



**PRACTICES AND CHALLENGES OF SCHOOL INSPECTION IN SECONDARY
SCHOOLS OF JIMMA ZONE**

BY

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**PRACTICES AND CHALLENGES OF SCHOOL INSPECTION IN SECONDARY
SCHOOLS OF JIMMA ZONE**

**A THESIS SUBMITTED FOR THE MASTER OF ARTS DEGREE IN
EDUCATIONAL PLANNING AND MANAGEMENT**

BY

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Approval sheet

This thesis entitled as “**The practice and challenge of school inspection in secondary school of Jimma zone.**” is original work done by student Fikadu Adugna Dessalegn under our full guidance and advice. The interpretations put forth are based on his reading and understanding of the original work and it is not published anywhere in the form of books, or articles.

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DECLARATION

I, Fikadu Adugna Dessalegn, hereby declare that this MA thesis entitled “**The practices and challenges of school inspection in secondary school of Jimma zone**” is my original work and was carried out by me for the masters of art degree in educational leadership under the guidance and advisory of Ass. Professor Tadesse Abera and my co advisor Dr. Mebaratu Taffesse College of education and behavioral science Jimma University, Ethiopia. The interpretations put forth are based on my reading and understanding of the original work and they are not published anywhere in the form of books, or articles. Other books, articles and websites, which I have used, are accordingly acknowledged at the respective place in the text. For this thesis, no degree, diploma, or distinction has been conferred on me before, either in Jimma University or in any other University.

Name

signature

DEDICATION

This thesis work is dedicated to my loving late mother W/ro Fitale Belcha Guda for her love, caring and unfailingly believes in me, while she was alive on the earth.

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First and for most, great thanks go to God Almighty for the strength, encouragement, and wisdom HE gave me to accomplish this study. Next, I would like to express my sincere gratitude to my advisor Ass.Professor Tadesse Abera and my co- advisor Dr.Mebaratu Taffesse for their unreserved guidance, patience, diligence and understanding that made this study possible.

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ACRONYMS AND ABBREVIATIONS

ANOVA: - Analysis of Variance

GEID:-General Education Inspection Directorate

GEQIP: - General Education Quality Improvement Package

Level:-Level of Schools' Rank

MoE: - Ministry of Education

OEB: - Oromia Education Bureau

PTA: - Parent Teacher Association

REB:-Regional Education Bureau

SIP: - School Improvement Program

SPSS: - Statistical Package for the Social Science

UNESCO: - United Nation Educational Scientific and Cultural Organization

WEO: - Woreda Education Office

ZEO: - Zone Education Office

ABSTRACT

The purpose of the study was to examine practices and challenges of educational inspection in the secondary school of Jimma Zone. To conduct this study, descriptive survey method was employed. For data collection purpose mixed method instrument were used. Self-developed questionnaire was employed as the main data collection instrument in addition to interview and document analysis. Samples of schools and study participants were drawn from eight woreda of the zone using cluster sampling techniques and availability. Quantitative data were analyzed using descriptive statistics including frequency counts, graphs, percentages, mean, standard deviation and independent sample t-test. Qualitative data were analyzed by using description. Based on the results of the study, the practice of school inspection in terms of input supply and output it is found at low level, however, in terms of process it is found at medium level;

However, most of the school did not meet the minimum standard. Lack of inspection feedback implementation, lack of awareness about the importance of inspection, lack of inspection autonomy, lack of materials and shortage human resources for inspection department were reported as problem that affected the process of inspection. Furthermore, lack of sustainable and organized training system, budget as well as absence of school coordination with the stakeholders, low morale and commitment of educational leaders to enhance the performance of school were the great challenges faced the schools in the study. Thus, it can be concluded that, the schools were not in a position to achieve minimum standards. Based on this, it was recommended that, the school principals, Woreda, Zone and Region education offices and Ministry of education should give attention in order to implement inspection recommendations given by inspectors. Educational leaders, experts, teachers and education stakeholders should give attention on school improvement plan, in order to improve schools performance. This might help the schools to meet minimum standards. The government should make educational inspection departments autonomy and make accountable schools. Regional education Bureau should fulfill minimum inputs including supply adequate materials and financial supports to schools and providing training and administrative support for the schools. So that they better perform in provision of knowledge, attitudes, and skills to the students and able to make education institute center of excellence

CHAPTER ONE

INTRODUCTION

In this chapter, the introduction part including background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, and definition of terms, one after the other.

1.1. Background of the Study

External evaluation in education through school inspection by national governments is not new in the education system of Ethiopia. It is stated that the first school inspection/supervision made from France under Napoleons regime at the end of 18th century (Grauwe, 2007). Later, the idea spread to other European countries in the 19th century (Wilcox, 2000; Grauwe, 2007). In the United Kingdom (UK), the first inspection services were carried out by Her Majesty's Inspectorate (HMI) in 1839 (Lear month, 2000; Wilcox, 2000). School inspection, was conceived as one of the forms of accountability in education (Neave, 1987). Other forms of accountability in education include the market choice as practiced in United States, UK, Australia and New Zealand. Also, the school voucher system in America, Chile, Colombia, and in England (Friedman, 2005; Lee & Wong, 2002). The role of inspection in any sector is to ensure effectiveness of objectives and goals that are performed in any institution. The critical role of inspections in education as one of the dominant strategies for monitoring and improving performance of education system in schools cannot be overemphasized. Inspection is mainly concerned with improvement of standards and quality of education such that it should be an integral part of a school improvement program (Sergiovanni&Starrat, 2007).

Inspection systems in developing countries have a substantially different mandate and make-up compared to those in developed countries. Often the term 'supervision' is used when referring to inspection, and as De Grauwe (2007) describes, the supervisors' role is not only to control and evaluate (as is often the case in developed countries), but also to advise, assist and support head teachers. Sometimes supervisors also have professional tasks and are, for example, responsible for placement of teachers, or deciding on advancement of teachers and head teachers. We recognize that a developmental brief held by the same role holder may give rise to different mechanisms and yield clearly different outcomes

Quality control is a means by which a firm makes sure that its goods and services will serve the resolve for which they are envisioned (Monday & Premeaux, 1993). It is the measurement of problems and services against set typical by evaluating the actual quality performance, comparing it to set standards and performing on any difference. It implies that active monitoring and supervision of the perfect production process of the goods or service is a better choice for ensuring quality goods and services. Inspection as a component of the school system is fundamentally a quality control mechanism for certifying standards in school and education are providing in all schools (Dunford, 1993).

Inspectors express the school what it does well and what it needs to improve. Inspectors judge whether or not the school has improved compared to the last inspection report on quality of teaching, how well pupils learn, how well teachers assess pupils' work and how they use the assessment of pupils work to plan and set targets for meeting needs of individual pupils as well as groups (Hargreaves, 1995).

Control of the quality of education in the sub-Saharan Africa through inspectorate division has not been implemented without challenges. Whereas most countries have inspectors, they are often inadequate both in terms of number of schools they visit and quality of support including direction they provide. In Uganda, the objective is that each school will be visited once per term, but it is often controlled due to lack of transport and therefore, other tasks that inspectors are required to assume are not fulfilled (Mulkeen,2005).

In most developing countries, school inspections are likely to be subsidizing in any way to quality education School inspection although its contribution to improving education quality is limited by different problems fronting inspectors. Among these, lack of transportation service and skill gap of inspectors is some of them. For example, in Lesotho most inspector visits were not found to include evaluation of the quality of education, they provided little information of quality to the school or ministry (MOE, 2002). In Ghana, inspection had become visualized to the point where it involved only an inspection of lessons (Hedges, 2002). It could mean that teachers would only prepare lesson notes, but would be free to teach or not teach.

Furthermore, lack of establishment of Work-related Training for inspectors to keep them up-to-date with development in Education, improve their professional skills and enjoy respect as well as respect of the teaching professional is another problem. Some school inspectors are incompetent due to lack of SUPPLEMENT, unable to monitor and evaluate education program effectively.

Some inspectors seemingly visit schools so as to boss and harass teachers instead of helping solve professional problems. The improper behavior of some school inspectors have serious negative consequences including poor relationship between inspectors and teachers, anxiety among school personnel which lead to development of negative attitude toward inspectors by teachers (Mwanzia, 1985; Wanga, 1988).

In Kenya there has been lack of clear policy of identifying suitable candidate to be engaged as school inspectors and, consequently incompatible personnel find their way into the inspectorate such that they put the reliability of some official into question (Achayo and Githagui, 2001).

Some inspectors seem to be highly, incompetent, unable to apply desired practices of school inspection and cannot distinguish between effective and ineffective schools. Some inspectors who have been secondary school teachers had been placed to inspect primary schools without induction courses. Some teachers noted that some inspectors have limited knowledge about most subjects taught in schools and consequently they do not advise teachers adequately (Wanga, 1988). Studies done in Tanzania on school inspection reflect problems of implementing school inspection approval (Swai, 1982).

In Ethiopia school inspection was introduced during 1941 (MoE, 1994). According to Ministry of education (MoE) (2013) school Inspection is a form of quality assurance, which can provide an objective assessment of how well schools are performing and also can serve as a powerful tool for promoting improvement, by establishing the minimum levels of quality that all schools should achieve and by making schools accountable for their performance and progress.). Inspection in Ethiopia comprises five focus areas which are highly linked to school improvement program me (SIP) framework and self-assessment form (SAF) across inspection criteria of input, process, and output (MoE, 2013)

These focus areas of inspection include learning and teaching, learning environment, school leadership, community participation and student outcomes and ethics of which the first four corresponding with the SIP domains (MoE, 2013).

Under each focus area associated with the three criteria's of input, process and output there are indicators to measure school performance based on the value attached in the national General Education Inspection Framework. On the basis of the value attached to each indicator the average score of the measurement result from each criterion (input, process and output) will result of the school. For the sake of identifying school level the standard under which the school are categorized is developed from 1-4, which shows the standards of school 4 being the school with good standard and 1 being low standard (MoE,2013).

1.2. Statement of the Problem

School inspectors show a respected contribution in provision and control of the quality of Secondary school education. Several studies have been directed focusing one effectiveness of inspection in Secondary schools but no study has focused on specific schools or region/district/ward. However, studies conducted include effectiveness of inspection training program (Saburi, 2002) and implementation of inspectors' approvals in secondary schools (Swai, 1982). According to Haule,(2012), school inspections are estimated to provide a continuous monitoring, reviewing and assessing the attainment and progress of pupils.

School inspection has a paramount benefit in improving the performance of school and as such for success of the school. Consolidating this Kabati John (2017) affirmed that school inspection as perceived by majority of teachers as important in improving school through providing feedback which shows the strength and weakness of the school as well as the problem in the school to be solved. Likewise Yusuph Kambuga and Habibu Dadi (2015) stated that, School inspection which is the form of evaluation, involving measurement, testing, and evaluation of educational activities in school to improve the standards and quality of education programs offered is widely considered as an essential instrument for quality education that will aid the nation to compete in the ever-changing world economy. The author claimed that the impact of inspection however, depends on how it is done and is not done effectively, if communication and feedback is lacking, if there is no follow up

on recommendations, and if there is no way of assessing whether inspections deliver or not, then school inspections can be nothing just to waste public resources and time (Yusuph Kambuga and Habibu Dadi 2015).

Moreover, school inspection promotes accountability system in school in case of failure to deliver quality education. This is affirmed by Forlin and panzer cited in Sarah Aguti (2015) that, School Inspection Bridge the gap of both accountability and development in which greater accountability in improving the education outcomes of all students all over the world is a pressure put on school system. Hence this way inspection can help school improve its service of delivering quality education and enhance the learners' achievement which is a ladder of success for school toward excellence.

However, school inspection service is not delivering what is expected of it which is attributed to many problems. Among these Kabati John (2017) in his study stated as there is a problem of implementing school inspection result by authorities is one factor affecting inspection effectiveness. Similarly, Yusuph Kambuga et.al (2015) listed challenges in school inspection which hinder the effectiveness the practice such as lack of efficient and effectively at inspection directorate level, poor communication of the result to stakeholders, and evaluation and appraising system itself.

The situation is bad because of significant failure in the practice and challenges of school inspection. The condition if not solved would lead to a nation with illiterate people and thus conciliation the predicted outcomes of the Ethiopia Development Vision which envisages that by 2025 the nation should be free of ignorance and hence sufficiently educated (URT, 2008). School inspection is mandated to ensure quality education. Thus, given massive failure in the practice and its implication in the presence of school inspection the researcher intends to examine the status of the inspection Standard on the practice and its challenge in government secondary school of Jimma zone.

The state of fear it seems that teachers do not give full collaboration to the inspectors by not making open their weaknesses and hence a lack of efficiency and effectiveness. The state of fear also suggests that teachers do not fulfill their responsibility and therefore they work without preparations. These entire means that inspectors interact with teachers who fear them and hence it becomes difficult

for them know their problems relating to teaching and learning process and hence provide no support (MoE 2013).

Similarly, research conducted in Ethiopia by Abdisa Bojia (2019) on the Educational Inspection Practices and Challenges in South West Shewa Zone Secondary Schools the outcomes of the study suggested that, the standards prepared by Ministry of Education (MoE) to measure the performance of school were relevant to the school contexts. In contrast, most of the school did not meet the minimum standard. Lack of inspection feedback implementation, lack of awareness about the importance of inspection, lack of inspection autonomy, lack of materials and shortage human resources for inspection department were reported as problem that affected the process of inspection. Thus, it can be concluded that, the schools were not in a position to achieve minimum standards. Finally he recommends that the government should make educational inspection departments autonomy and make accountable schools. Regional education Bureau should fulfill minimum inputs including supply of adequate materials and financial supports to schools and providing training and administrative support for the schools.

Additionally, to our country's context the massive expansion of educational institution has led to increasing the number of schools. With increased access to schooling the quality of education is reported to be deteriorating which is among other related with school standards. Inspection report by Jimma zone education office in 2011E.C shows that from 70 schools 52, 74.2% schools are found in standard 1 and 2. This shows that among other input to school is below standard which has also impact on process/teaching learning) in the school which in turn affect students achievement (output).The World Bank. Report No: PAD476. p41

Finally, based on the aforementioned assessment, the researchers observed that empirical studies were not conducted on school inspection in different secondary school of Jimma zone. Although there is a school practice and challenges of School inspection its gap on standard in giving attention to the education sector on this aspect. Particularly, the inspection package available, the impacts on school inspection to contribute to the education quality, and in addressing the inspection critical challenges in the sector where educational institutions take over the tasks of knowledge generation and transfer to the society. This study was, thus, intended to assess The Practices and Challenges of school inspection in secondary

school of Jimma Zone. Based on the stated problems of the current study, the researcher proposed the following basic research questions to be answered. Thus, this study intends to answer the following basic questions:

1. What is the practice of school inspection in secondary schools of Jimma Zone?
2. What is the inspection processes inspectors use during Inspection?
3. What are the challenges in making school improve their standards through inspection?

1.3. Objectives of the study

1.3.1. General Objective

The general objective of the research was to assess practices and challenges of school inspection in Secondary school of Jimma Zone.

1.3.2. Specific Objectives

The specific objectives of this study were to:

1. identify what is the practice of school inspection standard is met at secondary school of Jimma zone
2. Explain the process school inspector use during inspection .
3. Explain the challenges in making school improve their standards through inspection?

1.4. Significance of the Study

This study is intended to Practice and challenge of School inspection in secondary school of Jimma zone. Thus, the outcome of this research will be expected to serve various purposes and benefits in the following way:

- The result of the study serves as an input for secondary school, zonal and woreda educational offices in executing inspection practices by evaluation of the school.
- The research also help educational leaders at zonal and woreda level to take some corrective measures and actions on an area where inspections did not bring change in improving school standards by identifying the major challenges holding back the practice.

➤ Informed by the outcomes of this study, educational leaders, School principal can intervene to alleviating the associated challenges affecting School inspection Practice

➤ The current study will also serve as a reference for further researchers who have an interest to conduct a study in the same area.

1.5. Delimitation of the study

The current study is delimited both conceptually and geographically. Conceptually, this research delimited itself to Practice and challenges of school inspection in Secondary school of Jimma zone. This is because inspection has the distinct role in the achievement of an educational goal by including the interests of quality education is an important strategic approach to improving output, efficiency and productivity. A good inspection even plays a better role in the effective implementation of other in school standard. It is for that reason Practice and challenges of school inspection in Secondary school of Jimma zone is assessed in this study.

1.6. Limitation of the Study

It is obvious that research work cannot totally free from limitation. Hence, some limitations were also perceived in this study. One apparent limitation was that time constrains. Another limitation was lack of contemporary and relevant literature on the topic. Consequently, the researcher was obliged to use literatures mostly written by western orientation and few unpublished local researches to review the previous works.

1.7. Operational Definition of Terms

The following words connote the definition given under here below throughout this study.

Practices: To do something repeatedly in order to improve performance through educational inspection or action rather than ideas the actual

Challenges: Problems that affect the implementation of inspection or factors that hinder the function of educational inspection.

Educational inspection: means a sector which assures the quality of education and accountability by conducting monitoring and evaluation of School.

School Inspectors: - School inspectors are educational professionals who are not directly involved in schools and who are usually, specifically appointed for the duty of school inspection (Wilcox, 2000). In this context they are teachers who have been selected according to their academic, experience qualification and have attended the school inspectors training course for the purposes of inspecting schools and giving proper advice.

School inspection: - School inspection refers to the visit to the school by the school inspectors in order to assess the quality and performance of schools in terms of teaching, learning and provision of services, projects and other aspects of the whole school development (Saburi, 2002).

Input represents human, financial, material, etc. resources necessary for the learning-teaching process in education institutions (Saburi, 2002).

Process means an activity which is conducted to improve students' attainment and ethics in education institutions (Saburi, 2002).

Standard is a criterion used to measure all schools in a similar content, system and achieved results (Saburi, 2002).

Self-evaluation:- means a reflective inquiry of education institutions on their performance. **School classification:** - means an activity of grading schools in terms of input, process, and output using the standards and indicators.

Focus areas: - means issues which school inspection mainly emphasizes.

Standards: in Ethiopian context means a criterion used to measure all schools in the similar content, input, processes and output system and achieved results.

1.8. Organization of the Study

The study is divided into five chapters. Chapter one of the study discusses about background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study and operational definition of terms. Moreover, chapter 2 reviews the international and national literatures on practices and challenges of school inspection. Furthermore, chapter three of this study describes the research design, study area, population of the study, sampling system and sample size, instruments of data collection, validity and reliability of the study, procedure of data collection and method of data analysis. Furthermore, chapter fourth deals with

presentation data on socio demographic characteristics and data gathered on the variables of the study. Besides, chapter 5 presents deals with summery, conclusions and recommendations of the study. Finally, references used in the study and appendixes are attached.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter reviews various literatures relating to the research topic. A number of scholars are presenting their ideas on the school inspection practice: its implication to school success.

Among other issues, this chapter includes: theoretical literature which consists of: operational definitions of the key terms, an overview of school inspection, Historical Development of School Inspection in Ethiopia, importance of school inspection, models of school inspection, principles of school inspection, and challenges of the inspectorate.

Under this section, there are reviews various literature, Books and writings relating to the researcher's topic. A number of intellectuals are presenting their ideas on how academic performance in their countries is becoming poorer and poorer despite the presence. Educational inspection which is mandated by inspecting the schools and give the feedback of inspection result for education expert and concerned bodies; to ensure the quality of education specifically secondary school education. Because of educational institution is the place where generation is educated for the future life. Among other issues, this chapter includes: theoretical literature which consists of overview of educational inspection, concept of educational inspection, models of educational inspection, structural Chains of educational inspection, Importance of educational inspection, Current practice of educational inspection in Ethiopia, difference between inspection and supervision, Inspectors and supervisors, purpose of inspection, framework and manual of inspection, Focus area of inspection, Methods of school classification, Standards. Guiding principles of inspection, Process of inspection, Type of Educational inspection, Challenges facing Educational inspection, the linkage between Educational inspection and academic performance and finally type of Educational inspection report. The other part of this chapter includes the research gap.

2.2. Definition of School Inspection

Onasanya (nd) in Ojelabi (1983) defines school inspection as the critical process and evaluation of a school as a place of learning. Wilcox (2000: p.15) defines school inspection as “the process of assessing the quality and/or performance of the institutional services, programmes or projects by those (inspectors) who are not directly involved in them”. This definition indicates that school inspection is an external system of educational evaluation. The meaning here is that inspectors do not have direct influence on those they inspect but rather they influence them through the reports they write. Richards (2001:p.656) views the term school inspection as the process of “observing work in schools, collecting evidences from a variety of other sources and reporting the judgments”.

School inspection also refers to the specific occasion when the entire school is examined and evaluated as a place of learning. It also means the constant and continuous process of guidance based on frequent visits which focus attention on one or more aspects of the schools and its organization (Nkechi et al., 2013). The concept ‘inspection’ takes its root from the word ‘inspect’, which according to Oxford Dictionary of English is ‘to make official visit to an organization or check on standards’.

The definitions given by all scholars above have something they share. This is nothing but evaluating the work of the school to be able to write a report. Always the aim is to monitor the progress of the schools inspected. The term inspection is alternatively called supervision (Grauwe, 2007). Thus the terms school inspection and school supervision are used interchangeably. The word inspection has a long history, and started to find its way into education in the 1800s.

School inspection as a general term has been defined in the dictionary as “an official process of checking that things are in the correct condition or that people are doing what they should Crerar (2007) identifies inspection as a “periodic, targeted scrutiny of specific services, to check whether they are meeting national and local performance standards, legislative and professional requirements, and the needs of service users”.

In the education context, school inspection and school supervision often overlap and are defined in a similar way as they both describe the external evaluation of the school setting (Haule, 2012; Ehren, et al., 2005; Grauwe, 2001; Obiweluzor,

et al., 2013). School inspection is defined as “the process of assessing the quality and performance of the institutional services, programmes or projects by those (inspectors) who are not directly involved in them and who are usually specially appointed to fulfill these responsibilities (Wilcox, 2000: p.15). According to Wilcox (2000: p.15) school inspection contains visits to monitor schools and it is facilitated by a team of inspectors.

According to Richards, school inspection is “the major way in which many governments call schools to account for the way they conduct the enterprise of education and an important way in which they hold them accountable for outcomes” (Richards, 2001). Moreover, it is the process of monitoring school performance by gathering reliable evidence from different resources and to give a grade and recommendations at the end of the process (Richards, 2001). Macbeth (2006: p.38) identifies school inspectors as “the guardians of educational standards” (Haule, 2012).

In summary, school inspection is an organized external evaluation of the school context. It is run by a team of expert critical friends through conducting a visit to the school site to observe its performance according to evidence measured against pre-determined criteria. This is conducted in order to provide the education players with an account about the standard of inspection and its implication to success of the school.

2.3 Concept of Educational Inspection

Educational inspection is a process of independent external evaluation of schools. International experience shows that the inspection of schools can be an effective way of promoting improvement in the quality of the education that they provide for their students. Effective school inspection is seen as a key to the complex issue of improving, the quality and effectiveness of education, the quality of educational management and the quality of educational attainment. To provide information on schools’ absolute and relative performance for parents, the government, the public. To hold schools accountable for their performance to check compliance with requirements to inform policy development to promote improvement in schools (Inspection manual, 2012).

Educational inspection is a branch of general education category that shall carry out the inspection of primary and secondary educational institutions. Educational

inspection has been also running educational activities of providing professional support and operating educational supervision contributes to the successful accomplishment of quality education. It also arranges hierarchies from top to bottom that would realize the delivery of quality Education (OEB, 2017). Educational inspection has been perceived as a form of accountability in Education that accounts for the work performed by those responsible for the task of raising standards in education (Lee & Wong, 2002).

The educational inspection also refers to the specific occasion when the entire school is examined and evaluated as a place of learning. It also means the constant and continuous process of guidance based on frequent visits which focus attention on one or more aspects of the schools and its organization (Nkechi et al., 2013). The concept inspection' takes its root from the word 'inspect', which according to the Oxford Dictionary of English is 'to make an official visit to an organization or check on standards'. The definitions given by all scholars above have something they share. This is nothing but evaluating the work of the school to be able to write a report. Always the aim is to monitor the progress of the schools inspected.

Onasanya (nd) in Ojelabi (1981) defines Educational inspection as the critical process and evaluation of a school as a place of learning. Wilcox (2000: p.15) defines Educational inspection as "the process of assessing the quality and/or performance of the institutional services, programs or projects by those (inspectors) who are not directly involved in them". This definition indicates that educational inspection is an external system of educational evaluation. The meaning here is that inspectors do not have a direct influence on those they inspect but rather they influence them through the reports they write. Richards (2001:p.656) views the term Educational inspection as the process of "observing work in schools, collecting evidence from a variety of other sources and reporting the judgments".

2.4 Purpose of Educational Inspection

In the process of running sustainable development in a given country, skilled manpower enriched with sufficient knowledge, attitude and various skills has been playing a crucial role in the accomplishment of the state's development. Delivering quality education in all school levels have an enormous contribution to attain competent educated manpower would hand over a sense of responsibility

for the next generation. In the realization of quality education, the activity of educational inspection that would identify the standards of school levels in the form of cyclic is one of the several educational activities performed repeatedly.

Accordingly, all primary and secondary schools in Ethiopia have been examined and inspected on the basis of three main criteria (resource, input and educational process) of school standards (OEB, 2017). The main purpose of the inspection is a quality audit, to identify strength and limitation observed in school.

Generally, according to Amharic manual of inspection prepared by MoE (2006 E.C) as stating the purpose of Educational inspection is fourfold, namely to: Promote improvement by supporting the school to continue to improve; Evaluate and report on a school's capacity to improve; Provide assurance to users on the quality of education; and Provide evidence for our national overview of education. Educational inspection plays a number of roles basically geared toward improving the standards of Education in any country in the world and the reason why inspection is important, particularly in Ethiopia, is most of the primary schools are opened by community participation due to education for all as the agenda of the world. So the accesses of education are increased in over all of the countries after the downfall of Dreg. But the quality of education needs great attention in our context today. The assumption behind the General education inspection is ensuring the quality of education. Therefore the schools must be measured by placed standards through inspection whether fit not the minimum standard.

2.5 School Inspection Roles and Functions

The roles and functions of school inspection are various and are summarized below:

Classroom observation is one of the main instruments that inspectors use to evaluate whether schools meet their targets in raising student outcomes (Matthew & Smith, 1995). According to Learmonth (2000) "we have the responsibility to provide all children with the best possible education and school inspection is an important source of information about how successfully this aim is being achieved".

Black and William (1998) see the classroom as a black box that must be explored in order to know how education is delivered in schools. This is done by observing the teaching and learning methods practiced in the classroom; discovering

students' attainment and progress; and giving a real picture of the quality of education provided (Chapman, 2001; Ehren & Visscher, 2006 & 2008; Wilcox, 2000; Matthew & Smith, 1995; Black, & William, 1998; Obiweluzor, et al., 2013).

School inspectors play a great role by supporting teachers and providing them with the methods and skills they need to improve their teaching practice (Ehren & Visscher, 2006 & 2008). Thus, school inspectors need to be competent and experienced in all curriculum issues. However, Nolan and Hoover (2011) argue in their study that some inspectors tend to accentuate the role of accountability at the expense of the role of helping teachers to develop their professional performance.

Teaching and learning can be improved when inspectors act as critical friends, give teachers constructive feedback and listen to them to understand how teachers view the challenges that face them while teaching (Ehren & Visscher (2006:53). According to Chapman (2001b), the acceptance of school inspectors' recommendations depends on whether these recommendations are reliable or not. Moreover, Earley (1998) illustrates that teachers perceive inspectors positively when they perform professionally and when they understand school context.

Nevertheless, school inspectors' recommendations would be highly appreciated by teachers and school leaders when the inspectors present the causes and remedies of the unsatisfactory performance (Ehren, et al., 2005). These productive and useful recommendations given by inspectors are the value-added sort of support as it's called by researchers such as Earley (1998), MacBeath and Martimore (2001) and Wilcox (2005). However, the question is to what extent KHDA school inspectors provide the productive advices and recommendations.

School inspectors' feedback plays a significant role in distinguishing the impact of school inspection on teaching and learning (Ehren, et al., 2005; Wilcox, 2000). There are many pre-requisites for feedback to be considered as productive; in particular, it should be relevant and understandable. Gray and Wilcox, (1995 cited in Ehren, et al., 2005, p. 70) stated that the "feedback from school inspectors has a larger chance of being used when teachers are involved in recommendations and when support is given to school". Moreover, Chapman (2001b) identifies three conditions for feedback to impact positively on teaching and learning development: identifies areas for improvement; effective communication style;

teachers' willingness to adopt the suggestions and implement the recommendations.

However, in order for schools to achieve improvement in teaching and learning through feedback given by inspections need to reflect on their own strengths and weaknesses by having their own instruments to evaluate their school performance. This internal evaluation is what scholars call School Self-Evaluation (Ehren, et al., 2005; Mac Beath and Martimore, 2001; Webb, et al., 1998).

2.5 The Main Features of School Inspection

This section will explore the goals and usefulness of school inspections, school inspections criteria and standards/guidelines, school inspections processes and observations and school inspectorate independence.

School inspection in the UK, through OFSTED, aims to achieve four main goals: raising students' achievements in exams; improving the quality of education provided in schools, enhancing the good use of the financial support provided to schools; and developing the ethos in the school (OFSTED, 1995 in Rosenthal, 2004; Ehren & Visscher, 2008).

School inspection, as mentioned earlier, is an external evaluation, that includes criteria, standards and guidelines. In order to conduct a successful inspection process, it is crucial to have criteria that are clear for both inspector and the inspected players (Fidler, 2002). When school inspection criteria are neither clear nor known, a school inspection will be perceived negatively by teachers and school leaders as it affects the required improvement of teaching and learning.

In Dubai, inspection by the KHDA involves criteria and standards guidelines that are presented in its yearly inspection handbook.

2.6 School Inspection Processes and Observations

School inspection as a whole process has three stages: pre-inspection visit, during inspection visit and post-inspection visit. These stages contribute to an effective school inspection (Chapman, 2001 and 2002; Ehren, Leeuw, et al., 2005; Ehren & Visscher, 2008).

In the pre-inspection visit stage, school inspectors have many steps to do in order to be prepared for a school visit and observation. Before conducting a school

inspection visit, the inspectorate sends a letter to schools to inform them about the visit date and the required documents to be prepared for the inspection (Ehren, Leeuw, et al., 2005). In the UK, schools know about the inspection time up to a year in advance (Rosenthal, 2004). However, in Dubai, schools receive a letter from the KHDA a couple of weeks in advance to inform them about the visit, detailing a specific date and other details and requirements, such as the handbook, questionnaire and school self-evaluation. However, Dubai private schools which have experienced a school inspection can estimate the approximate time for the following year's inspection, as the schedule of these visits occur almost in the same time of year. This means, if a school was inspected in the first term of the academic year, this school will have the next inspection in the same term of the following academic year (KHDA, 2014).

However, prior notice has been criticized as it leads teachers and school leaders to prepare manipulated documents and rehearse their lessons in order to impress inspectors and to higher their school's grade (Chapman, 2001; De Wolf and Janssens; 2007; Ehren and Visscher, 2006).

School inspection as the instrument used to complement School Self-Evaluation both advances school improvement and enhances the importance of accountability (Matthews & Smith, 1995; Learmonth, 2000). Hargreaves (1995) claims that the combination of both a school inspection and School Self-Evaluation serves the purpose in promoting school improvement (Lear month, 2000; Wilcox, 2000). According to MacBeath (2006) in order to have better schools, there is a need for external school inspections that provide the criteria that help to make a comparison with School Self-Evaluation.

During a school inspection visit in most countries that practice school inspections, and Dubai in the UAE as one of them, the inspectors conduct a sample of lesson - observations, interview teachers, school leaders, principals, directors, students and parents. In doing so, school inspectors obtain a reliable picture of school performance against standards of the inspectorate as is articulated in the handbook of school inspection (Ehren, Leeuw, et al., 2005; OFSTED, 2010; MoECS, 2012; Cuadra& Thacker, 2014).

In the Dubai context, school inspectors collect data according to seven key aspects of school performance: students' attainment and progress; pupils' personal and social development; teaching and assessment; curriculum and meeting the

educational needs; students' protection and support students; leadership and management; and school overall performance (KHDA, 2014).

During the post-inspection visit stage and at the end of the school visit, the inspector team meets together in the school to discuss their findings and the results with the school board. Then, the inspectors provide the school with oral feedback and a report of the school's overall grade and grades of the inspected factors. In England and other European countries, as well as in Dubai, school inspection reports are published and made available and accessible on organization websites (Rosenthal, 2004; OFSTED, 2010; MoECS, 2012; Cuadra & Thacker, 2014).

School inspection is an organized process, which deals with different players with different interests and backgrounds. This leads school inspection to have its ethos and etiquettes that disaggregates the nature of the relationship and communication styles between school inspectors and school stakeholders, particularly teachers and school leaders (Ehren, Leeuw, et al., 2005; Ehren & Visscher, 2006; Ehren and Visscher, 2008; Ehren and Swanborn, 2012; Case, Case, et al., 2000; Rosenthal, 2004).

In order to achieve a positive impact, a school inspection authority has to create a healthy environment and open interaction with principals and school leaders. Moreover, Ehren and Visscher (2006) claim that a mutual respect and a constructive conversation between inspectors and teachers and school leaders make the school keen to act on the recommendations suggested by the inspection team.

There are different types of school inspectorates worldwide. The first type is a governmental department, which is mostly practiced in developing countries, such as in Hong Kong, Tanzania and the UAE (Wong and Li, 2010; Cuadra & Thacker, 2014). The second type is practiced in some other countries as free organizations under the ministries, such as OFSTED in the UK and the inspectorate of the Netherlands (Case, Case, et al., 2000; Rosenthal, 2004; OFSTED, 2010; MoECS, 2012). However, the third type of school inspectorate includes fully registered hired organizations, which are well-known in some countries, such as the USA and the UK, and which are hired to carry out school inspections (Independent Schools Inspectorate, 2012; OFSTED, 2010; Wong & Li, 2010).

School inspection effectiveness is affected by independence in one way or another, and teachers and school leaders trust it; it is also associated with the independence of the inspectorate. In Dubai, the KHDA represents the government of Dubai and it is responsible for running school inspection processes in the private sector. Moreover, the KHDA works to maintain the interests of the government, which may not be linear with the interest of the private schools, which follow international curricula.

Schools may differ from each other according to many aspects. These include private or governmental, funding and facilities availability, curriculum, student social class, the language of teaching against a student's mother language, national or international curriculum, class size, religious or non-religious schools. That is why Grauwe (2007) argues that school inspection methodologies and criteria should be suitable for the school context.

2.7 School Inspection Report

In Dubai, at the end of any school inspection visit, the teams of inspectors sum up their findings and recommendations about the school's performance in a briefing report. This report will be delivered to the school board orally at the end of their visit to the school, including the school overall grade with the grades of key areas of school performance. Later on, within a couple of weeks, these reports are published in more detail and are open to schools and the public either in a print copy or via the KHDA website. School inspection reports summarize school performance into seven areas: students' attainment and progress; pupils' personal and social development; teaching and assessment; curriculum and meeting the educational needs; students' protection and support students; leadership and management; and school overall performance (KHDA, 2015).

The school inspection team announces the school grade after analyzing the data collected during the visit. The school inspection overall grade is calculated as the total grades of school performance in the key areas (students' attainment and progress; pupils' personal and social development; teaching and assessment; curriculum and meeting educational needs; students' protection and supporting students; leadership and management. Ibid

The DSIB, like many other inspectorates worldwide such as OFSTED in the UK, has an overall school inspection overall grade system, which has four categories:

outstanding, good, acceptable and unsatisfactory. Schools, according to their report grade have the permission of the KHDA to raise tuition fees by a specific percentage.

2.8 School Inspection Reactions and Effects

The nature of the relationships and communication styles from inspectors towards teachers and school leaders influence the acceptance of the feedback given to schools from inspectors (Rosenthal, 2004; Ehren & Visscher, 2006). School inspection feedbacks are very significant in improving school performance, and for more betterment, school leaders are expected to carry out an action plan to implement school inspection recommendations with the required resources (Matthews & Sammons, 2004 in Ehren & Visscher, 2008). In the UK, teachers and school principals perceive OFSTED school inspection as an essential instrument of accountability (Rosenthal, 2004).

Chapman (2001) claims that as a result of OFSTED school inspection, a small percentage of teachers started to change their teaching and learning strategies to develop their professional performance. However, when the school inspections process does not run effectively then it is simply a waste of time and public resources. Therefore, it is essential that communication, feedback, follow-up on recommendations and assessing inspections delivery must be truly efficient and effective.

School inspection recommendations have implications that may result in them being rejected by schools for many reasons. These may include that they work in theory rather in practice; not linear with school contexts; require extra resources; consume time and money; generic; and repetitive from school to school. School inspections aim to improve education quality. There are three different ways to improve school performance through inspection, namely: improvement of student performance, strategic thinking to improve school policies and classroom performance and capacity building, which continuously improve schools by enhancing all players (Ehren and Visscher, 2006 citing Gray in Visscher, 2002, p. 62).

The intended effects of school inspections aim to improve school performance and achieve a high quality of education, which is defined as the added value of student achievement (Ehren and Honingh, 2012; Ehren, et al., 2005). De Wolf and

Janssens (2007) sum up school inspection effects as to ensure the quality level of education; compliance with school regulations; and to inspire the overall quality of school improvements (Ehren, et al., 2005; MacNab, 2004 in De Wolf and Janssens, 2007). Chapman (2002) finds that school teachers think that their experiences and interactions with school inspection processes lead to a positive impact on developing professional performance. Chapman (2002) advocates that some teachers and school leaders believe that school inspections have a positive impact on teachers' classroom performance, particularly teaching and learning strategies and provide them with the skills they need (Tefera, 2010; De Wolf & Janssens, 2007; Chapman, 2002, 2001; Ouston, et al., 1997).

However, inspections have unintended effects. De Wolf and Janssens (2007) argue that there are four unintended effects:

- i. **Window dressing:** This leads to an artificial appearance, and includes false documents, cheating pupils' tests, excluding weak students from exams and getting weak teachers off to prevent their lessons from being observed during inspections (De Wolf & Janssens, 2007; Ehren and Visscher, 2006; Chapman, 2002, 2001; Brimblecombe & Ormston, 1995).
- ii. **Unintended strategic behavior:** when school inspections procedures concentrate on data and documents prepared by teachers, such as scheme of works, lesson plans and syllabi. By doing so, inspections make teachers teach solely for test and inspections (De Wolf & Janssens, 2007; Ehren and Visscher, 2006; Chapman, 2002, 2001; Brimblecombe & Ormston, 1995).
- iii. **Occurrence of stress:** teachers and school leaders experience stress and apprehensiveness during school inspections (De Wolf & Janssens, 2007; Ehren and Visscher, 2006; Chapman, 2002, 2001; Brimblecombe & Ormston, 1995).
- iv. **Market forces in education:** this happens when schools face the dilemma of teachers and school leaders who shift from poorly-performing schools to schools with better inspection reports.

2.9 Types of School Inspections

Onasanya (2011) and the URT (2008) give the following types of school inspections:

Routine Visits

This is short visit made to school on which no formal reports are written but brief comments are made. The aim depends on such inspector on why such inspection is made. It may be check on punctuality of teachers or how the school is settling down.

Investigation Visits on School Administration

This is to investigate an aspect of administration organization in the school for example special problem of discipline, investigation of an allegation of fraud.

Special Visits

This is for an inspection of one or a limited number of aspects of the school for example teaching of English.

Subject Specific Inspections

This mostly is done in England and Wales. According to SCORES (2010), the Office for Standards in Education (OFSTED) currently carries out subject specific inspections in order to write subject reports, which should inform Government about whether the curriculum and its teaching is effective, and indicate to schools what outstanding practice looks like (for example, appropriate deployment of teachers and a good balance of subject specialist teachers).

Follow-Up Visits

This is follow up of previous visits. The inspector investigates whether the suggestions, corrections and recommendations he or she made during the previous visit have been carried out by affected schools. He or she also ascertains to what those corrections and suggestions are helping in achieving the school objectives.

Full Inspection or Whole school Inspection

An inspection which consists of a team of inspectors visiting a school for several days usually a week or longer enquiring into every aspect of school program me and examining its buildings and surroundings is referred to as full inspection. Such visits are usually followed by a comprehensive report, copies of which are made available to the school.

Focus areas of inspection

The schedule for inspection comprises five focus areas or ‘domains’. These relate to the key inputs, processes and outcomes that determine the school’s overall performance and effectiveness vis-à-vis students’ attainments and ethics. Focus areas of inspection are highly linked to school improvement programme (SIP) framework and self-assessment form (SAF). Four of the focus areas for inspection correspond broadly with the SIP domains (learning and teaching; learning environment; school leadership; and community participation), but for inspection there is a fifth, crucial focus area i.e. student outcomes and ethics.

The Schedule for inspection is broadly aligned with the elements and standards for the corresponding domains within the SIP framework. The standards clearly set the minimum competency level required from all schools in our country.

The five focus areas of school inspection in relation to **inputs, processes and outputs** are presented in the table below.

Criteria	Focus Area
Input	Focus Area 1: School facility, buildings, human and financial Focus Area 2: The learning environment
Process	Focus Area 3: Learning and teaching Focus Area 4: The school’s engagement with parents and the community
Output	Focus Area 5: Student outcomes and ethics

Table 1. The relation of input processes and out put

Focus Area	Aspects
The learning environment	School facilities, and physical, human and financial resources Support for students
The leadership and management of the school	Leadership Management
Learning and teaching	Learning Teaching Curriculum Assessment
The school's engagement with parents and the community	Promoting education Engagement with parents and the Community
Student outcomes	Students' attainment Students' personal development

Table2.(Source: MOE, (2013) National Frame Work for Inspection of School).

The schedule for school inspection is discussed in detail in the following chapters. Each schedule contains one or more focus areas and. each focus area includes one or more standards. Moreover, each standard is accompanied by indicators that clearly show whether the school has met the minimum standard or not.

2.10 Historical Development of School Inspection in Ethiopia

Educational inspection introduced into the educational system of Ethiopia about 35 years after the introduction of modern (Western) type of education into the country. As it is indicated in Ministry of Education supervision manual (MOE, 1994), for the first time, inspection was begun in Ethiopia in 1941/2. Among the

forces that brought about the need for school inspection was the increasing number of schools and teachers in the country, the need for coordination of the curriculum and to help teachers in their teaching.

Starting from 1944/5, the office of the inspectorate established centrally, i.e. at the Ministry's head office was headed by a British national named Lt. Commander John Miller. He was appointed as Inspector General assisted by two Ethiopians. The major responsibilities of the inspectors were to collect and compile statistical data on number of students and teachers, number of classrooms available and class-size, conduct school visits in the capital and in the province and finally, produce reports to be submitted to the Ministry of Education as well as the emperor who at that time assumed the Ministry of Education portfolio (BGREB, 2006).

As more and more schools were opened, the number of teachers increased and student population grew up, the educational activities became more complicated and so it became necessary to train certain number of inspectors. Thus, in 1950/1 for the first time, training program was started in the then Addis Ababa Teacher Training School with for the intake 13 selected trainees. The number of graduates of inspectors reached 124 in 1961/2. However, inspection was replaced by supervision in 1962/3. The replacement of inspection by supervision was found necessary to improve the teaching learning process more efficient and effective by strengthening of supervision (MOE, 1994).

Under the socialist principles, with the changes of the political system in the country, the management of education needed strict control over the educational policies, plans and programs. Thus, a shift from supervision to inspection was made in 1980/1 (MOE, 1994). supervision, which would seek the participation of all concerned in all spheres of the educational establishment in terms of decision-making, planning and development of objectives and teaching strategies in an effort to improve teaching learning process (MOE, 1994).

During the preceding political systems, the establishment of supervision in Ethiopian education system was limited to national, regional and Zonal level. For that matter, supervisory activities could not able to provide close and sustainable support for school principals and teachers. The responsibility of the supervisors was not clearly justified, so that they were less effective in implementing their

activities. Moreover, the past trend of supervision was focused on administrative tasks than supporting teaching and learning processes. Supervisors were incompetent to support teachers and principals. To this end, supervision has contributed less to sustaining quality education and the professional growth of principals. Therefore, alleviating the old age supervisory problems in schools by establishing supportive school environment is inevitable to improve principals' and teachers' professional growth, and ultimately to maximize learning achievement (MOE, 2002).

Again, following the change of the political system in the country a shift from inspection to supervision was made in 1994. According to the Education and Training Policy of 1994, educational administration is decentralized. In this respect, what is envisaged is, democratic

2.11 School Inspection Before 2006

In Ethiopia Historical development of educational inspection in Ethiopia, 1943 Educational inspection was introduced 1955 Inspection was replaced by supervision, 1973 Supervision was shifted to inspection, 1986 Inspection was shifted to supervision and continue to 2006 E.C. Inspection corrective in strategy imposed and authoritarian in style administrative accessory roles teacher focused on strict control. Earlier school inspection was threatening and thus school principal and teachers were not happy with that situation and hence blind obedience and more focus on controlling (supervision manual MoE, 1987).

2.12 The Current Practice of Educational Inspection in Ethiopia

The Ministry of Education has created the General Education Inspection Directorate (GEID); Regional Education Bureaus (REBs) have core processes for the quality assurance of general education. However, structures and practices are at different stages of development and vary across the country. Different frameworks are used for evaluating schools, and the relationship between school evaluation and school supervision varies. Results cannot be compared. A positive feature is that, as part of the school improvement program (SIP), many schools are already using the self-assessment form (SAF) to evaluate their own performance. The National School Inspection Policy is intended to build on existing developments and support a consistent approach to the external evaluation of

schools in all the regions of Ethiopia. The Ministry of Education is committed to improving the quality of general education in Grade1-12 across the whole country. 16 The General Education Quality Improvement Program (GEQIP) is one of the major vehicles of this drive for improvement. A sub-component of GEQIP includes the development of a national system of Educational inspection in Ethiopia.

The Ministry of Education has created the General Education Inspection Directorate (GEID) to implement the national system of Educational inspection. The GEID is mandated to work with the Regional Education Bureaus (REBs), and through them with the Zonal Education Offices (ZEOs) and Woreda Education Offices (WEOs) to develop a consistent approach to the evaluation of schools through inspection. Regional Education Bureaus (REBs) have core processes for the quality assurance of general education. However, structures and practices are at different stages of development and vary across the country. Different frameworks are used for evaluating schools, and the relationship between school evaluation and school supervision varies. Results cannot be compared. A positive feature is that, as part of the School Improvement Program (SIP), many schools are already using the self-assessment form (SAF) to evaluate their own performance.

2.13 The scope of the National education Inspection Policy

The policy will guide the inspection of all pre-primary, primary, secondary and preparatory schools, alternative basic education centers, private and other non-government schools. The policy will guide inspection by the GEID, REBs, ZEO, and WEO. The fundamental guiding principles of educational inspection are Inspection is undertaken by inspectors who are independent of the school and can evaluate its performance objectively and consistently. Inspection is conducted fairly and transparently, with evaluations being made in relation to clearly defined and consistently applied standards. Inspection is conducted sensitively and constructively, identifying and celebrating successes, but also identifying where improvement is needed, and recommending to those responsible the actions required to achieve improvement (Inspection Manual,2012).

2.14 Mandates of General Education Inspection from Ministry of Education to School

- A.** The MOE's GEID has the power and duty to develop and keep under review the national policy, framework, and guidelines for the inspection of schools, including standards and indicators of school quality for use across the country, and to report on the outcomes of inspections nationally.
- B.** The MOE's GEID has the power and duty to conduct inspections and to monitor the inspections undertaken by REBs and ZEOs, and the quality assurance activities undertaken by WEOs.
- C.** The MOE's GEID is accountable for the quality and impact of inspections and inspection reports nationally.
- D.** The REBs and ZEOs have the power and duty to undertake the inspection of schools within their areas, according to an annual program agreed with the MOE's GEID.
- E.** The REBs and ZEOs are accountable for the effective implementation of the national policy, framework, and guidelines for school inspection in their regions and zones, and for reporting the outcomes to the MOE's GEID.
- F.** The WEOs has the power and duty to quality assure the performance of schools within their areas and report on their performance to REBs and ZEOs.
- G.** The WEOs, through their supervisors, are accountable for supporting schools in responding to the outcomes of inspections, ensuring that recommendations are followed up and the quality of education and outcomes achieved by students improve.
- H.** Schools have the duty to undertake self-assessment, to co-operate with national, regional and zonal inspectors and to provide them with the access and assistance they require.
- I.** Schools are accountable for the quality of education provided for their students and the outcomes that they achieve.

Standards

The standards define the minimum acceptable levels of provision and performance that all schools in Ethiopia should achieve. When inspecting a school, inspectors

judge whether or not each standard is met. If it is met, they consider whether the school's performance is in line with, above, or well above the standard. Schools can use the standards and indicators for self-evaluation and school improvement through effective development planning. The publication of performance standards and indicators contributes to the transparency of the inspection process.

The indicators illustrate the standards and provide a basis for assessing whether the school is achieving them. The framework of General Education inspection contains 26 standards each with accompanying key action and guidance. For primary education, these 26 standards contain 108 indicators and 288 descriptors, to measure the school fit minimum standards or not. The focus of the standards ensure the quality of education

2.17 Input Focus areas of Inspection

Under this focus area, School facilities, buildings, human and financial resources are included. The input that contains from 1-7 standards among 26 standards of educational inspection the weight of input is 25% out 100%, Standards of input from 1-7-25%, Standards of process from 8-21-35% and Standards of output from 22-26-40%

Standard 1: The school has fulfilled classrooms and other buildings, facilities, pedagogical resources and implementing documents in line with the set standards. This standard contains the following indicators. These indicators are:- The school's buildings are based on the set standard (has sufficient light, size, and floor) and meet the needs of students with special needs, The school has met the standard for student- textbook, student-section ratio, teacher guide, reference books, and Braille, The school has met the standard for library, laboratory, pedagogical center, and play area for students and other facilities. The school has important documents such as the National Education and Training Policy, blueprints, national and regional program and frameworks, and relevant Guidelines and the school's internal rules

Standard 2: The school has secured financial resources to execute its priority areas and improve the teaching-learning process. This standard contains the following indicators. These indicators are:- The school has received the Block Grant and used it properly. The school has received the School Grant and used it properly. The school has raised resources (in cash, in-kind and labor) from parents and the Community. The school has generated its own income and boosted its financial capacity.

The school has raised funds from non-government organizations (NGOs) working in its area, individuals /former students, local residents, etc. The school has well organized financial documents.

Standard 3: The school has sufficient suitably qualified directors, teachers, and other staff members. This standard contains the following indicators. These indicators are:- All the directors and teachers are licensed and have recognized and validated the Certification. All the support staff of the school has the required certification. The school has a Guidance and Counseling expert. The school has teachers who are qualified in Special Needs Education.

Standard 4: The school has created conducive teaching -learning environment which is safe and secure for the school community. This standard contains the following indicators. These indicators are:- The school's area size is as per the standard Set on frame work. The school has a validated certificate of ownership. The buildings are suitable for inclusive education as they are user friendly for all including those with special needs. The school is fenced. The school is safe and secure from all things that disrupt the teaching-learning process. There is enough number of standards, daily cleaned toilets, with soap and water. The toilets are separate for female and male students well as female and male teachers and other staff. The school provides adequate, clean and treated water.

Standard 5: The school has created a well-organized Education quality circle. This standard contains the following indicators. These indicators are:- The school has established a management system to implement its objectives and missions. An Education quality circle which understands and is ready to execute the school's objectives, goals and mission is created Education quality circle has a great contribution for enhancing the necessary professional skills and leadership competencies that would enable to effectively accomplish tasks has been created .The schools' vision, mission, values, and plans

Standard 6: The school has shared vision, mission, and values. This standard contains the following indicators. These indicators are:-The school has prepared its vision, mission, and values by involving stakeholders.

Standard 7: The school has prepared participatory school improvement plan. This standard contains the following indicators. These indicators are:- The school has identified its priorities by involving stakeholders. The school has prepared a three year strategic and annual plans by involving stakeholders. Process Focus areas of Inspection Process focus about learning- teaching activities, it contains 14 standards which are calculated from 35% out of 100%.

Standard 8: Students' learning and participation have increased. This standard contains the following indicators. These indicators are:- Students persevere with their tasks. Students have actively participated in asking and answering questions. Students support each other. Students are actively participating in various clubs. Students are participating as well as making decisions by involving in Children's Parliaments and Student Councils.

Standard 9: Students have made progress in their learning. This standard contains the following indicators. These indicators are:- Students make effective use of their time. Students take the initiative to invent research and solve their own problems and that of

others in their areas. Students give equal importance to all subjects. Students are aware that copying from other students during examination/ assessment is despicable.

Standard 10: Students have positive attitudes toward their school. This standard contains the following indicators. These indicators are:- Students are satisfied with the services of the school. Students provide support to the school's activities. Students are able to properly evaluate their teachers. Students give due respect to the entire school community. Students have accepted and implemented the school's rules and regulations.

Standard 11: Teaching is well planned, supported by suitable teaching-learning materials, and is aimed to achieve high educational results. This standard contains the following indicators. These indicators are:-. Teachers' lesson plans include objectives of the lesson, contents, and methodology in an appropriate manner. Teachers have prepared and used teaching aids. Teachers have made appropriate use of Information and Communication Technology (radio, plasma screens, TV, computers, etc.) Teachers have made appropriate use of laboratories. Teachers have encouraged students to use locally available materials in order to make science and technology education effective. Teachers have provided tutorial classes in order for students to improve their education and attainments.

Standard 12: Teachers have adequate knowledge of the subject they teach. This standard contains the following indicators. These indicators are:- Teachers have adequate knowledge and skills of the subject they teach. Teachers clarify the content using appropriate and easy to understand language. Teachers clarify key concepts clearly.

Standard 13: The leadership of the school and teachers has used appropriate and modern teaching methods that helped increase the participation of all students. This standard contains the following indicators. These indicators are:- Teachers have used various active learning methods that encourage students to investigate, be creative, problem-solving and independent thinkers. The school leadership has created favorable conditions for the implementation of modern and participatory teaching methods. Teachers have used pair work, group work, and individual work when appropriate. Teachers have provided special support to students with special needs. Teachers have done action research in order to solve some of the learning-teaching problems.

Standard 14: The school keeps a record of data regarding female students and students with special needs. It also provides them special support. This standard contains the following indicators. These indicators are: - The school has kept a record of data regarding students with special needs. The school has provided special support to increase attainment of students with special needs. The school has provided special support to increase attainment of female students.

Standard 15: Teachers, directors, and supervisors have carried out continuous professional development (CPD) program. This standard contains the following indicators. These indicators are:- Veteran teachers, directors, and supervisors have carried out suitable continuous professional development activities for at least 60 hours each year

by prioritizing the school's problems and developing modules. New teachers have completed the induction course by working with mentors.

Standard 16: The school leaders, teachers, students and support staff are working as a team spirit this standard contains the following indicators. These indicators are:- The school leaders, teachers, students and support staff are working effectively organized in Development Army. They have been involved in decision -making supported each other through internal supervision. The school leaders, teachers, students and support staff are disciplined, have a sense of Professionalism and are committed to serving the school.

Standard 17: Teachers evaluate, give feedback on- whether the curriculum is meaningful, Participatory and meets the development level and needs of students and they improve it. This standard contains the following indicators. These indicators are:- Teachers are well aware of the current school curriculum. The lessons match with the national and regional curriculum, Feedback was given on whether or not the syllabi and other curriculum materials have considered the development level and needs of students.

Standard 18: The assessment of students' performance is accurate; students are given appropriate feedback. This standard contains the following indicators. These indicators are:- The school prepares tests in accordance with the curriculum and Table of Specifications. Students are assessed by tests prepared under the auspices of regional/city administration, zone/sub-city, and Woreda and cluster centers. Teachers undertake a continuous assessment of students' work as per the Minimum Learning Competency (MLC), balancing theory and practice. Teachers mark students' work accurately and give them guidance on how to improve their performance. Teachers provide support to students by undertaking an analysis of students' results. The school receives feedback from parents about students' attainment. Monitoring and Evaluation

Standard 19: The school's leadership and responsible bodies of various arrangements monitor whether or not the plans are implemented as per the required time, quality and quantity. This standard contains the following indicators. These indicators are:- The school's community monitors whether or not Quality Circle plans are properly planned and implemented; provides solutions to problems. SIP committee monitors implementation of School Improvement Program; provides support. CPD committee monitors training and implementation of Continuous Professional Development; identifies areas of improvement; provides support. The school's leadership monitors the learning-teaching process and implementation of the club's plans; provides support. The school encourages bodies that record better achievements; gives recognition.

Standard 20: The school has established and implemented a system for Proper utilization of human, financial and material resources. This standard contains the following indicators. These indicators are:- The school has established and implemented a system for data collection, keeping and utilization. Teachers are teaching on the subject they are qualified. Directors and support staffs are working on the subject they are qualified. The school's buildings, facilities, and additional inputs are properly utilized. The school's budget is properly used for priority areas of SIP plans and is in line with the decision made by appropriate bodies. A partnership of the school, parents and the community

Standard 21: The school has forged a strong partnership with parents and the local community. This standard contains the following indicators. These indicators are:- The school encourages parents to actively participate in the learning-teaching process; it also encourages parents to make meaningful participation at school and classroom level. The school provides regular information to parents and the local community about students' learning, behavior, financial utilization, and other issues; it also receives feedback. Parents provide support to children in their learning at home. Parents actively participate in parents, teachers, and students association (PTSA) activities. In relative terms, the school serves as a center of excellence to the local community. Parents express satisfaction with the performance of the school.

Output Focus areas of Inspection The outputs focus on the school's and students' outcome, which are calculated from 40% out of 100%.

Standard 22: The school has successfully meet the national education access, internal efficiency and education sector development program goals. This standard contains the following indicators. These indicators are: - All school-age children have been enrolled at the school. The school has met its plan of gross enrolment rate. The school has met its plan of net enrolment rate. The school has met its plan of gender ratio. The school's dropout rate has reduced as per its plan. The school's repetition rate has reduced as per its plan.

Standard 23: The students' classroom, regional and national examination results have improved in relation to regional and national expectations of the performance of their age groups. This standard contains the following indicators. These indicators are:- All students have scored 50% and above in each subject of the classroom examinations. All female students have scored 50% and above in each subject in of the classroom Examinations due to the special support of the school for female students. All students with special needs have scored 50% and above in each subject of the classroom examination due to the special support of the school for students with special needs. Students' regional and national results are in line with the plan of the school.

Standard 24: Students have demonstrated responsible behavior, ethical values, cultural Understanding and protection of their environment. This standard contains the following indicators .These indicators are:- Students are disciplined, respect the school's community, respect& help each other and fight rent-seeking practice. Students protect the school's properties. Students have achieved concrete results as they have implemented the school's values, rules and regulations. There is a culture of co-existence and solving differences through dialogue among students. Students protect the school and their environment. Teachers' and Educational Leaders' personal development

Standard 25: There is good communication and interaction among the school's teachers, leaders and support staff; there is also a sense of accountability and fighting rent-seeking practice. This standard contains the following indicators. These indicators are:- Students' learning has increased due to the respect given to students by the school teachers, leaders and support staff. There is a culture of cooperation and positive working relation among the school's teachers, leaders and support staff. The school's teachers, leaders and support

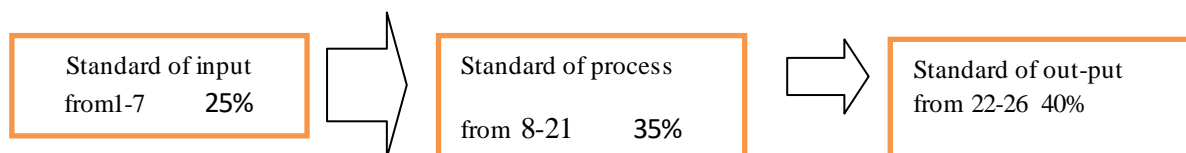
staff abhor the attitude and practice of rent seeking; they work with the sense of accountability

Standard 26: The school has an effective partnership with the community. This standard contains the following indicators. These indicators are: - The school has a good relationship between the community and non-government

Organization Based on this, the schools are inspected by the external inspector by using pre-determine standards, if the school can get below 50% out of 100%, is categorized under Level-1 that means that school is below standard it means ineffective. If the school can get 50%-69.99% out of 100% the schools is categorized under Level-2, this to show that the school is on improvement. Even though; on improvement this indicator to show that school is below the minimum standard. If the school can get 70%-89.99% out of 100% the school is categorized under level-3; this is to show that school fit minimum standard, so in this case, the school is effective. Finally, if the school can get 90%-100% out of 100% the schools is categorized under Level -4. This indicator shows that the school is above minimum standard and that school is highly effective (MOE, 2012).

2.18 The Implementation of Educational Inspection

The implementation of external school inspection is conducted cyclically at every three years intervals. This school inspection has been run by the group consisting minimum of three expertises. Before the school inspection was conducted, its program had to be made known earlier before two weeks the inspection to start. Moreover, all schools are to be inspected shall be also informed to organize reliable data of their school. Every school has also carry out its own self-assessment before it inspected by the external expertise. Therefore, every school shall arrange a group consisting 5 to 7 members and carryout self-assessment at the end of every academic year. After conducting self-assessment, the standards of all schools on the basis of 26 elements of evaluation criterion have been made known to every school. Finally, every school can plan additional educational activities would improve their standards in the perspectives of input, process and output they achieved out of 100%.



Figur 1.classification of standard

The input that contains 1-7 standards among 26 standards weight is 25% out 100%. The process that contains 8-21 standards totals 15 standards among 26 standards weight is 35% out of 100%. Finally, the outcome that contains from 22-

26 standards total 5 standards among 26 standards weight is 40% out of 100 in farther more; Educational inspection plays a great role to evaluate schools and indicate the weakness and strength to improve the standards of the schools as result ensure the quality of education.

2.21. Types of Educational inspections

2.21.1. Self-Evaluation

Inspection complements the process of school self-assessment and school classification. Inspectors use the self-assessment form (SAF) and school classification documents as evidence of the school's work and they conduct an analysis of the data. During the inspection, inspectors are required to check whether the school has properly carried out the self-evaluation and school classification. Their 34 independent and objective view of the school's performance helps the school become better able to assess its own work (MoE, 2012). The purpose of Self-assessment for school is empowerment and improvement. Rigorous self-evaluation is at the heart of effective school improvement. The accuracy and clarity of the school's self-evaluation help to inform the inspectors' initial view of the quality of leadership and management and the school's capacity to improve. Effective school self-evaluation in schools shared a focus on improvement and ultimately on accountability among the principal, teachers, and board of management Schools can provide the findings of their self-evaluation in any format they choose. Inspectors should judge the quality of the school's self-evaluation and its impact on school improvement. Schools will usually have documents relating to school self-evaluation and these should be requested as soon as the lead inspector makes contact with the school. If the school is unable to provide any documentary material, and if early discussions indicate that self-evaluation is weak, the effectiveness of leadership and management should be probed early on in the inspection. Her Majesty's Chief Inspector of Schools has been charged with reporting on schools' self-evaluation and can ask for any documents essential to an inspection. The following provides guidance as to what documents a lead inspector might request (MoE, 2013).

2.21.2. External Evaluation External evaluation

Is carried out by the team of inspectors this team is come from outside of the school that can inspect the schools by predetermined standards. According to Ofsted (2012), Educational inspection raises expectation by setting standards. Inspectors are identifying the strengths and weakness of schools. External evaluation and internal self-evaluation are complementary functions - focusing on improvement. The purpose of external evaluation for school is informing that school has its own accountability to improve it.

2.22. How inspectors gather evidence in the school Inspectors spend their full time in the school gathering evidence to enable them to make an accurate judgment about each of the standards. They will:- spends at least half their time on classroom observation, observes students' work, have discussions with the director, teachers, and students have discussions with parents and representatives of the community; look at the school's results, records, and other documentation

2.23. Reaching judgments Inspectors must judge whether the school is achieving each of the standards. They assess whether, The school is not achieving the standard (grade 1) ,The school is improving but not achieving the standard (grade 2) The school is achieving the standard and is performing in line with the standard (grade 3) and The school is performing above the standard (grade 4)

Using the indicators for the standards and analyzing the information they have gathered, inspectors are expected to arrive at the right judgments. On the basis of their judgments against each standard, inspectors also make an assessment of the school as a whole, using the same four-point scale. This will be an overall professional judgment, taking all the evidence into account.

2.24 The process of school classification

The process of school classification is based on the standards and indicators specified in the National General Education Inspection Framework.

A. By giving value to each indicator based on the detailed information given in the Data Collection Instrument/ Checklist and Descriptors.

B. By giving a grade to the standard taking the average weight of each indicator.

C. The average value of the standards under the three criteria will be the value of each of the criteria; namely, Input, Process, and Output.

D. The total sum of the result of input, process, and output will be the result of the school. Therefore:- if a school scores below 50%, it will be classified as GRADE 1, if a school scores between 50%-69.99, it will be classified as GRADE 2, if a school scores between 70%-89.99, it will be classified as GRADE 3 and a school scores between 90%-100 , it will be classified as GRADE 4 Evaluation of school standards conducted by the educational expertise's final level or ranks of the school has been made to every school. Finally, feedbacks are given to all inspected school communities to improve their standards for the phase school inspection. The four important levels from one to four areas followers.

2.25 Challenges face Inspectors

There are a number of challenges that face inspectors in the whole process of inspection those are:

Poor working condition, low understanding of inspection work, Insufficient funding. Shortage of manpower in Woreda level and lack of necessary ICT to carry out the inspection service and data analysis. This situation has an implication in the effectiveness of the inspectors given their responsibility for inspection.

Poor Working Conditions

According to the comparative study by Grauwe (2001), countries like Botswana and Namibia have very good working situations. The working conditions include quality offices, office equipment, support staff, housing situation distance from home to office and transport. The situation in Ethiopia is terrible as found in the study. In the place of accommodation, the inspectors as found in that study by Grauwe were evicted because of no payment of the allowance. This situation has an implication in the effectiveness of the inspectors given their responsibility for inspection.

Insufficient Funding

Effective inspection requires an adequate fund to purchase necessary materials such as laptop and stationery as well as other logistics during the exercise. The issue of lack of laptop and stationery makes it difficult for meaningful reports to be prepared after inspection (Mathew, 2012). This agrees with Grauwe (2001) who puts that there are no specific budgets directed to the Inspectorate. A report

by Matete (2009) further says that inspectors are poorly paid and more often than not do they get allowances. This inhibits their full devotion to the work of inspecting.

Shortage of inspectors

It cannot be denied that the number of inspectors in the country does not much with the number of primary and secondary schools in the country as well as a zone. This means that the ratio of inspectors and schools does not match and hence a big challenge to inspection. All the above challenges are directly contributed by the Government. Supervisors and inspectors from the Ministry of Education are usually insufficient or not adequate to carry out the duties required. According to Gounod (2005), the consequences of this shortage of supervisory personal is that most often, a lot of unprofessional practices are carried out in our schools to the detriment of the children and many schools left without being inspected.

Linkage between Educational inspection and Academic Performance

The ultimate goal of Educational inspection is improving quality of education, in this process there are different activities carried out. The input the process and the output is the main one. In the process of inspection the inspectors see each activity that performed in that school, starting from the teaching learning interaction through building. So generally there are a great linkage between Educational inspection and academic performance.

2.26 Forms of Accountability in Education

In addition to school inspections, there are different forms of accountability. This piece of research sheds light on three approaches of accountability in education: market choice, the voucher system and decentralization.

The Gap

Quality of education is confirmed through Educational inspection and of educational inspection measure school through the standardized standards. According to the Inspection report of Jimma zone Education Office (2011 E.C) show that 88.5% of Ethiopians schools are below the minimum standard. According to Jimma Zone Office inspection department reports from 2006-2009

E.C, in the Jimma Zone 93 secondary school can get inspection service among this 88.5 % from the total inspected school is below minimum standards. In addition, if the schools are below minimum it can get re-inspection service after a year. Based on this among 23 secondary schools those can get re-inspection service from 2007-2009 E.C 82.6% were below minimum standards. This is to show that the schools are not fit the standards the assumption behind this is quality of education is deterioration. The researcher finds out reasons why the schools are below minimum standards and how the recommendation is implemented and concerned bodies give attention for school.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter presents description of the study area, research design and method, source of data, sample size and techniques, data collection instruments and procedures, data analysis techniques and ethical consideration.

3.2. Description of the study area

Oromia is one of the ten regional states that constitute the Federal Democratic Republic of Ethiopia. It extends from 3040'N to 10035'N and from 34005'E to 43011'E. Based on Housing and population Census, the total population of the region is 27,158,471 in 2007 (CSA, 2007). Presently, the region is divided into eighteen zones, including Jimma zone.

The specific study area Jimma zone is located between 7015'N and 8045'N and 35030'E 37030' E. It is bounded by four Oromia zones: IlluAbabora in the West, East Wellega in the North East, West Shewa, in the north and south West Shewa in the East and SNNPR region in the South. The zone has 21 woredas and each woreda contains one WEO. The economic back ground Jimma zone is cultivating coffee and most of the woreda's are cash crop area. Therefore, the current study will focus on the selected secondary schools as shown in the sampling section.

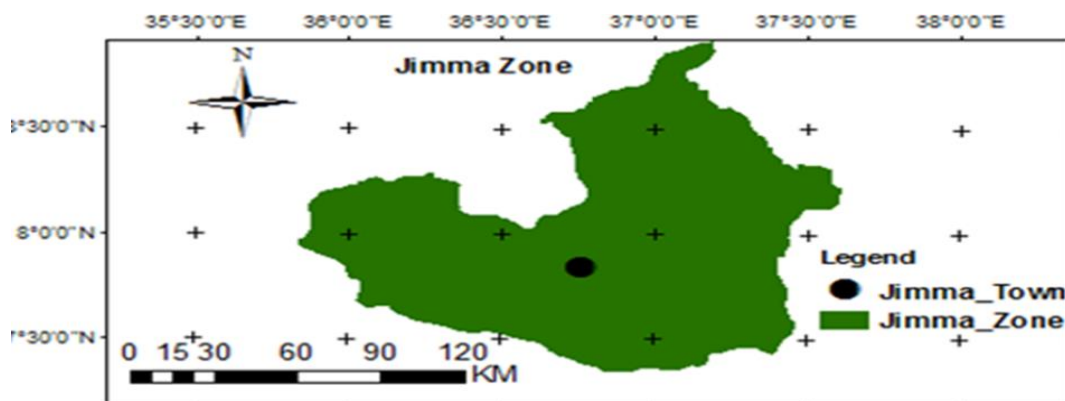


Figure 2: The Study Area Location Map

3.3. Research Design

In this study, a descriptive survey research design was employed. Because it is important to emphasize that descriptive research methods can only describe a set of observations or the data collected. As such studying these types of educational activity requires a design which is accommodative enough of the variables of the issue under study to come up with more detailed picture of the problem. Consequently, mixed research design is used in this study. This design helps to understand the research problem by collecting, analyzing, and “mixing” both quantitative and qualitative methods (Creswell & Plano Clark, 2011). “The basic assumption is that the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question than either method by itself” (Creswell, 2012; p. 535)

The strategy to be used for this study is Convergent parallel method. According to Creswell (2012, p.540) this type of design is important when we want to collect both quantitative and qualitative data, merge the data, and use the results to understand a research problem simultaneously. The author furthered that the design allows using both data sets in which “one data collection form supplies strengths to offset the weaknesses of the other form, and that a more complete understanding of a research problem results from collecting both quantitative and qualitative data.” This strategy allows using different data gathering tools in one study simultaneously to get a broader and detailed perspective necessary to address the basic research questions (Steven R. Terrell, 2012). As such in this study both quantitative data and qualitative data will be collected and analyzed simultaneously to reinforce each other and develop detailed and broad perspective of the problem under study.

3.4. Types and Source of data

The study design being mixed will generate both qualitative and quantitative data to investigate the problem. Since, using both types of data is vital to offset the limitations inherent with one method with the strength of other method (Creswell, 2003).The study accounts of both primary and secondary data. The primary data are gathered from woreda inspectors, cluster resource center supervisors and school head and teachers, department head and unit leaders using questionnaire, and interview. In addition to this, the secondary source of data was used to get

important data or information from different documents and inspection guidelines, inspection minutes, and feedbacks used by Woredas educational offices of Jimma Zone.

3.5. Instruments of Data Collection

In order to come up with relevant information on this issue the researchers will use three kinds of instruments: questionnaire, interview, and document analysis.

3.5.1. Questionnaire

Questionnaire was used as the main data collection tool. In addition both open and closed ended types were used to get data from secondary school principals and teachers. The issue of validity and reliability was considered in order to check the quality the instruments for data collection. Before directly administering the questionnaire, it was given for experts having knowledge on the area to check content validity and additionally for advisor and co-advisor to get advice on areas of improvement. The questionnaire was administered for 20 respondents who were not selected for the main study. The internal consistency of the instrument was calculated using Cronbach alpha as it was appropriate to test the reliability of Likert scale items. The data from the pilot study were analyzed by using SPSS program ranked 0.87 total reliability coefficients. According to (George and Mallory, (2003).Cronbach alpha ranked 0.7 or above is reliable. Thus, the actual score was 0.87 the researcher self-developed items used in the study were reliable.

3.5.2. Interview

This instrument is important to allow participants to discussion that can lead to increased insights into respondent's outlook and attitude towards Educational inspection Practice and its implication to school Success in Secondary School of Jimma zone. Therefore, the semi-structured interview was used to collect in-depth information from the Woreda Education office inspection process owner and Cluster resource Supervisors. Interview will be conducted in Afan Oromo language to let them reflect the opinion, and insight they have on the issue and translated to English during analysis. The idea of the respondent was recorded using field note and audio records not miss the idea of the respondents. But before using audio tape the consent of the respondents was asked telling them their voice recorded will be used only for this research purpose and will be deleted after used.

3.5.3. Document Analysis

Document analysis also reviews idea which enables to get sufficient and reliable data relevant to the study. As such primary source documents such as inspection checklists, minutes, and feedback and inspection guidelines were analyzed. In addition to this to compare the findings of this study with previous study secondary sources of data research was investigated

3.6. Validity and reliability

3.6.1. Validity

Validity is the extent to which the results obtained from the analysis of the data actually represents the phenomenon under study. Content validity of the instruments was checked by colleagues and experts in research who were look at the measuring technique and coverage of specific areas (objectives) covered by the study.

The woreda inspection expert's advice and comments on the items was corrected. The corrections on the identified questions were incorporated in the instrument hence fine-tuning the items to increase its validity was ascertained by checking whether the questions are measuring what they are supposed to measure such as the clarity of wording and whether the respondents are interpret in all questions in similar way.

Validity also established by the researcher through revealing areas causing confusion and ambiguity and this led to reshaping of the questions to be more understandable by the respondents and to gather uniform responses across various respondents.

3.6.2. Reliability

Reliability of a measuring instrument is the degree of consistency with which it measures whatever it is meant for. These errors might arise from ambiguous instructions to the subjects, to minimize such errors; a pilot-study was conducted on 20 individuals of the same status at different setting to address the question of validity and reliability of the instruments.

Table 3. Reliability test results with cronbach's alpha

No	Variables	No of items	Coronbach's Alpha
1	Item related to inspection standard	26	0.94
2	Item related to factors the school performance	11	0.96
3	Item related top perceived out comes educational inspection services and challenges in countered inspection	12	0.72
	Total reliability coefficient	49	0.87

3.6. Population and Sampling

A population can be defined as all peoples or items (units of analysis) with the characteristics that one wishes to study. The unit of the study may be a person, groups, organizations, community, country, object or any other entity that you wish to draw scientific inference about (Creswell, 2008). The population for this survey study comprises of all the 63 WEOs inspection workers, and 3270 teachers 109 school principals and 21 supervisors of secondary schools found in Jimma zone. The study population consisted of males 2920 and 631 females totally 3551 workers in the twenty-one worda.

3.7. Sampling Technique

According to Kothari (2008), Sampling is defined as the selection of any part of an aggregate or totality on the basis of which a judgment or inference about the aggregate or totality is made. In other words, it is the process of obtaining information about an entire population by examining only a part of it. A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample (Kothari, 2008). There are different types of sample designs based on two factors, the representation basis and the element selection technique. On the representation basis, the sample is probability sampling and non-probability sampling (Kothari, 2008, pp.58). So, this research focuses on the representation base to employ probability sampling-techniques.

To select sample of the study cluster and simple random sampling technique was employed. Thus, in Jimma zone there are 21 WEOs, which are grouped in to four clusters (Jimma Zone Administration Annual Report.2019). The first cluster is Jimma that comprises Shabe Sombo, Seka Chokorsa, Dedo, Mana and Kersa WEOs. The second cluster is Asendabo that contains Omo Nada Omo Beyam, Mancho, Sekoru and Tiro Afeta WEOs. The third cluster is Agaro that comprises Gomma, Agaro, Gumay, Gera, Setama and Sigmo WEOs. The fourth cluster is Limu Kossa that comprises Limmu Kossa, Limmu Seka, Nono Benja, Botor Tolay and Chora Botor WEOs. This shows that Jimma zone covers large areas with dispersed woredas surrounding Jimma town in all direction.

From an existing 4 cluster 50% of the population in this case 2 clusters were selected using simple random sampling. From the sampled 2 clusters 50% of the Woredas under each cluster selected using simple random sampling. From each woreda identified as sample 50% of secondary school was selected using simple random sampling and from these selected secondary school 50% teachers was selected similarly using simple random sampling to give equal chance for all this was reduce researcher bias on sampling. 8 school principals, 8supervisors, and 24 woreda education office inspection department workers, 32 department heads,8 vice principals,8 unit leaders totally 88 respondents included without applying any sampling technique.

Summary of sample schools and sample teachers selected from each school

Woreda	Sample schools	Total teacher	Sample teachers	Percent	Sampling technic
Choraboter	Bage secondary school	18	9	50%	Simple random Sampling method
Limukosa	LimuGenat 01	38	19	50%	
Gomma	Gembe secondary school	28	14	50%	
Gumay	Toba secondary school	62	31	50%	
OMO NEDA	Asendabo secondary school	70	35	50%	
Dedo	De do secondary school	18	9	50%	
Shabesombo	Chokorsa secondary school	20	10	50%	
Sekachekorsa	Seka preparatory	34	17	50%	
School leaders of eight woredas		88	88	100%	
Total sample school teachers	8	376	232	61.7%	

Table 4 .The sample of respondents

3.8. Method of Data Analysis

The study would utilize both qualitative and quantitative data. Accordingly quantitative data obtained from questionnaire will be analyzed using SPSS version 20. To describe demographic information of the respondents' (indicate general propensities of data) descriptive statistics such as frequency, mean and standard deviation will be used and additionally inferential statistics will be used to make comparisons among schools as well

as teachers and principal respondents to make generalization to the whole population. As such data obtained was analyzed using table, graphs to describe the general characteristics of the respondents. Qualitative data obtained from interview, and document analysis would be analyzed by narrating. To do so data obtained was identified theme by theme and analyzed to reinforce quantitative data. The theme was developed based on basic research question. Narration will be made using quoting and paraphrasing information and code will be used to keep anonymities for respondents

3.9. Ethical Consideration

When conducting this study, emphasis was given to every important ethical issue. Hence, all others work were duly acknowledged. The participants of the study were informed that information they provide was used for study purpose only and was not result any harm to them. Volunteerism and confidentiality of the study was explained. Non-volunteered participants neither forced nor threatened to join in the study. Besides, the overall purpose of the study, duration, benefits, and risks of the study was also stated for the participants. Likewise, participants made the choice to be part of the research or to withdraw from the research after some explanation pertaining to the study.

UNIT FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

4.1. Introduction

This chapter has two parts the first part deals with the characteristics of the respondents and the second part presents the analysis and interpretation of the main data. The objective of this study was to assess the practices and challenges of educational inspection in Jimma Zone Secondary Schools. To this end, both quantitative and qualitative data were collected by using questionnaires, interview, and document analysis. The data collected through the interview was supposed to complement the quantitative data. Moreover, document analysis was conducted with the last three years (2009-2011) educational practices by observing inspection reports and comments.

The questionnaires were distributed to 232 respondents and 213(91.8%) copies were returned back. The return rate of the questionnaires was 123 copies from teachers, 88 copies from educational leaders. 23 questionnaires not returned from teachers. In addition, eight woreda education office inspectors' school principals and secondary school supervisors were interviewed. The data was analyzed in both quantitative and qualitative methods. The qualitative part was supposed to complement the quantitative data.

Table 4.1.1. Background information of study participants

No	Items		Respondents				Total	
			Teachers		Educational leaders		No	%
			No	%	No	%		
1	Respondent by Gender	Male	96	78.05	67	76.13	163	77.25
		Female	27	21.95	21	23.86	48	22.75
		Total	123	100	88	100	211	100
2	Work Experience	1-10	53	44.9	11	12.5	64	30.33
		11-20	58	48.3	70	79.54	128	60.67
		>20	12	6.8	7	7.95	19	9.00
		Total	123	100	88	100	211	100
		1 st degree	111	90.24	79	89.8	190	90.04
		Master's degree	14	11.38	9	10.2	23	10.9
		Total	123	100	88	100	211	100

As can be observed on the above table item one 96(78.05%) of teachers 67(76.13) of educational leaders are male. On the other hand 27(21.95) teachers 21(23.86) educational leaders were females. From this, it is possible to conclude that in the education sector the number of human power was dominated by males. This shows that gender disparities existed in both respondents.

Regarding work experience of the respondents 53(44.9 %) teachers, and 11(12.5%) of educational leaders were between 1-10 years and 58(48.3%) teachers and 70(79.54%) of school leaders were found in 11-20 years. The rest 12(6.8%) of teachers and 7(7.95%) of leaders were found above 20 years' service. From this one can determine that majority of teachers and school leaders were in between 11-20 years and 1-10 years respectively. As well as the others are in between 20 and above years. From this, it is determined that more of the teacher and education leader service is in between 11-20 years.

Regarding the educational background 8(6.5%) of teachers are diploma holders, 111(90.24%) of teachers are degree holders and the remaining 14(11.38%) teachers are MA degree holders. In case of school leaders 79(89.8%) are first degree holders and the remaining 9(10.2%) are MA degree holders. According to Moe the more of the school teachers are below the standard in their education back ground.

4.2. Analysis and Interpretation of Major Data

This part of the study devoted to the demonstration, analysis and discussion of the data collected from different respondents in relation to the practice and challenges of school inspection in Jimma zone secondary school teachers and educational leaders participated in this research through questionnaires. Closed ended questions were used and resultant answers interpreted in terms of frequency, percentage, and mean score, t -test the significance difference between the responses of two groups of the respondents: (teachers and educational leaders).The leadership of the school and teachers has used an appropriate and modern teaching method that helps to increase the participation of all students.

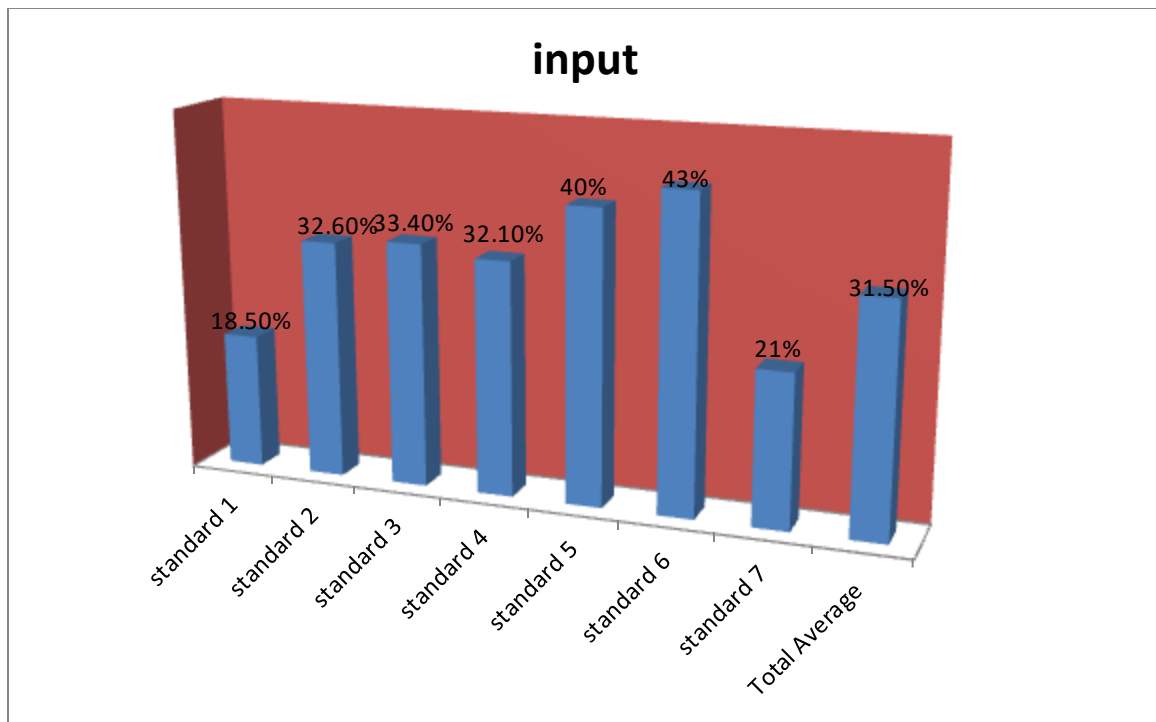
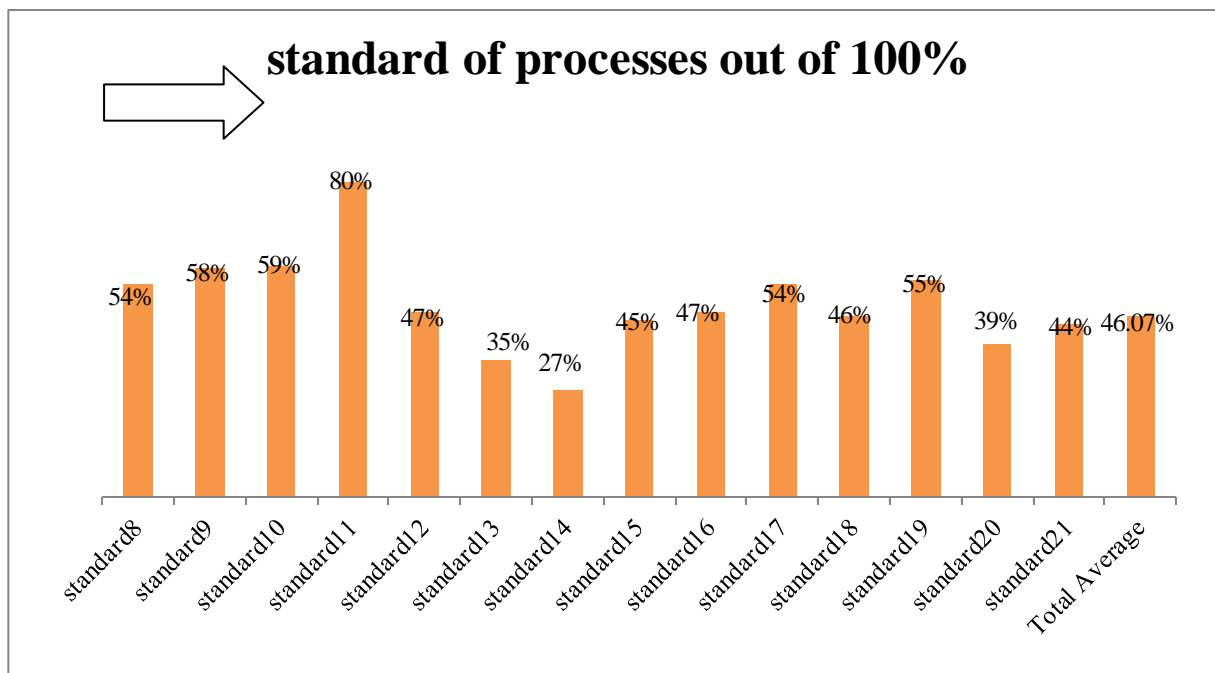


Fig3.the input standard

The standard of input are seven, and its weight is 25% out of 100%. Of the total 26 educational inspections standard found in the inspection frame work in the schools it was identified that they were far below in fulfilling the required standard. Because the average input standard indicates in the figure above is 31.5% out of 100% means $25 \times 31.5 = 787.5$.

$787.5 : 100 = 7.9$ see a figure 3 the average input standard out of 25% is 7.9 this implies that input standards were below minimum standards. This indicates us the leader of the school is having a gap to fulfilling the input of the school.

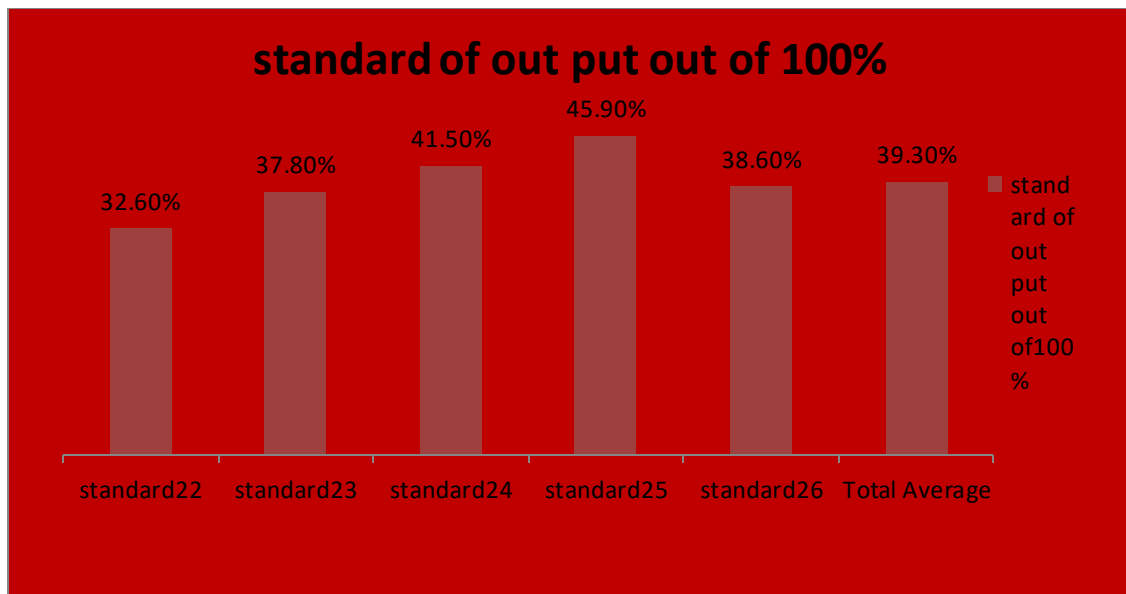


Figur4. The processes standard



The standard of process are fifteen, and its weight is 35% out of 100% of the total 26 educational inspection standard found in the inspection frame work in the schools. It was identified that they were far below in fulfilling the required standard. Because the average processes standard indicates in the figure above is 49% out of 100% means $35 \times 49 = 1,715$.

$1715 \div 100 = 17.15$ see a figure4 the average input standard out of 35% is 1715; this implies that input standards were below minimum standards. This indicates us that the teaching learning processes of the school do not meet the minimum requirement on this standard



Figur 5.the output standard



$$39.3 \times 40 = 1572, 1572 / 100 = 15.72$$

In the schools, it was indicated that in the above figure 5the School were not fulfilling the required standard because the average output standard in the above figure is 39.3out of 100%.The output standard are five in number and its total weight is 40% out of 100% from the total educational inspection that is found in inspection frame work. Therefore, 39.3% out of 100% means 15.72 out of 40.This imply that the school has not achieved the minimum standard. This indicates us the school leader ship, teachers and the community of the school is not participating in fulfilling the input, and teaching learning processes.

Table.4.2.1.The Extent of school input supply improvement as a result of inspection service in secondary schools

N o	Major Areas of inspection standards focus on	Respondents	No	Mean (X)	SD	T-Value	P-value
1	The school has fulfilled Classroom and other buildings, facilities, pedagogical resources and implementing documents in line with the set standards	Teachers	123	2.37	0.98	0.164	0.48
		Leaders	88	1.87	0.641		
2	The school has fulfilled financial resources to improve the teaching learning process	Teachers	123	2.52	0.947	0.73	0.89
		Leaders	88	2.38	1.4		
3	The school has sufficient suitably qualified directors, teachers and other staff	Teachers	123	2.52	1.06	0.658	0.86
		Leaders	88	2.88	1.356		

Key: SD=standard deviation, X=Mean, p-value at $\alpha=0.05$, t-critical value =1.28, df =165

Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low at $p > 0.05$,

As shown in item 1 of table 4.2.3, teachers and leaders were asked to rate their agreement levels on whether or not The school has fulfilled Classroom and other buildings, facilities, pedagogical resources and implementing documents in line with the set standards. Accordingly, teachers with the (X=3.91, SD=1.09) and leaders with the (X=4.06, SD=1.16) were both rated the mean score as ‘high level’. The independent sample t-test result, $t(165) = -.69$, $p=0.48$, indicating statistically significance difference was not observed between the responses of two groups. This may result from the views of teachers and leaders agreed on the issue that school inspection standard provided by the inspection focus on administrative issues.

With regards to item 2 of table 4.3.2, one of the questions raised to respondents were The school has fulfilled financial resources to improve the teaching learning process. Teachers and department heads with the ($X=3.25$, $SD=1.05$) and ($X=3.28$, $SD=1.22$) were both rated the mean score as 'moderate' on the issue. The independent sample t-test result, $t(165) = -.13$, $p=0.89$, indicating statistically significance difference was not observed between the responses of two groups. This may result from the views of teachers and leaders shows that The school has fulfilled financial resources to improve the teaching learning process.

As the responses to item 3 of table 4, indicate that, respondents were asked about feedbacks provided by supervisors focus on students' discipline. Teachers and department heads with the($X=3.78$, $SD=0.99$) and ($X=3.75$, $SD=1.16$) were both rated the mean score as 'high' and agreed about the issue. The independent sample t-test result, $t(165) = 0.17$, $p=0.86$, indicating statistically significance difference was not observed between the responses of two groups. This shows that teachers and school leaders heads agreed about the issue that The school has sufficient suitably qualified directors, teachers and other staff.

The data collected from interviewed and realize that there was no community participation in supporting the school. one of the respondent said” *due to community participation is not ample enough; most of the secondary school cannot get any in cash.*” Male inspector.

Table.4.2.2.The Extent of school Processes supply improvement as a result of inspection service in secondary schools

No	Major Areas of inspection standards focus on	Respondents	No	Mean (X)	SD	T-Value	P-value
1	Teaching is well planned, supported by suitable teaching-learning materials, and is aimed to achieve high educational results.	Teachers	123	2.88	1.192	-102.72	0.08
		Leaders	88	3.13	1.171		
2	Teachers have adequate knowledge of the subject they teach.	Teachers	123	3.26	1.252	-97.268	0.78
		Leaders	88	3.25	1.244		
3	Teachers evaluate, give feedback on-whether the curriculum is meaningful, participatory and meets the development level and needs of students and they improve it	Teachers	123	2.74	1.102	-90.087	0.09
		Leaders	88	3.13	1.109		
4	The school has successfully met the national education access, internal efficiency and education sector development program goals	Teachers	123	2.76	1.144	-100.85	0.89
		Leaders	88	3.00	1.106		
5	The school has secured support due the strong relation it has created with parents, local community and partner organizations	Teachers	123	2.84	1.038	-112.28	0.31
		Leaders	88	3.5	1.047		

Key: SD=standard deviation, X=Mean, p-value at $\alpha=0.05$, t-critical value =1.28, df=129

Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low at $p>0.05$

As shown in item 1 of table 4.2.2, teachers and leaders were asked to rate their agreement levels on whether or Teaching is well planned, supported by suitable teaching-learning materials, and is aimed to achieve high educational results. Accordingly, teachers with the (X=2.88, SD=1.192) and leaders with the (X=3.13, SD=1.171) were both rated the mean score as moderate. The independent sample t-test result, $t(135) = -.102$, $p=0.08$, indicating statistically significance difference was not observed between the responses of two groups. This may result from the

views of teachers and leaders agreed on the issue that school inspection standard provided by the inspection focus on administrative issues.

With regards to item 2 of table 4.2.2, one of the questions raised to respondents were The school has fulfilled financial resources to improve the teaching learning process. Teachers and leaders with the ($X=3.26$, $SD=1.252$) and ($X=3.25$, $SD=1.24$) were both rated the mean score as 'moderate' on the issue The independent sample t-test result, $t(135) = -.97$, $p=0.78$, indicating statistically significance difference was not observed between the responses of two groups. This may result from the views of teachers and leaders shows that the school has fulfilled financial resources to improve the teaching learning process.

As the responses to item 3 of table 4.2.2, indicate that, respondents were asked about Teachers evaluate, give feedback on- whether the curriculum is meaningful, participatory and meets the development level and needs of students and they improve it. Teachers and department heads with the($X=3.78$, $SD=0.99$) and ($X=3.75$, $SD=1.16$) were both rated the mean score as 'high' and agreed about the issue. The independent sample t-test result, $t(135) = -90.087$, $p=0.09$, indicating statistically significance difference was not observed between the responses of two groups. This shows that teachers and school leaders heads agreed about the issue that Teachers evaluate, give feedback on- whether the curriculum is meaningful, participatory and meets the development level and needs of students and they improve it .As the responses to item 4 of table 4.2.4, indicate that The school has successfully met the national education access, internal efficiency and education sector development program goals. Teachers and department heads with the($X=2.76$, $SD=1.144$) and ($X=3.00$, $SD=1.106$) were both rated the mean score as 'moderate' and agreed about the issueThe independent sample t-test result, $t(135) = -100$, $p=0.89$, indicating statistically significance difference was not observed between the responses of two groups. This shows that teachers and school leaders heads agreed about the issue that the school has successfully met the national education access, internal efficiency and education sector development program goals

As the responses to item 5 of table 4.2.2, indicate that The school has secured support due the strong relation it has created with parents, local community and partner organizations Teachers and School leaders with the($X=2.91$, $SD=1.047$)

and ($X=3.00$, $SD=1.106$) were both rated the mean score as ‘moderate’ and agreed about the issue. The independent sample t-test result, $t(135) = -112$, $p=0.31$, indicating statistically significance difference was not observed between the responses of two groups. This shows that teachers and school leaders heads agreed about the issue that The school has secured support due the strong relation it has created with parents, local community and partner organizations.

Table.4.2.3.The Extent of school inspection out-come supply improvement as a result of inspection service in secondary schools

No	Major Areas of inspection standards focus on	Respondents	No	Mean (X)	SD	T-Value	P-value
1	The school’s and students’ outcomes.	Teachers	123	2.78	2.13	0.65	0.72
		Leaders	88	1.085	0.835		
2	Students personal development Standard	Teachers	123	2.66	1.079	0.37	0.09
		Leaders	88	3.5	0.926		
3	Teachers’ and education leaders’ personal development Standard	Teachers	123	2.52	1.072	0.42	0.38
		Leaders	88	2.88	1.246		
4	Participation of parents and the local community Standard	Teachers	123	2.41	.976	0.41	0.06
		Leaders	88	2.75	1.165		

Key: SD=standard deviation, X=Mean, p-value at $\alpha=0.05$, t-critical value = -50 df =103

Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low at $p>0.05$

As shown in item 1 of table 4.2.3, teachers and leaders were asked to rate their agreement levels on whether or the school’s and students’ outcomes to achieve high educational results. Accordingly, teachers with the ($X=2.41$, $SD=.976$) and leaders with the ($X=2$, $SD=1.171$) were both rated the mean score as moderate. The independent sample t-test result, $t(135) = -.102$, $p=0.72$, indicating statistically significance difference was not observed between the responses of two groups. This may result from the views of teachers and leaders agreed on the issue that school inspection standard provided by the inspection focus on administrative issues.

With regards to item 2 of table 4.2.3, one of the questions raised to respondents were Students personal development Standard. Teachers and leaders with the ($X=3.26$, $SD=1.252$) and ($X=3.25$, $SD=1.24$) were both rated the mean score as 'moderate' on the issue. The independent sample t-test result, $t(135) = -.97$, $p=0.09$, indicating statistically significance difference was not observed between the responses of two groups. This may result from the views of teachers and leaders shows that the school has fulfilled financial resources to improve the teaching learning process.

As the responses to item 3 of table 4.2.3, indicate that, respondents were Teachers' and education leaders' personal development Standard Teachers and department heads with the ($X=3.78$, $SD=0.99$) and ($X=3.75$, $SD=1.16$) were both rated the mean score as 'high' and agreed about the issue. The independent sample t-test result, $t(135) = -90.087$, $p=0.38$, indicating statistically significance difference was not observed between the responses of two groups. This shows that teachers and school leaders heads agreed about the issue that Participation of parents and the local community Standard. As the responses to item 4 of table 4.2.4, indicate that the school has successfully met the national education access development program goals. Teachers and department heads with the ($X=2.6$, $SD=1.144$) and ($X=3.00$, $SD=1.106$) were both rated the mean score as 'moderate' and agreed about the issue. The independent sample t-test result, $t(135) = -100$, $p=0.06$, indicating statistically significance difference was not observed between the responses of two groups. This shows that teachers and school leaders heads agreed about the issue that the school has successfully met the Participation of parents and the local community Standard and education sector development program goals.

The qualitative data gather through interview showed that school leaders education experts and teachers were no had a commitment to improve school performance. They were not working together to implement inspectors recommendation. one of the respondent said;-

Frankly speaking it's meaningless, we give copy of inspection report and comment for schools, woreda education office process owners such as school improvement teachers and leader development, curriculum teaching and learning materials, information and communication

*technology teacher and school leader licensing and assessment and examination department. But no one can try to do for implementation.
(Male inspector)*

Table.4.2.4.The Extent of school inspection process do inspectors use during Inspection

No	Major Areas of inspection standards focus on	Respondents	No	Mean (X)	SD	T-Value	P-value
1.	The inspector was Select the schools	Teachers	123	3.91	1.02	0.93	0.35
		Leaders	88	3.78	1.00		
2	The inspection head is form the inspection team	Teachers	123	2.05	1.106	-0.09	0.93
		Leaders	88	2.06	1.04		
3	The inspectors Communicate with the school before the inspection	Teachers	123	1.35	1.01	0.59	0.56
		Leaders	88	1.4	1.05		
4	The inspectors give information before the inspection begins	Teachers	123	2.53	1.21	-1.2	0.23
		Leaders	88	2.72	1.17		
5	The inspection team Gathering evidence	Teachers	123	3.64	1.09	1.45	0.5
		Leaders	88	3.5	1.4		
6	The inspection team observe the class	Teachers	123	2.35	1.14	-1.29	0.19
		Leaders	88	2.15	1.11		
7	The inspectors reporting the outcomes of inspection	Teachers	123	3.89	0.91	-1.78	0.77
		Leaders	88	4	0.67		

Key: SD=standard deviation, X=Mean, p-value at $\alpha=0.05$, t-critical value =-50.9,df =129

Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low at $p>0.05$

As shown in item 1 of table 4.2.4, teachers and leaders were asked The inspector was Select the schools. Accordingly, teachers with the ($X=3.91$, $SD=1.02$) and leaders with the ($X=3.78$, $SD=1.00$) were both rated the mean score as high. The independent sample t-test result, $t(135) = 0.93$, $p=0.35$, indicating statistically significance difference was not observed between the responses of two groups. This may result from the views of teachers and leaders agreed on the issue that The inspector was Select the schools.

With regards to item 2 of table 4.2.4, one of the questions raised to respondents were The inspection head is form the inspection team. Teachers and leaders with the ($X=3.91$, $SD=1.106$) and ($X=3.78$, $SD=1.00$) were both rated the mean score as 'high' on the issue. The independent sample t-test result, $t(135) = 0.93$, $p=0.35$, indicating statistically significance difference was not observed between the responses of two groups. This may result from the views of teachers and leaders shows The inspection head is form the inspection team.

As the responses to item 3 of table 4.2.4, indicate that, respondents were The inspectors Communicate with the school before the inspection Teachers and department heads with the($X=3.96$, $SD=1.16$) and ($X=3.87$, $SD=1.15$) were both rated the mean score as 'low' and agreed about the issue. The independent sample t-test result, $t(135) = 0.59$ $p=0.56$, indicating statistically significance difference was not observed between the responses of two groups. This shows that teachers and school leaders heads agreed about the issue that the inspectors are not Communicate with the school before the inspection.

As the responses to item 4 of table 4.2.4, indicate that The inspectors give information before the inspection begins. Teachers and department heads with the($X=3.89$, $SD=0.91$) and ($X=4.00$, $SD=0.67$) were both rated the mean score as 'very high' and agreed about the issue. The independent sample t-test result, $t(135) = -1.78$, $p=0.077$, indicating statistically significance difference was not observed between the responses of two groups. This shows that the inspectors give information before the inspection begins.

With regards to item 5 of table 4.2.4, one of the questions raised to respondents were The inspection team Gathering evidence. Teachers and leaders with the ($X=3.7$, $SD=1.19$) and ($X=3.75$, $SD=0.96$) were both rated the mean score as 'high' on the issue. The independent sample t-test result, $t(135) = -0.34$, $p=0.74$, indicating statistically significance difference was not observed between the responses of two groups. This may result from the views of teachers and leaders shows there is the inspection team Gathering evidence.

With regards to item 6 of table 4.2.4, one of the questions raised to respondents were the inspection teams observed the class. Teachers and leaders with the ($X=2.35$, $SD=1.14$) and ($X=2.15$, $SD=1.11$) were both rated the mean score as 'high' on the issue. The independent sample t-test result, $t(135) = 0.93$, $p=0.35$, indicating statistically significance difference was not observed between the responses of two groups. This may result from the views of teachers and leaders show the inspection team observes the class.

With regards to item 7 of table 4.2.4, one of the questions raised to respondents were the inspectors reporting the outcomes of inspection. Teachers and leaders with the ($X=3.89$, $SD=0.91$) and ($X=4$, $SD=0.67$) were both rated the mean score as 'high' on the issue. The independent sample t-test result, $t(135) = -1.78$, $p=0.77$, indicating statistically significance difference was not observed between the responses of two groups. The inspectors reporting the outcomes of inspection.

Table.4.2.5.The Extent of school inspection Challenge as a result of inspection service in secondary schools

No	Major Areas of inspection standards focus on	Respondents	No	Mean (X)	SD	T-Value	P-value
1	There is a lack of competency of inspectors	Teachers	123	3.96	1.16	0.59	0.56
		Leaders	88	3.87	1.15		
2	There is lack of human, resource to implement inspection feedback services	Teachers	123	3.91	1.02	0.93	0.35
		Leaders	88	3.78	1.00		
3	Teachers lack commitment in implementing inspection feedback on their part	Teachers	123	2.05	1.106	-0.09	0.93
		Leaders	88	2.06	1.04		
4	Inspection framework lacks relevance to the local context of the school implement inspection feedback services	Teachers	123	3.89	.91	-1.78	0.77
		Leaders	88	4.0	0.67		

Key: SD=standard deviation, X=Mean, p-value at $\alpha=0.05$, t-critical value =-50.9,df =129

Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low at $p > 0.05$

As shown in item 1 of table 4.2.5, teachers and leaders were asked to rate their agreement levels on whether or the school's and students' outcomes to achieve high educational results. Accordingly, teachers with the (X=3.96, SD=.1.16) and leaders with the (X=3.87, SD=1.15) were both rated the mean score as high. The independent sample t-test result, $t(135) = 0.59$, $p=0.56$, indicating statistically significance difference was not observed between the responses of two groups. This may result from the views of teachers and leaders agreed on the issue that

school inspection standard provided by the inspection focus on administrative issues.

With regards to item 2 of table 4.2.5, one of the questions raised to respondents were Students personal development Standard. Teachers and leaders with the ($X=3.91$, $SD=1.106$) and ($X=3.78$, $SD=1.00$) were both rated the mean score as 'high' on the issue. The independent sample t-test result, $t(135) = 0.93$, $p=0.35$, indicating statistically significance difference was not observed between the responses of two groups. This may result from the views of teachers and leaders shows there is lack of human, resource to implement inspection feedback services.

As the responses to item 3 of table 4.2.5, indicate that, respondents were Teachers' and education leaders' personal development Standard Teachers and department heads with the ($X=2.05$, $SD=1.106$) and ($X=2.06$, $SD=1.04$) were both rated the mean score as 'high' and agreed about the issue. The independent sample t-test result, $t(135) = -0.09$, $p=0.93$, indicating statistically significance difference was not observed between the responses of two groups. This shows that teachers and school leaders heads agreed about the issue that Teachers lack commitment in implementing inspection feedback on their part. As the responses to item 4 of table 4.2.6, indicate that Inspection framework lacks relevance to the local context of the school implement inspection feedback services. Teachers and department heads with the ($X=3.89$, $SD=0.91$) and ($X=4.00$, $SD=0.67$) were both rated the mean score as 'moderate' and agreed about the issue. The independent sample t-test result, $t(135) = -1.78$, $p=0.077$, indicating statistically significance difference was not observed between the responses of two groups. This shows that teachers and school leaders heads agreed about the issue that Inspection framework lacks relevance to the local context of the school implement inspection feedback services.

The data collected from interviewed showed that, academic qualification was very important to perform any academic work. When inspector inspect the school; they deal about issue of education with the director and sample observed class teacher. Therefore within discussion time, they were not accepted by directors and teachers, due to some directors and teachers had master degree. Finding agree

with Abdissa (2019) says, that some teachers pose a challenge of looking down up on the inspectors due to education status.

-According to data gather through interview and document analysis school inspection as an activity of raising the standard of educational institution. School inspection as an important tool for daily working and a necessary instrument for improving academic performance if done based on guide line and frame work of inspection.

-The data show that those teachers with positive attitude towards school inspection because it fulfills what the internal evaluation does. one of the principal put its ideas as follows. *"self-evaluation is good but it is better when it is confirmed by external body of inspection because sometimes the former leads the subjectivity but the latter is objective"* male principal

-This statement shows clearly that educational inspection is very important because it gives real picture of the school performance. In this case the teacher and helps him or her evaluate him/herself objectively hence the close to support model. The research agrees with Abdissa (2019) who says that the meaningful school inspection should start from the internal and self -evaluation. This is also in line with the central control. Model by Grauwe (2008) which emphasizes that the school inspection is to fuel the internal evaluation and hence the combination of external supervision and internal supervision. Thus the two models of evaluation are independent in such a way that the former ensures that it gives inspects while the latter plays the role of implementing the recommendations and also functions as one of the strategies improve academic performance in the community secondary schools. But in actual sense the internal evaluation or inspection in the country is very weak since head of school are toothless in holding accountable teachers who fail to fulfill their responsibilities.

-The above statement clearly shows that the education inspection is good tool of controlling the quality of education. Because quality education has vital role to furnish learners with proficiency so as to bring change in a given country. Because the contribution of skillful man power is important for the achievement of any country's growth and enlargement plan.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATION

The main purpose of this study was to assess the practice and challenges of school inspection in Jimma zone secondary schools. With this concern this part deals with the summary of major findings of eight government secondary schools under study.

5.1. Summary of Major Findings

The study was intended to examine the practice and challenges of school inspection as tool to measure schools performance in Jimma zone in particularly in Ethiopia in general. Therefore the purpose of this study was assessing the practice and challenges of school inspection and recommending possible solutions. This study also tried to answer the following basic questions.

- 1-What is the practice of school inspection in secondary school of Jimma Zone?
- 2 - What is the inspection processes inspectors use during Inspection?
- 3-What are the challenges in making school improve their standards through inspection?

In order to find out the answer for the research questions related literature was revised.

Sample of 123 teachers and 88 educational leaders were selected using different sample technique. Descriptive survey method were employed both primary and secondary source of data were found to be adequate to reach sound findings.

The data gathered were analyzed by using percentage the data found from the interview and document analysis were qualitatively analyzed data synchronized with the quantitative data according to their significance.

Thus, the study came up with the following major findings.

The study identified that educational inspection currently used to measure schools performance were practiced in the school under investigation as reported by teacher and educational leaders. Education inspection has a vital role in a quality assurance and has been implementing since 2006. Its primary objective is to evaluate the performance of schools and ranking them accordingly and then creating sense of competition between schools.

Generally, the finding indicated that majority of respondents were not agree that educational standards are practiced to progress the school performance.

The findings from the document and interview show that, from the sample schools 6(83.33%) of them were below the national standards (that is level 3 or meet the standard). The standards clearly set the minimum competency level required for all schools in our country. Moreover, each standard is accompanied by indicators that clearly show whether the school has met the minimum standard or not. The average of all standards in sampled schools is 84 %, show that the schools were below the standards.

Regarding the factors that hinder the schools to achieve minimum standards the study identified that non-competitiveness of school leaders, less intervention of government bodies, less commitment of teachers, absence of professional license for teachers and school leaders, low school income generation, low community participation, lack of participatory school improvement plan and lack of sufficient standardize library, laboratory and pedagogical center for teaching learning activities. These all are alleged factors that could hinder the activities of teaching and learning by default affect school performance.

The finding of this study showed that school leaders, expertise, teachers, stakeholders, Woreda education officer, and other stakeholders were not working on inspection recommendations. Finding from the research realizes that almost 80% of the respondents said that educational inspection recommendation was not timely and properly implemented by school principals and other concerned education sectors. For this reason, the schools cannot meet the minimum standard, because the schools do not work for school improvement. In general, Strategies for implementing the recommendation was inadequate and worse still they had never been implemented. Poor implementation of the recommendation implies that the school cannot meet the minimum standard.

This lead education continued to deteriorate and the deterioration of education leads to the poor economy since the manpower has no required skills that enable continuous and sustainable development

Regarding perceived outcome and challenges encounter inspectors, educational inspection that practice today in school was new fashion and use full service carried out in a place of learning. Even though no significant change at school at the moment. Conceptually inspection service objective is push school performance for words enabling

all schools to achieve minimum educational Standards. School community had low awareness about the purpose of educational inspection.

As a result of awareness gap between leadership and experts on the concept and purpose school inspection throughout all the educational hierarchies from top to bottom level, the works done to improve standards of schools by using frame work and manual of inspection is relatively weak.

Dependency of inspection department was other problem of inspectors, shortage of inspectors, poor allowances, lack of sufficient secretarial services for inspectors, lack of lap top computers, duplicating machine, absent of necessary software for data analyses were the problem face inspectors in all process of inspection.

5.2. Conclusion

Based on the findings of the study, the following conclusions were drawn:-

The finding of the study shows that the practice of school inspection in terms of input supply and output it is found at low level, however, in terms of process it is found at medium level in secondary school of Jimma zone. Support to this the research of Abdissa do in west shawa zone is Educational inspection trying to identify instructional problems and diagnoses and show instructional problems in schools.

According to inspection guide line (MoE, 2013) educational inspectors are expected to follow inspection processes such as pre-inspection process, during inspection procedure and post inspection process.

According to inspection guide line (MoE, 2013) educational inspectors are expected to follow pre-inspection process such as selection of schools for inspection, inspection team formation, communication with the school before the inspection and conducting school classification. However, the finding of the study reveals that pre-inspection process such as selection of schools for inspection; inspection team formation and conducting school classification were found at moderate level. On the other hand, inspectors do not communicate with the school before the inspection process as intended in secondary schools of Jimma Zone.

Similarly During inspection, the inspection guide line (MoE, 2013) educational inspectors are expected The school leaders give a short presentation about the school's current situation. The inspectors meet the director regularly throughout the inspection, to

ensure that any questions or problems that arise can be resolved quickly, additionally Gathering evidence Inspectors spend their full time in the school gathering evidence to enable them to make an accurate judgment about each of the standards. The evidence they gather must be relevant to the standards listed in the National School Inspection the evidence of the respondents are agreed with the guide line -

-consequently the Post inspection shows according to the inspection guide line (MoE,2013) Inspectors are required to make judgments of the level of the school based on the indicators of each standard as well as the evidence gathered in the school. Based on the value of each levels, The guide line ranks the school depend on their performance this means If a school scores below 50%, it will be classified as grade1 If a school scores between 50%-69.99 , it will be classified as grade 2 , If a school scores between 70%-89.99 , it will be classified as grade 3 , If a school scores between 90%-100 , it will be classified as grade 4 .the idea from the respondents view it indicated that they follow this guide line was implemented in the secondary school of Jimma zone.

. The finding of the study shows that the challenges in making school improve their standards through inspection is high. This means the challenges encountered whole process of inspection activities and challenged the inspectors were awareness gap between educational leaders and education experts about the concept of inspection, low activities of school leaders, and Zone and Woredas education offices in alignment to work on the intended effect of inspection. The other challenges was shortage of expertise, lack of financial incentives, lack of budget, insufficient secretarial services were great problem that face the work of inspection. This implies that, the challenges face in whole process of inspection was affect set goal.

5.3 Recommendations

This study discovered school inspection in Ethiopia particularly in government secondary schools under study which were in Jimma zone. This study recommends the following.

The inspection experts and leaders from the Minster of Education to Woreda Education Offices are advised to give greater attention and priority to comprehensive inspection activities .Collaboratively, working with school directors and supervisors from planning to evaluation of inspection practice.

The recommendations given by inspectors should be implemented since they aim at making sure that schools perform well in all areas regarding academic performance. Therefore the reports should be read and worked upon. The finding from this research indicates that the inspection report was not implemented by schools and other education sectors, as a result of this there was no improvement in the school. Therefore the school community, woreda education, and other concerned bodies should be work to apply inspectors' recommendation and schools should act on the recommendations given to them by the inspectors. The school leaders must have strategies that are aimed at addressing the shortcomings seen in the school performance.

The woreda education office Facilitating the budget allocation, by mobilizing the community to re- solve the problem of inspectors to visit the school depend on their schedule and do their work to the direction of the ministry of education frame work and giving feedback for the school by the inspection report.

Ministry of education and Regional education bureau should take appropriate measure including supply adequate material and financial support to inspectors and providing training about the concept and purpose of inspection for all concerned bodies of education and stakeholders. The Government should make educational inspection department an Agency autonomies and make accountable schools with poor performance. This will make it authorized this department.

Educating all school leaders and school professionals about the importance, benefits, and expectations of school inspection; and their roles and responsibilities in the inspection process;

The MOES needs also to raise the capacity of inspectors and head teachers for self-evaluation and internal evaluation or inspection through appropriate evaluation programs.

As secondary education in Ethiopia expands through government and private sector investment, the empowerment of teachers and head teachers in internal evaluation or inspection could decrease the workload of inspectors while making teachers and head teachers accountable to each other at the school level.

Areas for Future Research

Future researchers should make a rigorous quantitative and qualitative research independently on educational inspections in all part of the country.

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Appendix- A
JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT

QUESTIONNAIRE CONSENT FOR PARTICIPATION This
Questionnaire is filled by teachers, Department Heads, Unit leader, and vice -
principal

Dear Respondent

This questionnaire is prepared to gather research data required for academic purpose of securing degree of Masters of Arts in Educational leadership from Jimma University. The questionnaire is aimed at gathering data to answer the basic research questions developed to investigate “**The Practice and Challenge of School Inspection in Secondary School of Jimma Zone.**” Thus, the data collected by this questionnaire will enable the researcher to portray an existing practice of secondary school inspection practice along with identifying the challenges impeding the practice from bearing an expected outcome in Jimma secondary schools.

Hence, I would like to inform you that, participation is based up on your free consent and willingness for which I kindly ask you to give response as per the instruction provided in the questionnaire honestly and frankly as the success of the study highly depends up on your information. s and also you have a full right to pass over, skip and stop to answer any of the questions you don’t want to answer. To safeguard your Privacy all of the information provided here will be kept anonymous, hold secured, confidential and used only for this research.

Finally if there is a question requiring clarification please you can freely contact me via the following address.

Contact Address

Part Two: - Items Developed to Answer Basic Research Questions

This part focuses on addressing the basic research questions. To do this, items which enable to measure the respective research questions are developed and hence read them carefully and mark one among the five likert scales given. The five Likert scale provided in the table below represents the following throughout this questionnaire.

- ❖ 1= Strongly Disagree
- ❖ 2= Disagree
- ❖ 3= neither agree nor disagree
- ❖ 4=Agree
- ❖ 5=Strongly agree

I. To What extent do inspection service practices improves School input supply in your schools? **Input related Items**

No	Focus Area in terms of Input	Scale				
		5	4	3	2	1
1	School facility, buildings, human and financial resources supply Improvement					
1.1.	There are enough building facilities in the school necessary for conducting teaching learning process					
1.2	The school has secured enough financial resource					
1.3.	The school has qualified competent school leaders					
1.4	There are sufficient qualified teachers in the school					
2.	Safe and healthy Learning Environment					
2.1.	The school has created a conducive teaching -learning environment					
2.2.	The school has built Education Quality Circle as per the standard					
2.3	The school has well-functioning Education quality circle					
3.	The schools’ vision, mission, values and plans					
3.1.	The school has shared vision with all stake holders					
3.2	The school has shared mission with all stake holders					
3.3	The school has shared values with all stake holders					
3.4	The school has prepared participatory school improvement plan					

4. Please if there is any other point you want to add use the space provided below?_____.

Process related items

No	Focus Area In terms of Process	Scale				
		5	4	3	2	1
1	Learning					
1.1	Students' classroom participation has increased					
1.2	Students have made progress in their learning.					
1.3	Students have positive attitudes towards their school.					
2.	Teaching					
2.1.	Teaching is well planned					
2.2.	Teaching reflect high expectations of students					
2.3.	Teaching is supported by the use of suitable resources					
2.4.	Teachers have adequate knowledge of the subject they teach.					
2.5.	Teachers use appropriate teaching method					
2.6	The school provides special supportfor females					
2.7	The school provides special supportfor students with special need					

No	Focus Area In terms of Process	Scale				
		5	4	3	2	1
3.	Curriculum					
3.1.	Teachers continuously evaluate text book to ensure that it meets the development needs of students					
3.2	Teacher continuously report the feedback of their evaluation on text book					
4	Assessment					
4.1.	There is continuous assessment of student learning in the school					
4.2	There is summative evaluation in the school					
4.3	The students get feedback on the result of the assessment					
5.	Monitoring and Evaluation					
5.1.	The school leaders conduct monitoring on the implementation of the school plan					
5.2.	There is evaluation of school performance by school governing body					
5.3	The school has implemented a system for proper utilization of financial resources					
5.4	The school has implemented a system for proper utilization of human resources					
5.5	The school has implemented a system for proper utilization of material resources					
6.	Partnership of the school, parents and community Standard					
6.1.	There is strong school and community relationship					

Outcome Related Items

No	Focus Area In terms of Out put	Scale				
		5	4	3	2	1
1.	The school's and students' outcomes					
1.1	The school has successfully met, internal efficiency					
1.2.	There has been improvement in students classroom examination result as per the expectations school					
1.3.	There has been improvement in students national examination result as per the expectations school.					
2.	Teachers' and education leaders' personal development Standard					
2.1	There is a good communication between school teachers and leaders					
2.2	The school leaders are free from rent seeking					
2.3	The school teachers are free from rent seeking					
2.4	The school leaders exhibit sense of accountability for their action					
2.5	The school teachers exhibit sense of accountability for their action					
3	Participation of parents and the local community Standard					
3.1.	The school has secured support from students 'parents					
3.2	The school has secured support from community					

II.What strategies do inspectors use during Inspection

No	What strategies do inspectors use during Inspection	Scale				
		5	4	3	2	1
1.	The Pre-inspection					
1.1	The inspector was Select the schools					
1.2.	The inspection head is form the inspection team					
1.3.	The inspectors Communicate with the school before the inspection					
2.	During the inspection					
2.1	The inspectors give information before the inspection begins					
2.2	The inspection team Gathering evidence					
2.3	The inspection team observe the class					
2.4	The inspectors reporting the outcomes of inspection					

III. What are the major challenges that hinder secondary schools to achieve minimum inspection standards?

No	Items	Scale				
		5	4	3	2	1
	Leader related challenges					
1.	School leaders are not competent enough to work toward achieving minimum inspection standards.					
2	The school leaders are not qualified enough to work toward achieving minimum inspection standards.					
3	School leaders lack commitment to take action on inspection feedback					
	Inspectors related challenges					
1	There is a lack of competency of inspectors					
2	There is a lack of sufficient human resource conducting inspection					
3	The inspectors lack commitment to conduct inspection					
	Resource related challenges					
1	There is lack of human, resource to implement inspection feedback services					
2	There is a lack of material resource to implement inspection feedback services					
3	There is a lack of financial resource to implement inspection feedback services					
	Teacher related challenges					
1	Teachers lack commitment in implementing inspection feedback on their part					
2	Teachers lack understanding on the purpose of inspection					
	Policy related challenges					
1	Inspection framework lacks relevance to the local context of the school					
2.	Inspection guideline didn't give power for district education office to take measure based on the result of the school					

9, List if there any other challenges that hinder secondary schools to achieve minimum inspection standards?
