SCHOOL INSPECTION AND PROVISION OF QUALITY EDUCATION IN SECONDARY SCHOOLS IN UGANDA: A CASE OF KASESE DISTRICT

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Declaration

I, Wilson Mathembele, affirm that this thesis entitled: **School Inspection and Provision of Quality Education in Secondary Schools in Uganda: A Case of Kasese District,** is truly my own original work. It has not been presented to any other institution for any award of any type in any field and is not a copy of any similar published work of another researcher for academic purposes.

Sign..... Date.23/8/2025.....

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Approval

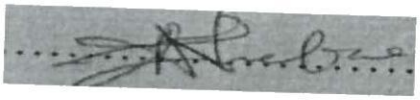
We approve that this work is original and is up to the standard for the award of the degree of doctor of philosophy in educational administration and planning of Mbarara University of Science and Technology

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Dedication

I dedicate this thesis to my Dad Mr. Kambere Zebedayo Kalengyo and my Mum, Biira Veronika who paid my school fees from primary one to university, all my brothers and sisters for their encouragement and support, my children, Musoki Patricia Kalengyo, Biira Alicia Kalengyo, Asikibawe Mark Kalengyo, Kabugho Elizabeth Martha Kalengyo (Late), Bwambale Isaiah Matembele who missed me but never complained during the time of writing this thesis, my wife, Peace Ester who encouraged me, missed me and endured all challenges that we went through during the time of my study. My colleagues with whom we were studying for their encouraging words especially Mr. Issa Ndungu and Ms. Rose Hezekiah Jonathan Kilonga.

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List of Abbreviations and Acronyms

ASSHU: Association of Secondary School Headteachers of Uganda

CVI: Content Validity Index

DEO: District Education Officer

DES: Directorate of Education Standards

DRC: Democratic Republic of Congo

DV: Dependent Variable

FME: Federal Ministry of Education

GPE: Global Partnership for Education

HIV and AIDS: Human Immune Virus and Acquired Immunodeficiency Syndrome

HMI: Her Majesty Inspection

IV: Independent Variable

KDLG: Kasese District Local Government

MoE&S: Ministry of Education and Sports

MUST: Mbarara University of Science and Technology

NCST: National Council for Science and Technology

OFSTED: Office for Standards in Education, children's Services and Skills

PD: Professional Development

QASO: Quality Assurance and Standards Officer

QI: Quality Indicators

UACE: Uganda Advanced Certificate of Education

UCE: Uganda Certificate of Education

UK: United Kingdom

UNATCOM: Uganda National Commission for UNESCO

UNEB: Uganda National Examination Board

UNESCO: United Nations Scientific and Cultural Organization

UPOLET: Universal Post O' Level Education and Training

USE: Universal Secondary Education

WEF: World Education Forum

Chapter One

Introduction

Introduction to the Study

This study looked into the influence of school inspection on the provision of quality education in secondary schools in Uganda, using Kasese District as a Case. The independent variable is school inspection, while the dependent variable is the quality of education. This chapter discusses the study's background, problem statement, general objective of the study, specific objectives, research question, research hypotheses, scope of the investigation, significance of the study, and conceptual framework.

Background to the Study

The background of the study contains historical, theoretical, conceptual and contextual perspectives. The historical perspective showed the past and present overview of the variables, the theoretical perspective showed the theories employed in the study, the conceptual perspective gave the definitions of the key variables including their constructs or indicators and the contextual perspective showed the problem on the ground, which prompted the study.

Historical Background

Education is the cornerstone of societal progress, a catalyst for individual growth, and the the foundation upon which the aspirations of nations are built. Giving students the knowledge, abilities, attitudes, and competencies, they need to serve both themselves and society at large is one of the widely accepted goals of education. According to the United Nations Scientific and Cultural Organization (UNESCO 2015) report, providing high-quality education is critical because it reduces poverty, raises income, improves people's health, increases revenue growth,

children's lives are saved, promotes stability, decreases child marriage, reduces the rate of fertility, reduces maternal deaths, advances gender equality, and fights Human Immune Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS), among other things, Global Partnership for Education (GPE, 2015). Secondary education system is an essential part of the overall educational system, on one hand it serves as a source of middle-class labor for the nation's economy, and on the other, it serves as an entry point for higher education. The quality of secondary school graduates determines the standard of higher education (Mohammad, 2015). For instance, research by UNICEF (2024) suggests that increasing secondary education enrollment among girls, in particular, significantly reduces child marriage rates and improves gender equality. World Bank (2024) report highlights those countries with higher secondary school completion rates have stronger democratic participation and lower crime rates. Whereas a report by the World Health Organization (WHO, 2024) shows that individuals with secondary education are more likely to make informed health choices, have better access to healthcare, and contribute to lower rates of infant mortality and malnutrition. Due to the fact that learning outcomes are greatly influenced by the quality of the education offered, all nations, especially developing ones, should prioritize raising the value of education and student achievement (De Grauwe, 2001). The author goes on to say that greater education quality promotes economic growth and development.

School inspection, according to Brown (2016), has a significant impact on school improvement as well as teachers' pedagogical skills, notably teaching and learning strategies, because it provides instructors with the skills required to give quality education. Furthermore, the author adds that educational decision-makers consider school inspection to be one of the most important tools for ensuring that schools are held accountable for the services they provide through a variety of ways. De wolf and Janssens (2017) posits that, school inspection ensures the quality

of education provided is in conformity with school regulations and promotes overall school quality development. Furthermore, there is considerable evidence that inspection is a method used by most systems to evaluate and assess the quality of education provided while holding institutions accountable for a variety of objectives related to student achievement, teaching, and learning, the school environment in terms of safety, child development requirements, and the efficiency of school leadership (Gustafsson et al., 2015). Based on the preceding, countries around the world put indisputable stress towards school inspection as a way of managing and enhancing educational standards, and inspectors are regarded as policy implementers who are obliged to ensure the fulfillment of educational policy goals (Baxter, 2017).

Grauwe (2007) claims that the earliest forms of school inspection and monitoring originated in France towards the end of the 18th century, under Napoleon's administration, and by the nineteenth century, the idea later extended to other nations in Europe (Wilcox, 2000; Grauwe, 2007). The first inspection services were provided by Her Majesty's Inspectorate (HMI) in the United Kingdom (UK) in 1839 as a form of educational accountability (Learmonth, 2000; Wilcox, 2000, Matete, 2009). The primary principle of accountability in education, according to Neave (1987), is to hold educational providers accountable for the expense of their children's education (tax payers), hence, provision of sustainable quality education with the requisite skills and competencies for better living. Inspectors inform the school of what it does well and what needs to be improved, as well as the degree to which the school has made improvements compared to previous inspection reports regarding the school infrastructure and learning environment, teaching learning resources and equipment, school leadership and management, quality of teaching, the manner in which students learn, how effectively teachers evaluate their students' work, and how they use that evaluation to make strategies and set goals for reaching the expectations of individual

students (Ehren & Visscher, 2008). Meeting the expectations of the learners drives their interest, dedication, enthusiasm, and participation in learning, helping students to accomplish higher academic achievements that will aid them in their real-life occupational career. Examples of such accountability systems in education include market choice, which is used in the United States, the United Kingdom, Australia, and New Zealand, as well as the school voucher system in the United States, Chile, Colombia, and England (Lee & Wong, 2002).

On the African continent, Kenya in particular, school inspection forms one of the old concepts of management with the fundamental notion of autocracy and faulting attitude that aimed at catching the workers red-handed. This procedure, however, ignores the desired goal of inspection, which is to identify educational institutions' strengths and flaws so that programs for improvement can be developed to provide quality education; therefore, it is not suitable for affectively facilitating education quality and improvement. Inspectors' job in Tanzania, according to Grauwe (2007), is to monitor instructors and their classroom performance in order to assure provision of quality education. According to Nigeria's National Policy on Education (2008), the education system must be supported by adequate and effective oversight and inspection services. The policy charged the Federal Ministry of Education (FME) and state education ministries with maintaining quality control and uniform standards in education through the Federal Inspectorate Service (FIS) (Egbebi, 2019). Furthermore, the Federal Inspectorate Service and State Ministries of Education are directly accountable for quality control and standard maintenance in institutions below the tertiary level (Ochuba, 2008).

The Government of Uganda attaches great importance to education as a catalyst for the transformation of society, national integration, and development. The government has put in place a robust policy and regulatory framework to guarantee the right to education for all. Fundamentally

the right to education is guaranteed in the Constitution of Uganda (1995). The Education Act (2008) has been the main operational legal instrument while the government White Paper (1992) has been the main policy guide for the education sector. The general goal of the Ministry of Education and Sports (MoE&S) is to provide quality and relevant education for all Ugandans, so as to be able to acquire the requisite skills for socioeconomic development of the country (Brown et al. 2016). Since the country's education system was established under British colonial authority in 1886, Uganda has maintained a school inspection service.

The evolution of education quality and inspection in Uganda has followed a dynamic trajectory, influenced by changing socio-political contexts and successive policy reforms (Ehren & Visscher, 2008). Key phases include the colonial introduction of formal schooling, post-independence expansion, periods of political instability, and the recent adoption of competency-based learning alongside more supportive inspection practices. In the pre-colonial and early missionary era, education was largely informal and community-based. It emphasized oral transmission of cultural values, practical skills, and moral guidance delivered by elders. There was no concept of institutionalized inspection or standardized assessment of quality. With the advent of colonial rule, formal education was introduced by European missionaries and later consolidated by the British administration. Its primary objectives were to serve colonial interests by promoting "civilization" and training clerical staff for the colonial bureaucracy. By the late 1920s and 1930s, formal inspection systems began to take shape, but their role was largely compliance-oriented—focusing on enforcing colonial policies rather than improving pedagogy (MoES, 2012).

Following independence in 1962, Uganda sought to Africanize the curriculum and expand access to education. The inspectorate was strengthened to support teacher development and quality improvement, with the 1963 Castle Commission playing a central role in shaping early

postcolonial education policy. However, the subsequent decades of political turmoil, particularly under the Amin regime, severely weakened the education system. Infrastructure deteriorated, teacher morale declined, and funding collapsed, leaving the inspectorate with minimal capacity to function effectively (MoES, 2012).

Renewed reform came with the 1987–1989 Kajubi Education Policy Review Commission, which paved the way for the 1992 Government White Paper on Education. These reforms guided the introduction of Universal Primary Education (UPE) and a broader restructuring of the education sector (Kajubi Education Policy Review Commission, 1992; Uganda Radio Network, 2022). Inspection mechanisms were also reorganized: while institutions such as the Education Standards Agency (established in 2001) and later the Directorate of Education Standards (created in 2008) centralized quality benchmarks, the delivery of inspection services was devolved to local governments. In recent years, inspection has gradually shifted from a purely compliance-based function toward a more professionalized, supportive role. Inspector training has been enhanced to emphasize learner-centered approaches, self-evaluation, and outcome-based reviews. Nonetheless, the system continues to face persistent challenges, including resource limitations and logistical barriers, which constrain its ability to fully drive quality improvements across the sector (MoES, 2012).

Establishing and upholding education standards can be challenging for education systems all across the world, despite the fact that school inspection in one way or another is a common feature. Although the function and purpose of school inspection diverge by country, the goal is typically to detect deficiencies and strengths at the school and broader institutional level so that schools are able to sustain efficient management systems, boost the quality of education provided, and enhance the educational levels obtained by their students. School inspection is widely

recognized as an essential instrument for providing great education and assisting the country in competing in the ever-changing global economy. It is a sort of evaluation in which educational activities in school systems are measured, tested, and evaluated in order to enhance the standards and quality of education programs given (Ololube, 2014).

Inspection is specifically undertaken to ensure that minimum standards are maintained in the core activities of teaching and learning, as well as to provide a genuine opportunity to establish good practices and give reasonable guidance to individual teachers and management as a whole so as to improve progress in learning experiences and outcomes for learners. This applies to content coverage, resource provision, upholding discipline, infrastructure development, and the management of statutory records and accounting. Moreover, it allows access to the school's obstacles and the degree of achievement attained in the quest of school targets (Bada, 2010). When the educational system is too loose and stakeholders are permitted to do anything they want, education quality suffers. As a result, the laissez-faire supervision technique does not increase secondary school education quality since most people avoid doing what is proper at the appropriate time if no authority specifies what is to be done and adequately monitors them on the job (Ahmad et al., 2013). This makes school inspection critical in ensuring and assuring the provision of quality education.

Achieving the goal of improving secondary school inspection makes achieving secondary education goals much easier. Furthermore, school inspection is one of the methods used by nations around the world to guarantee public accountability in terms of the value for money spent on education systems, as well as to strengthen education as well as school quality (Egbebi, 2019). Learning is one of the most important human investments that may secure and sustain a country's rapid development of its economic, political, social, and human resources. According to Ochuba

V.O. (2008), quality education involves healthy learners, a healthy environment, content that is reflected in appropriate curricula and resources, a process in which trained teachers are learner-centered, and suitable outcomes.

Theoretical Background

This study was guided by two theories: Fredrick Taylor's Scientific Management and Elton Mayo's Human Relations Theory. Both theories emphasize the importance of feedback on worker productivity. In his book "The Principles of Scientific Management (1911)," American Engineer Fredrick Taylor established Scientific Management, advocating for employee feedback to make them feel valuable. As a consequence, school inspections ensure enhanced standard of schools, the quality of teaching and learning, educational facilities, and the achievement of students' learning objectives. However, the Scientific Management concept has been criticized for treating employees like machines and suppressing their creativity. Taylor claims that workers must comply and follow their superiors' orders (Serionvanni & Starratte, 2007), and it treats or views workers solely through an economics-based perspective, while workers' behaviors are not always driven exclusively by financial demands; they often have social, security, and esteem needs (Sridhar, 2017). In contrast, Elton Mayo's Human Relations Theory, proposed in the 1930s, claimed that people prefer to be part of a supportive team that encourages development and growth in his landmark research study at the Western Electronic Hawthorne site in Chicago. The Theory stresses the fact that when employees obtain identity, stability, and satisfaction, they become more willing to cooperate and contribute their efforts towards accomplishing organizational goals, thus, enhancing the provision of quality services. According to Mayo (Sergiovanni & Starratt, 1993; 2007), workers must be treated equitably and participate in decision-making processes. The Human Relations Theory assumes that pre-inspection practices such as involving stakeholders

early in the inspection process, ensuring ongoing on-site inspection, and providing feedback on all aspects of the school could lead to improvements in all aspects of the process of teaching and learning, thereby improving the quality education provided. As a result, inspectors must use all inspection practices/stages to ensure that educational quality is maintained. This study adopted both the Scientific Management Theory and the Human Relations Theory because together they offer a complementary perspective that balances procedural efficiency with social responsiveness. Such an integrated approach is particularly relevant in developing countries like Uganda, where challenges of systemic inefficiency and teacher motivation remain central. When applied to inspection, the insights from these theories can foster more effective supervision, leading to sustained improvements in educational outcomes and supporting the broader objectives of national education policy and development.

Conceptual Background

Under this section, the researcher attempts to identify meaning, descriptions, and explanations of the study variables from which working definitions are generated. For the present study, the independent variable is "school inspection" and the dependent variable is "quality education". According to Uganda's Inspection Framework 2005, "school inspection is a planned visit to an educational institution to provide an independent and external assessment of the educational quality being provided." As a result, inspectors will assess educational quality using the 18 quality indicators presented by the Directorate of Education Standards (DES), which include (i) the quality of teachers' planning; (ii) the use of resources and the classroom environment; (iii) the teaching and learning process; (iv) assessment, recording, and reporting; and (v) Teachers' knowledge (vi) learner's understanding and attainment. (vii) school leadership (viii) financial management (ix) resource management (x) supervision of teaching and learning (xi) employee

deployment and development (xii) co-curricular activity management (xiv) climate and relationships (xv) school governance (xvi) community relations (xvii) school sanitation, health, and nutrition (xviii) school safety and security.

School inspection, according to (Ololube, 2014), is a sort of assessment that involves measuring, testing, and evaluating educational activities in school systems in order to improve the standards and quality of education programs provided. School inspection is an important component of education systems around the world, and it is widely considered as an important tool for quality education, supporting the country in increasing the standard and the quality of education provided so that its graduates can compete in the ever-changing global market. Because of the necessity to monitor and supervise the quality of education offered to citizens and raise general standards in education, inspection has been embraced as a tool used to improve quality of education provided and shape teachers' professionalism (Wilcox, 2000). It is a systematic examination or formal assessment activity that includes measuring, testing, and evaluating certain aspects of school activities in order to provide the essential guidance and support for school improvement and excellent education (Zaare, 2012). Ehren et al (2014) posits that, school inspection is the "external evaluations of schools, undertaken by officials outside the school with a mandate from a national/local authority. Regular visits to schools are an essential part of school inspections to collect information about the quality of the school, check compliance to legislation and/or evaluate the quality of students' work, for example through observations, interviews and document analysis. Alkutich (2015) gives a holistic definition of school inspection that it is a quality control mechanism, which exists in almost all countries and is considered to be a medium through which education providers can be held accountable for the standards of national educational services and outcomes, therefore, inspection intends to critically examine and evaluate the school as a place for

teaching-learning enterprise, so as to improve all factors that affect teaching and learning in the school system. During an inspection, attention is frequently focused on a variety of components of the educational system in order to determine standards. These include, among other things, organizational structure, accomplishments, relationships with the immediate neighborhood and the public, curriculum delivery, information system, and school climate.

According to United Nations Children's Fund (UNICEF 2000), Quality education includes many definitions, testifying to the complexity and multifaceted nature of the concept. However considerable consensus exists around the basic dimensions of quality education today, and these include:

Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;

Environments that are healthy, safe, protective, and gender-sensitive, and provide adequate resources and facilities;

Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy, and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention, and peace.

Processes through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities.

Outcomes that encompass knowledge, skills, and attitudes, and are linked to national goals for education and positive participation in society.

Quality education, besides the a fore mentioned, is defined by UNESCO (2002) as the enhancement of every element of learning and ensuring excellent performance so that all learners achieve evident and tangible learning outcomes, such as literacy, numeracy, and essential life skills such as recognizing and accepting others are critical. It focuses on the full child, on each student's social, emotional, mental, physical, and cognitive development regardless of gender, color, ethnicity, socioeconomic status, or geographic location (Ssanyana & Younger 2016), and so prepares the child for life rather than merely testing. UNESCO (2017) states that, quality education involves the availability of well-trained teachers, appropriate teaching and learning materials, safe learning environments, and effective school leadership. In Uganda's secondary education system, the provision of quality education is often influenced by several factors, including government funding, community involvement, school leadership, and the effectiveness of supervision and inspection systems. The quality of education is also reflected in student outcomes, including achievement scores, transition rates, and completion levels. According to the World Bank (2018), improved monitoring mechanisms such as school inspection are instrumental in addressing inefficiencies and improving the overall quality of teaching and learning in underperforming schools.

Mohammad (2015) contends that, education has no value unless it is beneficial to mankind in terms of quality and relevance. According to the scholar, educational quality is the extent to which educational system meets or tends to respond to the expectations of the society. Thus, access to quality education isa right to every child and that quality is a significant factor that determines enrolment, retention, and achievement, and plays a significant role in the socio-economic development of a society. Furthermore, at the World Education Forum (WEF) in Dakar in 2000, all countries were tacitly and explicitly urged to improve all areas of the quality of education

provided to their citizens, as higher quality education provided is likely to improve an economy's economic potential (UNESCO, 2004). In this study, school inspection was concerned with the inspection procedures (pre-inspection, on-site inspection, and post-inspection), while the quality of education was concerned with students' achievement, infrastructure, teaching and learning resources, and learning environment.

Contextual Background

The researcher concentrated on inspection stages or strategies for this investigation, thus, evaluation of the process of inspection, pre-inspection, on-site inspection and post inspection stage. Besides, considering the quality of education basing on the 18 quality indicators presented by (DES), this study however focused on students' achievement, infrastructure, teaching and learning resources, and learning environment in line with the DES inspection guide 2012, which gives the inspectors mandate to consider specific quality indicators of their choice depending on the need and previous inspection reports, and also basing on the Kasese District Social Services report 2019 that indicate that some schools were operating below minimum standards especially in the aspects of educational facilities and learning environment, teaching learning resources and equipment among others. Education is becoming more crucial in Ugandans' lives than ever before, and more monies are being dedicated to education by both the government and individual citizens (Olube, 2014). As a result, maintaining standards and ensuring adequate quality assurance procedures have become top priorities for all educators, and the importance of school inspection has increased, as many countries around the world have established some means of tracking the quality standards of their education systems, because a high-quality education is important to any society and is frequently viewed as a cornerstone of economic and social growth (Olube, 2014).

in 2005. Previously, school inspections were done by an inspectorate inside the Ministry of Education and Sports (MoE&S) under the Education Act of 1970. The Directorate of Education Standards (DES) mission, according to the Ministry of Education and Sports (MoE&S), is to provide a solid system for developing and determining education quality standards, as well as to monitor compliance with stipulated standards and quality in order to ensure continued improvement in education in Uganda. Secondary school is one of the most important stages of education in Uganda because it prepares students for advanced talents in post-secondary institutions; therefore, every effort to improve quality of education provided in secondary schools, particularly during school inspections, should be given the attention it deserves.

In Kasese District, the first secondary school was started in 1971 by the Moslems at Kiburara, Saad Memorial Secondary School. To date, most secondary schools in Kasese District are either Government aided Universal Secondary Education (USE)/ Universal Post O' level Education and Training (UPOLET), private individual owned or faith based. With the introduction of USE/UPOLET and liberalization of education by the Uganda Government, Kasese District had 112 secondary schools at the time of writing this report, 28 (25%) are government-aided secondary schools and 84 (75%) are privately owned. These secondary schools lie under the following categories; government-aided USE/UPOLET religious founded, government-aided USE/UPOLET, private owned individual and private owned religious.

According to Mwambogela (2017), school inspection is an essential component in all schools that, when used appropriately, guarantees that educational quality provided and academic achievement in schools improve. The author emphasizes that school inspection, on the other hand, is dependent upon the way it is carried out and if the feedback/reports and ideas given by inspectors are utilized as an instrument to enhance educational quality and school performance, and that

school inspection was a waste of resources where feedback and follow up were lacking. The current study undertook a critical analysis of the school inspection methodologies or procedures used by inspectors in Kasese District in order to determine its contribution to educational quality provided in the face of increased educational demand, which supports the establishment of new secondary schools without compromising the minimum standards.

While studies in Uganda and elsewhere have acknowledged the role of school inspection in enhancing accountability and teacher performance, limited research has examined how inspection processes translate into measurable improvements in the quality of education at the secondary school level. Most existing studies present generalized findings without considering district-specific contexts such as Kasese, where socio-economic and geographical factors may affect inspection effectiveness. Moreover, little is known about how feedback, follow-up, and collaboration mechanisms in inspection influence sustained school improvement, and this may impede the local and broader educational goals if no intervention is made. This gap necessitates an empirical investigation into the relationship between school inspection and the provision of quality education in secondary schools in Kasese District.

Inspirational Drive

The researcher's long experience in secondary schools in Uganda as a teacher, director of studies, senior teacher, and acting deputy headteacher exposed him to a number of policy documents and understanding of the operations of different arms of government, especially those under the ministry of education and sports. He noted that education is the foundation of national development, and effective inspection serves as a catalyst for continuous improvement, accountability, and excellence in teaching and learning, through the Directorate of Education Standards (DES). Moreover, he further noted that whereas the Directorate of Education Standards

(DES) was responsible for ensuring the observance of the minimum standards in the education sector, monitoring the learning process through lesson observation, evaluating the infrastructural status of the schools and the teaching and learning resources for teachers' professional growth, enhanced student outcomes, and quality provision and school improvement, this was not forthcoming. It is this phenomenon that prompted the researcher to pick interest to conduct a study about the influence of school inspections in ensuring and assuring the provision of quality education in secondary schools using Kasese district as a Case. The researcher was inspired by the belief that every school, every teacher, and every student have the potential to thrive when supported by a robust and responsive inspection framework. It is hoped that the findings and recommendations of this study may provide valuable insights that can inform policy, strengthen educational practices, and foster an environment where every learner receives the quality education they deserve.

Problem Statement

The provision of quality education is universally recognized as a cornerstone for sustainable development, as emphasized in Sustainable Development Goal 4 (SDG 4), which advocates for "inclusive and equitable quality education and lifelong learning opportunities for all" (UNESCO, 2015). In line with this global commitment, the Government of Uganda has prioritized investment in the education sector, allocating approximately 2.5–2.7% of its GDP and 8–9% of its national budget to the Ministry of Education and Sports (MoES, 2023). Despite these efforts, the quality of education in Uganda remains a major concern. For instance, the General Enrolment Rate (GER) at the secondary level stood at only 43% in 2023 (MoES, 2023). Moreover, over 60% of lower secondary students failed to attain minimum proficiency in literacy and numeracy (UWEZO, 2023). Additionally, only 56% of secondary teachers are trained in specific

subject pedagogy, and merely 30% of Universal Secondary Education (USE) schools meet the recommended student classroom ratio (MoES, 2023). Furthermore, more than 40% of public secondary schools lack access to functional science laboratories, which undermines practical learning and curriculum delivery (MoES, 2023).

School inspection plays a critical role in upholding education quality by ensuring compliance with established standards and providing schools with feedback for continuous improvement (Chapman, 2002). In Uganda, the Directorate of Education Standards (DES), under the Education Act (2008), is mandated to carry out periodic school inspections aimed at enhancing educational quality. In Kasese District, inspectors at both district and zonal levels are tasked with ensuring schools meet minimum standards and receive professional and technical support to improve teacher performance and overall school outcomes (MoE&S, (2021), KDLG, 2018). However, several studies have raised concerns about the effectiveness of school inspections. Research by Ehren & Swan (2020) and Wilcox & Grayson (2020) indicates that inspection processes in Uganda often fail to provide constructive feedback or meaningful follow-up, limiting their impact on instructional practice. Consequently, many secondary schools continue to operate under deteriorated conditions, with insufficient infrastructure, learning resources, and teaching support calling into question the influence of inspections as a mechanism for quality assurance (ESSP, 2020–2024).

According to DES, only 35% of schools nationwide were inspected in 2024, with some districts, including Kasese, reporting inspection coverage as low as 3% (MoES, 2024). The situation in Kasese is particularly concerning where the district continues to grapple with inadequate infrastructure, limited teaching materials, and a shortage of qualified teachers (Kasese District Social Services Report, 2019). Between 2018 and 2022, performance in the Uganda Certificate of

Education (UCE) and Uganda Advanced Certificate of Education (UACE) in Kasese has steadily declined (UNEB & ASSHU-Kasese, 2019). In 2023, fewer than 10% of students achieved Division 1 in the UCE exams, while more than 50% failed to meet literacy and numeracy standards (UWEZO, 2023), which may compromise not only learners' academic outcomes but also the district and country's broader development goals. Although multiple factors influence education quality, there is limited documented evidence on the specific role of school inspection in promoting quality education in secondary schools within Kasese District, as the primary quality assurance mechanism. It is against this background that the researcher sought to examine the influence of school inspection on the provision of quality education in secondary schools in Kasese District so as to generate evidence-based recommendations to strengthen school inspection practices and enhance the quality of education.

Purpose of the Study

The purpose of this study was to establish the influence of school inspection in ensuring the provision of quality education in secondary schools in Uganda, a case of Kasese District in order to improve educational standards and quality of education provided.

Objectives of the Study

The study was guided by the following objectives;

To evaluate the effectiveness of school inspection in the secondary schools in Kasese District

To investigate the influence of school inspection on learners' achievement in secondary schools in Kasese District

To assess the influence of school inspection on school improvement in secondary schools in Kasese District.

Research Question

How effective is school inspection in the secondary schools in Kasese District?

Hypotheses

School inspection has no statistically significant influence on learners' achievement in secondary schools in Kasese District

School inspection has no statistically significant influence on school improvement in the secondary schools in Kasese District.

Scope of the Study

This section provides the significant boundaries of the study about school inspection and provision of quality education in secondary schools. This will ensue that the study remains focused, manageable, and relevant. It will explore the content scope, geographical scope, population scope, and time scope.

Content Scope

The study focused on two variables, school inspection, the Independent Variable (IV), and the quality of education, the Dependent Variable (DV). School inspection was conceptualized as the pre-inspection stage, on-site inspection stage, and post-inspection stage respectively. Quality education on the other hand was conceptualized as students' achievement, infrastructure, teaching-learning resources, and learning environment. School inspection is anticipated to have a direct significant relationship with the provision of quality education in the aforementioned domains.

Geographical Scope

Kasese District is found in the western part of Uganda at the border with the Democratic Republic of Congo (DRC) to the West, Bundibugyo to the North, Bunyangabo District to the North East, Kamwenge District to the East, Kitagwenda to the South East, and Rubirzi District to the South. It has a total land area of 3.339.8 km^2 with a population of 810,400 (District Planning Unit, 2022). It also consists of two counties (Bukonzo and Busongora) with four constituencies (Bukonzo West, Bukonzo East, Busongora South, and Busongora North). This was chosen because in the recent past, there were public concerns regarding the conditions under which some secondary schools were operating, thus, below the minimum standards in some aspects that facilitate teaching and learning, yet there is an organ responsible for assuring and ensuring observance of the minimum standards for the provision of quality education. This brought into limelight the influence of school inspection in executing its mandate. Moreover, the performance of students both UCE and UACE has been deteriorating in the recent past, Uganda National Examination Board (UNEB results). This motivated the researcher to conduct a study.

Population Scope

The study population included the headteachers, deputy headteachers, directors of studies, and the teachers from the selected government and private secondary schools, District Inspectorate officials, and the District Education Officer (DEO), Kasese District. This population was chosen because of the deteriorating quality of education in the secondary schools in Kasese District in the recent past, and therefore is presumed to have relevant information regarding school inspection and the quality of education due to their different obligations as stakeholders in education as well as during the inspection process.

Time Scope

It covered the period between 2022 and 2024 to evaluate how the inspection activities have been conducted and the status of the quality of education provided.

Significance of the Study

The study findings may provide useful information to educational practitioners, policymakers in education, international donors, school inspectors, DES, parents, other researchers, and Kasese District Local Government.

Educational practitioners aiming to improve educational quality may utilize it to learn about how inspection and provision of quality education have been applied in their contexts, as well as to produce ideas based on the study's findings.

Policymakers at both the local and national levels are likely to benefit from the information gathered in this study and use it to focus on investment priorities as well as best practices for improving inspection and the value of education

Reading the study findings may probably provide school inspectors with insights on the way they may best help teachers, particularly in respect to teaching and learning in schools, to ensure provision of quality education through regular visits.

Education policymakers, the ministry of education, and other stakeholders may possibly realize the need of regular external evaluation in education and dedicate more resources to inspection in order to ensure school improvement.

The study's findings are likely going to provide actual evidence or statistics on the impact of school inspection on the provision of quality education in Uganda, urging the government to

allocate more resources to the inspectorate directorate in order to track the quality of education provided to the Ugandan society.

International donors, including those who have supported Uganda's educational progress, may possibly find fresh insights in this work that will lead to increased donor funding for the education sector, particularly the inspectorate department.

The Kasese district local government and the other districts in Uganda could raise their degree of inspection to ensure educational quality by reading the study's results.

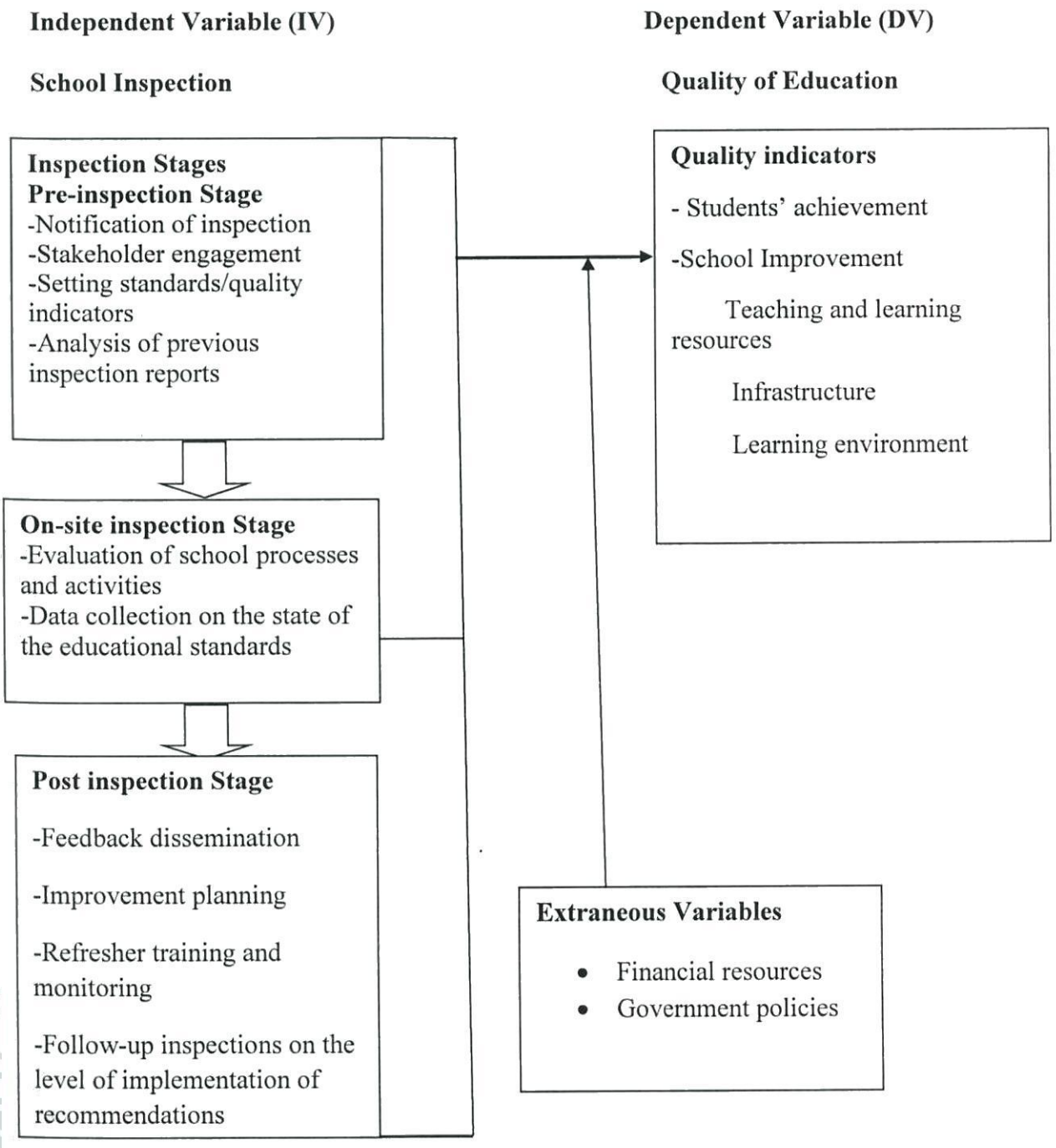
The findings of the study will contribute to the current literature and act as a resource for other researchers interested in school inspection and educational quality in Uganda.

Conceptual Framework

A conceptual framework is a graphic or narrative demonstration of the fundamental concepts or variables and their anticipated relationship with one another (Punch, 2009). The following conceptual framework proposes the influence of school inspection in ensuring the provision of quality education. School inspection (IV) is anticipated to have an influence on the quality of education provided (DV). The (IV) was assessed based on the inspection procedures, which includes pre-inspection, on-site inspection, and post-inspection stages. Whereas the (DV) was measured in terms of students' achievement, teaching and learning resources, infrastructure, and the learning environment among others. It is hoped that inspection stages/process, thus, pre-inspection feeds into on-site inspection, which in turn lays a ground for the post-inspection stage. It is assumed that effective and efficient inspection through inspection practices would translate into school improvement in the aspects that ensure the quality of education. Figure 1 presents

Conceptual Framework relating to School Inspection activities and Provision of Quality Education.

Figure 1: Conceptual Framework



Source: Concepts adapted and modified from Nuwagaba (2021), MoES (2016), Doviko (2015)

The conceptual framework (Figure 1) expresses the way school inspection (the independent variable) impacts the quality of education provided (the dependent variable). Education contributes to national development by equipping people with the skills needed for planning, development, providing managerial skills, and promoting positive community image for national and societal unity (World Bank, 2012). Quality is one of the key areas which can ensure a fast socio-economic and cultural development. The factors of quality education include the learning environment, teacher and teaching, curriculum and assessment. All these factors intend to merge and produce quality learning and the success of an educational system is generally measured through the learning achievement of students. Analytically, quality in education is associated with the improvement of the learning process. This improvement results from the implementation of appropriate teaching practices and methods, from the design of a curriculum that meets students' needs to the improvement of services provided by schools (Dritsa, 2016). The following procedure is envisioned for school inspection: Stages or strategies for pre-inspection, on-site inspection, and post-inspection. Pre-inspection practices, on-site inspection techniques, and post-inspection methods, where there is evaluation of teachers' classroom practices, evaluation of headteachers instructional leadership, offering feedback, supporting staff development initiatives, production of the inspection report with recommendations, conducting post inspection follow up, and supporting school improvement strategies are assumed to have an influence on the standard of education provided in terms of improved students' achievement, teaching and learning resources, the learning environment, infrastructure, and in the course of quality provision. The quality of education may be confounded by extraneous variables which are financial resources and government policies among others. The extraneous variables were controlled through randomization.

Justification of the Study

Quality education is a fundamental driver of national development, and effective school inspection serves as a mechanism to ensure adherence to educational standards and policies. In Uganda, the Ministry of Education and Sports (MoES) emphasizes school inspection as a strategy for monitoring and evaluating the performance of secondary schools, ensuring compliance with curriculum standards, and promoting accountability in the education sector (MoES, 2023). However, despite its intended benefits, school inspection in Uganda faces numerous challenges, including inadequate funding, limited personnel, and weak enforcement of recommendations, which negatively impact the provision of quality education (Namukasa et al., 2022).

Furthermore, existing literature on school inspection in Uganda has predominantly focused on urban and central regions, with limited studies addressing rural districts such as Kasese (Mugisha, 2021). Given the disparities in educational resources and administrative challenges between urban and rural schools, a localized study is essential for understanding the practical implications of school inspection in a rural context. Kasese District presents a compelling case for examining the relationship between school inspection and quality education due to its unique socio-economic and geographical challenges. The district has experienced fluctuating academic performance, teacher absenteeism, inadequate learning facilities, and limited instructional materials, all of which contribute to disparities in education quality (Uganda National Examinations Board (UNEB), 2023). While school inspection is expected to address such issues, its effectiveness in Kasese remains uncertain. Therefore, this study sought to assess how school inspection influences teaching standards, student performance, and overall school improvement in the district. The findings of this study may provide valuable insights for policymakers, school

administrators, and education stakeholders, offering evidence-based recommendations for improving the school inspection framework to enhance the quality of secondary education in Kasese and similar regions.

By addressing the gaps in research and policy implementation, this study may contribute to the ongoing efforts to strengthen Uganda's education sector and align with global commitments such as Sustainable Development Goal 4 (Quality Education), which advocates for inclusive and equitable quality education for all (UNESCO, 2023).

Chapter Two

Review of the Related Literature

Introduction

This chapter provides an overview of the concepts of school inspection and educational quality in relation to the objectives. It discusses the literature on the effectiveness of school inspection, the contribution of school inspection to learners' achievement, and the influence of inspection on school improvement, as well as the theories that underpin the study.

Theoretical Framework

In research, a theory is a systematic and formalized expression of ideas that explains a particular phenomenon or set of phenomena. Theories provide a framework for understanding, predicting, and explaining events, behaviors, or outcomes (Creswell 2014). In the social sciences, studies are incomplete without orienting them to some theoretical standpoints. According to Kerlinger (1973), a theory is "a set of interrelated constructs, definitions, and propositions that presents a systematic view of a phenomenon by specifying relationships among variables, with the purpose of explaining and predicting the phenomenon". Babbie (2017) defines theory as "a systematic and abstract conceptualization of a phenomenon that explains its underlying mechanisms and processes". A theory, according to Kimbrough and Nunnery, (1983) is "a set of relevant, internally consistent postulates about a particular observable phenomenon along with definitions to enable the user to move from the abstract to the real in order to describe, explain, predict, and/or advance knowledge". Theories provide administrators the basis for understanding behaviors and events through a systematic view of phenomenon. The study on School inspection and provision of quality education was presented within a theoretical framework to determine how

school inspection guarantees school improvement. Fredrick Taylor's Scientific Management Theory and Elton Mayo's Human Relations Theory constituted the theoretical underpinning for this investigation since the two theories underscore the significance of feedback on worker productivity.

Scientific Management, as proposed by American Engineer Fredrick Taylor in his book "The Principles of Scientific Management (1911)". Frederick Winslow Taylor's Scientific Management Theory, also known as Taylorism, is a management approach that aims to improve organizational efficiency by analyzing and optimizing work processes. Taylor, an American mechanical engineer and management consultant, developed this theory in the late 19th and early 20th centuries. Frederick Winslow Taylor's Scientific Management Theory hinges on five principles, thus, planning and execution should be separated, with planning done by management and execution by workers, standardize work processes and tools to reduce variability and increase efficiency, divide work into specialized tasks to increase efficiency and productivity, select workers based on their abilities and provide training to improve their skills, and monitor worker performance and provide feedback to improve efficiency. The term "school inspection" initially used in association with school inspection in the early 1980s in the United States, where there was a minor revival of interest in supervising educational activities (Serionvanni & Starratte, 2007). This theory's central notion is how to professionally organize and construct a system that boosts labor productivity while saving time and money. Taylor advocated for feedbacks to employees to make them feel valuable. Accordingly, inspection in schools catered for quality of schools, quality of teaching and learning, fulfillment of learning objectives for students through inspections. The scientific hypothesis, however, has been condemned for treating employees like machines, limiting their creativity. Taylor says that employees must comply with and follow their superiors' orders

(Serionvanni & Starratte, 2007), in addition, four techniques to enhancing worker productivity are proposed: dividing the required job down into standardized portions; carefully selecting employees and improving their professional training; and using incentives to motivate workers based on work adherence, controlling the work procedure, and attaching payment to performance. Khurana (2009) on the other hand, states that under scientific management, majorly motivation for workers was perceived as money, which is questioned by Furnham (2012) since money is not always a motivator for everyone because it has the capacity to demotivate at times. According to Katzenback and Khan (2010), nearly all successful entrepreneurs claimed that the desire to create something persistent is more important than the desire to make a lot of money. As a result, Taylor's scientific management theory has a key disadvantage in that it primarily approaches and perceives employees through the lens of financial side, although employees' behaviors might hardly necessarily be led by money demands alone, for there are other requirements such as social, security, and self-esteem (Sridhar, 2017). Moreover, Taylor's disregard of the importance of human factors, such as motivation and job satisfaction, in organizational processes could impede the process of implementation of the inspection recommendation. In the context of school inspection, Taylor's contempt of the importance of human factors could lead to neglect of teacher and student perspectives leading to inspections that are overly focused on administrative compliance rather than educational quality.

Human Relations Theory on the other hand was proposed by Elton Mayo in his classic research study at the Western Electronic Hawthorne facility in Chicago in the 1930s. According to the hypothesis, people want to be part of a supportive team that promotes development and advancement. Workers' productivity, according to Mayo, can be boosted by fulfilling their social demands at work and encouraging contact among them by making them part of a supportive

working environment that embraces participatory planning of targets, offers continuous on-the-job support, celebrates strengths and reinforces weak areas to improve performance (Wren & Greenwood, 1998). Human Relations Theory stresses the fact that when employees obtain identity, stability and satisfaction, they become more willing to cooperate and contribute their efforts towards accomplishing organizational goals, thus, enhancing provision of quality services. Workers must be treated equitably and included in procedures for making decisions, according to Mayo (Sergiovanni & Starratt, 1993; 2007).

According to human relations theory, if working conditions are pleasant, employees will be more committed to their jobs. As a result, employee morale and productivity are increasingly influenced by the desire to be recognized, security, and a sense of belonging (Druker, 1991; Sergiovanni & Starratt, 2007). During school inspection, teachers and administration must be involved in the assessment procedure; thus, approaches and targets for school inspection should make teachers feel valued and useful to a specific school. As a result, based on Human Relations Theory, the researchers deemed it suitable for guiding the study about school inspection and the provision of quality education in secondary schools because it is assumed that pre-inspection practices such as involving stakeholders at the start of the inspection process promotes open and honest communication between school management, teachers, and inspectors which is essential for building trust and improving productivity, ensuring ongoing on-site inspection, and providing feedback on all aspects of the school could help identify areas for improvement and promote collaborative problem-solving leading to progress in all the instruction areas and learning process, hence boosting the quality of education provided. This study however, adopted both the Scientific Management Theory and the Human Relations Theory because together they offer a complementary perspective that balances procedural efficiency with social responsiveness. Such

an integrated approach is particularly relevant in developing countries like Uganda, where challenges of systemic inefficiency and teacher motivation remain central. When applied to inspection, the insights from these theories can foster more effective supervision, leading to sustained improvements in educational outcomes and supporting the broader objectives of national education policy and development.

Review of the Related Literature

This section provides a critical analysis of scholarly work and policy documents related to school inspection and its impact on educational quality. The review is organized around three core themes; effectiveness of school inspection, the contribution of school inspection on learners' achievements, and the contribution of school inspection to the overall school improvement. By examining the empirical evidence from both global, continental, regional, and Ugandan contexts, the literature review highlights how school inspection influences instructional practices, accountability, learners' achievement, and institutional development. This thematic approach helps to contextualize the current study, identify existing knowledge gaps, and support the strategies of closing the existing knowledge gaps.

Concept of Educational Inspection

The process of impartial external evaluation of schools is known as educational inspection. This process according to Olube (2014) dates back to the human race and usually none destructive. Accordingly, all humans endeavor to do their best at every task assigned to them and this necessitates oversight of these tasks. Olube denotes that inspection is an old management idea with the basic aim originating from an autocratic management style. Thus, majorly it never intended to trap negligent teachers, but it represented a fault-finding mentality amongst teachers, which created a negative attitude from the teachers by viewing it like an exterior restriction and thus

susceptible to rejection whenever inspectors are assigned a large amount of power (Olube 2014). School inspections, according to international data, can be an effective method of inspiring schools to enhance the quality of education they deliver to their learners. Efficient school inspection is regarded as critical to addressing the complex matter of enhancing educational quality and efficiency, educational management quality, and educational attainment quality, along with providing parents, the government, and the public with information on schools' absolute and relative performance. Above all, schools must be held accountable for their performance, ensuring observance of the standards, informing policy formulation, and encouraging school reforms (School Inspection handbook, 2012).

Furthermore, the word "educational inspection" refers to an event in which the entire school is reviewed and rated as a learning environment. It also refers to a continuous and ongoing guidance process based on regular visits that focus primarily on one or more aspects of the school and its organization (Nkechi et al., 2013). As a result, it provides a significant evaluation of schools as chosen sites of learning. It aims to provide the necessary guidance and support to ensure school improvement because it involves the evaluation, examination, and measurement of specific characteristics of activities in school systems, with the results compared to specific standards to determine whether the targets are met (Bagaya, 2020). The Oxford Dictionary of English states that "inspection" originates from the word "inspect," which implies making a formal visit to a school or check on standards ". All of the descriptions suggested by the researchers above uphold one feature with the goal to monitor progress and evaluate the work of the schools examined in order to prepare a report with critical observations about the success of a specific school, noting its strengths and flaws and possible recommendations.

Educational inspection, according to Richards (2001), is the process of "observing work in schools, collecting evidence from a variety of other sources, and reporting the judgments." According to Wilcox (2000), this is "the procedure of assessing the quality and/or performance of institutional services, programs, or projects by those (inspectors) who have no direct involvement in them." According to this viewpoint, educational inspection is a system of external educational evaluation. The implication is that inspectors have no direct authority over the people they inspect, but rather exercise influence over them through the reports they write. Wanzara (2002) defines school inspection as a type of management that includes directing, controlling, reporting, commanding, and other such activities that focus on the task at hand and assess the extent to which specific objectives have been met within the confines of the school system. On the whole, the concept of school inspection has got different dimensions depending on the perceptions of different scholars; however, the primary goal is to analyze an educational institution's performance in order to identify the degree of compliance with the maintenance of minimal requirements for provision of quality education and then possible recommendations made depending on the findings.

Purpose of Educational Inspection

School inspection is an essential and frequent process in many nations, beginning in Europe, Asia and spreading to other countries such as Uganda. Given that a country's wealth and growth are strongly based on the quality of education provided, the primary purpose of school inspection is to ensure and maintain educational quality. Skilled people endowed with necessary knowledge, attitude, and different abilities have played a crucial part in the expansion of the state through the process of implementing prolonged development in a certain nation. The quality of education at all educational levels would go a long way towards producing competent educated workers and establishing a feeling of responsibility in the next generation. Scholars such as

Evertsson (2022) identify four primary functions of school inspection, namely, evaluation, auditing, corrective authority, and inspection as a form of societal action. Inspection as assessment, according to the researcher, is concerned with judging and grading the school so as to ensure that the institution is held accountable for its activities and the quality of instruction offered. The second function of inspection as auditing is to ensure that schools follow educational policy, standards, and legislation established by the educational authority and government, where such adherence may demonstrate that a minimum level of educational quality has been applied. Third, the concept of inspection as a punitive authority date back to the late 18th century, when institutions were supervised and governed by the central government. As a result, a control mechanism system was established, such as school inspection, to monitor schools and teach specific bureaucratic concepts (Glanz, 1991). The final role, inspection as a form of social action, can be described by comprehending all of the interactions that took place and were involved in the process, including the relationship and communication between inspectors as individuals in charge who performed the inspection and the inspected key actors, who are teachers, headteachers or principals, and occasionally students. One of the numerous educational activities that must be repeated in order to achieve quality education is the educational inspection activity, which would describe standards of school levels in the form of a cycle.

Wilcox and Gray (1996) outlined four responsibilities that essentially reflect school inspection's standard capabilities as a management and control tool. School inspection, on the other hand, has broadened its role in assisting schools in ways that can help them develop. As a result, DES established 18 quality indicators, therefore all primary and secondary schools in Uganda are evaluated and inspected in compliance with the 18 quality indicators, that is, (i) the quality of instructors' planning; (ii) the utilization of resources and the classroom environment; (iii) the

teaching and learning process; (iv) assessment, recording, and reporting; and (vi) learners' comprehension and attainment. (vii) school leadership (viii) financial management (ix) resource management (x) supervision of teaching and learning (xi) employee deployment and development (xii) co-curricular activity management (xiv) climate and relationships (xv) school governance (xvi) community relations (xvii) school sanitation, health, and nutrition (xviii) school safety and security. These 18 quality indicators serve as a framework for school inspectors' operations, according to MoES (2012). Quality Indicators (QIs) were developed by DES to aid inspectors in making choices regarding the quality of education in specific schools. They select a small group of QIs from a list of 18 to use in the examination. Their selection of QIs differs depending on the scope of the inspection. Each QI contains numerous themes that are the primary variables leading to quality in a certain aspect of education and are considered while making decisions. They grade what they see on a four-point scale, using the labels very good, good, weak (or fair), and poor. The general education inspection is based on the notion that education must be of high quality. As a result, schools must be inspected and tested against specific requirements to determine whether or not they fulfill the minimum standards.

The Effectiveness of School Inspection

This section discusses the purpose and effectiveness of school inspections, the dimensions and standards/guidelines of school inspections, school inspection techniques and observations, and the independence of school inspectorates. School inspection effectiveness refers to the extent to which school inspection processes achieve their intended objectives primarily ensuring quality education, accountability, and continuous school improvement (De Grauwe, 2007). It focuses not just on conducting inspections, but on the impact those inspections have on teaching, learning outcomes, management practices, and overall school performance (ESA, 2015). It has the

following dimensions; relevance and focus of the inspection process, regularity and consistency, competence of the inspectors, constructive feedback and support, constructive feedback, follow-up mechanisms, stakeholder engagement, and impact on school improvement (Ehren & Visscher 2008), and the following indicators; improvement in student academic performance, enhanced teaching methodologies and teacher motivation, increased adherence to educational policies and standards, better school management and leadership practices, positive feedback from teachers, students, and parents, and observable changes based on inspection recommendations (MoES, 2020). In the United Kingdom, Office For Standards in Education (OFSTED) conducts school inspections with four key goals in mind: improving the quality of education delivered in schools, making the best use of financial support supplied to schools, and promoting the school's culture (OFSTED, 1995 in Ehren & Visscher, 2008). As previously said, school inspection is an external assessment that contains criteria, standards, and recommendations. It is critical to have clear criteria for both the inspector and the inspected participants in order to perform a successful inspection procedure (Fidler, 2002). When school inspection standards are unclear or unknown, teachers and school administrators will see the inspection negatively since it interferes with the necessary improvement of teaching and learning. School inspection is also said to provide a situation in which individuals in charge of enhancing educational standards are liable for their actions (Wilcox, 2000; Lee & Wong, 2002). Suitable and efficient school inspection processes must be in place so that teachers and school administrators could fulfill their duties in providing quality education (Kaweesi, 2012).

School Inspection stages

School inspection is conducted following systematic procedures through three stages; thus, Pre-inspection, onsite inspection, and post-inspection are the three steps of the school inspection

process. These three strategies help to make school inspections more effective (Chapman, 2001 and 2002; Ehren, Leeuw, et al., 2005; Ehren & Visscher, 2008). In order to be prepared for a school visit and observation, school inspectors must do a variety of duties during the pre-inspection visit stage. The inspectorate notifies schools of the date for visitation and the documentations that must be gathered for the inspection (Ehren, Leeuw, et al., 2005). In the United Kingdom, for example, schools are informed of inspection dates nearly a year in advance (Rosenthal, 2004). The inspection process must commence with setting performance standards to clarify desirable performance indicators and building rapport with the school stakeholders to foster the will to implement recommendations (DES, 2016; Ofsted, 2013). This will aid in determining what has been accomplished at a specific stage of education and how it can be compared to other accomplishments. It gives a standard that is not dependent on a certain teacher. Within a school, it informs both students and teachers about what has been properly grasped and what needs more attention. This feedback is an important source of enhancement in teaching and learning for current and future students (Wilcox, 2000).

According to existing research, pre-inspection practices inform on-site inspection practices such as team inspection assignments and gathering evidence through observation of lessons, interviews, document analysis, and questionnaires, providing feedback to individual subject teachers, and holding a final team meeting to reach a corporate evaluation of the school (Singhal et al., 1986; Wilcox, 2000; Bagaya, 2020), and inspectors are supposed to brief all parties at the end of the inspection. According to Ofsted (2017), every end of the inspection exercise, stakeholders must get a clear, unequivocal judgment of the school's effectiveness. Before the final report is written and distributed, a draft report is presented to the school for evaluation and input. Inspectors should be given the action plan to review (Casteel & Roebuck, 2000; Ofsted, 2013b,

2013a). Furthermore, several countries have created mechanisms for monitoring the work of inspectors, and as a result, their activities are monitored and rated against predetermined standards for judgment, evidence, communication, and behavior (Ofsted, 2013b, 2013a; Wilcox, 2000). However, the studied literature did not show how well the inspectors adhere to the pre-inspection elements. This study therefore investigated the techniques used during pre-inspection, and whether the Kasese District inspectors adhere to the procedures outlined in national and international literature on pre-inspection practices.

On-site Inspection Stage

In the on-site inspection stage, individual teacher and school performance are judged systematically against quality indicators through a manner that is supportive and non-threatening (MoES, 2006). Several studies (e.g. Ehren & Visscher, 2008; Escobar, 2019; Grauwe, 2007 and Malunda, et al,.2016) have been carried out on the provision of quality education through evaluating teachers based on the conventional instructional practices and teacher performance indicators as well as other aspects of the school. Malunda et al., (2016), for example, used a qualitative approach to investigate the degree to which teacher evaluation by inspectors affects the quality of teachers' methods of instruction in 13 government-aided secondary schools in Uganda. The scholars revealed that teacher evaluation carried out during school inspection had significantly improved the quality of pedagogical practices among teachers which consequently leads to provision of quality education to the learners. Whereas the previous study used a qualitative approach to evaluate inspectors' influence on teachers' pedagogical practices, this study will use both quantitative and qualitative approaches to evaluate the effectiveness of inspectors in executing their mandate, contribution of school inspection on learners' achievements and school improvement respectively.

Klerks (2012) carried out a systematic review of 14 peer reviewed studies to establish the effect of on-site inspection practices on enhancement of the standard of education provided in schools, and to assess the kind of characteristics of on-site inspections that had contributed to the effect on the improvement of the educational quality. The review revealed that on-site inspections and characteristics of school on-site inspections did not directly lead to improved performance in the quality of education provided by teachers, but rather established a complicated interplay between many aspects of school on-site inspections and the inspector(s), as well as the school, its learners, teachers, and management. Klerks revealed that research on the effect of educational regulation, for this case inspection had been scarce and called for further research on school inspection. This was a call for the current study to assess frequency of inspections in secondary schools and its impact on the quality of education provided.

Zaare (2012) conducted a study in one Iranian Institute to determine the significance of classroom observation, an aspect of On-site inspection, on the teaching methodology of teachers. The study findings revealed that teachers' performance improved as a result of self-awareness and reflective practices proceeding lesson observation. Much as Zaare (2012) observed teachers' performance improved because of classroom observation, there is no evidence that the learners' achievement was significantly influenced. Furthermore, classroom observation focuses on a number of aspects, including learners' participation and achievement, classroom environment among others. In Kasese district, there are inspectors who are mandated to carry out inspection in a wide range of areas, classroom observations inclusive. What is not patent is the degree to which the inspectors in Kasese district take on inspection activities to guarantee school improvement given the public concerns about the operation of some secondary schools below the recommended standards. Above all, the study was conducted in an institute setup and not in Uganda. The present

study however, was conducted in Uganda and in a secondary school set up, and evaluated how the process of inspection conducted, particularly onsite-inspection, for improved standards in education.

Post-Inspection Stage

The modern role of the inspector includes monitoring and supporting schools in consolidating the areas of strength and addressing the recommendations made after inspection (MoES, 2016). Bagaya, et al. (2020) note that at this stage, practices such as dissemination of feedback to teachers, training and retooling, follow-up inspections and improvement planning are vital in this aspect. A number of studies (e.g., Bagaya et al., 2020; Ahmad, Khan & Ali, 2013; Garet, et al., 2017; Khan & Abdullah, 2019 and Rahman, et al., 2011) carried out on post-inspection practices and their contribution towards school improvement demonstrate a link between post-inspection activities and the quality of education provided because post-inspection gives comment about what has and has not been done regarding the recommendations of the on-site inspection practices, and possible suggestions on areas of improvement. Also, Ahmad, Khan and Ali (2013) conducted a literature review to establish bottlenecks to efficient school inspection in Pakistan. In the study, the researcher found out that lack of follow-up inspections was hampering consolidation of the benefits of school inspection. The researcher advocated for a comprehensive research study on present school inspection processes and how they connect to the provision of quality education in terms of learners' performance and school improvement. In lieu of intended study, the researcher sought to evaluate the effectiveness of school inspection in Kasese District Secondary schools and ascertain the extent to which they influenced learners' achievement and school improvement.

School Inspection and Learners' Achievement

Academic achievement is a critical aspect in learning institutions of whatever nature because it signifies performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university (Khan & Abdullah, 2019). Further, learners' academic achievement is the ability of the learners to gain and understand the content delivered to them and be in position to apply it in different setting (Biggs and Tang, 2011). It can be achieved if the necessary materials are available for both the teachers and the learners as this will motivate them to work hard to achieve the desired goals. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history) (OECD, 2012). Academic achievement is a direct manifestation of learning effectiveness and a valid indicator to evaluate the effectiveness of teaching and education, as well as the overall development of students. Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning, Organization for Economic Cooperation and Development (OECD, 2012).

School inspection is a vital service in all schools, which can be used to ensure the improvement of academic achievement in schools. Effective inspection is seen as one key to the complex issue of improving the quality and efficiency of education, the quality of educational management, and the quality of educational attainment (Lyimo, P. L., 2015). It is assumed that inspectors do assist the improvements in the quality of performance of the students by systematically monitoring the instructional processes in schools, guiding teachers to achieve higher standards of teaching, and evaluating objectively the teaching-learning processes. In so

doing, school inspectors help in maintaining as well as upgrading performance standards. They impact through teachers rather than directly upon students (Lyimo, P. L., 2015). Notable however is that, the impact of the school inspection depends on how it is done, and whether the recommendations by school inspectors are used as a tool to impel improvement of school performance. Thus, if observations during school inspection are not effectively communicated to all stakeholders, feedback, and follow-up are lacking, and there is no implementation of inspectors' recommendations then school inspection will be a waste of time and resources.

Lyimo, P. L., (2015) reveals that school Inspection has a significant influence on the academic achievement of the students as it provides a clear vision and sense of direction for the school, focuses the attention of teachers on what is important, and does not let them get diverted and sidetracked with initiatives that will have little impact on the work of learners. School inspection lets teachers know what is going on in their classrooms, has a clear view of the strengths and weaknesses of the teachers, knows how to build on the strengths and reduce the weaknesses, and focuses on the teacher development programs, and the real needs of the teachers and school. Inspectors will achieve the above successes through a systematic program of monitoring and evaluation of the teaching-learning process and other activities that aid teaching and learning in a school (Lyimo, P. L., 2015, Aguti, 2015). It should be noted that the inspectors' clarity of thought, sense of purpose, and knowledge of what is going on means that they can get the best out of heads of schools and teachers, which is the key to influencing work in the classroom and raising the standards achieved by learners.

Mwila, M. P., (2023) used the mixed approach with convergent parallel design in his study to analyze the effect of heads of schools' supervisory practices on students' learning achievement in public secondary schools in Ubungo municipality. The study revealed that the supervisory

practices of school heads play a greater role in the quality of teaching and overall learning achievement of students in secondary schools. The academic achievement of students is impacted by supervisory practices such as classroom visits, teacher mentoring, assessing teachers' pedagogical abilities, assisting teachers in creating lesson plans, and other creative teaching methods. Keeping in mind that the headteacher is the first inspector, this study alludes to the fact that inspection has a significant correlation with students' achievement. However, this study was conducted in Tanzania secondary schools and focused on the headteachers' supervisory practices, the current study examined inspection as a whole, both internal and external, and evaluated its contribution to the academic achievement of the students in the secondary schools in Kasese District, Uganda.

According to Mulatu (2016) and Ampofo et al. (2019), educational supervision guarantees that sufficient educational standards are reached in schools and supports teachers' professional growth to suit students' learning requirements which could translate into high student achievement. Mulatu, (2016) posits that instructional supervision has become crucial because it improves student performance by enhancing the classroom activities of the teachers. Wanjiru (2015) argued that instruction supervision using robust supervision strategies such as checking students' notebooks, classroom observation, checking teachers' lesson plans, and lesson notes, and inspection of teachers' record keeping has a significant correlation with teachers' performance and students' academic achievement.

Using mixed methods to assess the impact of school inspection on students' academic performance in primary schools in Mvomero District, Tanzania, Chalangilo, A. M., (2022) observed that school inspection greatly contributes to students' academic performance because inspectors provide new knowledge on teaching methodology, proper use of time in teaching, the

importance of frequent exercises, and how to effectively apply participatory methods for improving students' ability to attempt competency-based questions in the examinations. Accordingly, the study revealed that during the inspection, inspectors observe teaching and learning documents, students' notes and marked exercises, and students' academic records, and consequently provide feedback to the teachers that generates improvement in the teaching methodologies, thus the academic achievement of the students. Although the study was conducted in a primary school setting and a foreign country, the parameters for students' achievement in primary schools are the same as in secondary schools.

Wanjiru (2015) argued that instruction supervision using robust supervision strategies such as checking students' notebooks, classroom observation, checking teachers' lesson plans, and lesson notes, and inspection of teachers' record keeping has a significant correlation with teachers' performance and learners' academic achievement. Moreover, this kind of supervision can be observed as intended to help teachers increase their personal and professional learning and improve student's learning and performance. These findings are supported by Barton & Stepanek (2012) who opines that school inspection practice is relevant and supportive to school professionals because it addresses the problems of the teaching-and-learning process. School inspection challenges teachers to explore and try out new ways through collegial conversation and creativity. School-based training has been highlighted as one of the characteristics of professional learning in organizations and communities. Accordingly, the inspection process engages the school leaders and staff through facilitating inquiry, reflection, and study to cause improvement in teacher practice which is known to be the most effective way to improve student performance and schools in high-performing education systems (Jensen, 2010).

Whitby (2010) found that the majority of high-performing education systems use a combination of school self-evaluation and external inspection but with contextual challenges of merging the two and getting the best from each of them. However, this study posits that if school self-evaluation and school inspection are to contribute optimally and complimentarily to students' achievement and school improvement entirely in the context of this study, each of the processes needs to be examined to ascertain the degree to which each complements the other because there is growing evidence among researchers and educators that school self-evaluation and external evaluation by inspectors must complement each other for schools to improve in all spheres.

The study conducted by John, K. (2017) about the effectiveness of school inspectors in assuring the quality of primary education in Shinyanga District, using a Case design revealed that school inspection plays a potential role in improving teaching and learning. Furthermore, teachers declared that the advice and feedback given through inspection reports and recommendations are useful in making improvements in school work performance. The study also found that making follow-ups could enhance the implementation of the inspection recommendations and the work efficiency of teachers. Whereas this study was carried out outside Uganda, and in primary schools, inspectors across the globe have one major cardinal role of ensuring quality in education systems at all levels. The current study was conducted in secondary schools in Uganda, Kasese District in particular, and used convergent parallel design.

School Inspection and School Improvement

School improvement is a process of providing an enabling environment which can stimulate both teachers and learners to carry out their duties eagerly or the process of enhancing the quality of education and student outcomes in a school. It further entails coming up with strategies that can improve curriculum delivery for efficiency and effectiveness (Biggs & Tang,

2011). The provision of a welcoming learning environment to both the teachers and the learners is key for improving the quality of education.

Because learning is such an important tool for growth, its significance has been emphasized at both the individual and global levels, and the topic of education quality is gaining attention in a number of countries throughout the world. Individually, people with a high level of education are less likely to be poor, have autonomy, and make sound decisions (Hannum & Buchmann, 2005). Studies done by Danquah & Amankwah-Amoah, (2017) indicate that education is associated with higher levels of creativity, human technological advancement, and economic growth at the global level. According to Nelson and Phelps (1966), as cited in Fomba et al. (2022), if a country devotes a greater number of resources in education, it will expand its human capital pool, and hence the economy's growth rate. Azariadis and Drazen (1990), cited in Fomba et al., (2022), advocate for the role of education in economic development and they argue that the developed world is ahead of the developing world in terms of economic growth and development because successive generations have made significant investments in quality education. A substantial body of research maintains that, while institutions frequently impede development, effective institutions promote economic, political, social, and cultural advancement.

Chapman (2000) did research on the link between OFSTED school inspections in England and focused on teacher self-review and school improvement. Chapman believes that the answer to raising educational standards is to improve teachers' classroom effectiveness through improved teaching and learning. Chapman stated that, one technique of assessing and growing instructor effectiveness should be to use the OFSTED school inspection system, which is planned to analyze educational standards delivered by schools and find areas for improvement. There were worries, according to Chapman's results, that the OFSTED's snapshot classroom observations of teacher

competency and educational quality gave insufficient evidence to draw clear conclusions about their efficiency. Other research in England found the same obstacles to school improvement that these concerns did. Chapman's findings also point to a flaw in OFSTED's inspection strategy when it comes to assisting in the enhancement of teacher classroom practice. In this aspect, however, school inspection systems that would inform quality improvement and instruction were missing. More knowledge of the value of school inspection in delivering the intended level of education is still inadequate (Chapman2000). How might school inspection assist educational institutions such as secondary schools in improving educational quality? By addressing this issue, this study hoped to close a knowledge gap.

Chapman (2002) investigated secondary school teachers' attitudes toward OFSTED inspection as a tool for improving secondary schools in difficult contexts in England, where some of the least student achievement rates and a significant number of children from disadvantaged socioeconomic backgrounds have been described. Chapman employed a Case method in ten previously evaluated schools that had been designated as having unsatisfactory conditions by OFSTED. Semi-structured interviews, a survey, contextualized interview data, and a study of documentary evidence were used to collect data. According to the study's findings, headteachers and senior managers had the most favorable impressions regarding outside inspection practice; nevertheless, teachers had negative perceptions due to the procedure's stressful and unpleasant consequences. The study also discovered that the inspection process had little impact on teachers' classroom practices and middle managers' non-teaching actions, making it difficult for teachers to identify areas of their practice that had changed as a result of previous OFSTED inspections. There is still not enough information about how school inspection contributed to the delivery of high-quality education (Chapman 2000). Apart from the study being conducted in a wealthy country,

there was inadequate evidence on how school inspection may benefit in school reform, particularly in poor countries like Uganda. How can school inspection systems be improved to improve educational quality is one of the questions that the current research seeks to address. As a result, the study sought to analyze the influence of school inspection on school improvement in Ugandan secondary schools using Kasese District as a Case.

Ehren and Visscher (2008) examined the influence of school inspection on school development in the Netherlands in another research. The survey comprised 190 primary schools. The approach called for the participation of 10% of the schools that had the greatest ability for improvement and 10% of the schools with the least potential for improvement, as well as 54 school inspectors. Data was gathered via a questionnaire, interviews and a survey with school inspectors, observations during inspection visits, and a review of school inspection reports and school documentation. Specific school improvement measures were followed for six months following the inspection visit and the input provided to the school during the inspection to investigate the intended advantages of school inspections. According to the study, six months following a school visit, all schools began to improve based on the input offered by inspectors. This makes it abundantly evident that effective and efficient inspection could result in school improvement in a variety of quality indicators and, as a result, improvement in the standard of instruction. The same study, however, discovered that the school's ability to innovate and the school setting did not appear to lead to school growth. Nonetheless, the number of comments, improvement ideas, and agreements reached after the inspection had no effect on school improvement. Furthermore, the study's findings discovered how the volume of comments and suggestions for improvement provided no explanation for why some schools introduced more improvement processes than others (Ehren and Visscher2008). This study, on the other hand, was undertaken in

a developed country and specifically in primary schools. The current study was conducted in a developing country and in secondary schools.

Furthermore, Ehren and Visscher discovered the procedure used by inspectors to convey comments or suggestions to schools, as well as the repercussions associated with the remarks, had a substantial impact on school improvement. It became apparent that delivering feedback alone as something the school should pay attention to, without complementing it with additional follow-up visits, was ineffective and had a negative impact on school improvement initiatives. However, providing input on parts of the school's poor performance while simultaneously scheduling sessions with the school to address those aspects proved to create a discrepancy.

The findings of Ehren and Visscher's study shed light on the linkage between school inspection and school development. According to the study, school inspection could not result in school development on its own, but how many different aspects of the procedure are managed appears to be the most important aspect. The interaction characteristics of the category of school being examined, the manner inspectors engage the school throughout inspection, the degree to which inspectors' feedback is beneficial and how it is provided, and the specificity of follow-up meetings were essential in focusing schools to development and, as a result, providing high-quality instruction. Ehren and Visscher conducted their investigation in the Netherlands, which is considerably different from Uganda. The systems for inspecting schools in the Netherlands and Uganda may differ greatly. One of the questions to be addressed by this research is "To what extent is the quality of education provided in secondary schools in Kasese district based on school inspection outcomes?" There is limited empirical evidence to answer the question in Uganda. As a result, the present study explored the influence of school inspection in delivering quality education in Ugandan secondary schools, using Kasese District as a Case.

Barrow (2011) did research on the African continent to analyze how Quality Assurance and Standards Officers (QASOs) influenced educational quality in Kenya's large Mombasa District secondary schools. The rationale of the study was to establish the influence of QASOs in improving secondary school education as well as the issues they experienced, through a cross-sectional survey design. There were 5 QASOs, 15 principals, and 75 teachers among the attendees and data were gathered via questionnaires. According to the findings from Barrow's study, principals and teachers see QASO's as important in improving secondary school education quality. The study further discovered that QASOs encountered a couple of difficulties, such as teachers' perceptions of them as fault finders, a lack of funds and other instruments to strengthen their work, insufficient staff and a lack of ambition, as well as unfriendly teachers and transportation obstacles. According to the poll, QASOs do not visit schools on a regular basis, unless there is apparent need. QASOs were also discovered to have neglected to offer comments or suggestions to schools following inspections. These findings add to the evidence that persisting impediments in the school inspection process undermine potentially beneficial outcomes. According to Barrow's findings, the QASO's secondary school services in Kenya's larger Mombasa district were ineffective. More school aid appears to be the new choice that could lead to better levels of school improvement, rather than simply demanding accountability. Using Kasese District as a Case, this study looked into the effectiveness of school inspection in assuring the quality of education in Ugandan secondary schools.

Chanda (2011) discovered that teachers and principals disliked school inspections in a study done in Zambia. The causes of negative attitudes toward school inspection practice among principals and teachers were the inspectors' fault-finding mentality, the inspectors' poor technique, and the absence of post-inspection remarks. This study found the same weaknesses as earlier

studies, such as inspection procedures that jeopardize its credibility and utility, most notably a failure to provide feedback to identify positive practices and areas for improvement. Using Kasese District as an example, the extent to which school inspections have effectively ensured provision of quality education and school improvement in Ugandan secondary schools is a gap that has yet to be filled. The findings of the current study revealed that school inspection moderately contributes to the provision of quality education and recommended robust inspection strategies for enhanced school inspection effectiveness.

Bagaya et al. (2020) discovered that inspection contributes to teachers' lesson planning in four secondary schools in Western Uganda, involving 399 participants from 36 secondary schools in the categories of school inspectors, teachers, head teachers, and deputy headteachers, using a concurrent triangulation mixed methods research design involving questionnaire survey and interview. The study did, however, expand inspection theory by discovering that simply visiting schools to conduct inspections does not always result in improved lesson design. The way inspectors communicate with teachers before, during, and after the inspection is more important for improvement. It is critical to understand teachers' attitudes, practices, and views in order to improve educational processes. The current study partly intended to respond to this call by evaluating the quality of inspection through analyzing the evaluation procedure and the degree to which inspectors engage the different stakeholders during the inspection exercise for quality education. The findings of the current study revealed that there was minimal stakeholder involvement in the inspection exercise and made recommendations for improved stakeholder engagement.

Kaweesi (2012) investigated the effectiveness of the Ministry of Education and Sports' (MoE&S) inspectorate department in regulating private secondary schools in a sample of Kampala

)istrict private schools. The study evaluated the inspectorate's role in ensuring that private econdary schools have adequate structures and facilities, as well as adequate teacher terms and :onditions of service. To collect qualitative and quantitative data, the study used a cross-sectional urvey research approach utilizing questionnaires and interviews. According to the findings of the tudy, the inspectorate was not appropriately supervising private secondary schools, and the nspection process was not responsive to educational demands and changes. It was discovered that)rivate school teachers were subjected to harsh and restrictive working conditions, limiting their :ffectiveness. This study concentrated on policy inspection and compliance with limited secondary :chool management standards rather than improving teacher and headteacher practice. The indings revealed some flaws in the inspection procedure. Kaweesi's (2012) study did not address he study gap concerning the influence of school inspection processes on ensuring of high-quality :ducation in both government-aided and private schools. "How has school inspection practice :ontributed to school improvement in secondary schools in the Kasese district?" is one of the :esearch questions that this study needed to satisfy. The findings revealed that, school inspection)ractices moderately contribute to school improvement in secondary schools due limited time of nspection, limited involvement of stakeholders, flaws in follow-up among others.

Chombe and Sapo (2020) explored the impediments to high-quality secondary education n Ethiopia. The study included 483 participants, including 6 principals, 114 teachers, 324 students, 21 parents, and 18 community members. Questionnaires, interviews, observation, and document analysis were used to collect data. The study's findings suggested that school environment, facility, and resource-related features hampered the supply of outstanding education significantly. The study also found a shortage of professionally qualified teachers, a shortage of teaching materials, low parental and community participation, low teacher motivation, low-level application of active

learning methods, a lack of transparency among staff, and a shortage of administrative staff, all of which were impeding educational quality in the secondary schools under investigation. This indicated that educational quality was below acceptable levels. While this study was conducted outside Uganda and focused on factors that impede the quality of education in government secondary schools, most of the quality education parameters evaluated are contained in the quality indicators issued by Uganda's DES, and they are the same factors that, if not well maintained, may cripple the quality of education in Ugandan secondary schools. The current investigation, on the other hand, aims to assess the effectiveness of the DES in maintaining educational quality in both Government-aided and private secondary schools, as well as the effectiveness of the inspectorate department as the arm mandated by the Government of Uganda through the Ministry of Education and Sports (MoE&S) in ensuring educational quality/standards in the education sector.

Research Gap

Despite the fact that section 46 (a-g) of the Education Act no 13 of the Pre-primary, primary, and Post-primary Act 2008 authorizes the inspectorate department to monitor all Government and Private schools (MoE&S, 2000), a review of the previous literature above revealed that school inspection has not produced significant results in ensuring and assuring the quality of education in secondary schools. While the research reviewed emphasized the importance of holding stakeholders accountable for improving secondary school education quality due to increased public awareness of the need for graduates with competent skills who can compete in the global labor market, the literature has also hinted at what could be done to guarantee that school i spections are efficient and effective to ensure quality education.

It has also stated that the primary responsibility of school inspectors should be to provide rofessional support rather than simply criticize teachers. According to the literature, if school

inspection is to contribute to increased educational quality, it should include both internal and external evaluation so that all stakeholders can assess their own strengths and weaknesses. Furthermore, as a primary duty of the inspectors, emphasis was placed on assuring appropriate infrastructure and a suitable learning environment, as well as the availability of teaching learning resources and equipment. This is because the major goal of school inspection is to ensure there is adequate infrastructures such as classrooms, libraries, and laboratories with adequate equipment to assist teaching and learning. Some of the most important aspects of any evaluation process include monitoring and ensuring quality provision, proper infrastructure and a conducive learning environment, and the availability of teaching learning resources and equipment. It should be noted that failure to inspect all schools as expected leads to schools dropping their guard in ensuring maintenance of educational standards, guaranteeing student wellbeing, promotion of equity, provision of professional student development opportunities and enhancement of accountability.

Despite the fact that the studied literature discusses school inspection and provision of quality education extensively, there was little empirical information on how and to what degree school inspections ensure and assure the provision quality of education in Ugandan secondary schools. Many of the research were conducted in wealthy countries, with only a few undertaken in developing countries such as Uganda. Furthermore, the studies mostly focused on how school inspection might contribute to overall school improvement and reduce friction between school inspectors and instructors. The effectiveness of school inspection in influencing educational quality, particularly level of involvement of stakeholders in inspection process, guaranteeing improvement in learners' achievements, availability of teaching learning materials, infrastructural development, has not been well investigated and adequately documented, and these already identified knowledge gaps in the reviewed literature formed the basis of the current study. The

study findings presented and discussed explicitly answer these questions in the subsequent chapters.

Chapter Three

Methodology

Introduction

This chapter presents the philosophical approach, researchers' positionality, research approach, study participants, sampling techniques, instrumentation and validity of the instrument, instrument reliability, data collection, management, analysis, and presentation. It concludes with a description of the ethical considerations that was considered.

Research Philosophy

A research philosophy is understood as a belief about the way in which data about a phenomenon should be gathered, analyzed, and used (Muraga, 2015). It demonstrates how the researcher sees the world (ontology) and the knowledge we want about the world (epistemology). The research philosophy that underpinned this study was pragmatism which originates from the late 19th and 20th centuries in the works of William James, Charles Pierce and John Dewey in the USA (Saunders, 2019). Pragmatism research philosophy proposes that reality is dynamic and that there are various and diverse ways of doing research and interpreting the world. Therefore, pragmatism suggests that there is no single point of opinion sufficient to provide a full picture of reality, since there are likely to be multiple realities (Maarouf, 2019). Pragmatists do not agree with the belief that the social science inquiry can get to the reality through one scientific method exclusively but suggests that researchers should use the most appropriate philosophical orientation and methodological approach in investigating a specific research problem to generate credible, relevant and reliable data (Saunders, et al. 2019). Pragmatism encompasses a multiplicity of methods and therefore is linked to mixed or multiple methods (Kelly & Cordeiro, 2020).

Pragmatism embraces the practical component of learning by doing implying turning a theory into practice

The ontological, epistemological and axiological stances of pragmatism have been synthesized as an integration of both quantitative and qualitative points of view, without conflict. Maarouf (2019) indicates that ontologically, there is no single reality in a particular context at a specific point of time but several perceptions of this reality in the minds of social actors. Therefore, it is possible for a researcher to shift between two positions of a single reality or several reality perceptions. Epistemologically, pragmatism asserts that any type of knowledge can be seen as observable or unobservable based on the immediate ontological position of a researcher. Pragmatic researchers accept this double-faced knowledge, based on immediate ontological stance and focus on selecting the appropriate methods to get the best research results. Finally, the axiological stance is the "necessary bias principle" which allows the researcher to be biased only by the required extent to enable him or her to achieve the research objectives. This study was a blend of interpretivism which allows some bias and positivist which completely follows the objective stance of non-bias. Thus, using both aspects enabled the researcher to conduct a complementary and rich analysis that brought worthwhile results and inferences.

Pragmatism Research Paradigm

The research paradigm is a philosophical framework that expresses a set of beliefs, values, and assumptions that guide the way the research is conducted. Pragmatists use the most appropriate research methods to address issues, where complex social issues need multipronged/ multifaceted approaches (Allemang, Sitter & Dimitropoulos, 2021). The pragmatism paradigm can apply simultaneously quantitative and qualitative data collection methods. Pragmatism encompasses the researcher's world view, including the nature of reality (ontology), how knowledge is acquired

(epistemology), and how methods used methods used for investigation (methodology) are planned (Kelly & Cordeiro, 2020). The research paradigm is also defined as the framework into which the theories and practices of the study "fit" to create the research plan.

This foundation (Pragmatism paradigm) guides all areas of the research plan, including the aim of the study, research question, instruments or measurements used, and analysis methods. In educational research, the term paradigm describes a researcher's "worldview" (Kivunja & Kiyini, 2017). The term paradigm is used to discuss the shared generalizations, beliefs, and values of a community of specialists regarding the nature of reality and knowledge, (Scondland, 2012). Paradigm is a synonym to the "Worldview" which is described as "a way of thinking about and making sense of the complexities of the real world" (Kaushik & Walsh, 2019). The pragmatism paradigm is a frame work containing all the commonly accepted views about a subject, a structure of what direction research should take and how it should be performed (Elgeddawy & Abouraia, 2024). This study adopted pragmatism that emphasizes practicality, flexibility, and effectiveness in investigating research questions. Pragmatism combines elements from various methodologies to address the research problem. The four components of a research paradigm are ontology (our existence), epistemology (our ideas about knowledge), methodology (research design and methods), and axiology (the role of values in inquiry) and these may still be known as the pillars or principle of research paradigm (Rehman & Alharthi, 2016). This is followed by a detailed discussion of the three paradigm and what characterizes the four components in each of the three paradigms; positivist paradigm, interpretivist or constructivism paradigm, and pragmatism paradigm (Kivunja & Kuyini, 2017). Paradigms are conceptual and practical "tools" used to solve specific research problems; in other words, paradigms function as heuristics in social science research (Kaushik & Walsh, 2019).

The researcher's decision to adopt a pragmatism philosophy when studying "School inspection and provision of quality education in secondary schools in Uganda; A Case of Kasese District" is well justified for several reasons; focus on the practical outcomes, flexibility in research methods, problem centered research, pluralistic approach, practical and theoretical balance, and acceptance of multiple realities (Kaushik & Walsh, 2019). Pragmatism is a philosophical movement that includes those who claim that an ideology or proposition is true if it works satisfactorily, and that the meaning of a proposition is to be found in the practical consequences of accepting the ideas are to be rejected (Kelly & Cordeiro, 2020). The pragmatism philosophy has several key principles; focus on outcomes and practical implications, emphasis on what works rather than theoretical purity, flexibility in research design and methods, integration of multiple perspectives and approaches, prioritization of context and situational factors, and iterative and adaptive research process. Pragmatism has the following characteristics, a mixed methods approach (combination of quantitative and qualitative methods), context-dependent research design, and emphasis on collaboration and stakeholder involvement. Pragmatism emphasizes the practical consequences of research, aiming to solve real-world problems (Kelly & Cordeiro, 2020). In this study, the researcher is concerned with improving school inspection strategies or procedures for improved quality of education provided in secondary schools in Uganda, using Kasese District as a Case. Pragmatism allows the researcher to explore strategies and solutions that tangibly impact stakeholders' participation in the school inspection process, focusing on the outcomes that benefit school improvement for the provision of quality education in the secondary schools (Alharahsheh &Pius, 2020).) Therefore, a research paradigm is a process of constructing a research plan that assist in a quick understanding of how the theories and practices of the study project work (Elgeddawy & Abouraia, 2024)

In conclusion, the researcher adopted the pragmatism paradigm to be an effective lens through which to evaluate the influence of school inspection in ensuring provision of quality education in secondary schools in Uganda; using Kasese District as a Case. By adopting a pragmatic approach, this research has allowed for comprehensive understanding of the practical realities surrounding school inspection and the provision of quality education in secondary schools in Uganda; using Kasese District as a Case, as it acknowledges the significance of both subjective knowledge of staff and the objective steps taken during the implementation process. The study's objectives- evaluating the effectiveness of school inspection, exploring the contribution of school inspection to learners' achievement, and examining the contribution of school inspection to school improvement in the secondary schools, have illuminated or revealed several critical insights. Firstly, the level of effectiveness of school inspection highlights the need for more robust strategies from different stakeholders to improve school inspection effectiveness. Secondly, the research underscores the need for robust inspection mechanism for enhanced learners' achievement by ensuring regular and well-structured school inspections as a mechanism for maintaining educational standards, improving teaching and learning conditions, and fostering accountability among educators, providing adequate resources, training inspectors, and ensuring that feedback from inspections is effectively implemented. Thirdly, school inspections are critical drivers of school improvements if properly structured and conducted, and if strong monitoring mechanisms, and continuous support for schools for school improvement is implemented.

Researcher's Positionality

A researchers' positionality is his epistemological position on his/her knowledge and skills pertaining a particular aspect. It reflects the position that the researcher has chosen to adopt within a given research study and influences both how research is conducted, its outcomes, and results

(Marsh, et al. 2018). Positionality is normally identified by locating the researcher about three areas: (1) the subject under investigation, (2) the research participants, and (3) the research context and process (Holmes, 2020). This explains his ontological and epistemological views and beliefs (Bonga & Del, 2020). The ontological and epistemological beliefs influence the how research is conducted, outcomes, and results, yet novice researchers often struggle with identifying their positionality (Holmes, 2020).

As a researcher I adopted a pragmatic paradigm and philosophical stance in evaluating stakeholders' perception about the influence of school inspection in assuring and ensuring the provision of quality education in secondary schools in Uganda, a Case of Kasese District. Pragmatism as a research paradigm finds its foundation in the historical contributions of the philosophy of pragmatism (Kaushik & Walsh, 2019). Pragmatism in the context of this research is characterized by the belief that the primary purpose of the research is to solve real-world problems (Alharahshen & Pius, 2020), by focusing on the outcomes of the actions and their practical implications rather than adhering to a specific ontological or epistemological framework (Kaushik & Walsh, 2019).

Sometimes pragmatism may be known as participatory action framework. There is limited knowledge regarding the influence of school inspection in ensuring and assuring quality provision in secondary school by different stakeholders. These are all essentially philosophical and encompass the following common elements: axiology-beliefs about the role of values and morals in research; ontology-assumptions about the nature of reality; ontological assumptions shape how stakeholders perceive, interpret school inspection activities for quality provision. Ontology refers to the study of being, existence, or reality, particularly in the context of what entities or aspects of reality exist and how they can be categorized or understood. Whether they see school inspection

policies as objective and externally imposed or as flexible and participatory will influence their level of involvement, their sense of agency, and their overall experience of the process.

Acknowledging and understanding these ontological perspectives is crucial for fostering more effective implementation of school inspection policies, as it can help institutions design approaches that resonate with the values, roles, and realities of the school inspection activities involved (Scotland, 2012). This, in turn, can lead to greater collaboration, ownership, and ultimately a more effective school inspection system. Epistemological assumptions about how we know the world, how we gain knowledge, the relationship between the knower and known; methodology- a shared understanding of the best means for gaining knowledge about the world; and rhetoric- a shared understanding of the language for research. The epistemology of the effectiveness of school inspection in assuring and ensuring provision of quality education in secondary schools focuses on how the different stakeholders acquire, interpret, and validate knowledge about school inspection activities. Whether they view school inspection procedures as external, measurable, mandates or as evolving, context-specific guidelines will significantly influence how they engage with the process. Stakeholders' epistemological perspectives affect their approach to implementing policies, from following set procedures to interpreting, adapting, and co-constructing knowledge about school inspection.

Understanding the epistemological perspectives of the different stakeholders can lead to more effective and participatory school inspection implementation. Epistemology is the branch of philosophy concerned with the theory of knowledge. It focuses on understanding the nature, scope, and limits of knowledge, including questions like: what is knowledge? How is knowledge acquired? What can be known? In the context of social sciences, epistemology concerns how people come to understand and interpret the world, and the processes through which knowledge is

constructed and validated. It helps identify the diverse ways in which different stakeholders acquire knowledge, the roles they play in the process, and how their experiences shape their engagement with the policies, leading to more refined and context-sensitive approaches to school inspection in secondary schools. This perspective recognizes that knowledge is shaped by the experiences and actions of individuals within specific social, institutional and cultural contexts (Kaushik & Walsh, 2019).

In conducting this research, I acknowledged that school inspection implementation in secondary schools is a complex and context- specific. The pragmatic stance allowed me to engage flexibly with multiple perspective and methodologies, recognizing that there is no single, "correct" approach to understanding how the different categories of stakeholders engage with school inspection processes (Alharahshen & Pius, 2020). The school inspection handbook has not been widely shared and read among the different stakeholders. This lack of knowledge may still be associated with inadequate internet accessibility, low interest in searching for open resources materials on school inspection procedures, policy implementation, and the roles of the different stakeholders in the inspection process. These unanswered questions and guesses motivated the researcher to consult experts in school inspection outside East Africa. The researcher critically evaluated the nature of school inspection policy which was "process evaluation research". The researcher observed the school inspection system systematically, looking at activities associated with school inspection policy implementation-based guidelines of MoE&S (DES), institutional reform policies, and procedures of school inspection implementation.

Some of the information written in these books has remained on library shelves without being implemented. Aware of what is written in these handbooks, an evaluation from an independent researcher was necessary to inform participants and other stakeholders. By valuing

both qualitative and quantitative data, I aimed to provide a comprehensive assessment of the effectiveness of school inspection activities or procedures and how these activities can be optimized to improve the quality of education provided in secondary schools and educational outcomes.

As a researcher embedded within the Ugandan secondary education system, I bring an insider perspective that affords a deep understanding of the contextual challenges, practices, and dynamics that shape school inspection efforts. However, I remained conscious of potential biases and strived to maintain reflective throughout the research process. My goal was to ensure that research findings are not only academically rigorous but also practically relevant to the ongoing efforts to enhance the effectiveness of school inspection in Ugandan secondary schools. To avoid conflict of interest, the researcher only reported findings collected from the field. The probe questions during in-depth interviews provide suitable information to provide a real-world view for school inspection implementation to be generalized for secondary schools in Uganda.

Through the pragmatic paradigm, I aligned research approach with the practical needs of stakeholders; teachers, secondary school administrators, and policy makers, ensuring that the research findings offer actionable insights for improving the effectiveness of school inspection in secondary schools. The flexibility of pragmatism allowed the researcher to adapt research methods to the evolving realities of the secondary school system and the broader socio-political context of Uganda. This ensured that the research remained relevant and impactful and can be generalized beyond the political boundaries of Uganda. This positionality statement and accompanying references demonstrate a commitment to practical, outcome-focused research while embracing the complexity and contextuality of school inspection in Ugandan secondary schools.

Contextuality refers to the principle that context significantly influences social work practices, emphasizing the importance of understanding different contexts, being reflexively aware of one's positionality, working with whole contexts, and developing transferable practice knowledge (Hampton & Ozkan 2021). Positionality for this study is the researcher's statement where he assumes a reflexively aware stance, simultaneously being able to see outside and also within contexts (Holmes, 2020; Yip, 2024). This involves being able to understand and identify how we are inextricably part of the situation and it can also allow us to see outside it, and use this dual awareness to be sympathetic to any resistance to change, but courageous enough to seek change (Lin, 2015). Knowledge is made and is inextricably linked to power. The impact includes the level of sensitization, awareness of school inspection policy among the teachers, teachers' knowledge of the policy as evidenced by definitions of the concept and sharing ideas of how to implement the policy at institutional level (Mwesigye & Kibalirwandi, 2024). The positionality statement in publications, then, is a summary of that understanding of ourselves to highlight how every being may have shaped our work (Holmes, 2020).

As a researcher with experience as a secondary school teacher, I am acutely aware of the potential biases that could arise when conducting an impact evaluation on school inspection implementation within Ugandan secondary schools. My professional background has provided me with valuable insights into the academic environment, the challenges faced by teachers, and the importance of school inspection in secondary schools. However, I have taken deliberate steps to ensure that this prior experience does not blind me to the realities of conducting an objective and balance evaluation. The institutions enrolled for this study were public secondary schools and private secondary schools that belong to faith-bases and corporate companies or groups of

individuals. The researcher anticipated a wealth of knowledge about school inspection implementation.

My current role as a teacher could influence my perspective, particularly in identifying with certain staff frustrations or institutional practices that may have shaped my own experiences. To mitigate this potential bias, I have made a conscious effort to approach the research with an open mind, valuing the experiences of other participants while not allowing my own to dominate the narrative. I have relied on a robust data collection strategy that includes qualitative and quantitative methods, ensuring a diversity of perspectives are captured, and using evidence to ground my analysis rather than relying solely on my subjective interpretation.

One of the key challenges I anticipated was reluctance of some staff members to provide authentic accounts of their experiences with school inspection implementation. This reluctance could stem from fear of reprisal, concerns about confidentiality or general hesitancy to criticize institutional practices. To address this, I designed the study in such a way to ensure confidentiality, making it clear that all participants would be protected from any negative consequences. Moreover, I have sought to build a trust with participants by positioning myself as a neutral researcher rather than an insider with institutional ties, thus encouraging more honest and open responses.

Throughout the study, I was aware of the varying levels of willingness among participants to share their real experiences, which required thoughtful choices in methodology. For those who may be hesitant, I utilized anonymous surveys and private interviews to create a safe space for sharing. The research did not link individual responses with participants' identities. These choices were made to maintain the integrity of the study and ensure that a comprehensive evaluation of the effectiveness of school inspection in ensuring quality provision in secondary schools was achieved. Familiarity with the context, my experience as a secondary school teacher allowed me to

understand the intricacies of the secondary school system and specific challenges related to school inspection implementation. This helped me to ask relevant probing questions, identify meaningful patterns, and analyze responses with depth for critical analysis. Empathy and rapport-building, having been part of the teaching fraternity, I was able to build rapport with participants, which encouraged openness and trust. This fostered a more collaborative atmosphere for gathering genuine insights.

Finally, for balanced evaluation, I did not prepare predetermined responses because I was aware of the biases that would interfere with the results. This enabled me to design a study that compensates such biases, ensuring a fair and well-perspective. I incorporated multiple data sources to avoid over-reliance on any one perspective, thus, quantitative data from the self-administered questionnaire, observation checklist (appendix iv, v, vi & x), and qualitative data from the interview guide appendix (vii, viii, & ix). The potential of over-identification posed a risk of over-identifying with the concerns of teaching staff, especially their experiences closely mirror my own. This could skew the interpretation of data in favor of familiar narratives. In this study, the researcher avoided subjective judgements, assumptions, or favoritism that could affect data collection process. The researcher had to avoid personal experience or preconceived notions to influence the interpretation of data. For instance, the knowledge of some staff members' behavior known to the researcher was not considered for judgement. The researcher used well-structured tools during data collection; a questionnaire, interview guide, and observation checklist. The multiple data collection methods reduced the risk of over-identifying bias by comparing data from different perspective

Access and power dynamics in working with private and public secondary schools. Power dynamics between institutions vary and staff vary, and the researcher anticipated some limitations

in accessing certain participants or securing candid responses in secondary schools where the stake of participation are high. In conducting the study, the researcher established partnerships with both private and public secondary schools. This allowed for comparative evaluation of school inspection implementation across different institutional settings. However, working within these partnerships brings its challenges and strengths:

Diverse perspectives, including private and public institutions, enable a broader understanding of staff participation in school inspection activities, as these institutions often operate under different policies, governance structures, and resource availability. Institutional support and partnerships with these secondary schools have facilitated access to key stakeholders, including management and staff, thus enriching the data collection process. Differing motivations; some secondary schools may be more interested in maintaining a positive image than providing critical feedback, which could lead to reluctance to share information that portrays them negatively. For instance, some secondary schools did not have any school inspection handbook and files.

Finally, by acknowledging these challenges and making deliberate choices in the design and execution of the study, I aimed to produce a thorough and balanced evaluation of the influence of school inspection in ensuring and assuring provision of quality education in secondary schools in Ugandan secondary schools.

Research Approach

The mixed method research technique guided this study, utilizing quantitative and qualitative methodologies. It is prudent to specify the study's approach from the start to minimize errors in data collection, presentation, and analysis, which could lead to misleading conclusions. According to Creswell (2012), the use of a mixed-method approach in research has grown

acceptable, with the most recent advancement being the merging of quantitative and qualitative research approaches. The mixed methods approach is defined by Creswell & Plana Clerk (2011) as a strategy for gathering and analyzing both quantitative and qualitative data in one study to generate credible answers to the research problem. The researchers also suggest that combining approaches offers a more complete picture of the research subject under consideration. The mixed method approach functioned as a triangulation strategy for data collection, presentation, and analysis, to minimize errors and biases that may occur when using a single approach design that comprises only quantitative or qualitative research. To create thorough and accurate results, the researcher gathered equally quantitative and qualitative data separately (Creswell & Plana Clerk, 2011).

The influence of educational inspectors in ensuring the provision of quality education through inspection strategies like pre-inspection, on-site inspection, and post-inspection was better understood when a richer mixture of quantitative and qualitative methods was used rather than a single approach. Creswell (2012) backs up this conclusion, claiming that using both quantitative and qualitative methods in one study provides a better understanding of the research topic and research questions than using each method separately. Most researchers consider that all research methods have limitations, with the qualitative method being subjective and quantitative methods being extremely simplistic and dealing with data that do not provide extensive explanation (Caruth, 2013). Combining different methodologies in one study under mixed methods research lowered the restrictions of the results due to the complementary nature of the approaches in terms of the depth and breadth of the analysis. The researcher was able to collect both quantitative and qualitative data for analysis using the mixed methods technique (Creswell & Plano Clark, 2011). The quantitative method however took center stage in this study as the researcher sought to

determine the effectiveness of school inspection in secondary schools in Kasese District and their relationship with quality education. Qualitative method on the other hand was employed to complement the results by offering deeper insights into how school inspection influences the provision of quality education. The data were analyzed and combined to help the researcher better understand the research problem (Maree, 2012).

Research Design

The research design, according to Bryman (2008), serves as an outline for data collection and analysis, and the choice of a research design represents the researcher's perspective on the relative relevance of the various stages of the research process. The significance of dimensions such as the relationships between variables, the level of assumptions among the population under investigation and the larger group, the understanding, and implications of a specific behavior in the specific social context in the study, as well as the temporal account of social phenomena and their interrelationships are emphasized in the research design (Jones & Smith 2020). This study aimed to explore the influence of school inspection on the provision of quality education in secondary schools in Uganda, using Kasese District as a Case. To achieve this, the researcher used a convergent parallel design, which entails collecting both quantitative and qualitative data in one investigation; the information was collected at the same time or sequentially, and merged at any or all stages of the research process (Creswell & Plano Clark, 2018). The rationale for choosing convergent parallel design was that it allows for a more comprehensive and successful use of data than doing separate quantitative and qualitative data collection and analysis. Moreover, it goes beyond the limitations of a single approach because it incorporates together quantitative and qualitative research methods (Creswell & Plano Clark, 2018). Furthermore, the convergent parallel design mixed techniques assisted the researcher in producing a complete picture of the research

problem through the convergence or merging of quantitative and qualitative data (Jones & Smith 2020). In this approach, investigators generally collect both types of data at the same time, prioritize the methods equally, keep the data analysis independent, mix the results during the overall interpretation, and look for convergence, divergence, contradictions, or relationships between two types of data. It was based on a Case of Kasese District secondary schools.

Study Population

A population is the sum of every one of objects, subjects, and people who meet a set of criteria as the primary goal of a scientific inquiry (Hanlon & Larget, 2011). Other researchers define a population as the entirety of people, events, organizations, records, or other kinds of sample units relevant to the study problem (De Vos, Strydom, Fouch', & Delport, 2011). The participants in this study were the Headteachers, Deputy headteachers, (the first deputy headteacher in schools with two deputies) directors of studies, (the first director of studies in schools with two directors of studies), and the teachers in the selected secondary schools, the inspectorate officials and the DEO, in Kasese District. The target population was chosen because it provided adequate and relevant information concerning the study topic. Besides, there was public outcry regarding the influence of inspection in ensuring the provision of quality education in secondary schools in Kasese District because of the operation of some schools below the minimum standards as well as the deteriorating performance in both UCE and UACE in the secondary schools in Kasese District in the recent past.

Inclusion Criteria

Inclusion criteria are defined as the key features of the target population that the investigators will use to answer their research question (Patino & Ferreira, 2018). Inclusion criteria include demographic characteristics, and social, mental, and geographical that their participation

will not compromise the study outcomes. All secondary school teachers in Kasese District who have taught in the school station for the last three years with the recommended teaching load for 'O' Level and 'A' Level respectively were eligible to participate in the study.

Exclusion Criteria

In contrast, exclusion criteria are defined as features of the potential study participants who meet the inclusion criteria but also present with additional characteristics that could interfere with the success of the study or increase their risk for an unfavorable outcome (Patino & Ferreira, 2018). The exclusion criteria include factors or characteristics that make the recruited population ineligible for the study (Garg, 2016). All the part-time secondary school teachers were ineligible for inclusion in the study to avoid overlapping and control for those teachers who would be sampled more than once as a result of part-timing.

Sampling Techniques

The stratified sampling and purposive sampling methods was employed. Teachers and schools were chosen using the stratified proportionate random sampling technique. It was chosen since it entailed categorizing the population into homogeneous subgroups thus, males and females, government-aided and private secondary schools, rural and urban, and then taking a random sample proportionate to the relative number of elements in each subgroup hence adequate representation from each subgroup. The sample was selected in such a way to ensure the male and female teachers, government-aided and private secondary schools, rural and urban were represented in proportion to the number in the population and they have equal chances to be included. Purposive sampling was used for the headteachers, deputies, the first deputy headteacher in schools with two deputies, directors of studies, inspectorate officials, and the DEO. The headteachers were purposively sampled because they are the heads of schools, possess extensive

knowledge and expertise in school management, teaching, and learning, implement policies and drive school improvement, and are accountable for the smooth operation of the school as first inspectors, deputy headteachers assist the head teachers in the general administration and may offer complementary perspectives about the study, the directors of studies supervise the teachers, and have a more comprehensive understanding of the school academic programs, policies, and practices, the inspectorate officials are liable for inspection of all the educational institutions, and the DEO is at the helm of the entire education department in the district.

Sample Size and Selection

A sample is a portion of a population chosen for study and investigation. A sample contains the true features of the entire population; the scope of the sample is determined by the type of population investigated (Best and Khan, 2006). The sample for this investigation was chosen based on a variety of variables such as the information desirable, the objective of the investigation, and the time available. The study comprised of 34 secondary schools, 9 government-aided and 25 private secondary schools in Kasese District selected by stratified proportionate sampling, and according to Mugenda & Mugenda 2003, a 10%-30% ratio of the whole population is considered appropriate for an investigation. By February 2023, Kasese District had 112 secondary schools, 28 Government-aided secondary schools, and 84 private secondary schools. The researcher considered 30% of each stratum to come up with 34 secondary schools. The study's target population included 961 participants comprising of Headteachers, teachers, Inspectorate officials, and the DEO. A sample size of 376 participants was established using the table of sample size determination given by Krejcie and Morgan (1970) and cited in Amin (2005). Data was gathered from 34 headteachers, 34 deputy headteachers, 34 directors of studies, 8 inspectorate officials, 1 DEO, and 265 teachers. Table 1 shows the sample size and selection in more detail.

Table 1: Sample Size and Selection

Category	Accessible Population	Sample Size		Sampling Technique
	Frequency	Frequency	Percent	
District Education Officer	1	1	0.3%	Purposive
Headteachers	34	34	9%	Purposive
Deputy headteachers	34	34	9%	Purposive
Inspectorate officials	8	8	2.1%	Purposive
Directors of studies	34	34	9%	Purposive
Teachers	850	265	70.5%	Stratified Sampling
Total	961	376	100%	

***Source**: Based on Kasese District profile (2019) and Krejcie and Morgan 1970*

The first column of Table 1 shows various kinds of people that the study targeted. The second column displays the overall population of the targeted groups of people. The third column depicts a sample of persons drawn from the targeted population. The fourth column indicates what percentage of the participants in the sample was chosen. The final column indicates how the various sample strategies were utilized to choose the participants.

Research Instruments

A research instrument is a tool or mechanism used to collect, measure, or analyze data in research. It is a device or method that helps researchers gather information, observe phenomena, or investigate relationships between variables. The instruments that were used for this investigation

included the questionnaires, interview guide, and observation checklist that allowed the researcher to solicit information from the participants.

Questionnaires

To collect data from participants, a self-administered questionnaire (SAQ) containing closed-ended questions was developed and used. The (SAQ) had sections A and B. section A had the demographic profiles of the participants, section B was on the effectiveness of school inspection (IV). The researcher developed the questionnaire items in liaison with literature review and aligned them with the research objectives to enhance the instrument's ability to capture relevant data accurately and systematically. This approach ensured that no essential aspects of the research problem are overlooked and improved the overall quality of the study (Creswell and Creswell, 2018). The (SAQ) was chosen because it assisted the investigator in gathering information from multiple sources at the same time and it was helpful for the participants because they filled it out at their convenience. It also catered for anonymity for the teachers, directors of studies, and the deputy headteachers since they filled it independently. The kind of participants that filled in the questionnaire were the teachers, Directors of studies, and Deputy headteachers, administered by the researcher, who then collected the filled questionnaires to be prepared for analysis. The rationale for this was that it was easy to find a considerable number of teachers on the same day in a particular school and it would be difficult to schedule each teacher for an interview, therefore leaving the participants with questionnaires offered them an opportunity to work on them at their own convenient time. The questionnaire was measured on a five-point Likert Scale, because it is easy to use and comprehend, and provides the respondents with a fair range of responses by including both positive and negative responses. Additionally, it assists the researcher

to easily code, analyze, and interpret data, (Joshi et al., 2015), (Where 1 =Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree), reference to appendix, ii, iii, and iv.

Interview Guide

According to Creswell (2017), an interview is a two-person face-to-face dialogue initiated by the interviewer with the particular goal of acquiring research-relevant information. The researcher conducted interviews with headteachers, inspectorate officials, and the District Education Officer (DEO) to obtain detailed information regarding the study's problem that the questionnaire could not provide. The structured interview guide included the bio-data component and open-ended questions with defined topic areas, but the actual wording of the questions was left up to the interviewer. The face-to-face engagement allowed the researcher to go deeper into the issues and cleared up any confusion that arose. The researcher sought guidance from the headteachers, inspectorate officials, and the DEO about the time and place convenient for them to ensure maximum concentration and privacy for the interview. Reference to Appendix vii, viii, and ix.

Observation Checklist

An observation checklist is a research tool used to systematically record and document behaviors, events, or phenomena in a natural or controlled setting. It is a structured instrument that guides the observer to collect data in a consistent and reliable manner (Manion & Morrison 2018). It is a method used in social sciences for collecting data about people, processes, and cultures. It consists of a set of questions, points, or areas to assist an observer in evaluating the state, performance, and behavior of an individual (Creswell, 2017). Observation is accumulating open-ended, direct information by observing people and locations at a research site. The observation checklist enabled the researcher to access those aspects of the school that could not be visible to

the public, and allowed the researcher to provide rich, detailed descriptions of the social setting in the field, view unscheduled events, improve interpretation, and develop deeper understanding (Cohen et al. 2018, Creswell, 2012). The researcher developed a structured observation checklist adapted from the previous studies to achieve the research objective. The observation checklist contained components of the state of the existing educational facilities. In the part of the observation checklist, the researcher also added a field note as an alternative way for the researcher to document the conditions that would not be catered for in the observation checklist and the researcher got the data in more detail. The observation checklist was validated by expert validators (see appendix x).

Quality control

The self-administered questionnaire was first pre-tested from five schools in Bukonzo County. Two schools were public schools, one from Bukonzo West constituency and another one from Bukonzo East constituency, and three were private secondary school, two from Bokonzo west and one from Bukonzo East. These schools met the inclusion criteria but were not included in the main study. Some redundant items were removed to increase reliability and validity. The observation checklist was also developed to ensure that information not captured by the other tools may be captured. The control helped the study to restrain the influence of extraneous variables in the results during data analysis. Extraneous variables are independent variables that are not related to the purpose of research yet are capable of influencing the results. When the dependent variable is not free from the influence of extraneous variable(s), the relationship between the dependent and independent variables is said to be confounded by an extraneous variable(s) (Kothari, 2004). However, in this study, the researcher did not use confounding variables in the analysis.

Validity of the Instruments

Validity is defined as the accuracy and significance of conclusions drawn from research findings (Mugenda & Mugenda, 2005). Instrument validity is its ability to give results that are consistent with theoretical and conceptual values. Instrument validity is indeed, a situation in which a specific concept is assessed depending on the purpose, population, and environment characteristics in which measurements take place. To determine the validity of the questionnaire, the Content Validity Index (CVI) was calculated. The instrument content validity for this study was established by calculating the instrument content-related evidence of the validity, which is largely concerned with the relevance, appropriateness, and logical depth of the content to be obtained by the items of the instrument. It was determined against the stated objective, which the content was aimed at achieving. Objective one of this study and its corresponding items were given to experienced and knowledgeable persons in the area of study. They were asked independently to critique the questionnaire items against the stated objective of the study. The research experts judged whether individual items represented the intended content in the relevant domain of the effectiveness of school inspection in secondary schools. Their observations and recommendations were addressed by improving the affected questionnaire items. This was done by rephrasing and re-focusing them to improve the instrument's validity as a whole. After the items were designed, they were pre-tested to 5 headteachers and 71teachers in the sample who fulfilled the inclusion criteria but would not be included in the study sample. This helped the researcher to identify ambiguous questions in the instruments and was able to re-align them to the objective. The researcher then computed the level of agreement in the items between the two expert raters. This is referred to as inter-rater agreement which is quantified as the Content Validity Index (CVI) whose formula is presented below:

CVI= $\frac{n}{N}$

Where

n= Number of items indicated relevant

N= Number of items in the questionnaire

A content validity index of ≥ 0.70 shall be considered acceptable for the instrument (Newman, 2003)

Table 2: Validity results for the Quantitative results

Variable	Items	Valid	CVI
Pre-inspection	10	09	0.85
On-site inspection	11	10	0.9
Post-site inspection	14	12	0.8
Total	35	31	0.857

Validation of the Data Collection Instrument

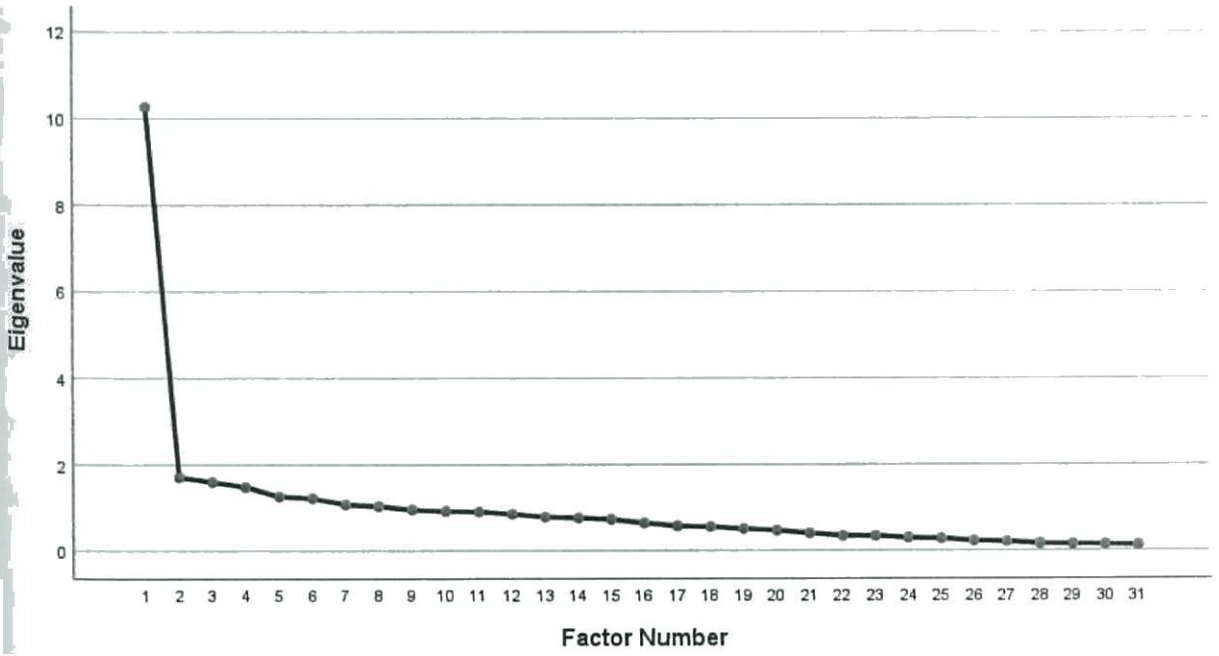
In order confirm that the instrument accurately measured what it was intended to measure (validity) and that all questions or items are relevant to the study objective, the researcher validated the instrument consisting of 31 items about the effectiveness of the school inspection in the three domains of pre-inspection, on-site inspection, and post inspection. These domains were derived from literature on school quality assurance mechanisms and official frameworks from Uganda's Ministry of Education and Sports. Each item was measured on a 5-point Likert scale, ranging from

Strongly Disagree (1) to Strongly Agree (5), designed to capture respondents' perceptions of how inspections are carried out in practice.

To assess the internal consistency of the instrument, reliability analysis was conducted using Cronbach's Alpha in SPSS. The overall reliability coefficient for the 31 items was $\alpha = .931$, which exceeds the commonly accepted threshold of 0.70 and is indicative of excellent internal consistency. This finding suggests that the items cohesively measure the construct of inspection effectiveness, providing a strong foundation to proceed with construct validation.

Construct validity was examined using Exploratory Factor Analysis (EFA) with Principal Axis Factoring as the extraction method as indicated below. The three-factor solution explained a cumulative variance of 51.8%, with factor one accounting for 10.23%, factor two 7.89%, and factor three 7.39% of the total variance after rotation.

Figure 2: Scree Plot indicating the Optimal Number of Factors



From Figure 2 above, items with communalities below 0.40 were considered weak contributors and were therefore removed from the instrument. These items were; First, the item *"Inspectors give a prior briefing to the headteacher and teachers in this school on the purpose, methods, and outcomes of the inspection"* had an extracted communality of 0.325, indicating it did not sufficiently share variance with other items in the model. Second, *"Inspectors hold post-observation meetings with all teachers who were observed teaching in this school,"* recorded a communality of 0.361. While conceptually sound, this item overlapped with others that demonstrated stronger communalities and factor loadings. Third, *"Inspection findings are shared with staff, members of the PTA and BOG, and all other stakeholders"* showed a communality of 0.348, warranting its removal due to insufficient contribution to the factor structure.

The final validated tool, therefore, consisted of 28 items, well distributed across the three conceptual domains: 8 items for Pre-Inspection Activities, 11 items for Onsite Inspection Activities, and 9 items for Post-Inspection Activities.

The observation checklist items were given to experienced and knowledgeable persons in the area of study. They were asked independently to critique the questionnaire items against the stated objective of the study. The research experts judged whether individual items represented the intended content in the relevant domain of school improvement in secondary schools. Their observations and recommendations were addressed by improving the affected questionnaire items and changes were then made.

Reliability of the Instruments

Instrument reliability is the capacity of an instrument to consistently produce the same findings when repeated measurements are performed on the same subjects under the same conditions, (Orodho 2009). A pretest of the instrument was carried out on 5 headteachers and 71 teachers. The reliability of the questionnaire was determined using Cronbach's Alpha Reliability Coefficient, as shown in the calculation below:

$$a = \frac{K}{K-1}\left(1 - \frac{\sum \mathrm{SD}i^2}{\mathrm{SD}t^2}\right)$$

Where

a= alpha coefficient

K= Number of items in the instrument

$\mathrm{SD}i^2$ = Variance of individual single items

$\mathrm{SD}t^2$ = Variance of total instrument

Instrument reliability of ≥ 0.7 shall be considered ideal

Table 3: Reliability Statistics for the Pilot Study

Reliability Statistics	
Cronbach's Alpha	N of Items
.931	31

Source: Primary data from the field 2025

Table 4: Reliability Statistics after the Pilot Study

Reliability Statistics	
Cronbach's Alpha	N of Items
.895	28

Source: Primary data from the field 2025

The reliability of 0.895 above is considered sufficient to collect data that is empirically reliable and test what it purports to test.

Procedure

A cover letter from the Dean, Faculty of Science Mbarara University of Science and Technology (MUST) introducing the researcher to the secondary school management was obtained. Clearance from the Uganda National Council for Science and Technology (UNCST) was sought to allow the researcher to conduct research. Authorization from the Chief Administrative Officer (CAO) Kasese District was acquired to allow the researcher conduct the study in the secondary schools. Permission from Kasese District Education Office (DEO) was obtained as well as the headteachers of the secondary schools. The questionnaires were given out, filled out, and collected for coding and analysis. Face-to-face interviews were performed with the headteachers, inspectorate officials, and the DEO in their offices or any other place of convenience to them.

Data Collection Methods

The researcher employed both quantitative and qualitative methodologies to gather considerable information or evidence on the influence of school inspection in ensuring the provision of quality education

Data Management

Data management involved processing and analyzing of the data collected. The data were processed to ascertain its correctness while analysis enabled presentation, analysis, and interpretation of results. The data was first processed and analyzed as follows:

Data Processing

Data processing is a series of activities that ensure data quality, accuracy, and relevance, enabling to draw meaningful conclusions and make informed decisions. Data were cleaned after identifying and correcting errors. Thereafter, the data were transformed by converting them into suitable formats for analysis. Diagnostic tests such as normality test were conducted to affirm normality. The qualitative data processing involved familiarization with the data through reviews, perusal, organization and alphabetizing of data for simple retrieval and recognition, avoiding naming sensitive data, identifying themes, and recording and exploring the association between categories for qualitative data. All these were done to prepare data for easy data analysis. The quantitative data were processed as follows;

Data processing involved coding the data and entering them into the computer using the Statistical Packages for Social Scientists (SPSS Version 26.0). Thereafter, there was carrying out diagnostic tests to test for normality of the data.

Test of Normality of data

A normal distribution is defined as a symmetric bell-shaped curve, which is demarcated by the mean and the variance (Keya & Imon, 2016). Before conducting any analysis of the data in any research, it is critical to conduct a normality test of the instruments because leaving it may lead to the use of suboptimal estimators, invalid inferential statements and inaccurate predictions,

Keya and Imon, (2016), and also may significantly lead to a type I or type II error being committed, based on the type of analysis conducted (Ghasemi & Zahediasl 2012). It is against this background that the researcher deemed it necessary to test the normality assumption before the analysis was done.

Normality can be tested using visual methods that involve the use of a histogram with the bell-shaped curve, per cent-per cent (P-P) plots, quantile-quantile (Q-Q) plots, box plots, and stem and leaf plots. The researcher used a histogram with a bell-shaped curve to determine the normality because he deemed it easier to view and analyze.

Since the collected data using the Likert scale was aggregated and handled as interval data, there was need to test for the normality of data with the intention of determining which statistical techniques were appropriate to use for the analysis. Ghasemi and Zahediasl (2012) found empirical evidence that supports the view that Likert scale data can be summed up to conduct parametric tests. This view was in agreement with that of (Ulrich & Wolfgang, 2018) who found out that parametric tests can be conducted on averaged scores of the Likert scale. Therefore, in line with this, the study variables were aggregated based on the themes of the study derived from the research questions as: effectiveness of school inspection and school improvement.

Figure 3: **Normality Test effectiveness for School Inspection**

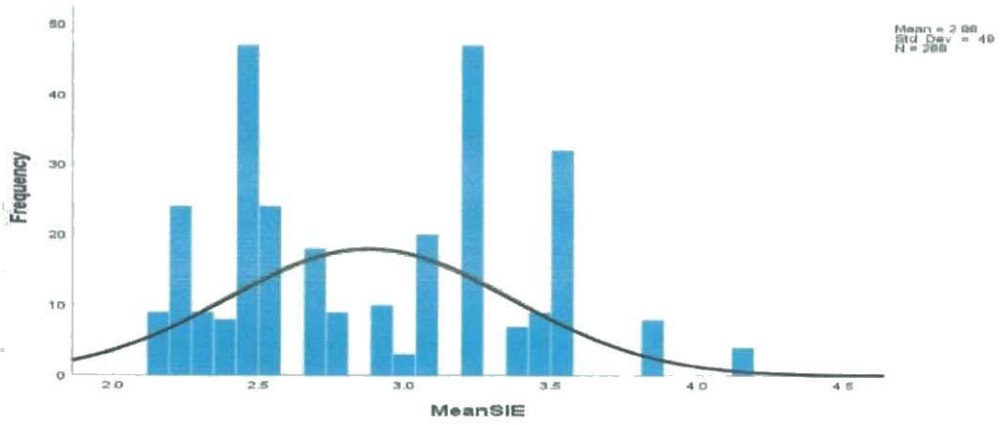
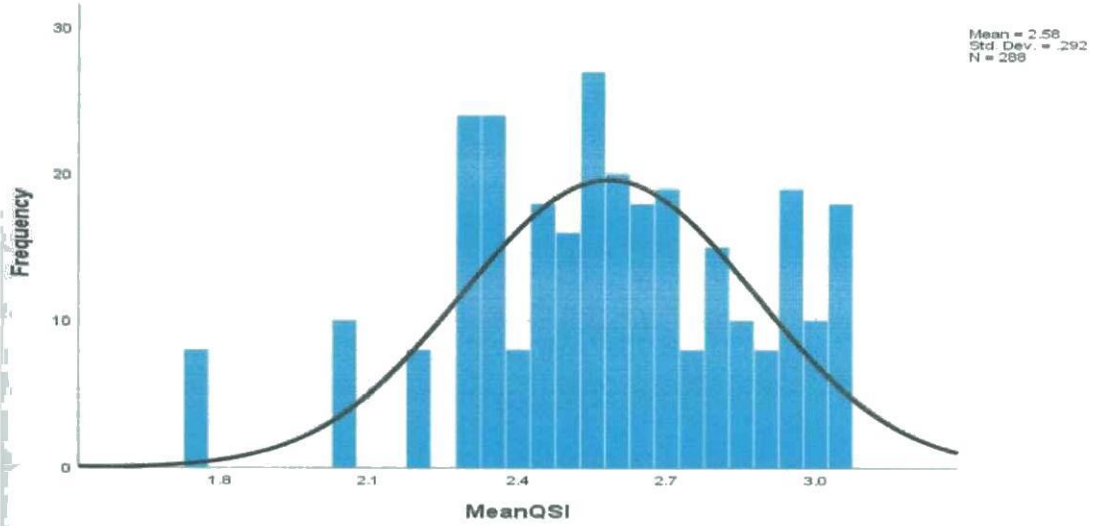


Figure4: Normality Test for School Improvement



Looking at the histograms above, one can conclude that, effectiveness of school inspection is approximately normally distributed, School improvement appears to be approximately normally distributed. However, testing normality using the visual method tends to be inconclusive as it tends to be subjective and, as such, the use of more objective statistical techniques is recommended. A number of normality tests are used by researchers, depending on the convenience of the technique and these include: the Shapiro-Wilk (SW) test, the Kolmogorov-Smirnov (KS) test, the Anderson-

Darling (AD) test and the Lilliefors (LF) test (Razali & War, 2011). Of the mentioned tests for normality, Shapiro-Wilk has a better power property and, therefore, produces better results compared to other tests (Keya & Rahmatullar, 2016). Tode (2002) asserts that power is the ability to find out whether a sample comes from a normal distribution or not. It is against this background that the researcher selected the Shapiro-Wilk (S-W) test as the normality test to give objective results. The results of the test, using SPSS Version 26 are presented in Table 5

Table 5: Results of the Shapiro-Wilk (S-W) test of Normality of Data

No	Composite Variable			
		Statistic	**Significance (p-value)**	**Remarks**
1	Effectiveness of school inspection	.936	.000	Significant
2	School Improvement	.961	.000	Significant

According to the Shapiro-Wilk test, the null hypothesis that the data set was normally distributed was tested. The test was done at the alpha level of significance 0.05 with 0.95 level of confidence. The rule for accepting and rejecting the null hypothesis was set using the significance (p-value). The hypothesis can be rejected if the p-value is less than 0.05 (meaning it is significant). If the p-value is greater than 0.05 (meaning it is not significant), the null hypothesis cannot be rejected. Table 5 shows that the p-value variables were as follows: effectiveness of school inspection; 000, School Improvement; 000. From this analysis, all the variables did not meet the assumption of normal distribution since their significance values (p-value) were less than 0.05 and, therefore, could be analyzed using non-parametric tests.

Data Analysis

Charles and Mertler (2002) argue that analysis aids in the description of data clarity, the identification of what is usual and atypical among the data, the illumination of differences, relationships, and other patterns present in the data through interpretation, and eventually, the response of research questions and the testing of hypotheses. It is from such analysis that the researcher and other users of the study can make sense of the data. Quantitative and qualitative data obtained from participants of the study was processed and analyzed to assess the research hypotheses, answer the study question, and ultimately achieve the study objectives. After manual scrutiny of all the returned questionnaires to ascertain that they were filled, the quantitative data was entered into the computer using the SPSS package version 26. Data was then analyzed starting with the primary analysis, which involved the use of descriptive statistics, measured on a five Likert scale (1-5), mainly frequencies, percentages, means, and standard deviation. A correlation analysis using the Spearman's rho Correlation Coefficient was performed to determine the relationship between school inspection and the quality of education provided. A regression analysis was also conducted to ascertain the degree to which school inspection determines the quality of education provided.

Qualitative responses from interviews were recorded and typed directly on the computer. At the coding stage, the participants' statements were copied verbatim. After coding, the data were sorted into categories according to the emerging ideas. This was followed by the identification of themes, interconnections of differences, and generalizations and analyzed using thematic content analysis. Thematic content analysis ensured that clustering of texts with similar meaning and presenting them together. Content analysis involved interpretation of the underlying contexts. Using both quantitative and qualitative analyses enable making of statistical inferences for

generalization and carrying of in-depth analysis (Castleberry & Nolen 2018, Renz et al., 2018), while content analysis necessitated interpreting the original/basic content, conclusions were then be made. The following themes were generated; pre-inspection, giving notice of inspection and Level of stakeholders' engagement in the inspection process, on-site inspection; duration and scope of inspection, inspection approaches and techniques used, and alignment of school inspection processes with school activities, post-inspection; post inspection engagement and feedback, improvement action planning, and follow-up and continuous professional support.

Measurement of Variables

The study used both the nominal scale and ordinal scale in the measurement of data. A nominal scaling was used for capturing gender, age, and occupation while an ordinal scale was used in ranking the data. In the study, the researcher used an ordinal scale based on a five-item Likert Scale that provides a balanced range of options and allow respondents to express varying degrees of agreement or disagreement. Moreover, compared to longer scales (e.g., seven or ten points), a five-point scale is simpler and quicker to complete, reducing respondent fatigue and increasing the likelihood of obtaining accurate responses (Matas, A. 2021). The scale rating was 1-5 points was showing the respondent's level of agreement with questionnaire statements. With five response options (e.g., Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree), the scale offered clear distinctions between different levels of agreement, making it easier for the researcher to analyze trends and patterns. The Likert scale was used to measure participants' personal opinions towards the subject by asking the respondents to indicate where they Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree with the statements about the topic. The scale allowed for meaningful quantitative analysis using various statistical techniques, including mean scores, standard deviations, and inferential tests. A five Likert Scale increases response quality and

response rate. It also keeps participants interested in participating in the survey, otherwise a long scale makes some participants bored and frustrated (Revilla, et al., 2014). Moreover, it balanced granularity and statistical robustness (Taherdoost, H. 2019). Data analysis was done by categorizing responses into frequency counts and percentages where 1= Strongly Disagree 2= Disagree, 3 = Neutral, 4= Agree, and 5 = Strongly Agree.

Ethical Considerations

Ethical issues in research command increased attention today (Creswell, 2014). The researcher anticipated that ethical issues would arise during the study since the research involved collecting data from people, about the people (Punch, 2005). Throughout the entire study therefore, the researcher upheld rigorous ethical standards, ensuring the participants' rights and the integrity of the research findings. Informed consent was obtained from all the participants, who were fully briefed on the study's purpose and objectives, enabling them to make an informed decision about their voluntary participation. Confidentiality was guaranteed by anonymizing the questionnaires, and responses were reported in aggregate form using statistical measures such as percentages, means, and standard deviation. Qualitative findings were also anonymized using codes that did not reveal the identities of the participants. Furthermore, the researcher maintained data integrity by strictly reporting the findings based on the collected data, without manipulation or bias. The researcher sought clearance from the Research Ethical Committee (REC) of Mbarara University of Technology (MUST). Also, clearance from the Uganda National Council of Science and Technology (UNCST) was obtained. The researcher also ensure beneficence where participants were informed of the purpose of the study and the benefits that may accrue from it. By adhering to these ethical principles, the researcher ensured the trustworthiness and credibility of the study's

findings, contributing to the advancement of knowledge in the field while respecting the rights and dignity of the participants.

Conclusion

This chapter presented the approach to be used for the study. It has centered on the research philosophy, approach, design, sampling methodologies and procedures, instrumentation, sample size, and methods to collect and analyze the study's findings, as well as ethical considerations. The next chapter presents data presentation, analysis and interpretation.

Chapter Four

Presentation, Analysis, and Interpretation of Results

Introduction

This chapter covers the presentation, analysis, and interpretation of the study findings on school inspection and the provision of quality education in secondary schools in Uganda, using Kasese District as a Case by systematically addressing each of the research question and hypotheses. The presentation of the findings begins with results on the response rate, and respondents' and school characteristics, followed by an analysis of participants' perceptions of the effectiveness of pre-inspection, on-site inspection, and post-inspection activities in secondary schools in Kasese District. The next section then explores data on the influence of school inspection activities on learners' achievement, based on UCE results (2018-2022). Lastly, it examines the influence of school inspection activities on school improvement, focusing on physical improvements or the quality of school infrastructure. Each aspect is analyzed using descriptive statistics and relevant tests to provide a comprehensive view of the effectiveness and influence of school inspections on the provision of quality education in Uganda secondary schools using Kasese District as a Case.

Response Rate

Table 6: Response Rate of the Participants

Category	Sample Size	Responses	Response Rate %	Sampling Method	Instrument
Classroom Teachers	265	228	86%	Stratified Sampling	Questionnaire
Directors of Studies	34	30	88.2%	Purposive Sampling	Questionnaire
Deputy Headteachers	34	30	88.2%	Purposive Sampling	Questionnaire
Headteachers	34	30	88.2%	Purposive Sampling	Interview guide
Inspectorate officials	08	07	87.5%	Purposive Sampling	Interview guide
District Education Officer	01	01	100%	Purposive Sampling	Interview guide
Total	**376**	**326**	**86.7%**		

Source: *Primary Data from the field 2025*

The response rate is calculated by dividing the number of completed survey response by the number of people enrolled for the survey. It may also be known as the completion rate or return rate. While the study had planned to collect data from all the 265 classroom teachers, 34 directors of studies, 34 deputy headteachers, fully filled questionnaires were retrieved from 228 (86%) teachers, 30 (88.2%) directors of studies, and 30 (88.2%) deputy headteachers. Additionally, for the qualitative participants the researcher had planned to interview 34 headteachers, 8 inspectorate officials, and 1 District Education Officer, 30 (88%) headteachers, 7 (87.5%) inspectorate officials and 1 (100%) District Education Officer participated in the interview. This sample was considered

sufficient because according to Pielsticker and Herbl (2020), a response of 50% and above is sufficient in social science studies. The high response rate of 86.7% was largely due to the researcher's diligent follow-up, timely reminders, clarification of study objectives, and effective engagement with respondents, which minimized non-response. This enhanced the credibility of the study findings, as it reduced the likelihood of non-response bias and increased the validity of the results.

Respondent and School Characteristics

This section provides a detailed overview of the study respondents' demographic, professional, and school-related attributes. This data is fundamental for understanding the composition of the sample and how these factors may influence the perceptions of school inspection activities.

Demographic Characteristics of the Respondents

This subsection presents the demographic characteristics of the participants, including participants category, gender, and age group, providing a comprehensive overview of the sample composition in the study. Table 7 presents these demographic characteristics.

Table 7: Demographic Characteristics of the Respondents

Characteristic	Category	Frequency (N)	Percentage (%)
Category of the Respondents	Classroom Teacher	228	79.2
	DOS	30	10.4
	DHT	30	10.4
	Total	**288**	**100.0**
Gender	Male	206	71.5
	Female	82	28.5
	Total	**288**	**100.0**
Age Group	20–29	41	14.2
	30–39	135	46.9
	40–49	86	29.9
	50 and above	26	9.0
	Total	**288**	**100.0**

Source: *Primary Data from the field 2025*

The demographic composition of the participants in Table 7 highlights the dominant presence of classroom teachers, who constitute a significant majority (79.2%) of the sample. This prevalence emphasizes that the perspectives captured in this study are heavily informed by those directly engaged in teaching and learning activities within schools. Complementing this group are Directors of Studies (DOS) and Deputy Head Teachers (DHT), each contributing an equal share of 10.4%. The inclusion of these administrative roles enriches the dataset by providing managerial insights alongside classroom perspectives, creating a well-rounded view of stakeholder experiences in regard to the study. This triadic inclusion ensured a holistic understanding of school inspection's influence on quality education (Murwanashyaka et al., 2024).

Moving to gender distribution, the study reveals a pronounced male dominance, with males accounting for 71.5% of the respondents compared to 28.5% of females. This disparity reflects broader trends in the education workforce, particularly in leadership and teaching roles, where men often outnumber women. Consequently, it is essential to consider how this imbalance might shape the perceptions reported in this study, as male viewpoints are likely to dominate the findings. Moreover, gender and age were included as demographic variables because they influence the perspectives and experiences of teachers and administrators regarding school inspection and quality education (Bagaya et al., 2020). Nonetheless, this may not influence the outcomes of this investigation because the views of the different gender were adequately presented.

The age distribution presents an interesting dynamic, with a majority of respondents falling into the middle age brackets. Specifically, nearly half (46.9%) are aged 30–39, followed by 29.9% in the range of 40-49 years. This distribution suggests that most participants are in the prime of their professional careers, balancing substantial teaching experience with active engagement in educational practices. Younger respondents aged 20–29 make up 14.2%, representing early-career educators, while those aged 50 and above constitute a smaller group (9%). The limited representation of older respondents may indicate that the views of seasoned educators nearing retirement are underrepresented, potentially skewing the findings toward perspectives from mid-career professionals. However, this did not influence the findings of this study in any way because the views of the different age groups are adequately represented.

The Level of Education and Years of Experience of the Respondents

This subsection outlines the level of education and years of experience of the respondents, offering insights into their professional backgrounds and how these factors may influence their

perceptions of the influence of school inspection process on the provision of quality education in secondary schools. Table 8 outlines these levels of education and years of experience.

Table 8: Professional Characteristics of the Respondents

Characteristic	Category	Frequency (N)	Percentage (%)
Level of Education	Masters	28	9.7
	Bachelors	225	78.1
	Diploma	35	12.2
	Total	**288**	**100.0**
Years of Experience	1–5	68	23.6
	6–10	92	31.9
	11–15	59	20.5
	16–20	34	11.8
	20 and above	35	12.2
	Total	**288**	**100.0**

Source: *Primary Data from the field 2025*

The professional characteristics of the respondents in Table 8 reveal a highly educated cohort, with the majority (78.1%) holding a bachelor's degree. This indicates that most teachers have attained the standard qualification required for teaching at secondary school levels in Uganda. A smaller proportion (12.2%) possess a diploma, often indicative of foundational teacher training, particularly for those in earlier stages of their careers. Notably, 9.7% of respondents have advanced their qualifications to the master's level, reflecting a commitment to professional growth and potentially signaling leadership or specialist roles within schools.

Examining years of experience, the distribution highlights a diverse range of professional tenure among respondents. Teachers with 6–10 years of experience constitute the largest group (31.9%),

suggesting that many respondents are building their careers and consolidating their teaching practices. Those with 1–5 years of experience represent 23.6% of the sample, capturing early-career educators likely bringing fresh perspectives and recent pedagogical training to their roles. Interestingly, 20.5% of respondents have 11–15 years of experience, reflecting a significant proportion of mid-career teachers who balance expertise with active engagement in classroom activities. A smaller group has spent 16–20 years in the profession (11.8%), with their longevity signaling a deep understanding of systemic challenges and long-term educational trends. Those with more than 20 years of experience make up 12.2% of the sample, representing highly seasoned instructors, some of whom may occupy leadership roles or offer valuable institutional knowledge. Level of education and years of experience were considered because they influence teachers' professional capacity, attitudes, and perceptions of school inspection and quality education (Ogunu, 2005; Mugisha, 2020).

The Status of the Schools

This subsection provides an overview of the school status, detailing whether the schools are government-funded, private, or mixed gender, and other relevant characteristics that might impact the perceptions of inspection activities in the district. Table 9 details the schools' status.

Table 9: School Characteristics

Characteristic	Category	Frequency (N)	Percentage (%)
School Status	Gov't/USE/UPOLET	135	46.9
	Private	153	53.1
	Total	**288**	**100.0**
Gender Composition	Mixed	270	93.8
	Single Gender	18	6.3
	Total	**288**	**100.0**
Residence Type	Day	240	83.3
	Boarding	18	6.3
	Day and Boarding	30	10.4
	Total	**288**	**100.0**

Source: *Primary Data from the field 2025*

The school characteristics in Table 9 highlight a fairly even distribution between government and private schools. Slightly more than half (53.1%) of the respondents are from private schools, while the remaining 46.9% are from government schools, including those under the Universal Secondary Education (USE) or Universal Post-Ordinary Level Education and Training (UPOLET) programs. This balanced representation ensures that the study captures insights from both private and public education systems, providing a comprehensive view of the effectiveness of school inspection activities on the provision of quality education across varying institutional contexts.

Regarding gender composition, the overwhelming majority of schools (93.8%) are mixed-gender institutions, indicating a strong preference or prevalence of co-educational setups in the district. Only a small proportion (6.3%) are single-gender schools. This distribution suggests that the

findings of the study will primarily reflect practices and outcomes in mixed-gender learning environments, with limited insights into the dynamics of single-gender schools.

The residence type of schools further illustrates their operational diversity. Most schools (83.3%) operate as day schools, which likely cater to students within the immediate community. A smaller segment (6.3%) are exclusively boarding schools, reflecting institutions that serve students from broader geographical areas. Meanwhile, 10.4% of schools operate as both day and boarding institutions, combining flexibility for local students with residential options for those from distant places. This distribution highlights the importance of understanding how inspection activities address the unique needs and challenges of day schools, boarding schools, and hybrid setups.

Objective One: Effectiveness of Inspection Activities in Secondary Schools

This section presents the results that aim to evaluate the effectiveness of school inspection activities in secondary schools in the Kasese District, based on stakeholders' perceptions. The findings are structured around three research questions: 1) How do stakeholders perceive the overall effectiveness of pre-inspection activities? 2) How do stakeholders perceive the effectiveness of on-site inspection activities in identifying and addressing school needs? 3) How do stakeholders perceive the effectiveness of post-inspection activities in promoting long-term improvements in secondary schools in Kasese District?

The effectiveness of pre-inspection activities was assessed through stakeholder perceptions, with responses gathered using a 5 Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The mean on the other hand will be interpreted 1.00–2.49 = Low, 2.50–3.49 = Moderate, 3.50–5.00 = High (Maree, 2012). Table 10 shows the results highlighting the key areas where stakeholders believe pre-inspection activities succeed and where improvements are needed.

The results in Table 10 illustrate the mean and standard deviation of the stakeholders' perceptions of the effectiveness of the pre-inspection activities, Table 11 for the onsite inspection activities, and Table 12 for the post-inspection activities.

Stakeholders' Perceptions of the Effectiveness of the Pre-Inspection Activities

This subsection presents the findings on stakeholders' perceptions of the effectiveness of pre-inspection activities, focusing on their views regarding the preparation and communication processes leading up to the school inspection. Table 10 illustrates the mean and standard deviation of the stakeholders' perceptions of the effectiveness of the pre-inspection activities.

Table 10: Descriptive Statistics of stakeholders' Perceptions of Pre-Inspection Activities

Pre-inspection Activities	Mean	SD
At least two weeks' notice is given to this school in preparation for the inspection	1.69	.854
Teachers are involved in planning for the inspection	2.14	1.063
Headteachers is involved in planning for the inspection	2.14	1.063
Previous inspection reports are consulted in preparation for the inspection	3.29	1.048
Inspectors work with teachers to develop performance-related targets	2.27	1.134
Inspectors involve PTA members in the inspection exercise	1.63	.976
Inspectors involve BOG members in the inspection exercise	1.63	.976
Inspectors share a checklist of required documents with the school before the inspection begins	2.61	1.187
Overall mean	2.18	1.04

Source: *Primary Data from the field 2025*

The stakeholders' perceptions of the pre-inspection activities in Table 10 reveal that overall, these activities are perceived as ineffective and weakly implemented with room for significant improvement, and the highest mean was 3.29 (65.8%) and the lowest mean was 1.63 (33.6%). The lowest-rated item was the involvement of key stakeholders in planning, such as the BOG and PTA

members, where the mean score was 1.63 (32.6%), indicating that these key stakeholders like the BOG and PTA members are not sufficiently engaged, which can lead to a lack of ownership and participation in the inspection process, the SD close to 1 shows slight differences, but overall consensus that PTA and BOG members are rarely engaged. Another weak area was the timeliness of notice (mean = 1.69 (33.8%). This reflects that respondent disagree that schools receive sufficient notice before the inspection. This suggests that preparation time is insufficient, which could hinder effective preparation for the inspection process. The relatively small (SD=.854) shows consensus among respondents.

However, respondents were more positive about the consultation of previous inspection reports (mean = 3.29 (65.8%), indicating that this practice is seen as valuable and part of a continuous improvement process, however, the relatively high (SD=1.048) suggests inconsistent practices ome schools may consult them regularly, others rarely. In conclusion, whereas stakeholders feel at pre-inspection activities could be more effective if there were more involvement of the anagement members in the inspection exercise and provided with adequate notice, the overall an and standard deviation indicate that pre-inspection activities in in Kasese District are ceived as largely ineffective (overall mean=2.18 (43.8%), with significant variation in ctiveness across schools (SD=1.04). This suggests inconsistencies in implementation and act, highlighting the need for policy interventions to standardize and improve pre-inspection esses. Addressing these gaps could enhance school preparedness, ultimately leading to better ction outcomes and improved education quality provided in secondary schools.

nfirm the level of effectiveness of the pre-inspection activities, the interviewees were asked ons that lied under two themes; giving notice of inspection and level of stakeholder ement in the inspection process. Most of the respondents, RS, S, B, G, T, J, P, W, indicated

"...inspectors just come to school without any prior notification given to the school regarding their visitation. They just appear in school and we attend to them, depending on what an inspector has come to inspect..." In each category, (zone, district, and national) mostly one inspector comes, and on rare occasions they come more than one. They involve or incorporate the HTR, DHTR, DOS, and the Director of the school on some occasions in the planning process. No members from the management (PTA, BOG) are involved.

RS, Y, U, H, C, Z;

inspectors come to the office of the headteacher and sign the visitors' book, ask for the inspection file to look at the previous inspection report. There is no prior notification for inspection given to the school. Sometimes they directly go to the classrooms and conduct observations, interact with a few teachers, and observe the general sanitation for example the latrines. They involve or incorporate the DHTR, HTR, and DOS in the inspection exercise after their arrival and no prior planning is conducted to prepare for the inspection. There are no members from the management team (PTA, BOG) that are involved in this exercise.

RS, O, L, K, G, T, R;

Our school receives three categories of inspectors, firstly from the Diocese since it is a church founded school, secondly from the district and lastly from the Ministry of Education and Sports, (DES). When they reach the school premises, they go directly to the Headteacher's office and look at the previous inspection reports especially those inspectors from DES. They rarely write to our school about their visitation and neither do we conduct any planning meeting preparing for the inspection exercise. They involve or

incorporate the administrators at school especially the HTR, DHTR, and DOS in the inspection exercise without any members from the management (PTA, BOG) being involved.

RS, 02, 04, 05, 06 affirmed to the above saying that;

We do not give prior communication of our inspection visit to the schools. We just make our field plan at the district and implement it. Sometimes we fail to fulfill our field plan because of some of the administrative work, inadequate facilitation, inadequate staffing, among others. We do not conduct any pre- planning meeting with the stakeholders, but we only incorporate some of the school administrators at school in our inspection exercise in case we are to move around the school to different places of our choice.

Inspectorate official RS, 01,04,05;

We rarely give inspection notices to schools prior to our inspection visit unless there is a special matter to attend to in a particular school, for example licensing of schools, mismanagement, settling disputes in schools between management committee and staff, among others. Meanwhile, the members of the management are not involved in the inspection activities. We draw our schedules and begin implementing it. We feel schools should always be ready for inspection any time because we do not want to create un necessary anxiety as well as schools creating a good impression while some aspects of the school are in crumble.

RS DO, had this to say;

> *Inspection is a routine exercise and no notification is required save for a few circumstances that require prior notice. The members of the management can only be involved where there is need because they cannot be called every time there is an inspection. Moreover, we expect schools to be always alert for inspections at any time. The inspectorate team draws an inspection schedule and shares it with the DEO's office and give periodical reports. Unlike in the past, apparently inspections are digitalized. Inspectors have gargets which they use during inspection that instantly generates information about a particular school and its status. This is instantly shared with the DEO's office and the Ministry of Education and sports (DES). These gargets however have a limitation of poor network in some of the parts of the district which is affecting their effectiveness.*

Stakeholders' Perceptions of the Effectiveness of On-Site Inspection Activities

This subsection presents the findings on stakeholders' perceptions of the effectiveness of on-site inspection activities, focusing on their views regarding the inspectors' engagement with the school environment, including interactions with staff and students, as well as the overall observation process. Table 11 illustrates the mean and standard deviation of stakeholders' perceptions of the effectiveness of the on-site inspection activities.

Table 11: Descriptive Statistics of Stakeholders' Perception of Onsite-Inspection Activities

Onsite Inspection Activities	Mean	SD
Inspectors spend at least two days in this school	1.36	.771
Inspectors observe the entire period of the lesson in this school	3.30	.914
Inspectors align their activities to the school timetable	2.80	1.282
Inspectors use a variety of information-gathering methods in this school	3.56	1.118
Inspectors only observe lessons for subjects of their specialty in this school	2.06	1.044
Inspectors observe every teacher at least once every year in this school	2.11	1.001
Inspectors check learners' books during classroom observations in this school	3.09	1.238
Inspectors talk to learners during the inspection exercise	3.07	1.103
Inspectors move around to observe other school facilities	4.30	.516
Inspectors maintain a friendly atmosphere during inspections in this school	4.33	.583
Inspectors begin and end their inspection activities on time as scheduled	2.14	1.063
Over all mean	2.92	0.995

Source: *Primary Data from the field 2025*

On-site inspection activities illustrated in Table 11 are generally seen as somewhat effective, with a few concerns about the duration and depth of the inspections. The items "Inspectors maintain a friendly atmosphere during inspections" (mean = 4.33 (86.6%) and "Inspectors move around to observe other school facilities" (mean = 4.30 (86%) received high ratings, reflecting positive perceptions of the engagement and thoroughness of inspectors. These findings suggest that stakeholders appreciate the interactive nature of inspections and the attention to both classroom activities and the physical environment.

However, the item "Inspectors spend at least two days in this school" received the lowest rating (mean = 1.36 (27.2%), showing that stakeholders feel inspections are too brief. This perception highlights a gap in the ability of the inspection process to adequately assess school needs, especially given the limited time spent in schools. The small (SD=.77) shows strong agreement

among respondents. The overall perception is that on-site inspections are somewhat effective, overall mean (mean=2.92 (58.4%) but could benefit from more time given to each school and evaluation of all the teachers throughout the year among others, to ensure a comprehensive assessment of school needs. However, the overall standard deviation indicates that there is some variation in perceptions (SD=0.995) across schools. This means that while some schools may find on-site inspections highly effective, others perceive them as less useful or inconsistent. This could be because of the manner in which on-site inspections are conducted in different schools, for instance, the number of times a particular school is inspected, level of engagement of the different stakeholders, the kind of feedback given, the expertise and approach of different inspectors. This demonstrates that while on-site inspections activities are beneficial, there are challenges and inconstancies that need to be addressed to minimize their impact.

The headteachers were asked to evaluate the effectiveness of the on-site inspection activities. Three themes were developed, thus, duration and scope of inspection, inspection approaches and techniques used, and alignment of school inspection processes with school activities. Respondents RS, Q, Y, N, R, U, O, F, A1, G indicated that;

> *"... depending on the objectives of an inspection, there is no specific time/duration spent in school. For instance, inspectors from the zone just spend between 30 to 40 minutes and the inspectors from DES spent between one hour to two hours..." They normally visit some of the school facilities like the library, places of convenience, laboratories, and classrooms. The inspectors from the zone do not conduct classroom observations, however those from DES can observe a few teachers claiming they that they have very many schools to visit yet ney are few in number. They rarely check learners' books and neither interact with them. ince they do not give prior communication, we try to fit them in our school timetable. They*

normally come with an observation checklist as a tool for gathering data which has a criterion for inspection.

Affirming to the above assertion, inspectorate officials RS, 01, 04, 07, 02, had this to say;

"...we only concentrate on other aspects of the school. We are not allowed to conduct any classroom observations. It is a preserve of the inspectors from the Directorate of Education Standards (DES).

Respondent RS, G, N, M, W, E, Q indicated;

"...inspectors spend 30min to 1hr during most of their inspection visits especially inspectors from the district. However, inspectors from the Ministry of Education and Sports (DES) can spend 2 to 4 hours...". Inspectors come with an assessment form as a data gathering tool with components of the school, for example, school status, enrolment, inspect the teaching and learning process and classroom environment, and come up with a report indicating weaknesses and strengths. Some inspectors especially from DES conduct classroom observations with very few selected teachers but not quite often, and hardly check learners' books as well as talking to them. They do not give us prior communication of their intended visit; we only receive them abruptly and make the necessary arrangements to fit them in our school timetable or programs. Sometimes if they find that it is not possible to observe some teachers due to some school programs like sports, they only concentrate on documents such as schemes of work, lesson plans, and other relevant documents.

Inspectorate officials RS, 02, 05, 01, 03 indicated that;

> *Inspection exercises have a criterion which we follow in liaison with the laid down schedule for a particular period or term. There is a guiding tool for inspection that captures the different aspects of the school, and this helps us to generate a report depending on the rating of particular aspects in the school. However, sometimes we can adjust it according to circumstances of a particular school and our plan as inspectors for that particular school. For instance, if it is a follow up visit, the inspection might have to focus on the level of implementation of the previous inspection recommendations to determine the next course of action. We sometimes conduct classroom observations for a few teachers because of the limited time available to us amidst the number of schools an inspector is supposed to inspect and give feedback to the particular teachers. However, on some occasions we conduct general meetings with all staff to share with them the inspection feedback.*

Stakeholders' Perceptions of the Effectiveness of Post-Inspection Activities

This subsection presents the findings on stakeholders' perceptions of the effectiveness of post-inspection activities, focusing on their views regarding the feedback provided, follow-up actions, and the overall impact on long-term school improvement. Table 12 illustrates the mean and standard deviation of stakeholders' perceptions of the effectiveness of post-inspection activities.

Table 12: Descriptive Statistics of Stakeholders' Perceptions of Post-Inspection Activities

Post Inspection Activities	Mean	SD
Inspectors provide immediate feedback to teachers following lesson observations in your school	3.67	.795
Inspectors hold team meetings to arrive at a corporate judgment about the quality of school services	2.69	1.300
Detailed reports are issued within two weeks of inspection in this school	2.90	1.047
The final written inspection report is a fair reflection of the informal feedback received	3.69	.843
Inspection reports are shared with all stakeholders in this school	3.01	.972
All stakeholders develop an improvement plan after the inspection recommendations	3.38	1.147
All inspection recommendations are implemented in this school	3.05	.896
Inspectors make follow-up inspections at least once a year in this school	3.22	1.495
Inspectors organize refresher trainings to address teachers' weaknesses in this school	1.71	.890
Overall	3.03	1.06

Source: *Primary Data from the field 2025*

The findings for post-inspection activities in Table 12 suggest that overall stakeholders view them moderately effective, overall mean 3.03 (60.6%). These activities are positively effective in terms of feedback and communication, but concerns remain about follow-up actions and sustaining improvements. Providing immediate feedback to teachers following lesson observation and the final report reflecting the informal feedback received high ratings (mean = 3.87 (77.4%) and 3.69 (73.8%), respectively), indicating that stakeholders value the feedback provided after inspections as a key element in improving teaching quality. The low (SD=.795 and SD=.843) shows general agreement among respondents.

However, follow-up actions such as the development of an improvement plan by all stakeholders (mean = 3.38 (67.6%) and implementation of recommendations (mean = 3.05 (61%) received slightly lower ratings, indicating that while these activities are recognized, they are not consistently implemented. High (SD=1.147) points to inconsistency. The lowest-rated item, "Inspectors organize refresher training to address teachers' weaknesses" (mean = 1.71 (34.2%), suggests that ongoing professional development after inspections is lacking, which could undermine the long-term impact of the inspection process. In short, while post-inspection activities are generally effective, there is a clear need for improvement in follow-up and sustained support for teachers, including the implementation of recommendations and the organization of refresher training. The overall mean of 3.03 (60.6%) (on a scale of 1-5) however suggests that post-inspection activities are perceived as moderately effective but not highly impactful. The moderate rating proposes that while schools receive some level of support after inspection, the impact may not be strong enough to drive significant improvements. The overall SD of 1.06 suggests moderate variability in how different schools perceive post-inspection activities. Some schools rated post-inspection activities as highly effective, while others rated them as less effective, leading to differences in impact. This could be differences in inspector engagement, where some inspectors provide detailed follow-ups, while others may conduct inspections, some superficially, variability in school leadership, thus, some school administrators may be proactive in implementing recommendations, while others may not, and differences in resource availability, where schools with better funding and infrastructure may find it easier to act on inspection recommendations than those facing financial difficulties.

The headteachers were asked to evaluate the effectiveness of post-inspection activities based on three themes, thus, post-inspection engagement and feedback, improvement action planning, and follow-up and continuous professional support. Respondent RS, H, B, C, S, F, Q, K;

After conducting inspections, inspectors prepare reports outlining their findings. A preliminary verbal feedback session is provided at the time of exit, highlighting key observations. A more detailed written report is usually compiled and shared with the school administration within two weeks to one month after the inspection. The administration, in turn, shares the report with management members during meetings, which facilitates the development of a school improvement plan based on the recommendations provided in the inspection report.

Respondent RS, I, O, P, B, V, Y, A1, A4 indicated that;

At the conclusion of the inspection exercise, inspectors engage both the teaching staff and school administration in a meeting. This meeting serves as a platform to inform them about the strengths and areas requiring improvement. While teachers are involved in this discussion, engagement is often minimal, with inspectors primarily addressing school administrators. The opportunity for teachers to express their challenges is occasionally provided, but their concerns are mainly noted without immediate resolution or direct feedback. There is limited engagement of staff and the inspectors in the development of the improvement plan.

Respondent RS, A3, A1, M, V, X, Z;

Following the inspection exercise, inspectors come to the headteacher's office to guide the headteacher on key observations and areas of improvement. However, there is limited engagement with the broader teaching staff, as inspectors mainly focus on discussing their

findings with school administrators. This limited interaction with teachers may hinder the effective implementation of recommended improvements at the classroom level.

Inspectorate officials, RS 02, 03, 01, 04;

After every inspection exercise in a particular school, we conduct post-inspection meetings, firstly with the teachers who were observed teaching in class, and where time allows, with the entire staff to give general feedback of the inspection exercise. If not, we only write a report and submit to the school administration to share with other key stakeholders in the school. We rarely develop an improvement plan with the stakeholders because of the inadequate time at our disposal amidst the overwhelming number of schools to inspect. The level of implementation of the inspection recommendations varies from school to school, the type of recommendation made, and the resources required. As inspectors, we recommend and submit to the ministry of education and sports, directorate of education standards. Some schools fail to implement recommendations that require huge financial resources. This affects the level of implementation significantly.

The study findings are in a support of the human relations theory that guided this current study. The theory states that people work better when they feel valued, involved, and part of a team. The theory further posits that workers productivity is not influenced just by pay or working conditions, but also by social interaction, recognition, and feeling included. In the school system, there are a number of stakeholders each with somewhat distinct but complementary roles. Workers tend to perform better when they feel observed, involved, and appreciated. For instance, the teachers are responsible for the implementation of the curriculum, the learners are the consumers of the curriculum, the school administrators and management, and the inspectors are in charge of the

supervision and ensuring proper implementation of the curriculum. Hence, there is need for collaborative and participatory engagement between these stakeholders during their execution of duties. Besides, these categories of people can be connected with each other through communication, consultations, authority, responsibility, relationships, policies, procedures and other aspects that bring the school system together as one functional unit for efficiency. Thus, for school inspection to be effective, the different stakeholders have to be involved in all the inspection procedures.

Comparison of Stakeholders' Perceptions of the Effectiveness of Pre-Inspection, On-Site, and Post-Inspection Activities

Table 13 presents stakeholders' perceptions of the effectiveness of pre-inspection, on-site inspection, and post-inspection activities based on the transformation of their mean scores into categorical levels. Each respondent's mean score was categorized into one of five levels: Very Ineffective (1-1.5), Ineffective (1.6-2.0), Moderately Effective (2.1-3.0), Effective (3.1-4.0), and Very Effective (4.1-5.0). This transformation helps clarify the distribution of perceptions regarding the effectiveness of the different phases of school inspection.

Table 13: Comparison of Levels of Effectiveness of Inspection Activities Across the Three Phases

Level of Effectiveness	Pre-Inspection Activities	On-Site Inspection Activities	Post-Inspection Activities
Very Ineffective (1-1.5)	Frequency: 10 (3.5%)	-	-
Ineffective (1.6-2.0)	Frequency: 8 (2.8%)	-	-
Moderate (2.1-3.0)	Frequency: 149 (51.7%)	Frequency: 57 (19.8%)	Frequency: 33 (11.5%)
Effective (3.1-4.0)	Frequency: 117 (40.6%)	Frequency: 210 (72.9%)	Frequency: 224 (77.7%)
Very Effective (4.1-5.0)	Frequency: 4 (1.4%)	Frequency: 21 (7.3%)	Frequency: 31 (10.8%)
Total	Frequency: 288 (100.0%)	Frequency: 288 (100.0%)	Frequency: 288 (100.0%)

Source: *Primary Data from the field 2025*

For pre-inspection activities, the majority of respondents' mean scores fell into the Moderately Effective category (51.7%), with a substantial portion also rating them as Effective (40.6%). However, a small percentage of respondents' mean scores fell into the Very Ineffective (3.5%) and Ineffective (2.8%) categories, suggesting that while pre-inspection activities are generally seen as helpful, there is room for improvement, particularly in terms of providing timely notice and increasing stakeholder involvement.

In contrast, on-site inspection activities were predominantly perceived as Effective (72.9%), with a smaller portion of respondents rating them as Moderately Effective (19.8%). Very few respondents categorized these activities as Very Ineffective or Ineffective, indicating that this phase is generally regarded as the most effective among the three phases of the inspection process.

his reflects a consensus that on-site inspections are valuable for assessing school needs and ngaging with both staff and students.

imilarly, post-inspection activities received high ratings, with the majority of respondents' mean cores falling into the Effective category (77.7%). A smaller portion rated them as Moderately ffective (11.5%), while very few respondents considered them Very Ineffective or Ineffective. hese findings suggest that while post-inspection activities, such as feedback and meetings, are en as beneficial, there is still room for improvement, particularly in terms of follow-up actions, rofessional development, and the implementation of recommendations.

verall, the findings highlight that post-inspection activities are viewed as the most effective by takeholders, while there is a clear need for improvement in pre-inspection and onsite-inspection ctivities. Specifically, timeliness, stakeholder engagement, and sustained support for long-term mprovements are areas that need attention.

Analysis of Variance (ANOVA) for Stakeholders' Perceptions of the Effectiveness of Inspection Activities

This subsection presents the results of the ANOVA tests conducted to assess whether there are significant differences in stakeholders' perceptions of the effectiveness of pre-inspection, on-site inspection, and post-inspection activities based on the respondent groups (Classroom Teachers, Directors of Studies, and Deputy Head Teachers) as shown in Table 14.

Table 14: ANOVA for the Effectiveness of Inspection Activities

		Sum of Squares	df	Mean Square	F	Sig.
Mean Effectiveness of Pre-Inspection Activities	Between Groups	.035	2	.017	.042	.959
	Within Groups	117.222	285	.411		
	Total	117.257	287			
Mean Effectiveness of Onsite Inspection Activities	Between Groups	.002	2	.001	.003	.997
	Within Groups	81.717	285	.287		
	Total	81.719	287			
Mean Effectiveness of Post-Inspection Activities	Between Groups	.139	2	.069	.223	.800
	Within Groups	88.612	285	.311		
	Total	88.751	287			

Source: *Primary Data from the field 2025*

From Table 14, the F-value of 0.042 with a p-value of 0.959 indicates that there is no significant difference between the three groups in terms of their perceptions of pre-inspection activities. This suggests that all groups similarly perceive pre-inspection activities. In other words, whether respondents are Classroom Teachers, DOS, or DHT, there is uniformity in how they view the effectiveness of pre-inspection activities, implying that this phase is consistently seen as ineffective across different roles.

Similarly, the F-value of 0.003 with a p-value of 0.997 also shows no significant differences between the groups regarding the effectiveness of on-site inspection activities. Just as with pre-inspection activities, stakeholders from different roles share similar perceptions about the effectiveness of on-site inspections. The nearly identical mean scores across the groups suggest that these activities are regarded as effective uniformly, regardless of the respondents' specific roles in the school. Correspondingly, the F-value of 0.223 with a p-value of 0.800 indicates no significant differences between the groups in their perceptions of post-inspection activities. Once again, this lack of significant variation suggests that stakeholders across all roles perceive post-inspection activities similarly. While these activities may vary in their implementation, the overall perception of their effectiveness is consistent among the groups.

In conclusion, the ANOVA results across all three inspection phases (pre-inspection, on-site, and post-inspection) show that there are no significant differences in the perceived effectiveness between the three respondent groups (Classroom Teachers, DOS, and DHT). These findings suggest that regardless of the role, stakeholders consistently perceive the inspection activities in the same way. Therefore, improvements to the inspection process could be applied uniformly, benefiting all groups equally.

Summary of the Results for the First Objective

Stakeholders generally perceive pre-inspection activities as ineffective, with concerns about the timeliness of notice and the involvement of key school personnel in the planning process. There is a shared sentiment that the activities could be more effective if schools were given more advanced notice and if there was greater engagement from stakeholders such as teachers, headteachers, and BOG/PTA members. The uniform perception across all respondent groups suggests that these

issues are widely recognized and would be beneficial to school improvement. The ANOVA results indicated no significant differences between the three groups (Classroom Teachers, DOS, and DHT), confirming that the concerns about timing and stakeholder involvement are consistently shared by all groups. This addresses the first research question, as it provides an overview of stakeholders' perceptions of pre-inspection activities.

On-site inspection activities are viewed positively overall, particularly regarding engagement with students and teachers, as well as the observation of school facilities. However, stakeholders feel that the duration of inspections is insufficient to fully address the needs of the school. This concern is shared across respondent groups, suggesting that while the activities are seen as effective, they would benefit from more time to ensure a more thorough assessment of the school's needs. The ANOVA results for on-site inspection activities similarly showed no significant differences between the groups ($F = 0.003$, $p = 0.997$), which further supports the finding that all respondents, regardless of role, share the same views on the effectiveness of on-site inspection activities. This addresses the second research question, highlighting stakeholders' perceptions of on-site inspection activities and their effectiveness in identifying and addressing school needs.

Post-inspection activities are perceived as effective, particularly in terms of providing feedback nd holding post-observation meetings. However, stakeholders expressed concerns about the lack f follow-up actions and sustained support, especially regarding refresher training and the nplementation of recommendations. These concerns are consistent across all groups, indicating need for stronger follow-up mechanisms to ensure that post-inspection activities lead to long-rm improvements in schools. The ANOVA results for post-inspection activities showed no gnificant differences between the groups ($F = 0.069$, $p = 0.800$), confirming that the need for llow-up and professional development is a shared concern across all respondent groups. This

addresses the third research question, providing insight into how stakeholders perceive the effectiveness of post-inspection activities in promoting long-term improvements.

Objective Two: School Inspection Activities and Learners' Achievement

This section presents the findings from the investigation into how different school inspection activities during pre-inspection, on-site inspection, and post-inspection influence learners' achievement in secondary schools in Kasese District. The analysis focuses on the learners' actual achievement, as measured by the UCE results (2018-2022). The results are presented with a focus on understanding how inspection activities impact academic outcomes based on UCE scores (2018-2022).

Influence of School Inspection Activities on Learners' Achievement based on UCE Results

This subsection addresses how school inspection activities (pre-inspection, on-site inspection, and post-inspection) influence learners' academic achievement, based on UCE results.

Learners' achievement was measured using UCE (Uganda Certificate of Education) results from 2018 to 2022. The UCE grades were assigned weights: Grade 1 = 5 points, Grade 2 = 4 points, Grade 3 = 3 points, Grade 4 = 2 points, and Grade 9 = 1 point. These weights were applied to all students' grades in each school to calculate an average weighted score for the school, representing the overall achievement of its students.

To ensure consistency in measurement at the teacher level, each teacher was assigned the average achievement score of their school. The achievement scores were then categorized into five levels: 1=Very Low Achievement, 2=Low Achievement, 3=Moderate Achievement, 4=High Achievement, and 5=Excellent Achievement. This approach allowed for a standardized measure of learners' achievement across schools, which was then analyzed to understand the influence of

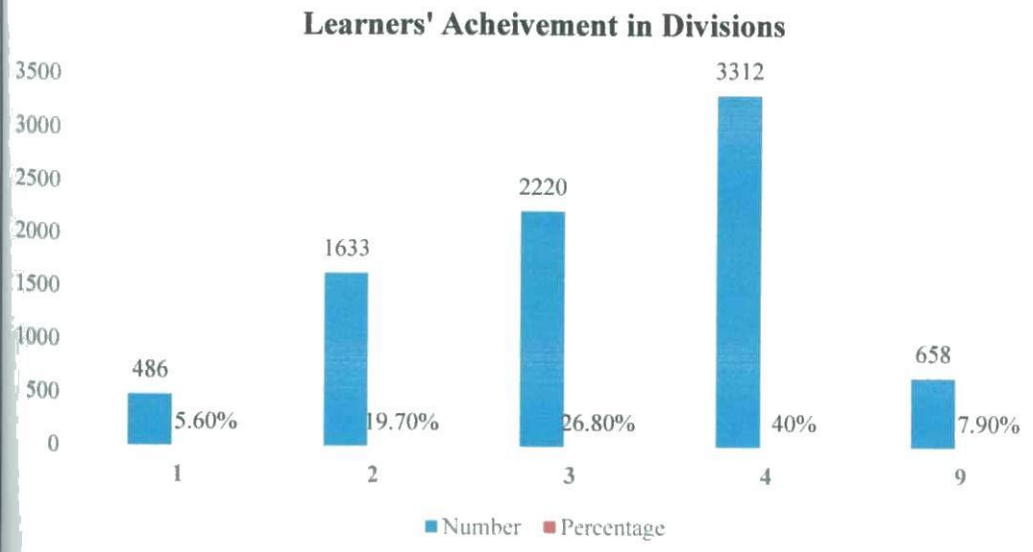
school inspection activities on learners' academic achievement. The details of the learners' academic achievement for the years 2018-2022 and the corresponding achievement score for the schools under study is presented in Table 15 below

Table 15: Learners' Achievement based of the UCE results 2018-2022

School	Year	Div 1	Div 2	Div 3	Div 4	Div 9	Total	Learners' Achievement
A	2018-2022	1	18	26	50	27	122	2
B	2018-2022	2	18	40	176	52	288	2
C	2018-2022	23	72	124	128	5	352	3
C	2018-2022	18	49	78	77	7	229	3
E	2018-2022	2	31	78	40	8	159	3
F	2018-2022	6	39	60	206	64	375	2
G	2018-2022	11	27	60	204	34	336	2
H	2018-2022	8	61	47	38	3	157	3
I	2018-2022	3	28	75	120	68	294	2
J	2018-2022	5	44	91	157	24	321	3
K	2018-2022	13	50	91	112	6	272	3
L	2018-2022	5	31	70	134	20	260	2
M	2018-2022	31	109	131	127	14	412	3
N	2018-2022	62	172	182	107	2	525	3
O	2018-2022	9	56	90	218	52	425	2
P	2018-2022	5	36	41	115	24	221	2
R	2018-2022	3	31	92	172	43	341	2
S	2018-2022	1	11	64	74	16	166	2
T	2018-2022	2	27	58	101	7	195	3
U	2018-2022	1	16	34	52	7	110	3
V	2018-2022	21	53	64	60	4	202	3
W	2018-2022	7	38	77	60	6	188	3
X	2018-2022	46	33	3	0	0	82	5
Y	2018-2022	106	186	94	27	1	414	4
Z	2018-2022	3	18	37	82	8	148	3
Q	2018-2022	51	161	111	46	0	369	4
A1	2018-2022	4	40	67	111	17	239	3
A2	2018-2022	3	24	52	239	79	397	2
A3	2018-2022	4	64	86	149	45	348	3
A4	2018-2022	12	90	97	130	15	344	3
Total		**468**	**1633**	**2220**	**3312**	**658**	**8291**	

Source: *Primary data from the field 2025*

Figure 5: Percentage of learners' achievement in Divisions



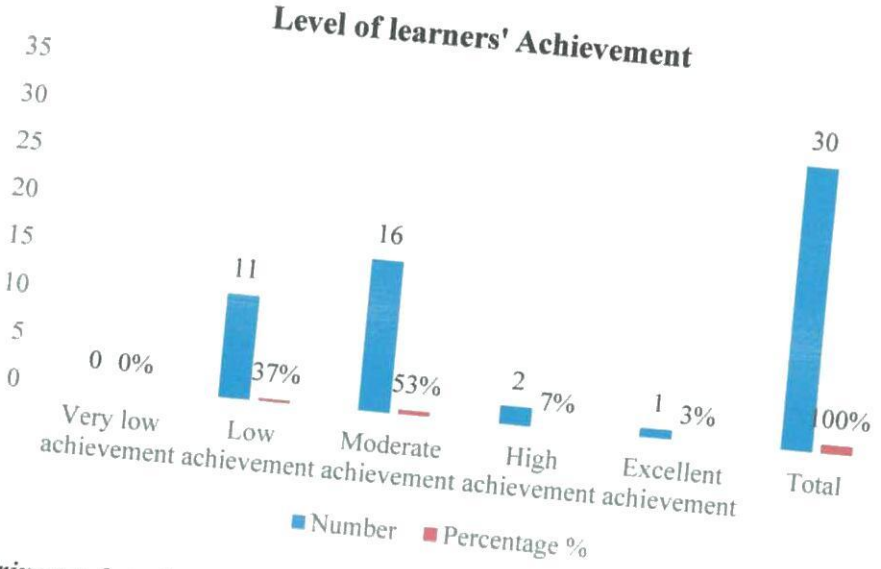
Source: *Primary data from the field 2025*

The results in Figure 5 show that the majority of learners (n = 3,312; 40%) attained Division 4, which is the lowest passing grade. This suggests that a significant proportion of learners are performing at the minimum acceptable level of the academic achievement. Furthermore, Division 3, representing average performance, accounted for 26.8% (n = 2,220) of the learners, while 19.7% (n = 1,633) achieved division 2, indicating relatively good performance. Only a small proportion of learners (n = 486; 5.6%) attained Division 1, the highest level of academic excellence. In contrast, 658 learners (7.9%) were categorized under Division 9, suggesting they failed to meet the required pass mark.

These findings indicate that although a large number of learners are technically passing (Divisions 1–4), the overall performance trend skewed towards the lower divisions, with the majority falling in Divisions 3 and 4. The relatively low proportion of learners in Division 1 and the notable percentage in Division 9 reflect challenges in attaining and sustaining high academic standards

across the schools under study. This distribution may be attributed to a variety of factors such as limited instructional quality, inadequate school resources, overcrowded classrooms, or socio-economic challenges affecting learners' preparedness and performance. The data underscores the need for targeted interventions to uplift learners from lower divisions to higher performance categories, particularly by strengthening teaching and learning processes in underperforming schools through robust school inspection exercises.

Figure 6: Levels of learners' achievement



rce: *Primary data from the field 2025*

hown in Figure 6 the majority of the schools (n = 16; 53%) demonstrated moderate vement of their learners. This suggests that while most learners in those schools were able to average academic expectations, they did not excel beyond the minimum performance rds. A substantial proportion of the schools (n = 11; 37%) were categorized as having low ment of their learners, which indicates that over one-third of the learners in those schools orming below desirable levels and may require targeted academic support and intervention.

On the other hand, a smaller proportion of the schools had their learners attain high and excellent achievement levels. Specifically, only 2 schools (7%) were found to have high learners' achievement, and just 1 school (3%) had their learners achieved excellent performance. Notably, there were no schools with learners in the very low achievement category, suggesting that extreme underperformance was not observed among the schools in this sample.

The findings imply that while the learning environment and instructional practices may support average performance for the majority, efforts are still needed to reduce the number of low-performing learners and to foster conditions that enable more students to achieve at higher levels. The minimal representation of schools in the high and excellent achievement brackets points to a potential gap in academic excellence across schools that should be addressed through differentiated instruction, targeted school inspections, enrichment programs, or improved resource allocation.

Correlation between Effectiveness of Inspection Activities and Learners' Achievement

Table 16 presents the results of the Spearman's rho Correlation Coefficient between the effectiveness of school inspection activities and learners' achievement as measured by the UCE results 2018-2022. The Spearman's rho Correlation Coefficient was conducted because the data was not normally distributed and therefore deemed fit for the use of non-parametric statistics for analysis. The objective of this analysis was to determine whether there is a significant relationship between the effectiveness of inspection activities (across pre-inspection, on-site, and post-inspection phases) and the academic performance of learners, as measured by UCE results, (2018-2022).

Table 16: Correlation between Effectiveness of Inspection Activities and Learners' Achie ement

		Effectiveness of Inspection Activities	Actual Level of learners' achievement
Effect eness of Inspection Activities	Spearman's rho Correlation Coefficient	1.000	.325**
	Sig. (2-tailed)		.000
	N	288	288
Level of learners' achievement	Spearman's rho Correlation Coefficient	.325**	1.000
	Sig. (2-tailed)	.000	
	N	288	288

Source: *Primary Data from the field 2025*

Table 16 illustrates the Spearman's rho correlation between the effectiveness of school inspection activities and the actual level of learners' achievement, as measured by UCE results, 2018-2022. The Correlation Coefficient of 0.325 signifies a moderate positive relationship between the effectiveness of school inspection activities and academic achievement. This suggests that as the effectiveness of school inspections increases, there is a corresponding improvement in learners' achievement.

The p-value of 0.000 is highly significant, indicating that this correlation is statistically reliable and not due to random chance. The results are based on a sample size of 288, which strengthens the reliability of these findings. Therefore, the null hypothesis which stated that school inspection has no statistically significant influence on learners' achievement was rejected.

In a nutshell, the results indicate that practical school inspection activities are positively related to higher academic performance among students. This implies that improving the quality and effectiveness of school inspections may contribute to better student outcomes.

Regression Analysis on the Influence of School Inspection Activities on Learners' Achievement

Table 17 presents the results of the regression analysis examining the relationship between the effectiveness of school inspection activities (pre-inspection, on-site, and post-inspection) and learners' achievement, highlighting the significance and impact of each inspection phase on academic performance.

Table 17: Regression analysis on the Influence of School Inspection Activities on Learners' Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.391[a]	0.153	0.144	0.225

a. Predictors: (Constant), Mean Effectiveness of Post-Inspection Activities, Mean Effectiveness of onsite Inspection Activities, Mean Effectiveness of Pre-Inspection Activities

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	0.912	0.317		2.874	0.004
	Mean Effectiveness of Pre-Inspection Activities	0.165	0.110	0.119	1.510	0.013
	Mean Effectiveness of Onsite Inspection Activities	0.353	0.121	0.232	.440	0.040
	Mean Effectiveness of Post-Inspection Activities	0.515	0.124	0.321	4.151	0.000

a. Dependent Variable: Level of learners' achievement

Source: *Primary Data from the field 2025*

The model summary in Table 17 provides an overview of the regression analysis, examining how school inspection activities impact learners' academic achievement. The R-value of 0.391 indicates a moderate positive relationship between the predictors (the effectiveness of pre-inspection, on-site inspection, and post-inspection activities) and the dependent variable, learners' achievement.

This suggests that while there is a correlation, other factors might also contribute to learners' academic performance. The R Square value of 0.153 implies that the model explains 15.3% of the variance in learners' academic achievement. While this is a meaningful relationship, it also indicates that a significant portion of the variance is influenced by other factors not included in the model. The Adjusted R Square of 0.144 adjusts for the number of predictors, slightly refining the explanatory power of the model. Lastly, the Standard Error of the Estimate is 0.225, which indicates the average deviation of the observed learners' achievement scores from the predicted values, showing the fit of the model to the data.

The coefficients in Table 17 provide further details on the contribution of each inspection phase to learners' achievement. The constant value of 0.912 represents the baseline level of learners' achievement when all inspection activities are perceived to have no effect. The coefficient for pre-inspection activities is 0.165, with a p-value of 0.013, which is less than 0.05, indicating that pre-inspection activities have a statistically significant positive effect on learners' achievement. This means that the effectiveness of pre-inspection activities is significantly related to improvements in learners' achievement. The coefficient of 0.165 indicates a positive relationship, suggesting that where the teachers perceive pre-inspection activities as more effective, learners' academic performance is high.

For on-site inspection activities, the coefficient is 0.353, and the p-value of 0.040 indicates that this phase has a statistically significant positive effect on learners' achievement. However, the beta value of 0.232 is relatively small, suggesting that while on-site inspection activities are beneficial, their influence on academic performance is more modest compared to other phases.

The most notable finding comes from post-inspection activities, where the coefficient is 0.515, with a highly significant p-value of 0.000. This suggests a strong positive influence on learners' achievement. The beta value of 0.321 further emphasizes that effective post-inspection activities have a substantial impact on improving academic outcomes. Post-inspection activities, such as feedback and interventions, appear to have the most direct and impactful role in improving academic performance. This suggests that when post-inspection activities are perceived as effective, they provide significant support to students and teachers leading to improved achievement.

From the interviews with the headteachers, Respondents RS, Y, G, B, C, X, S, K, P, E had this to say;

> *Inspectors rarely conduct classroom visits and, therefore, have minimal direct influence on teachers' instructional practices and learners' achievement. Inspectors primarily focus on procedural and administrative aspects rather than engaging with classroom activities. However, recently when they came to school to guide the teachers on the New Lower Secondary School curriculum (NLSC), they conducted some classroom observations.*

Respondents RS, M, H, W, A3, A1, T, A, G, indicated that,

> *When inspectors visit our school, they highlight gaps in teacher preparedness, teaching methodologies, and classroom environments. This process enables schools to formulate improvement plans, ensuring that teachers remain prepared and alert. Therefore, inspections help keep teachers committed, ultimately enhancing learners' achievement.*

Moreover, Respondents RS, Q, O, T, E, D, V, S mentioned that;

> *When inspectors visit our school, they provide observations and recommendations on teaching methodologies and classroom environments which fosters an improved teaching-learning environment. When implemented, these recommendations contribute to teachers' professional growth and enhance learning outcomes which subsequently leads to better learner achievement.*

Whereas respondents RS, A1, A3, R, W, X, O, Z, K, vehemently disagreed and indicated that;

> *Most inspectors do not conduct classroom observations, check learners' books, interact with learners as well as conduct post inspection conferences with teachers to identify any emerging issues. This would be helpful in sharing any strengths and weakness and then prepare an improvement plan accordingly. Besides, there are no follow-up visits to establish the level of implementation of the recommendations of the inspection exercises. This impacts on the capacity of school inspections to influence the learners' achievements to a large extent.*

The inspectorate officials RS 02, 04, 06 indicated that;

> *Inspections influence learners' achievement to a large extent because as inspectors we focus on teaching and learning as one of the core values of education and ensure that there is adequate instructional preparation with the necessary requirements for learners' academic achievement. However, given the limited time we have at our disposal amidst administrative work, we occasionally conduct classroom observation, post observation meetings with the observed teachers to give feedback, check learners' book or engage them*

in conversations about their wellbeing to understand whether they are being handled properly. Through these engagements, and the recommendations for improvement made, we fill they can gradually influence the learners' achievement if implemented.

Objective Three: School Inspection Activities and School Improvement

This section explores how the school inspection activities in the different phases; pre-inspection, on-site inspection, and post-inspection affect overall school improvement in secondary schools in Kasese District.

School improvements in the physical infrastructure were measured through direct observation using an observation checklist, where the researcher assessed the quality of various aspects of the school physical infrastructure. The checklist utilized a scale from 1 to 5, where 1 represented "Inadequate," 2 was "Below Average," 3 indicated "Adequate," 4 stood for "Above Average," and 5 signified "Outstanding." The checklist covered critical infrastructure components such as school buildings, classrooms, learning materials, sanitation facilities, furniture, and learning spaces. The researcher rated each item on the checklist based on observable conditions, providing a reliable, objective assessment of the quality of the school's physical environment. The scale allowed for differentiation between levels of infrastructure quality, with "Adequate" being the baseline for acceptable conditions. Items with scores above this baseline indicate that the infrastructure is either above average or outstanding, while scores below this indicate areas where improvement is needed.

Measuring School Improvement using an Observation Checklist

School improvement was measured using an observation checklist, which included a variety of physical aspects essential to the learning environment. The checklist utilized a scale from 1 to 5,

where 1 represented "Inadequate," 2 was "Below Average," 3 indicated "Adequate," 4 stood for "Above Average," and 5 signified "Outstanding." The checklist covered critical infrastructure components such as school buildings, classrooms, learning materials, sanitation facilities, furniture, and learning spaces.

To ensure consistency in measurement at the teacher level and aid analysis, each teacher was assigned the observation scales of their school in the different domains of the observation checklist.

The researcher rated each item on the checklist based on observable conditions, providing a reliable, objective assessment of the school's physical environment. The scale allowed for differentiation between levels of infrastructure quality, with "Adequate" being the baseline for acceptable conditions. Items with scores above this baseline indicate that the infrastructure is either above average or outstanding, while scores below this indicate areas where improvement is needed.

The checklist results summarized in table 18 below, provide an overview of the mean and standard deviation for each item assessed. These values offer insights into the general condition of school improvement across the sample, highlighting well-maintained areas and those that may require attention.

Table 18: Descriptive statistics for school improvement

Items	Mean	SD
School buildings are structurally sound	2.77	.550
The school compound is fenced	2.77	.483
Classrooms are sufficient for the current enrollment	2.85	.500
Classrooms are clean and well-lit	2.74	.440
Classrooms are adequately ventilated	2.77	.423
Adequate furniture (desks, chairs) is available and in good condition	2.91	.287
Functional blackboards or whiteboards in all classrooms	2.97	.183
Toilets/sanitary facilities are available and functional	2.81	.461
Separate toilets for boys and girls	2.71	.511
Safe and clean drinking water is available	2.59	.492
Waste disposal system is functional	2.45	.498
Library is available and furnished	2.23	.483
Science laboratory is available and equipped	2.30	.514
Chemicals and lab tools are properly stored	2.28	.507
Computer lab is available and operational	2.16	.439
Sufficient computers for learners	2.14	.416
Playground or sports area is available and safe	2.28	.509
Fire safety measures (extinguishers, alarms) are in place	2.15	.431
Pathways and floors are free from hazards	2.81	.391
Classrooms are free from noise and environmental distractions	2.94	.229
Overall mean	2.58	0.44

Source: Primary data from the field 2025

The table presents the descriptive statistics for the 20 items assessing school improvement in physical infrastructure. The mean scores for all the items range from 2.14 to 2.97, with most items clustered around 2.7 to 2.9. This suggests that, on average, the schools assessed have infrastructure considered below average to adequate but not exceeding the "adequate" threshold.

The standard deviations vary between 0.183 and 0.514, indicating some response variability. Items with more minor standard deviations, such as "Functional blackboards or whiteboards in all classrooms" (SD = 0.183), reflect more consistent school conditions. In comparison, items with larger standard deviations, such as "Library is available and furnished" (SD = 0.483) or "Safe and clean drinking water" (SD = 0.492), suggest greater variability in infrastructure quality across the schools.

The items that received the highest scores (e.g., "Adequate furniture is available and in good condition" with a mean of 2.91 and "Functional blackboards or whiteboards" with a mean of 2.97) indicate that some areas of the infrastructure are in relatively good condition. However, many other aspects, such as sufficient computers for learners (mean=2.14), the availability of a library (mean = 2.23) and a computer lab (mean = 2.16), received lower scores, signaling that these facilities are underdeveloped in some schools.

Overall, the data highlights that while schools generally meet the basic requirements for physical infrastructure, areas still require significant improvement, especially in places like libraries, science laboratories, and technology resources. These findings provide a comprehensive picture of the physical state of schools and underscore the need for targeted efforts to improve specific aspects of school infrastructure to support effective teaching and learning environment.

Table 19: Correlation between Effectiveness of Inspection Activities and School Improvement

		Effectiveness of Inspection Activities	School Improvement
Effectiveness of Inspection Activities	Spearman's rho Correlation Coefficient	1.000	.559**
	Sig. (2-tailed)		.000
	N	288	288
Quality of school infrastructure	Spearman's rho Correlation Coefficient	.559**	1.000
	Sig. (2-tailed)	.000	
	N	288	288

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

Source: *Primary Data from the field 2025*

This table presents the Spearman's rho correlation between the effectiveness of school inspection activities and the quality of school infrastructure. The correlation coefficient of 0.559 indicates a moderate strong positive relationship between the two variables, suggesting that as the effectiveness of inspection activities increases, the quality of school infrastructure tends to improve as well.

The p-value of 0.000 is statistically significant, meaning that this relationship is unlikely to have occurred by chance, reinforcing the strength of the correlation. The analysis is based on data from 288 respondents, providing a robust sample for reliable conclusions. Therefore, the null hypothesis

which stated that school inspection has no statistically significant influence on school improvement was rejected.

These results suggest that practical school inspection activities positively correlate with better school infrastructure conditions. This implies that schools with more effective inspection activities may be more likely to see improvements in their physical infrastructure, which could, in turn, enhance the learning environment. This relationship emphasizes the potential of well-executed inspection processes to drive tangible improvements in school facilities.

Table 20: Regression Analysis on the Influence of School Inspection Activities on School Improvement

Predictor	B	SE B	β	t	p
Constant	1.694	0.092	—	18.333	<.001
Pre-Inspection Activities	0.148	0.032	0.323	4.631	<.001
Onsite Inspection Activities	0.089	0.035	0.162	2.531	.012
Post-Inspection Activities	0.092	0.036	0.174	2.539	.012

Note. $R = .577$, $R^2 = .333$, Adjusted $R^2 = .326$, $F(3, 284) = 47.341$, $p < .001$,
SE = Standard Error; B = unstandardized coefficient; β = standardized coefficient.

a. Dependent Variable: School Improvement

The regression analysis presented in Table 20 evaluates the influence of school inspection activities on the quality of school infrastructure. The Model Summary indicates that the predictors, Mean Effectiveness of Pre-Inspection Activities, Mean Effectiveness of Onsite Inspection Activities, and Mean Effectiveness of Post-Inspection Activities, together explain a significant portion of the variance in school infrastructure quality, as demonstrated by the F-statistic of 47.341 and the associated p-value of 0.000.

The coefficients for each inspection phase are as follows:

Pre-Inspection Activities: The coefficient for pre-inspection activities is 0.148, with a standardized beta coefficient of 0.323. This indicates that the effectiveness of pre-inspection activities has a statistically significant positive effect on the quality of school infrastructure, with a p-value of 0.000. This suggests that improvements in pre-inspection activities are strongly related to improvements in physical infrastructure.

Onsite Inspection Activities: The coefficient for onsite inspection activities is 0.089, with a standardized beta coefficient of 0.162. This result shows a statistically significant but minor positive impact on school infrastructure (p-value = 0.012). Although this effect is positive, it is less pronounced compared to the other phases, indicating that, while important, onsite activities may have a more moderate influence on infrastructure quality.

Post-Inspection Activities: The coefficient for post-inspection activities is 0.092, with a standardized beta coefficient of 0.174. Unlike onsite inspection activities, post-inspection activities show a statistically significant positive relationship with school infrastructure (p-value = 0.012). This suggests that practical post-inspection activities, such as feedback and follow-up, contribute to improvements in school physical infrastructure.

The findings indicate that all three phases of school inspection activities, pre-inspection, onsite, and post-inspection, have a statistically significant impact on the quality of school infrastructure. Pre-inspection activities appear to have the most substantial effect, followed by post-inspection and onsite inspection activities. These results highlight the importance of adequate school inspections in driving improvements in school infrastructure, which can create a more conducive learning environment.

From the interviews with the participants, they were asked if inspections have had any contribution to school improvement *RS, W, T, Y, I, B;* they had this to say;

> *Inspections would be effective and cause significant school improvement if inspectors were spending some good time in the school, regular, and inspecting a good number of aspects of the school to give a general picture of the school. However, they spend very little time in school probably because they want to cover so many schools in a short time or they are not adequate in the number. This leaves their contribution to school improvement minimal to a large extent. Besides, they only make observations, recommendation and have no much support in terms of infrastructure development.*

RS, Q, T, Z, A1, A2, R; indicated that;

> *Inspectors are not so effective because there are some inspectors who come and just ask for some transport from office and go back without making any observations especially inspectors from the Town Council. Additionally, inspectors from DES give limited time to the schools claiming they have so many schools to inspect and they are few in number. Sometimes they do not make classroom observations, nor engage the teachers and students. They rarely make follow-up visits to establish the level of implementation of the recommendations of the previous inspection reports which enhance school improvement.*

In support of the above, RS, W, L, Q, G, M, P; mentioned that;

> *Inspections are fairly effective in improving standards in secondary school and I rate them at 30-45% because their reports do not yield much especially in terms of support from the government. Sometimes they do not go to classes to observe what is taking place there nor do they go to inspect other facilities of the school to guide accordingly. Moreover,*

post-inspection visits are never conducted to establish the degree of implementation of the inspection recommendations. Therefore, most of the schools in my view are struggling on their own.

Disagreeing with the above, RS, H, J, S, F, V; indicated that;

inspectors are doing a lot of work in keeping the schools alert and prepared to receive them any time which makes schools try and maintain some standards, hence school improvement.

Supporting the above, RS, P, Y, G, B, M, X, Z; had to this to say;

The inspectorate arm has done tremendous work to help us improve hence quality standards through periodic visits to our schools. The observations made and the subsequent recommendations when implemented has caused significant improvement in the standards of our schools in a number of aspects.

Additionally, RS, U, T, F, S mentioned that;

When inspectors assess the quality of teaching, learners' attendance, leaners' books, school facilities, school environment and identify gaps with probable recommendations for improvement. When we adhere and implement the recommendations made, this largely translates into school improvement and improved standards. Therefore, inspectors are doing commendable work in improving the standards in the schools.

When the inspectorate officials were asked about whether school inspection activities influenced school improvement, RS 02, 03, 05 had this to say;

"…yes, school inspection significantly influences school improvement in a number aspect. For instance, schools that implement our recommendations have registered tremendous improvement". Possibly one of the challenges is that most of the school improvement activities require financial resources and there are disparities in our schools in terms of resources, location, parental involvement, ownership, affiliation, which all affect the implementation of the school improvement plan.

Chapter Five

Discussion, Conclusions, and Recommendations

Introduction

The discussion of the findings on the influence of school inspection in ensuring and assuring the provision of quality education in secondary schools in Uganda, using Kasese District as Case is covered under this chapter. This involved comparing the study findings with the previous literature and showing the importance of the study's findings. Conclusions, and recommendations, study contribution to the body of knowledge, as well as areas for further research, and limitations are also covered under this chapter.

Discussion of the Findings

The results are discussed based on the objectives of the study in the context of the existing literature. The study's objectives included the following: (a) To evaluate the effectiveness of school inspection in the secondary schools in Kasese District; (b) To investigate the influence of school inspection on learners' achievement in secondary schools in Kasese District; (c) To assess the influence of school inspection on school improvement in secondary schools in Kasese District.

Effectiveness of School Inspection

The first objective of this study was to evaluate the effectiveness of school inspection activities in the secondary schools in Kasese District. The analysis presented in chapter four of this thesis provides an analysis of the stakeholders' perceptions of the effectiveness of the three phases/stages of inspection activities, or the procedures taken during inspection, thus, pre-inspection, on-site inspection, and post inspection activities. The analysis is presented as follows; firstly, the descriptive statistics on the stakeholders' perceptions of the effectiveness of the

ctivities of the three stages of inspection, thus, pre-inspection, on-site inspection, and post nspection activities respectively, (Tables 10, 11, and 12). Secondly, a comparison of the takeholders' perceptions of the effectiveness of the activities of inspection at different stages of nspection (Table 13). Thirdly, an evaluation of whether there are significant differences in the takeholders' perceptions of the effectiveness of the inspection activities at different stages of nspection across the different stakeholders, thus, teachers, directors of studies, and deputy eadteachers, through ANOVA (Table 14).

The descriptive statistics on stakeholders' perceptions of pre-inspection activities (Table10) eveal that pre-inspection activities are not optimally conducted highlighting significant gaps in reparation, communication, and stakeholder involvement before school inspections. The overall ean score of 2.18 (43.6%) (SD = 1.04) suggests that, on average, pre-inspection activities are erceived as inadequate, with certain key elements receiving particularly low ratings. One of the owest-rated items is the statement: At least two weeks' notice is given to this school in preparation or the inspection" (Mean = 1.69 (33.8%), SD = 0.854). Participants disagreed that they were given dvance notice of inspection which suggests that many schools receive minimal advance notice efore an inspection. Consequently, lack of adequate notice can result in rushed preparations, ncreased stress among teachers, and failure to address key areas of improvement. This finding is upported by Ehren and Perryma (2021) who emphasizes that pre-inspection planning is essential or ensuring schools use the process constructively rather than seeing it as punitive. Short notice eriods often lead to a compliance-based approach, where schools focus on superficial readiness ather than genuine educational development.

In agreement with the above, Bagaya et al,. (2020) in a study focusing on secondary schools n Western Uganda found out that short notice periods can lead to increased stress and workload or teachers and administrators. The research further revealed that the lack of advance notice for nspections disrupted school schedules, as staff had to gather specific information demanded by nspectors on short notice. This not only affected the smooth functioning of the school system uring the inspection period, but also contributed to heightened stress among teachers.

Kiruma (2013) study about effectiveness of school inspection on staff development in econdary schools in Wakiso District, Uganda, suggests that providing advance notice of nspections allows teachers and administrators to adequately prepare necessary documents, such s lesson plans and schemes of work. This preparation can enhance the perceived value of nspections and contribute to meaningful school improvements. However, there is a concern that rior notification might lead some schools to temporarily 'put up a show' during the inspection, everting to previous practices afterward.

Conversely, research has shown that prolonged preparation periods can also induce stress nd overwork among teachers, diverting their efforts from essential aspects of teaching and earning. In view of the aforementioned, the researcher's position is that, for inspection exercise o be meaningful and achieve its intended objectives, advance information regarding inspection hould be given to schools for adequate preparation, as well as align the inspection activities with he school schedules. This will promote proper coordination and cooperation during and after the nspection.

Additionally, the finding that previous inspection reports are consulted in preparation for he inspection (Mean = 3.29 (65.8%), SD = 1.048) indicates that, while schools do recognize the

mportance of past evaluations, the inspectors' ability to use these reports effectively may be mited by inadequate notice and support. Studies suggest that regular reflection on previous eports can help schools identify trends and implement meaningful changes, but this requires an ngoing culture of evaluation rather than last-minute preparation (Chapman, 2020). The nvolvement of teachers and headteachers in pre-inspection planning received a relatively low ean score (2.14 (42.8%), SD = 1.063 for both groups). This suggests that teachers and school eaders may not be sufficiently engaged in preparing for inspections. It should be noted that teacher nvolvement in the preparation and actual school inspection is crucial, as they are the primary mplementers of curriculum and instructional practices. These findings align with the research by arley (2018) which shows that when teachers are actively engaged in planning inspections, they eel a greater sense of ownership over school improvement efforts, leading to more meaningful hanges in teaching practices.

Participants also disagreed that there was sufficient involvement of the members of the anagement team. The involvement of Parent-Teacher Association (PTA) and Board of overnors (BOG) members scored even lower (Mean = 1.63 (32.6%), SD = 0.976). This highlights major gap in collaborative governance. School inspections are not solely about classroom ctivities, they also encompass broader institutional management, community engagement, and esource allocation. Involving PTA and BOG members could help align school leadership with ommunity expectations and improve transparency. These findings are supported by Leung and Tam (2021) who suggest that when external stakeholders are actively engaged in school valuation, accountability increases, and school leadership is more likely to respond effectively to nspection feedback and increase the implementation level of the inspection recommendations.

The statement: "A prior briefing is given to the headteacher and teachers" received a mean score of 2.61(52.2%) (SD = 1.187), suggesting that these briefings occur inconsistently. Effective pre-inspection briefings help educators understand the purpose, expectations, and criteria of the inspection process. Without clear communication, teachers and school leaders may feel uncertain about what inspectors are evaluating, leading to defensive or performative behaviors rather than genuine engagement with quality improvement. These findings concur with Matthews and Sammons (2019), who assert that schools which receive structured pre-inspection briefings tend to show better cooperation and collaboration, and are more effective in post-inspection implementation of recommendations. Moreover, Inspectors work with teachers to develop performance-related targets" received (Mean = 2.27 (45.4%), SD = 1.134). This suggest that there was insufficient collaborative planning for school inspection activities which could diminish the effectiveness of achieving the objectives of an inspection. Therefore, collaborative target-setting allows inspections to be seen as a formative process rather than a punitive exercise. This is supported by Ehren (2019) who found that when teachers and inspectors co-develop inspection activities, targets, and improvement targets, teachers are more likely to implement recommendations because they see them as relevant and achievable.

Conclusively, the descriptive statistics reveal that pre-inspection activities are not optimally executed, with limited preparation time, low stakeholder involvement, and insufficient collaboration. This finding aligns with Scientific Management Theory, which emphasizes systematic planning, efficiency, and adequate preparation to enhance organizational performance. Providing sufficient notice before inspections would enable schools to plan effectively, allocate resources more efficiently, and present a more accurate picture of their daily operations. At the same time, the Human Relations Theory underscores the importance of involving teachers and

ther stakeholders in the process, as their participation, morale, and emotional readiness gnificantly influence the success of inspection outcomes. Therefore, ensuring adequate reparation time not only promotes procedural efficiency but also reduces stress among teachers, sters collaboration, and builds a more supportive inspection environment that balances technical quirements with human needs.

On-site inspection activities, often referred to as school quality reviews, involve mprehensive evaluations of teaching, learning, and school practices by experienced ducators/inspectors. These inspections provide detailed insights into a school's strengths and areas r improvement, facilitating targeted recommendations to enhance educational outcomes. esearch indicates that such inspections are instrumental in holding schools accountable and romoting educational standards. The descriptive analysis (Table 11) regarding on-site inspection ndicates that, the time spent by inspectors in school was limited with low mean score of (1.36 27.2%). This suggests that most inspections are brief, raising concerns about the adequacy of time pent assessing school operations and instructional practices. These findings are supported by Ehren and Visscher (2021), who suggest that effective school inspections require adequate time to bserve, analyze, and provide constructive feedback. A short duration might limit inspectors' bility to gather comprehensive data, leading to less informed evaluations. Moreover, Gray (2021) urther concurs with the findings and indicates that shorter inspections may not allow inspectors ufficient time to understand the school's challenges comprehensively, whereas longer inspection durations allow for more data collection and better interaction with teachers and students, resulting n more accurate assessments.

Stakeholders perceive that the inspectors mainly observe subjects within their expertise (Mean = 2.06 (41.2%), SD = 1.044) and do not observe every teacher annually (Mean = 2.11 (42.2%), SD = 1.001). This finding aligns with research by Chapman (2020) indicating that subject-specific inspections may limit broader pedagogical insights. Moreover, regular classroom observations contribute to professional development and improved teaching strategies, making it essential to expand observation coverage. Observation of the entire lesson received (Mean = 3.30 (66%), SD = 0.914) but are moderately aligned with the school timetable (Mean = 2.80 (56%), SD = 1.282). This means that whereas the participants appreciated the need for observing the entire lesson during lesson observation, it was not forthcoming, and inspectors did not align their activities with the school timetable. Research suggests that structured and well-coordinated inspections improve the effectiveness of feedback and ensure minimal disruption to normal school activities (Matthews & Sammons, 2019). When inspections do not align with the school timetable, they may lead to logistical challenges and decreased cooperation from teachers and students.

The perception that inspectors use a variety of information-gathering methods (Mean = 3.56 (71.2%), SD = 1.118) suggests that diverse approaches are employed, enhancing the reliability of findings. These findings are supported by Clarke & O'Donoghue, (2018) who asserts that using different sources, such as lesson observations, interviews, and document reviews, provide a holistic view of school effectiveness. However, a high standard deviation indicates variation in experiences, implying inconsistency in the application of these methods across schools. Additionally, the descriptive analysis further indicate that inspectors are reported to check learners' books (Mean = 3.09 (61.8%), SD = 1.238) and engage with students (Mean = 3.07 (61.4%), SD = 1.103). The above finding aligns with the study by Van Bruggen, (2022) which indicates that engaging students during inspections allows for a more comprehensive assessment

f learning experiences. Checking learners' books ensures that lesson delivery aligns with urriculum objectives and provides insights into student progress (Gray, 2021).

The researcher's position in regard to the aforementioned is that it is essential for the nspectors to check learners' books to enable them evaluate effective implementation of the urriculum in terms of syllabus coverage, lesson sequencing, and adherence to lesson plans. Moreover, learners' books provide direct evidence of how well lessons are taught and understood, hus, teachers feedback to ascertain whether teachers provide constructive comments and orrections that help students improve, frequency and depth of student responses, exercises, and lasswork, and whether teachers tailor learning materials to accommodate different student bilities (Van Bruggen, 2022).

Besides, checking learners' books helps inspectors determine whether teachers are ddressing the needs of all students, including those with different learning abilities, identify patterns of weakness in the teaching practices and recommend targeted professional development. Further, inspectors' interaction with students helps them to gain firsthand insights into their educational experiences, learning progress, and the overall school environment (Van Bruggen, 2022). This practice helps inspectors move beyond surface-level evaluations and understand the true impact of teaching methods, school policies, and curriculum implementation, assess the students' level of understanding, knowledge retention, and ability to apply concepts, whether teachers are using student centered approaches rather than just relying on rote memorization or lecture-based methods, students' well-being, motivation, and overall experience in school, identify learning gaps that may not be evident from lesson plans or assessments alone, and gather authentic

insights into the quality of education, student well-being, and overall school effectiveness (Gray, 2021).

A strong positive perception exists regarding inspectors' movement around the school (Mean = 4.30 (86%), SD = 0.516) and their ability to maintain a friendly atmosphere (Mean = 4.33 (86.6%), SD = 0.583). This finding is supported by Earley (2018) who revealed that a positive and non-threatening inspection environment fosters openness and constructive engagement. Moreover, assessing school facilities ensures a safe and conducive learning environment (Hall & Noyes, 2019). Conversely, studies by Kambuga and Dadi (2015) who sought to explore on the nature of school inspection visits and whether or not classroom observation was done. It was found that inspectors did not often observe the way teachers were teaching but only collected documents like lesson plans, schemes of work, exercise books and judged the performance basing on those grounds. This means that there is no pedagogical support given to teachers by the inspectors and hence discourage good performance. Accordingly, since teaching and learning are the teacher's main function, the school inspectors' main function is to inspect what takes place in the school, and also what takes place in the classroom mainly. It is therefore a normal trend that during school inspection, school inspectors have to visit classrooms and observe how the teaching takes place, as well as moving around the school to evaluate the school environment.

Supporting this view, Aguti, (2015) emphasizes that school inspectors have to play a vital role in ensuring the quality of students' learning. They need to ensure that schools are potential institutions for promoting the well-being of students to become more productive citizens in their respective communities and as well as in the global context. They also need to assess whether the schools successfully meet their targets in terms of learning outcomes and students' experiences

hat lie at the heart of quality assurance in schools (Matthew & Sammons, 2005). School inspectors hould therefore pay close attention on teaching, learning and direct classroom observation in order o witness how learning is being operationalized (Matthew & Sammons 2005). However, this eeds to be done with much care and consistently because school inspectors cannot change eachers within two or three days of inspection in a school.

From the above discussions, it is evident that the findings underscore the need for more comprehensive and systematic inspection processes during on-site inspection. From the Scientific Management Theory perspective, increasing inspection duration, broadening teacher coverage, and improving coordination with school schedules reflect principles of efficiency, planning, and structured processes that enhance organizational outcomes. On the other hand, Human Relations Theory emphasizes the importance of engaging teachers meaningfully, recognizing their contributions, and balancing subject-specific and general pedagogical insights to strengthen morale and cooperation. Thus, adopting a dual approach that combines procedural efficiency with attention to human needs can make on-site inspections more effective and positively perceived by stakeholders.

The findings regarding the effectiveness of post-inspection activities (Table 12) suggest varying perceptions, with mean scores ranging from 1.71 to 3.87. This indicates that while some activities are considered effective, others require improvement. The standard deviation (SD) values suggest differing levels of agreement among the participants. The low mean score (Mean: 1.71 (34.2%), SD: 0.890) about inspectors conducting refresher training to address teachers' weaknesses indicates that while participants underscore the critical role for refresher training after inspection, this was not forthcoming. It should be noted that, professional development (PD) plays

crucial role in improving teaching quality and, consequently, student outcomes. The findings of he study align with the study by Sseggobe (2013) on continuous development being crucial for ddressing teachers' weaknesses. Further, the findings align with Kisakye, (2023) who asserts hat, lack of training opportunities can impede teacher growth and reduce the effectiveness of some chools, as well as school inspections regarding teachers' professional growth. The findings also onfirmed the views of Nkinyangi, (2011), who argued that school inspectors, in whichever ducation system, and in the Ugandan education system in particular, are expected to provide rofessional support to teachers and ensure that teachers use different teaching and learning pproaches appropriate to the students' needs, as well as develop student's knowledge, nderstanding and skills in all curriculum areas.

According to Earley (2018), school inspectors are most effective when they lead to targeted rofessional development rather than being punitive. Training sessions help teachers develop the kills needed to meet educational standards and improve student learning outcomes. Guskey 2021) found that ongoing professional development significantly improves teaching quality and tudent outcomes. Schools that implemented inspector-led professional development (PD) rograms saw better engagement, innovation in teaching, and improved learner performance. While, Perryman (2019) emphasizes that inspection should not just be about accountability but lso about growth. Teachers who participate in post-inspection training are more likely to embrace hange and innovate their teaching methods.

From the aforementioned, the researcher's position is that professional development rograms are critical in addressing any deficiencies noticed from the classroom observations made, eviewed teaching materials, assessed student performances, and the engagement with both

achers and students. This may help to bridge the gaps in teaching practices, school leadership, nd curriculum implantation strategies.

Inspectors hold meetings to arrive at judgements about educational quality, mean: (2.69 53.8%), SD: 1.300) indicates that evaluative meetings are perceived as less effective. The high SD reflects diverse opinions, possibly due to a lack of transparency or teacher involvement in the rocess. It should be noted that school inspection serves as vital mechanism for assessing teaching ffectiveness, curriculum implementation, student learning, and overall management. Therefore, or inspections to have a meaningful impact, stakeholders, including inspectors, school dministrators, teachers, and policymakers must come together in post-inspection meetings to nalyze the findings and determine judgments about educational quality. These meetings help ranslate inspection data into actionable decisions that drive school improvement. In support of he above, Earley (2018), contends that post-inspection discussions improve the validity and eliability of school evaluations by ensuring that multiple perspectives are considered before naking final judgments. Ehren et al. (2020) found that schools are more likely to accept and act on inspection findings when they understand how judgements are made. Meetings provide a platform to explain the basis of evaluation and ensure that stakeholders see them as credible.

Guskey (2021) argues that feedback is most effective when it is immediate, specific, and actionable. Holding meetings soon after inspections ensures that feedback is relevant, timely, and tailored to the school's needs. While Perryman (2019) emphasizes that strong leadership is critical for sustained educational improvement. Meetings after inspections equip leaders with the information needed to make strategic decisions for long-term school success. Matthews & Sammons (2019) highlight that those collaborative decision-making meetings lead to more

ffective and sustainable school improvement initiatives. When schools and inspectors work gether, improvements are better aligned with the needs of the students and teachers.

Furthermore, Ssseggobe 2013, postulates that, inclusive discussions that engage teachers evaluating educational quality can lead to more accurate assessments and contribute gnificantly to school improvement. In view of the aforementioned explanations, the researcher's osition is that post inspection meetings with different stakeholders are indispensable because inging together inspectors, school leaders, and teachers in post-inspection meetings turn valuations into action, ensuring that school inspections contribute to real and sustainable ducational improvement.

Availing detailed reports within two weeks of inspection received low Mean: (2.90 (58%), D:1.047. This suggests that most of the participants disagreed that there is prompt issuance of spection reports which may hamper or delay effective implementation of the inspection ecommendations. It should be noted that providing schools with detailed inspection reports within wo weeks after an inspection is a crucial step in ensuring that the findings are timely, actionable, nd meaningful for school improvement. A well-structured report serves as a comprehensive ocument that communicates strengths, weaknesses, and recommendations in a clear and onstructive manner. Guskey (2021) emphasizes that timely feedback is essential for educational mprovement. When schools receive reports promptly, they can take immediate steps to enhance eaching quality and learning outcomes. In support of the above, Nansozi 2019 asserts that timely eports help maintain school momentum in school improvement efforts. From the explanations bove, the researcher's position is that timely release of the inspection report is crucial because

hools can respond proactively, engage in constructive reflection, and implement strategies that hance teaching, learning, and overall school effectiveness.

The high mean score (3.69(73.8%), SD: 0.843) about the final reports reflecting fair picture the informal feedback received suggests that the final reports generally align with informal edback provided during inspections. These findings align with Namutebi (2022) who revealed at consistency between informal and formal feedback builds trust in the inspection process and lidates the observations made. Accordingly, teachers are more likely to engage with and act on recommendations when reports accurately reflect feedback (Sseggobe, 2013). Moreover, the ean score for improvement plans developed by all stakeholders (Mean: 3.38(67.6%), SD: 1.47) dicates a positive perception of collaborative planning, though variability exists. These findings ign with Nansozi (2019) who asserts that engaging stakeholders in the development of the nprovement plan ensures that diverse perspectives are considered, leading to more mprehensive strategies. Collaborative planning fosters a sense of ownership and commitment to nplementing changes (Namutebi, 2021).

All inspection recommendations are implemented received a moderate mean (Mean: 3.05 61%), SD: 0896). This implies that most of the participants disagreed or were hesitant if all the nspection recommendations were implemented. This mean score is slightly above the midpoint ggesting inconsistencies in implementing recommendations possibly because of insufficient sources, lack of follow-up or inadequate support. These findings concur with Namutebi (2021) ho asserts that schools require adequate resources and guidance to effectively implement nspection recommendations. Participants were asked about the level of follow-ups after nspection. The moderate mean score (Mean: 3.22 (64%), SD: 1.495) reflects inconsistent follow-

inspections. The findings concur with Nansozi (2019) who suggest that regular follow-ups are itical for monitoring progress and providing ongoing support. Inconsistent follow-up hinders the stainability of school improvement (Kagwa, 2018).

The overall mean (Mean: 3.03 (60.0%), SD: 1.06) Table 12 suggests a moderate perception the effectiveness of post-inspection activities, with room for improvement. Enhancing areas ch as timely reporting, stakeholder engagement, consistent follow-up, and targeted professional velopment strategies could strengthen the impact of inspections on educational quality. herefore, while school inspections may not have a direct influence on classroom instruction due limited engagement in classroom observations, their role in identifying gaps, formulating provement plans, and providing feedback is crucial. The effectiveness of school inspections rgely depends on how schools implement the recommendations provided. When schools actively gage with the feedback from inspectors and learners, they can enhance teaching methodologies, acher preparedness, and ultimately, learners' achievement. The findings suggest that school spections serve as a mechanism for accountability and continuous improvement, emphasizing e need for better integration of inspection activities within classroom settings.

Results from the comparison of the level of effectiveness of school inspection across spection stages Table 13 reveal varying levels of perceived effectiveness across the three phases inspection activities, thus, Pre-Inspection, On-site Inspection, and Post-Inspection which ggest areas of strength and potential improvement within the inspection process. The majority respondents (51.7%) rated pre-inspection activities as moderately effective, while 40.6% found em effective. Only 1.4% rated this phase as very effective, while a small proportion (3.5% and 8%) found it very ineffective or ineffective, respectively, signifying that while pre-inspection

ctivities generally function adequately, they may require enhancements to increase their ffectiveness. This aligns with previous studies by Alston & Miller, (2020) and Johnson et al., 2018) which established that thorough preparation, clear guidelines, and proper training in pre-nspection stages improves performance outcomes. In support of the above, Smith, (2019) mphasizes that well-structured pre-inspection process ensures smoother execution of subsequent hases implying that insufficient preparation at this stage can stifle the subsequent stages. The on-te inspection activities on the other hand are perceived as highly effective with 72.9% rating them s effective and 7.3% as very effective. A smaller group (19.8%) rated this phase as moderately ffective, and no respondents considered it ineffective. The high effectiveness ratings suggest that he current methodologies and protocols used during on-site inspections are well-established and eliable. This is supported by Brown & Green, (2021) who emphasized that direct oversight, real me assessments, and hands-on evaluations contribute to the success of on-site inspections.

According to Lopez et al., (2020), effective implementation of the activities during this hase is critical for identifying compliance issues, ensuring adherence to standards, and inimizing risks. However, whereas majority of the respondents rated on-site inspections as ffective, with only a few respondents rating them as very effective, there is still room for ptimization to ensure efficient functioning. Further, the post inspection phase was rated as the ost effective of all the three phases with 77.7% of the respondents suggesting that it is the rongest-performing. These high ratings may reflect efficient reporting mechanisms, timely edback, and proper feedback, and proper follow-up actions. This is supported by Wilson et al., 2017) who posits that post-inspection activities, such as documentation, corrective actions, and ompliance enforcement, play a vital role in ensuring the long-term success of inspection

rocesses. However, 11.5% rated it as moderate, indicating that there may still be minor nefficiencies.

On the whole, the results suggest that while on-site and post-inspection activities are well-xecuted, pre-inspection activities could benefit from improvements. From the perspective of cientific Management Theory, this calls for structured preparation strategies, clearer guidelines, nd systematic training to ensure greater efficiency and accuracy in inspection outcomes. At the ame time, Human Relations Theory highlights the need to actively engage teachers and other takeholders in the pre-inspection phase, as their involvement, motivation, and cooperation are ssential for successful implementation. Therefore, enhancing pre-inspection processes while efining on-site and post-inspection activities will not only strengthen procedural efficiency but lso foster a supportive environment that promotes school improvement.

Additionally, the analysis of variance (ANOVA) results Table 14 indicates that there are o statistically significant differences in the effectiveness of pre-inspection, onsite inspection, and ost-inspection activities across different groups based on the high p-value (p-value>0.05) and F-alues obtained for each category. This suggests that the execution of these activities is relatively niform, possibly due to standardized processes, consistent training, or regulatory enforcement. his finding is supported by Apostolou & Hassell, (2013) who revealed that when organizations mplement structured pre-inspection protocols, variability in performance is minimized. Moreover, Hale et al., (2015) posits that, when inspectors have undergone similar training, they will conduct eir inspection activities more less the same way, leading to a consistent level of competence in xecuting pre-inspection, onsite inspection, and post-inspection tasks. However, Black & Baldwin 2010) found that inspections conducted by senior inspectors were significantly more effective

an those conducted by less experienced inspectors. This contradicts the assumption that all spection teams perform at a uniform level, suggesting that inspector competence is a key terminant of variability.

In summary, while the current study finds no significant differences in inspection fectiveness across groups, divergent research suggests that factors such as organizational mmitment, inspector expertise, environmental conditions, and enforcement mechanisms may ad to meaningful variations.

chool Inspection and Learners' Achievement

The second objective of this study was to investigate the influence of school inspection tivities on learners' achievement in the secondary schools in Kasese District. The hypothesis rived from this objective stated that; school inspection has no statistically significant influence learners' achievement in secondary schools in Kasese District. The analysis presented in apter four of this thesis provides an analysis of the relationship between the effectiveness of hool inspection activities and the learners' achievement based on the UCE results of 2018-2022. he analysis presents Spearman's rho Correlation between the effectiveness of school inspection tivities and learners' achievement as measured by UCE results (Table 16). Secondly, the gression analysis investigating how each phase of school inspection activities predicts or fluences learners' achievement (Table 17).

The Spearman's rho correlation results (Table 16) indicate that there was a statistically gnificant moderate positive correlation ($r = 0.325$, $p = 0.000$) between the effectiveness of school spection activities and learners' academic achievement, as measured by UCE results. This ggests that as the quality and effectiveness of school inspection improve, learners' achievement

lso tend to increase. Additionally, the significance value p-value of 0.000 (less than 0.01) onfirms that the relationship observed is not due to chance. It provides strong evidence to support he assertion that effective inspection positively influences learners' achievement. These findings lign with the other existing research, for instance Ehren et al., (2020) who indicated that well-onducted school inspections contribute to school improvement and better learning outcomes. When inspections are structured, frequent, and followed up with actionable recommendations, they ncourage schools to enhance teaching practices, classroom management, and learning nvironments, which consequently translate into improved learners' achievement.

In support of the above, Perryman (2019) states that inspection acts as a regulatory mechanism that pushes schools to meet academic standards, indirectly benefiting students' performance. This is because when inspection activities are conducted genuinely, they create accountability, motivate teachers and school administrators to enhance their efforts in delivering quality education. For example, when inspections highlight areas needing improvement, schools adjust their strategies, leading to better academic results. Guskey (2021) emphasizes that teachers who receive targeted feedback from school inspection are more likely to engage in professional development, which translates into better instructional quality and improved leaner achievement.

However, although the correlation is positive and statistically significant, the moderate value (0.325) suggests that other factors also influence learners' achievement. This means that while effective school inspections contribute to improved learners' achievement, they are not the sole determinant of academic success. For instance, Hanushek & Woessmann (2020) highlight hat, factors such as family background, teacher quality, and school funding play a significant role in student achievement, alongside inspection effectiveness. While the OECD (2018) found that

higher-performing schools tend to have a combination of strong leadership, well trained teachers, and adequate resources, which complement the role of school inspections.

From the above explanations, the researchers' position is that well-executed school inspection activities contribute meaningfully to learners' achievement. Schools should engage in continuous improvement efforts based on inspection feedback, implement evidence-based recommendations from inspectors, strengthen teacher professional development programs to sustain instructional quality in order to maximize the benefits of school inspection. Therefore, given that the correlation is moderate, schools should view inspections as part of a larger network of educational quality improvement strategies, rather than as isolated events. From the Scientific Management Theory perspective, inspections contribute to systematic planning, efficiency, and accountability, ensuring that schools operate with clear procedures toward improvement. Meanwhile, Human Relations Theory emphasizes the need to recognize inspections as relational processes that build collaboration, motivate teachers, and foster commitment to learners' achievement. Thus, a holistic approach that integrates structured efficiency with human-centered engagement can maximize the role of inspections in driving both school improvement and learner success.

The regression analysis ($R=0.391$, $R^2 = 0.153$) (Table 17) confirm that school inspections contribute minimally to learners' achievement but not the sole determining factor. This indicates that while school inspections contribute to students' achievement, other significant factors such as student motivation and self-discipline, cognitive abilities and learning styles, teaching methods and classroom management, availability of learning resources, school leadership and management, parental involvement and support, education policies and government support, and cultural expectations and gender norms, also play a significant role.

These findings align with a 2018 study conducted by World Bank and UNESCO in Uganda, Kenya, and Tanzania that evaluated the effectiveness of school inspections in low-income countries. The study found that, schools that received frequent and well-structured inspections saw 7–10% increase in student achievement compared to those that were rarely inspected. However, the study also found that the impact was stronger when inspection feedback was followed by tangible support, such as additional teaching materials, curriculum reforms, teacher development programs or teacher mentoring programs (World Bank, 2018). Furthermore, according to the study, schools in rural areas, where inspections were less frequent and resources were limited, showed little to no impact of inspections on student achievement. The study highlighted a key limitation that many schools lacked the capacity to implement the recommendations given by inspectors, reducing the effectiveness of inspections. This implies that, while school inspections contribute positively to learners' achievement, their effectiveness depends on the ability of the schools to implement recommendations which align with the regression finding that school inspection explain only 15.3% of the learners' achievement, variance ($R^2 = 0.153$), indicating that other factors such as school funding, teacher quality, and parental involvement may play a substantial role in determining academic outcomes.

Therefore, while school inspections have some influence on learners' achievement, their effect is minimal when compared to other factors such as teacher quality, resource availability, leadership, and socio-economic conditions. From the Scientific Management Theory perspective, this highlights the need to make inspection processes more systematic, efficient, and goal-oriented. For example, inspections should not only evaluate compliance but also provide structured feedback that directly informs improvements in teaching practices, curriculum delivery, and resource utilization. This procedural efficiency ensures that inspections serve as a practical tool for

countability and performance improvement. On the other hand, the Human Relations Theory phasizes that inspections must go beyond rigid procedures to focus on the human aspect of ucation. Learners' achievement is strongly influenced by teacher motivation, morale, llaboration, and supportive leadership. Therefore, inspection feedback should be framed in a y that encourages teachers, fosters professional growth, and builds trust rather than fear. Active keholder engagement including teachers, school leaders, parents, and communities creates a llaborative environment where inspection recommendations can be translated into sustainable provements in teaching and learning.

In this way, inspections become more impactful when they are embedded within a holistic mework that combines the efficiency and structure of Scientific Management Theory with the otivational and relational aspects of Human Relations Theory. Such an integrated approach sures that inspections contribute meaningfully to both school improvement and learners' hievement.

Some studies however have revealed that school inspections do not necessarily translate to improved student outcomes. For instance, de Wolf and Janssens (2007 found that while spections increase administrative compliance, they have little direct impact on student hievement. Similarly, Martins (2020) analyzed school performance data across multiple uropean countries and concluded that frequent inspections did not significantly improve test cores. These findings suggest that while inspections may encourage procedural adherence, their nfluence on actual learning outcomes remains debatable. Gray & Gardner (2019) found that achers tend to focus on meeting inspection criteria rather than adopting innovative teaching ethods that enhance student learning. This is supported by Baxter (2021), who reported that in ighly inspected schools, teachers experienced increased anxiety and job dissatisfaction, which

egatively affected their motivation and instructional quality. Ehren et al., (2013) found that while chools may show temporary improvements immediately after inspections, these effects diminish ver time as teachers revert to previous practices. Similarly, Perryman (2018) posits that school spections create a 'game-playing' culture where schools temporarily adjust practices to meet spectors' expectations, without fostering long-term improvement in teaching and learning.

Additionally, Ogunniyi & Shumba (2023) pointed out that the effectiveness of inspections aries depending on contextual factors such as school leadership, socio-economic conditions, and overnment policies, and argued that inspections in under-resourced schools are less effective ecause these schools often lack the capacity to implement recommended changes. Moreover, Lee nd Fitz (2022) observed that schools in disadvantaged communities, such as rural districts in Karamoja, with high poverty rates, food insecurity, and low students' attendance, island communities in Kalangala that are geographically isolated, with poor transport, and limited teacher deployment, conflict-affected areas in Northern Uganda, and urban slums around Kampala and Jinja with overcrowding, limited resources, and high dropout rates, encountered greater challenges in implementing inspection feedback, which tended to reinforce existing inequalities instead of enhancing student achievement.

In view of the aforementioned, the researcher's position is that, the effectiveness of school inspection activities in their respective phases, pre-inspection phase, on-site inspection phase, and post inspection phase may have significant influence students' achievement if properly conducted. However, the variations in the influence in the different phases are possibly due to the manner in which each phase is conducted in the different schools, as well as the frequency of the inspection exercises. The variations could also be brought about by the demographic characteristics of the different schools, for instance location, category, and management. Therefore, it becomes apparent

hat for school inspections to influence learners' achievement, inspections should not be viewed s isolated evaluation exercises but rather as continuous improvement processes, and should be ore integrated and extensive in approach by comprehensively exhausting all the inspection ctivities of each phase. For instance, pre-inspection activities should be more participatory by llowing teachers to engage in self-assessment and set goals before inspections occur, on-site spections be more collaborative, shifting from a compliance-based model to one that encourages rofessional dialogue between inspectors and teachers, and post-inspection activities be extended eyond a single debrief session, by incorporating long-term support, mentorship, and monitoring. However, with the findings agreeing and disagreeing with the previous studies, it can be suggested hat there may be no defined position on the same and results depend on context.

School Inspection and School Improvement

The third objective of this study was to assess the relationship between school inspection ctivities and school improvement in the secondary schools in Kasese District. The hypothesis erived from the same stated that, School inspection has no statistically significant influence on chool improvement in the secondary schools in Kasese District. The analysis presented in chapter our of this thesis provides an analysis of the relationship between the effectiveness of school nspection activities and the school improvement in infrastructure based on the observation hecklist. However, the hypothesis test results indicate a statistically significant positive orrelation (Spearman's rho = 0.559, $p < 0.01$) between the effectiveness of school inspection ctivities and school improvement leading to the rejection of the null hypothesis which stated that chool inspection has no statistically significant influence on school improvement. The moderate o strong positive correlation implies that school inspections may serve as a catalyst for school mprovement by improving infrastructure by identifying dilapidated or inadequate facilities,

ommending specific improvements, holding school administrators accountable for intenance, and encouraging resource allocation based on need.

This finding aligns with previous studies which indicate that schools that received clear d detailed recommendations during inspections were more likely to improve their infrastructure velopment over time because inspections encourage schools to reflect on their practices, leading positive changes in a number of aspects (Ehren & Visscher 2008). This result further aligns with work of Grauwe (2007), who emphasizes the transformative role of school supervision in moting quality. When inspection is executed with a developmental rather than punitive proach, it often leads to constructive feedback and pressure for improvement including in areas physical infrastructure. Effective inspections help translate policy into practice by monitoring t just pedagogical aspects but also the learning environment. Similarly, Ngware et al. (2013) nd that schools under regular inspection in Kenya displayed improved infrastructure, ggesting that inspection acts as both a diagnostic and motivational tool for school managers and ministrators. Inspectors serve as external evaluators who not only assess but also advocate for source mobilization and maintenance interventions. This suggests that effective inspection can t as both a diagnostic and motivational tool for infrastructure improvement, possibly influencing hool management practices and budget prioritization.

Nevertheless, some studies reveal contrary findings, for instance, Perryman (2006) found t that in some cases, school inspections encourage a "panoptic performativity" culture, where hools focus more on appearing to meet inspection criteria rather than engaging in substantive d sustainable improvements. Schools may adopt superficial changes to pass inspections without dressing deeper educational challenges. Moreover, Matthews & Sammons, (2004) found out

at while inspections can identify areas for improvement, their actual impact depends on how hools respond to recommendations.

While a study by Chapman (2001) revealed that whereas inspections might lead to short-rm changes, they often fail to bring about long-term school improvement. Many schools revert previous practices after the inspection cycle ends, indicating that inspections do not necessarily ster a culture of continuous improvement. Therefore, while inspections aim to enhance countability and drive school improvement, research suggests they often lead to stress, perficial changes, and a compliance-driven culture. These studies highlight the need for ternative approaches, such as school self-evaluation, peer reviews, and collaborative professional velopment, which may foster more meaningful and lasting improvement. However, with the ndings of the study agreeing with the findings of some scholars and disagreeing with the findings f other scholars, it can be inferred that there is no defined position on the same and the results pend on the context.

In conclusion, the positive correlation underscores the relevance of effective inspection tivities in supporting school improvement. From the Scientific Management Theory perspective, mbedding inspection within structured systems of planning, monitoring, and professional evelopment ensures efficiency and consistency in achieving educational goals. At the same time, Human Relations Theory highlights that meaningful and sustained results depend on collaborative adership, teacher motivation, and active stakeholder engagement. Therefore, combining procedural efficiency with human-centered collaboration provides a balanced framework for chool improvement through inspection.

Conclusions

The discussion above led to the following conclusions on the influence of school inspection on the provision of quality education in secondary schools based on the study objectives.

1. The effectiveness of school inspection in secondary schools was rated as moderately effective. This suggests that while school inspection plays a crucial role in monitoring and improving educational quality, its overall impact is not fully maximized. Although school inspections help ensure compliance with educational policies, enhance teaching practices, and improve learners' achievement, the moderate rating implies that the inspection exercise in not exhaustively conducted in the three phases of pre-inspection, on-site inspection, and post inspection.
2. School inspection effectiveness moderately influences learners' achievement. This implies that while school inspection plays a crucial role in influencing learners' achievement, other factors such as teacher quality, school funding, students' socioeconomic background, teacher experience, parental involvement, availability of learning resources, school leadership, and student motivation may also contribute significantly to learners' achievement.
3. School inspections moderately influence school improvement. Therefore, if school inspections are properly structured and regularly conducted, they may yield long term school improvement. This is specifically through the inspection processes where pre-inspection planning that involves engaging the stakeholders in the planning for the inspection, evaluating and preparing the school before the actual inspection, setting up criteria and methods of inspection are agreed upon between the inspectors and school

administration which creates a sense of participatory planning, onsite monitoring which helps in the evaluation of the quality of teaching, learning materials, verifies that the school adheres to national education policies, regulations, and guidelines set by the ministry of education and sports, inspects classrooms, laboratories, libraries, sanitation facilities, and other infrastructure to ensure they are safe and conducive to learning, helps schools recognize their strong points while addressing weaknesses in management, resource allocation, which may provide insights that education authorities use to make informed decisions about school development, resource distribution, and policy changes, and help schools address areas of concern identified during the inspection, all contribute to school improvements.

Recommendations

The foregoing conclusions led to the following recommendations on the influence of school inspections on the provision of quality education in secondary schools

1. The Ministry of Education and Sports (MoES), working with the directorate of Education Standards (DES) should ensure that school inspection processes are continuously improved through enhanced stakeholder engagement (teachers, head teachers, School Management Committees, and parents), improved resource allocation (both financial and human), and the establishment of strong follow-up mechanisms to monitor implementation of inspection recommendations. Moreover, the district inspector of schools and the district education offices should develop and enforce a more supportive model of inspection that emphasizes guidance and capacity building rather than fault-finding. A more comprehensive and holistic approach to school inspection, integrating accountability with professional support

should be adopted to maximize its effectiveness in driving sustainable school improvement.

2. The Ministry of Education and Sports (MoES), in collaboration with the directorate of Education Standards (DES should ensure that school inspection processes are frequently enhanced and integrated with other key educational factors to maximize their impact on learners' achievement. For instance, strengthen the school inspection process by ensuring regular and comprehensive evaluations that go beyond compliance checks to focus on meaningful educational improvements, strengthening follow- up mechanisms, enhancing teachers' professional development programs, ensuring adequate resource allocation, encouraging parental and community involvement, and developing school leadership capacity. Furthermore, since various elements, including teacher quality, school funding, students' socioeconomic background, teacher experience, parental involvement, availability of learning resources, school leadership, and student motivation, also significantly influence student performance, a more holistic and collaborative approach to school improvement should be adopted.
3. The Ministry of Education and Sports (MoES), in collaboration with the directorate of Education Standards (DES should ensure that school inspection processes be properly structured and conducted to maximize their role as drivers of school improvement. This could be done in the areas of strengthening the methodologies to incorporate a combination of qualitative and quantitative assessment tools, including classroom observations, student performance tracking, and stakeholder interviews, to gain a comprehensive understanding of school effectiveness, establishing a supportive feedback system, increasing stakeholder engagement such as teachers, parents, students, and local education authorities in the

inspection process, introducing peer review mechanisms, customizing inspection approaches by tailoring inspections based on school size, location (urban vs. rural), available resources, and specific challenges unique to each institution, instead of a one-size-fits-all model, and providing incentives for improvement to schools which demonstrate significant progress following inspections through recognition, additional funding, grants, or professional development opportunities.

Contributions of the Study

The study contributes to the empirical data on the effectiveness of school inspection practices of the inspectors in secondary schools in Uganda. Understanding the activities of the inspectors before, during and after school inspection will allow policy makers, parents, inspectors, teachers and headteachers to design initiatives based on the inspectors' actual practices. For example, inspectors could take note that teachers and headteachers of the schools that are inspected do not perceive the practice of surprise visits, limited involvement in the pre-planning of inspection and limited time in school in a positive light. This will allow them to review the pre-inspection practices accordingly. Many other stakeholders could derive similar implications from the findings of the study.

The study provides firsthand information about the influence of school inspection in ensuring quality provision in secondary schools. Such finding will increase policy and other stakeholders' understanding of the extent to which school inspection influences the quality of education provided in secondary schools. The study provides information that enhance the Ministry of Education and Sports knowledge about the role of school inspection in ensuring quality improvement in secondary schools and how they can strengthen or devise suitable mechanisms or

olicy interventions for school inspection outcomes. Thus, the information gathered can be used y the MoE&S to design suitable frameworks for improved inspection processes in other districts.

Moreover, the study brings out another key recommendation for institutionalize structured articipation mechanisms for the key stakeholders such as PTA and BOG members in school spection processes and enhanced stakeholder engagement frameworks in schools. Such reforms ill promote inclusivity, improve school accountability, and enhance educational quality by veraging the insights of key community stakeholders in the school inspection process.

Published three articles in two recognized international journals with key findings and ecommendations. These will go a long way to inform policy makers on the strategies to be mployed to enhance the effectiveness of school inspection for improved quality education rovided to the citizens. Moreover, the publications from the findings of this study will create eference point for academicians, school administrators, and policy makers.

imitations to the Study

Limitations are conditions beyond the control of the researcher that place restrictions on e conclusion of the study and its applications (Kagaba, 2017). In this study, the researcher had allenges and they were adequately handled,

The first limitation was piloting of the questionnaire. Since the items in the questionnaire not been validated in the context of Kasese District in the previous studies, it was necessary irst validate them to establish their psychometric properties accurately. However, this was more a study on its own. It was foreseen that pilot testing would suffice since the instruments sure worldwide recognized concepts.

Social desirability: This is the tendency of respondents to answer survey questions in a manner that will be viewed favorably by others (Kaminska & Foulsham, 2013). In this study, participants are likely to have over-reported on effectiveness of school inspection practices, while at the same time under-report good practice yet the truth is otherwise.

The highlighted limitations should not take away the fact that the research methods that were adopted for this study ensured that quality was not compromised and very strong and relevant evidence was gathered which satisfied the purpose and objective of the study. This study did not suggest causation, but instead suggested that school inspection has a relationship with the provision of quality education in secondary schools if properly conducted.

Suggestions for Further Research

The study focused on establishing the relationship between school inspection and the provision of quality education in secondary schools in Kasese District, Uganda. The study took on a mixed methods approach using the pragmatism stance. It would be good to consider a similar study, purely qualitative, involving management members, parents and students as key stakeholders.

Future research could also explore the effectiveness of follow-up mechanisms and stakeholder engagement strategies in enhancing the implementation of school inspection recommendations. Specifically, a study could investigate how the quality and consistency of post-inspection support, including professional development for teachers, appropriate allocation of resources and monitoring of action plans, influence the overall impact of inspections on teaching practices and student outcomes in secondary schools.

More research could investigate the interplay between school inspection effectiveness and her determinants of learners' achievement, such as teacher quality, school leadership, and student cioeconomic background. A mixed-methods study could be conducted to examine how the tegration of inspection processes with broader school improvement programs like teacher ofessional development, resource allocation, and parental engagement can create a more holistic d impactful approach to improving learner outcomes and school improvement in secondary hools.

Future research could compare the effectiveness of different models of school inspection. r example, compliance-based and supportive/mentorship-based in promoting sustainable school nprovement.

A long-term study could investigate how the frequency and consistency of inspections nfluence gradual school improvement and learner achievement over time.

Further research could investigate the relationship between inspection processes and acher professional growth, motivation, and classroom practices.

Research could examine the role of stakeholder engagement including teachers, head achers, parents, and school management committees in translating inspection feedback into eaningful school changes.

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Appendices

Appendix i: Consent Document

MBARARA UNIVERSITY OF SCIENCE AND TECHNOLOGY FACULTY OF SCIENCE DEPARTMENT OF EDUCATION AND FOUNDATIONS OF PSYCHOLOGY

Title of the Study: School Inspection and Provision of Quality Education in Uganda: A Case of secondary schools in Kasese District.

Student: Wilson Mathembele

Supervisors: 1. Imelda Kemeza (PhD)

2. Twebaze Richard (PhD)

Doctoral Committee

1. Imelda Kemeza (PhD)
2. Twebaze Richard (PhD)
3. Ssudi Balimutajo (Phd)
4. Martha Kyoshaba Twinamasiko (PhD)

Dear respondent,

I am Wilson Mathembele, a PhD student of Mbarara University of Science and Technology (MUST), undertaking a study focusing on School Inspection for provision of Quality education in secondary schools. You have been chosen to take part in the above study as part of educational research for the award of a Doctor of Philosophy in Education Administration and Planning, department of educational Foundation and Psychology, Faculty of science, Mbarara University of Science and Technology (MUST).

The researcher will ensure that confidentiality of the information obtained is observed and will not be used for any other purpose other than for the study.

Thank you very much for your co-operation. God bless you

....

Participant's signature **Researcher's Signature**

Appendix ii: Teachers' Questionnaire

Dear respondent,

You have been chosen to take part in the study. **"School Inspection and Provision of Quality Education in Uganda: A Case of Secondary Schools in Kasese District".** This study is for academic purposes and the results will not be used for other purposes. The researcher would like to assure you that your responses will remain confidential and that under no circumstances will the responses be personalized. I humbly request that you allocate time in your schedule to answer the questionnaire. Your involvement in this study is critical, and your replies will be greatly acknowledged and treasured.

Please tick [√] where appropriate or fill in the required information in the spaces provided.

Section A: Demographic Characteristics

1. Your sex Male ☐ Female ☐
2. Your age in years ☐

   Between 20-29 ☐ 30-39 ☐ 40-49 ☐ over 50 ☐
3. Marital status single ☐ Married ☐ Widow ☐ Widower ☐
4. Level of education

   PhD ☐ Masters ☐ Bachelors ☐ Diploma ☐

   Others specify.....

5. Category of school

GOV'T USE/UPOLET ☐ GOV'T None USE/UPOLET ☐ Private ☐

6. Mixed ☐ Single ☐ Day ☐ Boarding ☐ Day/boarding ☐

7. Years of serving as a teacher ☐ years

Use the following scale to rate the statements below; where: Strongly Disagree=1(SD) Disagree=2(D) Neutral=3(N) Agree= 4 (A) and Strongly Agree =5 (SA)

ection B Effectiveness of School Inspection		**SA 5**	**A 4**	**N 3**	**D 2**	**SD 1**
re-inspection Activities						
SI 1 P	Inspectors give at least two weeks' notice of inspection to this school in preparation for the inspection					
SI 2 P	Inspectors involve teachers in planning for inspection in this school					
SI 3 P	Inspectors involve headteachers in planning for inspection in this school					
SI 4 P	Inspectors consult previous inspection reports in preparation for inspection in this school					
SI 5 P	Inspectors work with teachers in this school to develop performance-related targets					
SI 6 P	Inspectors involve PTA members in the inspection exercise					
SI 7 P	Inspectors involve BOG members in the inspection exercise					
SI 8 P	Inspectors share a checklist of required documents with the school before the inspection begins					
	On-site Inspection Activities					
SI 1 O	Inspectors spend at least two days in this school					
SI 2 O	Inspectors observe the entire period of the lesson in this school					
SI 3 O	Inspectors align their activities to the school timetable					
SI 4 O	Inspectors use a variety of information-gathering methods in this school					
SI 5 O	Inspectors only observe lessons for subjects of their specialty in this school					
SI 6 O	Inspectors observe every teacher at least once every year in this school					

SI 7 O	Inspectors check learners' books during classroom observations in this school					
SI 8 O	Inspectors talk to learners during the inspection exercise					
SI 9 O	Inspectors move around to observe other school facilities					
SI 10 O	Inspectors maintain a friendly atmosphere during inspections in this school					
SI 11 O	Inspectors begin and end their inspection activities on time as scheduled					
	Post Inspection Activities					
SI 1 PI	Inspectors provide immediate feedback to teachers following lesson observations in your school					
SI 2 PI	Inspectors hold team meetings to arrive at a corporate judgment about the quality of school services					
SI 3 PI	Detailed reports are issued within two weeks of inspection in this school					
SI 4 PI	The final written inspection report is a fair reflection of the informal feedback received					
SI 5 PI	Inspection reports are shared with all stakeholders in this school					
SI 6 PI	All stakeholders develop an improvement plan after the inspection recommendations					
SI 7 PI	All inspection recommendations are implemented in this school					
SI 8 PI	Inspectors make follow-up inspections at least once a year in this school					
SI 9 PI	Inspectors organize refresher trainings to address teachers' weaknesses in this school					

Appendix iii: Directors of Studies Questionnaire

Dear respondent,

You have been selected to participate in the study **"School Inspection and Provision of Quality Education in Uganda: A Case of Secondary Schools in Kasese District".** This study is for academic purposes and the results will not be used for other purposes. The researcher would like to assure you that your responses will remain confidential and that under no circumstances will the responses be personalized. I humbly request that you allocate time in your schedule to answer to the questionnaire. Your involvement in this study is critical, and your replies will be greatly acknowledged and treasured.

Please tick [√] where appropriate or also fill in the required information in the spaces provided.

Section A: Demographic Characteristics

1. Your sex Male ☐ Female ☐
2. Your age in years ☐

   Between 20-29 ☐ 30-39 ☐ 40-49 ☐ over 50 ☐
3. Marital status single ☐ Married ☐ widowed ☐
4. Level of education

   PhD ☐ Masters ☐ Bachelors ☐ Diploma ☐

   Others specify.....
5. Category of school

   GOV'T USE/UPOLET ☐ GOV'T None USE/UPOLET ☐ Private ☐
6. Mixed ☐ Single ☐ Mixed ☐ Boarding ☐ Day/boarding ☐

Years of serving as a teacher ☐ years

Use the following scale to rate the statements below; where: Strongly Disagree =1 (SA) Disagree = 2 (D) Neutral =3 (N) Agree= 4 (A) and Strongly Agree =5 (SA)

Section B Effectiveness of School Inspection		**SA 5**	**A 4**	**N 3**	**D 2**	**SD 1**
Pre-inspection Activities						
ESI 1 P	Inspectors give at least two weeks' notice of inspection to this school in preparation for the inspection.					
ESI 2 P	Inspectors involve teachers in planning for inspection in this school					
ESI 3 P	Inspectors involve headteachers in planning for inspection in this school					
ESI 4P	Inspectors consult previous inspection reports in preparation for inspection in this school					
ESI 5 P	Inspectors work with teachers in this school to develop performance-related targets					
ESI 6 P	Inspectors involve PTA members in the inspection exercise					
ESI 7 P	Inspectors involve BOG members in the inspection exercise					
ESI 8 P	Inspectors share a checklist of required documents with the school before the inspection begins					
	On-site Inspection Activities					
ESI 1 O	Inspectors spend at least two days in this school					
ESI 2 O	Inspectors observe the entire period of the lesson in this school					
ESI 3 O	Inspectors align their activities to the school timetable					
ESI 4 O	Inspectors use a variety of information-gathering methods in this school					
ESI 5 O	Inspectors only observe lessons for subjects of their specialty in this school					
ESI 6 O	Inspectors observe every teacher at least once every year in this school					
SI 7 O	Inspectors check learners' books during classroom observations in this school					
SI 8 O	Inspectors talk to learners during the inspection exercise					
SI 9 O	Inspectors move around to observe other school facilities					

ESI 10 O	Inspectors maintain a friendly atmosphere during inspections in this school					
ESI 11 O	Inspectors begin and end their inspection activities on time as scheduled					
	Post Inspection Activities					
ESI 1 PI	Inspectors provide immediate feedback to teachers following lesson observations in your school					
ESI 2 PI	Inspectors hold team meetings to arrive at a corporate judgment about the quality of school services					
ESI 3 PI	Detailed reports are issued within two weeks of inspection in this school					
ESI 4 PI	The final written inspection report is a fair reflection of the informal feedback received					
ESI 5 PI	Inspection reports are shared with all stakeholders in this school					
ESI 6 PI	All stakeholders develop an improvement plan after the inspection recommendations					
ESI 7 PI	All inspection recommendations are implemented in this school					
ESI 8 PI	Inspectors make follow-up inspections at least once a year in this school					
ESI 9 PI	Inspectors organize refresher trainings to address teachers' weaknesses in this school					

Appendix iv: Deputy Headteacher's Questionnaire

Dear respondent,

You have selected to participate in the study **"School Inspection and Provision of Quality Education in Uganda: A Case of Secondary Schools in Kasese District".** This study is for academic purposes and the results will not be used for other purposes. The researcher would like to assure you that your responses will remain confidential and that under no circumstances will the responses be personalized. I humbly request that you allocate time in your schedule to answer to the questionnaire. Your involvement in this study is critical, and your replies will be greatly acknowledged and treasured.

Please tick [√] where appropriate or also fill in the required information on spaces provided.

Section A: Demographic Characteristics

1. Your sex Male ☐ Female ☐
2. Your age in years ☐

   Between 20-29 ☐ 30-39 ☐ 40-49 ☐ over 50 ☐
3. Marital status single ☐ Married ☐ widowed ☐
4. Level of education

   PhD ☐ Masters ☐ Bachelors ☐ Diploma ☐

   Others specify.....
5. Category of school

   USE/UPOLET ☐ None USE/UPOLET ☐ Private ☐
6. Mixed ☐ Single ☐ Day ☐ Boarding ☐ Day/Boarding ☐

Years of serving as a teacher year ☐

Use the following scale to rate the statements below; where: Strongly Disagree=1(SD) Disagree=2(D) Neutral=3(N) Agree= 4(A) and Strongly Agree=5(SA)

Section B Effectiveness of School Inspection		**SA 5**	**A 4**	**N 3**	**D 2**	**SD 1**
Pre-inspection Activities						
ESI 1 P	Inspectors give at least two weeks' notice of inspection to this school in preparation for the inspection.					
ESI 2 P	Inspectors involve teachers in planning for inspection in this school					
ESI 3 P	Inspectors involve headteachers in planning for inspection in this school					
ESI 4 P	Inspectors consult previous inspection reports in preparation for inspection in this school					
ESI 5 P	Inspectors work with teachers in this school to develop performance-related targets					
ESI 6 P	Inspectors involve PTA members in the inspection exercise					
ESI 7 P	Inspectors involve BOG members in the inspection exercise					
ESI 8 P	Inspectors share a checklist of required documents with the school before the inspection begins					
	On-site Inspection Activities					
ESI 1 O	Inspectors spend at least two days in this school					
ESI 2 O	Inspectors observe the entire period of the lesson in this school					
ESI 3 O	Inspectors align their activities to the school timetable					
ESI 4 O	Inspectors use a variety of information-gathering methods in this school					
ESI 5 O	Inspectors only observe lessons for subjects of their specialty in this school					
ESI 6 O	Inspectors observe every teacher at least once every year in this school					
ESI 7 O	Inspectors check learners' books during classroom observations in this school					
ESI 8 O	Inspectors talk to learners during the inspection exercise					
ESI 9 O	Inspectors move around to observe other school facilities					

ESI 10 O	Inspectors maintain a friendly atmosphere during inspections in this school					
ESI 11 O	Inspectors begin and end their inspection activities on time as scheduled					
	Post Inspection Activities					
ESI 1 PI	Inspectors provide immediate feedback to teachers following lesson observations in your school					
ESI 2 PI	Inspectors hold team meetings to arrive at a corporate judgment about the quality of school services					
ESI 3 PI	Detailed reports are issued within two weeks of inspection in this school					
ESI 4 PI	The final written inspection report is a fair reflection of the informal feedback received					
ESI 5 PI	Inspection reports are shared with all stakeholders in this school					
ESI 6 PI	All stakeholders develop an improvement plan after the inspection recommendations					
ESI 7 PI	All inspection recommendations are implemented in this school					
ESI 8 PI	Inspectors make follow-up inspections at least once a year in this school					
ESI 9 PI	Inspectors organize refresher trainings to address teachers' weaknesses in this school					

Appendix v: Headteachers' Interview Guide

Dear respondent,

You have been selected to participate in the study **"School Inspection and Provision of Quality Education in Uganda: A Case of Secondary Schools in Kasese District".** This study is for academic purposes and the results will not be used for other purposes. The researcher would like to assure you that your responses will remain confidential and that under no circumstances will the responses be personalized. I humbly request that you allocate time in your schedule to answer to the questionnaire. Your involvement in this study is critical, and your participation will be greatly acknowledged and treasured.

1. How often has inspection taken place in your school?
2. How has the inspection process been conducted in your school?
3. What kind of feedback do you expect from the inspection exercise?
4. What kind of feedback do your teachers expect from the inspection exercise?
5. In what ways does school inspection help in improving the school and the teachers' practice?
6. How effective is school inspection in improving the quality of education or standards?
7. In your opinion do you think inspectors have efficiently executed their mandate in ensuring maintenance of quality education/ standards
8. Do you have any suggestions for improving the quality of inspection for quality education?

Thank you for your time

Appendix vi: Inspectorate Officials' Interview Guide

Dear respondent,

You have been selected to participate in the study **"School Inspection and Provision of Quality Education in Uganda: A Case of Secondary Schools in Kasese District".** This study is for academic purposes and the results will not be used for other purposes. The researcher would like to assure you that your responses will remain confidential and that under no circumstances will the responses be personalized. I humbly request that you allocate time in your schedule to answer to the questionnaire. Your involvement in this study is critical, and your participation will be greatly acknowledged and treasured.

1. How long have you been an inspector?
2. How many secondary schools do you have in the district and their different categories?
3. Could you please help me explain what you understand by school inspection?
4. What procedures do you follow while conducting school inspections?
5. How many schools do you inspect every year?
6. What kind of support do you give to teachers?
7. How do you give feedback to the stakeholders after inspection?
8. In your view, how has inspection helped teachers to do their work?
9. What contribution has inspection made to school improvement?
10. In what ways has school inspection contributed to the academic achievement of the learners?
11. How do rate the level of implementation of school inspection recommendations?
12. How do rate the quality of secondary education in your District?

13. In your opinion, how does school inspection contribute to school improvement for quality education?
14. What challenges do you face in school inspection?
15. What suggestions do you have to enable you improve your work for improved quality education?

Thank you for your time

Appendix vii: District Education Officer's Interview Guide

Dear respondent,

You have been selected to participate in the study **"School Inspection and Provision of Quality Education in Uganda: A Case of Secondary Schools in Kasese District".** This study is for academic purposes and the results will not be used for other purposes. The researcher would like to assure you that your responses will remain confidential and that under no circumstances will the responses be personalized. I humbly request that you allocate time in your schedule to answer the questionnaire. Your involvement in this study is critical, and your participation will be greatly acknowledged and treasured.

1. How many secondary schools do you have in the district and their different categories?
2. How do you rate the quality of secondary school education in your district?
3. How is inspection conducted in secondary schools in your district?
4. What kind of support do you give inspectors?
5. In which ways do inspectors give feedback?
6. How does school inspection contribute to efficient and effective work performance for the teachers?
7. In which ways do you think school inspection contributes to school improvement?
8. What contribution does school inspection have on learners' achievement?
9. What challenges do you think inspectors face while executing their duties?
10. What suggestions do you have for making school inspection more effective in improving schools for quality provision?
11. What mechanism is in place to ensure that the quality of education in the secondary schools is maintained?

12. How effective are these mechanisms?
13. To what extent do these mechanisms contribute to the quality of education in the secondary schools in your district?

Thank you for your time

Appendix viii: Observation Checklist

School

Observation checklist for the School Improvement

Scale: 1=Inadequate 2=Below Average 3= Adequate 4= Above average 5= Outstanding

S/N	Items	5	4	3	2	1
QSI 1	School buildings are structurally sound					
QSI 2	School compound is fenced					
QSI 3	Classrooms are sufficient for the current enrollment					
QSI 4	Classrooms are clean and well-lit					
QSI 5	Classrooms are adequately ventilated					
QSI 6	Adequate furniture (desks, chairs) is available and in good condition					
QSI 7	Functional blackboards or whiteboards in all classrooms					
QSI 8	Toilets/sanitary facilities are available and functional					
QSI 9	Separate toilets for boys and girls					
QSI 10	Safe and clean drinking water is available					
QSI 11	Waste disposal system is functional					
QSI 12	Library is available and furnished					
QSI 13	Science laboratory is available and equipped					
QSI 14	Chemicals and lab tools are properly stored					
QSI 15	Computer lab is available and operational					
QSI 16	Sufficient computers for learners					
QSI 17	Playground or sports area is available and safe					
QSI 18	Fire safety measures (extinguishers, alarms) are in place					
QSI 19	Pathways and floors are free from hazards					
QSI 20	Classrooms are free from noise and environmental distractions					

Telephone Contacts
General Office:+256 392 888974
CAO.....+256 782 777422
D/CAO.....+256 772 586 116
ICT Officer.....+256 776 003 248
Website.....www.kasese.go.ug
Email..... cao@kasese.go.ug
CAO .....ebyamungu1964@yahoo.com
D/CAO.....begumya2016@gmail.com

In any correspondence on this subject please quote...CR: 154/1

KASESE DISTRICT LOCAL GOVERNMENT
OFFICE OF THE CHIEF ADMINISTRATIVE OFFICER
P. O. BOX 250
KASESE
UGANDA

Date: 23rd August 2024

To. Mathembele Wilson

PERMISSION TO CONDUCT RESEARCH IN KASESE DISTRICT SECONDARY SCHOOLS

The above subject refers;

My office received your request to conduct a study in the secondary schools in Kasese District on the topic, **School Inspection and the Quality of Education in Secondary Schools in Uganda: A Case Study of Kasese District.**

I am writing to inform you that your request has been granted and you should proceed to conduct your study.

Yours sincerely

Begumya Ntarwete Eriab

For Chief Administrative Officer
Kasese District Local Government

FOR: CHIEF ADMINISTRATIVE OFFICER

CC: The District Education Officer

CC: The RDC

CC: The District Inspector of Schools

Mbarara University of Science and Technology (MUST)

P.O Box 1410

Mbarara

Date: 7/8/2024

The District Health Officer (DHO)

Kasese District Local Government (KDLG)

P.O. Box 250

Kasese, Uganda

APPROVED

DISTRICT HEALTH OFFICER
07 AUG 2024
KASESE DISTRICT LOCAL GOVERNMENT

REQUEST FOR APPROVAL OF MY COVID-19 MITIGATION PLAN

Reference is made to the above; I am Mathembele Wilson, a PhD student at Mbarara University of Science and Technology (MUST), and my proposal has been approved by the Research Ethical Committee of Mbarara University of Science and Technology (REC-MUST). I intend to collect data as soon as the Uganda National Council for Science and Technology (UNCST) permits me to conduct research. The study will be conducted among teachers in the selected secondary schools, inspectorate officials, and the DEO, in Kasese District. I am therefore seeking approval of my COVID-19 mitigation plan as indicated below:

The researcher will ensure observation of the following COVID-19 mitigation procedures while in the field:

1. Wearing a face mask
2. Hand washing regularly
3. Sanitizing participants before and after participating in the study
4. Observe social distancing to reduce direct and close contact between participants and the principal investigator
5. Using private means of transport to and from the selected secondary schools under study to reduce contact of many people by use of public means of transport
6. Conduct outdoor interviews or in well-ventilated spaces
7. Implement daily health checks, thus, measuring temperature

Thank you.

Yours sincerely

.....

Mathembele Wilson

Principal Investigator

O'S OFFICE
: (0772884406
ıail:dio@kasese.go.ug
ı@kasese.go.ug
ıbsite:www.kasese.go.ug

KASESE DISTRICT LOCAL GOVERNMENT
P. O. BOX 250,
KASESE
UGANDA

Date: 7th August 2024

In any correspondence on this subject please quote EDUC/

Mr. Wilson Mathembele

PERMISSION TO CARRY OUT A STUDY IN THE KASESE SECONDARY SCHOOLS

The above subject refers,

The District Education and Sports department received your request to conduct a study in the secondary schools of Kasese on the Topic

SCHOOL INSPECTION AND THE QUALITY OF EDUCATION IN SECONDARY SCHOOLS IN UGANDA: A CASE STUDY OF KASESE DISTRICT

I hereby grant you permission to proceed on with your study in Kasese District.

DISTRICT EDUCATION OFFICER
KASESE LOCAL GOVERNMENT

Thabugha Bwambale Ernest

DISTRICT EDUCATION OFFICER, KASESE

Appendix B: Proposal Approval Form

MBARARA UNIVERSITY OF SCIENCE AND TECHNOLOGY

PROPOSAL APPROVAL FORM

To: The Director of Research and Graduate Training

Name: MATHEMBELE WILSON

Registration #: 22/PHS/0381/PS Student #: 2200601326

Programme: Doctor of Philosophy in Educational Administration and Planning

Department: Educational foundations and Psychology

Faculty/Institute: Science

Academic Year: I

Semester: II

This is to certify that the proposal titled:

School Inspection and the Quality of Education in Secondary Schools in Uganda: A Case Study of Kasese District

was approved for a study leading to the award of

A Doctor of Philosophy in Educational Administration and Planning

of Mbarara University of Science and Technology

Signature/Stamp: ..... Date: 16/08/2023

HEAD OF DEPARTMENT

MBARARA UNIVERSITY
P .O. BOX 1410, MBARARA
16 AUG 2023
DEPARTMENT OF EDUCATIONAL FOUNDATIONS & PSYCHOLOGY

cc: Faculty Dean

MBARARA UNIVERSITY OF SCIENCE AND TECHNOLOGY
Faculty of Science
P.O. Box 1410, Mbarara Uganda. Tel: +256 4856 60208; Fax: +256 4854 20782

Your Ref:

Our Ref: 2022/PhD/038/PS

Date: 29th August, 2024

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

INTRODUCTION TO COLLECT RESEARCH DATA

I write to introduce to you Mr. Mathembele Wilson, Registration Number: 2022/PhD/038/PS who is a Postgraduate Student at Mbarara University of Science and Technology (MUST) under the Faculty of Science, Department of Education Foundations and Psychology. He is studying courses leading to the award of a Doctor of Philosophy.

His Thesis is entitled: ***"School Inspection ad the Quality of Education in Uganda: A Case Study of Kasese District",*** is under the supervision of Associate Professor Adrian Mwesigye, Dr. Imelda Kemeza and Dr. Richard Tumwebaze, both of MUST. The initial review application to MUST, Research and Ethical Committee (REC), referenced MUST-2023-1092 was approved.

The student has identified your organization as one of the best places to collect data that is most appropriate for his study. The data is basically for academic purposes only. The student is well equipped with ethical issues.

Any assistance to the effect is highly appreciated:

Yours sincerely

Dr. Eunice A. Olet
DEAN

Mbarara University of Science and Technology
Dean - Faculty of Science
P. O. Box 1410, Mbarara
29/08/24

e-mail: Your e-mail address, **website:** http://www.must.ac.ug

Uganda National Council for Science and Technology

(Established by Act of Parliament of the Republic of Uganda)

Our Ref: SS2957ES

22 August 2024

Wilson Mathembele
Karambi Secondary School
Kasese

Re: Research Approval: **School Inspection and the Quality of Education in Secondary Schools in Uganda: A case Study of Kasese District**

I am pleased to inform you that on **22/08/2024**, the Uganda National Council for Science and Technology (UNCST) approved the above referenced research project. The Approval of the research project is for the period of **22/08/2024** to **22/08/2025**.

Your research registration number with the UNCST is **SS2957ES**. Please, cite this number in all your future correspondences with UNCST in respect of the above research project. As the Principal Investigator of the research project, you are responsible for fulfilling the following requirements of approval:

1. Keeping all co-investigators informed of the status of the research.
2. Submitting all changes, amendments, and addenda to the research protocol or the consent form (where applicable) to the designated Research Ethics Committee (REC) or Lead Agency for re-review and approval **prior** to the activation of the changes. UNCST must be notified of the approved changes within five working days.
3. For clinical trials, all serious adverse events must be reported promptly to the designated local REC for review with copies to the National Drug Authority and a notification to the UNCST.
4. Unanticipated problems involving risks to research participants or other must be reported promptly to the UNCST. New information that becomes available which could change the risk/benefit ratio must be submitted promptly for UNCST notification after review by the REC.
5. Only approved study procedures are to be implemented. The UNCST may conduct impromptu audits of all study records.
6. An annual progress report and approval letter of continuation from the REC must be submitted electronically to UNCST. Failure to do so may result in termination of the research project.

Please note that this approval includes all study related tools submitted as part of the application as shown below:

No.	Document Title	Language	Version Number	Version Date
1	Inspectorate officials interview guide	English	PDF	09 July 2024
2	Informed consent for the Directors' of studies	English	PDF	09 July 2024
3	Project Proposal	English	PDF	
4	Approval Letter	English		
5	Administrative Clearance	English		
5	Survey informed consent	English	PDF	07 August 2024
6	interview informed consent	English	PDF	09 July 2024
7	Community engagement plan	English	PDF	02 July 2024

Yours sincerely,

Hellen Opolot
For: Executive Secretary
UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

LOCATION/CORRESPONDENCE

Plot 6 Kimera Road, Ntinda
P.O. Box 6884
KAMPALA, UGANDA

COMMUNICATION

TEL: (256) 414 705500
FAX: (256) 414-234579
EMAIL: info@uncst.go.ug
WEBSITE: http://www.uncst.go.ug

MBARARA UNIVERSITY OF SCIENCE AND TECHNOLOGY
RESEARCH ETHICS COMMITTEE
E-mail: mrec@must.ac.ug

Mbarara University of Science & Technology
P. O. Box 1410, Mbarara
RESEARCH ETHICS COMMITTEE
09 JUL 2025
APPROVED
VALID UNTIL DATE SHOWN ABOVE

09/07/2024

To: Wilson Mathembele

Mbarara University of Science and Technology
0782439820

Type: Initial Review

Re: MUST-2023-1092: School Inspection and the Quality of Education in Secondary Schools in Uganda: A case Study of Kasese District

I am pleased to inform you that at the **160th** convened meeting on **05/10/2023**, the MUST Research Ethics Committee meeting voted to approve the above referenced application.
Approval of the research is for the period of **09/07/2024** to **09/07/2025.**

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

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the REC for re-review and approval **prior** to the activation of the changes.
3. Reports of unanticipated problems involving risks to participants or any new information which could change the risk benefit: ràtio must be submitted to the REC.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Continuing review application must be submitted to the REC **eight weeks** prior to the expiration date of **09/07/2025** in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following is the list of all documents approved in this application by MUST Research Ethics Committee:

No.	Document Title	Language	Version Number	Version Date
1	Informed consent form for the teachers with adjustments	English	PDF	2024-07-02
2	Informed consent form for the inspectorate officials with adjustments	English	PDF	2024-07-02
3	Informed consent form for the headteachers with adjustments	English	PDF	2024-07-02
4	Informed consent form for the directors of studies with adjustments	English	PDF	2024-07-02
5	Informed Consent form for the Deputy headteachers with adjustments	English	PDF	2024-07-02
6	Consent form for the DEO with adjustments	English	PDF	2024-07-02
7	Community engagement plan adjusted	English	PDF	2024-07-02
8	Protocol with corrections/adjustments	English	PDF	2024-03-13
9	Data collection tools	English	PDF	2023-08-31

Yours Sincerely

Dr. Paul Alele
For: MUST Research Ethics Committee



MBARARA UNIVERSITY OF SCIENCE AND TECHNOLOGY

RESEARCH ETHICS COMMITTEE

P.O. Box 1410 Mbarara, Tel: +256-48-543-3795, Fax: +256-48-542-0782

E-mail: irc@must.ac.ug, mustirb@gmail.com

INFORMED CONSENT FORM FOR THE TEACHERS

This document outlines the research study and expectations for potential participants. It should be written in layman terms and typed on MUST-REC letterhead.

Instructions

1. The wording of this document should be directed to the potential participant not MUST-REC.
2. If a technical term must be used, then define it the first time it is used and any acronyms or abbreviations used should be spelled out the first time they are used.
3. All the sections of this document must be completed without any editing or deletions.
4. Please use a typing font that is easily distinguishable from the questions of this form. Preferably the font size should be 12.

Study title – This should be the same as on all other documents related to the study.

School Inspection and the Quality of Education in Secondary Schools in Uganda: A Case Study of Kasese District

Principal Investigator(s)

Mathembele Wilson

Introduction

What you should know about this study:

1. You are being asked to join a research study.
2. This consent form explains the research study and your part in the study.
3. Please read it carefully and take as much time as you need.

Leave blank for REC office only: **MUST-REC Stamp:**	**REC OFFICE USE ONLY:** APPROVAL DATE: 09/07/2024 APPROVED CONSENT IRB VERSION NUMBER: 2024-07 PI NAME: WILSON MATHEMBELE IRB NO: MUST-2023-1092

RESEARCH ETHICS COMMITTEE
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P.O. BOX 1410, MBARARA

4. You are a volunteer. You can choose not to take part and if you join, you may quit at any time. There will be no penalty if you decide to quit the study.

Brief background to the study

The study will be focused on the secondary schools in Kasese District. The quality of education is one of the governments' priorities globally, and school inspection is one of the mechanisms governments use to ensure educational quality. In many countries including Uganda, school inspection is carried out by the inspectorate department, and the key purpose is to inform the government about the standards and the quality of education provided to the children. However, in Kasese District Secondary schools, the extent to which inspection has ensured the quality of education is not known given that some secondary schools still operate below the minimum standards and yet there is an organ responsible.

Purpose of the research project

Include a statement that the study involves research, an estimated number of participants, an explanation of the purpose(s) of the research procedure, and the expected duration of the subject's participation.

The study will Examine the effectiveness of school inspection, Evaluate the contribution of school inspection to learners' achievement, and Assess the influence of school inspection on school improvement. The study will comprise 376 participants, thus, 265 teachers, 34 Directors of studies, 34 deputy headteachers, 34 Headteachers, 8 Inspectorate officials, and 1 DEO. Secondary school teachers, not part-timers will participate, considering the period of 2019-2024.

Why you are being asked to participate?

Explain why you have selected the individual to participate in the study.

You have been selected to participate in this study as a teacher because of your professional knowledge in educational matters, and the researcher anticipates getting valuable and meaningful information that will help improve the effectiveness of inspection as well as the quality of education.

Procedures

Provide a description of the procedures to be followed and identification of any procedures that are experimental, clinical etc. If there is need for storage of biological (body) specimens, explain why, and include a statement requesting for consent to store the specimens and state the duration of storage.

The researcher will seek permission from the District Education Office, Kasese

Permission from the headteachers of secondary schools will be obtained to be allowed to contact the teachers.

Leave blank for REC office only:	REC OFFICE USE ONLY:
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Seek consent from the teachers before they participate in the study

The questionnaires will be given out to the participants, filled, and collected by the researcher/research assistant

The researcher will verify if all the questionnaire items were responded to before leaving

Risks or discomforts

Describe any reasonably foreseeable risks or discomforts-physical, psychological, social, legal or other associated with the procedure, and include information about their likelihood and seriousness. Discuss the procedures for protecting against or minimizing any potential risks to the subject. Discuss the risks in relation to the anticipated benefits to the subjects and to society.

There are no risks anticipated in this study

Benefits

Describe any benefits to the subject or other benefits that may reasonably be expected from the research. If the subject is not likely to benefit personally from the experimental protocol note this in the statement of benefits.

There are minimal direct benefits related to your participation in this study. However, the study findings may provide useful information to educational practitioners, policymakers in education, international donors, school inspectors, and Directorate of Education Standards (DES), and parents to focus on investment priorities for improving the quality of education as well as best practices for improving inspection strategies.

Incentives or rewards for participating

It is assumed that there are no costs to subjects enrolled in research protocols. Any payments to be made to the subject, e.g., travel expenses, token of appreciation for time spent, must also be stated, including when the payment will be made.

You will be entitled to a refreshment for your participation in this study. This will be given on the day of enrolment.

Protecting data confidentiality

Provide a statement describing the extent, if any, to which confidentiality or records identifying the subjects will be maintained. If data is in form of tape recordings, photographs, movies or videotapes, researcher should describe period of time they will be retained before destruction. Showing or playing of such data must be disclosed, including instructional purposes.

All information obtained will not be utilized for any other motive than the research

You will not be required to put your name on the questionnaire and you will not be quoted anywhere in this research

Protecting subject privacy during data collection

Describe how the privacy of the participant will be ensured during the process of data collection.

Leave blank for REC office only: MUST-REC Stamp:	REC OFFICE USE ONLY: APPROVAL DATE: 09/07/2024 APPROVED CONSENT IRB VERSION NUMBER: 2024-07 PI NAME: WILSON MATHEMBELE IRB NO: MUST-2023-1092



You will be asked to fill in the questionnaire independently and at their time of convenience as may be agreed.

Right to refuse or withdraw

Include a statement that participation is voluntary and that refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled.

Your participation in the study is completely voluntary. If you decide that you do not want to participate in the study or if you would like to withdraw your participation at any time, and for any reason, this will not affect you in any way.

What happens if you leave the study?

Include a statement that the subject may discontinue participation at any time without penalty or loss of benefits.

You may choose to discontinue your participation in this study at any time. This will not affect you in any way.

Who do I ask/call if I have questions or a problem?

Include contact for the researcher and Chairperson, MUST-REC.

Assoc. Prof. Paul Alele

Chairman, MUST-REC

P.O. Box 1410 Mbarara

Tel: 0485433795/0773573372

What does your signature or thumbprint on this consent form mean?

Your signature on this form means

- You have been informed about this study's purpose, procedures, possible benefits and risks
- You have been given the chance to ask questions before you sign
- You have voluntarily agreed to be in this study

Name of adult participant	Signature/Thumbprint of participant/ Parent/Guardian/Next of Kin	Date
Name of person obtaining consent	Signature	Date
Print Name of witness	Signature or thumbprint or mark	Date

Leave blank for REC office only: **MUST-REC Stamp:**	**REC OFFICE USE ONLY:** APPROVAL DATE: 09/07/2024 APPROVED CONSENT IRB VERSION NUMBER: 2024-07- PI NAME: WILSON MATHEMBELE IRB NO: MUST-2023-1092

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INFORMED CONSENT FORM FOR THE DIRECTORS OF STUDIES

This document outlines the research study and expectations for potential participants. It should be written in layman terms and typed on MUST-REC letterhead.

Instructions

1. The wording of this document should be directed to the potential participant not MUST-REC.
2. If a technical term must be used, then define it the first time it is used and any acronyms or abbreviations used should be spelled out the first time they are used.
3. All the sections of this document must be completed without any editing or deletions.
4. Please use a typing font that is easily distinguishable from the questions of this form. Preferably the font size should be 12.

Study title – This should be the same as on all other documents related to the study.

School Inspection and the Quality of Education in Secondary Schools in Uganda: A Case Study of Kasese District

Principal Investigator(s)

Mathembele Wilson

Introduction

What you should know about this study:

1. You are being asked to join a research study.
2. This consent form explains the research study and your part in the study.
3. Please read it carefully and take as much time as you need.

Leave blank for REC office only:	REC OFFICE USE ONLY:
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4. You are a volunteer. You can choose not to take part and if you join, you may quit at any time. There will be no penalty if you decide to quit the study.

Brief background to the study

The study will be focused on the secondary schools in Kasese District. The quality of education is one of the governments' priorities globally, and school inspection is one of the mechanisms governments use to ensure educational quality. In many countries including Uganda, school inspection is carried out by the inspectorate department, and the key purpose is to inform the government about the standards and the quality of education provided to the children. However, in Kasese District Secondary schools, the extent to which inspection has ensured the quality of education is not known given that some secondary schools still operate below the minimum standards and yet there is an organ responsible.

Purpose of the research project

Include a statement that the study involves research, an estimated number of participants, an explanation of the purpose(s) of the research procedure, and the expected duration of the subject's participation.

The study will Examine the effectiveness of school inspection, Evaluate the contribution of school inspection to learners' achievement, and Assess the influence of school inspection on school improvement. The study will comprise 376 participants, thus, 265 teachers, 34 Directors of studies, 34 deputy headteachers, 34 Headteachers, 8 Inspectorate officials, and 1 DEO. Secondary school teachers, not part-timers will participate, considering the period of 2019-2024.

Why you are being asked to participate?

Explain why you have selected the individual to participate in the study.

You have been selected to participate in this study as a director of studies because you are involved in monitoring the implementation of the curriculum in school, and your professional knowledge in educational matters. The researcher anticipates getting meaningful data that will help improve the effectiveness of inspection as well as the quality of education.

Procedures

Provide a description of the procedures to be followed and identification of any procedures that are experimental, clinical etc. If there is need for storage of biological (body) specimens, explain why, and include a statement requesting for consent to store the specimens and state the duration of storage.

The researcher will seek permission from the District Education Office, Kasese to be allowed to access the schools and conduct research

Leave blank for REC office only:	REC OFFICE USE ONLY:
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The researcher will also seek permission from the headteachers to be allowed to contact the teachers

Seek participants' consent before they participate in the study

The questionnaires will be given out to the participants, filled, and collected by the researcher/research assistants

The researcher will verify if all the questionnaire items were responded to before leaving

Risks or discomforts

Describe any reasonably foreseeable risks or discomforts-physical, psychological, social, legal or other associated with the procedure, and include information about their likelihood and seriousness. Discuss the procedures for protecting against or minimizing any potential risks to the subject. Discuss the risks in relation to the anticipated benefits to the subjects and to society.

There are no risks anticipated in this study

Benefits

Describe any benefits to the subject or other benefits that may reasonably be expected from the research. If the subject is not likely to benefit personally from the experimental protocol note this in the statement of benefits.

There are minimal direct benefits related to your participation in this study. However, the study findings may provide useful information to educational practitioners, policymakers in education, international donors, school inspectors, and Directorate of Education Standards (DES), and parents to focus on investment priorities for improving the quality of education as well as best practices for improving inspection strategies.

Incentives or rewards for participating

It is assumed that there are no costs to subjects enrolled in research protocols. Any payments to be made to the subject, e.g., travel expenses, token of appreciation for time spent, must also be stated, including when the payment will be made.

You will be entitled to a refreshment for sparing your valuable time to participate in this study.

Protecting data confidentiality

Provide a statement describing the extent, if any, to which confidentiality or records identifying the subjects will be maintained. If data is in form of tape recordings, photographs, movies or videotapes, researcher should describe period of time they will be retained before destruction. Showing or playing of such data must be disclosed, including instructional purposes.

All information obtained will not be utilized for any other motive than the research

You will not be required to put your names on the questionnaire and you will not be quoted anywhere in this research.

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Protecting subject privacy during data collection
Describe how the privacy of the participant will be ensured during the process of data collection.
You will be asked to fill in the questionnaire independently and at your time of convenience as may be agreed.

Right to refuse or withdraw
Include a statement that participation is voluntary and that refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled.

Your participation in the study is completely voluntary. If you decide that you do not want to participate in the study or if you would like to withdraw your participation at any time, and for any reason, this will not affect you in any way.

What happens if you leave the study?
Include a statement that the subject may discontinue participation at any time without penalty or loss of benefits.
You may choose to discontinue your participation in this study at any time. This will not affect you in any way.

Who do I ask/call if I have questions or a problem?
Include contact for the researcher and Chairperson, MUST-REC.

Assoc. Prof. Paul Alele

Chairman, MUST-REC

P.O. Box 1410 Mbarara

Tel: 0485433795/0773573372

What does your signature or thumbprint on this consent form mean?

Your signature on this form means

- You have been informed about this study's purpose, procedures, possible benefits and risks
- You have been given the chance to ask questions before you sign
- You have voluntarily agreed to be in this study

Name of adult participant	Signature/Thumbprint of participant/ Parent/Guardian/Next of Kin	Date
Name of person obtaining consent	Signature	Date
Print Name of witness	Signature or thumbprint or mark	Date

Leave blank for REC office use **MUST-REC Stamp:**	**REC OFFICE USE ONLY:** APPROVAL DATE: 09/07/2024 APPROVED CONSENT IRB VERSION NUMBER: 2024-07 PI NAME: WILSON MATHEMBELE IRB NO: MUST-2023-1092



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RESEARCH ETHICS COMMITTEE

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E-mail: irc@must.ac.ug, mustirb@gmail.com

INFORMED CONSENT FORM FOR THE DEPUTY HEADTEACHERS

This document outlines the research study and expectations for potential participants. It should be written in layman terms and typed on MUST-REC letterhead.

Instructions

1. The wording of this document should be directed to the potential participant not MUST-REC.
2. If a technical term must be used, then define it the first time it is used and any acronyms or abbreviations used should be spelled out the first time they are used.
3. All the sections of this document must be completed without any editing or deletions.
4. Please use a typing font that is easily distinguishable from the questions of this form. Preferably the font size should be 12.

Study title – This should be the same as on all other documents related to the study.

School Inspection and the Quality of Education in Secondary Schools in Uganda: A Case Study of Kasese District

Principal Investigator(s)

Mathembele Wilson

Introduction

What you should know about this study:

1. You are being asked to join a research study.
2. This consent form explains the research study and your part in the study.
3. Please read it carefully and take as much time as you need.

Leave blank for REC office only:	REC OFFICE USE ONLY:
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RESEARCH ETHICS COMMITTEE MBARARA UNIVERSITY OF SCIENCE AND TECHNOLOGY SUCCEED WE MUST P.O. BOX 1410, MBARARA

4. You are a volunteer. You can choose not to take part and if you join, you may quit at any time. There will be no penalty if you decide to quit the study.

Brief background to the study

The study will be focused on the secondary schools in Kasese District. The quality of education is one of the governments' priorities globally, and school inspection is one of the mechanisms governments use to ensure educational quality. In many countries including Uganda, school inspection is carried out by the inspectorate department, and the key purpose is to inform the government about the standards and the quality of education provided to the children. However, in Kasese District Secondary schools, the extent to which inspection has ensured the quality of education is not known given that some secondary schools still operate below the minimum standards and yet there is an organ responsible.

Purpose of the research project

Include a statement that the study involves research, an estimated number of participants, an explanation of the purpose(s) of the research procedure, and the expected duration of the subject's participation.

The study will Examine the effectiveness of school inspection, Evaluate the contribution of school inspection to learners' achievement, and Assess the influence of school inspection on school improvement. The study will comprise 376 participants, thus, 265 teachers, 34 Directors of studies, 34 deputy headteachers, 34 Headteachers, 8 Inspectorate officials, and 1 DEO. Secondary school teachers, not part-timers will participate, considering the period of 2019-2024.

Why you are being asked to participate?

Explain why you have selected the individual to participate in the study.

The participants have been selected to participate in this study as the deputy headteacher because of your involvement in the administration of the school and your professional knowledge in educational matters. The researcher anticipates getting meaningful data that will help improve the effectiveness of inspection as well as the quality of education provided.

Procedures

Provide a description of the procedures to be followed and identification of any procedures that are experimental, clinical etc. If there is need for storage of biological (body) specimens, explain why, and include a statement requesting for consent to store the specimens and state the duration of storage.

The researcher will seek permission from the District Education Office Kasese to be allowed to conduct research in the secondary schools

Leave blank for REC office only MUST-REC Stamp	REC OFFICE USE ONLY: APPROVAL DATE: 09/07/2024 APPROVED CONSENT IRB VERSION NUMBER: 2024-07-0 PI NAME: WILSON MATHEMBELE IRB NO: MUST-2023-1092



Obtained permission from the headteacher to be allowed to contact the teachers

Seek participants' consent before they participate in the study

The questionnaires will be given out to the participants, filled, and collected by the researcher/research assistant

The researcher will verify if all the questionnaire items were responded to before leaving

Risks or discomforts
Describe any reasonably foreseeable risks or discomforts-physical, psychological, social, legal or other associated with the procedure, and include information about their likelihood and seriousness. Discuss the procedures for protecting against or minimizing any potential risks to the subject. Discuss the risks in relation to the anticipated benefits to the subjects and to society.

There are no risks anticipated in this study

Benefits
Describe any benefits to the subject or other benefits that may reasonably be expected from the research. If the subject is not likely to benefit personally from the experimental protocol note this in the statement of benefits.

There are minimal direct benefits related to your participation in this study. However, the study findings may provide useful information to educational practitioners, policymakers in education, international donors, school inspectors, and Directorate of Education Standards (DES), and parents to focus on investment priorities for improving the quality of education as well as best practices for improving inspection strategies.

Incentives or rewards for participating
It is assumed that there are no costs to subjects enrolled in research protocols. Any payments to be made to the subject, e.g., travel expenses, token of appreciation for time spent, must also be stated, including when the payment will be made.

You will be entitled to a refreshment for sparing your valuable time to participate in this study.

Protecting data confidentiality
Provide a statement describing the extent, if any, to which confidentiality or records identifying the subjects will be maintained. If data is in form of tape recordings, photographs, movies or videotapes, researcher should describe period of time they will be retained before destruction. Showing or playing of such data must be disclosed, including instructional purposes.
All information obtained will not be utilized for any other motive than the research

You will not be required to put your names on the questionnaire and you will not be quoted anywhere in this research

Protecting subject privacy during data collection
Describe how the privacy of the participant will be ensured during the process of data collection.

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You will be asked to fill in the questionnaire independently and at your time of convenience as may be agreed.

Right to refuse or withdraw

Include a statement that participation is voluntary and that refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled.

Your participation in the study is completely voluntary. If you decide that you do not want to participate in the study or if you would like to withdraw your participation at any time, and for any reason, this will not affect you in any way.

What happens if you leave the study?

Include a statement that the subject may discontinue participation at any time without penalty or loss of benefits.

You may choose to discontinue your participation in this study at any time. This will not affect you in any way.

Who do I ask/call if I have questions or a problem?

Include contact for the researcher and Chairperson, MUST-REC.

Assoc. Prof. Paul Alele

Chairman, MUST-REC

P.O. Box 1410 Mbarara

Tel: 0485433795/0773573372

What does your signature or thumbprint on this consent form mean?

Your signature on this form means

- You have been informed about this study's purpose, procedures, possible benefits and risks
- You have been given the chance to ask questions before you sign
- You have voluntarily agreed to be in this study

_____ Name of adult participant	_____ Signature/Thumbprint of participant/ Parent/Guardian/Next of Kin	_____ Date
_____ Name of person obtaining consent	_____ Signature	_____ Date
_____ Print Name of witness	_____ Signature or thumbprint or mark	_____ Date

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RESEARCH ETHICS COMMITTEE

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E-mail: irc@must.ac.ug, mustirb@gmail.com

INFORMED CONSENT FORM FOR THE HEADTEACHERS

This document outlines the research study and expectations for potential participants. It should be written in layman terms and typed on MUST-REC letterhead.

Instructions

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4. Please use a typing font that is easily distinguishable from the questions of this form. Preferably the font size should be 12.

Study title – This should be the same as on all other documents related to the study.

School Inspection and the Quality of Education in Secondary Schools in Uganda: A Case Study of Kasese District

Principal Investigator(s)

Mathembele Wilson

Introduction

What you should know about this study:

1. You are being asked to join a research study.

Leave blank for REC office only:	REC OFFICE USE ONLY:
MUST-REC Stamp: RESEARCH ETHICS COMMITTEE, UNIVERSITY OF SCIENCE AND TECHNOLOGY, SUCCEED WE MUST, P.O. BOX 1410, MBARARA	APPROVAL DATE: 09/07/2024 APPROVED CONSENT IRB VERSION NUMBER: 2024-07 PI NAME: WILSON MATHEMBELE IRB NO: MUST-2023-1092

2. This consent form explains the research study and your part in the study.
3. Please read it carefully and take as much time as you need.
4. You are a volunteer. You can choose not to take part and if you join, you may quit at any time. There will be no penalty if you decide to quit the study.

Brief background to the study

The study will be focused on the secondary schools in Kasese District. The quality of education is one of the governments' priorities globally, and school inspection is one of the mechanisms governments use to ensure educational quality. In many countries including Uganda, school inspection is carried out by the inspectorate department, and the key purpose is to inform the government about the standards and the quality of education provided to the children. However, in Kasese District Secondary schools, the extent to which inspection has ensured the quality of education is not known given that some secondary schools still operate below the minimum standards and yet there is an organ responsible.

Purpose of the research project

Include a statement that the study involves research, an estimated number of participants, an explanation of the purpose(s) of the research procedure, and the expected duration of the subject's participation.

The study will Examine the effectiveness of school inspection, Evaluate the contribution of school inspection to learners' achievement, and Assess the influence of school inspection on school improvement. The study will comprise 376 participants, thus, 265 teachers, 34 Directors of studies, 34 deputy headteachers, 34 Headteachers, 8 Inspectorate officials, and 1 DEO. Secondary school teachers, not part-timers will participate, considering the period of 2019-2024.

Why you are being asked to participate?

Explain why you have selected the individual to participate in the study.

You have been selected to participate in this study as a Headteacher because you are the first inspector in the school, your professional knowledge in educational matters, and being at the helm of the school administration. The researcher anticipates getting meaningful data that will help improve the effectiveness of inspection as well as the quality of education.

Procedures

Provide a description of the procedures to be followed and identification of any procedures that are experimental, clinical etc. If there is need for storage of biological (body) specimens, explain why, and include a statement requesting for consent to store the specimens and state the duration of storage.

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The researcher will seek permission from the District Education Office, Kasese

Seek participants' consent before they participate in the study

Face-to-face interviews will be performed with the headteachers, inspectorate officials, and the DEO in their offices or any other place of convenience to them as may be agreed upon. The interview will be recorded with consent from the participant

Risks or discomforts
Describe any reasonably foreseeable risks or discomforts-physical, psychological, social, legal or other associated with the procedure, and include information about their likelihood and seriousness. Discuss the procedures for protecting against or minimizing any potential risks to the subject. Discuss the risks in relation to the anticipated benefits to the subjects and to society.

There are no risks anticipated in this study

Benefits
Describe any benefits to the subject or other benefits that may reasonably be expected from the research. If the subject is not likely to benefit personally from the experimental protocol note this in the statement of benefits.

There are minimal direct benefits related to your participation in this study. However, the study findings may provide useful information to educational practitioners, policymakers in education, international donors, school inspectors, and Directorate of Education Standards (DES), and parents to focus on investment priorities for improving the quality of education as well as best practices for improving inspection strategies.

Incentives or rewards for participating
It is assumed that there are no costs to subjects enrolled in research protocols. Any payments to be made to the subject, e.g., travel expenses, token of appreciation for time spent, must also be stated, including when the payment will be made.

You will be entitled to a refreshment for sparing your valuable time to participate in this study.

Protecting data confidentiality
Provide a statement describing the extent, if any, to which confidentiality or records identifying the subjects will be maintained. If data is in form of tape recordings, photographs, movies or videotapes, researcher should describe period of time they will be retained before destruction. Showing or playing of such data must be disclosed, including instructional purposes.
All information obtained will not be utilized for any other motive than the research

You will not be quoted anywhere in this research

Protecting subject privacy during data collection
Describe how the privacy of the participant will be ensured during the process of data collection.

Leave blank for REC office only:	REC OFFICE USE ONLY:
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The researcher will seek guidance from the headteacher on the convenient time and place for the interview

Right to refuse or withdraw

Include a statement that participation is voluntary and that refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled.

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Include contact for the researcher and Chairperson, MUST-REC.

Assoc. Prof. Paul Alele

Chairman, MUST-REC

P.O. Box 1410 Mbarara

Tel: 0485433795/0773573372

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INFORMED CONSENT FORM FOR THE INSPECTORATE OFFICIALS

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Instructions

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3. All the sections of this document must be completed without any editing or deletions.
4. Please use a typing font that is easily distinguishable from the questions of this form. Preferably the font size should be 12.

Study title – This should be the same as on all other documents related to the study.

School Inspection and the Quality of Education in Secondary Schools in Uganda: A Case Study of Kasese District

Principal Investigator(s)

Mathembele Wilson

Introduction

What you should know about this study:

1. You are being asked to join a research study.

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2. This consent form explains the research study and your part in the study.
3. Please read it carefully and take as much time as you need.
4. You are a volunteer. You can choose not to take part and if you join, you may quit at any time. There will be no penalty if you decide to quit the study.

Brief background to the study

The study will be focused on the secondary schools in Kasese District. The quality of education is one of the governments' priorities globally, and school inspection is one of the mechanisms governments use to ensure educational quality. In many countries including Uganda, school inspection is carried out by the inspectorate department, and the key purpose is to inform the government about the standards and the quality of education provided to the children. However, in Kasese District Secondary schools, the extent to which inspection has ensured the quality of education is not known given that some secondary schools still operate below the minimum standards and yet there is an organ responsible.

Purpose of the research project

Include a statement that the study involves research, an estimated number of participants, an explanation of the purpose(s) of the research procedure, and the expected duration of the subject's participation.

The study will Examine the effectiveness of school inspection, Evaluate the contribution of school inspection to learners' achievement, and Assess the influence of school inspection on school improvement. The study will comprise 376 participants, thus, 265 teachers, 34 Directors of studies, 34 deputy headteachers, 34 Headteachers, 8 Inspectorate officials, and 1 DEO. Secondary school teachers, not part-timers will participate, considering the period of 2019-2024.

Why you are being asked to participate?

Explain why you have selected the individual to participate in the study.

You have been selected to participate in this study as an inspectorate official because you are involved in school inspection exercises as well as your professional knowledge in educational matters, and the researcher anticipates getting credible information that will help improve the effectiveness of inspection as well as the quality of education.

Procedures

Provide a description of the procedures to be followed and identification of any procedures that are experimental, clinical etc. If there is need for storage of biological (body) specimens, explain why, and include a statement requesting for consent to store the specimens and state the duration of storage.

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The researcher will seek permission from the District Education Office Kasese to be allowed to conduct research

Seek participants' consent before they participate in the study

Face-to-face interviews will be performed with the headteachers, inspectorate officials, and the DEO in their offices or any other place of convenience to them as may be agreed upon. The interview will be record with consent from the participant

Risks or discomforts

Describe any reasonably foreseeable risks or discomforts-physical, psychological, social, legal or other associated with the procedure, and include information about their likelihood and seriousness. Discuss the procedures for protecting against or minimizing any potential risks to the subject. Discuss the risks in relation to the anticipated benefits to the subjects and to society.

There are no risks anticipated in this study

Benefits

Describe any benefits to the subject or other benefits that may reasonably be expected from the research. If the subject is not likely to benefit personally from the experimental protocol note this in the statement of benefits.

There are minimal direct benefits related to your participation in this study. However, the study findings may provide useful information to educational practitioners, policymakers in education, international donors, school inspectors, and Directorate of Education Standards (DES), and parents to focus on investment priorities for improving the quality of education as well as best practices for improving inspection strategies.

Incentives or rewards for participating

It is assumed that there are no costs to subjects enrolled in research protocols. Any payments to be made to the subject, e.g., travel expenses, token of appreciation for time spent, must also be stated, including when the payment will be made.

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Protecting data confidentiality

Provide a statement describing the extent, if any, to which confidentiality or records identifying the subjects will be maintained. If data is in form of tape recordings, photographs, movies or videotapes, researcher should describe period of time they will be retained before destruction. Showing or playing of such data must be disclosed, including instructional purposes.

All information obtained will not be utilized for any other motive than the research

You will not be quoted anywhere in this research

Protecting subject privacy during data collection

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Describe how the privacy of the participant will be ensured during the process of data collection.
The researcher will seek guidance from the inspectorate official on the convenient time and place for the interview

Right to refuse or withdraw
Include a statement that participation is voluntary and that refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled.

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School Inspection and the Quality of Education in Secondary Schools in Uganda: A Case Study of Kasese District

Principal Investigator(s)

Mathembele Wilson

Introduction

What you should know about this study:

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Brief background to the study

The study will be focused on the secondary schools in Kasese District. The quality of education is one of the governments' priorities globally, and school inspection is one of the mechanisms governments use to ensure educational quality. In many countries including Uganda, school inspection is carried out by the inspectorate department, and the key purpose is to inform the government about the standards and the quality of education provided to the children. However, in Kasese District Secondary schools, the extent to which inspection has ensured the quality of education is not known given that some secondary schools still operate below the minimum standards and yet there is an organ responsible.

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Why you are being asked to participate?

Explain why you have selected the individual to participate in the study.

You have been selected to participate in this study as the District Education Officer (DEO) because you are the head of the education sector in the district, and your experience in education operations, as well as your professional knowledge in educational matters. The researcher anticipates getting expressive data that will help improve the effectiveness of inspection as well as the quality of education provided.

Procedures

Provide a description of the procedures to be followed and identification of any procedures that are experimental, clinical etc. If there is need for storage of biological (body) specimens, explain why, and include a statement requesting for consent to store the specimens and state the duration of storage.

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The researcher will seek a cover letter from the Dean, Faculty of Science Mbarara University of Science and Technology (MUST)

Clearance from the Research Ethical Committee (REC), Mbarara University of Science and Technology (MUST)

Clearance from the Uganda National Council for Science and Technology (UNCST) will be sought

Permission from the District Education Office, Kasese will be obtained and headteachers of secondary schools will be contacted

Seek participants' consent before they participate in the study

Face-to-face interviews will be performed with the headteachers, inspectorate officials, and the DEO in their offices or any other place of convenience to them as may be agreed upon.

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You will not be quoted anywhere in this research

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This interview will be kept confidential and for academic purposes only

Right to refuse or withdraw
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EAST AFRICAN NATURE & SCIENCE ORGANIZATION

Original Article

Effectiveness of School Inspection in Secondary Schools in Uganda: A Case Study of Kasese District

Wilson Mathembele[1], Dr. Imelda Kemeza, PhD[1] & Dr. Richard Twebaze, PhD[2]*

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Date Published: *07 April 2025*

Keywords:
Inspection, Effectiveness, Inspection Procedures, Secondary School, Kasese District.

ABSTRACT

The study investigated the efficiency of school inspections in secondary schools in Uganda, using Kasese District as a case study. A mixed-method approach was utilized, with a convergent parallel design. The study had a total population of 850 respondents drawn from 34 schools, with only 326 being investigated. Questionnaires served as the primary data collection instrument. The data were examined using simple percentages, means, and standard deviations. According to the study's findings, stakeholders such as the PTA and BOG had little engagement in inspection planning (mean: 1.63; 32.6%). It was also discovered that inspectors provided insufficient notification of the inspection exercise (mean: 1.69) (33.8%). The study also found that inspectors spent only a short amount of time inspecting (mean: 1.36; 27.2%). Furthermore, the study found that there was limited stakeholder involvement in judging educational quality (Mean: 2.69) (53.8%), as well as insufficient refresher training (Mean: 1.71) (34.2%), diminishing the overall effectiveness of the school inspection activity. The overall effectiveness of school inspection was moderate (Overall mean: 2.79) (55.8%). Based on the findings, the study recommends that school inspection authorities should provide sufficient notice before inspection visits, allocate more time for inspection exercises to enable a thorough evaluation of all key aspects and regular refresher training programs to be designed and implemented to close any gaps identified during the inspection exercise to enhance the effectiveness of inspection.

APA CITATION

Mathembele, W., Kemeza, I. & Twebaze, R. (2025). Effectiveness of School Inspection in Secondary Schools in Uganda: A Case Study of Kasese District. *East African Journal of Education Studies*, *8*(2), 38-51. https://doi.org/10.37284/eajes.8.2.2835

CHICAGO CITATION

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HARVARD CITATION

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INTRODUCTION

Most education systems across the world employ school inspection or evaluation to evaluate and ensure the quality of education provision (De Grauwe, 2007; Hofer et al., 2020). School inspection has been used by nations around the world to improve oversight, monitoring, and assessment of the quality of educational standards in order to increase teaching efficacy (Ali, 1998; Education Standards Agency, 2006a; Government of the Republic of Uganda, 1992; Lugujjo, 2008; Ministry of Education and Sports (MoE & S), 2000, 2017, 2004, 2008; Hossain, 2017).

School inspection has been conducted since the early days of public education in the late 18th century when Napoleon's administration implemented it in France. Ehren and Honingh (2011) note that the Dutch Inspectorate of Education, founded in 1801, is today one of Europe's oldest Inspectorates. In the United Kingdom (UK), Her Majesty's Inspectorate (HMI) conducted the first inspection in 1839 (Wilcox, 2000; Macbeath, 2006). According to Yin et al. (2022), education accountability aims to strengthen teachers' commitment to providing a better education for their children while also alerting parents and other taxpayers about the quality of education offered.

Over time, in Uganda, as in many other countries, School External Evaluation (SEE) in the form of school inspection has been used as a primary mechanism for monitoring educational delivery, adhering to the specified curriculum and established standards, and ensuring that schools are improving effectively (DES, 2006). School inspectors are intended to assess, monitor, and evaluate the quality of school teaching and learning, as well as the school's organization, management, and environment (Education Standards Agency, 2006).

School inspection in Uganda is a heritage of colonial government that has evolved multiple times since the 1920s. Significant social, economic, and political developments in the twentieth and twenty-first centuries shaped the nature of Uganda's educational system. Schools are now under increased public scrutiny, demanding accountability and high-quality education as a result of increased stakeholder involvement, education massification, international commitments, and employer expectations (Ministry of Education and Sports (MoE & S) 2017, National Planning Authority, 2010; Republic of Uganda, 2013; United Nations, 2015; Wilcox, 2000).

Following the recommendations of the 1989 Policy Review Report and the 1992 Government White Paper on Education, Uganda established the Education Standards Agency (ESA) in July 2001 as a semi-autonomous organization, beginning with a small staff at the headquarters and eventually replacing the central inspectorate. Ward et al., (2006) state that ESA, as a semi-autonomous organization, would be in charge of its goals, programs, and priorities. This was consistent with the finding that an independent regulatory agency is necessary for effective public service regulation (Casteel & Roebuck, 2000). Nonetheless, ESA has not operated as a semi-autonomous entity since 2004, when four regional offices were established in Gulu, Mbale, Mpigi, and Mbarara, each with 12 topic specialists. ESA's key reform initiative was the development, testing, and refinement of quality indicators that included three components: inputs (leadership and management), processes (pedagogy), and outcomes (learner achievement) (Education Standards Agency, 2006; Ministry of Education and Sports, 2012). In addition, inspection processes and instruments were created (Educational Standards Agency, 2006). Hence, investigating the effectiveness of inspection procedures, thus, pre-inspection, on-site inspection, and post inspection procedures, and proposing recommendations for a successful inspection process was therefore necessary.

The study is expected to benefit society, inspectors, teachers, researchers, policymakers, and administrators by raising awareness of available inspection services, providing a foundation for policy review, identifying areas for improvement and laying out improvement strategies, and

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contributing to Uganda's limited literature on inspection procedures for improved educational quality.

Problem Statement

School inspection and supervision play an important role in Uganda by promoting quality assurance, efficacy, and access to quality education (MoE & S, 2016). The principal goals include establishing systems, articulating and overseeing standards and quality in education and sports, and monitoring the effectiveness of such standards and quality to ensure that education and sports in the country continue to improve (MoE&S, 2016). School inspection and supervision include regular institutional visits to check the progress of teaching and learning, sanitation, and data collection on teachers' and students' daily attendance. It also comprises discussions with teachers to improve teacher-learner performance and ensure policy implementation (MoE&S, 2012). Ideally, regular school inspections should not only check the efficacy of teaching and learning, but also ensure excellent education pointers.

However, despite the pivotal role played by school inspection, the effectiveness of school inspection processes in secondary schools in Uganda remains uncertain. The pre-inspection, onsite inspection and post inspection activities are critical components of the school inspection process, but there is limited evidence on how stakeholders perceive their effectiveness, especially in Kasese district given that some secondary schools are still operating below the minimum standards and students' performance has been deteriorating in the recent past. The lack of clarity of the effectiveness of school inspection processes may hinder efforts to improve educational outcomes in secondary schools in Uganda, and Kasese district in particular. It is therefore indispensable to establish stakeholders' perceptions about the effectiveness of school inspection processes so that profound recommendations can be made for improved educational quality.

Purpose and Objectives of the Study

The main purpose of this study was to evaluate the effectiveness of school inspection process in secondary schools in Uganda, using Kasese District as a case study. The study was guided by the following objectives

- To assess the overall effectiveness of the pre-inspection activities in secondary schools in Kasese District
- To examine the overall effectiveness of the on-site inspection activities in secondary schools in Kasese District
- To evaluate the overall effectiveness of the post inspection activities in secondary schools in Kasese District

LITERATURE REVIEW

Theoretical Review

This study was guided by Elton Mayo's 1930 Human Relations theory, which proposes that addressing employees' social needs increases productivity (Sergiovanni & Starratt, 2007). In actual practice, the term 'human relation' signifies the relationship that should be cultivated and practiced by an employee or a supervisor with his/her subordinates. From the point of view of management, human relation is motivating people in organization to develop teamwork spirit in order to fulfill their needs and achieve organizational goals efficiently and economically. Employees should participate actively in decision-making (Sergiovanni & Starratt, 2007). According to Human Relations theory, individuals who have their social needs addressed will be more self-directed and engaged to their profession. As a result, workers' desire for recognition is increasingly essential in influencing productivity (Sergiovanni & Starratt, 2007). Teachers in education are better positioned to identify their own strengths and flaws. Thus, they should be regarded as people rather than as energy packets. Sergiovanni and Starratt (2007) underline that school inspectors should work as facilitators to help teachers improve their job satisfaction. They also suggest that effective school inspection policy-making for better education quality must include teachers in the planning and evaluation process, fostering a sense of significance and contribution to school improvement.

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School Inspection Procedures

Existing studies show nations possessing efficient inspection procedures have strategically established processes for conducting inspection services. Inspection procedure refers to the correct or usual way of carrying on an inspection, whereas effectiveness of school inspection is the degree to which inspections achieve their intended goal. Thus, it should be noted that secondary school inspection involves a series of interrelated activities or procedures. Many authors and inspectorates, including Wilcox (2000), OFSTED (2005), and Rono (2000), have stated that formal inspection procedures, particularly full inspection, should be carried out in three stages: pre-inspection procedures, actual inspection procedures, and post-inspection procedures. Inspectors, for example, are obliged to examine previous inspection reports before deciding which schools to inspect, as well as the type and focus of inspection (Education Standards Agency, 2006a; Pre-Primary, Primary, and Post-Primary Act (2008), Mohanty, 2000). Plans are also guided by the number of schools to be examined, as well as the frequency and duration of the inspection (Carron, De Grauwe, and Govinda, 1998).

Empirical Literature

Klerks (2012) carried out a systematic review of 14 peer reviewed studies to establish the effect of on-site inspection practices on the enhancement of the educational standards of schools, and to assess the kind of characteristics of on-site inspections that had contributed to the improvement of the educational quality. The review found that on-site inspections and their characteristics did not directly enhance the quality of education delivered by teachers. Instead, it highlighted an intricate collaboration between various aspects of school on-site inspections, the inspector, and the school community, including students, teachers, and management. Klerks revealed that research on the effect of educational regulation, for this case inspection had been scarce and called for further research on school inspection. Thus, this study aimed at extending this research further, in response to Klerks' call.

Zaare (2012) conducted a study in one Iranian Institute to determine the significance of classroom observation, an aspect of On-site inspection, on the teaching methodology of teachers. The research results revealed that teachers' performance improved as a result of self-awareness and reflective practices proceeding lesson observation. However, the researcher collected data from only one institution and moreover not in a Ugandan context. This study therefore aimed at evaluating the extent to which classroom observations have been conducted during inspection in Kasese District secondary schools.

Also, Garet et al., (2017) did a study to determine the impact of delivering performance feedback to teachers and principals following inspection. The study found that teacher performance feedback was responsible for enhancing teachers' practice. In the current study, the researcher aimed to determine the efficiency of inspection techniques for providing feedback in Ugandan secondary schools. Khan and Abdullah (2019) carried out a study to establish the effect of staff training and development as a component of post-inspection on teachers' performance in Kurdistan. They found out that there was a positive and strong relationship between continuous teacher training and development and teacher performance. The findings of the study revealed that when teachers are exposed to continuous on-job trainings and development, their job productivity and job performance increases. However, Khan and Abdullah called on future researchers to assess and review the effectiveness of trainings and their impact on teachers' performance. Thus, this study intended to investigate the effectiveness of school inspection in organizing refresher training as a key activity of post-inspection.

In analyzing the procedures of school inspection, Ehren (2016) contends that successful inspection necessitates the involvement of all stakeholders in monitoring the execution of inspection recommendations, provided that they are convinced of the recommendations' legitimacy. In line with this Tanah (2011), study of stakeholder engagement in schools in Nakuru Municipality, Kenya, discovered that participants believed stakeholder involvement

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had a significant impact on school performance. The previous study, however, was performed in primary schools, whereas the current study was undertaken in secondary schools with a somewhat different management structure and analyzed the efficiency of school inspections in ensuring that suggestions resulting from the inspection exercise are implemented.

Several researchers have confirmed the importance of stakeholder involvement in the inspection process (Haris et al., 2018; Hooge, Burns, & Wilkoszewski, 2012; Manase & Habibu, 2017; Mokoena, 2011; Pradhan et al., 2012). In an investigation of related literature, for instance, Haris et al. (2018) found that good inspection fosters collaboration between schools and all stakeholders involved in efforts to improve school quality. The need of including all stakeholders in almost all school inspection procedures is emphasized by the examined literature. Therefore, determining the level of stakeholder participation in Uganda's inspection process as a component of the efficacy of school inspection is crucial.

RESEARCH METHODOLOGY

The primary goal of this study was to determine the efficacy of school inspection methods in Ugandan secondary schools, with Kasese District as a case study. The study was conducted within the pragmatism paradigm, which holds that there are multiple realities, or ways of interpreting the world and thus understanding research (Guba and Lincoln, 1994; Hammond, 2013; Kalolo, 2015; Kivunja & Kuyini, 2017; Saunders, Lewis, & Thornhill, 2019; Shannon-Baker, 2016; Teddlie & Tashakkori, 2015).

The Convergent parallel mixed research design was utilized, with both qualitative and quantitative methodologies used to gain breadth, depth of understanding, and validation of school inspection and the standards of education (Creswell, 2009; Wiersma & Jurs, 2005). This design was chosen because it is inexpensive, allows for quick data collection, and produces a comprehensive result that can be applied to a broader population (Cohen, Manion, & Morrison, 2007). The study targeted a population of 01 District Education Officer, 08 inspectorate officials, 34 headteachers, 34 deputy headteachers, 34 directors of studies, and 288 teachers in all the secondary schools in Kasese District, Western Uganda. The sample for the quantitative component consisted of 326 respondents including 30 Deputy headteachers and 30 directors of studies, and 288 teachers from 30 secondary schools Kasese District of Western Uganda. Whereas the sample for the qualitative component consisted of 38 respondents composing of 30 Headteachers, 7 inspectorate officials, and 1 District Education Officer. The sample size was determined using Krejcie and Morgan's 1970 table of sample sizes. Purposive sampling was employed by the researcher to pick the District Education Officer, Inspectorate officials, head teachers, deputy head teachers, and directors of studies. The schools were selected using stratified proportionate sampling, and the teachers were chosen using simple random selection. Data were gathered using a 5 Likert Scale and interview guide.

Developing a Content Validity Index (CVI) for the instruments ensured data quality. The scale CVI values of 0.903 and 0.950 for the questionnaire and interview guide, calculated using the S-CVI/Ave technique, were all higher than the required threshold of 0.70 (Amin, 2005), indicating strong content validity. The pilot test resulted in a Cronbach's Alpha of 0.925, which was statistically significant at $p < 0.05$, showing acceptable internal consistency.

Data were summarized using frequencies, means and Standard Deviation to establish the perceptions of different stakeholders. The qualitative data was analyzed using Thematic Content Analysis (TCA), which involves systematic coding and categorizing data into themes and subthemes of text data to allow researchers to understand social reality based on the original meanings expressed by key informants (Miles & Huberman, 1994; Saldana, 2009).

RESULTS

Stakeholders' Perceptions of the Effectiveness of the Pre-Inspection Activities

This subsection presents the findings on stakeholders' perceptions of the effectiveness of pre-inspection activities, focusing on their views regarding the preparation and communication processes leading up to the school inspection. Table

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1 illustrates the mean and standard deviation of the stakeholders' perceptions of the effectiveness of the pre-inspection activities.

Table 1: Descriptive Statistics of Stakeholders' Perceptions of Pre-Inspection Activities

Pre-inspection Activities	Mean	SD
At least two weeks' notice is given to this school in preparation for the inspection	1.69	.854
Teachers are involved in planning for the inspection	2.14	1.063
Headteachers are involved in planning for the inspection	2.14	1.063
Previous inspection reports are consulted in preparation for the inspection	3.29	1.048
A prior briefing is given to the headteacher and teachers	2.61	1.187
Inspectors work with teachers to develop performance-related targets	2.27	1.134
Inspectors involve PTA members in the inspection exercise	1.63	.976
Inspectors involve BOG members in the inspection exercise	1.63	.976
Sample Mean of teachers and administrators' perception of the effectiveness of pre-inspection activities	2.27	

The stakeholders' perceptions of the pre-inspection activities in Table 1 reveal that the mean score for measuring the stakeholders' perception about the effectiveness of pre-inspection activities ranges from 1.63 to 3.29. Overall, these activities are perceived as moderately effective, with room for significant improvement. The lowest-rated item was the involvement of key stakeholders in the inspection exercise, such as BOG and PTA, where the mean score was 1.63, indicating a perception that these key stakeholders like the BOG and PTA are not sufficiently engaged, which can lead to a lack of ownership and participation in the inspection process. Another weak area was the timeliness of notice with a mean score of (mean = 1.69). This reflects that respondent disagree that schools receive sufficient notice before the inspection. This suggests that preparation time is insufficient, which could hinder effective preparation for the inspection process.

However, respondents were more positive about the consultation of previous inspection reports (mean = 3.29), indicating that this practice is seen as valuable and part of a continuous improvement process. Conclusively, stakeholders feel that pre-inspection activities could be more effective if there were more involvement of the management members in the inspection exercise and provided with adequate notice.

From the qualitative interviews, headteachers accepted that indeed inspectors visit schools but expressed concern over some flaws in the inspection process. Most of them reported that;

> *"...inspectors just come to school without any prior notification given, appear in school and we attend to them depending on what one has come to inspect". "...there is no specific time/duration spent in school, it may range between two to four hours. In each category of the inspectorate team, only one inspector comes, they rarely come more than one". Inspectors mostly involve or incorporate the HTR, DHTR, DOS, and the Director of the school in the inspection exercise and no members from the management (PTA, BOG) are involved."*

Further, interviews with the inspectorate officials revealed that

> *"...we plan on our side and we just go to visit schools depending on the purpose of inspection and so we rarely involve them in the planning." This narrative also suggests that inspection is mostly through surprise visits."*

The inspectorate officials from the district further mentioned that;

> *"...we do not conduct class room observations in secondary schools, it is a preserve of DES officials who rarely come for inspection due inadequate staffing and logistical challenges. We only concentrate on files and outside observations. We do not give prior notification for most of our inspection visits."*

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Stakeholders' Perceptions of the Effectiveness of On-Site Inspection activities

This subsection presents the findings on stakeholders' perceptions of the effectiveness of on-site inspection activities, focusing on their views regarding the inspectors' engagement with the school environment, including interactions with staff and students, as well as the overall observation process. Table 2 illustrates the mean and standard deviation of stakeholders' perceptions of the effectiveness of the on-site inspection activities.

Table 2: Descriptive Statistics of Stakeholders' Perceptions of Onsite-Inspection Activities

Onsite Inspection Activities	Mean	SD
Inspectors spend at least two days in this school	1.36	.771
Inspectors observe the entire period of the lesson in this school	3.30	.914
Inspectors align their activities to the school timetable	2.80	1.282
Inspectors use a variety of information-gathering methods in this school	3.56	1.118
Inspectors only observe lessons for subjects of their specialty in this school	2.06	1.044
Inspectors observe every teacher at least once every year in this school	2.11	1.001
Inspectors check learners' books during classroom observations in this school	3.09	1.238
Inspectors talk to learners during the inspection exercise	3.07	1.103
Inspectors move around to observe other school facilities	4.30	.516
Inspectors maintain a friendly atmosphere during inspections in this school	4.33	.583

On-site inspection activities illustrated in Table 2 are generally seen as effective, with a few concerns about the duration and depth of the inspections. The items "Inspectors maintain a friendly atmosphere during inspections" (mean = 4.33) and "Inspectors move around to observe other school facilities" (mean = 4.30) received high ratings, reflecting positive perceptions of the engagement and thoroughness of inspectors. These findings suggest that stakeholders appreciate the interactive nature of inspections and the attention to both classroom activities and the physical environment.

However, the item "Inspectors spend at least two days in this school" received the lowest rating (mean = 1.36), showing that stakeholders feel inspections are too brief. This perception highlights a gap in the ability of the inspection process to adequately assess school needs, especially given the limited time spent in schools. Another weak area was inspectors observe every teacher at least once a term with mean score of 2.11. This indicates that it is not common for inspectors to observe every teacher at least once a year. The mean suggests that some teachers may not be observed as frequently. The overall perception is that on-site inspections are effective but could benefit from more time to ensure a comprehensive assessment of school needs as well as observing every teacher in a year for improved teacher practice.

Thus, this study interviews with the headteachers, revealed that;

> *"... inspectors come to their schools at least once in a year or a term for some schools, but spend very limited time, ranging from 30minutes to 2 hours depending on the objectives of the inspection and it is rare to have a full or more than a day in school...". "... the inspectors occasionally observe the entire lesson, learners' books or find when we have other schedules and fail to observe teachers since most of their activities are not aligned with the school timetable...". The headteachers further indicate that "...indeed inspectors move around to observe school facilities but without much concentration...".*

Affirming to the above, the inspectors indicated that;

> *"...we have tried to visit most of the schools, but due to limited resources and staff amidst overwhelming number of schools in the district, it was not possible to spend a day in one school, unless there is a special case...". "... we have tried to conduct classroom observations for a few teachers in a particular school and observe the entire lesson, but it is not possible to observe all the teachers throughout the year...".*

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Stakeholders' Perceptions of the Effectiveness of Post-Inspection activities

Table 3 illustrates the mean and standard deviation of stakeholders' perceptions of the effectiveness of post-inspection activities.

Table 3: Descriptive Statistics of Stakeholders' Perceptions of Post-Inspection Activities

Post Inspection Activities	Mean	SD
Inspectors hold post-observation meetings with all teachers who were observed	3.87	1.008
Inspectors provide immediate feedback to teachers following lesson observations	3.67	.795
Inspectors hold meetings to arrive at judgment about the education quality	2.69	1.300
Inspection findings are shared with stakeholders	3.01	.972
Detailed reports are issued within two weeks of Inspection in this school	2.90	1.047
The final inspection report is a fair reflection of the informal feedback received	3.69	.843
There is an improvement plan developed by all the stakeholders	3.38	1.147
All inspection recommendations are implemented in this school	3.05	.896
Inspectors make follow-up inspections at least once a year in this school	3.22	1.495
Inspectors organize refresher pieces of training to address teachers' weaknesses	1.71	.890

The findings for post-inspection activities in Table 3 suggest that stakeholders view them positively in terms of feedback and communication, but concerns remain about follow-up actions and sustaining improvements. The post-observation meetings and immediate feedback received high ratings (mean = 3.87 and 3.67, respectively), indicating that stakeholders value the feedback provided after inspections as a key element in improving teaching quality.

However, follow-up actions such as the development of an improvement plan (mean = 3.38) and implementation of recommendations (mean = 3.05) received lower ratings, indicating that while these activities are recognized, they are not consistently implemented. The lowest-rated item, "Inspectors organize refresher training to address teachers" weaknesses" (mean = 1.71), suggests that ongoing professional development after inspections is lacking, which could undermine the long-term impact of the inspection process. In short, while post-inspection activities are generally effective, there is a clear need for improvement in follow-up and sustained support for teachers, including the implementation of recommendations and the organization of refresher training.

In agreement with the teachers' perceptions, the headteachers added that: "... after conducting inspection, inspectors rarely hold post inspection meetings involving staff, they only engage the few teachers that have been observed, sometimes they discuss observations made in the headteacher' office and leave a copy of their report...". The headteachers further added that:

> *"...there is little input of the teachers in regard to the quality of education since teachers are not quite often engaged in any discussions to have their views or generate the improvement plan..." "...minimal follow up is made after inspection visits by the inspectors as well as refresher trainings or seminars to close the gaps identified...". This minimizes the intended goal of school inspection to give feedback about the quality of education being provided."*

The inspectorate officials reported that;

> *"...due to limited time, we rarely conduct post observation meetings with entire staff. We only meet with the teachers that have been observed that day. It is not possible to observe all the teachers in a school, even during the course of the year, we only sample...". Our observation report is given to the headteacher to share with the rest of the stakeholders. "...we rarely participate in the development of the school improvement plan, the headteacher does it with the other stakeholders...". The level of implementation of inspection recommendations is evaluated at our next inspection visit. Due to*

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limited resources and under staffing, it is not possible to organize refresher training for staff or management, though on rare occasions we try."

Comparison of Stakeholders' Perceptions of the Effectiveness of Pre-Inspection, On-Site, and Post-Inspection Activities

This section presents a comparative analysis of stakeholders' perceptions regarding the effectiveness of the various inspection activities focusing on the three critical phases of the inspection process: pre-inspection, on-site inspection, and post-inspection activities by examining the similarities, differences across the three phases so as to identify areas of strength and weaknesses, as well as opportunities for improvement. Table 4 presents stakeholders' perceptions of the effectiveness of pre-inspection, on-site inspection, and post-inspection activities based on the transformation of their mean scores into categorical levels. Each respondent's mean score was categorized into one of five levels: Very Ineffective (1-1.5), Ineffective (1.6-2.0), Moderately Effective (2.1-3.0), Effective (3.1-4.0), and Very Effective (4.1-5.0). This transformation helps clarify the distribution of perceptions regarding the effectiveness of the different phases of school inspection.

Table 4: Comparison of Levels of Effectiveness for Inspection Activities

Level of Effectiveness	Pre-Inspection Activities	On-Site Inspection Activities	Post-Inspection Activities
Very Ineffective (1-1.5)	Frequency: 10 (3.5%)	-	-
Ineffective (1.6-2.0)	Frequency: 8 (2.8%)	-	-
Moderate (2.1-3.0)	Frequency: 149 (51.7%)	Frequency: 57 (19.8%)	Frequency: 33 (11.5%)
Effective (3.1-4.0)	Frequency: 117 (40.6%)	Frequency: 210 (72.9%)	Frequency: 224 (77.7%)
Very Effective (4.1-5.0)	Frequency: 4 (1.4%)	Frequency: 21 (7.3%)	Frequency: 31 (10.8%)
Total	**Frequency: 288 (100.0%)**	**Frequency: 288 (100.0%)**	**Frequency: 288 (100.0%)**

For pre-inspection activities, the majority of respondents' mean scores fell into the Moderately Effective category (51.7%), with a substantial portion also rating them as Effective (40.6%). However, a small percentage of respondents' mean scores fell into the Very Ineffective (3.5%) and Ineffective (2.8%) categories, suggesting that while pre-inspection activities are generally seen as helpful, there is room for improvement, particularly in terms of providing timely notice and increasing stakeholder involvement.

In contrast, on-site inspection activities were predominantly perceived as Effective (72.9%), with a smaller portion of respondents rating them as Moderately Effective (19.8%). Very few respondents categorized these activities as Very Ineffective or Ineffective, indicating that this phase is generally regarded as the most effective among the three phases of the inspection process. This reflects a consensus that on-site inspections are valuable for assessing school needs and engaging with both staff and students.

Similarly, post-inspection activities received high ratings, with the majority of respondents' mean scores falling into the Effective category (77.7%). A smaller portion rated them as Moderately Effective (11.5%), while very few respondents considered them Very Ineffective or Ineffective. These findings suggest that while post-inspection activities, such as feedback and meetings, are seen as beneficial, there is still room for improvement, particularly in terms of follow-up actions, professional development, and the implementation of recommendations.

Overall, the findings highlight that on-site inspection activities are viewed as the most effective by stakeholders, while there is a clear need for improvement in pre-inspection and post-inspection activities. Specifically, timeliness, stakeholder engagement, and sustained support for long-term improvements are areas that need attention.

DISCUSSIONS

The study found that inspectors did not give schools notification of inspections, hence they preferred to utilize unexpected inspections without including

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schools in the evaluation planning process. This conclusion supports the observation of some researchers (Aleesha, 2012; Hossain, 2017; Tanah, 2011; Wilcox, 2000) that in the majority of inspections, schools were not notified or participated in the planning of the inspection. The practice of conducting unannounced school inspections, where schools receive no prior notification of the inspector's visit has significant implications for the effectiveness of school inspection procedures. These results concur with Bagaya et al. (2020) that such surprise visits can lead to mistrust among teachers, who may perceive inspections as fault-finding missions rather than supportive evaluations. This perception fosters fear and insecurity, potentially hindering the progress of a robust quality assurance culture within schools. Moreover, the lack of preparation time may cause schools to prioritize inspection readiness over genuine pedagogical improvement, thereby diminishing the overall effectiveness of the inspection process. What remains to be determined is the appropriate time between notice and assessment that will prevent excessive strain on schools to get ready for the inspection while also giving them enough time to compile the necessary documentation for evaluation and align instructional activities with the inspection time frame.

The study further revealed that inspectors were giving inadequate time to inspection exercise as well as observing a small number of teachers. The findings are in agreement with previous researchers who found similar results. For instance, research by the Ofsted (2019), OECD, (2019), Smith, (2020) and Apple, (2018) indicates that insufficient inspection time and minimal teacher observations can lead to inadequate assessments of teacher quality, incomplete or inaccurate assessments hence undermining the accuracy and utility of evaluations. Moreover, studies conducted by Amels et al. (2020) on school effectiveness and school improvement suggest that when inspectors observe only a few teachers, the resulting evaluations may not accurately represent the overall teaching quality within a school. This selective observation can lead to skewed perceptions, potentially overlooking areas that require development or misidentifying strengths and weaknesses. Consequently, the feedback provided may be of low quality and not always effective in fostering instructional improvement, hence undermining the effectiveness of school inspection activities. Therefore, the practice of allocating limited time for inspections and observing only a few teachers can compromise the effectiveness of school inspection procedures. Comprehensive evaluations that involve thorough classroom observations and sufficient engagement with teaching staff are essential for producing accurate assessments and fostering meaningful educational improvements.

Moreover, the study also revealed that there was inadequate follow up visits after inspection as well as partial implementation of inspection recommendation. What is potent is that the effectiveness of school inspection procedures is significantly influenced by the extent of follow-up after inspections and the degree to which schools implement the resulting recommendations. Research indicates that inadequate follow-up and poor implementation can undermine the potential benefits of inspections, and consequently crippling the effectiveness of the inspection process. For instance, in their research conducted by Hofer et al., (2020), a systematic review of 30 years of international research on school inspection effectiveness revealed that majority of inspection effects were not significant, with minimal positive outcomes. This suggests that without adequate follow-up and support for implementing recommendations, inspections may have limited impact on school improvement.

CONCLUSIONS

The evidence of this study shows that there is limited involvement of the stakeholders in the planning of inspection such as the PTA and BOG, inadequate notice for inspection, inadequate time allocated to inspection, limited involvement of the stakeholders to make judgement of the quality of education, insufficient refresher trainings, and partial implementation of the inspection recommendations which undermines the effectiveness of school inspection process and its efforts to achieve the intended impact, leaving critical issues unresolved and compromising the overall quality of education

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provided. The overall effectiveness of school inspection was moderate.

RECOMMENDATIONS

The school inspection authorities should provide sufficient notice before inspection visits to allow schools to prepare adequately

Also, allocate more time for inspection exercises to enable a thorough evaluation of all key aspects of school operations, including teaching quality, learning outcomes, and administrative practices

Design and implement regular refresher training programs to close the gaps identified during inspection and develop monitoring tools and frameworks to track the progress of recommendation implementation, ensuring that schools stay on course and receive timely interventions if needed.

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Investigating the effect of school inspection on teachers' practice in secondary schools: A case study of in Kasese District.

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ABSTRACT

The study investigated the effect of school inspections towards teachers' practice in secondary schools in Uganda, using Kasese District as a case study. A concurrent parallel design and mixed-method approach were utilized, with only 326 participants being investigated. Questionnaires served as the primary data collection instrument. The data were examined using simple means and standard deviations. The study results revealed that school inspections moderately influence teachers' practice because inspectors spent minimal time in school, mainly observe subjects within their specialty, give short notice to schools before inspection and have limited teachers observed during the year. Based on the findings, the study recommends that school inspection authorities should increase observation frequency, evaluate teaching practices across multiple subjects, enhance feedback mechanisms, provide detailed, actionable feedback supported by mentoring or follow-up sessions, and utilize a data-driven approach to inform current inspections and teacher development plans.

Key words: Inspection, School, Teachers' practices, professional accountability

1. Introduction

School inspection is a global issue that calls for accountability and reflection in education institutions, and is a critical component of educational quality assurance, aimed at evaluating and improving teaching and learning processes (Agut, 2015; Chika, 2019; Ehren & Shackleton, 2016; Fungilwa, 2021). It serves as a mechanism for accountability, professional development, and curriculum implementation in secondary schools (Ehren & Visscher, 2020). Through lesson observations, post-lesson feedback, and book checks, inspections provide teachers with constructive criticism and guidance on improving their instructional methods (Chapman, 2022). Effective inspections should go beyond compliance monitoring and focus on collaborative professional

development, teacher empowerment, and continuous learning (Kafyulilo & Fisser, 2022). The European Union (2015) posits, school evaluation is a comprehensive set of procedures, regulations, norms, standards, techniques, verification instruments, and mechanisms designed to improve the quality of education given. Teachers who employ interactive teaching methods, such as active learning and problem-based approaches, make lessons more interesting and encourage student participation. Additionally, positive reinforcement and personalized feedback help boost students' confidence and willingness to learn (Hattie & Timperley, 2007). However, the extent to which school inspections positively influence teachers' professional practices remains a topic of debate.

School inspection began to be practiced from the initial days of public schooling in the late 18th century, and Napoleon's administration introduced it in France (Grauwe, 2007). The Dutch Inspectorate of Education was established in 1801 and continues to be one of Europe's oldest inspectorates (Ehren and Honingh, 2011). In the United Kingdom (UK), Her Majesty's Inspectorate (HMI) established the first inspection in 1839 (Wilcox, 2000; Macbeath, 2006). The United States of America (USA) developed the concept of accountability in education with the "No Child Left Behind" (NCLB) legislation, which aimed to address each student's unique learning requirements (Sergiovanni and Starratt, 2007).

In Uganda, school inspections are a legacy of British rule that evolved numerous times since the 1920s. Essential social, economic, and political developments in the 20th and 21st centuries have influenced the character of Uganda's educational system. Schools are now under increased scrutiny from the public, calling for accountability and high-quality education due to increased stakeholder involvement, the massification of education, international obligations, and employer expectations (Ministry of Education and Sports (MoES), 2017).

Following the recommendations in the 1989 Policy Review Report and the 1992 Government White Paper on Education, the Education Standards Agency (ESA) was set up in Uganda in July 2001 as a semi-autonomous organization (Ward, Penny, and Read 2006). However, the enactment of the Education Act (2008) to replace the Education Act (1970) formally abandoned the semi-autonomous status of ESA and recognized it as a directorate in MoE&S, thereby renaming it the Directorate of Education Standards (DES) with the mandate of maintaining qualitative academic and disciplinary standards in the education sector and institutions in Uganda. Therefore, the new structure represented a paradigm shift from general inspection to subject teacher inspection to improve teaching quality and, in turn raise secondary school students' achievement standards.

2. Statement of the Problem

School inspection is a critical mechanism for monitoring and improving the quality of education by ensuring that teachers adhere to professional teaching standards and best practices (Chapman, 2001). Effective school inspections can enhance teachers' instructional methods, provide valuable feedback, and contribute to improved student learning outcomes (Van Bruggen, 2010). In Uganda, the Ministry of Education and Sports has established school inspection frameworks to oversee teaching and learning processes in secondary schools through the Directorate of Education

Standards (DES). However, the extent to which these inspections influence teachers' classroom practices remain a subject of debate.

Research suggests that while school inspections can promote professional accountability and instructional improvement, their effectiveness depends on factors such as the frequency of inspections, the quality of feedback, and the level of support provided to teachers (Matete, 2009). In many cases, inspections focus more on compliance rather than professional development, limiting their impact on pedagogical improvement (De Grauwe, 2007). In Uganda, particularly in Kasese District, there a number of inspectors from zonal to district, and resources have been allocated to the inspectorate department to execute their mandate. However, there are concerns about irregular inspection visits, inadequate post-inspection feedback, and the lack of follow-up mechanisms to ensure that recommended changes are implemented for effective teachers' practices which may resulted into low students' achievements. As a result, it remains unclear whether school inspections lead to meaningful improvements in teachers' instructional practices for improved learners' achievement or if they are merely bureaucratic exercises with limited practical impact, and this may adversely affect the quality of education if no interventions are made.

This study sought to assess the influence of school inspection on teachers' practices in secondary schools in Kasese District. Specifically, it aims to examine the frequency and effectiveness of inspections, the extent to which inspection feedback informs teaching strategies, and the challenges associated with the implementation of inspection recommendations. Understanding these dynamics is essential for strengthening the role of school inspections in enhancing instructional quality and overall educational outcomes in Uganda.

3. Literature review

3.1 Theoretical review

This study was informed by the accountability Theory, developed by Lerner and Tetlock (1999), which emphasizes that individuals and institutions perform better when they are held responsible for their actions and required to justify their decisions. In the educational context, school inspections serve as a key accountability mechanism by ensuring that teachers and school administrators comply with educational policies, maintain instructional quality, and work towards improved student learning outcomes (Ehren & Visscher, 2008). The theory posits that when individuals anticipate being evaluated by an external authority, they are likely to adjust their behaviors to align with expected standards. This assumption is particularly relevant in the case of school inspections, where teachers may modify their instructional strategies, assessment methods, and classroom management approaches in response to feedback from the inspectors and evaluation criteria set by inspectors (Ehren, Perryman, & Shackleton, 2015). However, Accountability Theory also highlights potential drawbacks, for instance, if inspections are perceived as overly punitive or focused solely on compliance rather than professional growth, teachers may prioritize short-term

adjustments to meet inspection requirements rather than making meaningful, long-term improvements in instructional quality (Perryman, 2009).

Accountability Theory however provides a valuable framework for understanding how school inspections influence teachers' practices in secondary schools in Kasese District because it highlights both the potential benefits such as improved instructional quality and professional development. This theory is applicable to this study because it enabled the researcher to assess whether school inspections in Kasese District serve as effective tools to foster professional development and educational improvement or merely enforce accountability without fostering genuine teaching and learning enhancements.

4. Empirical literature

4.1 School inspection and teachers' practice

School inspections have been widely recognized as an essential mechanism for monitoring and improving educational quality. They are designed to hold teachers and schools accountable for delivering quality education, fostering professional growth, and ensuring compliance with national curriculum standards (Ehren & Visscher, 2020). The impact of these inspections on teachers' instructional practices remains a subject of considerable interest and debate in educational research. While some argue that inspections have a positive influence on teaching quality, others suggest that the effects may be more complex, contingent on various factors such as the nature of feedback, the frequency of inspections, and teacher engagement. Studies consistently highlights that feedback is one of the most influential aspects of school inspections in shaping teachers' practices. According to Wilcox & Gray (2020), immediate and actionable feedback following lesson observations is critical for teachers' professional development. Effective feedback allows teachers to reflect on their teaching methodologies, identify areas for improvement, and implement strategies that can enhance student outcomes. Studies have further shown that constructive feedback motivates teachers to make evidence-based changes in their teaching styles, resulting in improved classroom dynamics and student engagement (Chapman, 2022), nonetheless, the type of feedback provided during inspections plays a significant role in determining whether these changes are positive. Ehren et al. (2023) argue that when feedback is too general or overly critical without actionable advice, it can lead to teacher stress and resistance to change. Conversely, supportive feedback that encourages self-reflection and problem-solving helps foster a culture of continuous improvement (Sahlberg, 2021).

According to Kafyulilo & Fisser (2022), inspections that are designed as part of a comprehensive professional development program can enhance teachers' skills by encouraging the adoption of new instructional strategies, assessment methods, and classroom management techniques. The researchers argue that beyond providing feedback, school inspections can play a critical role in fostering long-term professional development, and collaborative inspections, which involve ongoing discussions between inspectors and teachers, offer an opportunity to engage in peer learning, thus leading to improved teaching practices. Maringe & Prew (2021) also argue that

inspections should not be punitive but rather should be focused on building teacher capacity through continuous coaching and mentorship.

Ehren et al. (2023) contend that annual inspections provide valuable insights into teaching practices and allow for systematic monitoring of professional growth, emphasizing that frequency and regularity of inspections are critical in determining their effectiveness. However, Khan & Kazmi (2022) found that inconsistent inspections, where some teachers or subjects are observed more frequently than others, result in inequities in professional support. Teachers who are observed regularly benefit from feedback loops that help them refine their practices, while others may receive little to no feedback for years, limiting their opportunities for improvement. Moreover, Sahlberg (2021) points out that short and infrequent inspections are often superficial and fail to capture the full scope of a teacher's performance and suggests that a more consistent, sustained presence in schools is required to foster meaningful change in instructional practices.

Chapman (2022) revealed that involving teachers in the inspection process has been identified as a key factor in ensuring that inspections are both effective and meaningful. The researcher further maintains that when teachers are included in the planning and preparation for inspections, they are more likely to see inspections as a tool for their professional development rather than as an external evaluation. Kafyulilo & Fisser (2022) further support this claim stating that, teacher engagement in inspections leads to greater buy-in and a higher level of commitment to implementing feedback, that could consequently impact their teaching strategies. However, Ehren et al. (2023) observe that in many education systems, teachers are not sufficiently involved in the inspection process, leading to feelings of exclusion and resistance. Therefore, collaboration between inspectors and teachers is essential to ensure that inspections contribute positively to teachers' practice.

Ojera (2021) highlights that in Uganda, some inspections emphasize checking records rather than engaging with teachers to improve instructional methods, which may not be of help to the teachers in respect to their teaching practices. Equally, in Kenya, Wanzare (2020) found that some teachers perceive inspections as threatening or punitive, leading to increased stress and anxiety. Instead of using inspections as an opportunity for professional growth, some teachers resort to performative teaching where they temporarily adjust their methods to impress inspectors but revert to their usual practices afterward. Ngigi & Koech (2021) similarly found that teachers in Uganda and Kenya expressed concerns that inspections sometimes feel like an exercise in fault-finding rather than a collaborative effort to improve education quality.

Conversely, Ong'ondo & Jwan (2021) found that in Kenya, when inspectors engage teachers in discussions and offer supportive feedback, teachers show higher morale and commitment to implementing new teaching strategies. Moreover, Mosha (2022) highlights that in Tanzania, many teachers associate inspections with punishment, leading to negative attitudes toward the process. In cases where inspectors focus on criticizing teachers without offering guidance, teachers tend to resist changes, fearing that their job security is at stake. Kisembo (2020) also found similar trends in

Uganda, where teachers expressed concerns that some inspections were conducted inconsistently, leading to confusion and uncertainty about expectations.

Other research has produced contradictory or unfavorable findings. De Wolf and Janssens (2007), for instance, looked at the effects of school inspection and discovered that the literature had conflicting findings, with some studies showing positive effects and others showing negative effects. Research, mostly from the UK, indicates that inspections lead to modifications in instructional methods, and as a result to an improvement in schools. De Wolf and Janssen's examination of the literature does, however, emphasize actual evidence of the negative impacts of inspection, such as stress and training to appease inspectors. De Wolf and Janssen advocated for more research on the effects of inspection using improved methodology due to significant variances in the conclusions of the examined literature and methodological variations. The current investigation was partly in response to this invitation. What influence then does school inspection have on teachers' practice in secondary schools in Uganda, Kasese District in particular?

The available research on inspection and instructional practice has been reviewed. The examined research focused primarily on inspection in industrialized countries. This study aimed to expand on the limited work done in Uganda by testing the impact of inspection on a considerably bigger number of teachers, headteachers, and inspectors using mixed research methodologies.

5. Research Methodology

Pragmatism is the philosophical foundation for this study. Pragmatic researchers adopt methodologies that provide the best answers to research questions rather than representational accuracy, allowing them to reach richer conclusions (Creswell, 2009). Therefore, the Concurrent Parallel Research Design was chosen to thoroughly investigate the problem being studied. This design used both qualitative and quantitative methods to assess the breadth, depth, and validity of the findings. Both quantitative and qualitative data were gathered in this design at the same time, but they were analyzed independently and separately using the conventional methods for each type of data.

To investigate the problem under study, a sample of 01 District Education Officer, 07 inspectors, 30 headteachers and 30 deputy headteachers, 30 Directors of studies, and 228 teachers from 30 secondary schools in Kasese, district of Western Uganda. Stratified Proportionate Sampling was used to choose the schools. The District Education Officer, the Inspectorate Officials, Headteachers, Deputy Headteachers, and Directors of Studies were purposefully chosen, whilst teachers were chosen at random. The secondary schools in the district were classified in two ways. The initial categorization was based on school location, and it included both rural and urban schools. The second level of grouping was based on school status, which ensured both public and private secondary schools were represented. After sampling the schools, the researchers selected the teachers using Simple Random Sampling. The selection of schools automatically included the appointment of headteachers, deputy headteachers, and directors of studies.

To acquire relevant data from respondents, the study employed questionnaires and an interview guide. Respondents were given a standardized 5-point Likert scale questionnaire, and key informants' data was collected using an interview guide. Validity was determined using the Content

Validity Index (CVI). The S-CVI/Ave technique returned values of 0.83 and 0.86 for the questionnaire and interview guide, respectively. As a result, the instruments were rated as having excellent content validity. To determine reliability, a pilot test was done, and Cronbach's Alpha was calculated, yielding a value of 0.853, suggesting strong internal consistency.
Data from the questionnaire were analyzed using descriptive and inferential statistics. The data were described using means and standard deviations. IBM SPSS 26.0 was utilized to facilitate the analysis procedure. Interview data were subjected to thematic content analysis.

5.1 Ethical Consideration

Confidentiality, anonymity, and privacy were assured in that the participants' identities, as information sources, were not revealed to anyone and the information obtained from them was used only for the purpose of the study. All other sources of information were acknowledged.

6. Results and findings

Table 1 below presents mean and standard deviation (Std) values for various aspects of school inspection practices and their influence on teachers' practice. The mean scores indicate the frequency or effectiveness of each inspection practice (on a scale of 1 to 5, where higher values suggest stronger agreement or more frequent occurrence), while the standard deviation measures variability in responses.

Table 1 Mean and Standard Deviation showing stakeholders' perceptions about the influence of school inspection on teachers' practices

Item	Mean	SD
Inspectors provide immediate feedback to teachers following lesson observations in your school	3.67	.795
Inspectors hold post-observation meetings with all teachers who were observed teaching in this school	3.88	1.008
Inspectors check learners' books during classroom observations in this school	3.09	1.238
Inspectors observe every teacher at least once every year in this school	2.11	1.001
Inspectors only observe lessons for subjects of their specialty in this school	2.06	1.044
Inspectors observe the entire period of the lesson in this school	3.30	.914
Inspectors spend at least two days in this school	1.36	.771
Inspectors work with teachers in this school to develop performance-related targets	2.27	1.134
Inspectors consult previous inspection reports in preparation for inspection in this school	3.29	1.048
Inspectors involve headteachers and teachers in planning for inspection in this school	2.14	1.063

Inspectors give at least two weeks' notice of inspection to this school in preparation for the inspection	1.69	.854
Pooled mean	2.62	0.143

Note: SD (Standard Deviation)

The stakeholders' perceptions of the influence of school inspection on the teachers' practice provide insights into how school inspections are conducted and their potential impact on the teaching practices. The results in Table 1 above reveal a mean score ranging from 3.88-1.69. The overall mean score (2.62 (52.4%)) suggests that teachers perceive school inspections as moderately effective in influencing their teaching practice but with significant areas for improvement, implying that some aspects are effective, while others need improvement. The pooled standard deviation (0.143) indicates relatively low variability across the responses, meaning there is a general agreement among teachers on these issues.

Items that received the lowest rating were; minimal time spent in school Mean = 1.36 (32%), SD = 0.771). This lowest mean indicates that inspections are often short, which may limit their depth and effectiveness, suggesting that evaluations may be rushed or superficial, and therefore not adequately have meaningful impact on the teachers' practice. Also, inspectors mainly observe subjects within their specialty received Mean = 2.06 (41.2%), SD = 1.044),suggesting that there is a lack of holistic evaluation across all subjects, schools short notice before inspection Mean = 1.69, SD = 0.854), which may prevent teachers from adequately preparing for the evaluation process, limited teacher observation Mean = 2.11 (42.2%), SD = 1.001), meaning that some may go years without feedback, limited involvement of school teachers in planning (Mean = 2.14 (42.8), SD = 1.063) teachers and headteachers are not sufficiently engaged in the inspection process, performance-related target setting is minimal (Mean = 2.27 (45.4%), SD = 1.134), reducing the long-term impact of inspections, inspectors check learners' books (Mean = 3.09, Std = 1.238).This practice is moderately implemented, but the high standard deviation (1.238) indicates inconsistency. Book checks are essential for assessing student progress, lesson planning, and teacher effectiveness. Whereas, holding post-observation meetings, Mean = 3.88, (77.6%) SD = 1.008, meaning that inspectors frequently hold debriefing meetings, reinforcing the importance of reflection and continuous improvement, providing immediate feedback, Mean = 3.67 (73.4%), SD = 0.795) meaning that teachers generally agree that inspectors offer prompt feedback after lesson observations, which is crucial for professional development. Moreover, Feedback is crucial for improving teaching practices as it allows teachers to make timely adjustments. Observing the full lesson period, Mean = 3.30 (66%), SD = 0.914), suggesting that inspectors take a comprehensive approach rather than partial evaluations. This ensures inspectors gain a full understanding of teachers' instructional methods. The standard deviation is relatively low, suggesting consistent implementation. Consulting previous inspection reports, Mean = 3.29 (65.8%), SD = 1.048), indicates that inspectors attempt to build upon past evaluations, though responses vary, received moderately higher rating.

In support of above findings, the interviews with the headteachers indicated that;

> *Inspectors come to school without any notification, and they spend limited time that may not allow them to conduct classroom observations. On many occasions they stop in office after looking at some of the documents. Even when they observe some teachers teaching in class, they rarely conduct post observation meetings with all the teacher claiming to have limited time, apart from the observed teachers.*

Another respondent indicated that;

> *Inspectors are infrequent in our school; they can spend the entire term or year without visiting our school. On many occasions they come without any notification and may find when the school has some activities that may not allow teachers to engage the learners in class, for instance sports day. In this case they will just look at some documents and move around the school. This may not help the teachers in their practice at all.*

Other respondents mentioned that;

> *Inspectors come to school and report to office without any prior information regarding their visitation. They observe some of our teachers teaching who are on the timetable, and share with them their observations. However, they normally spent limited time claiming that they are under staffed and have many schools to inspect.*

The inspectorate officials interviewed confirmed the above by indicating that;

> *We do not give any notification for inspection to schools save for rare cases where there is a particular follow up. Additionally, given the huge number of schools that are under our jurisdiction, it becomes difficult to conduct classroom observations each time we visit schools. However, on some occasions we conduct classroom observation with a few teachers from limited schools and share our observations with the respective teachers. Sometimes we conduct general meeting with the teaching staff after the inspection exercise to share with them our observations and recommendations. It is hoped that this can gradually cause an impact in regard to their teaching practices and general school improvement.*

7. Discussion

The study sought to understand the stakeholders' perceptions about the influence of school inspections on teachers' practice. School inspections play a critical role in shaping teachers' practices by providing feedback, ensuring accountability, and fostering professional development. However, the effectiveness of inspections depends on how they are conducted, their duration, the level of teacher involvement, and the consistency of feedback mechanisms. The findings of this

study highlight both strengths and weaknesses in the current school inspection process, which align with existing research on educational evaluation and teacher practice. The results from Table 1 indicate that school inspections are perceived as moderately effective in influencing teaching practices Mean = 2.62 (52.4%), with low variability in responses (Pooled SD = 0.143), suggesting general agreement among teachers. According to Chapman, (2020), school inspection is a critical mechanism for maintaining education quality, improving teaching standards, and ensuring compliance with policies.

The findings further reveal that inspectors providing immediate feedback (Mean = 3.67) and holding post-observation meetings (Mean = 3.88) were among the most positively rated aspects of inspection. Research highlights that constructive feedback from inspectors enhances teachers' professional growth and instructional practices (Ehren & Visscher, 2021). Feedback mechanisms allow teachers to reflect on their instructional strategies and make improvements, aligning with formative assessment principles that emphasize ongoing professional learning (Santiago et al., 2018). However, the effectiveness of feedback largely depends on its specificity, timeliness, and follow-up support (Darling-Hammond et al., 2022). If feedback is too general or lacks actionable recommendations, its impact on teaching practice may be minimal. According to Sharma et al. (2023), timely and constructive feedback enhances reflective practice among teachers, enabling them to modify their teaching strategies effectively. However, Maringe & Prew (2021) warn that if feedback is overly critical rather than supportive, it can lead to teacher anxiety and resistance to change. The moderate standard deviations in these findings suggest that while feedback mechanisms exist, their implementation varies across schools.

A notable concern from the results is that not all teachers are observed annually (Mean = 2.11) and that inspectors mainly focus on their subject specialty (Mean = 2.06). This aligns with Wilcox & Gray (2020), who argue that unequal observation practices create disparities in teacher development opportunities. Teachers who are frequently observed benefit from feedback, while others who may go years without any formal evaluation will not professionally grow which may adversely impact on their teaching practices. This is consistent with findings from Ehren et al. (2020), which suggest that limited observation reduces the ability of inspections to drive sustained improvements in teaching quality. Moreover, research indicates that holistic inspections that consider all subjects and teaching aspects rather than focusing solely on the inspector's expertise leads to more comprehensive improvements in teaching standards (Chapman et al., 2019).

The findings also show concerns regarding the limited time inspectors spend in schools (Mean = 1.36) and their lack of involvement in collaborative performance target setting (Mean = 2.27). Studies by Clarke & O'Donoghue, (2020) suggest that short, one-time school visits have very minimal long-term impact because they do not allow for deeper engagement or sustained professional development. According to Sahlberg (2021), effective inspections require sufficient time to observe teaching, interact with students, and evaluate classroom conditions. Short

inspections often result in superficial evaluations, leading to inaccurate assessments of teacher effectiveness (Brunton & Smith, 2023).

In contrast, effective school inspection models involve ongoing mentoring, coaching, and support for teachers (Earley, 2018). Advance notice before inspections (Mean = 1.69) is also an issue, as unannounced or last-minute visits can create stress and limit meaningful engagement. According to Tobin et al. (2022), inspections that provide adequate notice and clear expectations lead to better teacher preparation, more authentic classroom observations, and greater long-term improvements.

The moderate rating for inspectors consulting previous reports (Mean = 3.29) suggests that while past evaluations are somewhat considered, they may not be consistently used to guide future improvements. Research suggests that a data-driven approach, where past performance is analyzed to tailor current inspections, leads to more meaningful teacher development (Hulme et al., 2021). Similarly, limited involvement of school teachers and headteachers in planning (Mean = 2.14) raises concerns. Studies show that collaboration between inspectors, headteachers, and teachers enhances the effectiveness of inspections by ensuring shared goals and clear action plans (OECD, 2021). When teachers feel that inspections are imposed upon them without prior consultation, they are more likely to resist change (Chapman, 2022), but when school leaders actively participate in the inspection process, the likelihood of sustained improvements in teaching practice increases (Chapman et al., 2019).

8. Conclusion

The evidence of this study shows that school inspections have a moderate influence on teachers' practices, given that some aspects are effective, while others need significant improvement. There is therefore need for a more systematic, collaborative, and sustained inspection approach that can cause sufficient influence on teachers' practice.

9. Recommendations

Based on the findings, the study recommends that;

Inspectors should increase observation frequency to ensure that every teacher is observed at least once per year to ensure continuous monitoring for enhanced teaching practice.

Inspectors should evaluate teaching practices across multiple subjects, not just their areas of expertise.

Inspectors should enhance feedback mechanisms and provide detailed, actionable feedback supported by mentoring or follow-up sessions.

Spending more time in schools allows for deeper engagement and meaningful support.

Headteachers and teachers should be actively involved in planning and responding to inspections.

A data-driven approach should inform current inspections and teacher development plans.

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Original Article

School Inspection and Learners' Achievement in Secondary Schools in Uganda: A Case of Kasese District

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ABSTRACT

School inspection is a critical quality assurance mechanism designed to improve educational standards and ensure compliance with policies for better student outcomes. Although the government of Uganda has made significant investments in education with a focus on improving access, quality, and outcome, there have been noticeable deficiencies in learners' achievement manifested in the failure rate in the Uganda Certificate of Education (UCE) countrywide. The study assessed the influence of school Inspection on learners' academic achievement in secondary schools in Uganda, using Kasese District as a case study. A mixed methods approach was used involving convergent parallel design. A sample of 326 respondents was investigated from a target population of 850 respondents. Questionnaires were used as the main data collection tool. Pearson Correlation and Regression Analysis were conducted to establish the relationship between school inspections and learners' academic achievement. The study findings revealed that there was a statistically significant positive relationship between the effectiveness of school inspection activities and learners' achievement, with a Pearson correlation coefficient ($r = 0.358$, $p = 0.000$). This suggested a moderate positive association, implying that as the effectiveness of inspection activities improves, learners' achievement also tends to improve. The regression analysis revealed a moderate relationship between school inspection and learners with R=0.391a. The study recommends enhanced effectiveness of school inspections by ensuring that inspections are comprehensive to lead to actionable improvements, and robust follow-up procedures to track the implementation of inspection recommendations to improve learners' achievement.

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INTRODUCTION

School inspection plays a pivotal role in the education systems of most governments across the globe, serving as a mechanism to ensure quality assurance, compliance with standards, and continuous improvement in teaching and learning (Mutabaruka *et al.*, 2018). Secondary education plays a fundamental role in preparing students for higher education, the workforce, and beyond. It is a critical phase where students develop essential skills, knowledge, and values that shape their prospects (Mutabaruka *et al.*, 2018). In Europe, inspection processes are used to assess and hold schools responsible for accomplishing goals related to student achievement and educational quality. Some educational stakeholders see inspections as a way to improve quality and student learning results (Ehren *et al.*, 2013). To stimulate school improvement, inspectors evaluate schools using an established set of standards and provide feedback on the school's strengths and flaws during inspection visits and reports (Ehren, 2016), and schools are supposed to take this feedback and rectify their deficiencies (Coe, 2002).

The history of school inspection according to Lyanga, & Chen (2020) essentially began in France during the Napoleonic era in the 18th century. Later, in the 19th century, the concept of school inspections extended to other European nations. In the case of England, Her Majesty's inspectorate conducted the initial inspection services and was accepted as one of the methods of accountability in education (Ofsted, 2013).

Chilangilo (2022) argued from an African perspective that inspection is an old notion in management in Kenya, with the main concept being authoritarian, aiming at capturing employees red-handed; a fault-finding mentality in administration; and a one-time fact-finding exercise. As a result, in Kenya, school inspection appears to be considered a process of reviewing other people's work in order to guarantee that bureaucratic regulations and procedures are followed and loyalty to higher authorities is maintained (Chilangilo, 2022). However, this inspection perspective ignores the professional interests and demands of teachers. Inspection processes undertaken with this viewpoint in mind by both instructors and inspectors may be ineffective in promoting educational quality or improving teaching/learning in educational institutions. Tanzania's school inspection system is based on the educational evaluation of colonial authority, specifically the British method. Inspectors in Tanzania are responsible for monitoring instructors and their classroom performance (Grauwe, 2007).

In Uganda's education system, the inspectorate is one of the organs of the Ministry of Education structure. Education in Uganda is considered a key driver for national development, and the role of school inspection in shaping learners' academic achievement cannot be understated (MoES, 2016). In 2008, the Ugandan government formed the Directorate of Education Standards (DES) within the Ministry of Education and Sports (MoE&S) to conduct school evaluations, capture the best practices, and then share them with the education system and other stakeholders. The goal of developing an inspectorate structure in the Education Management System now places the Directorate of Education Standards (DES) fully responsible for setting standards, ensuring quality, and evaluating educational performance (MoES, 2013). The inspection process aims to assess the effectiveness of schools in delivering quality education by evaluating factors such as pedagogical procedures, curriculum implementation, resource utilization, and overall

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school management (MoES, 2012). In secondary education, particularly in Kasese district, the impact of these inspections on learners' achievements has garnered significant attention.

Secondary education in Uganda faces several challenges, including overcrowded classrooms, inadequate teaching materials, and varying levels of teacher competence, and these challenges often impact learners' achievement. School inspections, when conducted effectively, can address these issues by identifying gaps and recommending actionable solutions (MoES, 2012). By promoting accountability and providing constructive feedback to teachers, inspections have the potential to create an environment that fosters improved academic outcomes (Micheal, 2022). The Directorate of Education Standards (DES) under the Ministry of Education and Sports is tasked with overseeing the inspection of secondary schools to ensure compliance with established educational benchmarks (MoES, 2016). The effectiveness of these inspections in influencing learners' academic achievement has been a subject of ongoing research and debate.

Recent studies have highlighted challenges in the current inspection practices. For instance, Bagaya *et al.* (2020) found that inspection practices in secondary schools in Western Uganda were perceived as largely ineffective, with inspectors often adhering to traditional notions of control rather than fostering improvement. Similarly, a study by the National Foundation for Educational Research (NFER) (2023) emphasized that while inspections are a core mechanism for school improvement, their outcomes are highly dependent on context-specific factors, including the unique needs and challenges of individual schools.

Despite these challenges, the potential of effective school inspections to enhance academic achievement remains significant. When conducted with a focus on supporting teaching and learning processes, inspections can identify areas for development, promote accountability, and provide constructive feedback to teachers. This supportive approach can lead to improved teaching practices and, consequently, better learners' achievement (Mutabaruka *et al.*, 2018).

The purpose of this study was to investigate the impact of school inspections on students' academic achievement in Ugandan secondary schools, with a focus on Kasese District. It looked at how existing inspection processes influence teacher quality, resource allocation, and overall student accomplishment. By analyzing the strengths and flaws of the current inspection system, the study hopes to provide insights into how school inspections might be optimized to improve educational outcomes in Uganda.

Problem Statement

Ensuring quality education in secondary schools is a critical concern for policymakers, educators, and stakeholders across the globe. School inspections are a key mechanism for monitoring and improving educational standards, with the expectation that they positively impact learners' academic achievement (Micheal, 2022). In Uganda, school inspection is an indispensable component of the education quality assurance network and resources have been allocated to that effect. School inspections are conducted by the Ministry of Education and Sports, Directorate of Education Standards (DES) to evaluate the quality of education and provide feedback to schools for improvement (MoES, 2017). Research has shown that school inspections can have both positive and negative effects on teaching and learning (Ehren, & Shakleton, 2016). In Kasese District, school inspections are conducted by the District Education Office, inspectorate department. While some studies have investigated the impact of school inspection on school improvement (Matthews, & Sammons, 2019, Mugambi, & Wekesa, 2023, Gareth Evans, 2023), few have examined the specific effects on learners' achievements. Despite the regular conduct of school inspections in Kasese District, learners' achievements in secondary schools remain a concern. The district has consistently recorded low performance in national examinations, with some schools failing to meet the minimum standards. This situation may result in low

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workforce productivity, high unemployment rate, increased poverty levels, high dropout rates, and increased dependency rate, among others, if there is no intervention undertaken. Based on the above, the study sought to examine whether school inspections lead to tangible improvements in learners' achievement and to identify the conditions under which inspections are most effective so as to provide insights into how school inspection policies can be enhanced to foster better educational outcomes.

LITERATURE REVIEW

Theoretical Framework

This investigation was led by Edwin Locke and Gary Latham's Goal Setting Theory, which was developed in the late 1960s. The theory proposes that specific and difficult goals, together with proper feedback, improve employee performance (Gelfand *et al.*, 2023). According to the notion, clear objectives encourage people to work hard, stick to their goals, and devise tactics to achieve them (Kim, & Latham, 2024). As a result, effective school inspections determine whether schools have established specific, measurable, attainable, relevant, and time-bound (SMART) goals for both instructors and students. Clear objectives guide instructional practices and learning activities, aligning them with desired academic outcomes (Micheal, 2022). In the context of secondary education, particularly in Uganda, Goal Setting Theory can be applied to understand how school inspections influence learners' academic achievement through the feedback given by the inspectors regarding adherence to curriculum standards and their effectiveness in delivering content. This may help teachers develop (SMART) goals for the students, create a sense of accountability, and set personal development goals, thereby improving their instructional methods to address the gaps and positively impact student learning outcomes.

Empirical Literature

Learners' achievement refers to the measurable performance outcomes that indicate the extent to which students have accomplished specific educational goals within instructional environments such as schools, colleges, and universities (Mugambi, & Wekesa, 2023). These goals often encompass cognitive objectives, like the acquisition of knowledge in subjects such as numeracy, literacy, science, and history, and the development of critical thinking skills. Academic achievement is commonly assessed through various methods, including grades, standardized test scores, and evaluations of skill proficiency. These assessments aim to capture a student's ability to meet established performance criteria and learning objectives (Mugambi, & Wekesa, 2023).

Gareth Evans (2023) studied how educational administrators perceive and react to inspection results in Wales in an effort to better influence policy development. The study found that participants were more concerned about inspectors' conduct than the decisions they made. While school leaders agreed that inspection was a necessary process for restoring and maintaining public trust, as well as improving student achievement, they were unanimous that inspectors did not communicate effectively with school staff, were overly authoritarian, and at times disrespectful. This fostered a 'we versus them' attitude among school leaders, instilling sentiments of rejection, defeat, tension, and terror. The study also demonstrated that both the inspector and the inspected engage in acts of fabrication, calling into doubt the effectiveness of inspection as a robust accountability system. Whereas the study was conducted in a foreign and established country, and focused on the general outcomes of inspection, the current study will be conducted in a developing country, focusing on the contribution of inspection to learners' achievement.

Furthermore, the National Foundation for Educational Research (NFER, 2023) highlights that the impact of inspections on school improvement is contingent upon context-specific factors. This underscores the importance of tailoring inspection processes to the unique needs of each school, setting appropriate goals, and providing constructive feedback to foster

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educational enhancement as well as learners' achievement. The current study partly responds to this finding focusing on Kasese District secondary schools by evaluating how school inspection processes have been applied in different contexts and their influence on the learners' achievement in those unique contexts.

Businge (2020) assessed the influence of school inspections on the standards of teaching and learning in Uganda's lower secondary schools. The findings highlighted challenges such as inadequate funding, geographical constraints, and heavy workloads for district inspectors, which impede the effectiveness of school inspections. The study concluded that fostering strong relationships between inspection teams and teachers, alongside increased government investment in inspection activities, is essential for enhancing teaching and learning outcomes. The current study was a response to this call to establish the extent of engagement and coordination between the inspectorate team and the school stakeholders for improved learners' outcomes.

Additionally, a 2023 assessment by the National Foundation for Educational Research (NFER) examined the regulations and procedures of school inspections in Ugandan secondary schools. The findings emphasized that the success of inspections in fostering educational development is greatly determined by context-specific factors, such as the unique needs and challenges of different schools. It proposed strong collaboration among stakeholders at various levels of the education system. The current study was a response to this call to establish the extent of stakeholders' engagement and collaboration at different levels of the inspection process for school improvement as well as learners' achievement.

Bagaya *et al.* (2020) examined inspection practices in secondary schools in Western Uganda. The research revealed that these practices were largely perceived as ineffective, with inspectors often adhering to traditional, control-oriented methods. The study emphasized the need for a paradigm shift towards more supportive and developmental inspection approaches to foster meaningful improvements in teaching and learning. The researchers further explored the influence of secondary school inspections on lesson planning in Western Uganda. The findings indicated that inspections did not significantly impact lesson planning practices. The study highlighted the necessity for effective communication between inspectors and teachers before, during, and after inspections to achieve substantial improvements in educational processes (Bagaya *et al.*, 2020). The current study sought to examine the influence of school inspection on learners' achievement in secondary schools in Kasese District, which is an outcome of effective communication between inspectors and teachers before, during, and after inspections.

These studies collectively suggest that while school inspections have the potential to positively influence learners' achievements in secondary schools, their effectiveness is contingent upon adequate resources, effective communication, and systemic collaboration. Addressing these factors is imperative to harness the full potential of school inspections in enhancing educational outcomes.

RESEARCH METHODOLOGY

The study was situated within the pragmatism paradigm, which holds that there are various realities and many distinct ways of reading the world and thus comprehending research (Kivunja, & Kuyini, 2017). A convergent parallel mixed study design was used, with both qualitative and quantitative methodologies used to gain breadth, depth of understanding, and corroboration of school inspection and student achievement (Creswell, 2009). This design was chosen because it is inexpensive, allows for quick data collection, and produces a comprehensive result that may be applied to a broader population (Cohen *et al.*, 2007).

The study targeted a population of 01 District Education Officer, 08 inspectorate officials, 34 headteachers, 34 deputy headteachers, 34 directors of studies, and 288 teachers in all the secondary schools in Kasese District, Western

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Uganda. The sample for the quantitative component consisted of 326 respondents, including 30 Deputy headteachers, 30 directors of studies, and 288 teachers from 30 secondary schools Kasese District of Western Uganda. The sample for the qualitative component, on the other hand, consisted of 38 respondents composed of 30 Headteachers, 7 inspectorate officials, and 1 District Education Officer. The sample size was determined using Krejcie, & Morgan's 1970 table of sample sizes. The researcher used purposive sampling to select the District Education Officer, Inspectorate officials, headteachers, deputy headteachers, and directors of studies. The schools were selected using stratified proportionate sampling, and the teachers were chosen using simple random selection. Data was gathered using a five-point Likert scale questionnaire.

Establishing a Content Validity Index (CVI) for the instruments guaranteed the accuracy of the data. The scale CVI values of 0.903 and 0.950 for the questionnaire and interview guide, computed using the S-CVI/Ave technique, were all higher than the acceptable threshold of 0.70 (Amin, 2005), indicating strong content validity. The pilot test resulted in a Cronbach's Alpha of 0.925, which was statistically significant at $p < 0.05$, showing acceptable internal consistency.

The Pearson Correlation test and regression analysis were conducted to assess whether there was a significant relationship between the effectiveness of pre-inspection, on-site inspection, and post-inspection activities and learners' achievement based on the UCE results. Thematic Content Analysis (TCA), which involves systematic coding and classifying data into themes and subthemes of text data in order for researchers to grasp social reality from the original meanings stated by key informants, was utilized to examine the qualitative data (Saldana, 2009).

RESULTS AND DISCUSSION OF THE FINDINGS

Table 1 presents the results of the Pearson correlation between the effectiveness of school inspection activities and learners' achievement. The objective of this study was to determine whether there is a significant relationship between the effectiveness of inspection activities (across pre-inspection, on-site, and post-inspection phases) and the academic achievement of learners, as measured by UCE results.

Table 1: Correlation between Effectiveness of Inspection Activities and Learners' Achievement

		Effectiveness of inspection Activities	Level of learners' achievement
Effectiveness of inspection Activities	Pearson Correlation	1	.358
	Sig. (2-tailed)		000.
	N	288	288
Level of learners' achievement	Pearson Correlation	.358	1
	Sig. (2-tailed)	.000	
	N	288	288

The Pearson correlation coefficient between the effectiveness of inspection activities and learners' achievement is 0.358, with a p-value of 0.000 (which is less than the significance level of 0.05). This indicates a moderate positive correlation between the two variables, meaning that as the effectiveness of inspection activities increases, there is a tendency for learners' achievement to also increase. In other words, schools where inspection activities are perceived as more effective also tend to have better learners' achievement, as reflected by the learners' UCE results. The significance value (0.000) suggests that this relationship is statistically significant, meaning it did not occur by chance.

The results of this correlation analysis suggest that school inspection activities have a moderate, positive relationship with learners' achievement. This finding indicates that the quality and effectiveness of inspection activities may

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influence learners' academic outcomes. In practical terms, this implies that when teachers and school staff perceive inspection activities as effective, whether through improved feedback, better resource allocation, or more targeted support, learners' achievement improves. This may be because effective inspection activities provide clearer guidance to teachers, highlight areas for improvement, and help ensure that necessary educational resources and strategies are in place. Also, when inspections are constructive, teachers may feel more accountable and supported, leading to improvements in teaching practices, which, in turn, enhancements learners' achievement.

However, while the correlation is statistically significant, it is only moderate in strength, implying that other factors such as teaching quality, classroom resources, and school leadership, among others, may also contribute to the learners' achievement. This result calls for future research that could focus on exploring these additional factors and their interactions with inspection effectiveness to provide a more thoughtful of the variables influencing learners' academic achievement in secondary schools.

These findings were supported by the respondents during interviews who observed that;

> *The guidance given by the inspectors during inspection may gradually influence teachers' practice and, consequently the learners' achievement. However, the learners' achievement may not entirely be attributed to school inspections because they do not have much concerning classroom activities, especially teachers' practice, and learners' achievement since they spend limited time in school.*

Other respondents observed that;

> *Whereas inspections would have been essential in influencing learners' achievement, its influence is minimal given that the inspectors only identify gaps and offer no solutions. Some gaps identified require substantial resources like putting up well-equipped science and computer laboratories, which some of our schools, especially private ones, may not be in a position to obtain soon. Additionally, inspections are infrequent, inspectors may take a year or two without reaching our schools, and some inspectors do not assess teachers in the classrooms teaching as well as check learners' books, claiming that they have very limited time amidst huge numbers of schools.*

Regression Analysis on the Influence of School Inspection Activities on Learners' Achievement

Table 2 presents the results of the regression analysis examining the relationship between the effectiveness of school inspection activities (pre-inspection, on-site, and post-inspection) and learners' achievement, highlighting the significance and impact of each inspection phase on learners' achievement.

Table 2: Regression Analysis on the Influence of School Inspection Activities on Learners' Achievement

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.391[a]	0.153	0.144	0.225

a. Predictors: (Constant), Mean Effectiveness of Post-Inspection Activities, Mean Effectiveness of onsite Inspection Activities, Mean Effectiveness of Pre-Inspection Activities

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Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	0.912	0.317		2.874	0.004
	Mean Effectiveness of Pre-Inspection Activities	0.165	0.110	0.119	1.510	0.013
	Mean Effectiveness of Onsite Inspection Activities	0.353	0.121	0.232	.440	0.040
	Mean Effectiveness of Post-Inspection Activities	0.515	0.124	0.321	4.151	0.000

a. Dependent Variable: Level of learners' achievement

The model summary in Table 2 provides an overview of the regression analysis, examining how school inspection activities impact learners' academic achievement. The R-value of 0.391 indicates a moderate positive relationship between the predictors (the effectiveness of pre-inspection, on-site inspection, and post-inspection activities) and the dependent variable, learners' achievement. This suggests that while there is a correlation, other factors might also contribute to learners' achievement. The R Square value of 0.153 implies that the model explains 15.3% of the variance in learners' academic achievement. While this is a meaningful relationship, it also indicates that a significant portion of the variance is influenced by other factors not included in the model. The Adjusted R Square of 0.144 adjusts for the number of predictors, slightly refining the explanatory power of the model. Lastly, the Standard Error of the Estimate is 0.225, which indicates the average deviation of the observed learners' achievement scores from the predicted values, showing the fit of the model to the data.

The coefficients in Table 2 provide further details on the contribution of each inspection phase to learners' achievement. The constant value of 0.912 represents the baseline level of learners' achievement when all inspection activities are perceived to have no effect. The coefficient for pre-inspection activities is 0.165, with a p-value of 0.013, which is less than 0.05, indicating that pre-inspection activities have a statistically significant positive effect on learners' achievement. This means that the effectiveness of pre-inspection activities is significantly related to improvements in learners' achievement. The coefficient of 0.165 indicates a positive relationship, suggesting that where the teachers perceive pre-inspection activities as more effective, learners' achievement is high.

For on-site inspection activities, the coefficient is 0.353, and the p-value of 0.040 indicates that this phase has a statistically significant positive effect on learners' achievement. However, the beta value of 0.232 is relatively small, suggesting that while on-site inspection activities are beneficial, their influence on learners' achievement is more modest compared to other phases.

The most notable finding comes from post-inspection activities, where the coefficient is 0.515, with a highly significant p-value of 0.000. This suggests a strong positive influence on learners' achievement. The beta value of 0.321 further emphasizes that effective post-inspection activities have a substantial impact on improving academic outcomes. Post-inspection activities, such as feedback and interventions, appear to have the most direct and impactful role in improving learners' achievement. This suggests that when post-inspection activities are perceived as effective, they provide significant support to students and teachers leading to improved learners' achievement.

DISCUSSION

The correlation analysis results show a statistically significant positive association

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between the effectiveness of school inspection operations and learner achievement, as indicated by UCE scores. The Pearson correlation value ($r = 0.358$, $p = 0.000$) indicates a moderate positive link, meaning that as the effectiveness of inspection activities improves, so does learners' achievement. These findings concur with Grauwe (2007), who posits that pre-inspection activities typically involve reviewing school documentation, identifying areas for focus, and setting expectations for the inspection process. The positive correlation suggests that when schools are well-prepared for inspections, they may take proactive measures to improve teaching quality, resource allocation, and adherence to educational standards, leading to better learner achievement (Grauwe, 2007). Given the aforementioned, it becomes evident that, whereas school inspections contribute to learners' achievement, its contribution is minimal, suggesting that there are other mediating factors such as teacher motivation, school leadership, and resource availability. Conversely, while inspections aim to improve education quality for learners' achievement, they may also create stress among teachers, encourage superficial compliance rather than meaningful changes, or highlight systemic issues without providing adequate solutions. Therefore, understanding these complexities is vital for making policy recommendations that ensure inspections serve as a tool for sustainable educational improvement for learners' achievement rather than a mere accountability measure.

Moreover, Chapman (2001) mentions that on-site inspections involve direct assessment of teaching practices, classroom management, and overall school administration. Effective school inspections can provide immediate feedback to teachers and administrators, promoting improvements in lesson delivery and curriculum implementation. The correlation results suggest that schools that receive effective on-site evaluations tend to perform better academically. Post-inspection activities, including feedback sessions, recommendations, and monitoring of implementation, play a critical role in sustaining school improvements (De Grauwe, 2004). Therefore, schools that act on inspection recommendations are likely to experience a positive impact on learners' achievement, as suggested by the significant correlation found in the study.

The R-value (0.391) suggests a moderate positive relationship between the effectiveness of pre-inspection, on-site inspection, and post-inspection activities with learners' academic achievement. This aligns with studies by Ehren, & Visscher (2008), who argued that well-structured school inspections contribute to improved educational outcomes by ensuring accountability, promoting quality teaching, and encouraging school improvement efforts. However, the moderate correlation also suggests that while school inspections play a critical role in improving educational quality and learners' achievement, other variables contribute significantly to learners' achievement. Variables such as teacher competence, student socio-economic background, school leadership, and resource availability may play a substantial and complementary role in shaping learners' achievement. Furthermore, the correlation may not imply causation and high-performing schools may be already well-managed and well-resourced, making them more likely to perform better regardless of inspections.

The R Square value (0.153) implies that school inspection activities explain only 15.3% of the variance in learners' achievement. This finding is consistent with research by Chapman (2001), who argues that school effectiveness is influenced by multiple factors, including teacher quality, school leadership, parental involvement, and student motivation. While inspections provide external oversight and guidance, the actual implementation of recommendations and other in-school factors may have a more direct impact on learning outcomes. The relatively low explanatory power of the model suggests that educational stakeholders should not rely solely on inspection activities but should integrate other interventions, such as teacher professional development and curriculum enhancement, to improve academic achievement. Besides this, the inspection

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activities in the different phases may not be implemented equally, thus, (pre-inspection, on-site, and post-inspection). This may cause disparities in their impact on learners' achievement. For instance, post-inspection activities such as follow-up support, policy enforcement, and resource allocation may be critical in ensuring that recommended improvements are implemented. Also, it becomes apparent that contextual variations may influence school inspection effectiveness. For example, the impact of school inspections may differ based on school type (public or private), geographic location (urban vs. rural), and existing institutional capacity. If inspections are to be a key policy tool for improving education quality and learners' achievement, they must be tailored to address the unique challenges faced by different schools rather than applying a one-size-fits-all approach.

Finally, the stakeholder perceptions of the inspection process have a big connotation with the effectiveness of school inspection. For instance, the teachers', school leaders', and students' view of the role of inspections in fostering academic improvement is indispensable in determining whether the recommendations of the inspection process will be accepted or rejected. If inspections are perceived as punitive rather than developmental, their effectiveness in driving sustainable school improvement as well as learners' achievement may be limited.

The Adjusted R Square (0.144) refines the model's explanatory power by accounting for the number of predictors, indicating a slight reduction in the variance explained after adjustment. This slight decrease reflects the possibility of additional variables influencing learners' achievement, which are not captured in the model. Similar findings have been highlighted by Rosenthal (2004), who emphasizes that while external evaluation mechanisms like inspections are essential, internal school factors such as teacher effectiveness and student engagement often play a more critical role in academic success.

The Standard Error of the Estimate (0.225) provides an estimate of the average deviation of actual learners' achievement scores from the predicted values. This measure indicates how well the model fits the data. A lower standard error suggests that the model makes reasonably accurate predictions, but since the error is not negligible, it reinforces the idea that other factors beyond inspection activities contribute to learners' academic achievement (Field, 2018).

According to the Education Act of 2008, the primary responsibility of school inspectors is to monitor student learning achievement. This component emphasizes the need for inspectors to implement curriculum management to ensure quality learning at the school level. In this sense, inspectors monitor the teaching and learning process to ensure student involvement and participation in concept understanding. This is consistent with Gentile's (2000) belief that supervision is important in enhancing educational standards; inspectors will know if sufficient instructional preparation has occurred when the teacher can construct a session that achieves the target. This means that whatever the teacher and students do throughout the session is relevant to the purpose.

Overall, these findings underscore the importance of school inspections in enhancing learners' achievement but also highlight the need for a holistic approach to educational improvement. Effective school management, teacher development, student support programs, and adequate resource allocation are all crucial in complementing inspection activities to optimize learning outcomes (Scheerens, 2015).

CONCLUSION

The results of this study indicate that effective school inspections contribute positively to learners' achievement, though the strength of the relationship is moderate. This suggests that while school inspections play a vital role in improving educational quality, they should be complemented by other strategies, such as teacher professional development, student motivation programs, and enhanced parental involvement. This can make

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school inspections become a more powerful tool in driving academic excellence and improving Uganda Certificate of Education (UCE) results in secondary schools.

Recommendations

Education authorities should strengthen inspection frameworks to ensure that school inspections are comprehensive, timely, and actionable. This includes training inspectors on modern evaluation techniques and ensuring that their feedback is constructive and leads to tangible improvements in teaching and learning.

Schools should be supported in implementing inspection recommendations. This could involve follow-up mechanisms, continuous professional development for teachers, and government support in addressing deficiencies identified during inspections, such as infrastructural challenges and materials like laboratory equipment to some public and private schools which are in dire need. Regular monitoring and evaluation should be conducted to assess the level of implementation and impact of the inspection recommendations.

Since effective inspection contributes to better learners' achievement, school administrators and teachers should be supported with professional development programs that align with inspection criteria. Training in areas such as curriculum delivery, classroom management, and assessment strategies can enhance teaching effectiveness.

Inspection processes should involve key stakeholders, including teachers, parents, and students, to ensure that feedback is holistic and that all perspectives are considered when making improvement strategies in schools.

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