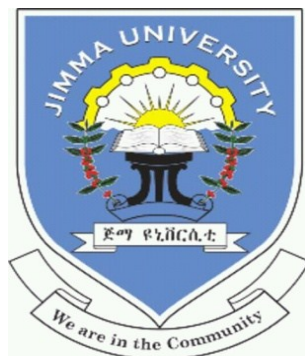


An Assessment of School Inspection Practices in  
Government Secondary Schools of  
Ilu Aba Bor Zone



**Jimma University**  
**College of Education and Behavioral Sciences**  
**Department of Educational Planning and**  
**Management**

By:

Fakiya Aliyi

**A Thesis submitted to the Department of Educational Planning and Management in Partial Fulfillment of the Requirements for the Degree of Masters of Arts in School Leadership.**

**Jimma, Ethiopia**

**march. 2022**

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## **Abbreviations**

KETB..... Kebele education and training board

MoE ..... Ministry of Education

PTA ..... Parent teacher association

REB .....Regional education Bureau

SI ..... School inspection

SD ..... Standard Deviation

WEO..... ..woreda education office

ZEO..... ..Zone education office

## ***Abstract***

*The main purpose of the study was to identify the implementation of school inspection procedures in secondary schools of Ilu Aba Bor zone. The study was conducted using a descriptive survey design. The instrument used for the study was a closed ended type of questionnaire and structured interview. The randomly selected 174 secondary school teachers and 13 school leaders as well as 4 woredas school inspection process experts were the sampled respondents of the study. Data collected through questionnaire were analyzed using descriptive statistics specifically mean and standard deviation where as the qualitative data which was gathered through interview was discussed in line with questionnaire analyzed using narration according to their theme. The study findings revealed that the pre-inspection and while inspection procedures were not implemented effectively whereas the while inspection has relatively moderate performance. In addition, it was witnessed that lack of human power, infrastructure, skill and provision of oral feedback were the major challenges in the inspection implementation. Moreover, in the study, Provision of adequate number of inspectors, Provision of adequate transport and facilities were some of the recommendations forwarded.*

***Keywords:*** *school inspection, implementation, inspection procedures*

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the study

In many countries around the globe, school inspection has been used as a mechanism of improving and monitoring the educational standards and quality of schools. School Inspection is what education sectors use as a pillar to follow and strictly comment schools. As stated in Kaduna, (2019), in the Oxford Advanced Learner's Dictionary of current English, the word inspection is defined as "examining carefully and in addition visiting officially to see that rules are obeyed, that work is done properly etc. As discussed in Kaduna, (2019), beyond this definition, the main emphasis of inspection is to improve teaching /learning activities in the schools. It focuses on critically examining and evaluating how schools are doing their share. Because of its focus on monitoring and evaluation of academic performance and development in schools, inspection is always carried out with the intention of maintaining and improving on the quality of learning of students. It also identifies and show direction to improve all factors that affect teaching and learning in the schools.

The first school inspection originated from France under Napoleon's regime at the end of 18th century (Grauwe, 2007 cited in Aguti, 2015). As mentioned in this document the idea of inspection was captured by other European countries and later was embraced in the 19th century. Education is recognized as a means that contribute to economic growth, reduce poverty, and increase general well-being (Ehren & Schackleton, 2016). Based on an abundance of evidence, there is a growing concern related to the quality of education that has been characterized as low and in need of improvement.

An establishment of a number of national and international mechanisms resulted in an effort to assess the quality in education (Kauko, 2018). Among these mechanisms school inspection is commonly employed in different countries. In some countries the history of inspection dates back to the early eighteenth century (Brown, 2016) while in others it has only been recently introduced. Different modes of governing political systems have impacted change in the practices of school governance. In Uganda, school inspection being managed at two levels that is at National and district levels, entails school inspectors at National level to monitor what those at district level are doing. Through this kind of monitoring inspectors at district level are continually supported as they perform their duties. District inspectors ensure quality

classroom instruction and effective and efficient primary school management as per set national management indicators (ESA, 2003). As stated in Mmbado, (2015) regarding Tanzania, the purpose of inspection is to ensure that the school complies with the provisions of the Education Act and to ascertain whether that school is being properly and efficiently managed. In Nigeria, Democratic Republic of Congo and South Africa, where the Federal System of government is very active, State or Regional Governments have total responsibility over their Education Systems. Here School Inspection is conducted in line with the local needs of the State or Regional Government. In such kind of practice where end of cycle examinations are State or regionally controlled, higher institutions' entry requirements are different from state to state or region to region, the purposes of school inspections are equally different and follow the regional social and economic development plans (Nyenje, 2017).

Like other countries, in Ethiopia many efforts were made by federal ministry of education to achieve the objective of education. One of the efforts made was establishing programs. School inspection can be listed as one of the programs set by the government to evaluate and identify the level of the schools based on their achievement. Inspections of schools will be carried out in accordance with the national inspection framework once every three years. Selection of schools for inspection is based on consultation of regional/city administrations education bureaus, zonal and Woreda education offices. Besides, the selection considers factors such as number of schools, geographical location (whether the school is in rural or urban area) as well as the performance level of the school. Regions/ city administrations are required to notify the details of the schools to be inspected to the Ministry of Education (MoE, 2013). But as discussed in the analysis of school inspection document, still the objective of education is not achieved and the standards of schools is not well improved (MoE, 2013).

Different studies were conducted and revealed that there were different challenges facing inspection practice in different countries, for example Ololube (2014), identified lack of adequate feedback and follow up in the inspection practice, the results of school inspection are not effectively communicated to various stakeholders, rendering little opportunity for the discussion of findings. Others also showed that there was no appropriate consideration given for purpose, time and frequency to achieve inspection. In Ethiopia as described in the inspection frame work inspection work at schools is at its early stage of development. Though the practice of schools' self- evaluation is developing, it had not been linked to external evaluation. As the document introduced, there is a gap between the external body and self-assessment evaluation, (MoE, 2013). In the previous researchers little attention was given

or the implementation of each stage in the school inspection, so, the current paper added that how the different stages in school inspection are being practiced in the inspection of secondary schools of the study area.

In the study area Ilubabor zone, even though the school inspection program has been from the beginning of the policy, the performance of schools is very limited from year to year. The level of the standard of the schools is lower than many zones in the region. As Ilubabor zone (2012) annual report showed, 84% of the secondary schools are below the standard established. As a result, in this zone the achievement of secondary school students is below the performance of students in many zones. That is why the researcher is interested to focus on this area.

## **1.2. Statement of the problem**

Many efforts were made to achieve the objective of education throughout the world. One of the efforts made was establishing policies. School inspection can be listed as one of the policies set by the governments to evaluate and identify the level of the schools based on their achievement (Clarke, 2915). Inspection is an irregular practice in all of the Tropical African countries for diverse reasons. Such reasons include the scarcity of Human and Financial resources which are some of the main challenges making the inspector to school ratio very high (Stromme, 2018). Besides that, the inspection tools are so poorly equipped that they only point out the aspects that are directly related to the learning achievement of pupils, the other aspects such as teacher –teacher or teacher –pupil relationship, for example are ignored (Stromme, 2018).

In Ethiopia, inspection is understood 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. Accordingly, a school should be inspected at least once in three years' time. If a school has not made the standards, it will be inspected again after one year. If a school has not made the required improvement, relevant bodies will be held to account. After the inspection, the supervisor works with the school to see to it that suggestions and ideas for improvement are implemented (MoE, 2013).

As the analysis of the performance of school inspection made by MoE shows most of the schools are below the standard set by the government (MoE, 2010). As this document shows there is a difference between the self-assessment and external inspectorate result. In the document MoE concluded that in self-assessment the internal inspectorate does not evaluate strictly and they give points carelessly. So there are different directions which show that the practice of school inspection needs improvement to obtain school performance change as

intended. In the same way, in Oromia, even though the strategies and policies were designed and once distributed, the improvement observed in schools is not encouraging. In many areas the students are learning in schools which do not meet the minimum requirement established. As the analysis of three years 2005- 2007 made by MoE (2010) showed in Oromia region 26.7% are in level I, 64% are in level II, 8.6% are in level 3 and only 0.02% are in level 4 (MoE, 2010). As this document indicated, level I and II are below standard. So majority of the schools in Oromia region are below the standard. The document also showed that there is no equal performance observed on all standards. There is standard performed 65.7 % like standard 12, whereas standard 3 is achieved only 38%. This can indicate that there is a difference in attention given for standards of secondary schools. In addition there were differences from school to school in improvement of schools performance. One of the major importance of inspection was enhancing school improvement which includes students` performance, but no significant increment is observed from time to time

In the same way, it is evident from Ilu Aba Bor Zone Education office (2019) school inspection report that there is no significant improvement in schools in many ways whether in input, process or outcome. Next, as this report revealed, the number of schools targeted for inspection is below 50% and that the level of implementation in view of the total number of schools is below 33 % and 28% in the year 2018 and 2019 respectively. In addition as 2020 zone report revealed the large percent of schools are below standard. Moreover, most schools are rarely ever inspected. Further to this, the amount of observation of classroom teaching by inspectors is uneven and disturbingly small and also while inspecting the way external inspectorate evaluates schools is quite different from the internal once. So it is necessary to investigate the practice and challenges of this activity and recommend solution. Thus, the student researcher motivated to deal with a gap which needs deep investigation about the status of the current school inspection practice and developed the following research question to be answered in the study.

### **1.3. Basic Research Question**

The study will be attempted to answer the following research question:

1. To what extent school inspectorate implement pre inspection procedure properly?
2. To what extent school inspectorate implement while inspection procedure in school inspection activity?
3. To what extent school inspectorate implement post inspection procedure properly?
4. What are the major challenges facing school inspection?

## **1.4. Objective of the study**

### **1.4.1. General Objective of the study**

The main purpose of this study will be to examine the current practice of school inspection in Ilu Aba Bor Zone Secondary schools.

### **1.4.2 Specific Objectives**

1. To describe the extent at which pre inspection is implemented in the school inspection activity in secondary schools of the study area.
2. To assess while inspection procedure implementation in the schools inspection process.
3. To identify how post inspection procedure is practiced by the inspectorates.
4. To describe the major challenges face in secondary schools of Ilu Aba Bor zone inspection activity.

## **1.5. Significance of the Study**

The study will have the following significance.

It may increase the awareness and attention of Woreda and zone school inspectorate on school inspection procedures

It may increase the awareness of secondary school supervisors, principals and teachers on the three school inspection procedures.

It also may help secondary school supervisors, principals and teachers to do more to minimize challenges in school inspection

In addition this study may serve as an input for further study on the issue under investigation.

## **1.6. Delimitation of the study**

Due to limited resources (time, finance and materials), this study will be bounded itself geographically and conceptually. Based on Woreda distribution, geographically the study will be delimited to government secondary schools in Hurumu, Yayo, Doreni, Darimu, Mettu and Alge Sachi woredas' in Ilu Aba Bor zone. Conceptually, the study will be delimited to identify and describe the practice of secondary schools inspection regarding financial and material allocation, inspection procedures implementation and challenges in school inspection in the study area.

### **1.7. Definition of key terms**

**Inspectorate:** the responsible body to evaluate the standard of schools based on the criteria established by government

**School inspection:** the process of evaluating the overall school activity based input, process and output and deciding their level based on the inspection frame work.

### **1.8. Organization of the paper**

The paper has five chapters. The first chapter discusses about the background of the topic as well as the statement of the problem. It also presents objective, research questions and significance of the study. In the second chapter review of related literature selected for the current study was presented. In this chapter the global as well as the national historical background was presented. The third chapter presents the design and procedures of the study. In this chapter the participants of the study, data gathering instruments and method of data analysis are the major points discussed. On the fourth chapter the data collected from the respondents was displayed, discussed and interpreted. Finally the summary of major finding, the conclusion and recommendations were presented in the last chapter.



## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1. Introduction

In this chapter the concept of inspection, principles of inspection, the stages/procedures of inspection, reason for inspection and assumption of inspection were discussed, and at the end the summary of the unit is presented.

#### 2.2. Concept of school Inspection

In the Oxford Advanced Learner's Dictionary of current English, the word "Inspect" is defined as a) "examine carefully" b) "visit officially to see that rules are obeyed, that work is done properly etc." (Kaduna, 2019). As discussed in this document beyond this definition, the main emphasis of inspection is on the improvement of learning and teaching activities in the school. It tends to critically examine and evaluate the school as a place for teaching-learning enterprise. Inspection, because of its focus on monitoring and evaluation of academic performance and development in schools, is always carried out with the intention of maintaining and improving on the quality of learning of students. It tends to improve all factors that affect teaching and learning in our school system. Inspection is always initiated by agents external to the school. These agents, called Inspectors usually from either the Federal State or Local Government Inspectorate Services. The inspectorates provide comments where deficiencies have been observed, they often recommend the use of remedial actions. At the end of inspection visits, reports are usually written to detail identified strengths and weaknesses of the school with appropriate recommendations for improvement, (Kaduna, 2019)

School inspection has a long history. Before many years in colonial New England the process of instructional supervision was external inspection conducted by appointed citizens who would inspect teachers and students in schools (Glanz, 1977 cited in Negasa, 2018). This "inspection" process of school supervision made judgments about the management of the school and the teacher rather than the teaching or student learning. In 1620-1850, the role of school inspection was monitoring rules, looking for deficiencies which were implemented by parents and Citizens with different committee. In 1850-1910 the inspection activity focus was to provide instructional improvement, maintaining rules, helping teachers improve Superintendents principals (Negasa, 2018). As discussed in Kaduna, (2019), in the 18th, 19th and early part of the 20th century the focus of inspection was on the personality of the teacher and the effectiveness of classroom management and maintenance of the school plant. Now a day even though its procedure and focus was amended, it is taking place all around the world.

### **2.3. Historical background of Inspection in Ethiopia**

As discussed in Berhane Assefa (2014), According to the educational supervision manual, educational inspection for the first time started in Ethiopia in 1934 E.C. Headed by the British national named Lt. Command John Miller and assisted by two Ethiopians. For the first time Central Inspection Office was established in 1937 E.C to keep the record of the students, teachers, and classrooms and to write report. When educational activities became complex and beyond the capacity of the former three inspectors were assigned and started managing and training of inspectors was started in Addis Ababa training school in 1943E.C. According to the literature there are forces that brought about the need for school inspection. Firstly, the fast growth of elementary and secondary schools in the empire, secondly the need for coordination of the curriculum and thirdly, and most importantly, to help teachers in the classroom activities. Beginning from 1955 E.C the twenty or so year`s old inspection was replaced by supervision. Inspection gives emphasis on controlling and evaluating the improvement of schools based on stated standards set by external agents outside the school system (Berhane, 2014)

From 1934-1946 E.C the school was able to train a total of 24 inspectors and assigned to inspect educational programs and financial accounts. In 1948 E.C the training program was reopened in Kokeb Tsebha School because of the increasing number of schools. Training of both the school directors and inspectors continued for seven years and from 1948-1954 E.C a total of 124 inspectors were graduated. In 1973 E.C the socialist regime had shifted from supervision to inspection. As a result, the main goal of the program was monitoring and evaluation of the policy, directives, planned programs and strategies as the pre job description at each level of the education system. In 1986 E.C the inspection was replaced by supervision and new offices have been established at federal, regional and Woreda level (MoE, 1987 E.C:3-6). After many years passed again the department of inspection added to be implemented since 2013, ( MoE 2013)

The Ethiopian school inspection frame work defines inspection as:

*Inspection is a process of independent external evaluation. It provides an objective assessment of how well schools are performing in the learning-teaching process; the quality of education that they provide as well as the outcomes that their students achieve. Inspection can be 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, (MoE 2013, p \_).*

There is another view minimizing the role of inspection school achievement. For example in Tanzania, school inspection seems to be viewed as a process of checking other people's work to ensure that bureaucratic regulations and procedures are followed and that loyalty to the higher authorities are maintained. However, this view of inspection overlooks the professional interests and needs of the teaching personnel. Inspection process conducted with this view in mind may not be effective in facilitating educational quality or in improving teaching and learning in educational institutions (Joseph, 2018). In general, inspection is the strategy education sectors use to evaluate and identify whether the school fits the standard set by the government based on the criteria established.

### **2.3. Guiding Principles of school Inspection in Ethiopia**

In every country inspection has its own principle. In the same way in our country Ethiopia according to Ethiopian Ministry of Education National school inspection frame work, (MoE, 2013) the process of inspection adopts the following basic and guiding principles. They are: Inspection is conducted by education inspectors who are independent of the school; Evaluation of the overall performance of a school is conducted based on concrete, consistent and continuous information; Evaluation of all schools is made based on clearly defined standards and criteria. It should not reflect personal opinion of inspectors. ; Inspection is an activity which is constructive and gives emphasis to priority areas. It celebrates successes but identifies shortcomings and gives recommendations to those responsible bodies; Inspection is conducted by giving respect to the school community; Evaluation is done based on the performance of the school as an institution, not on the performance of individuals (ESA, 2003). So, there is a brief principle for guiding inspection activities in schools and these principles should be kept and applied carefully. Schools and inspectorates should focus on the improvement of school performance and use the guidelines effectively.

### **2.5. The stages of school Inspection**

Ministry of education identified what to be focused in inspection activity. The focus areas of inspection are based on the learning environment, the school leadership and management, learning-teaching, partnership between parents and the community and students outcomes. All of them are inherently related to input, process and output. To conduct proper inspection, the federal ministry of education identified the following procedures to follow and implement, (MoE, 2013).

## **2.5.1 Pre inspection**

### I. Selection of schools for inspection

Inspections of schools will be carried out in accordance with the national inspection framework once every three years. Selection of schools for inspection is based on consultation of regional/city administrations education bureaus, zonal and *Woreda* education offices. Besides, the selection considers factors such as number of schools, geographical location (whether the school is in rural or urban area) as well as the performance level of the school. Regions/ city administrations are required to notify the details of the schools to be inspected to the Ministry of Education.

### II. Inspection team formation

As stated in MoE (2013) Schools inspected by the REBs, ZEOs and WEOs are visited by teams of at least two inspectors, for three or four days. One member of the team should be designated as coordinator.

### III. Communication with the school before the inspection

Schools are given two weeks' notice of their inspections. Schools should produce key documents prior to the inspection. Inspectors are required to analyze and apply the data during inspection.

### IV. Conducting school classification

In accordance with school classification framework, each school is required to conduct self-evaluation at the beginning or end of the academic year. During inspection, inspectors check whether the school has properly carried out the self-evaluation and school classification.

## **2.5.2 .During inspection**

When they arrive at the school, the inspectors meet the director and other senior leaders. They explain the purpose and nature of the inspection and invite the director and his or her colleagues to ask any questions they may have. 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. During inspection the following activities are conducted: (a) **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 Framework. (b). **Classroom observation;** The inspection team should focus on activities that are directly related to the

learning-teaching process. It is very difficult to do observation of all classes. Therefore, it is worthwhile to see a representative sample of classes, teachers and lessons across the range of subjects. It is also important to make the necessary arrangements prior to the observation. Classroom observations should normally be of whole lessons. When visiting classrooms, inspectors should be courteous but as unobtrusive as possible: they should not disrupt the work of the class. According the inspection framework during First inspection each school should be seen by inspection team at least once in three years' time while Re-inspection, (MoE 2013;2014) .When a school does not meet the standard, it will be re-inspected after one year.

### **2.5.3. Post inspection**

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. As clearly stated in MoE (2013), in Ethiopia based on the value of each standard, the school can be measured in four levels as follows: (A) If a school scores below 50%, it will be classified as level 1; (B) If a school scores between 50%-69.99, it will be classified as level 2;(C) If a school scores between 70%-89.99, it will be classified as level 3 D. If a school scores between 90%-100, it will be classified as level 4. So, in post inspection the tam gives decision on the evaluation result, provides comments and also consults on necessary activities based on the level. The team also reports the result to the responsible education sector, zone and Regional education office.

### **2.7. Assumptions Underlying School Inspection**

Inspection is built upon a number of assumptions and ideas about schools. The following four basic assumptions underlie school inspection:

- (i) Inspection is an effective and cost-effective method for improving schools;
- (ii) The inspection process leads to a set of recommendations which describe the main areas requiring improvement of specific to the school inspected;
- (iii) Improvement of schools through inspection can be gauged from the extent to which the recommendations are implemented; and
- (iv) From the Inspection report, those in authority (the Commissioner for Education and LGA) have the opportunity to know and understand the objectives and goals of the school so well that they can assume superior academic and professional roles over teachers and pupils in the school (Mmbado, (2015).

## **2.8. Objectives of the Inspectorate**

As elucidated in the Inspectors' Handbook the Inspectorate has the following two major complementary objectives:

- (a) Quality assurance, achieved through the inspections of institutions and reporting on these inspections to the institutions, School Managers and to the Ministries and
- (b) Quality development, achieved through the advisory services provided during inspection, the provision of staff development opportunities or short seminars, and the development of teaching and learning materials.

As is the case, the primary school Inspectors are generalists, charged with inspecting all areas of curriculum and the Inspectors for Secondary Schools and Teachers' Training Colleges are basically subject inspectors, who have both general and specialist areas and are recruited to offer advisory services to teachers on teaching of the various subject in the schools (Hussain, (2012).

## **2.9. Focus of Inspection**

School inspection in many cases seems to lack proper, appropriate, and uniform focus. It has been noted that school inspectors have the tendency to focus on school buildings and administrative systems rather than on teaching and learning, with minimal attention to the identification and improvement of educational standards. Also that even where inspection have been carried out, school inspectors have tended to focus on buildings and rarely get down studying the greater details of the day-to-day lives of students and the way the teacher teaches. The major focuses of inspection are:

### **2.9.1 Control vs Service**

The present inspection system is control-oriented rather than service-oriented and tends to focus on maintaining status quo by regulating institutional functions and by ensuring that bureaucratic rules and regulations are adhered to. There is therefore, need to identify, to define and to have consistent and appropriate foci or key features or performance indicators relative to school inspection process. Major ingredients of inspection process of a school maybe described adequately in terms of the following thirteen discrete features: Major outputs, such as the standards of student achievements in the national examinations; Quality of teaching and learning; School contexts, such as motto, vision, and development plans and targets; Parental concerns and involvement in school development; School enrolment; School data and indicators; School's efficiency i.e., the standards of financial planning and

management; Pupils' personal development and behavior; subjects of the curriculum; Accommodation; Staffing; Instructional resources; Planning and organization of school functions; and Assessment in classrooms (Whitby, 2010).

### **2.9.2. Classroom observation:**

In particular, it should be given a great deal of emphasis in the future practice of school inspection. School inspectors, who are expected to be experienced teachers, should be more involved in direct observation of classes to enable them make judgments about the quality of teaching and learning based on the evidence they collect in the schools. Three major reasons for having consistent performance indicators or foci regarding school inspection can be identified. These are to:(a) Identify areas for detailed investigation;(b) Provide a basis for measuring the performance of the school against a set of defined criteria; and(b) Enable school managers to facilitate decisions regarding strengths and shortcomings in the school's performance(Kaduna, 2019; Whitby ,2010).

According to Ethiopian school inspection frame work, MoE (2013) there five focus areas of school inspection in relation to inputs, processes and outputs. These are:

1. School facility, buildings, human and financial resources
2. The learning environment
3. Learning and teaching
4. The school's engagement with parents and the community
5. Student outcomes and ethics

### **2.10. The role of school inspection**

In Europe school inspections date back as early as eighteenth century and in most countries it was instituted with the opening of public schools. The aim was to check compliance of the schools with the mandated rules and programs (Brown et al, 2016).

Nowadays school inspection is a mechanism employed by the majority of systems across Europe with the aim of evaluating and assessing the quality of education while holding schools accountable for a variety of goals related to student attainment, teaching, and effectiveness of school leadership (Gustafsson, 2015). According to Ehren & Shackleton, (2016), school inspections are external evaluations conducted by the external officials mandated from the Governments to check the quality of schools, quality of teaching, fulfillment of learning objectives for students, as well as the schools environment in terms of safety and preconditions for the development of children. As stated by Baxter 2017, school

inspection is a means of governing and improving standards in education. So inspection has the major role to check whether schools are going in line with the policy as well as criteria established at different levels.

### **2.11. The code of conduct for inspectors**

Whether external or internal, the school inspectorates have appropriate conduct in order to get clear information and provide feedback. Inspectors have to conduct themselves professionally at all times and treat the director, staff, students, parents and other stakeholders. They have to minimize any anxiety that may be felt by the director and staff, and any disruption to the school's normal work. (Aguti, 2015; Whitby, 2010). In addition they have to adopt a constructive approach, maintaining a positive dialogue with the school and concentrating not on finding fault but on promoting improvement; respect the confidentiality of the information they gather, while acting always in the interests of the students; inspectors should have no connection with the schools that they inspect that could prejudice their objectivity in gathering evidence and reaching judgments (Clarke, 2015). As discussed in, Aguti. (2015) if school inspection is wrongly implemented it also causes stress and anxiety on principals, teachers as well as other school community, which can result in poor school performance.

### **2.12. Challenges and Improvement proposals with the Current Inspection Practices**

There are many challenges that are encountered within the present system of school inspection. As discussed in Whalen, (2018) the problems are those associated with the following major areas/categories: **(a) Professionalism:** the major concerns are those associated with unprofessional conduct of some school inspectors which, has had serious implications for teaching and learning to the extent that some hostility has developed between teachers and inspectors. some of the negative consequences to effective delivery of quality education include: poor relationship between inspectors and teachers; □the tendency of teachers to mistrust school inspectors; □teachers have regarded inspection as a stressful experience due to fear of the unknown; education standards can be compromised when teachers are not given a chance to disapprove inappropriate recommendations given by inspectors; and Lack of sufficient teacher support during and after inspection (Whalen, (2018).

**(b) Attitudes and commitment:** The inspectorates attitude has its own impact on the effectiveness of school inspection as stated in Aguti, (2015) over the years, school inspectors have had general negative attitude toward inspection and a decided lack of commitment and



positive approach to inspection the general negativity toward and the lack of commitment to inspection may be attributed to the lack of appropriate incentives associated with inspectoral role of school inspectors. There seems to be a lack of recognition for inspectoral role by the higher government authorities. Because of apparent lack of incentives, there is a lack of commitment and initiatives on the part of school inspectors to their inspectoral roles which has further led to the inspectors performing inadequately (Aguti, 2015). So there should be commitment and appropriate attitude from the inspectorate to achieve the objective of inspection.

(c) **Feedback and Follow-Up:** Productive feedback and follow-up initiatives relative to inspection are lacking in the education system. Opportunities for follow-up regarding recommendations based on inspection, such as the need for in-service training of teachers are badly lacking. Moreover, because school inspectors are not members of the school, their attempts to provide follow-up initiatives, for example, in facilitating in-service training programs based on their recommendations, are highly limited. Therefore, there does not seem to be a sure mechanism for ensuring that improvement initiatives will, be undertaken. Furthermore, because of lack of follow-up, there is no way of ensuring that inspection will contribute to school development in a cost-effective way (Whalen, 2018; MoE, 2013; Aguti, 2015).

(d) **Collaboration:** Since school inspectors have tended to evaluate teachers based mainly, on their own perceptions of teacher performance, teacher involvement on matters regarding school inspection has been very minimal. Opportunities for collaboration through meaningful dialogue between teachers and inspectors, especially after inspections, are highly limited. Inspection should be taken positively by all parties involved. It should not be regarded as policing the school management or the teachers (Aguti., 2015; Kaduna, 2019). Working in collaboration with school community makes the school inspection process effective and easy, so the inspectorates have to create such environment in their activity.

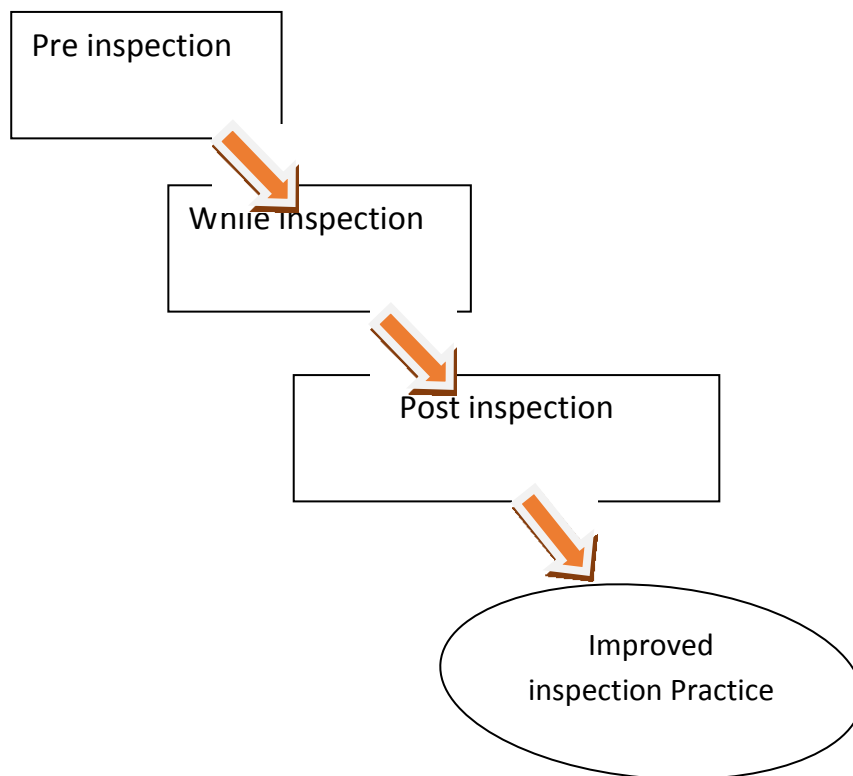
### **2.13. Summary of the chapter**

This chapter gave empirical foundations and relevant studies related to the topic. The concept, the procedures and the objective of school inspection were discussed in the chapter. As many scholars agreed on school inspection benefits schools to have improved performance if practiced properly. To achieve this school inspection procedures have to be implemented carefully. The inspectorates have also appropriate code of conduct for them-selves create

conducive working environments themselves. In doing this they have good relationship with principals, staff and other school community and provide appropriate feedback and decision based on the result obtained. All the activities in the school inspection have to focus on the objective of the inspection and consider improving school performance which is concluded by improved students' academic achievement. The next chapter will discuss the methodology that was employed in the study.

#### **2.14. Variables identified in the topic**

The study focused on the assessment of the school inspection practice. In this study the assessment took place by describing the three procedures of inspection- pre inspection, while inspection and post inspection and challenges face in school inspection activity.



Conceptual frame work of the study (developed by the researcher)

# CHAPTER THREE

## RESEARCH DESIGN AND METHODOLOGY

### 3.1. Research Design

In this study survey research design specifically Cross-sectional design was employed. Because the major goal of Cross-sectional designs asks large numbers of people questions about their behaviors, attitudes, and opinions concerning the current practice and challenges. In addition, a cross-sectional study is one that produces a ‘snapshot’ of a population at a particular point in time (Cohen et al, 2007). It provides the researcher with detail descriptions of the existing conditions about the problem and survey studies aim at describing the characteristics of a population by examining a sample of that group. The author also adds, principal advantage of survey studies is that they provide information on large groups of people, with very little effort, and in a cost effective manner. This design also has the advantage of providing data relatively quickly (Gay et al, 2012). The major data to be used for the study was gathered through quantitative method, while less data was gathered qualitatively to substantiate the data obtained quantitatively.

### 3.2 Research Methods

Method is a style of conducting a research work which is determined by the nature of the problem (Singh, 2006). A mixed method is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem (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. This study employed mixed method through collecting and analyzing both qualitative and quantitative data. The student researcher primarily used quantitative method through survey questionnaires, while he also used semi-structured interviews to demonstrate the qualitative data. There were some rationales using mixed method for this study. First using mixed method was advantageous to examine the same phenomenon from multiple perspectives (Cohen et al, 2011). Second, mixed method is important to build upon the strength that exists between quantitative and qualitative method in order to understand a given phenomenon than is possible using either quantitative or qualitative methods alone (Creswell, 2012).

### **3.3. Sources of Data**

Both the primary and secondary sources of data were used for this study.

#### **3.3.1. Primary sources**

The primary data for this study was collected from teachers, principals, supervisors and Woreda Education office using questionnaires and interviews.

#### **3.3.2. Secondary sources**

Secondary data was obtained from documents. These documents include school and woreda reports about the implementation of school inspection and related data.

### **3.4. The Study Area and Study Population**

The research was held in government secondary schools of Ilubabor zone. This zone is located in west Oromia region and its capital city is found on 600 km from Addis Ababa. There are 14 woredas in this zone and it is divided to four clusters by zone education office based on their geographical location. For this study three clusters were selected randomly. From this clusters 7 Woreda namely Algie Sachi, Mettu woreda, Hurumu, Yayo, Dorani, Darimu and Mettu Town were selected randomly. In these woredas there are 24 secondary schools, and only 9 were selected randomly. There are 301 teachers, 9 principals, 9 vice principals, 7 supervisors and 7 Woreda inspection experts as target population in selected woreda. As a result the total target population of the study was 333.

#### **3.4. Sample Size and Sampling Techniques**

In order to obtain reliable data for the study, multistage sampling technique was employed. Accordingly, from, 14 woredas 7 were selected by cluster sampling depending on prior Zonal Education Office cluster. As a result, among 24 secondary schools found in the selected clusters, 9 secondary schools were selected randomly. Consequently, 5 (100%) principals and 4 (100%) vice principals and 7 (100%) supervisors of the schools were selected purposively from the schools with higher number of teachers. In the same way, 7 (100%) Woredas' general education inspection process owners were selected by purposive sampling based on their prior knowledge on the issue. Teachers sample size was determined by simple random sampling by using Yamane (1967) sample size determination formula.

That is according to Yemane (1967)

$$N/1+ (e^2*N)$$

$$= 301/1+ (0.052*301)$$

$$= 301/1.75$$

$$= 174$$

Note:

N= Target population

e= alpha level (0.05)

Accordingly 174 teachers, 10 school leaders (principals, vice principals and supervisors) and 7 woreda experts totally 191 participants were selected as participants of the study. As indicated in the table below the techniques used were presented specifically. Accordingly, to get from every site cluster sampling was used to select woredas, to help schools and teachers participate proportionally simple random sampling technique was used, schools leaders were selected from schools with large number of teachers purposively in order to get.

Table 3.1: Sample and sampling techniques

No	Woreda	Name of schools	School leaders			Teachers			Supervisors			WEO		
			P	N	%	P	N	%	P	N	%	P	N	%
1	Alge Sachi	Bata Doresso	2	1	50%	41	22	53.7%	1	1	100%	1	1	100%
		Gobera	2	1	50%	18	10	55.6%			100%			100%
		Dembi	2	1	50%	29	16	56.2%	1	1	100%	1	1	100%
2	Mettu Hurumu	Kemise	2	1	50%	41	23	54.1%	1	1	100%	1	1	100%
		Hurumu	2	1	50%	44	24	57.5%	1	1	100%	1	1	100%
3	Yayo	Yayo	2	1	50%	26	15	63.7%	1	1	100%	1	1	100%
		Elemo	2	1	50%	30	19	59.3%	1	1	100%	1	1	100%
4	Darimu	Darimu	2	1	50%	27	16	64.3%			100%			100%
		Abdi	2	1	50%	45	29	57.4%	1	1	100%	1	1	100%
5	Mettu Town	Hachalu	2	1	50%	1	174	57.8%	0	7	100%	7	7	100%
		Town	1	1	50%	30	19	57.7%	7	7	100%	7	7	100%
Total			8	9	%	1	174	8	0	7	%	7	7	%
Sampling techniques			Vailability			Simple random			Purposive			Purposive		

### **3.5. Instruments of Data Collection**

In this study, questionnaire, interview and document analysis were used to collect information regarding the school inspection implementation secondary schools.

#### **3.5.1. Questionnaire**

Questionnaires can be defined as written forms that ask exact questions of all individuals in the sample group, and which respondents can answer at their own convenience (Gall et al., 2007). In addition, the questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyses (Wilson and McLean cited in Cohen and et al, 2007).

For the current study, the questionnaire was developed by the researcher from the school inspection framework checklist as well as literature review and it will be filled by teachers principals and vice principals. The questionnaire that contain closed ended items was developed in the form of five point Liker-scale by which the student researcher has the chance to get a greater uniformity of responses of the respondents that help him to make it easy to be processed. The questionnaire was consisted of two parts. The first part deals with the general background of the participants. The second and the largest part contain the whole number of closed ended question items that address the basic questions of the study. There were 35 items prepared under four basic questions. The content of the items focused on pre-inspection, while inspection, post inspection and major challenges in SI implementation. The questionnaires were prepared in English and since the teachers are from secondary schools and can understand the language directly it was distributed without translating to other language.

#### **3.5.2. Interview**

The interview is a process of communication in which the interviewee gives the needed information orally in a face-to-face with the interviewer. According to (Gay, 2012), “the purpose of interviewing people is to find out what is in their mind –what they think or how they feel about something”. Thus, semi-structured interview items were prepared for the interviewees. To this end, in order to obtain detailed supplementary information, interview session was conducted with selected principals, vice principals, school supervisors and woreda education office experts to secure information concerning their experience of school inspection support. The content of the interview checklist included the implementation of each

inspection procedure and challenges known in its implementation. The interview sessions were conducted in Afan Oromo, and subsequently translated to English.

### **3.5.3. Document analysis**

Documents which can be input to school inspection were used as data sources. To get more evidence on the provision of feedback and reports the interview checklist was developed. This data was later used as source of additional data for post inspection. These documents include the previous inspection feedback, inspectors final reports and other as source of data.

### **3.6. Validity and Reliability**

To check how instrument can measure what supposed to measure (validity test) and to see the consistency of respondents' responses (reliability test) pilot test was carried out on selected schools before actual study. Based on result, corrections were made if there was any modification needed on instruments. The reliability of the items were checked using Cronbach alpha.

### **3.7. Pilot Test**

For the current study pilot test was conducted in two secondary schools found in Algie Sachi woreda namely supe and Sodo secondary schools for 25 teachers to check the reliability of items prior to the final administration of the questionnaires to all respondents. The schools used for pilot test were not used in actual study. The pilot test was conducted to secure the validity and reliability of the instruments with the objective of checking whether or not the items included in the instrument can enable the researcher to gather relevant information. Besides, the purpose of pilot testing was made necessary amendment so as to correct confusing and ambiguous questions. The result of the pilot testing is statistically computed by the SPSS computer program. The Cronbach's Alpha model was used for analysis. Based on the pilot test, the reliability coefficient of the instrument was found to be statistically calculated. Checking the validity and reliability of data collecting instruments before providing to the actual study subject was the core to assure the quality of the data. To ensure the validity, the items were developed under the close follow up of the advisor and co advisor, in addition to this senior colleagues were personally consulted to provide their remark. The participants of the pilot test

was also taken as firsthand informed about how to evaluate and give feedback on the relevance of the contents, item length, clarity of items and layout of the questionnaire. Based on the reflections, the instruments were improved before they were administered to the main participants of the study so that irrelevant items were removed, lengthy items were shortened and many unclear items were made clear. Accordingly, the internal consistency reliability estimate was calculated for the questionnaires and found to be 0.786, which is regarded as strong reliability Coefficient

**Table 3.2: Reliability of the items**

No	Items	N of Items	Cronbach's Alpha
1	Pre-inspection	9	.79
2	While inspection	9	.77
3	Post inspection	7	.71
4	Challenges in school inspection	10	.73
Total		35	.786

### 3.8. Method of Data Analysis

The data was analyzed both quantitatively and qualitatively. The analysis of the data was based on the responses collected through questionnaires, interview and document analysis. The quantitative data was analyzed using descriptive statistics such as mean and standard deviation (SD). The data collected through closed ended questions were tallied, tabulated and filled in to SPSS version 21 and interpretation was made with help mean and SD. The demographic characteristics of the respondents were analyzed using percentage. The qualitative analysis (data collected through interview and document analysis) was coded tabulated and analyzed with narration according to their theme and also the results were triangulated with the quantitative data. Finally the analysis was concluded by merging the value obtained from both the quantitative and qualitative data.

### 3.9. Ethical Consideration

The student researcher was considering a number of ethical issues in research. These ethical considerations impart in the whole process of research: appropriateness of topic, design, and methods and any important element of the research proposal were checked by supervisors and the student researcher take any modification. Guarantees of confidentiality (not using the names of the participants or any other personal means of identification or information



provided by participants should in no way reveal their identity). Analysis and dissemination of findings was negotiated with relative openness, sensitivity, honesty, truth and scientific impartiality. In general speaking, the student researcher was kept professional ethics and accountability: Meaning honest in all process of the study for participants of the study, for supervisors, and for other concerning bodies

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 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 of school inspection in secondary schools of Ilu Aba Bor zone. To this end, both quantitative and qualitative data was gathered by using questionnaire, interview and document analysis. The data gathered through interview was used to substantiate the quantitative data. Moreover, document analysis was conducted with inspection practices by using the reports and comments written in the records of schools, Questionnaire was distributed to 174 teachers and 25 school leaders in general 199 respondents and all copies were returned back. The return rate of questionnaire was 100%. In addition, six Woreda education officers were interviewed successfully.

#### 4.1. Respondents` characteristics

Descriptions of the demographic characteristics of the respondents have provided some basic information about the sample population involved in the study. The demographic characteristics of the study groups were examined in terms of sex, educational qualification and years of teaching experience.

**Table 4.1: Characteristics of The Respondents**

Variables	Character-istics	Woreda							Total	%
		Mettu woreda	Yayo	Doreni	Algie Sachi	Hurumu	Darimu	Mettu town		
SEX	Male	7	14	10	17	13	19	14	94	54%
	Female	9	10	5	15	10	16	15	80	46%
Job	Teachers	16	24	15	32	23	35	29	174	100%
Educatioal qualification	Diploma	2	0	0	0	0	1	0	3	2.5%
	Degree	8	22	15	28	15	12	25	125	71%
	Masters	6	2	0	4	8	22	4	46	26.5%

As shown in the table 4.1, majority of the teachers in the selected schools is male and only 2.5% of the respondents were diploma holder which shows that majority of the teachers as well as the school leaders qualification in high schools goes in line with the standard set by ministry of education. In addition the ratio of the female teachers is below that of the males

## 4.2. Data presentation and result

### 4.2.1. Pre-inspection practice

The data collected from the sample population were systematically coded, tabulated and organized for analysis. The coded data were entered in to Statistical Package for the Social Science (SPSS) version 21 for analysis. Mean and standard deviation were used to describe the data. The analysis of the items was displayed in the next table

**Table 4.2: Pre-Inspection Items**

No. Items	N	Mean	SD
1 They rank schools properly based their distribution and distance.	174	3.32	1.15
2 They form inspection team	174	3.48	1.14
3 They make relationship with schools	174	1.99	.43
4 They introduce their program for the school before inspection and guide to prepare necessary documents	174	2.94	.99
5 They refer the previous self-evaluation	174	2.11	.76
6 They refer the SIP document in the school	174	2.34	.95
7 They use teachers` profile as input	174	3.64	1.42
8 They refer daily lesson time table	174	2.62	1.09
9 They refer the school and community discussion documents	174	2.77	1.16
pre inspection grand mean	174	2.80	.46

NB. SD= Standard Deviation

In table 4.2 above the descriptive statistics of the items was displayed. As shown in the table the grand mean of the items is below the average ( $\bar{x}$ = 2.80, SD= .46). This indicates that there is less practice in pre-inspection activity. Specifically in item 1, the mean was relatively high which is  $\bar{x}$ = 3.32 with SD =1.15. In most of the schools as replied by the respondents, inspectorates properly rank the schools based on their distribution and distance from the woreda. This helps to identify which school is to be inspected first. As the inspection frame work (2006) shows the first and the major activity in school inspection is identifying schools based on their distance, previous inspection result as well as level. So, in many woredas this was properly practiced.

As discussed the above mentioned document inspections of schools will be carried out in accordance with the established national framework once every three years. According to this material selection of schools for inspection considers factors such as administrative organization, geographical location, whether the school is in rural or urban area as well as the performance level of the school. During the first, second and third year of the inspection cycle 20%, 40% and 40% of the schools will be inspected respectively (MoE, 2006). The next item is forming inspection team which is also practiced more in sampled woredas. The mean and SD of this item is  $\bar{x}= 3.48$  and  $SD= 1.14$  respectively. In all woredas there is inspection team organized and had training on the issue.

The third item is about the relationship the inspectorates make with schools. In this relation they introduce themselves for the school leaders, they express their purpose and form smooth agreement with school leaders in order that they are honest and open for them. Regarding this point there was less effort from the inspectorate as indicated by the respondents reply. As discussed in Aguti, (2015), the teacher involvement in the inspection process acts as a good strategy that can be increased through the relationship between teachers and school inspectors and through the way inspectors communicate with the teachers.

In the items this question has minimum mean from all items which is  $\bar{x}= 1.99$  with  $SD= .43$ . The inspectorates inform for that they are going to inspect without creating conducive environment with school leaders and it shows that there is no appropriate relationship made with schools. The next item deals with the preparation made by the inspectorates by helping schools to prepare necessary information and document before inspection time. Regarding this item the response of the respondents showed that there is average relationship between the school and the inspectorates with the  $\bar{x}= 2.94$  and  $SD= 0.99$ . As this result indicates the relationship is around the center which shows that there is a medium relationship. If there is no proper readiness from the school the inspectorates may not get sufficient information immediately. Schools must have enough information and prepare necessary documents needed in inspecting the schools.

The fifth item is about referring the school improvement program SIP documents before inspecting the whole activities. Regarding this item the response from the respondents showed that there was no such practice regularly from the inspectorates and  $\bar{x}= 2.34$  with  $SD= .95$ . The SIP records show which points need attention in the next activity, so it is important to refer this

document in the school. Regarding item seven, the respondents were asked the level of the use of teachers profile in pre inspection. For this item more focus was given and was implemented highly with the  $\bar{x}$  = 3.64 and SD = 1.42. This document shows how the teachers in the school are sufficient, and have comfortable working environment. Accordingly the response witnessed that there is the practice of using this document as input. The eighth item is about referring the daily lesson plans. Regarding this item the respondent answered that there was no appropriate practice on this point which has a  $\bar{x}$  = 1.24 with SD = 1.09. This point clarifies the readiness of the teachers for daily activity, but there was a limited effort made on it. The last item asks how the inspectorates refer the community discussion records. This document shows the involvement of community and their focus for the school. The mean of the respondents showed that there is a moderate practice of this activity which is  $\bar{x}$  = 2.80 with SD = .46. As this result showed the inspectorates refer some discussion documents in the school. Such documents help to get evidence on the participation of the community and the activities done.

To triangulate the data obtained from the questionnaires interview was made selected principals, supervisors and woreda school inspection experts. As the data obtained from interview showed, there is no appropriate relationship with inspectorates and schools especially teachers. One of the interviewed supervisor replied by saying:

*... There is no many discussion experienced between the inspectorates and school community. They give feedback to the school leaders and sometimes only ask questions from their checklist. The items of their checklist takes their time, even they do not compare the previous documents deeply, they check roughly the school's plan, previous meeting points. This is due to lack of sufficient time to make relationship and discuss.*

Most of the respondents supported that there was no sufficient discussion made between the external inspectorates and the school leaders. They rise that they are busy when they come filling the checklist points, so they immediately go to inspection. One of the woreda expert also added that they do not have much time to discuss properly with the school community as well as to refer necessary materials deeply. He added that they pay attention for checking teachers profile, ranking different activities according to their standard and filling the checklist. In addition, as the documents also show no much discussion between the schools and inspectors was done.

Most of the pre-inspection activities are not implemented well in many schools of the study area. The inspectorates do not give much attention for creating good relationship with schools and arranging school materials and school community's awareness before going to inspection. In most of the selected schools there was no practice of referring the previous reports and documents in schools. This result is in line with the study conducted by Bagaya, (2020) which discussed that inspectors are expected to consult previous inspection reports and decide on which schools to inspect and the type and focus of inspection prior to inspection.

In this study both the qualitative and quantitative data showed that there was the practice of assigning inspection team, checking the teachers profile and ranking schools with their distance and distribution. As both data witnessed there is no attention given for developing relationship between the school community and inspectorates, they do not have sufficient time to refer school self-evaluation checklist and other necessary documents deeply. The study conducted in Uganda by Aguti, (2015) also revealed this practice and discussed as follows:

*Also most inspection last for a very short time for example few hours in a day instead of at least a week. Almost rendering School inspection to be more of a "police on patrol" and therefore the inadequate time for inspection has made many inspectors to neglect important areas in schools such as classroom observation, curriculum content, and pupils' ability to perform well,*

As this qualitative data indicated most of the pre-inspection activities are not implemented well in many schools of the study area. The inspectorates do not have much time to give attention for arranging school materials and school community's awareness before going to inspection.

### **4.3. The practice of while inspection procedure**

Regarding post inspection practice in schools data was collected from the sampled population through questionnaire and were coded, tabulated and organized for analysis. Then, the data was entered in to Statistical Package for the Social Science (SPSS) version 21 for analysis. The Mean and standard deviation were used to describe the data. The result of the analysis of the items was displayed as follows.

**Table 4.3: While inspection practice**

No. Items	N	Mean	SD
1 They encourage internal school inspection team at Woreda level	174	2.51	.94
2 They arrange program with the school before school inspection time	174	2.64	1.10
3 They introduce themselves and clarify the objective of school inspection	174	3.18	1.28
4 School principals provide sufficient information about their schools situation for the inspectorate	174	3.11	1.26
5 Make discussion with school principals, vice principals and supervisors	174	3.17	1.30
6 Refer the previous level of the school	174	3.10	.93
7 No need of class room observation while inspecting the schools	174	3.01	1.24
8 Observe school facilities	174	3.12	1.27
While inspection Grand mean	174	3.00	.73

Note: N= number of respondents; M= mean; SD= Standard deviation

As the table 4.3 represents the while inspection grand mean is at the center which is  $\bar{x}= 3.00$  with  $SD= .73$ . These response shows that there is moderate practice on the activities of the while inspection in high schools. Specifically, item one is about the encouragement of internal school inspection team at Woreda level. As the respondent of this item showed there is limited practice on this activity. The aggregate mean for this item is  $\bar{x}= 3.00$  with  $SD= .73$ . This result indicates that there is a moderate implementation of the while inspection activities in the school. As respondent replied, there are items with a limited practice which have less mean. Some of these items are encouraging the internal inspectorate and arranging program for inspection with schools before inspecting with  $\bar{x}= 2.51$  and  $\bar{x}=2.64$  mean respectively. Encouraging the internal inspectorates helps them to do more their responsibility and can initiate them. This includes awareness creation, reward and other. But there is no sufficient encouragement as witnessed by the respondents. The other item with less mean is arrangement of appropriate programs and schedule with schools. This helps to get more accurate and read evidence than collecting in few days. If the school has appropriate they prepare necessary documents needed for collecting data, but the respondents replied that there is less practice on this issue. The other items have a mean higher than the aggregate mean. Some of the items with higher mean are introducing themselves and clarifying the objective of school inspection for the school at inspection time which has a  $\bar{x}=3.18$  with  $SD = 1.28$ . When the inspectorates openly introduce their objective the schools can openly present their documents and be free to be inspected.

They also show all necessary information as much as possible. The result showed that the inspectorates have relatively better practice on this item.

As discussed in Klerks, (2013), inspection should not reflect personal opinion of inspectors: As this document showed inspection is an activity which is constructive and gives emphasis to priority areas. It celebrates successes but identifies shortcomings and gives recommendations to those responsible bodies: In this study the result showed that the inspectors introduce themselves openly, help the principals to provide them appropriate documents and give written feedback clearly. Both the quantitative and qualitative data gathered witnessed that there is better performance at the inspection phase than the rest procedures. As the data revealed there is a moderate performance of while inspection procedure.

In the sampled schools as the result of the data showed, in these items there are activities which were practiced more and have higher mean in the analysis. Some of these items are following schools with lower standard (under level I & level II) which have a  $\bar{x}$ = 3.01, SD = .87 and providing written feedback for schools with  $\bar{x}$ = 3.68 and SD= 1.37. The written feedback helps the schools to refer their weakness at any time pay attention to improve the specific point, in addition the follow up of the schools with lower standard helps to strengthen them in order that they can improve their weakness. As discussed in Aguti, (2015) feedback is believed to have the potential to school improvement.

To strengthen the data obtained from questionnaires interview checklist was developed and conducted with selected informants. As most of the respondents of the interview replied most of the activities to be covered during inspection have got more emphasis than the other inspection procedures. Most of the interviewed individuals replied that the inspectorates introduce their objective for principals before beginning inspection and also ask the previous evaluation result and check the standard of the school. The respondents witnessed that the principals openly provide necessary documents and information needed in the process. Regarding the while inspection time the qualitative data showed that there was lack of discussion and agreements with teachers.



One of the interviewed principal replied that:

*"These people (inspectors) waste our time because when we hear about their coming, we become busy preparing documents like lesson notes, schemes of work, and lesson plans. It is these documents which they require for inspection. So teachers do not teach so that they fulfill the requirements of the inspectors, we hear that when they go to inspect they just stay with us /headmasters' offices/ and talk with us and leave back to their stations. They do nothing worthy of enhancing academic performance rather than wasting time and receiving salaries for doing nothing, it is better that this department be banned because it does nothing rather than stressing teachers."*

As this data reveals the inspectorates discuss only with school leaders, without including teachers. As the data shows even though there is inspection there is no improvement of the school as a result. The way they interact and provide recommendations do not engaged the teachers as well as the school leaders to follow the recommendations and improve it.

Most of the interviewed inspectors agreed that they discuss with school leaders, but no time to discuss with teachers.

Regarding this one of the woreda inspectorates added that:

*The checklist by itself is very vast and it takes time to cover, as much as possible we try to fill and discuss at the end, we assume that the school leaders including principals, vice principals and supervisors share what we discussed with them for teachers, it is difficult to discuss with teachers within a few minutes, because they want to ask many things like complain on transfer, work load and other, so it takes time. We observe a sample of classrooms while teaching and check plans at the end we give them feedback individually for the teacher we observed. This is why we give written feedback for the school in order that they discuss on it later, this is our procedure at all.*

In general, the while inspection was done moderately as observed from different instruments. The principals provide documents openly for inspectorates then discuss on it. They observe classrooms and other necessary documents related students' achievement to decide on which point they comment. As the data showed the woreda education office do not have much economic potential to provide sufficient awareness creation for schools regarding school inspection implementation.

#### 4.4. The practice of post inspection procedure

To identify the implementation of the post inspection activity seven items were developed and filled by the respondents and the result was displayed as follows

**Table 24.4: The post inspection practice**

No.	Items	N	Mean	SD
1	They give professional decision based on the result obtained	174	2.49	.94
2	They also give oral feedback for the school	174	2.55	1.01
3	No report needed from the team to other responsible education sector	174	2.49	.944
4	they give written feedback for the school inspected	174	3.68	1.87
5	the schools can have a comment on the decision of the team	174	2.72	.98
6	they continuously follow schools bellow the standard	174	3.01	.87
7	they do not follow schools those scored above the standard	174	3.58	1.37
post inspection grand mean		174	2.79	.48

Note: N= number of respondents; SD= standard deviation

In table 4.3 above, the descriptive statistics of the post inspection related items was displayed. As shown in the table the grand mean of the items is below the average ( $\bar{x} = 2.79$ ,  $SD = .48$ ). This indicates that there is less practice in post-inspection activities. Specifically there are items with the higher mean and in other direction there are relatively items with lower mean. In this main question, item 1 which is about providing professional decision has a  $\bar{x} = 2.49$  and  $SD = .94$ . This indicates that there was less effort made on giving a clear decision which help to improve the implementation of post inspection activities to the school as well as other necessary body. The way decision made can affect the improvement of the practice in inspection activity. How the feedback is given also has its own role in the work of school inspection. Item 2 focus on giving oral feedback which has a  $\bar{x} = 2.55$  and  $SD = 1.01$ . which shows that there was less practice of oral feedback provision on specific points of the inspection standards. Oral feedback is needed on some specific points, but as witnessed by the respondents the inspectorates usually give feedback on their checklist and there was no much oral discussion on each points of the standard.

School inspectorates have a responsibility of giving feedback to both the government and school stakeholders. They assess schools with respect to the standards within the quality framework and point out on the strong and weak points based on their achievement, (Aguti,

2015) No all schools equally refer and implement the written feedback so, it is better to add oral feedback.

Inspectors should offer to give feedback on classroom observations at a suitable time after the observation. The feedback should be constructive and focused on the students' learning, the features of the teaching or other factors that affected it, and how it could be improved. At the end of the inspection, the inspectors meet the director and other senior leaders to provide a short oral report on their findings, judgments and recommendations. The school's (cluster) supervisor should attend this meeting as he or she will have an important role to play in helping the school to respond to the inspectors' recommendations and improve its performance (Klerks, 2013).

The other item with lower mean is about the comments given from the schools on the decisions given by the inspectorates. This item has a  $\bar{x}$  = 2.72 with SD = .98 which is relatively below the average. On the next item the respondents were asked the extent to which the inspectorates provide reports the result of their inspection and they replied that there was the practice of reporting for necessary body. The third item indicates that there was sufficient reporting practice in their schools regarding school inspection. Regarding this activity, the study conducted by Bagaya, (2020) revealed that inspectors did not effectively provide reports to the school community including the staff and parents. As this study showed the reports were readily accessible mainly for administrators. For teachers whose lessons were observed, however, opportunities were provided for conferencing. But the current study showed that there was the practice of providing report for different responsible bodies.

As the schools replied there is no much comment provided on the points given from the school community including community, teachers and principals, they accept the points given by the inspectors and told them by the principals. Unless they discuss on and comment each point, it is difficult to know and improve the level of each standard in inspection. Since the school community did not react on the points of inspection checklist as well as the level of their school most of the schools standard stay as they were before. The other item which was not practiced well is the follow up of schools with better standard those are under level III and above. The mean of this negatively worded item was 3.58 which show that there was no appropriate follow up for improved schools. Such schools can lose their level if not continuously followed and helped. The study conducted in Western Uganda by Bagaya, (2020) revealed that there the inspectorates follow the schools at least once a year in order to help improve their status continuously.

In the sampled schools as the result of the data showed, in these items there are activities which were practiced more and have higher mean in the analysis. Some of these items are following schools with lower standard (under level I & level II) which have a  $\bar{x}=3.01$ ,  $SD= .87$  and providing written feedback for schools with  $\bar{x}= 3.68$  and  $SD= 1.37$ . The written feedback helps the schools to refer their weakness at any time pay attention to improve the specific point, in addition the follow up of the schools with lower standard helps to strengthen them in order that they can improve their weakness. As discussed in Aguti, (2015) feedback is believed to have the potential to school improvement.

The MoE (2006) states about feedback as follows:

*The feedback should be constructive and focused on the students' learning, the features of the teaching or other factors that affected it, and how it could be improved. At the end of the inspection, the inspectors meet the director and other senior leaders to provide a short oral report on their findings, judgments and recommendations. The school's (cluster) supervisor should attend this meeting as he or she will have an important role to play in helping the school to respond to the inspectors' recommendations and improve its performance.*

The qualitative data gathered through interview also revealed that the inspectors provide written feedback after the inspection. The national inspection frame work also put clearly the importance of feedback in the implementation of inspection activities. The problem the respondents raised in this activity is that the inspectors only discuss with principals and vice principals, the do not pay attention for school community to participate. But the responsible body in improving the performance of the school have to discuss and now in detail about their schools comments and recommendations. Regarding feedback one of the woreda inspectorates added as:

*The current inspection system is even not inspection but supervision, because we discuss with them to show direction and guidance, as the guide line indicates the inspectorates do not guide and show direction rather he identifies the level of the school based on the designed criteria and then give report for the woreda as well as zone education. But, now most of the time we kill our time on counseling, guiding and encouraging.*

*This shows that there is awareness gap among principals on the role of inspectorates. It indicates also that inspectors are mixing the duties of supervisors and inspectors.*

One of the sources of data used was document analysis. Under this source the written feedback and the final report given by the inspectorates found in the schools was referred. As it was observed from the documents the external inspectorates give clear and specified written feedback. They have checklist to be followed when they inspect and they provide feedback based on those points mentioned. As a final report schools were given short description of the overall image of the school according to the evidence provided by the schools leaders. The point observed in this document analysis was that all schools do not have written feedback recorded on their hand, when they were asked the previous principal put it anywhere and I couldn't get. When principals leave their position or transferred to other schools there was no appropriate document transfer made. As a result, los of records happen. It also indicates that newly assigned school leaders do not ask and follow school records and documents specifically. So some of the schools do not have guiding point comments and feedback to follow and pay attention to improve the standard of the school. They simply do their work, not giving special focus and searching what is to be improved. So in post inspection even though there was gap in oral feedback, there was clear written feedback in most schools.

#### 4.5. Major challenges in inspection practice

In schools there are different challenges regarding different activities, but for this paper the focus area is the practice of inspection. To identify the challenges occur in the implementation of school inspection, 10 items were developed and distributed for teachers and their response was presented. The negatively worded items were reversed while analyzing the result.

**Table 4.5: Challenges in school inspection**

No.	Items	N	Mean	SD
1	There is lack of human resources (inspectorate)	174	4.02	1.14
2	There is no appropriate budget and infrastructure allocation	174	4.17	.99
3	There is no In-service training for inspectors	174	2.56	.99
4	There is skill gap from inspectors	174	4.01	1.22
5	The numbers of schools is very high to cover	174	3.61	1.22
6	Lack of positive attitude from teachers	174	2.60	.99
7	There is no good approach from principals	174	2.46	1.14
8	There is attention to follow and improve the level of schools from all concerned bodies after inspection	174	2.13	1.08
9	There is appropriate attention to correct Inspection recommendations	174	3.27	1.39
challenge grand mean		174	3.29	.45

Note: N= number; SD= standard deviation

As presented in table 4.4 most of the items have higher mean than the aggregate mean of the items which is  $\bar{x} = 3.29$  with  $SD = 0.49$ . On the first item the existence of the shortage of inspectorate in the study area. The respondents witnessed that there was lack of human resource in woredas to implement school inspection. The mean of this item is  $\bar{x} = 4.02$ ,  $SD = 1.14$  which showed that there is scarcity of human resource. Unless there is sufficient human resource in the office it is difficult to assign appropriate number of school inspection team to address each school. Lack of human resource cause to have many jobs and responsibilities which hinders to inspect many schools in the woreda and it was observed that this one challenge in inspection practice. The next item is about allocation of budget and infrastructures for school inspection activities. As the respondents replied there is lack of appropriate budget and infrastructure allocation for this purpose which has  $\bar{x} = 4.17$  and  $SD = 0.99$ . School inspection needs much infrastructures and budget than many other activities in education sector, like computer, stationary means of transport to inspect schools timely and properly. But in the study area there is shortage of such provision.

Regarding the second item the interviewed individuals replied that the bottle neck of school inspection was lack of budget and infra structures. One of the interviewed supervisors idea was summarized as follows:

*The number of school and budget allocation is not proportional. The woreda administrative and finance office always mention that the large percentage of budge is given for education sector. They take the salary of teachers as a topic. But there are many activities in schools which are not covered without appropriate budget. Especially, for school inspection it needs the inspectorates must to go to school, which impossible to work without observing each activity. In this case, since there are far schools from woreda, there must be a logistic, which is very difficult to get in our woreda. In addition, each work process has no computer to, so we use one computer in group, we beg even paper from different offices from time to time.*

On the third item the respondents were asked how far there was in-service training for the inspectors. The mean of the item is  $\bar{x} = 2.56$  and  $SD = 0.96$  which show that there was relatively high practice on in service training of the inspectors. The in service training develops the awareness of the team and also initiates them for the next implementation. The forth item is about skill gap from the inspectors and the mean of the item showed that there is skill gap among the inspectors which is  $\bar{x} = 4.01$  and  $SD = 1.22$ . Even though there is provision of in

service training some of the inspectors do not have appropriate skill on the activity. This happens from the turnover of the school inspectors. Due to workers turn over and change of office structure from time to time the workers change from one work process to another within a few years. As a result of this the trained individuals leave the work process and others will be replaced. This causes lack of uniform implementation of certain activity.

Inspectorates have to support and engage the schools to improve their standard; this needs knowledge of the activity. As Abuti, (2015) stated in his study:

*It can be more helpful if school inspectors act as facilitators and supporters in the curriculum implementation role. They should not concentrate on the weak points of teachers without supporting them on how to solve problems. This suggests that Teachers and their schools develop a lot of tensions during the whole inspection process. These tensions can be seen in terms of fear, lack of interest and morale towards work, negative attitude of the teachers towards school inspection, limited level of professionalism and capacity building by their counter parts the school inspectors*

So the skill gap plays a vital role in for the inspectorates to do their share help schools to change their level and performance.

On the fifth item the existence of the challenge of large number of the schools was asked and the respondents agreed that there was large number of schools and difficult to cover with a mean  $\bar{x}$  = 3.61 and SD = 1.22. When the number of the schools is increased the team can not cover many schools to inspect and difficult to follow from time to time. To get more evidence interview was made with school supervisors and woreda school inspection experts and they witnessed that the number of schools is one factor to follow the and improve the standard of schools in their woreda.

The sixth challenge asked the respondents is the attitude of teachers on the activity of inspection. Method, (2014) on his study in Tanzania indicated that there were those who view school inspection as an activity of raising the standards of education in the secondary schools, and there are those who view it very negatively. Majority of the respondents look at school inspection very negatively. In addition, other research Berhane, (2014) witnessed that there is negative outlook on the implementation of school inspection. As this material indicates they assume inspectorates as fault founder and it causes stress on teachers. Unlike this as most of the respondents witnessed there is less negative attitude from teachers on the implementation of

school inspection which has a  $\bar{x}$ = 2.60 and SD= .99. As this result indicated there is no challenge related to teachers' outlook on inspection.

The data obtained through interview also revealed that there is no serious challenge regarding the attitude of teachers on inspection practice. One woreda inspection expert replied

*there are teachers who are not free when they get guests who went there to observe the school activity, this happens from expecting that the guest may observe activities which were not done properly and criticize them. But in our school there is no challenge emerging from such outlook.*

On the seventh item the respondents were asked to show their opinion how the approach of principals is a challenge in the inspection activity in their school, and most of them replied that this issue is not challenging in their school. Since there are many points to be discussed on, if principals are not open to react on this points with inspectorates it is difficult for them to ask and get complete evidence on each activity.

The respondents of the interview also witnessed that principals' are open in working with the school inspectorates one of the respondents replied:

*Principals' work with school inspection team collaboratively and there is no any challenge regarding the school leaders approach. After the inspection process the inspectorates ask how the principals agree on the process and feedback and the school leaders reply that they are ok with their all procedures and comments.*

The eighth challenge asked is the follow up from concerned body like education office, PTA, KETB, administration office and other. In this study most of the respondents checked out that there was attention given to improve the level of inspection after the recommendation is given and the  $\bar{x}$ = 2.13 and SD= 1.08. This shows that there was less challenge related to the participation of concerned body in improving the level of the school. The last challenge asked to show their agreement is how the schools give attention for the inspectorates' feedback. As the result of the respondents showed the mean for this item is  $\bar{x}$ =3.27 and SD =1.39. The need for feedback is to remember and deal on each point with concerned body and stakeholders. As this point show there was no appropriate attention from school for recommendation forwarded. Once they give feedback schools do not follow each point strictly and do their best to improve the comments.



The qualitative data taken to substantiate this question was interview made with principals and woreda general education inspection experts. The interviewed individuals witnessed that there was appropriate follow up from the leaders to improve the recommendations. The idea of one of the interviewed woreda expert was summarized as follows:

*The inspectorates give comments orally as well as verbally, but no one make it his own assignment to check and identify which point is improved and which active needs other concerned body`s participation. The problem of inspection activity is that no progress observed as a result of inspection. This is what we ask and teachers or schools also ask. We say schools do not follow the feedback and improve the comments; the schools say inspection is value less no achievement is counted as a fruit of inspection. The challenge is that schools leaders are not change agents now, rather they defense and complain ever thing.*

When the recommendation is given, the school leaders and the school community propose the way the recommendation will be improved, as this result showed they did not give due attention for this purpose, and the inspectorates mention that they do not have sufficient time to discuss with all school community. So, similar comments recommended many times in different schools by inspectorates.

In general, both types of data revealed that there is lack of human power to cover all the school inspection activities. The present study finding is also congruent with the earlier study of Jerry Bagaya, (2020) who found that inspectors were burdened with different tasks leaving less time for pedagogical inspections and inspection reports were inadequately presented for parents' and views were not taken into account in assessing schools, and that reports were not published to the public. As these data showed the inspectorates perform their duty roughly and do not dig out every necessary documents and activities. There is also lack of infrastructure and budget in practicing these activities, due to this the inspectorates could not cover the target school which is to be inspected. There also skill gap between the inspectorates which can lead to lack uniformity in school inspection implementation among the schools. The other challenges identified in this study include difficulty of the manageability of the number of schools and the limited number of the inspectors.

Regarding this result the research conducted by De Grauwe, (2008) also showed that the miss much of the number of the schools and inspectors was one of the challenges witnessed in the study area. As a challenge one interviewed supervisor said:

*The other issue problem in the activity of inspection is the inspectors give recommendation and go to their office, but we supervisors forced to improve the listed comments. We ourselves encourage and agitate in order that the principals improve the standard of the listed points, but no any guide line to given for supervisors as well as inspectors to take any action on principals or vice principals. So, when they after months the standard of the school was the same as the previous one. Inspectorates do not have any power on school leaders or teachers, in such a way it is meaningless to inspect schools. The previous inspectorates can avoid even the principals from their position based on their performance, but now the guide line does not give any authority for inspectorates like that.*

As the different data source indicated the gap in the guide line can have its own role on the implementation of school inspection. Inspectorates only inspect the school and give feedback for their office. The office takes action on school leaders based on the performance of the school or different disciplinary problem, not always as a result of inspection. This indicates that why different schools did differently and no schools equally sense the significance of inspection in schools. The performance of post inspection also differs as a result of inspectorates' skill. Since there was no action a result of inspection on school leaders, schools attention for inspection implementation was low. As discussed above the measures taken depends on different issues rather than school standard improvement. This leads to lack of interest and attention regarding inspection activity from school leaders.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1. Summary of Major finding

The major purpose of this study was to assess the implementation of school inspection in Ilu Aba Bor high Schools. With this regards, this part deals with the summary of findings, the conclusions reached at and the recommendations forwarded on the basis of the findings.

#### 5.1. Summary of major findings

The findings reported in chapter four summarized along the following themes that reflect the research questions. The Practices of school inspection was important to help schools to improve their performance by providing appropriate comments and recommendations. Thus, school inspection is responsible to provide support, control, and improve achievement. However, it is indicated that, school inspection is not performing as expected. Therefore, the purpose of this study was assessing the implementation of school inspection procedures in Ilu Aba Bor Zone high schools and recommending possible solutions. The study also tried to answer the following basic research questions;

1. To what extent school inspectorate implement pre inspection procedure properly?
2. To what extent school inspectorate implement while inspection procedure in school inspection activity?
3. To what extent school inspectorate implement post inspection procedure properly?
4. What are the major challenges facing school inspection?

To this effect, the study was conducted in Ilu Aba Bor Zone Selected high Schools. Accordingly, 7 Woredas, 7 supervisors, 9 school principals and 174 teachers were included using random and availability sampling techniques. Questionnaire was the main data gathering tool. An interview was conducted to substantiate the quantitative data. The quantitative data collected by using questionnaire was analyzed and interpreted by using mean scores and standard deviation. The qualitative data collected through interview was analyzed qualitatively by narration in line with quantitative data. According to the result of data analysis, the following major findings were identified. Therefore, based on the analysis of data, the findings of the study summarized as follows;

As stated in Ethiopia General education frame work, inspection has three procedures /phases/ which are pre inspection while inspection and post inspection. In each procedure there are different activities are to be implemented. If these procedures are effectively implemented the

objectives of SI which is promoting appropriate learning environment and then increasing the students' achievement is fulfilled. Based on this to describe the level of the implementation these mentioned procedures different data gathering tools were developed and used to collect data, accordingly data was collected from the selected participants and analyzed in the previous chapters. From this analysis and finding the following summary of the finding was identified.

1. From the result of the study it was witnessed that most of the respondents agreed that the implementation of pre inspection was below average.

As observed from the analysis most of the activities in pre inspection were not implemented effectively. In this procedure it was identified that the inspectors do not make appropriate relationship with schools. They do not create good discussion environment before the inspection. They do not refer previous self evaluation documents properly, and also do not refer SIP documents in the school inspected. They also do not refer the daily lesson time table and school community discussion documents. As was witnessed in the analysis they refer the teachers profile as input of their work. Since inspection is the activity which involves the measurement, testing, and evaluation of certain characteristics of system. the results are usually compared to specified requirements and standards so as to determine whether the has met the desired criteria. So the inspectors have to refer the different documents and evaluate their standard and also they have to identify how the school was working for improvement.

2. There was relatively a moderate performance in while inspection activities in the implementation of the procedures in the high schools. In the activities of the while inspection most of them have a mean higher than the average which showed that there was better implementation in this phase. In while inspection as the respondents witnessed the inspectors introduce themselves properly for the school, they discuss with school leaders, and check their previous level of inspection. It was replied that schools provide sufficient information openly in while inspection procedure. In while inspection as it was witnessed by the respondents, the arrangement of program before inspection time encouragement of the internal inspectors needs improvement as they have a mean below the average.

3. As the data observed, activities to be covered in post inspection were not implemented properly. The inspectors do not implement most of the activities to be implemented in post inspection timely. They only go and inspect school based on the criteria established and do not follow and encourage improving the standard of the school from the observed level. In this procedure the inspectors do not give professional decision properly based on the result

obtained, they also do not have the practice of providing oral feedback and they focus on giving written feedback. But oral feedback also has its own role in the provision of feedback. The practice of giving comment and complain was not exercised in high schools of the study area.

4. There were many challenges in the implementation SI procedures in the study area high schools which were witnessed from the respondents.

As the result of the study showed, lack of inspectors and budget based on the number of the schools were the main challenges identified in the analysis. For all woredas the number of the inspectors' structure was equal which was 3 as the structure of OEB. But the number of the school differs from woreda to woredas. In Ilu Aba Bor zone there is woreda with 87 schools and also 28 schools in another. So it is difficult to inspect school equally as the frequency assigned in the frame work of federal general inspection established. So to cover the target number as much as possible the inspectors roughly inspect the school when they go, just to finish the checklist, not to dig out each point of the checklist and give comment. The budget allocation for inspection purpose was .what the inspectors mostly complain. Inspection needs to go to school directly to the school and observe the real activity, so it needs means of transportation, stationary and other necessary materials, but it was difficult for woreda education offices to provide this. For this purpose no appropriate SI is procedure was implemented.

Inspectors have to have deep understanding of the standards and elements of the criteria of school inspection and the OEB also provides in service short term training and workshops. But due to turn over and change of structures the trained individuals chang their place and go to other work process or other office. This creates skill gap lack of approaches among inspectors in order to do their responsibility effectively.

In general the three inspection phases were not implemented according to the guide line of the general inspection established by ministry of education in 2006. This was due to different challenges exist in the implementation of the program. The major challenges hindering this activity are budget, human resource, skill gap and manageability of the school and others.

## 5.2. Conclusion

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

The evidences allow the researcher to conclude that; school inspectorates do not implement pre inspection activities sufficiently.

The Government of Ethiopia has been doing all it can to address the issue of academic performance but the situation has not changed. After many strategies government designed the inspection program and was implementing since few years. There are inspectorates assigned at all level from ministry of education to woreda education office The inspection work has different procedures to make complete the activity of school inspection..This study aimed to investigate the implementation of these procedures in secondary schools of Ilubabor zone. Accordingly it was confirmed in the study that there was no pre inspection being implemented as intended in the framework. Most of the pre inspection activities did not get attention from all the responsible bodies.

One of the major activities in pre inspection was referring the previous documents like, self evaluation, teachers profile, SIP, and other. Checking these documents helps to know where the school is according to their own assessment and to identify whether there was an improvement as a result of previous inspection. But in the current study it was made clear that the inspectorates do not implement this and the reason mentioned are, lack of time and sufficient inspectors in line with the number of the schools. They do their activity roughly to save time before making appropriate relationship and without checking the previous documents.

In the while inspection procedures the inspectorates have better performance as witnessed by the respondents, but the less implemented activity observed was that the encouragement and support for internal inspectors was not practiced well, so they were not initiated for the activity. The woreda offices do not have sufficient potential to support the school inspection team. The post inspection procedure is the one with the performance under the neutral. The inspectorates do not give oral feedback and discuss with them freely to take comments. They go their way after they finish their checklist. In this procedure the school communities as well as the leaders were not acquiring necessary knowledge and input from the inspectorates. So schools perceive the external inspection time as wastage of time and additional work load for the school leaders.

Moreover there are different challenges hindering the implementation of the inspection activity in the study area. Such challenges are like lack of transport, lack of budget and human power to

make follow up of what they recommended and skill gap among the inspectorate to make appropriate relationship with schools and on making clear decision.

### **5.3. Recommendation**

Based on the findings of the study, the following recommendations were forwarded:

1. To reach all schools the woreda education office should make secondary school inspectors available at the woreda according to structure. Next to this the woreda education office should arrange facilities and special budget which is sufficient to finance all the needs of inspection for inspectors and allow them to sufficiently inspect and make schools improve their standard.
2. To minimize the skill gap among inspectors, the zone education office should develop the capacity of inspectors and help them to be aware what they have to do properly. In addition to this inspectors have to be people of higher education and integrity so that they may not be despised by those whom they inspect.
3. Schools should act on the recommendations given to them by the inspectors. They have to have strategies that are aimed at addressing the shortcomings seen and be serious with their implementation. This is because some strategies are not respected and not translated into action. The heads of schools should always conduct internal inspections since external inspectors are not sufficient to reach all schools. It is their duty to make sure that they inspect and take action for corrective measures.
4. Inspectorates should develop the role of school community in discussing and participate in improving the current standard of their school.

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**APPENDIX A**  
**Jimma UNIVERSITY**

College of Education and Behavioral Science

Department of Educational planning and Management

This Questionnaire is prepared to be filled by Secondary school teachers, principals and supervisors on School Inspection Practice in Government Secondary Schools of Ilu Aba Bor Zone.

**General Direction**

The main purpose of this questionnaire will be to gather primary and relevant data to assess the School Inspection Practice In Government Secondary Schools of Ilu Aba Bor Zone. It is designed for a study purpose and you are selected to participate in this study. Hence, you are kindly requested to give the necessary information on the issues related to the study. The student researcher believes that the success of this study depends on your honest and genuine response to the question. I want to assure you that your response will be kept confidential and the information you provide will be used for academic purpose only.

**Note:** you do not need to write your name on the questionnaire.

Thank you in advance for your co-operation!

**Part one: General Information and Characteristic of the Respondents**

1.: Woreda \_\_\_\_\_

2. School Name: \_\_\_\_\_

3. Sex:    Male         Female

4. Level of education:    certificate     Diploma     Degree     MA/MSc

**Part Two:** Please indicate your options by putting tick (√) mark in the box of your choice of closed-ended item from the given rating scales.

Note: 5= Strongly agree; 4= Agree; 3= Neutral; 2= Disagree; 1= Strongly disagree

1. To what extent school inspectorate implement pre inspection procedure properly?

No.	In pre inspection	5	4	3	2	1
1	They rank schools properly based on their distribution and distance.					
2	They form inspection team					
3	They make relationship with schools					
4	they introduce their program for the school before inspection and guide to prepare necessary documents					
5	they refer the previous self-evaluation					
6	they refer the SIP plan in the school					
7	they use teachers' profile as input					
8	they refer daily lesson time table					
9	they refer the school and community discussion documents					

2. To what extent school inspectorate implement the while inspection procedure properly?

No	During inspection:	5	4	3	2	1
1	They encourage internal school inspection team at Woreda level					
2	They arrange program with the school before school inspection time					
3	They introduce themselves and clarify the objective of school inspection					
4	School principals provide sufficient information about their schools situation for the inspectorate					
5	Make discussion with school principals, vice principals and supervisors					
6	Refer the previous level of the school					
7	They collect sufficient data and information on each points of the inspection					
8	No need of class room observation while inspecting the schools					
9	Observe school facilities					

3. To what extent school inspectorate implement post inspection procedure properly?

No	In post inspection	5	4	3	2	1
1	They give professional decision based on the result obtained					
2	They also give oral feedback for the school					
3	No report needed from the team to other responsible education sector					
4	they give written feedback for the school inspected					
5	the schools can have a comment on the decision of the team					
6	they continuously follow schools bellow the standard					
7	they do not follow schools those scored above the standard					

4. What are the major challenges that influence school inspection activity in the school?

No	The major challenges of inspection implementation in your school are:	5	4	3	2	1
1	There is lack of human resources (Inspection expert)					
2	There is no appropriate budget and infrastructure allocation					
3	There is no In-service training for inspectors					
4	There is skill gap from inspectors					
5	The numbers of schools is very high to cover					
6	Lack of personal code of conduct from inspectors					
7	Lack of positive attitude from teachers					
8	There is no good approach from principals					
9	There is attention to follow and improve the level of schools from all concerned bodies after inspection					
10	There is appropriate attention to correct Inspection recommendations					

## **APPENDEX-B**

Interview Questions for Wereda and zone Inspection experts

Sex: male \_\_\_\_\_ Female \_\_\_\_\_

Academic qualification: \_\_\_\_\_

Position: \_\_\_\_\_

1. How do you implement the three inspection procedures?
  - ✓ Pre- inspection
  - ✓ While/during inspection
  - ✓ Post inspection
2. What are the problems that hinder school inspection as you know?
- 3.