning activities to prompt learners to develop reason and evidence-based judgment. Instead, memorization and rote learning is encouraged to enable pupils to work through examinations. The quality of teaching in schools is very poor...

School inspection as an accountability system is considered instrumental in ensuring that teachers are effectively trained and socialized in becoming professionals who can adhere to the education laws, policies and standards. This perspective is consistent with the first postulation of the accountability theory by Tetlock (1999) that, accountability is the general framework that guides decision making in a society, reminds people to act in accordance with the existing norms of a society, provides justification for people to behave and act in a manner that their action can contribute to the sustainability of their society. The finding of this study that teachers' professionalism is an important aspects of quality teaching and learning in primary schools, agrees with the perspective of Erdağand Karadağ (2017) who point out that School Inspectors are responsible for ensuring that teachers follow professional teaching standards and policies as a way of achieving quality of teaching and learning in their schools. Jamil (2014) similarly points out that most of the education systems in the world fail because of neglecting the professional development of their teachers which in essence is about improving teachers' knowledge, skills and experience, social, spiritual, intellectual and financial resourcefulness.

Mizell (2010) revealed that professional development of teachers is a strategy for ensuring that educators continue to sustainably strengthen their professional practice through focusing on the needs of their learners and devising the best ways of solving the problems affecting learners in schools. Gluzman, Sibgatullina, Galushkin and Sharonov (2018) observe that for mathematical teachers to be considered professionals, they need to have motivational values; appropriate technology and critical reflection that can help them discover new knowledge and range of possibilities. Schleicher (2011) observes that continuous professional development of teachers enable them to acquire relevant skills, knowledge, attitude and information that are necessary for the rapidly changing educational context and needs. Ilgan, Aslanargun and Shaukat (2015) argue that professional teachers have specialized knowledge, they are disciplined, trustworthy, committed in their work, willing to upgrade their skill and knowledge and strive to ensure that learners attain educational excellence. Andrew and Abawi (2017) further observe that professional teachers are deep thinkers about teaching and learning, they are always engaged in building capacities of their colleagues so that they can collectively meet the needs of their learners.

Drawing from the above discussion which revealed that teachers' professionalism is the framework that guides teachers on how to attain specialized knowledge in teaching and learning and obliges them to continuously improve their knowledge and skills so that they can effectively conduct their duties, I therefore find it justifiable to conclude that the finding of this study which revealed that teachers' professionalism is one of the dimensions of quality teaching and learning in primary schools is reasonable and authentic.

6.2.6 Quality Teaching and Learning as a Measure of Learning Achievement

The sixth perspective, in which the school inspectors understand quality teaching and learning in the primary school, is that, it is a way of measuring learning achievement in terms of educational indicators, targets, outputs, outcomes and standards. In this regard, Participants (N1) revealed that the target of quality teaching and learning is to ensure that learners gain proficiency in reading and writing, commenting as follows:

What I mean here is, the target is to make learners be able to read, be able to write, be able to interpret and also be able apply” (Participant, N1); If I compare

myself to when I was in P1, P2, P3, the level of achievement at that time, was better than what we see today; we were able to read, we were able to write, we were able to interpret when we were in P2. In P3 we were able to read independently without the guide of teachers, but today learners start from P1, P2, P3, they can read but the reading ability, is not fluent, they are not...competent enough to read. P1, P2, P3 even up to P6, some children don't read well... (Participant, N1).

A similar view to above was revealed by Participant “N2” who argued that quality teaching and learning is about how much learning has taken place within a given period of time:

What I consider to be quality of teaching and learning is how much the learners have achieved while the teaching- learning process has taken place. Whether they are able to display whatever the teacher has given them for when they are being evaluated... (Participant, N2).

The above finding points out that, measuring learning achievement in the form of inputs, process, outcome and impact is a very critical aspect of quality teaching and learning in the primary schools. School Inspectors being the custodian of quality of education in primary schools, are considered to be playing a critical role in defining the teaching and learning indicators, tracking teaching and learning activities, and ensuring that critical reflections are done on the key findings of the school inspection (Ugandan Directorate of Education Standards, 2012). The above perspective that, quality teaching and learning is a measure of learning achievement, relates well to the postulation of accountability theory by Tetlock (1999) that, accountability is the general framework that guides decision making in a society, reminds people to act in accordance with the existing norms of a society, provides justification for people to behave and act in a manner that can contribute to the sustainability of their society (Tetlock, 1999).

The finding of this study agrees with the finding of Kellagan, Greaney and Murray (2009) who revealed that measurement of learning is important considering that it provides information that can improve education programs, policies and actual teaching and learning in schools. Akin to the above, Scheerens (2011:35) points out that quality of education can be measured using an

“input-process-outcomes-context framework” whereby input indicators measure direct investment into the educational system like the number of textbook distributed, the number of classroom constructed, the number of lesson taught; Process indicators measure educational process like “access, participation, progression transition school to work, learning environment and organization” output indicators measures issues like number of learners who have completed the cycle of their studies, dropout rate, outcome indicators measure the result of the educational attainment, like number of learners who are able to read write meanwhile, impact indicators measure the long-term effect of the education system on the learners and communities.

Chalmers (2008) similarly observes that, teaching and learning can be measured using a logic model that deals with inputs, outputs, outcomes and process indicators. Williams (2001) observes that quality in education is measured in terms of inputs like school buildings, textbooks and instructional materials, pupils, teachers and administrators, it is also be measured in terms of procedures and techniques; knowledge, attitudes and skills. The above scholar points out that, quality of education is also measured from the contents’ point of view in terms of knowledge, skills and attitude.

Ghazi, Shah and Ullah (2015) on the other hand hold that quality teaching and learning is measured in the following ways:

- a) Quality of health, nutrition and psychological development of learner;
- b) Quality of learning environment which assesses the physical facilities at the school, safety, discipline, respect, peace and harmony;
- c) Quality of contents which measures relevance and appropriateness of curriculum;
- d) Quality of process which deals with the appropriateness of teaching and learning process, supervision and management of learners; and
- e) Quality of outcomes: which measure transformation of the life of the learners and that of the community members.

Further to the above, Anero (2013) argues that one of the ways of measuring quality of education in primary schools is through the use of the 3-A formulae, where: the first “A” in the formulae stands for “Availability” of the education for all children who ordinary would not access

education due some constraints, the second “A” stands for “Adequacy” of the schools and school facilities to support learning and the third “A” stands for “Accessibility” of the education.

In the same vein, Erdağand Karadağ (2017) argue that school accountability obliges top level educational leaders and managers to establish educational standards and guideline which can be followed by school administrators and teachers in the process of implementing school programs. Akin to the above, Jones and Saram (2005) pointed out that quality teaching and learning is attained when learners know in advanced why they are learning, what they are expected to learn, how they shall be assessed, and by which standards or benchmark? The scholar further revealed that teachers need to design effective mechanism for giving feedback to the learners, establish clear value systems that guide the teaching and learning, how achievements are celebrated, how progress is measured, clear timelines for submission and feedback on assignments and clear ways of measuring change in behavior and every student’s level of participation in class.

Similar to the above perspective, Berk (2005) argued that there are basically two reasons for measuring teaching effectiveness: to generate evidence that can be used to improve teaching and learning and to get evidence that can be used to reward those who are hired to provide teaching and learning. The above scholar provides at least twelve ways of measuring the effectiveness of teaching: rating by the Students; rating by the peers; rating by the Alumni; rating by the Employers; rating by the Administrators; self – assessment; video recordings; interviews with Students; publishing peer reviewed articles on teachings; productivity of students in their academic work; teaching profile of academic members and awards to faculty members.

In line with the above, the World Bank Report (2018:91) revealed that measuring learning in schools is a very critical strategy of ensuring quality of education:

The learning crisis is often hidden, but measurement makes it visible. The education system routinely report enrollment, but not learning because learning is missing from official education management data. It is missing from the agenda of politicians and bureaucrats. This is evident in how politicians often talk about education only in terms of inputs, number of schools, number of teachers, teacher salaries, and school grants, but rarely in terms of actual learning. Lack of data on

learning means government can ignore or obscure poor-quality education especially for the disadvantaged groups.”

Considering the above discussion which revealed that measuring learning achievement provides information that can be used to improve education programs, policies and actual teaching and learning in schools, it is logical to conclude that, the finding of this study which pointed out that quality teaching and learning in the primary schools is a measure of learning achievement, is a legitimate and dependable.

6.2.7 Quality Teaching and Learning as a Broad but Unambiguous Concept

The seventh perspective in which the school inspectors understand quality teaching and learning in the primary school is that quality teaching and learning is a broad concept that cannot be restricted to academic achievement as attested to by the following research Participants: A1, L1 & PD1 respectively. Participant “A1” particularly revealed that quality teaching and learning calls for equipping children with varieties of skills and knowledge so that they are able to survive in the challenging environment:

Right from the time when I became a teacher and throughout my professional course I have always been having new insight of what quality teaching is all about. Through continuous interaction with the teachers, continuous interaction with learners and continuous interaction with the administrators, and, continuous interaction with the environment, you begin to realize that, quality teaching and learning is neither small nor limited to one thing, but, it is very broad. It is not about academic achievements only, it's about preparing the whole person, a whole person who is able to manipulate the environment so that he or she is able to survive out of this environment. So, over the years my understanding of quality teaching has changed... (Participant, A1).

Meanwhile, Participant (L1) argues that scope of quality teaching and learning in primary schools need not be narrowed only to “indicators” but rather be broadened to include other dimensions:

My understanding has changed because while we use our set framework of the inspection tools, and inspection indicators, we kind of tie ourselves on what indicators define for us. When we look at innovations in schools, and, also of creativity, the methodology by teachers trying to be creative and innovative, and, with a lot of commitments of learning from other centers, my experience has changed. We can still do better, and because of that, we have changed rural schools but have not changed attitudes of the community. It is absolutely not changed by the framework that has been brought by the ministry. While we build our own creativity and innovation with the teachers and the commitment level and motivation, it has proved that it is possible to change and make quality, and deliver quality... (Participant, L1).

Another Participant (PD1) further revealed that, the scope of quality teaching and learning need to be widened to include issues like effective leadership, appropriate curriculum and cultural transformation of the communities:

When we talk about performance to quality there are some indicators which can at least if it is implemented, then automatically there will be change; and, also on the management aspect, the leadership style. Let us talk about the curriculum; if the curriculum, also, could meet the interest of the society of the organization especially in education, and, the efforts that is the culture of that school, because in some schools they have both culture of gearing towards quality ... (Participant, D1).

The above responses seem to suggest that the scope of quality teaching and learning transcends academic achievement and includes dimensions like: effective leadership, cultural transformation, business acumen, etc. I however believe that, for quality teaching and learning to be effectively measured and managed, it must have a well-defined scope and clear dimensions. My view is that, the role of school inspection should entail defining the scope and the dimensions of quality teaching and learning in the schools. The above perspective can be aligned to the first postulation of the accountability theory by Tetlock (1999) that accountability is the general framework that guides decision making in a society, reminds people to act in accordance

with the existing norms of a society, provides justification for people to behave and act in a manner that can contribute to the sustainability of their society. In line with the above finding, the Directorate of Ugandan Education Standards (2013) emphasizes that quality teaching and learning is a multidimensional concept that is defined by the presence of healthy and hygienic learners, appropriateness of learning environment and curriculum, the effectiveness and efficiency of the learning processes and learning outcome of the education system.

Wittek and Habib (2013:282) point out that, the idea of quality teaching and learning varies according to the different disciplines:

Various elements are related to ideas of quality teaching and learning as they appeared in different discipline-related or “tribal” discourses. The patterns of how elements are constructed, how they relate to each other, and how those relations can be conceptualized as networks, were significantly different.

Fry, Ketteridge and Marshall (2009:8) found out that the concept “teaching and learning” is generally broad but it can be narrowed down to each specific discipline and context:

Learning is about how we perceive and understand the world, about making meaning... But ‘learning’ is not a single thing; it may involve mastering abstract principles, understanding proofs, remembering factual information, acquiring methods, techniques and approaches, recognition, reasoning, debating ideas, or developing behavior appropriate to specific situations; it is about change. Despite many years of research into learning, it is not easy to translate this knowledge into practical implications for teaching. There are no simple answers to the questions ‘how do we learn?’ and ‘how as teachers can we bring about learning?’ This is partly because education deals with specific purposes and contexts that differ from each other and with students as people, who are diverse in all respects, and ever changing. Not everyone learns in the same way, or equally readily about all types of material. The discipline and level of material to be learnt have an influence. Students bring different backgrounds and expectations to learning. Our knowledge about the relationship between teaching

and learning is incomplete and the attitudes and actions of both parties affect the outcome.

Drawing from the above discussion, available literature supports the finding of this study that quality teaching and learning is a wide concept yet unambiguous. I however find it difficult to believe that a concept can be broad yet unequivocal. I believe that, quality teaching and learning must have a well-defined scope and clear dimensions. To me, the aforementioned finding of this study may not be genuine and dependable.

6.2.8 Quality Teaching and Learning as a Collaborative Process

The eighth perspective in which the school inspectors understand quality teaching and learning is that, it is a collective responsibility that calls for effective involvement of all the key stakeholders of an educational system in a community (the learners, parents, teachers, school administrators, school management committees, school inspectors, central and local government authorities, professional bodies and community members). The above view was pointed out by Participant (A1) who notes that:

I have always been having new insight of what quality teaching is all about through continuous interaction with the teachers, continuous interaction with learners and continuous interaction with the administrators and continuous interaction with the environment... (Participant, A1).

Similarly, Participant “G2” gave the following views:

We have always been trying to see how we can bring about quality teaching and learning in our schools, that is why sometimes we engage ourselves in vary many issues, for example we try our best to talk to parents...we try our best to talk to the local government who are our supervisors, and sometimes when we have also opportunity to talk to the ministry officials... sometimes we the inspectors plus other professionals like the Centre Coordinating Tutors we sit together to try to come up with some innovations... (Participant, G2).

The same Participant further pointed out that, they are engaged in the capacity building of the head teachers:

Currently we are engaged in building the capacity of our head teachers to be on the fore front especially on what we call support supervision, because for us as inspectors, we are very few but the schools are many; but even the resources we get to go on the ground is very much limited. So, we are not always on the ground, but the head teacher is on the ground. We think building the capacity of the head teachers can help us in improve on the quality of teaching and learning. We have developed what we call “peer supervision,” we have clustered the head teacher, so they plan and implement their plan, by supervising the schools in their clusters, they sit together and meet and discuss the findings and then they come with the ways forward in order to improve the practice, we call it innovation because this is not something that has not been there, but we think if we build the capacity of the Head Teachers we can improve... (Participant, G2).

Drawing from the above findings, quality teaching and learning can be considered a collaborative effort because of the following reasons: It creates situation for synergy of resources and opportunities that can improve teaching and learning in the schools. It is a process of teamwork that aims at achieving certain desired result. It is a way of forming alliance to achieve some desired result. It calls for explicit assigning of roles to all the key stakeholders.

The above finding imply that quality teaching and learning is a process that calls for effective collaboration among the different stakeholders of the schools due to their power, influences, and access to resources. School inspection as an accountability mechanism, can be useful in ensuring that the different key stakeholders of schools play their part in achieving quality teaching and learning in schools. This perspective relates well with the first postulation of the accountability theory which holds that, accountability is the general framework that guides decision making in a society, reminds people to act in accordance with the existing norms of a society, provides justification for people to behave and act in a manner that can contribute to the sustainability of their society (Tetlock, 1999).

The above perspective confirms the finding of Cynthia (2015) who revealed that collaborative learning strategy is shifting the focus of pedagogy from teacher-centeredness to collaborative team learning where teachers are required to be more responsible for learning in their class,

connect more closely with their fellow team members, and not be afraid of exposing their ideas for scrutiny and peer review as they search for new knowledge. A similar perspective was advanced by the New South Wales (2014) framework for school excellence which points out that the practice of collaboration in schools is a critical means of attaining excellence in education. The framework calls for all staff members in a school to work together in planning, implementing and reviewing teaching and learning strategy. According to this framework, staff members in schools are required to give and get constructive feedback from their peers who serve as mentors.

In line with the above perspectives, La Hanisi, Risdiancy, Yunita and Sulisworo (2018) revealed that collaborative learning is a strategy for encouraging students from various background and abilities to learn together how to work together and appreciate each other's capabilities in solving problems, building their self-esteem, sense of responsibilities and teamwork. Akin to the above, Marjar and Mozghan (2012) established that collaborative learning challenge learners in schools to listen to different perspective from their colleagues; evaluate their view point, refine their knowledge and skills and become accountable to their peers. More so, Pang, et al (2017) contends that collaborative learning teaches children on how to build their social skills and minimize bias. In the same vein, Ingleton, Doube, Nobel, & Rogers, (2000) revealed that the essence of collaborating learning is to build social skills necessary for undertaking community project, foster interaction and critical thinking among peers and development of higher order learning skills. The above scholars however observe that for collaborative learning to be effective, it requires proper planning to map out its purpose, objective, activities, resources, measurement and monitoring mechanism.

Aligned to the above perspective, is the finding of Le, Janssen and Wubbels (2018) which revealed that collaborative learning is critical in promoting positive learning outcomes however, it is a difficult learning strategy to manage considering that students and teachers always lack skills necessary to manage the collaboration process. The above scholars further point out that, most of the time teachers focus on achieving learning goal and forget to manage the learning process adversely affect the entire learning of the children. Further to the above, some learners suffer from lack of competency due to low self-esteem, and on the other hand, learners who are

friends tend to suffer from familiarity syndrome which fails them to focus on the main goal of learning.

Calling to mind the above discussion which revealed that collaboration of key stakeholders and learners in schools is a vital technique for achieving educational excellence in primary schools, I find it plausible to conclude that, the finding of this study which revealed that attainment of quality teaching and learning in primary schools requires collective responsibility and effective involvement of all the key stakeholders of an educational system is authentic and justifiable.

6.2.9 Quality Teaching and Learning as a Pursuit of Innovations

The ninth perspective in which the school inspectors understand quality teaching and learning is that, it is a pursuit of innovations in an education system. It is a systematic way of encouraging, monitoring, and evaluating of all the innovations so that their positive results, negative consequences and costs are measured, documented and reciprocated where necessary. According to this perspective, some of the innovations that may yield success in ensuring quality teaching and learning may include but not limited to coming up with training and professional development for teachers, modification of roles and responsibilities of head teachers to include support supervision of their peers, engaging key stakeholders of the school in performance review meetings, and signing customized performance agreement with teachers and head teachers and mobilizing teachers to work as a group in setting and marking exams and also training teachers within the service have proved to be effective ways of improving quality of teaching and learning in their areas of jurisdiction.

In support of the above perspective, Participant (Y/K1) provides a case scenario where one of the districts in Northern Uganda enrolled unqualified teachers but innovatively transformed them into professional teachers over the years as explained below:

When I started work here, about 50% of the teachers here were untrained, most of them were senior four (S4) levels and they did not understand how to teach. Over time, they went to college and they were trained. The unqualified teachers were weeded out of the system now all the teachers are qualified...

(Participant Y/K1)

Akin to the above, Participant “AP1” challenges communities to become more innovative in supporting the quality of education in their schools:

Either than looking at quality from the pre-set indicators, we can look at how we can become innovative, how we can make the community innovative and support quality that is desired by all of us... (Participant, AP1).

School inspection as an accountability function is assumed vital in creating conditions that promote innovation in teaching and learning in the primary schools. The above perspective that quality teaching and learning is a pursuit of innovations in an education system connects well to the postulations of the accountability theory by Tetlock (1999) that, accountability is a general framework for decision making that reminds people to act in accordance with the existing norms of a society, provides justification for people to behave in a manner that can promote sustainability of a society; and that people always link their motives to coping strategies which they feel feasible, and has potential to enhance or damage their reputation.

The above perspective agrees with the finding of Lonka, Hietajärvi, Moisala, & Vaara (2015) which revealed that effective teaching and learning in the modern era requires constant innovation like use of robotic sciences, application of artificial intelligence, search engines, social media learning, cloud teaching, computer supported collaboration learning, etc. Pickering (2014) reveals that innovation in teaching, calls for creativity in assessment, new ways of training teachers, use of technology to improve delivery of teaching in class, offering remedial lessons, putting more concentration in the process of teaching and employing multiple tools.

Serdyukov (2017) observe that innovation in education entails generating and implementing novel ideas that can help in improving performance of an education system. The above scholar further argues that, innovation can take the form of new pedagogical theory, new methodology, new teaching and learning techniques, new organization structure, new efficient and effective ways of utilizing resources and so on. Innovation is a collective effort of all stakeholders of education: learners, parent, teachers, school administrators and leaders and policy makers. Innovation being a change always comes with its desired and undesirable effects which must be managed.

Banaji, Cranmer and Perrotta (2013:450-460) identify several enablers and challenges to innovation and creativity in education as explained in the extract below:

Valuing of teachers and the teaching profession through the payment of incremental and sufficient salaries, a combination of theoretical and practice-based teacher-training; continuing professional development and increased autonomy over their time; skills-based approach to the curriculum rather than an overloading of content; supportive of a wider culture of creativity; empowering teachers by giving them the time and skills to teach autonomously without too much curtailment; training and recruitment of school and curriculum leaderships with an interest in, and, understanding of the time and motivation for creativity and innovation was seen as a top priority.

The above scholars also revealed that examination, are some of the barriers to innovation and creativity in education hinders teachers from creativity, it always promotes encourage competition between students and schools. The above scholar believe that time spent on examination preparation can be profitably spent research and innovation.

Considering the above discussion which points out that effective teaching and learning cannot take place without innovative and creative approaches; it I find it plausible to conclude that the finding of this study which reveals that, pursuit of innovation is a very important dimension of quality teaching and learning in primary schools, is legitimate and dependable.

6.2.10 Quality Teaching and Learning as a Contextual and Dynamic Issue

The tenth perspective in which the school inspectors understand quality teaching and learning is that quality teaching and learning is a context specific and dynamic issue. The above finding seems to suggest that clear discernment of specific circumstances is very critical for quality teaching and learning to take place. The School Inspectors believe that, primary school children got better quality education in Uganda because teachers were committed in their work than they are today. They further note that the academic achievements in the primary schools are now poorer than that of the colonial period considering that during the colonial period a learner in the junior grade could to speak much better English than a Senior 4 or Senior 6 Grade student of these days. Further to the above, the inspectors contend that children in primary two were able to

read clearly in their local languages, and, speak fluently in English unlike the current children. They also observe that, currently, the ability of the learners to read and write has drastically gone down compared to the past. More still, they acknowledge that currently there is the problem of over congestion of pupils in the classroom which make effective teaching very difficult. To affirm the above perspective, Participant “N1” argues that:

If I compare myself to when I was in P1, P2, P3, the level of achievement at that time was better than what we see today; we were able to read, we were able to write, we were able to interpret when we were in P2, in P3. We read independently without the guide of teachers, but today learners, start from P1, P2, P3; they are not fluent, they are not competent enough to read. In P1, P2, P3 even up to P6, some children don't read well. During our times, we were not very many, on average we were 50 in a class, so attention was given to each one of us by the teachers, but today, especially for the beginners in P1, you find they are 100, 150, 200 and so on. Practically a teacher cannot attend to 100, or 150... (Participant, N1).

School inspection as an accountability function, is deemed helpful in guiding school managers and key stakeholders of the schools in making decisions when dealing with different contextual issues affecting teaching and learning in schools. The above perspective on the role of school inspection appears to relate well with the first postulation of the accountability theory which holds that, accountability is the general framework that guides decision making in a society, reminds people to act in accordance with the existing norms of a society, provides justification for people to behave and act in a manner that can contribute to the sustainability of their society (Tetlock, 1999).

The above finding agrees with that of Ableser (2012) which revealed that sensitivity to context is very critical in the realization of teaching and learning excellence across all educational spectrums from kindergarten to university and that, context in education entails but is not limited to classroom, culture, techniques, interest, needs, background of learners, class size, and subject taught in the schools, social, political and economic conditions under which teaching and learning occurs. Similarly, Alton-Lee (2003) revealed that understanding teaching and learning

context provides necessary information on the classroom, curriculum, demographic characteristics of learners, appropriateness of the content of curriculum and the actual process of teaching and learning.

In the same vein, Gigliotti(2012) argued that using laptop computers in schools is a critical contextual issue that affects attainment of quality of teaching and learning because it aids learners to achieve higher-order thinking when there is effective feedback from the teachers, when teachers use appropriate strategy to motivate discussion in class, when students are given the opportunity to take ownership of their work and when teacher enabled students to actively engage in the learning process.

Benade (2015) on the other hand argued that the twenty first century teachers must prepare to face a complex and dynamic world which is greatly influenced by new technological advancement and globalization. The above scholar calls for contemporary teachers to engage more in critical thinking and reflection to find out how their beliefs, values, pedagogical practices and curriculum can ethically interface and work with the modern technological and digital era for the greater benefit of their learners. The study further points to the need for innovative ways of promoting collaboration in the new learning environment characterized by recent developments like online learning platforms, blogging and smart screens.

Stemming from the above debate which revealed that, proper understanding and appropriate handling of contextual issues are very critical in promoting teaching and learning in primary schools, and considering the finding of this study which pointed out that quality teaching and learning is a contextual and dynamic issue, I therefore find it logical to conclude that the finding of this study is valid and reliable.

In summary, this chapter has revealed that school inspectors in Northern Uganda have multiple perspectives in which they understand quality teaching and learning in primary schools which conforms to relative ontological perspective which holds that reality exists in multiple forms basing on the perceptions and interpretations given to it by different people. In this case the inspectors perceive quality teaching and learning as: attainment of proficiency in literacy and

numeracy; attainment of life skills; (iii) Holistic development of primary school children; (iv) teachers' competencies; (v) teachers' professionalism; (vi) measure of learning achievement; (vii) Broad but an unambiguous concept; (viii) Collaborative process; (ix) Pursuit of innovations and; (x) Dynamic and contextual issue.

CHAPTER SEVEN

TECHNIQUES THAT THE SCHOOL INSPECTORS USE TO ENSURE QUALITY TEACHING AND LEARNING IN PRIMARY SCHOOLS

7.1 Introduction

In this chapter, I present, analyze and discuss findings of the study on the second research question which was framed as: What are the techniques that Primary School Inspectors use to ensure quality teaching and learning in primary schools in Northern Uganda? Findings of the study revealed that, inspectors use at least eight techniques to ensure quality teaching and learning in the schools, namely: (1) Assessment of Quality of Inputs into Educational programs; (2) Assessment of educational processes; (3) assessment of learning outcomes; (4) Psychosocial support; (5) Ensuring compliance with educational Standards, Laws and Regulations; (6) Creating awareness on educational Standards, Laws and Regulations; (7) administration of rewards and (8) administration of sanctions. The multiplicity of techniques that have emerged from the experience of the school inspectors as far as ensuring quality teaching in the primary school is concerned, conform to relative ontological philosophical school of thought that guided this study (Kolychev, 2012) basing on the view that existence of reality (Being) is determined by the existence of other reality (Being).

7.2.1 Assessment of Quality of Inputs into Educational programs

The first theme that came out from the interview with the school inspectors on the techniques that they use to ensure quality of teaching and learning was the assessment of quality inputs into educational programs. The inspectors revealed that they use this technique to examine the value of the different inputs into the education program. They pointed out that they specifically check if the head teachers have the desired leadership capabilities, evaluate if the head teachers can be fully in charge of school activities like holding meetings and encouraging the teachers to effectively perform their duties which mainly entails preparation to teach, actual teaching, administering exams and coming up with development initiatives like school feeding program. The inspectors also pointed out that with this technique, they are assess if head teachers have knowledge, skills and attitude necessary to propel schools to achieve the desired targets, objectives and educational goals.

More to the above, the school inspectors revealed that they assess the value of the contribution of the School Management Committees, Parents and Teachers Association and the communities in which the schools are located. Specifically, they noted that, they always seek to find out the effectiveness of the school governance teams, where they probe to find out if the school governing body can provide oversight roles to the overall functions of the schools like approving school policies, budget and development plan.

Further to the above, the school inspectors revealed that they endeavor to find out if the school Management Committees and Parent Teachers Association are performing their mandates well as required, if in their meetings they discuss issues related to the development of the school like: school expansion, construction of accommodation for the teachers, establishment of new classroom blocks and renovation of the old buildings. Below is a view from Participant (N1):

We look at the entire school,...we look at the management,...what we call governance, we look at the Head Teachers, we look at the teachers, because I have already talked about the learners,...we look at the functionality of the management, functionality means,...they meet regularly as required at least... minimum number of meeting in a term at least twice in a term, so we look at that and if they meet, we want to look at the minutes and in the minutes we also look at the items that they discuss, are they related to the performance, to the development of the school, because sometimes you go you look at you will find they only go to approve UPE (Universal Primary Education) budget, that is not enough, we want to see whether the management committee also participate in planning drawing strategy for school improvement like academic, and also trying to look at expansion of the school in terms of may be infrastructure like the toilet for children because government cannot supply everything are they planning to have their own build houses for teachers, do teachers commute from far and so on, and then we look at the strategies, we also look at whether the school has school improvement plan and who participated in generating school improvement plan?...we check the minutes of school management committees, we check the minutes of Parent Teachers Association and then we come to the head teacher, so the Head Teachers we look at the strategies what they have together with the

teachers, their plan to make the school achieve and our target is to have at least 90% of candidates passing in division one for example at Primary Leaving Examination and any other examination that they give, and we also look at whether the school has some good practices, and this good practices we are looking at is the Head Teacher able to initiate school feeding program for the children because now government is saying children should at least take something during brake time or during at lunch, so what is the initiative of the teacher, of the teachers and the Head Teachers of that particular school towards a feeding program of the children if parent can not contribute, our school have land do they have something which they have planted so that children at the end can use, can enjoy, so we assess that one, ah, we also look at the, the, the, plan, plan for ah, violence against children, do they have strategies to avoid violence against children? We also look at strategies for children with special educational needs, are the plan there? Do they have teachers, do they train the teachers? Do they also have program for school base training which they can invite the (CCTs) Coordinating Centers Tutors; they can invite us to go and help them. This is what we call...educational reviews... (Participant N1).

Akin to the above, Participant “A1” pointed out that assessment of quality of inputs into the educational program calls for careful scrutiny of the capabilities of the teachers in undertaking child studies and effectively responding to the unique needs of every individual child:

We expect a professional teacher to ... keep records of all learners, in his or her jurisdiction...maintains progress records of all learners. In the process of maintaining the records of the progress of learners, each learner’s performance is determined sometimes by both the home environment and the school environment. So, a teacher is supposed to really dig up why this child “a” is performing the way he or she is performing. The teacher first of all should understand, could it be the environment in the school which is causing this if not where else could the problem be, then the teacher must go beyond the problem in the school environment and then go to the home environment and try to find out with whom is this child staying, is he staying with the real parents, is he an

orphan and then we expect during inspection to have such a record with the teacher as one of the professional duties. The teacher must undertake what we call child study and we expect child study record to be with the teacher. From this record of the child study we are able to understand that the teacher has also interacted with the home environment in trying to help this child to attain quality education... (Participant A1).

In a similar way, Participant “G2” revealed that assessment of quality of inputs requires analysis of the performance of the school administration, parents and the school community in promoting learning of the children:

Sometimes we carry out what we call “Performance Evaluation”... this performance evaluations are normally based on the four pillars, the four pillars refers to the contribution of the Management and Administration: there are many people under this right up from the Ministry even up to the school level, we also evaluate the performance of the Teacher Pillar, we also evaluate the Parents and the Community Pillar, even the learner, of course the learner is normally in terms of achievement, how much have they achieved, so ah, normally we do that, when do that, we share the outcome with the various stakeholders so that we improve on the practice ah, we also so we do that but that one is basically is assessing the system at school level because sometimes ah, the head teacher may claim they are doing a lot, Management Committee say they are doing a lot may be even the parent may, but all these should be translated into how much has the child achieved even if you are saying you have done much, it has to be reflected in the child, ... we assess academic, this one basically we do it at district level ... we have examination committee, they have picked from schools and they come and sit, actually this examination committee they try to emulate what UNEB (Uganda National Examination Board) does so that like we should not go far away from what UNEB as a Board does so we have that and we do that every term...and then there is what we call monitoring learning achievements this was an initiative by the Directorate of Education Standards, now in this we go to schools, and then we give test to children, we mark together with the teachers and these test are based

on what they call the Bloom's Taxonomy where look at the knowledge achieved by the learners, we look at the comprehension, we look at the application, so we test all these areas, we mark together and then we give results now these results will help us we analyze it together with the teachers so that the teachers are able to see whether they are on the right track or they are not on the right track, so this is what we do with them and when we have done that we all suggest the way forward and we encourage teachers that when they are assessing the academic performance they need to consider what type of question they are asking so that these children are not cheated because sometimes what they teach could be only on knowledge base, they ignore other areas of development of the child, so we also do that we call it monitoring learning achievement. These tests are normally prepared, it is a standardized test prepared by the Directorate of Education Standards, we are only trained now to administered it in our schools like we about to do it, but this time we are going to train our Head Teachers to do it so that they should know we want them also to emulate it and they can do it at schools... (Participant G2).

The above perspective agrees with the finding of Masino and Nino – Zarazua (2016) who revealed that, supplying right inputs into the educational program within the acceptable social norms are critical in attaining positive transformation in the quality of education in schools. Akin to the above, Salam (2015) point out that system approach to managing educational program helps in aligning educational inputs to the educational processes, outputs objectives and goals and it is critical in designing curriculum because it shows the logic of the development of the conceptual skills of the learners to their psychomotor and emotional skills and also helps in figuring out the circumstances necessary for implementing the educational program. Further to the above, the Ugandan Education Act, 2008, section 25, schedule: 1-3, holds that, school inspectors have the powers to inspect and audit all schools to ensure that they comply with the set standards (Government of Uganda, Ministry of Education and Sport, 2012).

Akin to the above, is the perspective of the Uganda National Planning Authority (2018:1) holds that school inspectors play critical role of assessing quality of inputs into the education program:

... inspection looks into the school and classroom processes and activities to establish whether they are relevant and adequate to yield the expected education outputs/outcomes...a tool to ensure standards within the inputs, processes and outcomes, school inspection is as well a crucial tool government's use for accountability... inspections are tools to hold teachers and head teachers to account for the resources given to them. Teachers/head teachers account for the resources through the quality of the teaching and learning process and activities that should culminate into quality learning outcomes (cognitive and non-cognitive) as desired by the State...

The centrality of the school inspectors in the assessment of the quality of inputs to the educational program as pointed above, is consistent with the postulation of the accountability theory by Tetlock (1999) that, accountability is the general framework that guides decision making in institutions, reminds people in an organization to act in accordance with the existing norms of their society as a way of promoting the sustainability of their organization.

To conclude on the above debate, I observe that, much as I agree with the finding of this study that assessment of quality inputs into educational programs is an important technique for ensuring quality teaching and learning in schools, I am however, of the view that, the scope of assessment of “quality of inputs into the educational program” need not be confined to checking the desirability of leadership capabilities, head teachers ability to be fully in charge of school activities, holding meetings and encouraging teachers to effectively perform their duties, instead it should look at wider perspective like the effectiveness and efficiency in the utilization of the school finances, time, teaching and learning materials, classrooms, libraries, laboratories, school farm, etc. Nevertheless, I am convinced that, the finding of this study which revealed that assessment of quality of inputs into educational system is one of the ways of ensuring quality teaching and learning in primary schools is credible and dependable.

7.2.2 Assessment of Educational Processes

The second theme that came out from the interview with the school inspectors on the techniques that they use to ensure quality of teaching and learning was the assessment of the “the processes” of educational programs. This is a technique that entails rigorous analysis of how the educational inputs are transformed into the desired learning outcomes. Specifically, the technique entails

scrutinizing the effectiveness of preparation of teachers: how they prepare scheme of work, lesson plan, teaching and learning aids, how they conduct actual teaching in class, their attendance in the schools, their relationship with the learners, how they maintain discipline of the learners, the type of class work they give to the learners and how they assess and maintain record of progress of each learner.

Further to the above, the inspectors revealed that they monitor the implementation of curriculum in the schools, scrutinize learning environment so as to ascertain different types and levels of risk that the learners may face in the schools like abuse and violation of their rights, assess situation of learners with special needs, how the teachers relate with the learners, investigate if the teachers make necessary effort to understand the learners' background, how they conduct child study and how they strive to know the condition of the children at home. The above perspective was attested to by one of the Participants (A1) in the following way:

We look at the teaching and learning as a process ... we look at delivery steps which a teacher must follow to reach a certain level. We look at teacher preparation as part of the process; we look at school leadership, because the school leadership is part of the process that helps the teacher to function well so leadership and management. We look at teacher preparation. We also look at the classroom environment, we look at the interaction between the teacher and the learners, we look the methods the teacher is using to translate knowledge is this teacher only translating knowledge for himself, to the learners or his making learning an interaction. So during our inspection those are the thing we assess, we also look at the discipline of the learners, does the teacher give a thought, does he take the discipline of the learners as an important aspect. We look at how does the teacher relate this learner with the environment, how about the child's background, does the teacher pick interest to know this child's background he is teaching and we also look at this before as the teacher assess the teaching-learning process... (Participant A1).

In line with the above perspective, Another Participant (G2) revealed that the school inspectors ensure quality teaching and learning by monitoring how teachers implement curriculum, health issues and violence against children:

...at the school level...we encourage teachers to...carry out assessments. And how do we know it's being done?...we... monitor, we actually sometimes... find out how much curriculum have been covered, and we normally demand our Head Teachers to give us report on curriculum coverage, but not only curriculum coverage, but all other aspects that contribute to teaching and learning,...we don't ignore the health issues, we also demand like in our school we have what we call "school family initiative meetings", children have been divided into families, each teacher has a family of 25 children, now this, we call them "current teachers", but we need also to address issue that affect children, we have children coming from difficult families, we have children who are affected and infected with HIV/AIDS, we have issues of violence against children, bullying and so on, issues of ah, transaction sex is taking place, so, these are things that teachers need to guide children to know, things that can be a disaster in their lives. So, we also address that; but we also we want to know how much is each school doing to address these issues, these are indicators we don't ignore because they all contribute to quality teaching and learning. So that is how we assess quality teaching and learning in our schools... (Participant G2).

From the above responses, I observe that, assessment of "the processes" of educational programs entail scrutinizing the effectiveness of preparation of teachers, specifically how they prepare scheme of work, lesson planning, teaching and learning aids, ensuring how they conduct actual teaching in class, their attendance in the schools, their relationship with the learners, how they maintain discipline of the learners, the type of class work they give to the learners and how they assess and maintain record of progress of each learner. I however believe that assessing the processes of educational programs should result into formulation of a very clear framework on how to institute preventive, corrective and control measures in the assessment of the educational process.

In line with the above finding, Roy (2016) revealed that assessment is the core of any education system because it entails analysis of the curriculum, grade, competencies, strengths and weakness of learners and the entire education system. The study specifically, reports that: achievement of competencies is an indicator of quality in primary schools and that effective assessment is critical in improving students' performance considering that it measures students' competencies in terms of knowledge and skills.

Akin to the above perspective, Abejehu (2016) pointed out that continuous assessment of learning provides evidence that can be used to improve learning of children in the schools. The above study however observes that continuous assessment if not well coordinated usually fails to achieve its intended purpose of improving quality of education in a country. In the same vein, Garvey and McConnell (2008) revealed that assessment in education is the heart of teaching and learning in primary schools because it provides teachers with appropriate information on the learners and provide accountability to key stakeholders of the schools like parent, education managers and policy makers. These scholars however observe that, assessment for accountability may be counterproductive if not well done considering that it may make the schools focus on teaching children to pass their exams with high grades and neglect other essentials aspects of learning which are not measured using standardized examination.

The above perspectives on assessment of educational processes, relate well with the first postulation of the accountability theory by Tetlock (1999) that, accountability is the general framework for decision making, a distinct attribute of discernment and justification for people to behave and act in a manner that can contribute to the sustainability of their society.

Drawing from the above discussion, I find it reasonable to observe that, the finding of this study which revealed that assessment of educational processes is one of the important techniques for ensuring quality teaching and learning in primary schools is credible and dependable.

7.2.3 Assessment of Learning Outcomes

The third theme that came out as a result of the interview with the inspectors on techniques that they use to ensure quality teaching and learning in the primary schools was, assessment of the quality of the learning outcome in the primary schools. The interview revealed that the inspectors work with the Directorate of Education Standards (DES), Centre Coordinating Tutors (CCTs),

Associate Assessors (AAs), Teachers and Head Teachers to assess the quality of the learning outcomes in the primary schools. The inspectors revealed that they basically conduct three main types of assessment in primary schools: Continuous Assessment, Tests and Quizzes and End of Term Examinations as discussed below.

7.2.3.1 Continuous Assessment

This is a method used by the teachers to assess academic performance of learners in Primary One up to Primary Three (P1 – P3). The study reveals that learners at the lower primary levels are not expected to be subjected to end of term examinations all the time, they are instead expected to be continuously assessed upon completion of different themes and sub-themes. Teachers are supposed to get cumulative average of their marks in the continuous assessment and compute them as evidence of their academic performance. The experience of the inspectors showed that continuous assessment helps in determining the competencies of the primary children and serves as a means of bridging the gaps in their teaching and learning process.

Kola and Ganiya (2013) agree with the above perspective in their study which revealed that continuous assessment is a teaching and learning approach that can be used to guide and improve performance of learners in schools. Similarly, Osadebe, and Abel (2018) agree that, continuous assessment aggregate data on students' knowledge, skills and attitude over a period of time which can be used as a basis of measuring their academic performance. Abejehu (2016) however points out that much as continuous assessment is considered important technique of ensuring quality teaching and learning, many teachers do not use it for its rightful purpose of identifying and addressing learning difficulties.

Akin to the above perspective, Kapambwe (2010) revealed that most teachers find it difficult to embrace continuous assessment because it is time it is a tedious exercise, time consuming, requires adequate teaching and learning resources. According to this scholar, continuous assessment however, is a very effective technique for dealing with diversity of learners, compels teachers to continuously learn how to deal with individual child and provide evidence that they are helping each of the children in their class to improve in their learning.

The above discussion which revealed that continuous assessment of learning in primary schools aggregates data on students' knowledge, skills and attitude over a period of time and it can be

used as a basis of measuring their academic performance, is consistent with the postulation of the accountability theory by Tetlock (1999) that, accountability is the general framework for decision making, a distinct attribute of discernment and justification for people to behave and act in a manner that can contribute to the sustainability of their society.

In view of the above discussion, which revealed that continuous assessment of learning is an important technique that the school inspectors use to ensure quality teaching and learning in the schools, I therefore consider the finding of this study legitimate and trustworthy.

7.2.3.2 Tests and Quizzes

The school inspectors revealed that, frequent administration of Tests and Quizzes are effective techniques for ensuring quality teaching and learning in the schools. Tests and Quizzes are however mainly conducted for learners in the upper levels from Primary 4 up to Primary 7. They are usually administered after the completion of themes and sub – themes in a syllabus. The inspectors revealed that this Tests and Quizzes helps in determining the learners’ ability to comprehend and apply knowledge. This perspective was attested to by one of the research Participants (N1) who pointed out that:

Teachers give them some test or quiz to test their ability whether they understood the topic and sometimes we also organize quiz competition, the inter - school competition and that is also assessing their ability: the application, the knowledge and the comprehension so we use the quiz... (Participant N1).

In line with the above perspective, Guskey (2003:2) revealed that quizzes, tests and written assignments can improve learning in schools:

The assessments best suited to guide improvements in student learning are the quizzes, tests, writing assignments, and other assessments that teachers administer on a regular basis in their classrooms. Teachers trust the results from these assessments because of their direct relation to classroom instructional goals. Plus, results are immediate and easy to analyze at the individual student level. To use classroom assessments to make improvements, however, teachers must change both their view of assessments and their interpretation of results.

Specifically, they need to see their assessments as an integral part of the instruction process and as crucial for helping students learn...

Consistent to the above, is the finding of Gholami and Moghaddam (2013) who found out that student who undertook weekly quizzes performed better in their exams, than those who did not undertake the weekly quizzes. Kayser (2015) and Refnita (2017) similarly revealed that administration of daily quizzes positively impacts on the academic performance of students. In the same vein, Tshabalala, Mapolis, Gazimbe and Ncube (2015) revealed that testing of pupils in schools aids their academic performance, but for teachers to be effective in testing, they need to be knowledgeable on testing procedures, quality standards and marking schemes.

Contrary to the above though, is the perspective of the World Bank (2018) which pointed out that many education systems in the world are suffering from the problem of over testing and inability of using the test results to promote learning in schools. Similarly, the Ugandan Directorate of Education Standards (2017) revealed that, unremitting testing of learners may breed rivalry and rote learning in schools.

Considering the above discussion, which points out that test and quizzes when administered by experience teachers, positively impact on the academic performance of students, I therefore affirm that the finding of this study which revealed that test and quizzes are important techniques for ensuring quality teaching and learning in primary schools is valid and reliable.

7.2.3.3 End of Term Examinations

The school inspectors revealed that one of the techniques of ensuring quality teaching and learning in primary schools is the administration of end of term examination to the learners in primary four up to primary seven. The end of term exams is expected to assess the learners in all the topics which they have covered during the term. The inspectors pointed out that all the districts have “District Examination Committees” which are charged with the responsibility of setting and marking of examinations for the upper classes. The result of this assessment informs the teachers and the parent of the children on academic progress of the children; identify strengths, weaknesses and strategies to help the children in their learning.

Primary 7 Candidates are however assessed using the “National Examination called “Primary Leaving Examination” (PLE) which is centrally managed at the National level by the Uganda National Examination Board (UNEB). The result of the above examination is used to determine whether the learner qualifies to join secondary or vocational schools. The above perspective is pointed out by one of the research Participants (N1) who pointed out that:

...we assess the performance of our primary schools through...end of term examination, that is for P4-P7...P1-P3, there is what we call continuous assessment, they are not subjected to end of term examination, after completing a theme, the teacher assesses their achievements and keeps the records and towards the ends these records are computed to get the average scores which helps us to know the competencies of the child, what the child is able to do and what the child cannot do and then we comes up with strategies or recommendations to bridge the gaps...we assess them not only by giving the end of term exams but for P4-P7 we also assess them after completing a topic or unit, the teacher give them some test or quiz to test their ability whether they understood the topic and sometimes we also organize quiz competition, the inter - school competition and that is also assessing their ability: the application, the knowledge and the comprehension so we use the quiz... (Participant N1).

The role of school inspection in the administration of examination is perceived to be that of ensuring that examinations are legitimate and credible and that assessment framework in the schools is rigorous, valid and capable of producing competent graduates. The above perspective on the role of school inspection in the administration of examination appears to connect well to the postulation of the accountability theory by Tetlock (1999) that accountability is the general framework for decision making, a distinct attribute of discernment that that justifies people behavior.

Contrary to the above, is the finding of Ndifon and Cornelius – Ukpepi (2014:121) who revealed that examination is not always the most valid ways of measuring the abilities of learners considering that every child is endowed uniquely but examinations usually treat learners as if they are the same. The above scholars instead urge educationists to focus more on assessment of

practical skills and knowledge rather than theoretical tests which mostly breeds examination malpractice in schools. Akin to the above perspective, Mackatiani (2017:51-57) argues that formal examination system compromises quality of education because it does not focus on competency building:

Examination...was administered ... to have a few graduates at every level. This was done in order to serve the colonial interests. The few graduates were to serve as artisans and clerical officers in white settlers' farms, churches, and government institutions. This system of education was adopted by the government for the purpose of denying Africans higher education... the examinations-oriented model does not help school pupils to realize learning achievement as expected. This is as a result of teachers concentrating on the impartation of knowledge through traditional approaches that concentrate on theoretical skills. The rote learning approaches enable pupils pass national examinations. Pupils spent most of the time doing a series of examinations. Drilling then follows through revising the examination papers. This enables learners to reproduce the acquired knowledge when national examinations are being administered. The main purpose is to enable pupils get good scores in national examinations at the expense of achievement of learning competencies. These traditional pedagogical approaches don't provide holistic approaches to educational experiences. Pupils are enslaved through reliance on teachers who provide knowledge by use of teacher centered approaches. This has resulted in institutionalization of schooling. The in institutionalization has led to mental torture to learners...

Akin to the above, is the perspective of University of Cambridge (2019) which advocates for the use of assessment for learning instead of assessment of learning basing on the belief that the former has been proven to be useful in empowering students to acquire the culture of excellence in learning, enable them appreciate why they are assessed in the course of their learning, gain confidence, become critical, innovative and effectively engaged in their learning.

Considering the above debate which revealed that administration of formal examination is not the best way of assessing capabilities of learners, I therefore find it difficult to accept that the

finding of this study which revealed that administration of “End of Term Examinations” is an important technique for ensuring quality teaching and learning in primary schools is credible and dependable.

7.2.3.4 Monitoring of Learning Achievement

The study revealed that the school inspectors consider monitoring of learning achievement (MLA) an important technique for ensuring quality teaching and learning in the primary schools. MLA uses standardized tests prepared by the Directorate of Education Standards (DES) and administered jointly by the inspectors and teachers in the schools. The above-mentioned test aims at measuring learning achievement of the learners basing on the Bloom’s taxonomy which focuses on measuring the key knowledge acquired by the learners. It assesses if the learners can recall important basic concepts they have learnt; it also tests their comprehension capabilities, which is their abilities to differentiate things, illustrate and compare.

MLA further test ability of learners to apply the knowledge they have acquired by assessing if they can solve some problems; it also tests their abilities to analysis issues like figuring out patterns, causes and effects of actions. The test also measures ability of the learners to knit together information to make sense; and test learners’ abilities to make logical decisions basing on certain fact that can determine certain values. Participants (G2) attest to the above perspective in the following interview extract:

...there is what we call monitoring learning achievements...an initiative by the Directorate of Education Standards... in this we go to schools, and then we give test to children, we mark together with the teachers and these test are based on what they call the Bloom’s Taxonomy where we look at the knowledge achieved by the learners, we look at the comprehension, we look at the application, so we test all these areas, we mark together and then we give results...these results helps us ... to see whether they are on the right track or they are not on the right track...(Participant G2).

Similar view to the above was advanced by the Ugandan Directorate of Education Standards (2017:8) in a report which observes that:

The Directorate of Education Standards introduced Monitoring Learning Achievements (MLA) at primary two and six. Although this exercise was meant to serve as an alternative to school inspection; schools were encouraged to use it as part of internal school-based evaluation. Assessment of learner achievement is through testing learner performance against specific learning competences. Judgment is done by ascertaining learners who fully achieve those who partially achieve and then those who do not achieve at all. Regarding literacy at primary two, results indicate that learner achievement level is as follows: Learners who fully achieve 25%, Learners who partially achieve 40% and Learners who do not achieve at all 35%.

...When learners fail to achieve, it may indicate that teachers are not teaching and if they do then, they do not promote pupils to master what is taught OR learners are assessed against competences not taught...there are districts ...which have embraced the practice of Monitoring Learning Achievement (MLA) as a strategy to assess and evaluate learner performance in schools. This is evidenced in the district reports which share MLA results and involvement of stakeholders in school improvement planning. However, majority of local governments have continued to label MLA as a 'thing' for the Directorate of Education Standards...

The above perspective imply that school inspection as an accountability mechanism, is critical in assessing how teaching and learning are conducted in the schools and how schools conform to the existing educational laws, policies, regulation and standards. This line of thought connects well with the following postulations of the accountability theory by Tetlock (1999) which state that:

- i) Accountability is a general framework for decision making that reminds people to act in accordance with the existing norms of a society, provides justification for people to behave in a manner that can promote sustainability of a society;
- ii) People always link their motives to coping strategies which they feel feasible, and has potential to enhance or damage their reputation.

The above perspective is in accord with the position of the World Bank (2018) that monitoring and measuring learning in schools is a very fundamental activity in ensuring quality of teaching

and learning in the schools because it provides evidence that can be used to prompt and guide action, but also promote innovations in the education sector. A similar view to the one mentioned above was advanced by Nunes, Reis and Seabra (2015) who revealed that reporting of academic performance affected enrollment of children in schools and sometimes lead to closure of poor performing schools.

In view of the above discussion which revealed monitoring, measuring and reporting of learning achievements in schools are fundamental activities for ensuring quality of teaching and learning in schools, I find it justifiable to note that the finding of this study which revealed that monitoring of learning achievement is an important technique in ensuring quality teaching and learning in primary schools is genuine and dependable.

7.2.3.5 National Assessment of Progress in Education

The school inspectors further revealed that National Assessment of Progress in Education (NAPE) is a vital technique for ensuring quality teaching and learning in the primary schools considering that NAPE assesses the capability of the learners in the primary schools in English and Mathematics and the result of the test is disseminated to all the key stakeholders of the education system like the Parents, Policy Makers, Teachers Training Colleges and Universities, Directorate of the Education Standards, District Education Officers, National Curriculum Development Centre and District Education Inspectors. The above perspective was pointed out by Participant “G2” who argued that:

We assess academic, this one basically we do it at district level,...we have examination committee, they have picked from schools and they come and sit, actually this examination committee they try to emulate what UNEB (Uganda National Examination Board) does so that like we should not go far away from what UNEB as a Board does so we have that and we do that every term...and then there is what we call monitoring learning achievements this was an initiative by the Directorate of Education Standards, now in this we go to schools, and then we give test to children, we mark together with the teachers and these test are based on what they call the Bloom’s Taxonomy where we look at the knowledge achieved by the learners, we look at the comprehension, we look at the application, so we test all these areas, we mark together and then we give results

now these results will help us we analyze it together with the teachers so that the teachers are able to see whether they are on the right track or they are not on the right track, so this is what we do with them and when we have done that we all suggest the way forward and we encourage teachers that when they are assessing the academic performance they need to consider what type of question they are asking so that these children are not cheated because sometimes what they teach could be only on knowledge base, they ignore other areas of development of the child, so we also do that we call it monitoring learning achievement. These tests are normally prepared, it is a standardized test prepared by the Directorate of Education Standards, we are only trained now to administered it in our schools like we about to do it, but this time we are going to train our Head Teachers to do it so that they should know we want them also to emulate it and they can do it at schools...we also get support from Uganda National Examination Board; they have a sector call NAPE that is National Assessment of Progress in Education, ... we also participate in doing this, but also the results are disseminated to the stakeholders, to schools like ah, we are going to do it this month, and they are coming back for the one done last year, ah, so those are the kind of assessment we do, but also at the school level we encourage, we encourage teachers to ensure, because you know assessment is part of teaching and learning, you cannot say you are teaching very well when you ignore assessment, because what makes us move forward is ... how much do you know your children are doing and helps you also as teacher to prepare what is necessary...so we encourage teachers at school level to carry out assessments. And how do we know it's being done? We have what we call; we want to monitor, we actually sometimes we carry out ah, we want to find out how much curriculum have been covered, and we normally demand our Head Teachers to give us report on curriculum coverage, but not only curriculum coverage, but all other aspects that contribute teaching and learning...(Participant G2).

The above responses confirm the finding of Kellaghan, Greaney and Murray (2009) who found out that that NAPE provides essential information that is necessary for improving educational policies, programs and actual teaching and learning in primary schools because it points out how

well children are learning, their weaknesses and strengths, factors responsible for their success and failures, what needs to be done to help those who are left behind in learning, the disparities in learning across the different categories of learners and the trends in learning over the years.

In line with the above perspective, Johnson (2017) observed that National Assessment of Education compares learners' achievement across nations and identify problems that may be hindering respective countries in achieving their desired education quality. The above scholar further argues that the data collected on different variables like: demographic characteristics of learners, learning environment, capabilities and attitudes of teachers provided basis for curriculum and policy reform. Akin to the above perspective, Yamtim and Wongwanich (2014) found out that assessing learning outcomes provides teachers, learners and policy makers with factual information that is needed to improve the pedagogical skills to enrich learners' understanding of the subject matter and improve curriculum. These scholars contend that for teachers to be effective in assessing learning, they must have the required skill to discern and chose the right methods of assessment; develop and use appropriate instruments to conduct assessment; use the result of the assessment to improve learning and have the ethical competencies to ensure that assessment of learners is done in a fair, transparent, legal manner.

Consistent with the above perspective, is the finding of Acana (2006) which revealed that the Uganda National Examination Board (UNEB) uses the National Assessment of Progress in Education (NAPE) to evaluate the effectiveness of reforms made in the education system; provide guidelines for the improvement of instruction and learning; assess the effectiveness of inputs and processes employed in the educational activities and provide guidelines on variables that affect learning achievement; and above all provide data that can be used in planning and research. Akin to the above, is the perspective of the Uganda National Examination Board (2015) that the original intension of NAPE was to provide accountability in primary schools by testing and ascertaining if the children in the primary schools have attained the desired level of learning achievement over the years. The Uganda National Examination Board (2017) further revealed that, effective learning in primary schools cannot take place without proper assessment of learners right up from primary one up to primary three.

The finding of this study that NAPE is an accountability technique that is very vital for ensuring quality teaching and learning in primary schools; aligns well with the postulations of the accountability theory by Tetlock (1999) that, accountability is the general framework for decision making, a distinct attribute of discernment that justifies people behavior. In this regard, it provides guidelines for the improvement of instruction and learning; assess the effectiveness of inputs and processes employed in the educational activities and provide guidelines on variables that affect learning achievement; and above all provide data that can be used in planning and research. Further to the above, as an accountability mechanism, it points out how well children are learning, their weaknesses and strengths, factors responsible for their success and failures, what needs to be done to help those who are left behind in learning, the disparities in learning across the different categories of learners and the trends in learning over the years. Vital information such as demographic characteristics of learners, learning environment, capabilities and attitudes of teachers can provide a basis for curriculum and policy reform that can improve quality of teaching and learning in schools.

In view of the above discussion which revealed that NAPE is an accountability mechanism that provides information that is vital for improving educational policies, programs and actual teaching and learning in primary schools, and considering the finding of the study that assessment of the quality of the learning outcome is a vital technique for ensuring quality teaching and learning in primary schools, I therefore find it logical to conclude that the finding of this study is legitimate and dependable.

7.3 Psychosocial Support

The fourth theme that came out from the interviews with the school inspectors about the techniques which they use to ensure quality teaching and learning in primary schools, was, “psychosocial support”. The inspectors believe that they offer support that the teachers need to address their physical, mental, emotional, behavioral, and social challenges that affect their work. They do this through guidance and counseling, coaching and mentorship as explained below.

7.3.1 Guidance and Counseling

The study revealed that guidance and counsel is one of the techniques that the school inspectors use to ensure quality teaching and learning in the primary schools. The inspectors believe that

one of their roles is to offer professional advices and support to teachers so that they can have the right knowledge, skills and attitude to effectively deliver on their mandate. Further to the above, the inspectors believe that guidance and counseling helps in improving effectiveness of teachers and also facilitates their personal and professional growth. In line with the above, Participant “PD1” pointed out that guidance and counseling is a conflict management tool:

Just this morning the head teacher wanted to fight with the teacher because of absenteeism I said that ... there are procedures on handling absenteeism of the teacher and the teacher reported to the local government, to the police ... Then we tried to counsel the teacher we said that you did wrong you were supposed to ask for permission. The head teacher also did not do well, that's not a procedure of solving problems... we counseled each one of them... (Participant PD1).

More to the above, the school inspectors believe that guidance and counseling has helped them to change some of the bad behaviors of teachers and head teachers in the primary schools. They observe that teachers appreciate, listen and follow advice of the inspectors who show genuine concern for their problems. The above perspective was explained by Participant “G2” in the following interview extract:

We have succeeded in changing the behavior, normally first of all the teachers appreciate and then you will find such teachers have improved. I give you an example of a recent, a female teacher, a female teacher had develop some behavior that was so unique and the colleagues were calling her a wizard, ... because they use to say she dances at night ... so we didn't want to harass her, but we call her, we talked to her, and is like she accepted, actually she wrote it down, she is going to improve, she is going to change, and she asked us, that if you want to find out whether I have change or not, you post me where you can reach me very easily, and we did that and posted her to a nearby school and we are getting report from the Head Teacher that she has changed... so that is to us we see it as a successful counseling ... sometimes our guidance and counseling has worked...especially if we go to a schools and find that a particular teacher is not doing well, we...engage such teacher in a dialogue in the process of the dialogue we want to find out what, where, is the problem, and then we also want

to guide him/her to explore how he/she thinks can improve. We have done this, and that is our approach, because ah, the traditional way of dealing with teacher is no longer accepted...we have a number of examples of such teachers, even Head Teachers like one Head Teacher was rejected by the community, we engaged the Head Teacher in a dialogue, we asked him, do you think you can improve when we give you time to work under somebody, you are already a substantive Head Teacher but you know you are not doing well, do you think you can improve when we ask you to work under somebody so that when you think you have improve, we can take you back as a Head Teacher? Yes, we have succeeded in that, yes, and we are seeing a lot of improvement, we have one although now in another district ... the Head Teacher now says he feels he is better now, because some of these Head Teachers get promotion but with little experience in working with the community and teacher so they get problems when they begin to work with communities and teachers... (Participant G2).

In line with the above perspective, Participant (A2) revealed that guidance and counseling make teachers feel appreciated, valued and understood. As a result, reflect on their bad behaviors and most of the time they end up positively transformed:

If you talk to somebody in a friendly way, and they will begin to appreciate, I have done this kind of error and the person has now been talking to me in a very good way, has not been blaming way, it has not been in a blame game, I think they will reflect, I think I need to change my behavior in what I have been doing. I think many of them have tried to change their behavior more especially some of those who over drink or drink during working hours. I think we have helped a good number of them to at least change positively and to reduce the level of drinking and they are now performing. (Participant A2).

Another Participant, “N1” points out that through counseling and guidance they have been able to address some of the concerns of the female teachers in the communities:

I have been providing guidance and counseling to teachers, especially female teachers who are posted to rural schools so when they go to rural schools, they

find life there, difficult. Difficult in the sense that the communities become unfriendly to some extent the head teachers also become problem to them to cite for you an example, when we post young unmarried female teacher to these far distant schools, sometimes we recruit teachers from ... it is a national recruitment, so they don't have the language, they know English so you post a teacher, a female teacher in a remote school, the teacher will accept, and you know the relationship between boys and girls, so on, because the boys cannot approach the girl they way should, they ... try now to force their way at night, it becomes now a security issue... So they come to me, they say now Father, I cannot stay in that school because of a, b, c, d, so these are the areas which we try to counsel them, because they come when they are broken down, in tears and they say I think I better pack my things and go back to my district, I don't want to work here, so we counsel them because transfer alone removing the teacher away from that place to another without first of all building confidence in the teacher may not really work, so we first build confidence through guidance and counseling... (Participant N1).

Further to the above perspective, Participant “AP1” pointed out that counseling and guidance helps teachers to deal with domestic and social challenges that divert them from concentrating on their work:

The other aspect we have is female teachers most of them have men who are not teachers... I mean husbands who are not teachers and usually there are a lot of issues of separation and divorce...we find ourselves handling people who are non-staff and off course because they are spouses to our teachers we have to constitute a session to sort out because it will affect work... multiple loans have made 2% of our teachers ... affected as they are being trapped because of these loans some of them have even run away, others are on wanted list because they can no longer meet their obligation...there are times when you look for them and you want to help them come out of the situation... (Participant Ap1)

Further to the above, Participants (N1&Ap1) revealed that HIV/AIDS counseling and testing is critical aspect of the psychosocial support strategy necessary for ensuring quality teaching and learning in the primary schools:

...currently we have teachers living positively with HIV/AIDS ... teachers are people who are very reserved you find them dying without even knowing their status so... we had to develop a modest approach of creating a peer group program for teachers living positively and we ... give them opportunity if you want to be transferred to a school where you can access your drugs ... we get them resource persons to talk to them (Participant Ap1)...there are some teachers who are also living HIV positive, so ... they don't want to disclose, but we identify them through their performance, their attendance become irregular, so when you go school... you probe the head teacher... (Participant N1).

Participant “G” on the other hand point out that psychosocial support strategy needs to address the posttraumatic stress disorder, caused by civil war which lasted for over a decade in Northern Uganda:

Some of our communities are still very aggressive,...sometimes they are not friendly with teachers, and even the teachers themselves sometimes they still manifest this, I don't know how they call it, posttraumatic...but our approach to them is actually supportive,... for us we think the best way is to have a dialogue, there is what we call community dialogue, first of all in our community dialogue approach, we want them to come out by themselves, it is not us driving them, I mean telling them you have this problem, you know somebody may not own a problem if he himself does not recognize that he has a problem, so normally we guide our community to come out what they think, why are they not doing well? Why are their children not doing well? Why, so we guide them. And when they open up and they are able to tell us the challenges they face as a community, that's when we also say yah, what do you think would be the way forward? How do we improve? How you want to see our children doing better? How do want to see our teacher doing well with our children? How do you want to see our head teachers doing well with you? So that is our approach in handling the post war,

we don't want to go on a blame game and say you are the one doing this because that is not the way... (Participant G2).

The above perspectives are in line with the finding of Nkechi, Ewomaoghen and Egenti (2016) which revealed that school counselors have a role of ensuring that school curriculum are designed to meet the real needs of the learners, they are required to work closely with teachers in preparing and administering assessments for the learners and supporting students to develop into balanced and morally upright people. In line with the finding of this study, Lai-yeung (2014) revealed that counseling is a very critical aspect of the roles of teachers and must be part and parcel of the training of teachers as a way of enabling them in supporting the learning of children in schools. In a similar way, Egenti (2018) revealed that, teachers highly believe that guidance and counseling is critical for them to effectively perform their duties. Waydon and Yagoma (2016) further discovered that guidance and counseling is critical in promoting morality and healthy learning environment in schools.

The finding of this study aligns well with the first postulation of the accountability theory by Tetlock (1999) which states that, accountability is the general framework that guides decision making in institutions, it reminds people in the organization to act in accordance with the existing norms of their society so as promote the sustainability of their organization. The alignment of this finding to the theory comes from the perspective that guidance and counseling improve effectiveness of teachers, facilitates their personal and professional growth, give opportunities to the school inspectors to effectively listen to the problems of teachers and help them come up with possible courses of actions necessary to improve their effectiveness in delivering teaching and learning in the schools.

The finding of this study also relates well with the fourth postulation of the theory which holds that, people always link their motives to coping strategies which they feel feasible and have potential to enhance or damage their reputation. In this regard, guidance and counseling helps teachers acquire right knowledge, skills and attitude that can aid them to effectively deliver on teaching and learning in the schools. Further to the above, guidance and counseling helps teachers to deal with personal and professional challenges.

My personal view on the above finding is that, guidance and counseling empower teachers with knowledge, skills and attitude necessary to deal with social and psychosomatic problems that can impede quality teaching and learning in primary schools. In the end, it facilitates teachers' personal and professional growth and help them improve their efficiency and effectiveness in executing their duties hence promoting quality teaching and learning in primary schools.

Drawing from the above discussion which points out that guidance and counseling play very important roles in the entire teaching and learning cycle, (curriculum design, implementation, assessment and review), I find it is logical to note that the finding of this study which revealed that guidance and counseling is an important technique for ensuring quality teaching and learning in primary schools, is genuine and dependable.

7.3.2 Coaching

The study further, points out that coaching is one of the techniques that the school inspectors use to ensure quality teaching in primary schools. The school inspectors believe that coaching helps teachers to open up about the challenges they may be facing with teaching and learning process and as a result, it help them to get support on how to effectively execute their duties as affirmed by Participants "A1" below:

...the teacher is able to open up and tell you the area of his weakness and then you find an easy point of entry to help this teacher yes my problem with scheming is that I don't understand how to scheme and them you say this is how it done, this is how you get topics from the curriculum into smaller teaching topics, this is how you get methods for teaching, these are the suggestive questions, this is how you can make the learners contribute, this is how you can make teaching - learning materials to teach this particular item, for the teacher is able to learn from there to improve on his professional practices which lead to quality teaching-learning...(Participant A1).

The above finding confirms the perspective of the University of Florida, Lastinger Centre for Learning (2016:3) that, coaching aid teachers in developing clear teaching plans, streamlining their roles and responsibilities, obtaining feedback from learners and assessing the impact of

teaching and learning. The Centre however points out that, for coaching to be effective, it must have clear projection of what it intends to achieve, clear roles and responsibilities, definite time line, unweaving support from the school leadership, careful mechanism for selecting, enrolling, developing and rewarding coaches.

Similar to the above perspective is the finding of Brown (2016) which revealed that coaching aids teachers in acquiring new teaching techniques, provides them with multiple teaching and learning techniques like: professional development, guided learning, action learning, strategic teaching, collaborative learning, differential learning, observation, consultation, etc. Akin to the above, Kraft, Blazar and Hogan (2018) revealed that coaching usually has positive effect on students' learning, but most coaching program put less emphasis on aiding teachers to peak up performance of students in test, but instead focus more on building abilities of teachers to improve the “emotional and social” development of students.

The finding of this study that, coaching as a psychosocial strategy, is an important technique for ensuring quality teaching and learning in primary school; aligns well with the postulation of the accountability theory by Tetlock (1999) that, people always link their motives to coping strategies which they feel feasible and have potential to enhance or damage their reputation. In this regard, coaching helps teachers to open up about the challenges they may be facing with teaching and learning process and as a result, they may get help and support on how to effectively execute their duties.

Considering the above debate which revealed that coaching aids teachers in developing clear teaching plans, streamlining their roles and responsibilities, obtaining feedback from learners, assessing the impact of teaching and learning, etc., it appears logical to me that the finding of this study which revealed that coaching is a critical technique for ensuring quality teaching and learning in primary schools, is legitimate and dependable.

7.3.3 Mentorship

The study further revealed that school inspectors are senior education officers who serves as guides and advisers to the teachers and the key stakeholders of the school on their roles and responsibilities, the existing educational laws, policies, regulations and standards and how they

can be used to achieve quality teaching and learning in the schools. The inspectors believe that through mentorship they can effectively listen to the problems of teachers and help them come up with possible courses of actions necessary to resolve their problems. The above perspective is attested to by one of the Participants (A2) who points out that:

Like here we say these teachers can come to present their problems here in the education office because it is not only the Head Teachers to report, so we have scheduled just a day like Friday of the week, this one specifically for the teachers if they have problem that really affecting them, and they are to get permission from the Head Teachers first, before coming here, while coming they are supposed to delegate properly to see that their classes are well attended to when they are away, their absence is not felt, then they come to present their problems. I think they have been coming to explain and give us the problems, and we even told them they should not wait for us to go the schools, anywhere we meet if they have some of those problems they should feel free to interact with us, and I think they are following, you either meet on the street excuse me Sir, can I talk to you briefly, then they explain their problem, that is how we carry our guidance and counseling. (Participant A2).

My interpretation of the above finding is that mentorship is a very critical strategy for ensuring quality teaching and learning in primary schools because it is useful in supporting less experienced teachers to figure out what they can do to realize quality teaching and learning in their schools. I believe that mentorship helps teachers to reflect on their skills, knowledge and attitude and in the process, they discover their potentials and make appropriate decisions that may be useful in helping them succeed in their work.

Further to the above, I believe that teachers have numerous psychosocial problems that can hinder them from realizing quality teaching and learning in the primary schools. I therefore advise that they are continuously mentored so that they acquire the required skills, knowledge and the right attitude necessary to deliver quality teaching and learning in the primary schools. The above finding agrees with the finding of the Australian Council for Educational Research (2016) which revealed out that mentorship in education is a mechanism of sharing excellent

practices in teaching and learning within an education system. The study observes that effective mentorship needs to be done by experienced staff in a formal manner, where the mentor and the mentees have chance to visit, observe and learn from each other.

Akin to the above, Gjedia and Gardinier (2018) revealed that mentorship helps novice teachers to become effective, satisfied and retained in their jobs. Further the study revealed that effective mentorship calls for sustained training, development and sustainability of the mentors in crucial skills and knowledge like communication, assessment and counseling. In line with the above perspective, Beverly, Lynch, Boswell and Hewitt (2017) found out that mentorship of teachers leads to their retention, increased productivity, increased commitment, improvement of skills, opportunity for guidance, professional development, building of trust, sharing of challenges and understanding of power dynamics in organizations especially for the novice and new teachers. Singh and Mahomed (2013) similarly revealed that with the support of mentors, students' teachers are able to effectively plan for their teaching, create appropriate teaching and learning environment, effectively deliver teaching, make assessment and give appropriate feedback to the learners.

The finding of the study on the mentorship role of the school inspectors as a technique for ensuring quality teaching and learning is consistent with the first postulations of accountability theory by Tetlock (1999) which states that accountability is the general framework for decision making, a distinct attribute of discernment that justifies people behavior. In this regard, when the school inspectors offer advice to the teachers and other key stakeholders of the school on how they can improve quality teaching and learning in the schools, in essence, they shall be helping them make appropriate decision that can ensure quality teaching and learning in the schools.

The finding of the study further connects well with the fourth postulation of the accountability theory by Tetlock (1999) which holds that, people always link their motives to coping strategies which they feel feasible and have potential to enhance or damage their reputation. As far as this study is concern, teachers go for mentorship to the school inspectors because they desire to acquire the right knowledge, skills and techniques from the inspectors to help them succeed in delivering quality teaching and learning in the schools.

Drawing from the above debate which revealed that mentorship of teachers lead to retention, increased productivity, increased commitment and helps novice teachers to acquire best practices, knowledge and skills that can enable them become effective, I find it rational for me to conclude that the finding of this study which revealed that mentorship is an important technique for ensuring quality teaching and learning in primary schools is justified and dependable.

7.4 Ensuring Compliance with educational Standards, Laws and Regulations

The fifth theme that emerged from the interviews with the school inspectors on the techniques which they use to ensure quality teaching and learning in primary schools, was, “ensuring compliance with educational standards, laws and regulation. The inspectors reported that they under obligation to ensure that teachers have, use and comply with educational quality standards, laws and regulations as attested by the Uganda Education Act (2008) which provides school inspectors with administrative powers and authority to inspect and audit school facilities such as buildings, workshops, dormitories, hostels, kitchen and books of accounts and report to the relevant authorizes as deemed necessary. The above perspective was attested to by Participants (A1) who pointed out that when school inspectors go school, they have a role ensure that they check compliance to the existing educational standards, rules and regulations:

We check whether they are complying with the standards. When you go for inspections you ensure that you have to ask whether there is a copy of school rules and regulations... if you go to inspect the teacher while teaching, one of the things you need to find out is that, do you have a copy of the curriculum? If yes where is it, are you using it? Can you check it? ... actually after checking the curriculum, if it is available, are you really using it, do you have understanding of the school rules and regulation...we call for collecting a lot of evidence in understanding the use of rules and laws...we have check list where we tick if the things are there have they been used?...we also do constant sensitization, constant training;...and use of policies, rules and regulations, then you realize unless you talk about them people will forget using them, so making sure that... important rules and regulations are emphasized when disseminating them (Participant A1).

A similar view to the above was advanced by Participant “N1” who emphasized the need to adhere to teachers’ code of conduct, scheme of service, the constitution and laws of the country:

We use the Teachers’ Code of Conduct...we have also given copies to all the schools,...and then also the Scheme of Service which we have given to all the schools and we have asked them also to spend some money and buy the Constitution of the Republic of Uganda so that they know and also the Local Government Act...as inspectors, you need to see that the teachers adhere to rule, laws and regulation, we are using mainly the Teachers Code of Conduct and also Local Government Act because there some element which talks about the teaching and education per se. So we also look at curriculum management, adherence to curriculum management... (Participant N1).

In agreement to the above, Participant “A1” affirms that teachers who follow the educational quality guidelines, rules, regulation and laws are more effective in their duties:

Teachers who adhere to their professional code of conduct prepare and if he prepares to teach he will understands what he is going to teach and he able to deliver quality teaching. Adhering to professional teaching rules and regulations can improve the quality of teaching. For example, there are policies / law here which says that, there is no corporal punishment a teacher who ensures adheres to this doesn’t punish children during teaching. He is able to make children love what is doing and, in the process, children are able to love him and his teaching; so that’s how adherence promotes quality teaching and learning... (Participant A1).

Participant “G2” on the other hand revealed that much as compliance to educational standards, laws and regulation can improve quality teaching and learning, the strategy in itself, may not be adequate in ensuring quality teaching and learning considering that other issues like the attitude of teachers towards teaching is a very crucial:

Compliance can...improve the quality of teaching and learning, but of course for us at the moment what we see in our teachers is attitude...I don’t see our teachers

self-driven to do the work, the love to teach and we have realized that you know a lot of recruitment took place during the war, and I think from that time, many of our teachers that were recruited, teaching was not there best, is like it became a last resort, so most of our teachers, they don't love to teach, is like they are there just to survive but they don't love to teach. No, they don't. Very few of them love teaching and they can teach without head teacher driving them. So, that, unfortunately, the majority of our teachers are like that for me sometimes I don't accept that...teachers are not teaching well enough is because of little salary, no, salary is not so much a motivating factor, because salary or money has never been enough, because once somebody is not contented with life, I don't think money can make you be contented. Yes, so for me that is what I see, because it is just love to teach. So, we have a big problem with compliance, because you go to school today, you find teachers have not done, have not made their scheme of work for the whole term, even yesterday we were writing our report, you will find some teachers, since the term opened, since the year started they have done very little but they are earning salaries. And sometimes you will find many actually Primary Schools; especially Government Primary schools, the salary are much higher than the private, but you will find many of the private schools are doing much better, and the question is why? Of course, with private schools, the job security is almost not there, should you play, and you are off. But I think many of us enjoy a lot the job security that government gives and is like we abuse, it we don't appreciate it and that is why we don't love our work... (Participant G2).

My interpretation of the above finding is that, much as the school inspectors have a legal mandate to ensure compliance with educational standards, laws and regulation, they do not have the capacity to enforce the standards, polices, regulations and laws which bread impunity, carelessness and negligence on the side of teachers, school leaders, managers, parents and the entire school community. In this regard, the Uganda National Planning Authority (2018) pointed out that, the legal regime under which the Directorate of Education Standards is operating, is weak, contradictory and causes conflict of interest to the Directorate and Ministry of Education and Sports and is compromising quality of education in the country.

The above perspective aligns well with the observation by the Ugandan Directorate of Education Standards (2017) that school inspectors need to do more on enforcement of educational laws, policies, rules and regulations. Accordingly, school inspection should include an element of policing and enforcement of adherence to education policies; evaluating and reporting the quality of education service provision. The finding of this study which revealed that quality teaching and learning in primary schools can be guaranteed by ensuring compliance with educational standards, laws and regulation, agree with the perspective of the United States of America, Department of Education (2011:1) which holds that effective enforcement of educational laws and regulation improves quality of education:

Enforcement of the federal civil rights laws has helped bring about profound changes in American education and improved the educational opportunities of millions of students. Many barriers that once prevented individuals from freely choosing educational opportunities and careers have been removed. Many school systems are now making it possible for students who are not proficient in English to participate effectively in their educational programs. Many more students with disabilities are now able, with the provision of supplementary aids and services, to participate in regular education classes. The civil rights laws have opened the doors to our schools, classrooms, auditoriums, athletic fields, and arenas. In response, people from the many diverse backgrounds that represent today's America are coming through these doors, on the way to becoming our future leaders in business, government, science, the arts, and education. The civil rights laws ensure that the doors remain open to all...

Akin to the above, is the perspective of Pan, Vayssettes and Fordham (2016) that, enforcement of educational standards, laws and regulation is a critical strategy for ensuring quality teaching and learning in primary schools as attested to by the case of the Chinese Government which has been very effective in using laws, policies and regulations to ensure quality of education in their country:

In China, there are many laws and regulations in education. They are regarded as effective ways of steering and monitoring implementation across a large and

complex system. The government uses laws and regulations to protect access to education, and to guarantee high-quality education. The Ministry of Education often drafts these laws, and submits them for approval by the National People's Congress. Once approved, the State Council enacts the law. Finally, the National People's Congress formalizes local policies and implementation measures at the respective levels. The Law on Compulsory Education enacted, in 1986, was a milestone for China. According to this law, all school-age children with Chinese nationality have the right to receive compulsory education; and parents are responsible for enrolling their children in school and making sure they finish nine years of compulsory schooling. This law established a comprehensive system, and described rules for schools, teachers, teaching and learning, as well as education financing and the legal responsibilities of social sectors. The law was revised in 2006, and it now stipulates that all students in compulsory education are exempted from tuition and miscellaneous fees. The 2015 version of the law stipulates that text books can be priced only at marginal profit. The Chinese government sometimes supplements education laws with regulations. In 1995, for example, Regulations on the Qualifications of Teachers was issued as a supplement to the Teachers Law of the People's Republic of China. This regulation provided more details about acceptable type of teaching qualifications, prerequisites, exams and teaching credentials which facilitated practical implementation...

Similar to the above, is the practice of Compulsory Education in Singapore which demands that all Children above six years must attend compulsory education and if they fail to do so, their parents are considered to have committed an offence punishable before the law (Government of Republic of Singapore, 2018; Pan, Vayssettes and Fordham, 2016). A similar view to the above is echoed by the Alberta Education Office (2017:7) that adhering to education Laws and policies is critical in realizing quality educational outcomes:

A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system. Achievement of this competency is demonstrated by indicators such as:

- (a) Maintaining an awareness of, and responding in accordance with, requirements authorized under the School Act and other relevant legislation;*
- (b) Engaging in practices consistent with policies and procedures established by the school authority; and*
- (c) Recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.*

Akin to the above is the finding of Azulay et al (2013) who revealed that the Israelis government uses force to advance national educational agenda by ensuring compulsory education to all children ages three years and above. The above scholar argues that the main purpose of Israelis education is to produce citizens who are patriotic, capable of defending the state of Israel basing on unity, love responsiveness and peace. Call (2018) on the other hand provides two approaches to enforcing educational Standards, laws and regulations namely: (a) the developmental approach and (b) the regulatory approach. Where the developmental approach entails having common teachers' professional competencies framework, uniform teachers' professional standards, but diverse ways in which teachers execute their individual tasks. Meanwhile regulatory approach prescribes rigid and pre-determined road map for all the teachers to follow to achieve quality teaching and learning in the schools.

Lindgren (2014) revealed that the primary aim of school inspection is to ensure that schools comply with educational laws, policies and regulations that can improve school performance. In the same vein, Ehren, Altrichter, McNamara and Hara (2013) argue that school inspectors play a critical role of checking conformity of schools to educational laws, regulations, procedures, policies and protocols as a basis for the effective performance of schools.

The finding of this study which revealed that, ensuring compliance with educational standards, laws and regulation is an effective technique for ensuring quality teaching and learning in primary schools, agrees with the perspective of Nwaokugha and Danladi (2016) revealed that school inspector are education officers who are specifically trained to assess, observe, analyze school practice and ensure that they conform to the set standards and parameters. They are responsible for initiating critical dialogue that aims at improving learning and learning environment, security of life, and program.

The above perspective aligns the finding of the study well with the first postulations of the accountability by Tetlock (1999) which holds that, accountability is the general framework that guides decision making in institutions, it reminds people in the organization to act in accordance with the existing norms of their society so as promote the sustainability of their organization. The alignment of the above finding with the accountability theory is from the perspective that, school inspection as accountability mechanism compels schools to act in accordance with the set standards; engage in practices that are consistent with existing policies and procedures established by the government and ensure that teachers follow their professional standards code of conduct.

In view of the above discussion which revealed that ensuring adherence to the education Laws and policy framework is critical in realizing quality educational outcomes, I find it logical to conclude that the finding of this study which revealed that enforcement of educational standards, laws and regulations is a critical technique for ensuring quality teaching and learning by the primary school inspectors, is legitimate and dependable. I however note that, there remains a big challenge of weak enforcement of the standards, laws and regulation which has brought in a lot of complacency, impunity, carelessness and negligence which is destroying the education system in the country.

7.5 Creating awareness on the educational Standards, Laws and Regulations

The sixth theme that came out from the interviews with the school inspectors on the techniques which they use to ensure quality teaching and learning in primary schools, was, “creating awareness on the educational standards, laws and regulations”. This technique was considered important because it enable the teachers and the school community to use policy and legal provisions like the Teachers Code of Conduct, the Constitution, Local and National Laws to improve teaching and learning in the schools. This perspective was attested to by Participant (N1) who pointed out that:

...we use the Teachers' Code of Conduct, which I have given them copies and we have also given copies to all the schools, of Teachers' Code of Conduct and then also the Scheme of Service which we have given to all the schools and we have asked them also to spend some money and buy the Constitution of the Republic of

Uganda so that they know and also the Local Government Act. We ask the Head Teachers to buy these documents...as inspectors, to see that the teachers adhere to rule, laws and regulation, we are using mainly the Teachers Code of Conduct and also Local Government Act because there some element which talks about the teaching and education per se. So we also look at curriculum management, adherence to curriculum management. So those are the documents we use in the district... (Participant N1).

Further to the above, Participant (N1) revealed that they mainly use teachers' code of conduct to ensure creating awareness on the educational standards, laws and regulations:

We mainly use the Teachers Code of Conduct where teachers are required to prepare, a teacher should teach diligently and not when under influence of alcohol, so that is why they are able to adhere to the set standards, the curriculum and also adhering to the set timetable...so they are able to at least ah, do a teaching and also do assessment, internal assessment of their learners. This is why we are seeing this kind of improvement. But still there are some who are still adamant because still have problems of teachers defiling school girls, meaning they are not really adhering to Teachers Code of Conduct. As I talk now, there are some who are on the run, I don't know where they are, their names are already deleted from the payroll, because the case are reported to the police and they are being pursued by the police and when they will be arrested then they brought to the law of the nation... (Participant N1).

Akin to the above, Participant "G2" revealed that they provide information on circular from the ministry to provide information to teachers:

We want them to be conversant with these policies and even the laws, because our schools are not run anyhow; our schools are run on the provision of policies and laws in place, so we need to know them as inspectors, we need to know them as Head Teachers...of course they are aware that once you have done something contrary; definitely you are likely to be apprehended... so we create awareness to them about it. Like for example if a teacher absented himself,...we got a circular

from the Ministry saying if a teacher or a public servant has absented him/herself for a period of ten days consecutive days, he/she is not supposed to get a salary, once you have done that, we write to you a warning letter quoting that...we are continuing to do sensitization,...we are continuing to make sure... other stakeholder know that, these are the important thing that are required in a school and such that when the stakeholders like the school management committee come to the school they should be able to ask questions and say yes headmaster we are told that there is a document called basic requirement and minimum standards indicators do we have it? What are the things in that document we must sure are present in our school. We are told that we must have a school budget where is our, we are told that we are supposed to meet this term why aren't we meeting? So that kind of bringing engaging other stake holder also put teacher accountable helps us to make sure that we continue to address those challenges when people are very ready to comply... (Participant G2).

Further to the above perspective the Participant (A1) pointed out that they use books from the ministry of education to create awareness on educational law, policies and regulations:

... Teachers Professional Teachers code of Conduct, it was disseminated and distributed to our schools ... the Ministry also gave us books on Universal Primary Education ... we have distributed to all the schools, ... we normally check if all our schools have all the policy documents and even the statutory documents because this is one way of creating awareness on what policies we have and what laws we have regarding education...we want them to be conversant with these policies and even the laws, because our schools are not run anyhow; our schools are run on the provision of policies and laws in place, so we need to know them as inspectors, we need to know them as Head Teachers...they aware that once you have done something contrary; definitely you are likely to be apprehended...we create awareness to them about it ... for example if a teacher absented himself...of recent we got a circular from the Ministry saying if a teacher or a public servant has absented him/her self for a period of ten days consecutive days, he/she is not supposed to get a salary, once you have done that,

we write to you a warning letter quoting that so that you are aware that what you have done is wrong, from time to time we are creating awareness, they need to know what we have is in the Public Service Standing Order: when you are sick what are you supposed to do? If you have a problem and you not going to be on duty what are you supposed to do? If like you are female teacher and you have delivered what are you supposed to do? You are not supposed to go home or for maternity leave without asking for it. So, we normally guide them from time to time, of course you know it is difficult to talk about laws and policies when something has not happened...sometimes they become aware when something has happened, that's when laws and policies...seem to be alive. You know when you have not done wrong is like there is no law and no policy but when you have done something wrong then you say oh! So...policy and law can be like sleeping dog, but once you disturb a sleeping dog you are trouble... (Participant A1).

My interpretation of the above finding is that the school inspectors are not effective as far as creating awareness on educational standards, laws and regulation is concern because what they claim that they have done about creating awareness is actually ensuring compliance with the standards, laws and regulation but not creating awareness on the educational standards, laws and regulation.

The above finding of the study which revealed that creating awareness on education standards, laws and regulations is an important technique for ensuring quality teaching and learning in the primary schools align well with the view of Tyrus (2013:2) who holds that all stakeholders in the education sector need to be aware on educational laws so as to ensure smooth running of the schools:

In the realm of education, all stakeholders need to be cognizant of the law and their obligation to uphold the law. Teachers discipline and hold students accountable for appropriate as well as inappropriate behaviors. When teachers discipline students, they use various ways to discipline them, so it behooves teachers need to have knowledge of the law. Without the knowledge of the legal

parameters of their actions, they might find themselves on the wrong side of the law

Akin to the above, Pillay, (2014) observed that educational laws regulate the entitlement and obligations of key stakeholders, makes school environment conducive for teaching and learning, contributes to creating of harmony in relationships amongst all stakeholders and therefore creates a clear framework for the professional role of teachers. In a similar manner, the Ugandan Government believes that one of the reasons for the persistent poor quality of education in schools is that, most of the education managers in the country lack knowledge on the existing educational policies in the country (Government of Uganda, Ministry of Education and Sports, 2010). A similar perspective is held by the Illinois State Department of Education (2013) that, for educational quality to be achieved in schools, teachers and families' needs to be sensitized on the best ways of promoting learning in schools. In the same vein, Poisson (2009:13) observes that creating awareness on educational laws and policies is very pertinent in achieving quality of education:

To increase the professionalization of teachers and other staff, countries have developed professional codes of conduct in the education sector, in addition to the general statutory rules in force for all members of the public service. These codes are a cornerstone of quality teaching and work towards excellence in education in several ways: - by building better teaching and learning environments, they can improve the quality of classroom teaching-learning interaction, while helping curb misconduct; - by promoting ethics, they can make sure that common values are shared by all citizens. In most countries, such codes exist in one form or another: as a clearly formulated code, a set of regulatory texts, laws, regulations, statutes, directives, implicit rules, and so on. In some others, they still need to be introduced at the national level (or at regional or provincial levels, in the case of federal systems). But even when such codes do exist, their impact is sometimes questionable due to a variety of factors such as: - limited access to the code or lack of awareness of its existence, - difficulties in understanding it, -inadequate education for teachers, - lack of capacity for its enforcement, - a lack of knowledge about procedures for lodging complaints, etc.

In agreement to the above perspective, is the position of the Government of Kenya, Ministry of Education (2008) which holds that it is not possible to attain quality education without creating awareness on the safety of the learners in schools considering that young children are very vulnerable (Government of Kenya, Ministry of Education, 2008).

The finding of this study which revealed that creating awareness on the educational standards, laws and regulations is an important technique for ensuring quality teaching and learning, is consistent with the first postulation of the accountability by Tetlock (1999) which holds that, accountability is the general framework that guides decision making in institutions, it reminds people in the organization to act in accordance with the existing norms of their society so as promote the sustainability of their organization. As far as this finding is concerned, school inspection as school accountability system, is responsible for monitoring and sensitizing schools and particularly the teachers so that they are aware of the educational standards, follow the rules, policies and laws that pertain to education in the schools.

The above finding also aligns well with the fourth postulation which holds that, people always link their motives to coping strategies which they feel feasible and have potential to enhance or damage their reputation. In this regard, school leaders, school managers, teachers and other key stakeholders of the school shall always strive to ensure that they are not caught by the long hand of the law; they shall try to their level best cope with what the government wants so that their schools are not closed or penalized.

Drawing from the above discussion which revealed that sensitization of the stakeholders on educational laws and policies is very pertinent in ensuring quality of education, I find it appears reasonable to conclude that the finding of this study which revealed that creating awareness on educational standards, laws and regulation is a critical technique for the school inspectors in ensuring quality teaching and learning in the primary schools is authentic and dependable.

7.6 Administration of Rewards

The seventh theme that came out from the interviews with the school inspectors on the technique they use to ensure quality teaching and learning was administration of rewards. This technique includes but may not be limited to promotion, recognition and assignment of special duties,

appreciation and sharing good performance practices. Below are some of the extracts from the interviews which point to this strategy.

According to Participant (A1), school inspectors usually identify success practices in schools, amplify them, recognize and recommend best performing teachers for promotion:

Rewarding from the process of inspection, we...make sure that success in one school...motivate success in another school to perform better ; and so remember we go to inspect we assess that school and disseminate the results and in the process of disseminating the results we come up with a list of those who have performed very well and from that list we are able to sometimes to recognize those good performing head teachers and teachers, some time we forward them for promotion, assign duties and responsibilities that is how we have been doing it...(Participant A1).

A related view was expressed by Participant “A1” who notes that:

...we have actually been making sure that if you perform very well, people will see you and you get recognition but if you perform very poorly people may not see you and this has taken people to compete we also want to be recognized and in the process of competing they have been able to improve on the quality of teaching and learning... (Participant A1).

Another observation on the above perspective was made by Participant “A2” who revealed that rewards can take form of appreciating the good performance in the school:

...when you talk of other rewards definitely, ours is mainly ... appreciating what someone has done when you go for your inspection and you identify that some, a teacher or an School Management Committee (SMC) member or Head Teacher has done some good work, you need to say thank you and you appreciate that one and 2, in meetings like this you can use such one as examples for recognition in the communities, I went to such a school I found things happening a, b, c, d, you

share those good practices, that one makes them feel motivated...

(Participant A2).

My interpretation of the above finding is that, when teachers are recognized for their dedication and distinguished services, they may be more motivated to continue doing good or even better what they are expected do. In this case, ensuring quality teaching and learning in the schools. But I also believe that the reverse may also be true. In line with the above perspective, the finding of the study is therefore more aligned to following three postulation of the accountability theory Tetlock (1999):

- i) Accountability is the general framework for decision making, a distinct attribute of discernment that that justifies people behavior;
- ii) People have motive competition which influence their interaction with others;
- iii) People always link their motives to coping strategies which they feel feasible and have potential to enhance or damage their reputation.

These postulations align to the above finding based on the perception that, school inspection as an accountability function, uses “rewards” to influence stakeholders of the schools to improve quality of teaching and learning in the primary schools. Through this action, critical decisions are therefore made about effective teaching learning, and in response, learners are motivated to effectively learn; teachers, parents and supporters of education are motivated to continue supporting the educational program.

The finding of this study which pointed out that the school inspectors use reward as one of the means of ensuring quality teaching and learning in primary school, agrees with the finding of Arugay (2016) who found out that reward is an accountability strategy that is always used to guarantee commitments of leaders and managers to their subordinates for a fair and meaningful compensation. It makes them dedicate their efforts and time in serving their communities. Similarly, Welsh Government (2012) pointed out that rewards encourage children to acquire skills and develop desired behaviors, but for it to be effective, it needs to be regular instant, reasonable and attainable. It usually takes the form of recognition, praise, real gifts, or actions.

Contrary to the above, is the finding of Ching (2012) which revealed that most students will work hard in their studies irrespective of whether they receive negative or positive motivation in

class. The study further pointed out that high grades in schools are mostly related to intrinsic motivation. Payne (2015) however pointed out that the use of reward in schools brings both positive and negative outcomes considering that, some rewards encourage learning but others are counterproductive because they disorient children from effective engagement of their learning.

On the sad note, OECD (2009:138) revealed that, globally, majority of teachers are working in schools where there are no culture of reward and recognition for achievements and innovation.

Most teachers work in schools that do not reward effective teachers and do not dismiss teachers who perform poorly. Three-quarters of teachers reported that, in their schools, the most effective teachers do not receive the most recognition. A similar proportion reported that, in their schools, teachers would not be dismissed because of sustained poor performance...

Considering the above discussions which revealed that administration of rewards yield both positive and negative effect as far as achieving quality of education in primary schools is concerned, it is therefore reasonable to conclude that, the finding of this study which revealed that administration of reward is an important technique for ensuring quality teaching and learning in primary schools is credible and dependable though due diligence must be taken when using the technique to avoid backlash.

7.7 Administration of Sanctions

The eighth theme that came out from the interviews with the school inspectors on the technique that they use to ensure quality teaching and learning in schools, was, administration of sanctions. The finding revealed inspectors usually counsel, guide and recommend sanctions to the poor performing and bad behaved teachers so as to discipline the culprit and deter their colleagues from emulating their bad practices. The above perspective was well explained by Participant “N2” who revealed that school inspectors do not directly punish teachers for poor performance and misbehavior but they first provide counseling and guidance, warning and may subsequently recommend sanction if the problem persists:

...we don't punish, an Inspector does not punish the teachers,...if there is a problem that has occurred somewhere after guiding and counseling the teachers

all in vain and after giving some kind warning verbal warnings, even written and if that one is not changed, you write a report to the DEO (District Education Officer) informing him about what has happened then if the DEO sees that this one he cannot handle then he now forwards it to the CAO (Chief Administration Officer) so that it is forwarded to the rewards/ sanction committee of the district for appropriate disciplinary action to be taken... (Participant N2).

A similar view was expressed by Participant “PD1” who notes that:

...we have the reward and the sanction committee at the district level even at the school level there are committees, ... there are disciplinary committees there are entertainment and then the co-curricular committees, so you work through those committees then you at least try to employ appropriate punishment if it big then you forward or refer to the higher authority...(Participant PD1).

Further to the above, K/Y1 observes that sometimes, as school inspectors, they recommend withholding of payments and on extreme cases deletion of names of teachers who constantly abscond from duties:

...we recommend deletion off payroll, then, we recommend also warning of this teacher to pull up shocks between several letters have been written by DEO (District Education Officer) by CAO (Chief Administration Officer), actually most of these letters are generated from here, it is just the other people to append their signature, ... so this kind of thing, and also in some cases where the issue reach disciplinary committee they also withhold salary for some time until when the teacher refrains... we recommend actions on Head Teachers such as transfer of the Head Teachers, then we recommend some actions for the Head Teacher to initiate such as ...organizing school management committee meetings so that they collectively address some of the problems there...(Participant K/Y1).

My interpretation of the above finding is that, administration of sanctions in form of warnings, withholding or denial of benefits and transfer of teachers are important strategies for ensuring quality teaching and learning in primary schools because they have direct effects in the life of the

teachers, hence it has high chances of causing them to transform their negative behaviors. I however note that, withholding/ denial of benefits must be done within the confines of the law and human dignity otherwise it can become a legal battle between the school administration/government and the teacher and as result, fails to achieve the intended purpose of ensuring quality teaching and learning. The finding of this study is inconsistent with the following postulations of the accountability theory by Tetlock (1999) that:

- i) Accountability is the general framework for decision making, a distinct attribute of discernment that justifies people behavior and it is an indispensable condition for the sustainability of any society;
- ii) People have motive competition which influence their interaction with others;
- iii) People always link their motives to coping strategies which they feel feasible and have potential to enhance or damage their reputation

These postulations align with the above finding basing on the perspective that, school inspection as school accountability system, uses its prerogative to make decisions to impose sanction on the poor performing and bad behaved teachers so as to discipline the culprit and deter others from doing the same. The act of imposing sanctions shapes the motivation of the poor performing and bad behaved teachers and most likely positively influence their course of action, how they perform their duties and behave in the school community.

The above perspective agrees with the finding of Arugay (2016) who revealed that sanctions like dismissal, censorship, conviction, indictment, withdrawal of privileges, and shameful treatments can be a technique for attaining compliance to standard, principles and parameters as far as service delivery is concerned. Akin to the above, Skipp and Hopwood (2017) revealed that, sanction is one of the techniques that most schools use to ensure quality of teaching and learning; the above scholar however observes that outstanding schools balance positive reinforcement with other disciplinary strategies that they deem effective in dealing with poorer behaving and non-compliant children. Similar to the above perspective Salvano – Pardieu, Fontaine, Bouazzaoui and Florer (2008) revealed that sanctions in schools are basically used to exert influence on children so that they can learn how to obey schools' regulations and acquire values in life. Contrary to the above perspective though, Ching (2012) found out that 45% of the students would still misbehave when they are penalized by their teachers. The above study further found

out that rewards and sanctions are most likely effective when they have clear standard and are based on clear school guidelines.

Similarly, Bear (2010) revealed that punishment as technique of ensuring discipline has short lived effect; it teaches children to become aggressive in future, it causes undesired effects on children like retaliation, withdrawal, dislikes, etc., and it makes children miss opportunities of learning. The above scholars argue that effective educators work hard to develop personal discipline on children by teaching them emotional intelligence, responsible behaviors, problem solving skills. Further to the above perspective, Rahimi and Karkami (2015) pointed out that teacher who use punitive measures are considered less effective in teaching than their counterparts who are friendly to children in course of their learning.

The above perspective is in line with the policy of the Government of the Republic of Uganda: Ministry of Education & Sports (n.d.) which points out that, corporal punishment degrades and humiliates children, causes lasting physical and psychological damage to children, makes children hate schools, teachers and subjects, causes absenteeism, breeds violence and tarnishes the name of the schools. The above policy advocates for the use of positive discipline in schools which builds children to become better decisions makers, responsible people, believe in themselves become problem solvers rather than problem causers. Akin to the above, is the perspective of Save the Children Sweden (2010) which points out that corporal punishment socializes children into accepting and legitimizing violent behaviors in communities, kills children's self-esteem and disrupts their learning. Basing on the above debate which revealed that punishment has always short lived effects; it teaches children to become aggressive in future, causes undesired effects on children like retaliation, withdrawal, dislikes, I find it logical to observe that the finding of this study which revealed that sanction is an important technique for ensuring quality teaching and learning in primary schools, is not legitimate and not dependable.

In a conclusion, the chapter brings out eight techniques that the school inspectors use to ensure quality teaching and learning in the schools: assessment of quality of inputs, assessment of educational processes; assessment of learning outcomes; Psychosocial support; ensuring compliance with laws and regulations; creating awareness on standards, laws and regulations; administration of rewards and sanctions.

CHAPTER EIGHT

THE EFFECTIVENESS OF THE SCHOOL INSPECTORS IN ENSURING QUALITY TEACHING AND LEARNING

8.1 Introduction

In this chapter, I present, analyze and discuss findings of the study on the third research question which was stated as: How effective are Primary School Inspectors in ensuring quality teaching and learning in primary schools in Northern Uganda? The finding of the study revealed that, the school inspectors believe that, they have been effective in ensuring quality teaching and learning in five different ways: 1) providing support to the teachers in their work; 2) improving academic performance in the schools; 3) improving learning environment in the schools; 4) Supporting professional development of teachers; and 5) Fighting corruption and malpractices among teachers.

8.2.1 Providing support to the Teachers in their work

The first theme that emerged from the interviews with the school inspectors about their effectiveness in ensuring quality teaching and learning in the schools, was, their “ability to provide support to teachers”. In this regard, the inspectors believed that they have improved the ways in which the teachers do their work in schools, they have demystified the negative perception about school inspection as a fault-finding mission and offered support supervision to teachers in the schools. To concretize the above view, Participant (A2) pointed out that, due to their effort in improving the working relationship with teacher, the teachers now long to meet inspectors to share their work experience and get some advice that can help them improve on their work:

I think some of them appreciate what we do... they feel happy when you go like that at least each teacher would wish to be seen...I have seen that the Head Teachers at least now supervise their teachers regularly because of interaction with the teachers and the mode of the assessment we use...the mode of inspection these days is giving support to the teachers is not going to find fault or blame somebody because of that approach which is not a blame game...I have seen

improved performance by most of the teachers. At least they do their work as expected... (ParticipantA2).

Akin to the above, Participant (A1) revealed that, they have demystified the negative perception that school inspection is a fault-finding mission:

One of my biggest achievement have been first of all to demystify that the school inspection is not about finding faults but providing support, it's about helping the teacher to do her / his work better, it about achieving quality education that has been one of my greatest achievement to demystify that... (Participant A1).

A similar revelation was made by Participant (G1) who pointed out that they have been able to convince teachers to look at assessment by the inspectors as a positive exercise that help them improve in their work:

...we have been able to convince all the teachers to look at this assessment in a positive way and I think many appreciate it. And others who are not willing to cooperate in the process of telling them that one we had a counseling session with them to understand that our assessment is not the faulty finding was to help them improve and I think these days when you go to the field they don't run away they cooperate...(Participant G1).

According to Participant (AP1) the inspectors have provided support supervision to the teachers and given them technical guidance in areas like lesson and actual delivery of lesson in the classroom:

...we normally go and do support supervision in the class with the teacher, in support supervision we go and see the prepared lessons...see how content is being managed we also look at with then sit we do what is called pre-observation meetings with the teachers to go and do their work in class then we do the observation of what goes on in class we look at even we do content audit the exercise books of children we count how many topics were handled... (Participant AP1).

According to Participant (N1) the above achievements have not come easily, working teachers is a very difficult job because some teachers have negative attitude, they take longtime to change which retard the development of schools:

...putting something, to practice is not a simple thing because these things are all documented and we have Head Teachers and we have teachers who have different attitudes, ... they think we are imposing, things on them, so sometimes when you talk to them you may think that it is taken but when you leave you go and make follow up after some few months you find the status quo is the same...(Participant N1).

The above finding when interpreted and analyzed within the prevailing educational context in Uganda and Northern Uganda in particular, it leaves a lot to be desired from the school inspectors as far as their effectiveness in ensuring quality teaching and learning is concern. In this regard, scholars like Poro, Yiga, Enon, Mwosi and Eton (2019) have argued that for long, there has been a downward trend as far quality of education is concern in the country and more specifically in the rural areas like Northern Uganda. More to the above, Kalule and Bouchamma (2014) argued that school inspectors in Uganda have so far failed to support teachers in the rural areas because they lack the capability and resources to do so. A similar observation was made by the Uganda National Planning Authority (2015) that school inspection in the country is weak, understaffed and lack resources to execute its mandate.

Further to the above, Hassain (2017) revealed that school inspection in Uganda is declining due to lack of financial and human resources. In the same vein, Macharia and Kiruma (2014) point out that school inspectorate in Uganda has failed to achieve its intended goal of supporting improvement of quality of education in the country. Instead it has compromised the government's effort to ensure quality education in the country.

Basing on the above debate which pointed out that there are several evidences that school inspection in Uganda is weak, lack technical capacity and resource to perform its mandate of improving quality of education, I find it difficult to accept that the finding of this study which revealed that the inspectors were effective in providing support to the teachers is credible and dependable.

8.2.2 Improving academic Performance in the schools

The second theme that came out from the interviews with the school inspectors as far as their effectiveness in ensuring quality teaching and learning is concerned, was the ability of the inspectors to improve academic performance in the schools. The inspectors believe that over years, they have effectively contributed to improving academic performance of the children in the schools and made teachers available in the to perform their duties. The above view was attested to by Participant (N1) who holds that, they have increased their literacy and numeracy rate 45% to 57%:

...at least we have conducted assessment on learning achievement which was prepared by Directorate of Education Standards...we are seeing a lot of improvement because the first one which we did overall percent... was at 45% at least our percentage has improved ... from 45% we have gone to 57% though not much from 45% to 57% I think that is a great improvement on the side of reading and writing...in term one curriculum coverage...went up to 66%... (Participant N1).

Further to the above, Participant (AP1) revealed that they have been able to make teachers available in the classroom to teach the learners, ensure regular meetings between the teachers and school administrators, and made teachers accountable for what they do in the class room and also conducted exchange visits:

...making the teachers available...at the right time to present the content to the learners...organizing refresher training, having seen the gaps during assessment... make refresher trainings... ensuring regular meetings between the teachers and the school administration especially the Head teachers where you want to see the report of such meeting and actions that they took during their discussion...joint assessment more especially for middle and upper primary classes...when I first went to the office I found they had three first graders in the whole of...as we continued over the years I lived there for seven years, but in seven years we moved we are now counting over around seventy seven first graders...we made arrangement of...making teachers account for whatever they

do in classroom...visit other district and see what other colleges are doing in order to better ourselves on sides...(Participant AP1).

Similarly, participant (G2) argued that they have been able to see steady improvement in the performance of children:

When I see result for last five, six years, I see some steady improvement in all grades division I, II, III and so on, but also we see the number of children failing is also coming down, although it is at a very small, ah, very low pace, but we see that, we are, when you draw the graph is not like going down or flat, but at least some, although our politician may not see it quickly because currently our politician want to see a big number of Division I our children passing in, but ah, that is not what I see, but what I see is that a number of indicators showing that we are not badly of, but of course one question was asked recently by my Chief Administrative Officer, she asked a question that Inspector, why are we not doing well like other districts, I said Madam, we are not doing like any other district because the input, the resources you people give us to do the work is less than the challenges we face, the challenges we face in our schools and our community is more than what we are doing, so that is the reason why we are not doing that much...but I think we have achieved in terms of improving academic performance of the children. But then ... we have also realized that from the time our parents were in the Camps to date, we see participation of our parents and community is improving their response to school issues, although not so much...(Participant G2).

Much as several scholars like Kambuga and Dadi (2015), Obiweluozor, Momoh and Ogbonnaya (2013) have argued that school inspection is an institution that can play an important role in improving learning achievement in schools, my analysis and interpretation of the finding of this study is that, what the inspectors have provided as indicators of their effectiveness is very far from the desired state as far as academic performance in primary school is concern. This was attested to by Uwezo (2014:2) that the state of learning achievement in the country is deplorable:

The evidence presented in this report confirms..., that many children in Uganda are going to school, but few are learning. Only 1 out of 10 of children in Primary 3 can do Primary 2 works, and 1 out of 3 of those completing the cycle in Primary 7 cannot read nor do mathematical problems of Primary 2 levels. If we imagine that in 2010 when the inaugural Uwezo assessment in Uganda was conducted, 500,000 children completed Primary 7, it would mean than the education system pushed over 150,000 illiterate and innumerate children back into society. Now, in 2015, that section of our population is now under- or unemployed, struggling to make ends meet, condemned by the curriculum that was always ahead, the teachers who were perennially absent, and parents who didn't act...

Akin to the above, a study by Uwezo (2015) revealed that learning outcome in primary schools have remained low with only 13% of primary three children able to read a primary two-level English and solve division mathematics exercise of primary two level. Further to the above, another study by Uwezo (2019:5) revealed that there is a decline in attainment of literacy and numeracy in the country:

...findings show a decline in literacy and numeracy levels of P3-6 pupils between 2015 and 2018. In P7, the levels remain the same. But problems of overcrowding, under-achievement and excessive grade repetition in the lower primary school persist...

A similar finding was revealed by the Ugandan National Planning Authority (2018) that, the Ugandan literacy and numeracy attainment in primary school is below the average of fifteen Southern and Eastern African countries. Akin to the above, the Uganda Directorate of Education Standard (2017) revealed that attainment of literacy and numeracy in the country has generally been poor in most of the schools especially in the rural schools. The report revealed that, the literacy level at primary two is scary considering that the learners who fully achieved literacy are at 25%; those who partially achieve literacy are at 40% and those who did not achieve literacy at all are at: 35%.

The above report further revealed that there are not enough textbooks in the hands of the learner which makes revision and private studies difficult to the children in schools and at home. More to this, there is also high absentee rate among learners (20% -50%) in the country. A similar finding to the above is from Vermeulen (2013) who discovered that the indicators of quality of education in Northern Uganda as attested to by the case of Amolator district, Namasale sub-county, are deplorable, but worst still, the level of proficiency of children in primary three and primary six is perturbing. The study also revealed that the proficiency of teachers is also wanting. According to Spreen and Knapczyk (2017), Northern Uganda is still struggling to bounce back to normalcy after the terrible effect of the war which ragged in the region for over twenty years and severely damaged the education system. Most schools in the region still lack teaching and learning materials, lack classroom space and try to teach children in crowded classroom and appalling learning environment.

Considering the above debate which revealed that educational attainment in the country is still low and that the indicator of education quality in Northern Uganda is deplorable, and that the region is still recovering from the damage of the civil war which severely ruined the education system, it is therefore difficult for me to consider the finding of this study which showed that the inspectors were effective in improving academic performance of children in the primary schools as credible and dependable.

8.2.3 Improving Learning Environment in the Schools

The third theme that came out from the interview with the school inspectors on their effectiveness in ensuring quality teaching and learning in the primary schools was improvement of learning environment in the schools. The inspectors believe that they have been effective in improving learners' book ratio and teacher's learners' relationship, team work and commitment of parent. The above perspective was pointed out by Participants (A1) who revealed that:

...we have worked hard to improve on our Teacher: Pupils ratio, when you go our schools you may not find ah, over populated classes, at least you find may be at least 40, 50, 60, the largest could be 70, sometimes when they are many, it could be now due to inadequate classroom, but in terms of teachers, the district has so far tried, again we seen they are asking us to recruit more 200 and we hope if all

this number is recruited we shall have a very good teacher : pupils ratio and that helps in improving teaching and learning...(Participant G2).

Similar to the above, Participant (A1) pointed that they have been able to demystify the perception that school inspection was about faults finding, instead we showed that it was about helping teacher do their work better:

One of my biggest achievement have been first of all to demystify that the school inspection is not about finding faults but providing support , it's about helping the teacher to do her / his work better, it about achieving quality education that has been one of my greatest achievement to demystify that. And then secondly make sure the students have friendly environment as much as possible you more engage them with their teacher than confrontation... (Participant A1).

Similarly, Participant (K/Y1) pointed out that they offered advices to the schools on how to manage book ratios:

We advise on book ratio for example pupil: book ratio, we advise on the use of books like placing books in the hands of learners... (Participant K/Y1).

Further to the above, Participant (G2) revealed that they ensured good team work and collegiality among themselves and the teachers in the schools:

I have a number of schools that parents are really committed...but of course one fact is that many of our parents are poor economically so they can't do much, so, but the participation of the parents and community is improving...the other thing is that we have are tried our best to make sure we work with our school as a team, we have, sometimes our colleagues in the Municipality say you people you seem to be doing better than us because we see you very united and you are very mature in handling issues as teachers, and I say yes because we know, teachers and Head Teachers we are supposed to work together, because without you we cannot achieve, we need to work together, so I see team spirit is being built sometimes when we meet we don't want them to call us inspector or even DEO. We want them to call us, like the DEO the other time said I am a Team Leader, I

want you to call me a Team leader and I say yes, I am an Assistant Team leader, and all of you are Assistant Team Leaders so let us work together as a team. So that is the kind of the spirit we are trying to build... (Participant G2).

Contrary to the above however, is the finding of Uganda Directorate of Education Standards (2017) which revealed that, in many schools especially those in the rural areas, there is congestion in classrooms, lack of proper seats, and lack of instructional materials. Worst still, in some schools, classes are conducted under the tree shades and some classrooms are simply shades without seats, window and door shutters. The report points out that, teachers who teach in such environment are not motivated to work because they lack instructional materials supportive learning environment. Further to this, most of the schools have deplorable state of hygiene and sanitation. Latrines are poorly maintained, they lack disinfectants, most of them are without shutters, and hand washing facilities.

Akin to the above perspective, is a finding by Uwezo (2015) that, children with disabilities are facing a hostile learning environment, about 182,000 them are in schools without assistive devices that can improve their learning conditions. About 4% of children in schools age 6-16 have sight problem (myopia) and they are without medical aid. Only about 3% of children with disabilities are receiving support from government. This course of event makes learning environment very hostile to children with disabilities. In the same vein, Spreen and Knapczyk (2017) revealed that Northern Uganda has the biggest population of children with special needs (3.1%). They point out that the region is still recovering from the effect of the long war that has destroyed school infrastructure and facilities. Most of the schools lack clean and safe water, electricity; teaching and learning aid, text book and teachers guides. Teachers lack decent accommodation and opportunity professional and personal development.

Ezati, Jody, Stewart, Ssempala and Ssenkusu (2016) similarly revealed that the school environment in Northern Uganda was fundamentally changed by the war which lasted for over twenty years in the region in which almost all parents lost their property and wealth, became poor, failed to pay for the education of their children and as a result many children dropped out of schools, many children ended up with social problems like prostitution and drug abuse. Those who

remained in school, felt abandoned by their parents because they failed to neither closely monitor their progress nor give them parental care and guidance as they use to do before the war.

Drawing from the above discussion which revealed that the learning environment in most of the schools in Northern Uganda is still hostile due to the effect of the long civil war that raged in the region, I therefore, find it difficult to conclude that the finding of this study which revealed that the school inspectors were effective in improving learning environment is trustworthy and dependable.

8.2.4 Supporting Continuous Professional Development of Teachers

The fourth theme which emerged from the interview with the school inspectors about their effectiveness in ensuring quality teaching and learning in the primary school was, supporting continuous professional development of teachers. The inspectors believed that they have been effective in training teachers on leadership and professional development, recommending those who were due for confirmation and promotion, and addressing gender-based violence on female teachers. In line with this perspective, Participant (PD1) pointed out that they have been able to empower teachers with leadership and professional skill development:

...we have tried to train them on the leadership skills...continuous Professional development training we continue to training them so that they continue to at least know their duties as professional teachers and then on management aspect also at least we try to train our management but the problem could come about when their terms end which means we need a new set some that we may train also some of them may also some of them may not committee themselves with their roles they do all the work... (Participant PD1).

In a similar manner, Participant (L1) revealed that they effectively train teachers through the in-service programs:

...with the introduction of in-service program, a number of teachers have taken responsibilities to upgrade themselves. Actually, upgrading in this case would mean somebody is knowledgeable to take up presentation of content. To me that is very positive... (Participant L1).

Participant “A1” pointed out that:

...when I came in as an inspector, teachers would come in and stay for very many months without confirmation, actually very many years, and some of them were almost retiring without getting a confirmation letter. So with continuous inspection we able to find those good teachers who were adhering to professional records we recommended them for confirmation, you recommend them for promotion, so they say okay there is something good which we can get form doing our work well and that has tended to make everybody to work hard that is part of the achievement that I think has been able to make people improve their work , many of our school now look at themselves and say okay let us all impact and improve on our quality of work in teaching and learning... (Participant A1)

Participant (N1) gave a gender perspective of how they support female teachers in their professional development:

I have been providing guidance and counseling to teachers, especially female teachers who are posted to rural schools so when they go to rural schools, they find life there difficulty. Difficult in the sense that the communities become unfriendly to some extent the head teachers also become problem to them to cite for you an example, when we post young unmarried female teacher to these far distant schools, ... they don't have the language, they know only English so you post a teacher, a female teacher in a remote school, the teacher will accept, and you the relationship between boys and girls, so on, because the boys cannot approach the girl they way,... they try now to force their way at night, it becomes now a security issue, because if you want a girlfriend why do you go at night, so if you go at night, you want to break the door, that is a security issue. So they come to me, they say now Father, I cannot stay in that school because of a, b, c, d, so these are the areas which we try to counsel them, because they come when they are broken down, in tears and they say I think I better pack my things and go back to my district, I don't want to work here, so we counsel them because transfer alone, removing the teacher away from that place to another without first of all

building confidence in the teacher may not really work, so we first build confidence through guidance and counseling and then you transfer...(Participant NI).

Much as the school inspectors believe that they have been effective in ensuring continuous professional development of teachers, the finding of Uganda National Planning Authority (2018) however revealed that, professional development program for teachers and tutors in the country is weak and contravenes the provision of the teacher's scheme of service that stipulates that every teacher must undergo continuous professional development training to improve on their development. There is evidence that 30% of primary school teachers have never attended continuous professional development training courses and there is insufficient funding allocated for the professional development of teachers.

In a similar manner, Nzairwehi and Atuhumuze (2019) revealed that, much as in-service teachers' trainings are being implemented through various means like Teachers Development Management System (TDMS), co-teaching, classroom observation, participatory research among other, the role of trainers are not well designed, government is not investing enough funds support all teacher, it has not so far achieved its primary objective of improving teaching and learning because most teachers go for it for the sake of getting promotions and improving their salary scales. This study therefore recommends that, teachers should be better sensitized about the purpose and goal of in-service trainings, the training approach needs to be revised to embrace pre-training need assessment to determine the real training needs of the teachers and post training assessment to find out the impact of the trainings.

Akin to the above, Oryema and Picho (2015) found out from the school inspectors in Northern Uganda, that teachers have been missing relevant training workshops and seminars that could build their capacities and motivate them to improve their effectiveness and that most schools do not have refresher courses to build the capacities of their teachers to effectively perform their duties. In the same vein, Kagoda and Ezati (2013) revealed that continuous professional development programs for teachers is not well aligned to the real need of the teachers, there is a mismatch between what teachers are taught in the primary teachers training college and what teachers teach in the schools. The challenge is even more serious considering that teachers are

not empowered to teach in the local language, yet with the introduction of the thematic curriculum they are required to teach children from primary one up to primary three in the local language.

Basing on the above debate which pointed out that, there is weak professional continuous professional development of teachers in the country as attested to by enormous number of teachers who have never attended any professional development training, insufficient fund allocated for the continuous professional development of teachers, poor organization and coordination of the training and mismatch between the training curriculum and the practical needs of the teachers in the classroom, I find it difficult therefore to conclude that the finding of this study which revealed that the school inspector have been effective in supporting continuous professional development of teachers, is valid and reliable.

8.2.5 Fighting Corruption, Injustices and Malpractices among Teachers

The fifth theme which came out from the interviews with the school inspectors about their effectiveness in ensuring quality teaching and learning in the primary school was fighting corruption, injustice and malpractices among teachers. In line with the above theme, the inspectors believe that they were effective in fight corruption and malpractices among the teachers such embezzlement of school funds, irregular attendance, drunkenness and fighting. In line with the above perspective Participant (A1) narrated how they managed a case of corruption in a school:

During inspection process for example, onetime I went to a school and discovered that the head teacher, for a period of over 2 weeks of a term, coming to one month, had failed to procure instructional materials for the teachers. They lacked chalk, writing materials. and the head teacher would wake up very early in the morning and sign and go away. We looked for the head teacher with the help of members of the community. The head teachers said he gave money to the teachers and they have failed to account; therefore, he decided not to withdrawn any money from the bank until they showed accountability.

Another Head of Department took money to buy materials for the teachers and he had to go and make a statement. On reaching the police the head teacher said he has not withdrawn the money and the cheque was in the office. So, we went with this Head teacher to the office. On reaching the office he looked for the cheque but it was not there. He then said the cheque is at his home. Then we went to the head teachers' home, he went and looked for the cheque, when he got the cheque then he said, I have been a teacher for a long time and you want to spoil my work, the cheque is here. Then the police man said you come and make a statement why you have been keeping it in your house/home and not in the office. The head teacher took off, when we reached the bank we discovered that the head teacher had actually deceived the school management committee chairman saying that the money delayed, the ministry delayed to post money to the school account and the bank reduced the balance. He forged a balance inquiry sheet, and said the money which is there now is less than the value of the previous cheque and asked the chairman to sign another cheque that the other one had bounced only to discover that the previous cheque he had already cashed out the money. He used the money to buy a personal motor cycle and action which was taken was to make the head teacher refund the money. So, he had to sell his motor cycle to refund the school money.

Another scenario was, we went to supervise a teacher and he refused to be supervised, but because we really wanted to find out the teacher's situation we pretended as if we had forgotten to go and see him, and just came when he did not know we were coming. He refused to discuss with us our findings. We discovered that we are dealing with a dishonest person who was stressed. We discovered that the way some teachers conducted themselves was beyond normal. We subjected them for medical examinations and the results indicated that actually they were suffering from too much stress and they had reached the point of breaking down, and because of the early interventions he was able to be rehabilitated... (Participant A1).

Akin to the above response, Participant (K/Y1) pointed out that they have handled cases of corruption and malpractices in schools relating to ghost teachers in the payroll and irregular attendance of teachers:

...it helps us to check anomalies for example names of ghost teachers...I have handled indiscipline cases of teachers, irregular attendance of learner, challenge of community participation in monitoring learning achievement, transfer of teachers. I have been doing assessment of application for establishment of new schools, process document for application of grants and aids to schools... (Participant K/Y1).

Similarly, Participant (A2) pointed out how they handled cases on drunkenness:

I think many of them have tried to change their behavior more especially some of those who over drink or drink during working hours. I think we have helped a good number of them to at least change positively and to reduce the level of drinking and they are now performing (Participant A2).

More to the above, Participant (PD1) revealed that they have effectively handled cases of indiscipline's like fighting among teachers:

...one, that the head teacher decided to fight the teachers for being absent I said that you have misfired, that is not how to punish a person you don not only punish him by fighting there are procedures, you bring him to the committee , the discipline committee within the school, we have the reward and the sanction committee at the district level even at the school level there are committees , when we talk about the composition of the board you find there are academic committees there are disciplinary committees there are entertainment and then the co-curricular committees, so you work through those committees then you at least try to employ appropriate punishment if it big then you forward or refer to the higher authority...(Participant PD1).

The above responses align well with findings of several studies done on corruption and indiscipline of teachers in primary schools. One of these studies was by the Common Wealth Education Fund (n.d.) in Northern Uganda on “Child Budget Monitoring Initiative” within the framework of “Child Rights Club”. The study revealed how children managed to expose corrupt head teacher who embezzled school fund but through the effort of the children and the Civil Society Organization, he was discovered and dismissed from the school as explained in the extract below:

The child budget monitors uncovered cases of corruption by school officials, and would report the cases to the patron, and one of the three organizations would make this public, always protecting the child budget monitors. In one case, the children reported a school head teacher who they discovered had forged SMC minutes and reports in order to access the school funds from the district education office. The school head teacher offered the children a bribe to keep quiet. The children took the money he offered them and showed it to the CCF officials and their patron. The case was reported to the district education officials and the head teacher was subsequently dismissed...

In a similar manner, Agiresaasi (2019) revealed that in Uganda, corruption has gone down to the schools, to the extent that, parents often give teachers gifts to help their children get favors and special treatment at school. Much as teachers usually receive punishment that sometimes lead them to be fired, this has not been effective in deterring some parents from offering gifts and financial favors to teachers to the extent that in some schools, it is now a norm for some teachers to even boldly demand for bribes from parents.

Further to the above, Okino and Oketch (2008) revealed that teachers’ absenteeism in public schools in Northern Uganda has greatly affected the quality education in the region. Much as most children are enthusiastic to learn, they are usually let down by their teachers who are always absent from schools. A similar view was advanced by National Child Protection Working Group (2018) that, absenteeism by teachers in public schools in Uganda is one of the reason why quality of education in the country is declining. Most teachers in public schools

spend less than three hours with the children in their class as opposed to the required seven hours.

In the same vein, Kirya (2019) revealed that there are several dimensions of corruption in education such as bribery by the school inspectors and education officers responsible for admission of students, teachers demanding for private coaching of children at a fee, misuse of school properties, abuse of powers by the teachers who demand for sex from school children, education officers extorting money from teachers in exchange for their positing in good schools and promotions, and so forth. The above scholar further points out that several techniques that can be used to deal with corruption in schools like, use of modern telecommunication technologies to provide and create platform for exposing and discussing issues of corruption and accountability; engaging key stakeholders of schools in budgeting and budget monitoring using various means like; promoting public accountability, use of ethics and legal instruments and other relevant means that can ensure effective and sustainable way of fighting corruption in the schools.

Stemming from the above discussion which revealed that there are several forms of corruptions and malpractices that are usually done by teachers in schools and that the approaches which are usually used to address them are similar to what the school inspectors have use, I therefore find it logical to conclude that the finding of this study which revealed that the inspectors were effective in fighting corruption and indiscipline's by teachers is credible and dependable. The subsequent chapter therefore, discusses the challenges that the school inspectors encounter in their endeavor to ensure quality teaching and learning in primary schools.

In a nutshell, this chapter has revealed that the school inspectors believed that they have been effective in ensuring quality teaching and learning in five different ways: 1) providing support to the teachers in their work; 2) improving academic performance in the schools; 3) improving learning environment in the schools; 4) Supporting professional development of teachers; and 5) Fighting corruption and malpractices among teachers.

CHAPTER NINE

CHALLENGES THAT SCHOOL THE INSPECTORS FACE IN ENSURING QUALITY TEACHING AND LEARNING IN PRIMARY SCHOOLS

9.1 Introduction

This chapter presents; analyses and discusses findings of the study on the fourth research question which was stated as: What are the challenges which Primary School Inspectors encounter in ensuring quality teaching and learning in Northern Uganda? The result of the above research question revealed that the school inspectors have continued to experience several challenges in the process of ensuring quality teaching and learning in the primary schools. The most serious of them all are: insubordination of teachers; negative attitude of teachers towards the teaching profession; in adequate training of teachers; failure of teachers to adhere educational laws; policies and regulations; excess work overload to the school inspectors; negative perception of some teachers on school inspection; corruption; lack of resources for school inspection; ineffectiveness of the head teachers; and difficulties in enforcing educational standards, rules, regulations and laws.

9.2 Insubordination of Teachers

The first theme that came out during interviews with the school inspectors was insubordination of teachers. According to the inspectors, cases of insubordinations by teachers include unwillingness by the teachers to take advice from their supervisors, failure to comply with rules and regulation and negligence of duties. According to Participant (A1), the common form of insubordination is failure of teachers to take advice:

...some of them do not take advice given to them ... when you go back you find the same mistake being repeated... (Participant A2).

Participant (G1) revealed that they have teachers who are indiscipline and uncooperative:

And there are some indiscipline teachers also who make the work hard and also some head teachers are not cooperative you go you do not find what you have agreed on with them in place so those are the challenges we are still facing but not much... (Participant G1).

Further to the above, the Participant (A1) revealed that it is common for head teachers to neglect their duties:

...compliance has been a big challenge ... our biggest challenge is that, the head teachers have tended to have abrogated their responsibility of trying to make sure that they support these teachers to do his or her work very well and as when an external examiner you come in. You are coming in like you are a police man and therefore you find people are not complying with what they are supposed to be doing... (Participant A1).

Akin to the above, Participant (AP1) revealed that there are group of teachers who pretend to be present in school, but in the actual sense, they do not do the work of a teacher:

...there is a group of...teachers I would call...business men in the school...they need to be paid for...any extra little assignment...they do not have a calling...they are not competitive, they are jealous...even those who join for two years, they want to catch-up. They are full of loans they get multiple loans and they are trapped and their concentration, their professionalism is drown and they begin to do things that make them end up in conflict with standards, when we go to inspect schools they will have not done what they are supposed to do, I call them generation teachers...they can be present in the school...they write in the arrival book, they appear everywhere but in the class, they have not taught the lessons and they are there and they comprise their head teachers. You will find the head teachers there the teachers are in place but children are not able to read and write because somebody has not done his part that what we call them generation and they are freely, and shift in creating excuses. They are very swift in lying ...You can imagine why I call them generation teachers. They have turned their work to be you know they want to catch-up with the rest of their people they want to have everything which other people have. They want to leave beyond their work. They are motivated, in other things they have are not motivated in their own work and...that is one thing, they have learnt to cater greedy to catch up and they are bringing us on coloration to work actually influence any change. You find a

head teacher of primary school has a degree but himself doesn't deliver at all in anything, his school doesn't deliver his teachers does not deliver, he doesn't do effective supervision. So, there is a very big, big, issue so as an inspector that is an area I am researching on and I do a lot of work that why I call them generation teachers. So, when you are approaching them and you want to support them in inspection you must be very tactful because you are going to deal with a group of teachers who are not like any other teacher you can imagine, you go to the field ready knowing that I am deal with generation teachers...

(Participant AP1).

My analysis of the above finding is that insubordination is a disobedient action that many teachers can easily commit for bad or good of the children and it can be more prone in rural areas like Northern Uganda where legal and administrative systems are weak. Further to the above, it is difficult for the school authority to manage cases of insubordination because they have to prove without reasonable doubt that a teacher has intentionally refusal to obey a lawful and reasonable orders from his/her supervisor, that the teachers disobedience was willful, that there was a clear order given and the teacher understood the intended meaning of the order, that it was rational and linked to the work and that the order was authoritative and the teacher was well informed of the consequences of disobeying the directives and also that the teacher was offered sufficient time to put right the purportedly insubordinate behavior.

The above responses agree with the perspective of Perry (2010) on insubordination of primary school teachers in a study which was conducted in the United States of America which revealed that insubordinations among teachers is the failure of teachers to comply with school policy, written instruction, challenging legitimate and good intended school authority, refusal to change bad behaviors when instructed by school authority and failure to meet performance improvement plan. This scholar provides precedence of court rulings which show that when school authority diligently documents incidences of insubordination by teachers even if the teacher takes the school to court after certain disciplinary action has been taken on them, it is very unlikely that the teacher may win the legal case.

In line with the above, Osborn and Russo (2011) revealed that insubordination of teachers refers to their unwillingness to submit to authority, their failures to obey lawful orders, more especially when they have been warned. To the above scholars, legally court considers insubordination cases to merit when there has been history of continuous non-compliance to directives of school authority on the side of the teachers.

The above perspective is in line with the views of Dunklee and Shoop (2006) who holds that insubordination is the failure of an employee to submit to reasonable and lawful authority of his/her superior, intentional disregard of instruction, guidance or instruction. According to this scholar, for insubordination to take place, there must exist material facts that support the occurrence of insubordination like disapproval of the conduct, existence of clear, reasonable and lawful orders and rules, no bias, admiration of the behaviors by the employee, the employee behavior resulting into destruction and harm to the organization.

In the same vein, Business Management Daily, (2019) revealed that insubordination is about intentional disregard of the legitimate orders, regulation, rule, or guidance given by a legitimate authority; it refers to disrespect of authority. Nevertheless, not all insubordination may result into disciplinary action against an employee because some insubordinations are legitimate.

Wilcox (2014) on the other hand argues that creative insubordination in education is useful because in essence it is about using unauthorized approach to achieve a desired end in education like when teachers avoid using the prescribed procedure of teaching and instead use their own strategy which they have acquired with experience and end up achieving better students' academic attainment. In this approach, the teachers become insubordinate in implementing the approved procedure, but are fully committed in achieving the main goal of education. In a similar manner, Correa and Lopes (2018) reports that there is evidence that some children also apply creative insubordination in learning when they prefer to deeply think and find solution instead of being hurried to agree with what is being explained.

In support of creative insubordination, Gutierrez (2018) urges mathematic teachers to use creative insubordination by effectively using their political powers to negotiate and create space to do what they know and believe is right when teaching mathematics. She proposes strategies like: pressing for more explanation to allow a teacher buy time develop his/her own position,

using evidence to counter attack on your strategy, seeking support from your peers and academic community, using ethics rather than logic to allow people believe in your perspective and doing what is in the best interest of the student under cover until when the success is seen.

Lopes and D'Ambrosio (2016:1093) argued that creative insubordination is inherent in a professional development because it allows teachers to search for approaches that are proactive and more productive meanwhile they shall be improving their knowledge, skills, and attitude and ensure personal and professional development:

Creative insubordination is the culmination of teacher autonomy. One cannot have rules and/or recommendations that lead to insubordination. Being, a subversively responsible professional, stems from a peculiarly built professional identity. In this study, the narratives of the teachers show that a continuous development process, which remains linked to constant reflection about practice is what enables us to be creatively insubordinate...

The finding of this study that, insubordination of teachers, is one of the challenges that the school inspectors encounter in ensuring quality teaching and learning in the primary schools, aligns well with all the four the postulations of the accountability theory by Tetlock (1999):

- 1) The first postulation: *Accountability is a universal feature of decision environments, a distinct attribute of discernment.* This postulation aligns well with the above finding because school inspection is an accountability function can be used to compel teachers to behave in conformity to the existing educational laws and policies so as schools can function well and achieve it intended goal of providing quality education to the primary school children.
- 2) The second postulation: *People usually seek approval for both intrinsic and extrinsic motives.* The alignment of this postulation to the finding of this study is that, when teachers are insubordinate, then most likely it may mean they are intrinsically responding to some work environmental factors in the schools that may be motivating them to act in an insubordinate manner.
- 3) The third postulation: *People have motive competition which influences their interaction with others.* The implication of this finding to the accountability theory is that, teachers

may motivate competition that may influence their behavior they may behave in a way that is acceptable to the school authority and the school community, hence avoiding or minimizing cost related with insubordination.

- 4) The forth postulation: *People always link their motives to coping strategies which they feel feasible.* The implication of this postulation to the study is that, teachers may link their insubordination to coping strategies which they feel feasible, has potential to enhance or damage their reputation but then the prevailing circumstances can increase or decrease motives for example when the school authority act swiftly to address the issues that cause them to act in an insubordinate manner.

Considering the above discussion which revealed that insubordination is a disobedient action that many teachers can easily commit and that it can be more prone in rural areas where legal and administrative systems are weak, but also that some teachers may practice what is call creative insubordination which is a refusal to carry one's duties contrary to the well-defined contractual obligation but instead using alternative strategy that is more effective than the legitimate one with the intention of getting better result, I find it logical to conclude that the finding of this study which revealed that insubordination of teachers is a challenge to school inspectors is valid and dependable.

9.2.2 Negative attitude of Teachers towards Teaching Profession

The second theme that emerged from the interviews with the school inspectors on the challenges that they face in ensuring quality teaching and learning was, negative attitude of teachers toward the teaching profession. The inspectors revealed that some of the teachers in the region have developed negative attitude towards their job because of the low salaries, poor working conditions and poor accommodation.

The above perspective was attested to by the following extracts from the interviews where:

Participant (A2) point out inadequate pay, poor/lack of accommodation as some of the causes of negative attitude towards teaching profession:

...the main complaint is inadequate pay, motivation also at school level, environment level, some of the accommodation for teachers are not ... really conducive for them, so they feel really de-motivated in doing their work... (Participant A2).

A similar view was expressed by Participant (AP1):

*...it's about laxity and of course lacks of commitment, their attitude, work attitude...
(Participant AP1).*

Participant (N1) reechoed the same sentiment:

...we have teachers who have different attitudes so the experience... is that when you go to a school and you are trying to follow...they think we are imposing...things on them, so sometimes when you talk to them you may think that it is taken but when you leave you go and make follow up after some few months you find the status quo is the same. So, it is the attitude of some of the head the teachers. So that is the experience that I have but some teachers and head teachers when you talk to them they pick and they do and these are the schools which are performing...Teachers...want to commercialize their profession, they make comparison, they are saying now we are paid less and you give us a lot of work to do. One time I came across a terminology which they were saying: "Teach as You Earn", and it was abbreviated (TAYE) at first I did not understand the whole thing. This is the biggest animal which is killing achievement because they are saying we can send our children to the university with the salary we are getting so they are now, they have tagged this to the attitude, you them work to do, they have negative feelings towards doing it, because I will be in the school teaching this child what about mine who is at home supposed to join a university is not going to join but I am working I am teaching. This is the attitude I am trying to talking about. So it is killing, you initiate with the Head Teachers and the teacher but when you leave, the teacher will you go home and say now, why, why should I do all these while my child is at home? So, this is now we say teach as you earn, teach for some time and you go and look for your own means so that you can send your child to school... (Participant N1).

The above finding shows that teachers view their profession as one of the low-class jobs with poor working condition, low pay, unclear professional and career growth. The implication of the above view is that those who join the teaching profession always join it as last resort and even

when they join the profession they do not give it their very best. The above observation is in line with the observation from the Ugandan Ministry of Education and Sport (2014:21-22) which revealed that:

Teacher dissatisfaction is a major concern in the Ugandan education system and is associated with teacher absenteeism...47 percent indicated that they were dissatisfied with their job, 59 percent indicated that if they were to start their career anew, they would not be teachers, and about 78 percent believe that their colleagues are dissatisfied with their job. Only 16 percent of teachers aspire to remain in the profession over the next two years...general feeling of dissatisfaction affects teachers' attendance at work...Teachers believe their salary is low...the main teacher issue remains the limited scope for real career development. The current teaching career structure provides limited opportunities for real career development. Upward mobility within subsectors is particularly slack, especially for primary teachers which represent the bulk of the teaching force (80 percent). Indeed, for every 100 U7 positions, there are just nine U6 positions and seven U5 positions for which primary teachers are eligible. Despite their scarcity, these positions are highly remunerated, explaining that 70 percent of primary teachers wish to be promoted to an administrative position. Promotion and professional recognition are the main factors of teacher satisfaction, after salary...

The above responses imply that those who join the teaching profession always consider it as last resort and even when they join the profession, they do not give it their very best. The above finding can be associated with the accountability theory by Tetlock (1999) from the point of view that, accountability as a framework for decision making, is critical in guiding teachers in developing either negative or positive attitude towards the teaching profession, it guides them in justifying their behaviors, towards teaching profession, directs them in making decisions on behaviors that may enhance or damage their reputation in the society.

Sudhakar and Reddy (2017) agree with the above perspective in their study which revealed that many modern teachers have joined teaching profession as a last resort after they have failed to

joined other professions and as a result, they appear to have no interest in teaching mostly because of the poor working conditions and the negative attitude which the society have shown towards the teaching profession. Soibamcha and Padey (2016) similarly revealed that, school teachers in India generally have negative attitude towards teaching profession but the situation is more serious with the older the teachers less qualified teachers.

Bhargava and Pathy (2014) on the other hand discovered that female science teachers usually exhibit more favorable attitude towards learners and that teacher with positive attitude have higher sense of duty, professional competence and deeper understanding of children's problem. Sarkar and Behera (2016) found out that the attitude of female teachers in the Cooch and Behar in West Bengal is comparatively better than their male colleagues and the part time teachers. Similarly, Sener (2015) revealed that, most of the student teachers and more specifically the female teachers in Canakkale Onsekiz Mart University in Turkey have positive attitude towards teaching profession.

Drawing from the above discussion which revealed that most teachers have negative attitude towards teaching profession, it is logical therefore to conclude that the finding of this study which revealed that one of the problems which the school inspectors encountered in the process of ensuring quality teaching and learning in the primary schools was negative attitude, is credible and dependable.

9.2.3 Inadequate Training of Teachers

The third theme that came out from the interviews with the school inspectors on the challenges that they encounter in ensuring quality teaching and learning, was, inadequate training of teachers. The school inspectors pointed out that the primary school teachers have knowledge gaps and they do not involve themselves in research and continuous learning. Participant (A1) pointed out that the current teachers do not have adequate training and lack confidence:

I have discovered that our teachers ... do not have adequate training ... they have a knowledge gap and they are very shy at seeking for help from colleagues...
(Participant A1).

In a similar way, Participant (PD1) pointed out that the teachers lack research skills:

...when it comes to our teachers they do not explore knowledge especially when they are scheming, their scheming capacity may not conform to the work... they do not involve a lot of learning, they tend to rely on their available notes but they do not go beyond the available notes which in their custody, they don't want to go and try... (Participant PD1).

Likewise, Participant (AP1) pointed out that the teachers do not have capacity to deliver on their job:

You find a head teacher of primary school has a degree but himself doesn't deliver at all in anything, his school doesn't deliver his teachers does not deliver, he doesn't do effective supervision. So, there is a very big, big, issue so as an inspector that is an area I am researching on and I do a lot of work that why I call them generation teachers. So when you are approaching them and you want to support them in inspection you must be very tactful because you are going to deal with a group of teachers who are not like any other teacher you can imagine, you go to the field ready knowing that I am deal with generation teachers... (Participant AP1).

The issue of inadequate training of teachers was also observed by the Ugandan Ministry of Education and Sport (2014:21) as explained in the following excerpt:

Despite the MoES regulation that no unqualified candidate should be recruited as teachers, 2010 EMIS data reveals that 12.7 percent of primary teachers and 16.1 percent of secondary teachers were qualified, most of them 85 percent in private schools...the training system will have to expand its physical capacity by a factor of 1.8 to train the required number of primary teachers...by 2025...PTC do not appear to provide trainees with the required skills. Indeed, colleges have virtually no impact on pupils or teachers' final performance...primary teachers' proficiency levels are low...pedagogical training is weak as highlighted by teachers' difficulty in transmitting their higher knowledge to students...

The above responses confirm the finding of a study by Kagoda and Ezati(2013) who revealed that there is serious weakness in the training of primary school teachers in the country, because largely the curriculum of the teachers training institutions are not aligned to the needs of the primary schools, training has remained theoretical and does not help would be teachers to get the necessary skills to impart quality teaching and learning to the learners, there is inadequacy in capacities of tutors, funding for the teachers training collages, limited professional development programs for tutors.

The above scholars further argued that, usually trained as general teachers but when they come out, they are expected to teach specialized subjects. The situation has been made even worst with the introduction of the thematic curriculum where teachers are expected to teach children in primary one to primary three in their local languages, meanwhile the teachers themselves have not been trained on how to teach in the local languages.

In a similar manner, Spreen, and Knapczyk (2017) have argued that efforts by government to provide on job training for teachers in the new thematic curriculum has not been effective in Northern Uganda because most of the times the trainings were not well organized, poorly coordinated, and as a result, has left out most female teachers and those in remote areas. Meanwhile most of those who have attended the trainings believe that the trainings have always been inadequate with no onsite support and lack of teachers' manual on the subject matter. In line with the above perspective, a study by Kyomuhendo and Kasule (2017) on competencies of Tutors and academic performance of Teacher Trainees in Uganda revealed that Tutors need to acquire competencies in the subject matter, pedagogy and mentorship so as to effectively contribute to the academic performance of Teacher Trainees.

Akin to the above, the Ugandan Directorate of Education Standard (2014) revealed that untrained teachers are employed to teach in the schools, teachers usually use ineffective teaching methods that do not motivate children in the primary schools to become critical and independent thinkers. In line with the above perspective, the finding of this study confirms the finding of a study by Baskan and Ayda (2018) which revealed that a study done in Cyprus on Teachers training, revealed that the most serious problem in teacher training in the country, is theoretical teaching

that make Teacher trainees fail to apply what they have learnt, inadequate pedagogical training and corruption in the selection and admission of teacher Trainees.

Considering the above discussion which revealed that there is inadequacy in the training of teachers and that the current generation of teachers in Uganda have knowledge and competency gap, I find it logical to conclude that the finding of this study which revealed that inadequate training of teachers is a challenge to the school inspectors in ensuring quality teaching and learning, is trustworthy and dependable.

9.2.4 Failure of Teachers to adhere to educational laws, policies and regulations

The fourth theme that came out from the interviews with the school inspectors on the challenges which they encounter in ensuring quality teaching and learning in the primary schools was failure of the teachers to adhere to laws, policies and regulations. The inspectors believe that most of the primary school teachers in the region act in ways that contravene the existing educational laws, policies and teachers' professional code of conduct. In line with the above theme, Participant (A1) pointed out that most teachers have challenge with adhering to professional code of conduct:

...the teachers look at adhering to these professional practices as if they are doing it for this external evaluator who is coming to check, to support other than embracing it as a professional responsibility...(Participant A1).

Further to the above, the same inspector argued the teachers do not read the education standards, laws are regulations:

The challenges some of them are still not adhering. The adherence you know cannot be one hundred percent. Someone gets these laws / policies they just keep them keep them do not refer to them the leisure fair head teachers are still a big challenge... (Participant A1).

Akin to the above, Participant (G2) revealed that some teachers even fail to make their scheme of work for the whole term:

...So we have a big problem with compliance, because you go to school today, you find teachers have not done, have not made their scheme of work for the whole term, even yesterday we were writing our report, you will find some teachers, since the term opened, since the year started they have done very little but they are earning salaries... (Participant G2).

My interpretation of the above finding is that, professional conduct in teaching demands teachers to adhere to their professional code of conduct and standards, it compels them to be respectful, upright, cause no harm to children, willingly help children in their learning, diligently plan, and execute their work. By doing these, the teachers promote quality teaching and learning in the schools, but the finding of the study instead reveals the contrary.

The above finding confirms the result of an earlier study conducted by the Uganda Government, Ministry of Education and Sport (2012) which revealed teachers are the main abusers of children rights, in various forms like physical torture, sexual abuse and psychological torture. The study indicated that at least 62% of school children in Northern Uganda were physically abused by teachers in the schools. This behavior is contrary to the teachers' professional code of conduct which stipulates that teachers must conduct their duties diligently without sexually molesting, harassing, physically beating them or having sexual relationship with their children. They instead are required to protect learners from condition that interfere with their learning like (The Uganda Gazette, 2012, Legal Notice No. 11, Volume CV).

9.2.5 Excessive workload to the School Inspectors

The fifth theme that came out from the interviews with the inspectors on the challenges that they encounter in ensuring quality teaching and learning in the primary school, was, excessive workload” to the school inspectors as attested to by Participant “K/Y1” who argues that:

The work is very hectic like doing continuous research. We are only three Inspectors, we have 1,574 teachers. We have limited resource; an Inspector can only reach a school once a term. Last term we were able to reach only 819 schools. Inspector: school ratio is about 1:94 schools. We suffer from resource constraint, inadequate resources. We have cases of ghost teachers were government was paying air... (Participant, K/Y1)

A similar view was highlighted by the Uganda Directorate of Education Standard (2017: 7) in a report which points out that:

...there are at most two school inspectors. Yet, the number of schools steadily increases leading to a high inspector- school ratio. This inhibits inspector effectiveness and it also explains why some districts have resorted to involve CCTs and head teachers to serve as school inspectors...

Akin to the above, Participant (N1) revealed that the school inspectors have a lot of work as far as offering counseling and guidance to teachers is concerned:

...we have over 2,800 teachers and where there are many people there are also many challenges, there are many problems so they want guidance. Sometimes when they come they get disappointed when they don't get me in the office they go when they are not very happy so that is a challenge. And then the next challenge is that some of them do not really disclose their problems, they want to live with it like that until you notice and then you start to probe and helping such category is not easy. And there are some teachers who are also living HIV positive, so, ah, they don't want to disclose, but we identify them through their performance, their attendance become is irregular, so when you go school, ah, you probe the Head Teacher will not want to show it out and so on, so it takes long. So those are the challenges... (Participant N1).

In the same vein, Participant (A1) revealed that they have a lot of counseling and guidance work with the teachers:

...we discovered that we are dealing with dishonest people... people who are over stressed. We discovered that the way some teachers conducted themselves was beyond normal. We subjected them for medical examinations and the results have indicated that actually they were suffering from too much stress and they had reached the point of breaking down and because of those early interventions they were able to be rehabilitated...teachers are living in a more stressful situation several issues pressing them right and left. And as such they tend not to give

enough time to you when you are offering counseling and guiding them...in the urban setting the stress factors are; high cost of living, lack of accommodation, and then the high cost of living forcing the teachers trying to borrow. The money in teaching is not enough, and in the process of borrowing he tries to borrow much more than he earns and the process of paying back is a problem, and the cost of affording borrowing fees in terms of surcharge fees all those stress the teacher... (Participant A1).

Further to the above, Participant (G2) pointed out that due to the after effect of the war; even some members of the school community need counseling:

...some of our communities are still very aggressive ... sometimes they are not friendly with teachers, and even the teachers themselves sometimes they still manifest this, I don't know how they call it, posttraumatic... (Participant G2).

The above responses agree to the finding of Hassain (2017) which pointed out that school inspector in Uganda have too much workload beyond the international recommended standard, that is a ratio of one school inspector to forty schools (1:40) as opposed to the current state where one school inspector is responsible for ninety schools (1:90). The Uganda National Development Plan (2018) similarly revealed that, one of the reasons why school inspection is not helping in improving quality of education is that, it is severely under resourced financially and humanly.

Much as on average the ratio of school inspectors to schools is at 1:60, but this is not an even distribution nationally because in some district the ration is even 1:450. At the national level, the Directorate of Education standard is operating at 73% level of staffing which make them overstretched in overseeing the function of school inspection in the entire country. In the same vein, the result of a study by Mutabaruka and Kazooba (2018) revealed that one of the challenges hindering quality teaching and learning in primary schools in Uganda, is the mammoth volume of work which the school inspectors have that hinders them from effectively conducting their duties of school inspections in all the schools.

Considering the above finding which revealed that the school inspectors have too many schools to inspect and the work is overwhelming for them, I therefore, find it logical to conclude that

the finding of this study which revealed that too much work load is one of the challenges that the school inspectors encounter in ensuring quality teaching and learning, is valid and reliable.

9.2.6 Negative Perception on School Inspection

The sixth theme that emerged from the interviews with the school inspectors One of the challenges that the school inspectors reported in ensuring quality teaching and learning in the primary schools was the negative perception of some teachers and community members who view school inspection as a fault-finding mission. The above perception was highlighted by Participant “K/Y1” who observed that:

Some stakeholders are not cooperative, they are very reactionary (Some Head Teachers). Some communities do not want their challenges to be brought out. For example, attendance of children, some community trade blames, they attack... (Participant K/Y1)

A similar perspective was advanced by Participant “N1” who noted that:

...we have challenges as I told you, the attitude, and the attitude of the teachers, the attitude of the Head Teachers, and the attitude of the School Management Committees. Because the Management Committees are saying we are doing voluntary work but in Uganda there is no voluntary work, so you give them work... (Participant N1).

The above responses confirm the perspective which several scholars have reported about school inspection in Uganda that is its weak, not achieving its intended purpose of improving quality of education in the country (Kalule & Bouchamma, 2014; Macharia & Kiruma, 2014; Uganda National Planning Authority, 2015; Hassain, 2017; Uganda National Planning Authority 2018).

The above conform to the finding of Kayikci, Sahin& Canturk (2016) who revealed that the experience of school principal in Turkey shows that the school inspection is necessary in schools, but they do not approve the process and the technique that the school inspectors use. They consider the school inspectors as having negative opinions about teachers, harsh, threatening, uninteresting, fault-finding and unfavorable, incompetent, not open to innovation and have limited time allocated for inspections and the lack of continuity in their work.

Akin to the above perspective, Ahmad, Khan, Yassin, Tahir, Bukhari, and Ali (2013) revealed that school inspectors in Pakistan are viewed as dictators, who overlook teachers and school administrators as servants whose jobs were to follow procedures set to improve educational performance. They are responsible for catching and punishing lower ranking within the education service.

A similar view to the above was advanced by Obiweluzor, Momoh and Ogbonnaya (2013) revealed that school inspectors in Nigeria are viewed as education officers responsible for finding faults in the schools. Similarly, Ololube and Major (2014) point out that in Nigeria, school inspectors are considered to be subjective, lacking professionalism and unable to provide concrete advice to schools to resolve their problems. Kambuga and Dadi (2015) similarly observe that in Tanzania, school inspectors are considered as fault finders, poor communicators, unclear in their work, subjective in their reporting.

Contrary to the above perspective, Alkutich and Abukatari (2018) on the other hand revealed that the experience of school inspection in Dubai private schools show that the schools consider school inspection as an opportunity for them to show case of their capabilities, school inspectors present themselves as important stakeholders in the education process, they use friendly language and act as facilitators of improving the educational process. The teachers note that there is always effective communication between the inspectors and the school prior to the actual inspection. They however recommend that school inspectors need to have relevant qualification and capability to give suggestion and recommendations that improve learning process.

Basing on the above discussion which has pointed out that there is a general negative perception on school inspection in schools, it is logical therefore for me to conclude that the finding of this study which revealed that negative perception on school inspection is one of the challenges which the school inspector face in ensuring quality teaching and learning in the primary schools, is authentic and dependable.

9.2.7 Lack of Resources for School Inspection

The seventh theme that came out of the interviews with the school inspectors on the challenges that they face in ensuring quality teaching and learning in the primary schools, was lack of resources for school inspection. The above problem manifests itself in shortage of school inspectors and lack of financial and logical resources as pointed out below:

I am alone as Inspector in charge of over 70 schools ... according to the Ministry, they want one inspector should be in charge of 40 schools but for me again that is still a bit too many for one inspector, yah, so, but even if it is in theory and not even in practice you will find one inspector almost having so many schools to take care of, that also affects the quality of the work to be done by the inspector leave alone resource being little, but even the number of school given per inspector I think needs to be considered by the Ministry so that if one inspector can take care of may be 30 schools or 25 schools I think to me it is better for, just like in a classroom, you cannot imagine yesterday I was observing a lesson of a teacher teaching 122 pupils, you see, and what kind of, what quality of teaching and learning do you expect in such a class? And then at the end of the year you are quarreling on the teacher that you have not done well, why have your children not passed? You see, I think that is not fair, I think we need to; we need a lot of things in place for us to realize quality of teaching and learning in our schools, it is not about blaming, but I think we need to check on what we have as country, what do we have? Is it a matter of blaming that somebody is not doing his work? (Participant G2).

Participant “N1” further observes that there is very high inspectors’ school ration:

...the Inspector’s school ration is high, is very, very high, ah, we have 300 institutions and these 300 institutions at the moment as you are here is being managed by one inspector, look at ratio now, what do you expect, 1:300,... I don’t know, if you change that one, you will also try to calculate and find out, so this is now the challenge because you have to be in school, if I had gone you would not get me here, and people want to come to me for consultation, now you will ask me

do you now do inspection? Yes, yesterday we had a meeting with the, for planning for our inspection, the minutes is here, we are now using the Associate Assessors, we are using Associate Assessors, so yesterday we had a meeting, today they are in the field, and this is why you are able to find me in the office, so they go,...we generate the inspection tools together, we go through it, then I give them, they go to the field, then my work is now to follow how they are doing, like on Monday, they are starting today, now they are in the field. So on Monday will I start and make sure I reach all the Sub - Counties, we have 14, 13 Sub – Counties and 1 Town Council, I will make sure at least I sample 3 three schools in each Sub - County to see whether they have reached and did the work, so I will follow them interact with the Head Teachers to see how long, because I need to find out how long the Associate Assessor has taken in one school because he may just give the Form and they fill the Form, so I want to see, because here we have agreed on how long they should spent on each school. So those are the things which I do, it is also challenging... (Participant N1).

A similar observation to the above was made by Participant “L1” who argues that school inspectors are experiencing very poor and challenging working conditions:

...very poor facilities in terms of transport, you imagine an inspector using a motorcycle, like for over seven years without being either rebranded or given new one and given the condition of where we are working. Then remoteness of some of our schools...you might find sometime you are over repeating your assessment effort in a school which is very near, and fail to reach the one which is very far because it is not easily assessable... (Participant L1).

Another observation on lack of resources for School Inspection was made by Participant “G2” who pointed out that:

...recently my Chief Administrative Officer,... asked me a question that Inspector, why are we not doing well like other districts, I said Madam, we are not doing like any other district because the input, the resources you people give us to do

the work is less than the challenges we face, the challenges we face in our schools and our community is more than what we are doing, so that is the reason why we are not doing that much...

(Participant G2).

Hossain (2017:12) agrees with the above finding in a study which revealed that school inspection in Uganda is suffering from lack of financial and human resources:

...school inspection in Uganda is also hindered because of the lack of financial and human resources. The inspector- school ratio in Uganda is 1: 90 which is far above the international recommendation of 1: 40...every school inspector is supposed to invest 40 days in inspecting schools per term... in 2008, 54% of the posts in the Education Standard Agency (ESA) were vacant that resulted in the poor inspection process even leading to a worsening situation due to the recent increasing enrolment rate especially in primary schools... inspectors cannot visit schools due to the lack of sufficient resources ... The cost of inspection is more than the total budget allocated. Sometimes, inspectors only visit schools when there is a budget allocated for it...poor infrastructures such as road and transportation facilities hinder the regular inspection process...teacher absenteeism is increasing and school quality is degrading day by day... because of the lack of inspection, teachers involve in their private businesses during the class period...inspectors do not have the capacity to address the problems in a constructive way...inspection does not help much because the inspectors do not have the capacity to diagnose the illness...

A similar observation to the above was made by the Uganda National Planning Authority (2018) in a report which revealed that school inspection in Uganda is severely under resourced both financially and humanly. The report further points out that both at the national and the local government levels there is shortage for school inspectors that need to be urgently addressed to all for effective and efficient school inspection. Akin to the Ugandan Directorate of Education Standards points (2017) pointed out that, there is acute understaffing of school inspectors yet numbers of schools are steadily increasing hence leading to widening of the ration between of

school inspectors and the number of schools. Likewise, Ampurire (2018) reported that, the Minister of Education and Sports acknowledged that school inspection has been ineffective due to underfunding. Similarly, the Auditor General of the Ugandan Government (2010) reported that the school inspectorate was understaffed and as a result, has not been able to perform its functions as expected which has compromised quality of education in the country.

Considering the above discussion which has revealed that school inspection in the country is greatly under resourced, I therefore find it logical to conclude that the finding of this study which revealed that one of the challenges that the school inspectors are facing in ensuring quality teaching and learning is lack of resources for school inspection, is valid and trustworthy.

9.2.8 Ineffectiveness of Head Teachers

The eighth theme that emerged from the interviews with the school inspectors on the challenges that they face in ensuring quality teaching and learning was ineffective head teachers. The school inspectors believe that some of head teachers do not execute their duties diligently, they do not take their work seriously, they are not exemplary enough; they do not want to teach even when they are expected to teach and, they lack moral authority. Further, they report that there is lack of internal support supervision, late coming of teachers, inability of teachers to make lesson plan, teachers missing classes, skipping lessons. The above viewpoint was pointed out by Participant “A1” who argues that:

I am supposed to start my inspection activity from the head teacher’s office ... you find the head teacher has spent the whole term without supervising the teacher so you start afresh. So instead of building on the previous records from the head teacher you are building your own report and this causes, brings about challenge of inconsistency because ideally my work should be consistent with that one of the head teachers and from so doing we are able to get what we call objective assessment of really what the problem would be to get better results out of the Inspections process (Participant A1).

Similarly, Participant A2 notes that:

...some of the Head Teachers do not really supervise the teachers as expected and the monitoring also of the sub- county authority is also lacking, is inadequate...not implementing what is agreed during the assessment period because when you go to assess you will be identifying some of the areas that need improvement as you agreed to make a way forward to improve those areas. A few of the teachers don't really take it up; they don't improve those areas... at times not being very regular in the schools, so the consistency of the assessment is not as expected... (Participant A2).

The above responses agree with the perspective of the Ugandan Ministry of Education and Sports (2019) which revealed that government-initiated teachers and school effectiveness project because there was a huge problem with school management at the grassroots as attested to by teachers' absenteeism, teachers low time on tasks, low completion rate and unacceptably low learners attainment. Similarly, Kagwa and Onen (2015) pointed out that low level of literacy, low teachers job satisfaction limited participation of parents in school activities are some of the indicators of poor performance of head teachers in schools in Uganda. Akin to the above, Babimpa (2018) revealed that there are several reasons which are school made that drive away children from schools like: corporal punishment and poor academic performance.

Basing on the above discussion which revealed that there is poor management of schools at the grassroots, I find it logical to conclude that the finding of this study which revealed that ineffectiveness of head teachers is one of the challenges that the school inspectors encounter in ensuring quality teaching and learning in the primary schools, is valid and reliable.

9.2.9 Difficulties in enforcing Educational Standards, Laws & Regulations

The ninth theme that came out from the interviews with the school inspectors about the challenges which they face in ensuring quality teaching and learning in the primary schools was difficulty in accessing and enforcing educational standards, laws and regulations. According to the inspectors many schools and teachers do not have access to educational standards, laws and policy documents. Further to the above, they note that much as the lower and central government have endeavored to enact laws to enforce educational rules and regulation, the local politicians who are expected to enforce the laws usually shy away to implement them for fear of losing the political support. The above perspective is pointed out by Participant "N1" who argues that:

...we have challenges in compliance, because these statutory documents I talked about, most school do not have them, so they are just working in darkness they don't know what they are supposed to do and that is why sometimes they go wrong because they don't have the things, there is nothing they can refer to ... Even the teachers that is why they go ahead to defile school children that means they do not know the law because they are not reading, nobody is telling that when you that one it is wrong. So, they lack the statutory documents... (Participant N1).

Participant "PD1" on the other hand observes that:

...at the sub county level, they are trying at least to formulate a law but still they are meeting challenge of enforcing it... (Participant PD1).

In line with the finding of this study, Crouch and Winker (2008) revealed that the inability of the Directorate of Education Standards to enforce inspection standards on schools has created weakness in the accountability chain. They also observed that there is a weak incentive scheme for teachers and school administrators to perform their duties effectively. A similar perspective was raised by Directorate of Education Standard (2017:22-23) that, school inspection should be empowered to enforce educational, standards, laws, policy and regulation:

School inspection should include an element of policing and enforcing adherence to education policies; evaluating and reporting the quality of education service provision; building capacity of inspectors through training and restoring public confidence and trust in school inspectorate... Local government school inspectors should continue to crack down illegal schools which do not fulfill the requirements...more especially boarding facilities...

Akin to the above, Nwabueze and Ihuoma (2018) have pointed out that in order to curtail misconduct of teachers such as soliciting of money without authorization from students, assaulting students and fellow staff, sexual harassment of students, forgery destruction of official school documents, should attract litigation. Akison (2002) argued that strategic and holistic incorporating of law enforcement into the administration of the school can help in creating a favorable learning environment in schools.

Further to the above, Okoroma (2006) call for radical transformation of educational legal regime in a study that focused on Nigeria. The scholar found out that there is weakness in the legal regimes inherited from the colonial master. In this regard, the scholar propose a constitutional amendment to make education a mandatory and right for every citizen, criminalizing mismanagement of educational resources and making it highly offensive within the law.

The above finding is consistent with the postulations of the accountability theory that: a) Accountability is a universal feature of decision environments, a distinct attribute of discernment; b) People usually seek approval for both intrinsic and extrinsic motives; c) People have motive competition which influences their interaction with others; and d) People always link their motives to coping strategies which they feel feasible.

Considering the above debate which has pointed out that there is weakness with the enforcement of education standards policies and laws in the Ugandan education system and that taking legal actions may ensure adherence to standards and improve education quality, I therefore conclude that the finding of this study which revealed one of the challenges that the school inspectors encounter in ensuring quality teaching and learning in the primary schools is difficulties in enforcing educational standards, laws and regulations is trustworthy and dependable.

To conclude on this chapter, it is important to note that the study revealed that the school inspectors experience several challenges in the process of ensuring quality teaching and learning in the primary schools. The most serious of them all are: insubordination of teachers; negative attitude of teachers towards the teaching profession; in adequate training of teachers; failure of teachers to adhere educational laws; policies and regulations; excess work overload to the school inspectors; negative perception of some teachers on school inspection; corruption; lack of resources for school inspection; ineffectiveness of the head teachers; and difficulties in enforcing educational standards, rules, regulations and laws.

CHAPTER TEN

THE KEYPROBLEM-SOLVING STRATEGIES THAT SCHOOL INSPECTORS USE TO ENSURE QUALITY TEACHING AND LEARNING IN PRIMARY SCHOOL

10.1 Introduction

This chapter presents; analyses and discusses findings of the study on the fifth research question which stated as: What are the challenges which Primary School Inspectors encounter in ensuring quality teaching and learning in Northern Uganda? The result of the study on this research question revealed that, the school inspectors mainly use two strategies to solve the problems which they encounter in ensuring quality teaching and learning in primary schools in Northern Uganda. The first strategy is the use of laws, policies and regulations and the second strategy is the use of peer to peer support.

10.2.1 Use of Laws, Policies and Regulations

The first theme that came out from the interviews with the school inspectors on the strategies that they use to solve problems when they are ensuring quality teaching and learning in primary schools, was the use of laws, policies and regulation. The inspectors believe that their work is guided by the laws, policies and regulations that empower and guides them on how to execute their duties in terms of mandate of the inspectorate, quality standards, procedures and indicators.

Participant K/Y1 point out that school inspection is not a gamble, it is an organize work based on clear legal framework, policies and work manuals:

...inspection work is also not gambled as such,...there is a legal framework,... that empowers inspectors to do their work...the Education Act is there, the one which is most recent is 2008,...it gives the powers to inspectors to do their work, there are also other guidelines which are available that we refer to often...for example the Government Standing Orders, 2010 is available that we refer to and then...the Inspectors Manual...what the inspectors are supposed to do is actually ...specified in some of those manual and the guideline for inspection...as we do our work we keep referring to these documents to realize standards...there are indicators which...we keep referring to for example...lesson attendance which is

known to be good must be 85 % so any teacher whose lesson attendance and any learner whose lesson attendance is below 85%, is termed irregular, so we always refer to that...We keep referring to existing documents in order to attain compliance (Participant K/Y1).

Akin to the above perspective, Participant (AP1) revealed that at the district levels, they always advocate for enactment of educational ordinances which empowers and direct them on what to as far as educational programs are concern:

...we pushed for enactment of Education ordinance ... we pushed on an ordinance which defines and directs how attendance of schools all those are responsibilities of duty bearers would be reinforced there are also punishments and penalties turned on all the people who, things would be against the ordinances attendances issue, the girl child issue the support by the parents and of course other aspects which lies within our ordinances that is one. Then also, we...have enforced the Education Act 2008 which was actually well defined which brings in the foundation body to play an active role in supporting the spiritual and also discipline, moral component... (Participant AP1).

Further to the above, Participant (A2) pointed out that they use the existing laws, policies and procedures to address issues of concern in different aspects of their work like human resource management:

...we forwarded him to the reward/sanction committee. He appeared before them ... I don't know whether I call it punishment or control measure given to him was that we are not transferring you because he was requesting for transfer, we said we are not transferring you, what you do, we want you to improve in your school that school where you are teaching, where parents have rejected you because of that behavior, so you improve there when we see that you have improved then you will request for transfer, I think after sometime the guy saw that he was really going astray, he is now changed. He is now a very good teacher in the same school. And I think these days when we have a kind of gather, we use him as a

case to tell to other, even he comes to testify to other colleagues how he has managed to reduce drinking... (Participant A2).

The above responses are in agreement with the provision of the Uganda Education Act for the Pre-Primary, Primary and Post Primary (2008) section 25, which provides for the powers of the school inspectors as being able to enter any school or place of learning any time with or without notice to inspect or cause auditing of any school or particular aspect of a school like dormitory, kitchen, hostel, and write report to the relevant education authority, temporary remove any book, record for the purpose of inspection. In this regard, all head teachers shall make available schools all relevant school records for inspection, or audit (Uganda Gazette, 2008, No. 44 Volume CI).

Akin to the above provision is the guideline by the Uganda Directorate of Education Standard (2012) which explains how learners are supported in schools. The guideline points out the rights of children, obligation and responsibilities of each stakeholders, it stipulates how inspectors can assess quality of support given to the learners; how children are engaged in co-curricular activities; quality of guidance and counseling services, health issues, attention given to children with special needs and how children are supported so that they do not drop out from schools.

Similar to the above is a guideline by the Ugandan Directorate of Education Standard (2012) titled: “how we inspect” which provides guideline on the essence of school inspection, values, attitudes and skills required to conduct school inspection like integrity, objectivity and honesty and impartiality; tools and methodology that school inspectors need to use to conduct inspection, measurement of standards and indicators and the reporting process. Aligned to the above guideline, is the Irish Inspectorate Department of Education and Skills School inspection Guideline (2016) which points out the purpose of school inspection, how school inspection are conducted, what needs to be done before, during and after school inspection, how decisions are taken on school inspection report, quality framework for schools, and how to review the school inspection guideline.

In the same vein, Huil and Sergerholm (2016) point out that the Swedish School Inspectorate greatly relies on the Education Act, Ordinances and other relevant legal documents in the country. The new inspection regime is more legalistic than pedagogical. It provides for regular

inspection, quality audit and quality assurance in terms of attending to complaints from the general public. Further to the above, KwaZulu – Natal Department of Education and Culture (2006) provides a guideline for independent schools which stipulated that independent schools shall be inspected by the Head of Department at any time considered reasonable by the Department and the inspection may focus on school furniture, equipments, tuitions, management and any other issue that shall be deemed necessary by the Department. The school inspection may also be conducted when the owners of the school request for it in writing.

The above perspectives align well with the Chinese School Inspection System which is responsible for assessing implementation of educational laws, regulations, principles and policies. Sets standards and procedures for inspection, monitoring and evaluation of different types of educational institutions in the country, sanction special inspections in strategic areas such as compulsory education in the rural areas, basic school conditions, safety transport and nutritional quality of learns, etc. The bureau provides report to the government and educational institution for subsequent actions (OECD, 2016).

The above finding is consistent with the postulations of the accountability theory that: a) Accountability is a universal feature of decision environments, a distinct attribute of discernment; b) People usually seek approval for both intrinsic and extrinsic motives; c) People have motive competition which influences their interaction with others; and d) People always link their motives to coping strategies which they feel feasible.

Considering the above discussion which pointed out that inspectors of schools derives their mandates, powers and mode of operations from the existing educational law, policies, regulations and standards, I find it logical therefore to conclude that the finding of this study which revealed that one of the key strategies that the school inspectors use to resolve problems in ensuring quality teaching and learning in primary schools in Northern Uganda, is the use of laws, policies and regulations, is trustworthy and dependable.

10.2.2 Peer to Peer Support

The second theme that came out from the interviews with the school inspectors was peer to peer support. The inspectors believe that encourage teachers to form small families where they can share ideas, advice one another and learn from one another on how to solve problem in schools.

According to Participant (A1), they have encouraged teachers to work as a family, support, encourage and mentor one another:

what we have tried to do is to encourage the teacher to do what we call, peer review, peer to peer counseling, we encourage mentoring in our schools we have made sure that in school we have what we call school family initiatives originally the idea was for teachers to have families as children but we have decided to modified ours although the children have problems that need parents, there also teachers who need parents figures. We made sure in some schools we prepare some teacher whom we call parent figure, to whom those teachers having problems can refer, to help them out of their problems. (Participant A1).

Akin to the above, Participant (A2) revealed that, they have been training the head teachers on how to counsel teachers:

What I tried is to organize a kind of training for head teachers on how to guide and counsel the teachers in their areas (Participant A2)

Meanwhile, Participant (A2) pointed out that they organized sanitization meetings with different stakeholders to internalize key documents:

We organized sensitization meetings to the different stakeholders like the Head Teachers, the Deputies, SMC, and through these sensitization meetings we discussed the relevant documents that they are supposed to have in their schools to help them in their administration to run the schools (Participant A2).

Likewise, participant (A1) pointed out that they continued to do sensitization and empowerment of school management committee:

We are continuing...to do sensitization, we...make sure...other stakeholder knows that, these are the important thing that are required in a school...when the stakeholders like the school management committee come to the school they should be able to ask questions and say...headmaster we are told that there is a document called Basic Requirement and Minimum Standards Indicators do we

have it? What are the things in that document...We are told that we must have a school budget where is ours, we are told that we are supposed to meet this term why aren't we meeting? So that kind of...engaging other stake holder also put teacher accountable helps us to make sure that we continue to address those challenges (Participant A1).

Meanwhile Participant (G1) revealed that they encouraged group sharing and exchange of ideas:

So, at the end of the day you advice the person or you ask him what could be the way forward to help him and also we have the group sharing with the teachers... At first it was not easy because we brought in a big number like 200 from all schools, they thought may would end up like a disciplinary action may be and we just brought the whole information to them what we felt was not good and then we ask them what can be done so that they can improve and begin working better and they went back something improved... (Participant G1).

The above responses are congruent to the finding of the Flemish Association for Development Cooperation and Technical Assistance (2017) which revealed that when school leaders and teachers work together, they share experience and create new knowledge, get deeper understanding of issues, create collective wisdom, gain new insights and strengthen their capacity to implement program, advocate for change in policies. Further to this, professional learning community increase capacity of teachers to engage with parents, improve school inspection, teamwork, quality of teaching and reduce school dropout rates.

Akin to the above perspective, the result of a study by Antinluoma, Ilomäki, Lahti-Nuuttila and Toom (2018) which investigated the maturity level of 13 Finish schools as professional learning community, found out that, there exist the culture of mutually respect, confidence, dedication as common strength at the schools and that the school culture supported professional cooperation, and that teachers had the knowledge, skills and tendency to engage in professional cooperation but they however lack the time to do so.

Intanam and Wongwanich (2014) used a similar approach like the one above to conduct a study on the application of the professional learning community on academic achievement on

mathematics in a primary school in Thailand, identified four categories of professional learning groups: problem solving, sharing knowledge, healthier ways of sharing knowledge inventive community and used them to support primary children to learn mathematics. The result was positive because teachers were able to use their research-based skills to improve the capability of the children in mathematics.

The finding of this study therefore is consistent with all the four the postulations of the accountability theory that: a) Accountability is a universal feature of decision environments, a distinct attribute of discernment; b) People usually seek approval for both intrinsic and extrinsic motives; c) People have motive competition which influences their interaction with others; and d) People always link their motives to coping strategies which they feel feasible.

Considering the above debate which revealed that professional learning community increase capacity of teachers to effectively, improve school inspection, teamwork, quality of teaching and reduce school in schools, I therefore find it reasonable to conclude that the finding of this study which revealed that peer to peer support is one of the strategies that the school inspectors use to resolve problems in ensuring quality teaching and learning in primary schools in Northern Uganda, is trustworthy and dependable.

In summary, this chapter has revealed that the school inspectors mainly use two strategies to solve the problems which they encounter in ensuring quality teaching and learning in primary schools in Northern Uganda namely: use of laws, policies and regulations and use of peer to peer support.

CHAPTER ELEVEN

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

11.1 Introduction

This chapter presents the summary of findings, conclusion and recommendations which stem from the purpose of this study was to investigate the experience of school inspectors in ensuring quality of teaching and learning in primary schools in Northern Uganda. Specifically the study wanted to investigate: How do Primary School Inspectors in Northern Uganda understand quality teaching and learning? What are the techniques that Primary School Inspectors use to ensure quality teaching and learning in primary schools in Northern Uganda? How effective are Primary School Inspectors in ensuring quality teaching and learning in primary schools in Northern Uganda? What are the challenges which Primary School Inspectors encounter in ensuring quality teaching and learning in Northern Uganda? How do the primary school inspectors in Northern Uganda solve problems they encounter in ensuring quality teaching and learning?

11.2 Summary of Findings

11.2.1 How do Primary School Inspectors in Northern Uganda understand quality teaching and learning?

The experiences of the primary school inspectors showed that, they understand “quality teaching and learning” as a multidimensional reality that manifests itself in ten different forms:

- *Attainment of literacy and numeracy competencies:* This is about the empowerment of primary school children to effectively learn (comprehend, interpret, and discover meanings and builds their capacities to effectively create words, symbols and characters that can convey meanings) and set a firm foundation for their future education and life in general.
- *Attainment of life skills:* This is about empowering learners with skills and competencies that can enable them become productive and sustainable in life.
- *Holistic development of primary school children:* It is a strategy of producing children who are balanced academically, emotionally, physically and spiritually. Furthermore, it is a way of developing citizens who are creative, lifelong learners, emotionally intelligent and problem solvers.

- *Teachers' competencies*: This is about teachers having the right knowledge to handle different levels of classes, being able to work with all the key stakeholders of the schools, inspire and encourage learners. It is about having mastery over their subject; getting acquainted with the underlying principles, formulas, basic assumptions and theories that are fundamentals for understanding the subject matter. It is about them investing time to read and understand the syllabus, link it to the approved scheme of work, lesson plan, topics, subtopics, themes and subthemes. It is capability of teachers to read different text books on the issues to be taught, work out examples, exercises, assignment, demonstration, learning and teaching aids, thinking through and preparing assessment questions and marking guides that can be used to assess the progress of the learners.
- *Teachers' professionalism*: This requires teachers to have specialized knowledge in teaching and learning, which they can only get when they have undergone intense training in teaching and learning, and it demands that teachers must engage in continuous improvement of their knowledge and skills as recommended by the teachers' professional body.
- *Measure of learning achievement*: This entails measuring of learning achievement in terms of educational indicators, targets, outputs, outcomes and standards. It is about defining teaching and learning indicators, tracking teaching and learning activities, and ensuring that critical reflections are done on the key findings of the school inspection.
- *A broad but an unambiguous concept*: This means that quality teaching and learning cannot be restricted to academic achievement, it entails other processes like continuous interaction with learners, school administrators, parents and other key stakeholders in education, it is about preparing whole person, a whole person who is able to manipulate the environment so that he or she is be able to survive out of this environment and so forth.
- *A collaborative process*: It is a process of forming effective collaboration among the different stakeholders of the schools due to their power, influences, and access to resources. It is a way explicitly assigning roles to all the key stakeholders of a school. It is about synergy of resources and opportunities that can improve teaching and learning in schools, it is a way of forming teamwork and alliances that can help school attain the desired learning achievement.

- *Pursuit of innovations*: It is a systematic way of encouraging, monitoring, and evaluating of all the innovations in teaching and learning so that their positive results, negative consequences and costs are measured, documented and reciprocated where necessary. It is a process of creating conditions that promote innovation in teaching and learning in the primary schools.
- *A dynamic and contextual issue*: It is a context specific and dynamic process that calls for clear discernment of specific circumstances that can affect teaching and learning in a school.

The above perspectives agree with the available literature and also the multiplicity of understanding of quality teaching and learning conforms to the idealist, interpretivist, relative ontology, personal epistemology and hermeneutic phenomenological philosophical school of thoughts that guided the study. The findings also align with the accountability theory by Tetlock (1999).

11.2.2 What are the techniques that Primary School Inspectors use to ensure quality teaching and learning in primary schools in Northern Uganda?

The experience of the school inspectors on the above research question revealed that, they use multiple techniques to ensure quality teaching and learning in the primary schools. Eight of these techniques that were identified as the most critical ones were:

- *Assessment of quality of inputs into the educational programs*: This is used to assess the value of the different inputs into the education program like capabilities of school leaders and managers, capabilities and knowledge of leaders, contribution of the school management committee to mention but a few.
- *Assessment of educational process*: This is used to assess how the educational inputs are transformed into the desired learning outcomes. It is a way of scrutinizing the effectiveness of teachers in preparing teaching and learning in terms of scheming, lesson planning, actual teaching, classroom management, relationship with learners and sensitivity to various categories of learners.

- *Assessment of learning outcome:* This entails: continuous assessment of learners of learners, end of term examination, monitoring learning achievement, national assessment of progress in education.
- *Psychosocial support:* This is a technique that is used to facilitate personal, professional and social growth teachers. It addresses a holistic aspect of a teacher: physical, mental, social and cultural aspects of life of a teacher through guidance and counseling, mentorship and coaching. This technique helps teachers become more aware of themselves, their surrounding and the community in which they live, improve their personal and professional life, address gender issues with special focus on the challenges faced by female teachers, it addresses health challenges of teachers with special focus on HIV/Aids.
- *Compliance with educational standards, laws and regulation:* This technique is used because school inspectors by law have the legal basis to enforce educational standard, laws and regulation, they have obligation to ensure that teachers use and comply the educational standards, laws and regulation but they have not been able to do so. Literature I have reviewed show that effective enforcement of educational laws brings tremendous transformation into the education system.
- *Creating awareness on educational standards, laws and regulation:* The inspectors mainly create awareness among teachers on the teachers' code of conduct and scheme of service. They also check if schools have the necessary documents pertaining to educational standards, laws and regulation. This technique seems to be a weak one because what the inspector claims to be doing is more of ensuring compliance rather creating awareness.
- *Administration of rewards:* This entails recommending teachers who have excelled in their duties for promotion, recognition, assignment of special duties and appreciation. Available literatures show that most teachers globally work in schools that do not reward high performing teachers and also do not punish poor performing teachers. There are also evidences that use of reward among children illicit both positive and negative results: some students are encouraged by rewards meanwhile other are disoriented by rewards.

- *Administration of sanctions:* This entails counseling, guidance, verbal and written warning to the culprit before he/she is taken to the reward and sanction committee for disciplinary hearing which may result into recommendation of various penalties like suspension, withholding of benefits and privileges and to the extreme cases termination of service. Available literature however point out that, outstanding schools usually balance positive reinforcement with discipline. Teachers who use punitive measures are usually less effective. Rewards and sanctions are effective when there is clear guideline and standards. Punishment is usually a short live strategy for ensuring compliance, effective educators work hard to develop personal discipline. Corporal punishment degrades and humiliates children and eventually demoralized them in pursuing further studies. For reward to be effective, it must be regular, instant, reasonable and attainable.

The above multiplicity of techniques in ensuring quality teaching and learning in primary schools conforms to the idealist, interpretivist, relative ontology, personal epistemology and hermeneutic phenomenological philosophical school of thoughts that guided the study. The findings also align with the accountability theory by Phillip E. Tetlock.

11.2.3 How effective are Primary School Inspectors in ensuring quality teaching and learning in primary schools in Northern Uganda?

The experience of the school inspectors on the above research questionpointed out that, the inspectors believe that they have been effective in ensuring quality teaching and learning in the primary schools in Northern Uganda through supporting teachers in their work, improving academic performance in schools, improving learning environment at School, supporting continuous professional development of teachers and fighting corruption, injustice and malpractices among teachers as explained below:

- 1) *Supporting Teachers in their work:* In this respect, the experience of the school inspectors is that, they were effective in ensuring quality teaching and learning in the schools because they were able to advise teachers on strategies and techniques that they could employ to effectively do their work, they demystified school inspection as a fault finding mission but instead a strategy for working with teachers to effectively deliver quality teaching and learning in the schools. Available literature however does not support these

claim. Instead, it shows that school inspectors lack capacity to support teachers to improve quality of teaching and learning especially in the rural areas.

- 2) *Improving academic performance in schools:* In this regard, the school inspectors believe that they were effective in influencing the ways teachers deliver contents of the curriculum in class, improve the level of attainment of literacy and numeracy, and improved the pass rates in primary leaving examination. Available literature however shows that educational attainment in the country is still low and that the indicator of education quality in Northern Uganda is deplorable.
- 3) *Improving Learning Environment at School:* In this perspective, the inspectors believe that they were effective in ensuring quality teaching and learning in the schools because they improved the student book ratio, (which means there are more books in the hands of the learners than before), influenced the creation of friendly learning environment in schools and created effective working teams with the teachers and among teachers in the schools. Literature I have reviewed however shows that most schools in the region still have hostile learning environment and the situation is worst for children with disabilities.
- 4) *Supporting Continuous Professional Development of Teachers:* As far as this theme is concerned, the inspectors believe that they effectively provided leadership trainings to the teachers and caused teachers to be confirmed and promoted in appointment. Available literature however shows that there is weakness in the continuous professional development contrary to the teacher's scheme of work, many teachers are not accessing opportunities for professional development and there is limited fund allocated for this aspect of education which very important in determining quality of teaching and learning in schools.
- 5) *Fighting Corruption, Injustice and Malpractices among Teachers:* As far as this theme is concerned, the inspectors believed that they were effective in safeguarding the funds of the schools from abuse and misuse by teachers/head teachers, handles conflict among teachers and protected female teachers from gender-based violence. Available literature agrees with this approach by the school inspectors.

11.2.4 What are the challenges which Primary School Inspectors encounter in ensuring quality teaching and learning in Northern Uganda?

The experience of the school inspectors on the above research question has shown that, they encounter several challenges in ensuring quality teaching and learning in the primary schools:

- a) *Insubordination of teachers:* This entails unwillingness of teachers to take advice from their supervisors, failures to comply with rules and regulations and negligence of duties. Available literature agrees with these perspectives but add that there is also creative insubordination which is necessary not bad because some teachers use it to achieve positive results
- b) *Negative attitude of teachers towards the teaching profession:* The study pointed out that most of the teachers feel that they are poorly remunerated and they work and stay in poor environment.
- c) *Inadequate training for teachers:* The issues under this are that most teachers have knowledge and skill gap and they do not engage in research and continuous professional development trainings. Available literatures agree with this perspective.
- d) *Failure of teachers to adhere to educational laws, policies and regulations:* The key issue here is that most of the teachers in the region act in ways that contravene the existing educational laws, policies and regulations. Available literatures concur with this perspective.
- e) *Excessive workload to the school inspectors:* The salient issue here is that the school inspectors are few and the schools are very many as a result, they are overstretched in terms of work demands. Findings from the literature agree with this perspective.
- f) *Negative perception on school inspection:* The major issue here is that teachers usually perceive school inspectors as people who always look for faults and failures on what teachers are doing. Available literatures show that most teachers perceive school inspectors as that with exception of some private schools in Dubai who consider school inspectors as partners in ensuring quality of education.
- g) *Lack of resources for school inspection:* The key issue here is that school inspection is critically under resourced in terms of finance and human resource. Available literature concurs with this perception.

- h) *Ineffectiveness of Head Teachers*: The critical issues here is that some of head teachers do not execute their duties diligently, they do not take their work seriously, they are not exemplary enough; do not want to teach even when they are expected to teach and they lack moral authority. Available literatures agree with this perspective.
- i) *Difficulties in enforcing educational standards, laws and regulation*: The key concern here is that many schools and teachers do not have access to educational standards, laws and policy documents. The lower and central government have endeavored to enact laws to enforce educational rules and regulation, but local politicians who are expected to enforce the laws usually shy away to implement them for fear of losing the political support. Available literature agrees with this perspective and recommend tougher actions in terms of litigation and radical transformation of educational legal and policy frameworks.

11.2.5 How do the primary school inspectors in Northern Uganda solve problems they encounter in ensuring quality teaching and learning?

The experience of the school inspectors showed that they mainly solve the problems which they encounter in ensuring quality teaching and learning in primary schools in Northern Uganda by using the following strategies:

- 1) *Use of laws, policies and regulations*: The inspectors believe that their work is guided by the laws, policies and regulations that empower and guides them on how to execute their duties in terms of mandate of the inspectorate, quality standards, procedures and indicators.
- 2) *Use of peer to peer support*: This is a way in which the school inspector encourage teacher to work together, share ideas, advice one another and learn from one another on how to solve problem in schools. Both of these strategies agree with the available literature.

11.3 Conclusions

11.3.1 Relevance of accountability theory in ensuring quality teaching and learning in primary schools

Drawing from the theoretical framework that guided this study and more specifically the accountability theory, I find it logical to conclude that school inspection and quality management as accountability mechanisms are very important mechanisms for achieving teaching and learning excellence in primary schools more especially schools in rural communities. These two mechanisms can be used to help schools develop paradigm shift from *process-focused approach of teaching and learning to early grade capability focused approach teaching and learning* where learners are empowered to acquire competencies in literacy, numeracy and life skills at early stages of their educational life.

11.3.2 The school inspectors' Understanding of Quality Teaching and Learning in the primary schools

Considering the findings, analysis and discussion on the above theme, it is logical to conclude that, quality teaching and learning as experienced by the school inspectors is a *collaborative process* of empowering primary school children to effectively attain early grade capabilities in numeracy, literacy and life skills. It is a process that requires *effective engagement* of all key stakeholders of primary education; an *innovative* undertaking that requires that policy makers, school leaders, education managers and teachers engage in *continuous search for new approaches and strategies* to deliver the desired learning outcomes; call for effective *capabilities* of primary school teachers in *planning, organizing, delivering transformative learning* in primary school at different levels; it is a *measure of learning achievement* determined by the *proficiency* of learners in literacy, numeracy and life skills.

11.3.3 The Techniques that the school inspectors use to ensure Quality Teaching and Learning in the primary schools

Basing on the findings, analysis and discussion on the above theme, it reasonable to conclude that the techniques that the school inspectors use to ensure quality teaching and learning in the primary schools are: a) logical and linear in nature (input, process and outcome) meanwhile; b) psychosocial nature (counseling, coaching and mentoring) and, c) legal in nature (ensuring

compliance and creating awareness on standards, law and regulation and administration of reward and sanction.

11.3.4 The Effectiveness of the school inspectors in ensuring Quality Teaching and Learning in the primary schools

Stemming from the findings, analysis and discussion on the above theme, it logical to conclude that much as the school inspectors claim that they have been effective advising teachers on the strategies and techniques that they can employ to effectively do their work; influencing the ways teachers deliver contents of the curriculum in class, improving the level of attainment of literacy and numeracy, improving learning environment at School, supporting continuous professional development of teachers, improving the pass rates in primary leaving examination and fighting corruption, injustice and malpractices among teachers, available literature however show that they have only been effective in fighting corruption, injustice and malpractices among teachers.

11.4 The Challenges which school inspectors encounter in ensuring Quality Teaching and Learning in the primary schools

Drawing from the findings, analysis and discussion on the above theme, it is evident that the key challenges that the school primary school inspector encounter in ensuring quality teaching and learning in primary schools in Northern Uganda are:

- a) *Insubordination of teachers*
- b) *Negative attitude of teachers towards the teaching profession*
- c) *Inadequate training for teachers*
- d) *Failure of teachers to adhere to educational laws, policies and regulations*
- e) *Excessive workload to the school inspectors*
- f) *Negative perception on school inspection*
- g) *Lack of financial and human resources for school inspection*
- h) *Ineffectiveness of head teachers*
- i) *Difficulties in enforcing educational standards, laws and regulation*

11.5 The Strategies that the primary school inspectors use to solve the Problems that they encounter in ensuring Quality Teaching and Learning in the primary schools

Considering the findings, analysis and discussion on the above theme, it is manifest that the key problem-solving strategies that the school inspectors use in ensuring quality teaching and

learning in the primary schools are: 1) *use of laws, policies and regulations: and 2) use of peer to peer support.*

11.6 Recommendations

11.6.1 Recommendations for Practice

- a) *Policy shift in Teaching and Learning from a Process Approach, to a Capability Focused Approach:*

Basing on how the primary school inspectors perceive quality teaching and learning in primary schools, I urge the government of Uganda to consider revising policies on teaching and learning in primary schools from the current **process focused approach**, to a **capability focused approach** that shall ensure that schools are held accountable for delivering school children who have effectively attain early grade capabilities in numeracy, literacy and life skills at every stage of their primary education.

- b) *Policy shift in School Inspection from the Control and Punitive approach to an innovative and Collaborative approach*

Considering the finding of the study which revealed school inspectors are not effective in their work of ensure quality teaching and learning in primary schools, I recommend that government of Uganda consider revising the policy on school inspection from **the control and punitive approach** to an **innovative and collaborative approach** where school inspectors invest more time in empowering and supporting head teachers and teachers to deliver effective teaching and learning in the primary schools.

- c) *Policy Shift on funding and resource allocation for rural schools and school inspection*

Considering the litany of challenges that primary schools in the rural areas and school inspection are facing, I urge government to assign more funds to support operation of rural schools and their inspection but demand them to **deliver school children who have effectively attained early grade capabilities in numeracy, literacy and life skills at every stage of their primary education.**

10.6.2 Recommendations for Further Researches

Considering that this study was a qualitative study that focused only on the lived experience of the primary school inspectors in Northern Uganda with particular focus on their understanding of quality teaching and learning in primary schools, techniques they use to ensure quality teaching

and learning, their effectiveness, challenges they face and how they solve the challenges, future studies can:

- a) Broaden the scope of this study to cover the entire country, use mixed methods and quantitative approach to shed more light on the issues.
- b) Focus on the nature of quality teaching in primary schools with special focus on the logical nature and behavioral nature.
- c) Enforcement of quality standards, laws, policies and regulations in primary schools.
- d) Fighting corruption, injustice and malpractices in primary schools

CHAPTER TWELVE

CONTRIBUTION OF THE STUDY TO THE BODY OF KNOWLEDGE

12.1 Introduction

This study investigated the experienced of the school inspectors in ensuring quality teaching and learning in primary schools in Northern Uganda. The study focused on two main constructs: *school inspection* and *quality teaching and learning* in primary schools with specific focused on: school inspectors understanding of quality teaching and learning, the techniques that they the school inspectors use in ensuring quality teaching and learning, their effectiveness and the challenges they face in ensuring quality teaching and learning in primary schools and how they solve the problems which they encounter in ensuring quality teaching and learning in the primary schools. This chapter therefore identifies the gap in the literature and provides the unique contribution of the study to the body of knowledge of education management, law and policy in terms school inspectors understanding of quality teaching and learning and the approaches that school inspectors can use to achieve excellence in quality teaching and learning.

12.2 Gaps in the Literature on School Inspection

Available literature on school inspection has shown that previous scholars have not focused their researches on the experience of school inspectors in ensuring quality teaching and learning in primary schools but so far, have mainly focused on the evolution, meaning, rationale, roles and types of school inspection, the difference between school inspection and school supervision, challenges of school inspection and, school inspection as an accountability function. These perspectives are summarized on the table below:

Table 1: A Table showing aspects of school inspection, that scholars, have so far focused on their researches

Aspects of school inspection that scholars have so far focused their attention	Scholars
The evolution of the practice of school inspection	(Bolton, 2014; Edmonds, 1962; Wickers, 1871)
The meaning of school inspection	(Macharia & Kiruma, 2014; Ololube & Major, 2014; Kambuga & Dadi, 2015; Obiweluzor, Momoh & Ogbamaya, 2013)
rationale for school inspection	(Amadet et al, 2013; Olulube & Major, 2014; Lindgren, 2014, Baxter, 2014; Outon, Bitan, Haep, & Stein, 2014; Ehren&Visscher, 2008; Ssekamwa & Lugumba, 2001; Filder, &Earley, 1997)
The roles of school inspection	(Ehren, Perryman &Schakleton, 2014; Ehren &Visscher, 2008; Ehren & Shackleton, 2016)
Types of school inspection	(<i>Obiweluzor, Momoh & Ogbonnaya, 2013; Ololube & Major, 2014, Hassain, 2017</i>)
The difference between school inspection and school supervision	(Wilcox, 2000; Perry; 2013; Ololube &Nanighe, 2014; Adewale, Adeleke, Toyin &Rotuman, 2014; Park2013)
The challenges of school inspection	(Obiweluzor, Momoh & Ogbamaya, 2013; Olulube & Major, 2014; Kambuga & Dadi, 2015; Hassain, 2017).
School inspection as school accountability mechanism	((Brauckman & Pashiardis, 2010; Luginbuhl, Webbink & de Wolf, 2009; Macharia & Kiruma, 2014; Ehren, Altrichter, McNamara & Hara, 2013; Figlio & Loeb, 2011; Ozga, 2013; Frink & Klimoski, 2004; Erdağ, 2017; Macharia & Kiruma, 2014; Ehren, Altrichter, McNamara & Hara, 2013; Figlio & Loeb, 2011; Luginbuhl, Webbink & de Wolf, 2009; Sabri & Berna, 2008; Jones & Tymms, 2014; Erdağ, 2017; Gilbert, 2013; Erdağ & Karadağ, 2017; Douglas & Schneider, 2017; Dederling & Mueller, 2011; Jamillah, 2017; McConnell, 2008).

12.3 Gaps in the Literature on Quality Teaching and Learning in primary schools

As far as quality teaching and learning in primary schools is concerned, available literatures have shown that the focus of researchers up to the time of writing this report, has not been on the experiences of the school inspectors in ensuring quality teaching and learning in the primary schools, but rather on the evolution, meaning, rationale, dimensions, processes and strategies of quality teaching and learning in primary schools as explained in the table below.

Table 2: A Table showing aspects of quality teaching and learning in primary schools, that researches have so far focused their attention

Aspects of quality teaching and learning that scholars have so far focused their attention	Scholars
The evolution of quality teaching and learning in primary schools	(Vlašić, Vale & Puhar, 2009; Jain & Prasad, 2018; Saleh & Anjalin, 2016; Hasan, Islam & Gupta, 2018; Yau and Cheng, 2013; Matorera, 2018)
The meaning of quality teaching and learning in primary schools	(Ugandan Directorate of Education Standards, 2013; 2014; Ableser, 2012; Alton-Lee, 2003; South Australia, 2010; O’Neill, 2009; Bhattachar, Wadhwa and Banerji, 2011; Hightower, Dalgado, Wittenstein, Seller and Swanson, 2011; Hardman, Stoff, Aung and Elliott, 2014; Ko and Sammons; 2013; Obidike, 2017; Goss, Sonnemann and Giffith, 2017; O’Leary, 2006).
The rationale for quality teaching and learning in primary schools	(Uganda National Planning Authority, 2015; Spaul and Taylor, 2015; Colby and Witt, 2000)
Dimensions of quality teaching and learning in primary schools	(Madani, 2019; Mukolwe, Okawara and Ajowi, 2017; Similarly, Kukemelk, 2012; Bascia, 2014; Grisay and Mahlck, 1991; Grisay and Mahlck, 1991; Kumar, 2005)
Processes of quality teaching and learning in primary schools	(The United Nations Children Education Fund (2000); Ellerani and Gentile, 2013; Sheereen, 2016; The Uganda Directorate of Education Standards, 2014; Tawil, Akkari and Macedo (2012); Nikel & Lowe 2010, in Akkari & Macedo, 2012; Tikly, 2010) in Akkari & Macedo, 2012)
Strategies for quality teaching and learning in primary schools	(The State of Victoria, 2017; Government of South Australia, 2010; Le Donne, Fraser and Bousquet, 2016; Goh and Wong, 2014; Hardman, Stoff, Aung and Elliott, 2014; Goss and Hunter, 2015).
Challenges in promoting quality teaching and learning in primary schools	(Bojuwoye, Moletsane & Sylvester, 2014; Wadhwa and Banerji, 2011; The American Association of School Administrators and American Federation of Teachers (n.d.); Ssentanda, 2014; Bold et al, 2017; Odour, 2016; Merkovic and Lerbreton, 2009)

12.4 Contribution of the study to the body of knowledge

Basing on the above perspective, it is evident that, previous studies have not focused on the experiences of the school inspectors in ensuring quality teaching and learning in primary schools. This therefore was the reason why this study investigated the experiences of the school inspectors in ensuring quality teaching and learning in primary schools in Northern Uganda with special focus on their understanding of quality teaching and learning, techniques that they use, their effectiveness, challenges they face and the strategies they use to solve them. The find of the study has therefore brought to light the following unique contribution to the body of knowledge of education management, law and policy:

- a) That quality teaching and learning in essence is an attainment of literacy and numeracy competencies; attainment of life skills; holistic development of primary school children, teachers' competencies and professionalism; measure of learning achievement; a broad but an unambiguous concept; a collaborative process; pursuit of innovations, and a dynamic and contextual issue.
- b) That for school inspectors to be effective in ensuring quality teaching and learning in primary schools, they need to blend three types of approaches: i) Logical approach, ii) Psychosocial approach and iii) Legal approach where ***logical approach*** strives to point out the right linkages between teaching and learning inputs, process and outcomes and requires school inspectors to know and point out the dynamics (change processes and theories) necessary to achieve teaching and learning excellence in the primary schools.

The Psychosocial approach: This is an approach that requires the school inspectors to understand and apply the right mix of psychosocial support like counseling, coaching, mentorship and the like to the teachers to enable them deal with psychosocial problems in their life and work situation so that they can become effective, efficient and perform their duties with due diligence, dedication and deliver teaching and learning excellence in schools.

The Legal approach: This is an approach that requires the school inspectors to use the legal means and instruments (laws, policies, regulations and standards) to positively influence the school community and school activities so as to produce teaching and learning excellence.

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ANNEXURE 1: INTERVIEW GUIDE

My name is Lugemoi, I am undertaking a PhD Research at University of Pretoria. I kindly request you to share with me your experience in ensuring quality teaching and learning as a Primary school inspector.

Experience of Primary School Inspectors in ensuring quality teaching and Learning:

- For how long have you worked as a Primary School Inspectors in Northern Uganda?
- What has motivated you to work as a primary school inspector for these years?
- What do you consider as your experience in ensuring quality teaching and learning in primary schools?
- What aspect of your experience do you consider very important in ensuring quality teaching and learning in primary schools?

Understanding of quality teaching and learning in primary Schools:

- What does quality teaching and learning in primary Schools mean to you?
- How does quality teaching and learning in primary schools manifest its self?
- How do you measure quality teaching and learning in primary Schools?

Techniques used by Primary school inspectors in ensuring quality teaching and learning:

- What are some of the techniques which you use in ensuring quality teaching and learning?
- Why do you use these techniques to ensuring quality teaching and learning?
- Who decides on the techniques to be employed to ensuring quality teaching and learning?

Effectiveness of the techniques used by Primary school inspectors

- How effective are the techniques you employ in ensuring quality teaching and learning?
- How do you measure the effectiveness of the techniques you use in ensuring quality teaching and learning?

Challenges faced by Primary school inspectors in ensuring quality teaching and learning?

- What challenges do you face in ensuring quality teaching and learning?
- How do these challenges hinder your effort in ensuring quality of teaching and learning?
- How do you solve them problems which you encounter in ensuring quality teaching and learning?

ANNEXURE 2: DOCUMENT REVIEW GUIDE

Research Question	Title of the Document reviewed	Finding in line with the research Question	Theme/ the Main Idea
How do Primary School Inspectors in Northern Uganda understand quality teaching and learning?			
What are the techniques that Primary School Inspectors use to ensure quality teaching and learning in primary schools in Northern Uganda?			
How effective are Primary School Inspectors in ensuring quality teaching and learning in primary schools in Northern Uganda?			
What are the challenges which Primary School Inspectors encounter in ensuring quality teaching and learning in Northern Uganda?			
How do the primary school inspectors in Northern Uganda solve problems they encounter in ensuring quality teaching and learning?			

ANNEXURE 3: A SAMPLE OF A CONSENT FORM:
UNIVERSITY OF PRETORIA,
Faculty of Education
Department of Education Management and Policy Studies

Ref: Lugemoi Wilfred Bongomin: PhD Research Project

CONSENT FORM

Iagree to participate in this study titled “*Experiences of Primary School Inspectors in ensuring quality teaching and learning in Northern Uganda*” by Lugemoi Wilfred Bongomin, a PhD research student at the University of Pretoria, Faculty of Education.

I understand that:

1. The information I give will be used as part of the data needed for the student’s research study for his Doctoral thesis
2. The Information provided will be kept with utmost confidentiality and anonymity is guaranteed in the course of writing and reporting the findings of the study.
3. My participation in the study is voluntary and I have the right to withdraw from the study at any time of my choice
4. I am entitled to question anything that is not clear to me in the course of the interview, discussion or any other form of participation
5. I will be provided with feedback from this research, should I request such; and
6. In the event of that I want more clarification concerning my participation in this study, I can refer to the student/researcher on email: lugwilbong@yahoo.com or the supervisor of the student’s research project, Professor Sharon T. Mampane of the University of South Africa, with email address: mampast@unisa.ac.za

On the basis of the above points, I hereby give my informed consent to take part in this study.

Signed.....Date.....

Annex 4: SAMPLE OF AN INTERVIEW TRANSCRIPT

INTERVIEW TRANSCRIPT 1

A. BACKGROUND INFORMATION OF THE PARTICIPANT:

1. Code: *A1*
2. District: *Arua*
3. Age:
4. Sex: *Male*
5. Highest Qualification: *Master Degree*
6. Years in the service as a Primary School Inspector in Northern Uganda:
7. Name of the Interviewer: *Lugemoi Wilfred Bongomin*
8. Place for the interview: *Kampala (Uganda Management Institute, Board Room 2.9)*
9. Start time for the interview: *9: 30am*
10. End time for the interview: *10:15am*

INTRODUCTION

My name is Lugemoi Wilfred Bongomin, I am a PhD candidate at the university of Pretoria, faculty of Education. I request to Interview you on this study which I am undertaking and I hope to spend about 45 minutes to get some views on this study.

B. INTERVIEW QUESTIONS:

7. Primary School Inspectors' understanding of Quality of teaching and Learning in Primary Schools in Northern Uganda:

1.1. As a PSI please share with me your understanding of the "quality teaching and learning" in primary schools

Thank you very, aa, when we talk about quality teaching and learning in primary schools, my understanding is that it is a total experience which a child gets from a school. And of course, this total experience is as a result of interaction, the interaction which occurs between the teachers, the learner and the school surrounding. So quality teaching refers to that experience where the teacher is focusing on bringing out an all-round child. In the process of teaching this child, the teacher is helping this child to develop the three main domains that we normally look at as the cognitive, psychomotor and affective domain.

So, quality teaching is really the teacher's ability to make sure that as a result of teaching he makes the child to become an all-round child who has developed in all these areas (domains). For a teacher to be a quality teacher to provide quality teaching which can result into quality learning the teacher must have the re-requisite knowledge on something that he is teaching. H/se should have the re-requisite knowledge of how children learn, should have re-requisite knowledge of whose(background) children the child h/se is teaching is and is from that understanding of who this child is he is able to provide quality teaching and this teaching should result into quality learning so that is my understanding of quality teaching.

- *Other than re-requisite knowledge of the child what do you think would also be important in understanding the teaching from the perspective of, let's say the teacher?*

Other than pre-requisite knowledge of the child, Teacher's professionalism is a very key factor in ensuring quality teaching. By Teacher professionalism I mean teachers first of all who are trained to teach in the given level and they are by guided professional code of conduct and then after acquiring this training is able to utilize this training for the intended purposes. Aaa of course teacher professionalism also entails teacher preparing to teach, it also entails mastering of the subject matter that the teacher is going to teach. And for the teacher to master this the teacher makes sure that he prepares; and the teacher professionalism also entails the use of appropriate language, it also entails the teacher being a role model because the teacher does not only teach by the word of mouth but also teaches by action. It entails that this teacher can be admired, he or she can be envied by every child whom she or he can yearn to be like this teacher so that is what teacher professionalism is, and where teacher really stresses professionalism is able to capture the hearts of the learner and the process of capturing the hearts of the learners is able to deliver quality teaching and which quality teaching results into quality learning. So that is what I think is very important if we talk about what entails a teacher if he is to be professional up right.

- *Thank you, okay, you said professional up right. Other than what you have said, do you think there is something else you can try add on that?*

Really, it's more to do with professional teacher adhering to professional code of conduct which adherence has to do with the having the right attitude towards the work, a professional teacher should be able to look at his or her work as providing service to humanity, and therefore he or she must put learners as first priority and the important achievement I expect to see that the pupils I am modeling become better than myself as a teacher in future. That is what I am planning to do in other words.

- *Has your understanding of quality teaching and learning changed over the years you have been a school inspector?*

Yaa, right from the time when I became a teacher and throughout my professional course I have always been having new insight of what quality teaching is all about, through continues interaction with the teachers, continued interaction with learners and continued interaction with the administrators and continued interaction with the environment, you begin to realize that, quality teaching and learning is not small limited to one thing but it is very broad. It is not about academic achievements only it's about preparing whole person, a whole person who is able to manipulate the environment so that he or she is be able to survive out of this environment. So, over the years my understanding of the quality teaching has changed.

- *So, it has changed? What has changed?*

What has changed is narrowing the aspect of quality to academic achievement only, but broaden it to mean pulling out this child who is not achieving academically to some level to help him or her to become independent and to be able to earn a living, to be able to manipulate the environment to earn a living out of it, to be able to look at okay if this child is not academically sound where is the child's other comparative advantage could it be sports- can we develop that one, could it be in practical skills – could we move along the practical skills? So it entails could

it be in entertainment? So all tapping, including studying the child carefully and tapping where their best at and making sure that you help them to develop further.

- *Thank you*

2. Experience of primary School Inspectors on assessment of school performance:

Would you please share with me how you have been assessing the performance of Primary schools in you areas of jurisdiction?

During the school inspection we focus on assessing the process, the inputs and the outcomes. We look at the teaching and learning as a process and making judgements accordingly. We look at deliberate /delivery steps which a teacher must follow to reach a certain level. We look at teacher preparation as part of the process; we look at school leadership, because the school leadership is part of the process that helps the teacher to function well so leadership and management. We look at teacher preparation. We also look at the classroom environment, we look at the interaction between the teacher and the learners, we look the methods the teacher is using to translate knowledge is this teacher only translating knowledge for himself, to the learners or his making learning an interaction. So during our inspection those are the thing we assess, we also look at the discipline of the learners, does the teacher give a thought, does he take the discipline of the learners as an important aspect. We look at how does the teacher relate this learner with the environment, how about the child's background, does the teacher pick interest to know this child's background he is teaching and we also look at this before as the teacher assess the teaching- learning process. So during the inspection that's what we do.

- *So, on the home environment how have you been doing that?*

One of the things we expect a professional teacher to have is a teacher should keep records of all learners, in his or her jurisdiction. And in the process of keeping records learners' in his own jurisdiction, he also supposed to maintain progress records of all learners. In the process of maintaining the records of the progress of learners, each learner's performance is determined sometimes by both the home environment and the school environment. So a teacher is supposed to really dig up why this child "a" is performing the way he or she is performing. The teacher first of all should understand, could it be the environment in the school which is causing this if not where else could the problem be, then the teacher must go beyond the problem in the school environment and then go to the home environment and try to find out with whom is this child staying, is he staying with the real parents, is he an orphan and then we expect during inspection to have such a record with the teacher as one of the professional duties. The teacher must undertake what we call child study and we expect child study record to be with the teacher. From this record of the child study we are able to understand that the teacher has also interacted with the home environment in trying to help this child to attain quality education.

- *Do the teachers have these records according to your experience?*

Ideally they are supposed to have but when you go to the real scenarios on the ground you find that the number of teachers or the percentage of teachers who are having these records is less compared to those who are supposed have.

2.1. What are your experiences in accessing performance of primary school in your areas of jurisdiction?

My experience has been one; - compliance has been a big challenge, first and because as an inspector I am supposed to come in as a second an external evaluator I am supposed to come in to support the head-teacher, to support the teacher in his or her performance or work and our biggest challenge is that, the head teachers have tended to have abrogated their responsibility of trying to make sure that they support these teachers to do his or her work very well and as when an external examiner you come in . You are coming in like you are a police man and therefore you find people are not complying with what they are supposed to be doing. So that has been one of my experiences that, the teachers look at adhering to these professional practices as if they are doing it for this external evaluator. Who is coming to check, to support other than embracing it as a professional responsibility?

- What do you think causes that kind of behaviors from the teachers?

Aaaa from my little experience I have under stood, one of it is the head teacher who is not doing his work well but the other thing I have discovered our teachers I think sometimes a number of them do not haveadequate training and then I discovered existence of knowledge gap because they are not adequately trained they have a knowledge gap and they are very shy at seeking for help from colleagues that tends to be part of the reason why people are not doing their work very well.

- Thank you

2.2. What would you consider as your achievements while you were conducting assessments of the primary schools under your areas of jurisdiction?

One of my biggest achievement have been first of all to demystify that the school inspection is not about finding faults but providing support , it's about helping the teacher to do her / his work better, it about achieving quality education that has been one of my greatest achievement to demystify that. And then secondly make sure the students have friendly environment as much as possible you more engage them with their teacher than confrontation and that point of engaging the teachers are able to open and when you open now you are able to discover, find out where you will intervene help them perform better so because of that approach you are able to discover the weak points then we bring in people to help them in those weak areas. So that they can perform better.

2.3 What would you consider as your challenges while you were conducting assessments of the primary schools under your areas on jurisdiction?

The challenges as I pointed earlier, one of the biggest challenges I faced was that I was the first inspector of schools in charge of the municipality. By that time the teachers in the municipality were not used to inspection so you start inspection they say eee so there is something called inspection. To them this person is trying to find faults that were one of the big challenges. But the second challenge is that as I said as an inspector you expect you are coming to support first the head teacher then second the teacher but the head teacher is not supportive. My inspection

activity is supposed to start where the head teacher stopped because I am supposed to start my inspection activity from the head teacher's office I have come here to inspect on the teaching and learning process yes have you conducted inspection, internal inspection / supervision where did you get challenges from? Can I start from where you said you got challenges? You find the head teacher has spent the whole term without supervising the teacher so you start afresh. So instead of building on the previous records from the head teacher you are building your own report and this causes, brings about challenge of inconsistency because ideally my work should be consistent with that one of the head teachers and from so doing we are able to get what we call objective assessment of really what the problem would be to get better results out of the Inspections process.

2.4 How have you handled the challenges you have encountered while assessing the primary schools under your areas of jurisdiction?

During inspection process for example, onetime I went to a school and discovered that head teacher for a period of over 2 weeks, of a term coming to one month had failed to procure instructional materials for the teachers. They lacked chalk; writing materials and the head teacher would wake up very early in the morning and sign and go away. We looked for the head teacher with the help of members of the community. The head teachers said no you see the problem we have is that, I gave money to these teachers they have failed to account; therefore, I have decided not to withdrawn any money from the bank until they provide accountability.

On getting this information I set off to search for the head teacher. When I got him, I told him that I needed him and am taking you to police because you are sabotaging government work / program he said I am not. I told him you must have withdrawn money to buy materials for the teachers to teach and you have not bought so you must go and make a statement why, so on reaching the police the head teacher said no I have not withdrawn that money the cheque is there in my office so we went with this Head teacher to the office, reaching the office he looked for the cheque in vain he tells me the cheque is in my home and I told him okay if it means going to your home now it needs the help of a police and I called police detectives then we went to the head teachers' home, he went and looked for the cheque, when he got the cheque and then he said, I have been a teacher for a long time you want to spoil my work the cheque is here . Then the police man said you come and make a statement why you have been keeping it in your house/home not in the office the head teacher took off, *laughter* and then we went and asked the chairman school management committee whether we would go and cash this cheque when we reached the bank we discovered that the head teacher had actually deceived the school management committee chairman that you know because the money delayed, the ministry delayed to post money to the school account the bank had chopped the balance. He forged a balance inquiry sheet, and said the money which is there now is less than the value of the previous cheque and asked the chairman to sign another cheque that the other one had bounced only to discover that the previous cheque he had already cashed out the money. And was just keeping this one to camouflage and had even used the money to buy a personal motor cycle and what we did, we reported this to the and the immediate action which was taken was to interdict the head teacher and was made to refund. So he had to sell off this motor cycle to refund the school money.

So, the other scenario was we went to supervise a teacher and he refused to be supervised, but because we really wanted to find out on the teacher's situation we pretended as if we had forgotten to go and see him but you but had to force our way in only that he refused to discuss with us our findings. We discovered that we are dealing with dishonest people and another challenge is we are dealing with people who are over stressed. We discovered that the way some teachers conducted themselves was beyond normal. We subjected them for medical examinations and the results have indicated that actually they were suffering from too much stress and they had reached the point of breaking down and because of those early interventions they were able to be rehabilitated.

3 Experience of Primary School Inspectors in Guiding and Counseling of Primary School Teachers:

3.1. As a PSI one of your responsibilities is to provide professional guidance and counseling to teachers under your jurisdiction, kindly share with me how you have been doing this work.

Professional guidance, because, yes, as you know, as I told you, school inspection is a long process. When you go to a school you greet a teacher and you say I come I would like to check what you have prepared to teach and when you look through what the teacher has prepared, you ask questions and when the teacher is not able to explain and then you say what if you did it this way the work they do we look at the quality of the work they do after getting the quality of the work they do we get onto discussion after that we help them to do it better. Another way I have been guiding teachers is through demonstration.

We have also been counseling people and providing professional guidance to them by attaching them to teachers who have been doing very well. You ask is it okay my friend this is where you do very well okay your work requires some more additions is it okay if I decided to attach you to Mr. Bongomin ? And you learn from Mr. Bongomin how he or she is doing his work? That is how we make sure that we provide this guidance constantly following them. Those we find are doing very well; constantly we bring them closer to us through guidance and counseling process.

3.2. How has your experience in guiding and counseling teachers helped you to ensure quality of teaching and learning in the schools?

Through this the teacher is able to open up and tell you the area of his weakness and then you find an easy point of entry to help this teacher yes my problem with scheming is that I don't understand how to scheme and then you say this is how it done, this is how you get topics from the curriculum into smaller teaching topics ,this is how you get methods for teaching, these are the suggestive questions, this is how you can make the learners contribute, this is how you can make teaching - learning materials to teach this particular item, for the teacher is able to learn from there to improve on his professional practices which lead to quality teaching- learning.

- *Thank you*

3.3. What do you consider as your achievements in providing counseling to the teachers?

Yaaa, the achievements relate to; we are providing capacity building based on evidence and on the teacher's needs. We have been able to pull out areas of weakness that needs redress.

Capacity building following those areas of weakness has tended to make them improve on their competences, on their skills and the way of delivering.

3.4 What do you consider as your challenges in providing counseling to the teachers?

Hmm, when you come in like this first of all they tend to be impulsive, however when you insist and you came closer they begin to appreciate why you are trying to help. So one of the challenges I have encountered first of all they are impulsive because I think they still think that other than helping them you might be having other motives - that is one of the biggest challenge we have been getting. Secondly, the others may come to you and pretend to be listening, and participating in the in the process of guidance and counseling and when really a person just wants to give you more *headache* and then goes back to square one.

The other challenge is that, teachers are living in a more stressful situation several issues pressing them right and left. And as such they tend not to give enough time to you when you are offering counseling and guiding them.

- *What are those stress factors?*

Hmmmm, in the urban setting the stress factors are; high cost of living, lack of accommodation, and then the high cost of living forcing the teachers trying to borrow. The money in teaching is not enough, and in the process of borrowing he tries to borrow much more than he earns and the process of paying back is a problem, and the cost of affording borrowing fees in terms of surcharge fees all those stress the teacher.

3.5 How have you been handling the challenges you have been facing in guiding and counseling of teachers?

Hmmmm, what we have tried to do is to encourage the teacher to do what we call, peer review, peer to peer counseling, we encourage mentoring in our schools we have made sure that in school we have what we call school family initiatives originally the idea was for teachers to have families as children but we have decided to modified ours although the children have problems that need parents, there also teachers who need parents figures. We made sure in some schools we prepare some teacher whom we call parent figure, to whom those teachers having problems can refer, to help them out of their problems.

4 Experience of Primary School Inspectors in ensuring compliance with educational standards, laws, rules and regulation:

4.1 As a PSI, you are responsible for ensuring that schools adhere to educational standards, laws, rules and regulations, please share with me how you have been doing these?

Yaaa thank you very much that's one of our key functions to ensure adherence ... while we check whether they are complying with the standards when you go for inspections you ensure that you have to ask whether there is a copy of school rules and regulations, Example if you go if you go to inspect the teacher while teaching, one of the thing you find out is that do you have a copy of the curriculum? If yes where is it, are you using it can you check it that is how we have been struggling with it. Two actually after checking the curriculum, if it is available, are you really using it, do you understand the school rules and regulation. And off course we always do

colleting. What we call colleting you get a lot of evidence understanding the use of rules and laws ... we have check list where we tick if the things are there have they been used and those are the things we use. We also do constant sensitization, constant training; constant sensitization and use of policies, rules and regulations, then you realize unless you talk about them people will forget using them, so making sure that each of them important rules and regulations are emphasized when disseminating them.

4.2 How has ensuring that schools adhere to educational standards, laws, rules and regulations helped you to ensure quality of teaching and learning in the schools?

Teachers who adhere to their professional code of conduct prepare and if he prepares to teach he will understands what he is going to teach and he able to deliver quality teaching. Adhering to professional teaching rules and regulations can improve the quality of teaching. For example there are policies / law here which says that, there is no corporal punishment a teacher who ensures adheres to this doesn't punish children during teaching.

He is able to make children love what is doing and in the process, children are able to love him and his teaching; so that's how adherence promotes quality teaching and learning

4.3 What do you consider as your achievements in ensuring that schools adhere to educational standards, laws, rules and regulations?

My major achievement here has been first off all the school know yes that when I come to the school I am going to ask for these things so the teachers the head teachers have to make sure that these laws and policies are available and as they are available they are making effort to understand what these laws are all about in the process of understanding they adhere and in the process of adhering to the teaching and learning process of the school because they know that somebody is going to come and ask whether these things are there. If it is there are you using it and make people refer to it that has been my biggest achievement.

4.4 What challenges have you so far faced in ensuring that schools adhere to educational standards, laws, rules and regulations?

The challenges some of them are still not adhering. The adherence you know cannot be one hundred percent. Someone gets these laws / policies they just keep them keep them do not refer to them the leisure fair head teachers are still a big challenge.

4.5 How have been handling the challenges to have been facing in ensuring that schools adhere to educational standards, laws, rules and regulations.?

We are continuing to do what we call (CPD) continuous Professional Development, we are continuing to do sensitization, we are continuing to make sure we also we make other stakeholder know that, these are the important thing that are required in a school and such that when the stakeholders like the school management committee come to the school they should be able to ask questions and say yes headmaster we are told that there is a document called basic requirement and minimum standards indicators do we have it? What are the things in that document we must sure are present in our school. We are told that we must have a school budget

where is our, we are told that we are supposed to meet this term why aren't we meeting? So that kind of bringing engaging other stake holder also put teacher accountable helps us to make sure that we continue to address those challenges when people are very ready to comply

5 Experience of Primary School Inspectors in administration of rewards to Primary school Teachers:

5.1 As a PSI you are responsible for rewarding or recommending rewards for high performing teachers, please share with me your experience on how you have been rewarding high performing teachers.

Rewarding from the process of inspection, we are supposed to make sure that success in one school should be able to motivate success in another school to perform better ; and so remember we go to inspect we assess that school and disseminate the results and in the process of disseminating the results we come up with a list of those who have performed very well and from that list we are able to sometimes to recognise those good performing head teachers and teacher some time we forward them for promotion assign duties and responsibilities that is how we have been doing it.

5.2 How have you been using rewards to ensure quality teaching and learning in the school under your areas of jurisdiction?

From this reward we have actually been making sure if you perform very well people will see and get recognition but if you perform very poorly people may not see you and this has taken people to compete we also want to be recognised and in the process of competing they have been able to improve on the quality of teaching and learning.

5.3 What do you consider as achievements in administering rewards to teachers in the schools under your areas of jurisdiction?

Ha, first of all when I came in as an inspector, teachers would come in and stay for very many months without confirmation, actually very many years, and some of them were almost retiring without getting a confirmation letters. So with continuous inspection we able to find those good teachers who were adhering to professional records we recommended them for confirmation, you recommend them for promotion, so they say okay there is something good which we can get form doing our work well and that has tended to make everybody to work hard that is part of the achievement that I think has been able to make people improve their work , many of our school now look at themselves and say okay let us all impact and improve on our quality of work in teaching and learning.

5.4 What do you consider as challenges in administering rewards to teachers in the schools under your areas of jurisdiction?

If the rewards are not properly administered it can de-motivate that is one of challenges I have seen.

- *How can it be a de-motivator?*

For example, if the school has a staff of 30 and you reward about 2 or 3 who are performing very well the others will pull out and say okay those 3 are the only good teachers who can be seen let them do everything. Those with poor attitude can behave like that it can de-motivate, that has been one of the biggest challenges I have seen.

5.5 How are you handled the challenges you have been facing while administering rewards to teachers in the schools under your areas of jurisdiction?

What we have been able to do for example where because I have been able to rewards we have made sure that yes people now get using words, all almost everybody get that there is a slight range those who get better their rewards are certain class but these others also lets get some appreciation and say yea we were part of the success.

6 Experience of Primary School Inspectors in administration of punishment:

6.1 As a PSI you are responsible for punishing or recommending punishment to poor performing teachers, please share with me your experience on how you have been administering punishment to poor performing teachers.

We do recommend punishment, but not we do not punish. We recommend disciplinary action however; our challenge to this disciplinary action has been at school level with head teacher. As I had stated earlier disciplinary action must be a process a process which must have been initiated right away from the school level. Now when as an inspector I come and I find the teacher who is not complying with the professional code of conduct, his actions are really violating the spirit of the profession. First of all I am supposed to find out whether this head teacher is aware that this is the problem with the teacher and if he is aware and whether he has taken steps and how far have these steps reached. And now mine I am supposed to use this as reference to deliver this to then next level.

One of the challenges we have met in the disciplinary process, is our disciplinary procedures are based on what we call the laws of natural justices at every level that a teacher must be given enough hearing really but an inspector, inspects and reports to the DEO (District Education Officer) and if the DEO does not take action and his action may not be sustained further unless these procedures at the lower level at the school level were clearly exhausted and that has been our challenge as far as recommending the school disciplinary action is concerned but that does not mean that we don't recommend because where the head teacher has failed to perform their roles while we come in and find a gross a disciplinary offence there we have always recommended to the council and in the process of that recommendation a number of action have been taken instance where teachers have been absent we were able to recommend that their salaries be suspended and suspension of the salary has made the teacher to appear and in the process they have been able to appear before the council for further disciplinary action and some of the teachers have been able to be removed by the district service commission from our disciplinary action that's what has been done, but our challenge on the ground has been lack of enough evidence on the ground because the head teacher does not document.

6.2 *How has administering of punishment helped you to ensure quality teaching and learning in your areas of jurisdiction?*

We are trying to make sure that, you know some times as an inspector you find the teacher has committed a disciplinary offence, one of your recommendation is to the head teacher is to make sure to institutes a disciplinary action from the school level such that those steps from the school level are followed before you recommend up there. So you will recommend to the head teacher that, yes I am leaving, these are the action points I want you to take over when disciplining this teacher, and when you come next you came and begin from there because a disciplinary action are not taken just over night there and then. It must take some steps so you recommend to the head teacher that we would like you to institute a disciplinary action and you keep us posted of every step taken in disciplining this teacher.

- ***Thank you very much***

Lastly, is there anything you think would be necessary for me to take note in this study and document which I may read to enrich this study according to your experience or any information which you may think I may need?

Yes there are a number of documents we use that help us during school inspection process the inspectors hand book and Basic requirements and minimum standard indicators booklets. The two documents guide us on the procedure to follow. The books are prepared by the Directorate of Uganda Education Standards. Other books are how we work which tries to address specific quality issues they are in series about 6 series. We also use the Education Act, the Local Government Act, and the Constitution of the Republic of Uganda. We have Teachers Code of Conduct and many other documents, and we have the Primary School Curriculum that is very key and then the guidelines to implementation of Universal Primary Education those will help you.

Then we have the national inspection report from our district when we inspect we make and submits our report which go to the region and the region combines a regional report and submits to And then Enriches it the sector

Thank you very much. I will always come back to in case there is something needed.

I Will always be available.

It's a pleasure sir.

Thank you very much for your time

Annexure 5: AN EXTRACT FROM THE DATA ANALYSIS MATRIX

Data Analysis Framework
Experiences of primary school inspectors in ensuring Quality Teaching and Learning in Northern Uganda

Research Question	Interview Question	Responses	Category	Theme
How do primary school inspectors in Northern Uganda understand quality teaching and learning?	<i>As a PSI please share with me your understanding of the “quality teaching and learning ”in primary schools</i>	<p>...the children should be able to read and write and they should also interpret what they have written,</p> <p>...so it is the understanding of the child,</p> <p>...and then applying the knowledge, so if a child can apply the knowledge acquired and also</p> <p>...can read and interpret what he or she has written, then I would say there is quality teaching and learning.</p>	<p>Ability of children to read, write and interpret issues and apply knowledge acquired</p> <p>Understanding of the Children</p>	Literacy, numeracy and application of knowledge
		<p>My understanding is that it is a total experience which a child gets from a school.</p> <p>.... this total experience is as a result of interaction, the interaction which occurs between the teachers, the learner and the school surrounding.</p> <p>.... that experience where the teacher is focusing on bringing out an all-round child.</p> <p>In the process of teaching this child, the teacher is helping this</p>	<p>Total experience which a child get from school</p> <p>Interaction of teachers, other learners and school environment</p> <p>Bring a whole run child</p> <p>Cognitive, psychomotor and affective domain</p>	<p>Holistic development of a child’ ability</p> <p>Teachers competencies</p> <p>Teachers professionalism</p>

		<p>child to develop the three main domains that we normally look at as the cognitive, psychomotor and affective domain.</p> <p>So quality teaching is really the teacher's ability to make sure that as a result of teaching he makes the child to become an all round child who has developed in all these areas (domains).</p> <p>For a teacher to be a quality teacher to provide quality teaching which can result into quality learning the teacher must have the requisite knowledge on something that he is teaching. H/se should have the re-requisite knowledge of how children learn, should have re-requisite knowledge of whose (background) children the child h/se is teaching is and is from</p> <p>Teacher's professionalism is a very key factor in ensuring quality teaching.</p> <p>By Teacher professionalism I mean teachers first of all who are trained to teach in a given level</p> <p>....are guided professional code of conduct and then</p>	<p>An all - round child</p> <p>Teachers having requisite knowledge</p> <p>Teacher having the knowledge of how children learn</p> <p>Teachers are trained to the required level</p> <p>Teacher utilizes the knowledge he/she has acquired for the intended purpose</p> <p>Teachers have mastery over their subject</p> <p>Teachers prepares adequately to teach</p> <p>Teachers conduct themselves in appropriate manner:</p> <p>Teachers using appropriate language,</p> <p>Teachers being role</p>	
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		<p>after acquiring this training is able to utilize this training for the intended purpose</p> <p>.... teacher professionalism also entails teacher preparing to teach, it also entails mastering of the subject matter</p> <p>....the teacher makes sure that he prepares; and the teacher professionalism also entails the use of appropriate language, it also entails the teacher being a role model because the teacher does not only teach by the word of mouth but also teaches by action</p> <p>It entails that this teacher can be admired, he or she can be envied by every child whom she or he can yearn to be like this teacher so that is what teacher professionalism is, and where teacher really stresses professionalism is able to capture the hearts of the learner and the process of capturing the hearts of the learners</p> <p>...where teacher really stresses professionalism is able to capture the hearts of the learner and the process of capturing the hearts of the learners is able to deliver quality teaching and which quality teaching results</p>	<p>models</p> <p>Teach not only by words but by actions</p> <p>Teachers are admired by the learners</p>	
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		<p>into quality learning.</p> <p>Really, it's more to do with professional teacher adhering to professional code of conduct which adherence has to do with the having the right attitude towards the work, ... a professional teacher should be able to look at his or her work as providing service to humanity, and therefore, he or she must put learners as first priority and the important achievement I expect to see that the pupils I am modeling become better than myself as a teacher in future. That is what I am planning to do in other words.</p>		
		<p>When we talk of quality of teaching and learning in primary schools, my understanding is that it is acquisition of functional knowledge and skills that one can use to be a useful citizen in the country or in his or her society.</p>	<p>Acquisition and utilization of functional knowledge</p> <p>Being a useful member of the society or citizen</p>	<p>Acquiring appropriate knowledge and skills and being useful member of society</p>
		<p>.... when we talk about quality teaching and learning, this refers to what extent the teacher prepares to teach the child. Of course, when we talk about the quality, we are not thinking only about the academic, but we are</p>	<p>The extent to which teachers prepare to teach</p> <p>It is about the development of the whole child: Academic, Life skill development</p>	<p>Teachers preparation to teach</p> <p>Holistic development of the child</p>

		looking at the whole child, we are looking at academic, we are looking at life skills development, we are looking at the health of the child.	Health of the child	
		It is effective interaction between teacher and learners. The teacher must be trained and teach in scientific way. Meaning: introduce the lesson, interact and produce desired competencies	Effective interaction between teachers and learners Teachers must be trained to teach in scientific way: Introduce the lesson Interact with the learner Produce desired result	Productive interaction between the teacher and the learner Teachers competencies
	a state where children are able to attain certain level of performance in their learning like when they are being taught. The skills they acquire like the reading, writing and that is what we normally assess them especially in lower class and when a child is able to read or write that one we will even give him the opportunity to understand other things that comes a head of him and in most of the school that we move we assure that at least at that level a child should acquire that skill first to enable him to understand other things.	Attainment of certain level of performance in learning Acquisition of reading and writing skills especially for the lower class Ability to understand things	Attainment of learning competencies
		When we talk about quality teaching and learning, we are at least gearing towards	Quality teaching and learning is about conformity to the acceptable	Compliance to acceptable standards

		<p>standards which is accepted by the organization</p> <p>We are referring to the degree which is to be measured which could conform to the expectation of the organization</p>	<p>standards</p> <p>It is about measurements of towards acceptable standards</p>	
	<p><i>Has your understanding of “quality teaching and learning” changed over the years as a primary school inspector?</i></p>	<p>Yaa, right from the time when I became a teacher and throughout my professional course I have always been having new insight of what quality teaching is all about, through continues interaction with the teachers, continued interaction with learners and continued interaction with the administrators and continued interaction with the environment, you begin to realize that, quality teaching and learning is not small limited to one thing but it is very broad. It is not about academic achievements only it’s about preparing whole person, a whole person who is able to manipulate the environment so that he or she is be able to survive out of this environment. So over the years my understanding of the quality teaching has changed.</p> <p>What has changed is narrowing the aspect of quality to academic achievement only, but</p>	<p>I have always been getting new insights</p> <p>Quality teaching and learning is not a small thing it is very broad</p> <p>Broader than academic achievements only</p> <p>It about preparing a whole person to manipulate the environment for his/her survival</p> <p>It is about helping children to realize their potentials in all aspects of life</p> <p>It is about studying and helping children to realize their potentials beyond academics</p>	<p>Quality teaching and learning is broader than academic achievement</p> <p>It about helping children to be become successful in their life</p>

		<p>broaden it to mean pulling out this child who is not achieving academically to some level to help him or her to become independent and to be able to earn a living, to be able to manipulate the environment to earn a living out of it, to be able to look at okay if this child is not academically sound where is the child's other comparative advantage could it be sports- can we develop that one, could it be in practical skills – could we move along the practical skills? So it entails could it be in entertainment? So all tapping, including studying the child carefully and tapping where their best at and making sure that you help them to develop further.</p>		
		<p>This quality teaching and learning to me it has changed a bit, in the sense that those days the learners that are taught you really see that they get the quality of education given to them. And the teachers were committed in doing their work unlike these days some are not really committed and what they do it appears to be sub standard as a result the learners that we teach you really to some extent you doubt the quality of knowledge that they have got so I</p>	<p>In the past learners use to get better quality education</p> <p>Teachers were committed in doing their work</p> <p>Now days some teachers are not committed in doing their work</p> <p>Some Teachers do sub- standard work</p>	<p>Quality of education in the past was better than today</p> <p>Academic achievement of children in terms of reading and writing was better in the past than today</p> <p>Some teachers do substandard work</p>

		<p>think there is a slight change .</p> <p>That doubt is from the outcome of the learners, for example a child may reach P4 or P5, you test that one to read, will not be to read correctly and even at the higher levels some has completed “O” level the English written, a simple application, you really doubt to know whether that person really completed “O” level but in those days someone is able to read while at P2 can read fluently in local language and by the time they reach P7 the type of English they speak is very good unlike in those days before junior those who completed junior speak better English than those who completed S4 even senior 6 yes, that is the different I have seen.</p> <p>My understanding about quality teaching and learning has not change really,</p> <p>but of course ah, we have always been trying to see how we can bring about quality teaching and learning in our schools, that is why sometimes we are, we engage ourselves in vary many issues, for example we try our best to talk to parents in</p>	<p>Academic achievement of the current learners is poor Some children up to p4 or p5 can read correctly</p> <p>In the past, p2 Children could read and speak English fluently</p> <p>We have been trying to bring about quality teaching and learning through various effort</p> <p>We have engaged various stakeholders in search of realizing quality teaching and learning: <i>parents, local and central governments, Educational professionals: Inspectors Centre Coordinating Tutors</i></p>	<p>Quality of teaching and learning is poor,</p> <p>Schools are performing poorly the National Examination</p> <p>Teachers have weakness in assessment of learners</p> <p>There are very few inspectors on the ground, they lack resource to do their work</p> <p>We are trying different initiatives to improve quality of learning and teaching</p>
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		<p>various fora, we try our best to talk to the local government who are our supervisors, and sometimes when we have also opportunity to talk to the ministry officials, we also talk to them, yes, sometimes we the inspectors plus other professionals like ah, in our system we have Centre Coordinating Tutors, these are Outreach Tutors, sometimes we also sit together and try to come up with innovation, ah, so that we are able to improve on the practice these are all things we try to do if we are to realize quality teaching and learning in our schools.</p>	<p>We have come up with some innovative ways to realize quality teaching and learning</p>	
		<p>Some of these innovations ah, for example, currently we are engaged in ah, building the capacity of our Head Teachers to be on the fore front especially on what we call support supervision because for us as inspectors we are very few but also the schools are many but even the resources we get to go on the ground is very much limited, so we are not always on the ground, but the Head Teacher is on the ground. We think building the capacity of the Head Teachers can help us in improve on the quality of teaching</p>	<p>We are building capacity of our head teachers on support supervision</p> <p>We are engaging HTs on peer supervision</p> <p>Inspectors can reach all the schools because they are very few, schools are many</p> <p>Inspectors get very limited resources to go to the ground and inspect schools</p> <p>We do not have transport</p> <p>We think building</p>	<p>Capacity building of our Head Teachers to conduct peer support supervision</p>

		<p>and learning, we have developed what we call “peer supervision” we have clustered the Head Teacher, so they plan and implement their plan, by supervising the schools in their clusters, they sit together and meet and discuss the findings and then they come with the ways forward in order to improve the practice, we call it innovation because this is not something that has not been there, but we think if we build the capacity of the Head Teachers we can improve. ...the customize Performance Agreement where all the Head Teachers sign, ahm, yah, that is like the Head Teachers agreeing to carry out a number of activities in order to improve, and our role here is to monitor and supervise ah, the schools on that. It is not working very well because the public service again decided that it should be now the Sub – County Chiefs to do it, but of course, Sub – County Chiefs are not trained, they have not been trained to do it effectively, so that system has not worked very well</p> <p>we have organized our teachers to have like: a central, ah, a central, a district level assessment where teachers come</p>	<p>the capacity of HTs can help us improve on quality of teaching and learning</p> <p>We are using customized performance contract But it is not working well</p> <p>We saw weakness in our teachers when they do assessment, we have introduced central system of setting exams</p> <p>We are not doing well in the National Examinations</p> <p>We are encouraging our schools to conduct Performance Management review meetings with all the key stakeholders</p> <p>Organize teachers to centrally plan assessment of learners</p>	
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		<p>together and set question of course that is to assess learners achievements in their academics, we thought that would be good, because we saw weaknesses in our teachers where, when the term comes to an end they just select a few thing they have taught and leave out the rest, because we have experience were our children aren't doing well as far as national examinations are concerned, so those are some of the things we think can improve, of course you know, at the moment the politics in this country puts a lot of emphasis on examination, so that is another area which we normally try,</p> <p>Ah, we are encouraging our teacher to engage the community and the School Management Committees and the (PTA) Parent Teachers Association in what we call, ah, Performance Management Review meetings every term were the activities of the schools are reviewed so stakeholders should come together and review what they planned to do, how much have they achieved how much have not been achieved and they come up with what could be the way forward to improve the</p>		
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		<p>practice. So those are some of the things we are trying to do to improve on our quality of teaching and learning</p> <p>We are from time to time we are engaging our leaders, we want them to help us, right now we don't have transport, even when we get some little money to allow us go schools, we are hampered, with, because there are no vehicles for us to travel, so we also engaging our local leaders to ensure they give us transport.</p> <p>We are from time to time we are engaging our leaders, we want them to help us, right now we don't have transport, even when we get some little money to allow us go schools, we are hampered, with, because there are no vehicles for us to travel, so we also engaging our local leaders to ensure they give us transport. Ah, we at the moment because we are very few,</p> <p>the Ministry has suggested that we engage retired professionals, so they call them Associate Assessors, so these Associate Assessors they have been trained together, so when we want to carry out support supervision in schools, we engage</p>	<p>We engage our leaders on resource mobilization to support our work</p> <p>We engage Associate Assessors and Centre Coordinating Tutors to conduct support supervision</p> <p>We engage parents in our support supervision</p>	
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		<p>them but also sometimes we also use our Centre Coordinating Tutors, so that we are able reach every part of our schools. And then also like third term now, the year is coming to an end, we want to meet parents, and we organize our schools to have meetings and these meetings we want to attend as much as possible so that we create awareness, we want parents to come, we cannot succeed to improve on our practice if parents have folded their hands, we want them to be part of us, because however much we try and they speak different language, we cannot move forward, these are their children, we need to work together with them to improve on the education of their children, so ah you see the politics of UPE (Universal Primary Education) is the cause of the problem, because, ah, many parents still think that Universal Primary Education is free, but even if it is free, you can leave your children at large I mean without you knowing what is going on in the school, because what goes on in the school is not only academic, it is the life of the child, so the parent need to be part and parcel of the system, so</p>		
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		that is what we are struggling to do so that we improve in our teaching and learning.		
		<p>Ok, ahm, the system, education system is changing, but the output or the outcome, like I talked about ah, interpretation, application, the knowledge and understanding these are not changing, but the way of perusing, the way of making learners achieve the, the, the quality learning and teaching yah has been changing because ahm, when we started there was nothing like thematic curriculum, we had the general curriculum were teaching was through subjects but now we have thematic curriculum where in P1, P2, P3 they are using themes and these themes are divided into twelve units and in P4 up to P7 they are using subjects but these are methods, methods can change, but the outputs, the achievement has not change so much</p> <p>What I mean here is, the target is to make learners be able to read, be able to write, be able to interpret and also be able apply so these has not really change so much. This is what I mean.</p>	<p>The education system is changing but the quality of academic attainment is not improving</p> <p>There has been change in the curriculum: <i>the thematic curriculum was introduced as opposed to the general curriculum.</i></p> <p><i>The thematic curriculum was introduced without proper preparation</i></p> <p><i>Teachers were not adequately prepared to implement the thematic curriculum</i></p>	<p>The academic achievement of the learners is not</p>

		<p>It has gone down, that is why I say, it has not changed so much, it has gone down, if I compare myself when I was in P1, P2, P3, the level of achievement at that time, was better than what we see today, we were able to read, we were able to write, we were able to interpret when we were in P2, in P3 we were able to read independently without the guide of teachers, but today learners start from P1, P2, P3, they can read but the readingability, they are not fluent, they are not ah, ah, competent enough to read. P1, P2, P3 even up to P6, some children don't read well, this is why I say, it has not change, but to some level and you are going to ask me why, I want to say at our times, in a class we were not very many, on average 50 in a class, so attention was given to each one of us by the, by the teachers but today when you to class especially for the beginners in P1, you find they are 100, 150, 200 and so on. So a teacher cannot attend, practically a teacher cannot attend to 100, 150, so, this is a situation where the teacher will concentrate on the few and those who are able to read, those who are able to cope up with the teacher, the rest will</p>	<p>improving</p> <p>The academic attainment has gone down</p> <p>In the past the pupil's classroom ratio was low: averagely 1:50, but now days 1: 150 and above,</p> <p>The pupil's classroom ratio is very high now days compare to the past</p> <p>Due to the overcrowded classroom, teachers are not able to attention each individual learn</p>	
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		<p>now remain and this is why I saying the system, the output, the target of reading, interpretation, application has not change, but I think there are other factors and one of the factors is now the enrollment, a heavy enrollment has affected and also two, introduction of curriculum, thematic curriculum, ah it was brought fine but teachers who started thematic curriculum did not get the knowledge, when they were in the teachers college for their training, they came and got the knowledge when they were already practicing teachers and the period through which they were given the knowledge was not enough, so because thematic curriculum is a big thing it is broad, you cannot take one week or five days to train a teacher and you expect to him to go and implement the thing, so that period of one week for teachers to go and implement the thematic was not enough. But now we are happy that they have introduce thematic curriculum in PTCs so the teachers who are coming are coming with the knowledge so now we want to see whether there will be some positive changes, yah.</p>	<p>In adequate preparation to introduce the thematic curriculum</p>	
		<p>My understanding has</p>	<p>Most of the</p>	

		<p>changed since 2001. First, when I started work here, about 50% of the teachers here were untrained, most of them were senior four (S4) levers and they did not understand how to teach. Over time, they went to college and they were trained. The unqualified teachers were weeded out of the system now all the teachers are qualified.</p> <p>...child ability to read / write was not all that very good and over the years I think with the efforts that the teachers they have put they have been able to attain that one.</p>	<p>teachers were not trained but over the years they are now trained</p> <p>Children's ability to read and write have changed over the years, We have been able to attain that one</p>	
		<p>No, when we talk about the change, change could refer to a gradual process, because it could be even immediate, but one could work when we want something immediately, when we say that about quality it is a gradual process, it is not like changing a government through military</p> <p>...No it is changing; it is changing of course because of some interventions. The change could be in various forms because when we talk about performance to qualities, there are some indicators which can at least implemented a</p>	<p>Change is a gradual process</p> <p>Interventions like effective teaching and leadership and effective implementation of the curriculum and positive ethos, can bring about change in quality of teaching and learning</p>	<p>Effective leadership can cause positive transformation in quality teaching and learning</p> <p>Academic attainment can be brought about effective interventions</p>

		<p>typical example if there is effective teaching, effective then there can be change, When there is improvement in the leadership style, then automatically thing may also come If the curriculum could meet the interest of the society then, Then the ethos</p>		
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Annexure 7: APPROVAL LETTER FROM THE UGANDA NATIONAL COUNCIL



Uganda National Council for Science and Technology

(Established by Act of Parliament of the Republic of Uganda)

Our Ref: SS 5007

26th July 2016

Lugemoi Wilfred Bongomin
Principal Investigator
Uganda Management Institute
Kampala

Re: Research Approval: Experiences of Primary School Inspectors in Ensuring Quality Teaching and Learning in Northern Uganda

I am pleased to inform you that on **27/06/2016**, the Uganda National Council for Science and Technology (UNCST) approved the above referenced research project. The Approval of the research project is for the period **27/06/2016 to 27/06/2020**.

Your research registration number with the UNCST is **SS 5007**. Please, cite this number in all your future correspondences with UNCST in respect of the above research project.

As Principal Investigator of the research project, 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 research protocol or the consent form (where applicable) must be submitted to the designated Research Ethics Committee (REC) or Lead Agency for re-review and approval **prior** to the activation of the changes. UNCST must be notified of the approved changes within five working days.
3. For clinical trials, all serious adverse events must be reported promptly to the designated local REC for review with copies to the National Drug Authority.
4. Unexpected events involving risks to research subjects/participants must be reported promptly to the UNCST. New information that becomes available which alters the risk/benefit ratio must be submitted promptly for UNCST review.
5. Only approved study procedures are to be implemented. The UNCST may conduct impromptu audits of all study records.
6. A progress report must be submitted electronically to UNCST within four weeks after every 12 months. Failure to do so may result in termination of the research project.

Below is a list of documents approved with this application:

	Document Title	Language	Version	Version Date
1.	Research Proposal	English	N/A	July 2015
2.	Interview Guide	English	N/A	July 2015
3.	Documentary Analysis Guide	English	N/A	July 2015
4.	Consent Form	English	N/A	July 2015

Yours sincerely,


 Hellen N. Opolot
 For: Executive Secretary
UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

cc: Chair, Gulu University Research Ethics Committee

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