

**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**  
**(SCHOOL OF GRADUATE STUDIES)**

**PRACTICES AND CHALLENGES OF SCHOOL INSPECTION IN SOME  
SELECTED GOVERNMENT PRIMARY SCHOOLS OF NIFAS SILK  
LAFTO SUB-CITY OF ADDIS ABABA**

**BY: ALMAZ MELSIE**

**JULY 2021**

**ADDIS ABABA, ETHIOPIA**

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SELECTED GOVERNMENT PRIMARY SCHOOLS OF NIFAS SILK  
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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS  
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**BY: ALMAZ MELSIE**

**ADVISOR: D.R. DEMOZE DEGEFA**

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Advisor	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date
_____	_____	_____
External Examiner	Signature	Date

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## **ACRONYMS & ABBREVIATIONS**

AAEB	Addis Ababa Education Bureau
AAU	Addis Ababa University
ESDP	Education Sector Development Program
ETP	Education and Training Policy
MOE	Ministry of Education
PTSA	Parent Teacher Student Association
SPSS	Statistical Package for the social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization
WEO	Wereda Education Office

## ABSTRACT

*The purpose of this study was to examine practices and challenges of school inspection in selected government primary school in Nifas Silk Lafto Sub-city Addis Ababa. Seven primary schools from four Weredas were selected via random sampling technique for this study. Four objectives and four research questions were formulated to guide the study. To attain the stated objective of the study, descriptive survey design was used. Both quantitative and qualitative methods were employed in this research. This method helped to obtain firsthand information from multiple sources. The population of the study was 217 and a sample of 147 respondents was used. Questionnaires and interview were used to collect primary data. The questionnaire was formulated on a modified five (5) point Likert scale. The collected data were analyzed by using IBM SPSS statistics and presented in tables in terms of mean value, standard deviation and interpreted by words. The result indicated that lack of technical skills for the proper implementation of classroom observations, inadequate skill and knowledge of school inspectors, low awareness of teachers towards inspection, low expectation of teachers towards school inspectors. Due to these different problems, it implies that the practice of school inspection was not implemented properly in Nifas Silk Lafto sub city of primary schools. Due to these, it is recommended that Addis Ababa Education Regulatory Agency should arrange and implement consistent and practical in-service and refresher trainings to build professional capacities of the inspectors. School inspector is responsible for providing adequate support to the trainee for the development of their leaning requirement and ensuring that appropriate training opportunities are made available to acquire the necessary competencies. Nifas Silk Lafto sub city Education office by cooperation of Wereda education office should be provide relevant and sufficient training program.*

**Keywords:** Challenge; Inspection;

# **CHAPTER ONE**

## **INTRODUCTION**

This chapter deals with the background of the study, statement of the problem, research questions, significance of the study, delimitation of the study, limitations of the study, definition of key terms and organization of the study.

### **1.1. Background to the Study**

School inspection is generally considered as an indispensable instrument for quality education that will help the nation to participate in ever- changing world economy. It is the form of evaluation, which involves the measurement, testing and evaluation of educational activities in school systems for the purpose of improving the standards and quality of education programs offered (Ololube, 2014).

In many countries around the globe, school inspection has been used as a mechanism of improving and monitoring the educational standards and quality of schools. (Klerks, 2013) assumes that most inspectorates take inspection as an external process that leads to school improvement , they also expect the improvement activities to be related to the inspection framework and ultimately lead to an effective teaching and learning in schools (De Wolf& Janssene, 2007).

Like in many countries, in Ethiopian education is considered to be a key of life as well as a gateway for social and economic development. The Ministry of Education (MoE) which is established the General Education Inspection Directorate (GEID) to develop consistent national arrangements for the inspection of schools (MoE, 2013). The main objective of GEID is to improve the outcomes and ethics of students at national level by assuring the quality and effectiveness of education (MoE, 2013).

In line with the above legal provision, the Addis Ababa City Administration (AACCA), has established the GEQRRA with proclamation number 68/2008 E.C. to do the task of inspecting school situated in the city. In this case, school inspection has been implemented as a major mechanism to assure and promote school quality. Improving the quality of private and public

primary and secondary schools through inspection remains to be the major responsibility of GEQRRA in Ethiopia.

To bring efficient access to quality education the Ethiopian government has started quality education program called (GEQIP, 2006) ‘General Education Quality Improvement Package. It has six components: curriculum, teacher development; school improvement; management and administration; information and communication technology; and civic and ethical education. The development of a national system of school inspection in Ethiopia, with oversight by a national inspection body, is part of the first component. It has close links with other components, particularly with school improvement, teacher development, and management and administration.

School inspection is a very important service in all schools, which can be use to ensure improvement of academic achievement in schools. The schools where most of the performance indicators are attained are the schools which also perform well academically. School inspectors use the inspection findings to grade schools and to improve performance by providing guidance and support to teachers. In Ethiopia school inspectors perform both functions (inspection and supervision) but school authorities’ stay mainly on supervision. School inspection capacity is the most vital component for teachers’ productivities and teacher education as well as performance. The key purpose of school inspection is to inform the government about the standards and quality of education provided to the children.

According to Colin (2001), inspection involves observing work in schools, collecting evidence from a variety of other sources and reporting judgment. For him, inspection therefore involves making judgment about the significance and worth of what is observed, collected and report.

Due to the world demand to monitor and supervise the quality of education delivered to the citizens and raise general standards in education, inspection has been embrace as a method that helps to improve quality and shape teachers’ professionalism since they are key implementers of education in the classrooms (Vanhoof & Van Petegem, 2007; Wilcox, 2000; Lingard & Varjo 2009). One of the aims of education is to strengthen the individual's and society’s problem-solving capacity, ability and culture starting from basic education and at all levels (MoE, 1994, P: 1.). So to address aim of education, One of quality Assurance is school inspection such as

External and Internal inspection which focus area such as Inputs (School facility, buildings, human and financial resources, and the learning environment); Processes (Learning & teaching; and the school's engagement with parents and the community); and Outputs (student outcomes and ethics). Evaluation of schools to improve student's academic achievement and behavior (MoE; 2003)

Accordingly Ministry of Education (MoE) once more developed a reliable approach to school inspection in Ethiopia in 2012. Responsible bodies for quality assurance have been established in education system at regional, zonal, Weredal and school level. At school level, self-inspection system has developed, but not linked to external inspection. It is therefore upon this concern that this study will set to examine how school inspection may influence quality education in Ethiopia. However, educational institutions, educators and teachers tend to see school inspection as an external imposition and particularly susceptible to reject it when inspectors give too much authority (Wanzare, 2002). Therefore, this study is designed to find out the practice and challenges of school inspection in selected government primary schools implemented in Nifas Silk Lafto Sub-City.

## **1.2 Problem Statement**

School inspection refers to the form of evaluation, which involves the measurement, testing, and evaluation of educational activities in school systems for the purpose of improving the standards and quality of education programs offered. School inspection is a process of independent external evaluation of school. It also means the constant and continuous process of guidance based on regular visits which focus on one or more aspects of the schools and its institute.

World Bank (2005); and Damtew (2007) argue the expansion of educational systems in Ethiopia is plagued by the prevalence of poor quality, across the education sectors, from primary to higher education. During inspection process, there were challenges such as shortage human power, to create accountability there is absent of general educational law (MoE; 2010). School inspection practices in Ethiopia are associated with numerous problems which, as a result, force attempts to improve education quality into the background. School inspectors need to ensure that schools are potential institutions for promoting the well-being

of students to become more productive citizens in their respective countries and as well as in the global context (MOES, 2012).

The study, thus, tries to answer the following basic research questions:

1. To what extent is school inspection practiced by inspector in government primary schools of Nifas Silk Lafto sub city?
2. What enabling conditions exist for facilitating the practices of school inspection?
3. How do principals and teachers perceive school inspection service in the study area?
4. What are the major challenges faced in the implementation of school inspection?

### **1.3. Objectives of the Study**

This study has general and specific objectives.

#### **1.3.1. General Objective of the Study**

The main objective of this study will to assess the practices and challenges of school inspection in government primary schools of Nifas Silk Lafto Sub City in Addis Ababa

#### **1.3.2. Specific Objectives of the Study**

The specific objectives of the study are to:

- assess the current performance of primary school inspection in practicing the educational inspection technique and procedure.
- assess the conditions exist for facilitating the practices of school inspection
- indicate existing view of principals and teachers on practice of school inspection; and
- sort out major challenges of school inspection programs

### **1.4 Significance of the Study**

Inspection can be used as a mode of monitoring education (Wilcox, 2008). The quality of education is adversely affected when the educational system is too loose and stakeholders are allowed to do whatever they like. Hence, the result of the study helps to identify practice and challenges primary school inspection in Nifas Silk Lafto Sub –City Addis Ababa city Admonition may enable concerned bodies at all as well the concerned schools as to consider the

causes and take corrective measure so as to minimize problems. The results of this study may also contribute to quality of education if concerned bodies work together hand in hand, to create awareness to stockholders, safe and conducive working environment at school level. Moreover, it helps as a reference to other researchers who are interested to conduct further study on the area. Finally, the study helps to the researcher to get knowledge related to inspection.

### **1.5. Delimitation of the Study**

Addis Ababa city administration has eleven sub cities and the researcher focuses on Nifas Silk Lafto Sub City, which is one of the eleven sub cities of the city administration. At present, the sub city has 13 Weredas and 23 government primary schools. Nevertheless, conditions did not permit the writer to study all problems in all schools. Therefore, this research was delimited to five government primary schools of Nifas Silk Lafto Sub-city, Addis Ababa. In terms of content, the scope of this study was delimited to examine practices and challenges of school inspection in government primary schools of Nifas Silk Lafto Sub City in Addis Ababa city administration.

### **1.6. Limitations of the Study**

The student researcher does not believe that the study is totally free of any limitation. Some of the limitations are related with respondents' unwillingness in filling the questionnaires, and time. Some of the respondents are not cooperative. As a result some respondents did not respond carefully particularly for open ended questions by COVID19. Some of the questionnaires were not collected back from respondents. All these may have their effect on the findings of the study.

### **1.7 Definitions of Key Concepts**

In carrying out this study the following key concepts are defined in the context of the study as follows:

**Inspection** means a sector which assures quality of education and accountability by conducting monitoring and evaluation of education institutions (MoE; 2003).

**Input** means human, financial, material, etc resources necessary for the learning-teaching process in education institutions (MoE; 2003).

**Process** means an activity which is conducted to improve students' attainment and ethics in education institutions (MoE; 2003).

**Result** means students' knowledge, skill and attitude and positive change achieved through the process of learning and teaching and day-to-day interactions/activities (MoE; 2003).

**Government Primary Schools:** These are schools in AACA which run grades from 1- 8 and funded and administrated by Federal Democratic Republic of Ethiopia.

## **1.8 Organization of the Study**

The study is organized into five chapters as follows. Chapter one gives the introduction to the study. Chapter two describes the relevant literature reviews. Chapter three describes the methodology used in the study. Data findings are presented, analyzed and discussed in Chapter four. Chapter five presents the summary, conclusion and recommendations

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. The Concept of Inspection**

Inspection is a pivotal concept in most organizations of the world. It is described as comprising all efforts to ensure compliance to set standards. Etymologically, “Inspection” is from the Latin word “inspicere,” meaning to look closely. The Longman Dictionary of Contemporary English (2000) defines the verb ‘Inspect’ as: “An official visit to a building or organization to check that everything is satisfactory or that rules are obeyed.” The Oxford English Dictionary (2002) on the other hand puts it differently: as an official visit to an organization to check on standards of performance. The International Encyclopaedia of Education (1994) defines inspection as “a careful, narrow, or critical examination or survey of what is happening in a particular situation at a particular point in time.”

##### **2.1.1. School Inspection**

School inspection has been perceived as a form of accountability in Education that accounts for the work performed by those responsible for the task of raising standards in education (Lee & Wong, 2002). Accountability can be defined as the obligation through which one part gives an account on the work performed to the other (Wilcox 2000). Thus, accountability in education aims at making the providers of education accountable to the people who pay for the education of their children (Ehren & Visscher (2006); Richards (2001), Sergiovanni & Starrat (2007); Davis & White (2001).

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

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

School inspection aims to eliminate the shortcomings in the provision of quality education. Therefore the aspects inspected (indicators of performance) and the recommendations given during school inspection focused on the improvement of academic achievement. As a result it was expected that shortcomings in the provision of quality education would be minimized in inspected schools leading to higher student academic achievement.

## **2.1.2. Types of Inspection**

### **2.1.2.1. Routine Visits**

This is short visit made to school on which no formal reports are written but brief comments are made. The aim depends on such inspector on why such inspection is made. It may be check on punctuality of teachers or how the school is settling down. One of the aims of such supervisory visits is to look into what is happening, the work being done, the human relationships or the appropriate use of the building and school equipment (Ojelabi, 1981).

### **2.1.2.2. Investigation Visits on School Administration**

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

### **2.1.2.3. Special Visits**

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

#### **2.1.2.4. Follow-Up Visits**

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

#### **2.1.2.5. Sampling and Survey Visits**

This is for particular aspect of education over a number of schools e.g. teaching of Mathematics, Headmasters duties.

#### **2.1.2.6. Visits for Approval for Opening Schools**

Such visits are paid to new schools to find out whether they satisfy the condition necessary to obtain approval for opening.

#### **2.1.2.7. Full Inspection**

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

The frequency of the inspection of a school depends on a number of factors, such as the number of schools in the area, the availability of inspectorate staff, the needs of the school etc. However, the interval between inspections should not be more than 3 to 5 years.

### **2.1.3. Purpose and Functions of School Inspectors**

According to Olagboye (2004, p 218), the purpose and functions of school inspectors are:

- (i) To keep teachers abreast of new trends in the teaching methodology of the various subjects in the curriculum;
- (ii) To inspect all schools and colleges below tertiary level and ensure that they are being run according to the national policy and objectives;

- (iii) To ascertain that schools are functioning optimally and that public funds are being judiciously expended in this connection;
- (iv) To assess and report on the efficiency of the teaching-learning process in the schools and colleges
- (v) To assess and report on the efficiency and effectiveness of teachers in the schools and colleges
- (vi) To advise on maximum utilization of available scarce educational resources
- (vii) To supply the ministry of education with current information, including statistics on education standards, problems and potentialities of the schools and colleges inspected
- (viii) To inspect schools and colleges with the purpose of recommending them to the Government for approval or accreditation and recognition for external examinations (Olagboye, 2004, Pp. 218)
- (ix) To examine the accounts and records those are required to be kept by schools and colleges in accordance with relevant Education Law and Regulations
- (x) To offer professional assistance and guidance to teachers and school heads on how best to improve the teaching-learning process as well as class and school level environments.

#### **2.1.4. The Impact of Inspection on the Teaching and Learning Process**

Many studies have been conducted to measure the influence of school inspection on education and school improvement, particularly, on the teaching and learning processes. While some studies (Earley, 1998; Ehren & Visscher, 2006; Matthews & Sammons, 2004) claimed that the impact of school inspection on teaching and learning is limited, some others (Webb, Vulliamy, Hakkinen & Hamalainen, 1998) demonstrated that inspection has no positive impact on classroom practice. Furthermore, Webb, Vulliamy, Hakkinen & Hamalainen (1998) contended that school inspections apply need less extra work on teachers, which affect their professional development. School inspections do no more than bring about pressure and fear amongst teachers (Webb, Vulliamy, Hakkinen & Hamalainen, 1998). Moreover, inspections divert teachers' focus from their core role of teaching, in order to collect and present superficial work to impress the inspector and most teachers get stress and anxiety during inspection and

preparation period than during the actual exercise (Chapman, 2000). Hence, many teachers thought school inspection was the worst practice of improving teaching and learning due to the increased work load and stress (Ofsted, 2001).

There is a negative relationship between inspections and student achievement or a decline in student achievement results after the inspection visits (Shawetal, 2003; Harris & Chapman, 2004; and Rosenthal, 2004). Similarly, inspectors tend to be harsh to the teachers (Bowen, 2001 & Wilcox, 2000) and harass them before the pupils and hence posing a challenge in building rapport between inspectors and the teachers which usually extends to ‘a private cold war’ making it worrisome and often makes teachers lose confidence in their professional ability. It is therefore necessary for the inspector attest encourage range of positive experiences that involve teachers so as to combat their feeling of stress and loss of attention so that they feel valued as equal partners in development (Chapman, 2000).

#### **2.1.4.1. Strategies of Inspection**

##### ***A. Supporting Inputs for School Inspection***

The supporting inputs of school inspection, regarding school visits, can help inspectors to contribute towards positive teaching and learning. Moreover, availability of external factors improves the inspectors’ job satisfaction and enhances their confidence regarding the advice they provide to teachers (Earley, 1998; Ehren & Visscher, 2006). External factors that aid school inspectors for the betterment of teaching and learning are varied and could include transportation, accommodation, office equipment, financial support and salaries. When these Factors are available they facilitate inspectors’ work and performance to inspect the type of education provided in schools. Perhaps most importantly, school inspection performance depends on the financial support devoted to the inspectorate (Earley, 1998).

##### ***B. The Relationship between Inspectors and Teachers***

The teacher’s involvement in the inspection process acts as a good strategy that can be increased through the relationship between teachers and school inspectors and through the way inspectors communicate with the teachers (Ehren *et al*, 2008). School inspection should include rewards as strategy to encouraging high performing teachers in terms of awards, increased salary, promotion

or offered continued studies within one's professions (While Elmore & Fuhr, 2001; Nichols *et al*, 2006). Rewards and sanctions are believed to have appositive effect on educational quality of schools. It is not end that information and feedback alone are not sufficient to motivate schools to perform to higher standards but with appreciation of fered to teachers in terms of sanctions and rewards. A good relationship between the inspectors and the teachers leads to awell-motivated and efficient work. The partnership between teachers and governing bodies ensures mutual understanding and trust (Earley, Fider & Ouston, 1996). Therefore mutual trust is a key to team work and efficiency that can result into school improvement.

### ***C. School/ Classroom visits***

School inspectors have to visit classrooms and observe how the teaching takes place. The school inspectors are supposed to provide continuous professional development, monitoring, reviewing and assessment of the pupils' progress (Nkinyangi, 2006; Leeuw, 2002). Since, teaching and learning are the teacher's main function, the school inspectors' main function is to inspect what takes place in the school, in particular in the classrooms. It is argued (Learmouth, 2000) that it is meaningless for school inspectors to visit schools without observing what is going on inside the classroom setting. They (inspectors) have to ensure that teachers are doing a right job and that the pupils are receiving what they ought to acquire as learning experiences.

### ***D. Feedback after Inspection***

School inspectors assess schools with respect to the standards within the quality frame work and point out on the strong and weak points based on performance. Theories on schools as learning entities and school improvement support the role of performance feedback in effecting change (Ehren, *et al*, 2008). They have a responsibility of providing feedback to both the government and school take holders (Ehren *et al*, 2013). Hence, feedback is believed to have the potential to improvement the teaching and learning process (Doorlaard & Karstanje, 2001). Therefore, feedback can work towards improvement of teaching and learning if schools have in sights in their own strengths and weaknesses. Hence, Ehren et al., (2005) advocated for the self-assessment and evaluation for the schools, as a mechanism to provide feedback by themselves. The lack of constructive feedback from inspectors frustrates teachers and their ability in a bid to

strive for improvement and renders the whole inspection in appropriate (Ololube, 2014; Wanzare, 2002).

Therefore, teachers need to see feedback as relevant, understandable, clear, useful and accurate (Ehren *et al*, 2013). Similarly, Chapman & Harris (2004) and Muijs *et al* (2004) note that inspectors need to have a large knowledge base and a good view on how the schools are doing, for example, they add that schools in difficult circumstances need a different type of feedback. “Feedback from school inspectors has a larger chance of being used if teachers are involved in recommendations and if support is provided to schools rather than recommending without any support (Ehren *et al.*, 2005:70).

Therefore, inspection should be done by trained and competent inspectors. If inspections not done in a prudent and professional manner, those teachers whose teaching ability was acknowledged as very good are made to feel inadequate by the whole inspection process (Ofsted, 2001). Therefore, this makes teachers feel that they are unprofessional to deliver their content, even when they are capable of doing it to the best of their knowledge is one of the most frustrating aspects of school inspection. Some of these teachers have vast experience and more knowledgeable than inspectors themselves and yet they suffer humiliation in front of inspectors. However, Nkinyangi (2006) argued school inspectors have been limited in terms of professional support to teachers. Inspectors discharge their duties as fault finders rather than putting emphasis on pedagogical skills. Nolanand Hoover (2005) argued that many school inspectors tend to emphasize accountability at the expense of professional growth that leads to poor or marginal teacher performances.

### **2.1.5. Reasons for Inspecting Schools**

According to Lupimo (2014), cited in his study, the reasons for inspecting schools as follow:

- i. For the purpose of getting government approval Schools, especially the new ones, were inspected to ascertain their suitability. In such cases the schools are expected to meet certain standards in pupil enrolment, number and qualification of teachers, the school plant (nature, suitability of buildings), equipment, curriculum etc. Schools which were found to meet the standards were granted approval and grant-aided while those that failed to meet the set requirements were ordered to close down. If they continued to operate,

they would be termed unapproved or illegal schools. In addition, some junior secondary schools need to be upgraded to senior secondary schools. They have to meet certain standard. There is need for them to be inspected.

- ii. Inspection for operational improvement the purpose of this is to highlight areas of deficiency in the system with a view to ensuring improvement. In this case an inspector or a team of inspectors visit a school and spend 2 to 5 days examining the various aspects of the school system in operation. They take record and/or evaluate the staffing, the student population and composition, the school finance, the academic programmes (syllabus, scheme of work, written work, students' progress records), the tone of school, the co-curricular activities, the health and sanitation aspects etc. The inspector(s) then hold a conference with principal and staff and then return to the base to write up reports on their findings. Such reports are valid assessments of the school system operation
- iii. Inspection of school for programmes Recognition The reason for this type of inspection is to get examination bodies such as West African Examination Council to recognize and approve the school's academic programmes. In the case of a new school, a team of inspectors will visit the affected school and examine all the subjects in terms of quality, quantity, staffing and equipment in which the school wants to present candidates. The reports of such a visit will then be sent to the examination body for approval. In the case of an old school that wants to present candidates in a new subject, the inspection will be directed in that new subject with a view to ascertaining the suitability or preparedness of the institutions.
- iv. Inspection of school as a result of situational demand the situational type of school inspection is the type carried out during a period of crisis or emergency in a school. For this purpose, a panel is set up by the Ministry to investigate emergent cases such as student protest or riots, school – community conflicts (staff – staff, student-staff, or staff-principal) or even cases of financial impropriety or other type of misconduct. During the course of duty of such a panel, it may wade into other school related issues such as finance, programmes, and facilities. The objective of the inspection would centre on the investigation of and reporting on a specific case or situation rather than on evaluating the school system's production process for setting of standards or for accreditation.

### **2.1.6. The Challenges of Conducting Inspection of Schools**

There are various factors militating on the effective of school inspection among various stakeholders in our primary schools. For example, school inspection that comes at no cost is aimed at bridging the gap of both accountability and development (Penzer 2011). However, studies from Shaw et al, (2003), Harris & Chapman (2004) & Rosenthal, (2004) reflect a negative relationship between inspections and student achievement or a decline in student achievement results after the inspection visits. For example, Chapman (2000) highlights that most teachers get stress and anxiety during inspection and preparation period than during the actual exercise. Moreover, Ofsted (2001) contends that many teachers thought school inspection was the worst practice of improving teaching and learning due to the increased workload and stress. It is therefore necessary for the inspectorates to encourage a range of positive experiences that involve teachers so as to combat their feeling of stress and loss of attention so that they feel valued as equal partners in development (Chapman 2000). Similarly, Bowen (2001), contends that sometimes, inspectors tend to be harsh to the teachers and harass them before the pupils and hence posing a challenge in building rapport between inspectors and the teachers which usually extends to ‘a private cold war’ making it worrisome and often makes teachers lose confidence in their professional ability (Wilcox 2000).

According to Ofsted, (2001) if inspection is not done in a prudent and professional manner those teachers whose teaching ability was acknowledged as very good are made to feel inadequate by the whole inspection process . Therefore, this feeling of making teachers feel that they are unprofessional to deliver their content even when they are capable of doing it to the best of their knowledge is one of the most frustrating aspects of school inspection. At some point efforts of teachers are submerged despite their effort in lesson preparation, record keeping and teaching. Ofsted (2011) sees this as worrisome because some of these teachers have vast experience and more knowledgeable than inspectors themselves and yet they suffer humiliation in front of inspectors.

Ololube (2014), sees lack of adequate feedback and follow up in the inspection exercise as a challenge in school inspection, for example, the results of school inspection are not effectively communicated to various stakeholders, rendering little opportunity for the discussion of findings. (Ololube 2014, Wanzare (2002) agrees with this statement and he claims that lack of feedback

from inspectors frustrates teachers and their ability in the bid to strive for improvement and renders the whole inspection inappropriate because of lack of proper appropriate and uniform structure. Because School Inspection tends to focus on school building and administrative systems rather than on teaching and learning and giving collective feedback that leads to effective change (Enaigbe 2009). It is also assumed that during inspection exercise most schools find the whole process disgusting most especially if the concern involves naming and shaming of failing schools. For example head teachers note that they experience public humiliation after inspection process since the special measures identified attracts press attention as the findings of some failing schools will be on the front pages of the local newspapers. This demolishes the purpose of inspection because in so doing schools are isolated. This in turn stigmatizes some teachers and head teachers due to the fact that they would not want to be identified that they come from failing schools and later be labeled as failing teachers (Jeffery, Woods 1998; & Ferguson et al 1999a).

School inspection has been said to lead to teachers having a negative attitude towards the whole system since teachers believe that inspection is not helpful in enhancing children's learning or teaching productivity. For example, Akindele (2012) noted that, many teachers are always scared of the inspection and they show no interest in the whole process after portraying uncooperative attitudes during the exercise. For instance, some teachers argue with inspectors as they feel that such officers have little to offer them (Akindele 2012). This makes the whole process ineffective to lead to better results of school improvement and the improvement of teaching and learning. Sembirige (2009) further notes that as some school inspectors are also ruthless to the teachers, some teachers have always addressed inspectors through the use of bad language when they fail to deliver their reports to the inspectors most especially if the reports were not kept properly.

Studies have also suggested that for inspection to achieve its intended purpose, time and frequency need to be considered. For example, Akindele (2012) recommends that School Inspection in actual sense is supposed to be carried out regularly due to the fact that many issues manifest in schools daily. Therefore limited time for conducting inspection in schools has become superficial and formalities since the inspections are carried out periodically Akindele (2012). He (Akindele) adds that in most cases schools are only inspected when there is a negative report about the school that is received by the Ministry of Education. Also most

inspection last for a very short time for example few hours in a day instead of at least a week. Almost rendering School inspection to be more of a “police on patrol” and therefore the inadequate time for inspection has made many inspectors to neglect important areas in schools such as classroom observation, curriculum content, and pupils’ ability to perform well, (Akindele 2012). But as noted by Masara (1987) that some teachers develop anxiety about inspection and due to this they are unable to carry out their duties well. The idea of inspecting teachers still makes teachers ‘feel small’ and irresponsible and they tend to remain anxious and unable to discharge their duties well, Nkinyangi (2006) added that school inspectors and quality assurance bodies have been limited in terms of professional support to teachers. Quality assurance officers discharge their duties as fault finders rather than putting emphasis on pedagogical skills. In addition, Nolan and Hoover (2005) note that many school inspectors tend to emphasize accountability at the expense of professional growth that leads to poor or marginal teacher performance.

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

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research methodology that was being employed in this study. It spells out the techniques and methods of sampling, data collection, processing and methods of analysis and the limitation of the study. Thus it included research design, area of the study, study population, sampling procedure, data collection and instruments.

According to Kothari (2004), research methodology as a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically Crotty (1998:3) on the other hand defines research methodology as a strategy, a plan of action, a process or a design lying behind the choice and use of particular methods and linking the choice and use of methods to the desired outcomes. Camarinha (2009) defines methodology as the study of methods involved in some field, in an endeavor or in problem solving or a systematic method coded in a series of steps taken to complete a certain task or to reach a certain objective.

Methodology is also defined as the analysis of the principles of methods, rules and postulates employed by a discipline, the systematic study of methods that can be or have been applied within a discipline or a particular procedure or sets of procedures used in a discipline.

#### **3.2 Research Design**

Research design is a plan which clearly shows the way and strategy or plan of action to accomplish an investigation as best decided by the researcher. A research design is a plan which specifies and states clearly the population to be studied, the methods for the study and the procedure for processing and analyzing the data (Kothari 2009).

Creswell (2003) defines a research design as the plan of action which specifies exactly who or what is to be studied, when, how and for what purpose a study is conducted. This study used a qualitative research where by Nifas Silk Lafto Sub-city selected government primary schools.

### **3.3 Area of the Study**

This study was conducted in government primary schools located in Nifas Silk Lafto Sub-city. Nifas Silk Lafto Sub-city is selected because it was accessible to the researcher. Study area simplified the whole process of data collection since there are many respondents due to the large number of schools as well as inspections activities which are conducted yearly. Moreover, the selected study area is very helpful for the researcher to do the finest research due to the facing Limited of fund and time

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

#### **3.4.1. Population of the Study**

According to Arone and Coupe a study population is the entire group of people to which the researcher intends the results of the study to apply (Aron and coups, 2008). Therefore, there were 13 Weredas and 22 primary government schools (grade 1-8) in Sub-Cities of Nifas Silk Lafto . However, to make the study manageable, out of the 13 Weredas, 4 Weredas and out of the 22 schools 7 schools were selected. The four Weredas (2, 5, 6 and 13 respectively) have been taken by using simple random sampling technique. A total of 217 target population of the study were comprised of 7 principals, 21 vice principals, 63 department heads, 7 Wereda supervisors, 77 members of PTSA, 21 school inspectors, and 21 Wereda Education Officers were selected as a target sample.

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

Two sampling techniques, namely; purposive and simple random sampling techniques were employed in this research. Accordingly, all the principals 7 (from each sampled school 1), 21 vice principals (3 from each sampled schools), 63 department heads (8 from each sampled schools), 7 supervisors (1 from each Wereda) 21 school inspectors , and 21 Wereda Education Officers, were taken by using purposive sampling methods. This was made because of the researcher believes that these were the leading actors in the issue under investigation. The remaining participants (samples), on the contrary, were selected by using simple random sampling technique by lottery method. Thus, 7 members of PTSA (1 from each school) were included as a sample in the study. Therefore, total samples of 147 participants were chosen for the study.

### **3.5. Sources of Data**

#### **3.5.1. Primary sources of data**

The primary data sources were used to obtain reliable information about the inspectors' practices and impacts of the general school inspection performed lately. The major primary data were information collected from teachers, principals and vice principals of government schools. The information gathered from Parent Teacher Association was also component of primary data

#### **Questionnaire**

Questionnaire is commonly used to gather data for descriptive research. In order to gather appropriate information regarding their attitudes and current practices of inspection in the study areas, questionnaire was distributed to school teachers, inspectors, PTA and principals /vice principals. Taking into considerations educational levels of the respondents, the questionnaire was prepared in English language. However, some respondent PTA members requested language support and adequately accorded by the data collectors. The questionnaire is composed of both closed and open ended questions. The questions were itemized with Likert Scale. Moreover, opportunities were given to the respondents to express their feelings, perceptions, problems encountered and intensions they had related to inspection practices in the schools.

#### **Semi-structured Interview**

The interview permits greater depth of response which may not be possible through any other means. Thus, the purpose of the interview was to collect more supplementary opinions, so as to support the quantitative data collected. Semi-structured interview items were used to help the respondents get opportunity of expressing their feelings in depth. In the course of the interview, conversation between the investigator and each respondent was held in Amharic to be more flexible to avoid language barrier which would otherwise bring about the possibility of loss of information.

### **3.6. Methods of Data Analysis**

The researcher should clearly state the analytical techniques that were be used in the research. Based on the nature of the basic question developed and the data collected from the respondents

will be analyzed qualitatively and quantitatively. For the analysis of the data collected through questionnaires, were be employed by using SPSS. Moreover, information and/or opinion reported by respondents through the open ended questions, and semi-structured interviews was consider in data interpretation and analyze by supplementing those data gained through closed ended questionnaires.

### **3.7. Research Ethical Considerations**

The study considered all fundamental research ethics where confidentiality was ensure to all participants. Protections of research participants from any impairment as a result of the information they provide were also observed. Participants are inform about the objectives of the study, procedures, risk and benefits of the research and gave their consent to participate in the study and that no information from them would be disclosed to other people.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA**

This chapter consisted of two major parts. The first part presented demographical presentation of the respondents involved in the study. Thus, the profiles of the study group were discussed in terms of sex, age, level of education and service year. The second part dealt with the analysis and interpretation of the data collected from different groups of respondents through questionnaires, interviews and observation.

The study was primarily designed to assess the practice and challenge of school inspection in selected government primary schools. In order to achieve the purpose of the study, 108 questionnaires were distributed to 7 principal, 21 vice principal, 63 department heads (Teachers), and 21 school inspectors, and 21 Wereda Education Officers. The return rate of the questionnaires was 100%. All the questionnaires were filled and returned by all the respondents. In addition, seven Wereda supervisors, and 7 members of PTSA were interviewed.

#### **4.1. Demographical Presentation of the Respondents**

In this part the respondents sex, age, educational qualification and service years presented, analyzed and interpreted as follows.

**Table 1: Distribution of Respondents' by Sex, Age, Educational qualification and Service years**

No	Variable	Category	Respondents							
			Principals and Vice Principals		Department heads		School inspectors & Wereda Education Officers		Total	
			No	%	No	%	No	%	No	%
1	Sex	Male	19	14.28	33	24.81	19	14.28	71	53.37
		Female	9	6.77	30	22.57	23	17.29	62	46.63
		Total	28	21.05	63	47.36	42	31.57	133	100
2	Age	21-30 years	8	6.01	23	17.29	16	12.03	47	35.33
		31-40 years	15	11.27	23	17.29	14	10.52	52	39.08
		41-50 years	4	3	12	9.02	8	6.01	24	18.03
		>51 years	1	0.75	5	3.75	4	3.00	10	12.50
		Total	28	21.05	63	47.36	42	31.57	133	100
3	Educational qualification	Grad 10 complete	-	-	-	-	-	-		
		Grad 12 complete	-	-	-	-	-	-		
		Diploma	-	-	-	-	-	-	-	-
		BA/BSC/BED	25	18.8	63	47.36	42	31.57	123	92.48
		MA/MSC/MED	3	2.25	-	-	-	-	10	7.52
		Total	28	21.05	63	47.36	42	31.57	133	100
4	Service years	< 5 Years	6	4.51	11	8.27	3	2.25	20	15.03
		6-10 years	13	9.77	29	21.80	19	11.27	61	42.84
		11-15 years	7	5.26	14	10.52	14	10.52	35	26.3
		16 years and above	2	1.50	9	6.77	7	4.51	18	12.78
		Total	28	21.05	63	47.36	42	31.57	133	100

As presented in Table 1, 14.28% of the school principals were male and 6.77% of them were female, 24.81% and 22.57% department heads were male and female respectively while 14.28% males and 17.29% female were administrative staff (inspector & Wereda education officer respondents).

Regarding the age categories of the respondents, 11.27% school principals, 17.29% department heads and 10.52% administrative staff were above 31 years old. This directs that the majority of respondents were mature enough to provide balanced opinions and suggestions regarding the issue under study. With regard to the educational level of respondents, item 3, table 2 indicates

the majority 20.30% school principals 27.06% department heads and 11.27% administrative staff were first degree holders (BA/BSC/BED), 20.30% of department heads and administrative staff were diploma holders. Based on the given data, it may be concluded that the selected schools were dominated by first degree holder. So that, the educational level of the respondents was satisfactory to get relevant data for this study.

Finally, the respondents were asked to indicate their work experience. Accordingly, 9.77% of school principals, 21.80% department heads and 11.27% of administrative staff had 6–10 years of service. 5.26% school principals, 10.52% department heads and 10.52% of the administrative staff respondents work experiences were 11-15 years. The other 1.50% of school principals, 6.77% department heads and 4.51% administrative staff were above 16 years work experience. From these data, one can suggest that most of the groups of respondents were well experienced in the education sector. This in turn imply that they had a better understanding about a variety of issues and problems regarding the topic understudy and the responses obtained from these groups of respondents would help in receiving more persuasive information that would help the study to come up with convincing and tangible conclusions. From the above respondent's characteristics, it can be concluded that the age, experience and level of education of respondents in the study area where satisfactory to get enough data for this study.

The data had been summarized and analyzed using investigative numerical procedures. Additionally, information and opinion that were reported by respondents through close-ended question items, semi-structured interview and observation were considered in data interpretation and analyzing by supplementing those data gained through questionnaires.

## 4.2. The Extent of School Inspection Practiced by Inspector

**Table 2: The extent of school inspection practiced by inspector**

No	Item	Respondents	N	Response Rate			
				Total		Mean	Standard Deviation
				N	%		
1	Inspectors provide information two weeks ahead of the visit day.	Principals	7	133	100.0	2.69	1.268
		Vice Principals	21				
		Department Heads	63				
		School inspectors & Wereda Education Officers	42				
2	Inspectors encourage teachers as classroom visit is helping their teaching learning activities.	Principals	7	133	100.0	2.93	1.315
		Vice Principals	21				
		Department Heads	63				
		School inspectors & Wereda Education Officers	42				
3	Inspectors attend all meeting of the lesson while observation	Principals	7	133	100.0	2.27	0.995
		Vice Principals	21				
		Department Heads	63				
		School inspectors & Wereda Education Officers	42				
4	Inspectors make discussion with teachers on the methodology of the lesson after the actual presentation	Principals	7	133	100.0	2.28	1.026
		Vice Principals	21				
		Department Heads	63				
		School inspectors & Wereda Education Officers	42				
5	Inspectors give written report to the concern bodies	Principals	7	133	100.0	2.46	0.957
		Vice Principals	21				
		Department Heads	63				
		School inspectors & Wereda Education Officers	42				
6	Inspectors left to read the comments rather than Face- to- face discussion with stakeholders.	Principals	7	133	100.0	2.44	0.865
		Vice Principals	21				
		Department Heads	63				
		School inspectors & Wereda Education Officers	42				
7	Inspectors record things need to improve and success of the all inspection session	Principals	7	133	100.0	2.38	0.967
		Vice Principals	21				
		Department Heads	63				
		School inspectors & Wereda Education Officers	42				

With the regard to The level of school inspection practiced by inspector, as table 2 items 1 above the majority of respondents were agreed with the mean (2.69) and standard deviation (1.268). This indicate that, the level of school inspection practiced by inspector were average.

As it could be seen in the above table 2 items 2, respondents were asked about Inspectors encourage teachers as classroom visit is helping their teaching learning activities. Regarding to this, the mean (2.93) and standard deviation (1.315) revealed that the majority of respondents were agreeing

Whereas regarding to Inspectors attend all meeting of the lesson wile observation in the same table of item 3. Though as mean, (2.27) and standard deviation (0.995) revealed that did not practice the Inspectors attend all meeting of the lesson wile observation.

As we can have observed from table 2 items 4 above, the respondents were asked about the Inspectors make discussion with teachers on the methodology of the lesson after the actual presentation. The data shown that the mean (2.28) and standard deviation (1.026), this indicate that the Inspectors were not discuses with teachers on the methodology of the lesson after the actual presentation in the primary school.

As indicated in the table 2 items 5 above, respondents were asked about Inspectors give written report to the concern bodies in the school. The respondents rated mean (2.46) and standard deviation (0.957) this shown that the commitment of Inspectors give written report to the concern bodies in the school were low.

In regarding to the Inspectors left to read the comments rather than Face- to- face discussion with stakeholders. As table 2 items 6 above, the majority of the respondents responded with the mean (2.44) and standard deviation (0.865). This indicated that the ways the Inspectors left to read the comments is not in the right track of the standard.

As shown in table 2 items 7 above, Inspectors record things need to improve and success of the all inspection session. Accordingly, the majority of respondents with mean (2.38) and standard deviation (0.967). This indicated that Inspectors record things need to improve and success of the all inspection session in the primary schools were not effective.

### 4.3. The existing Conditions for Facilitating the Practices of School Inspection.

**Table 3: Views of respondents about the current practices of the primary school inspection**

No	Items	Respondents	N	Response Rate			
				Total		Mean	Standard Deviation
				N	%		
1	School inspection of teachers improves the quality of teaching and learning.	Principals	7	133	100.0	2.78	1.032
		Vice Principals	21				
		Department Heads	63				
		School inspectors & Wereda Education Officers	42				
2	School inspection focuses only on weak points of teachers.	Principals	7	133	100.0	2.68	0.873
		Vice Principals	21				
		Department Heads	63				
		School inspectors & Wereda Education Officers	42				
3	School inspections are receptive to new ideas from teachers.	Principals	7	133	100.0	2.73	0.895
		Vice Principals	21				
		Department Heads	63				
		School inspectors & Wereda Education Officers	42				
4	School inspection is a means for controlling teachers.	Principals	7	133	100.0	2.43	1.017
		Vice Principals	21				
		Department Heads	63				
		School inspectors & Wereda Education Officers	42				
5	School inspection focus on administrative matters.	Principals	7	133	100.0	2.10	1.001
		Vice Principals	21				
		Department Heads	63				
		School inspectors & Wereda Education Officers	42				
6	Any educational officer can be a school inspector.	Principals	7	133	100.0	2.49	0.822
		Vice Principals	21				
		Department Heads	63				
		School inspectors & Wereda Education Officers	42				

As indicated in Table 3 above the four groups of respondents were requested to rate their views regarding their perception on school inspection of teachers improves the quality of teaching and learning. Accordingly, the principal and teacher respondents rated as agreed with the

corresponding mean value of, Mean 2.78 and Standard Deviation 1.032. Hence, the respondents have better understanding about the point inspection helps to improve quality of teaching and learning.

Item 2 of the same Table on the point school inspection focuses only on weak points of teachers, with the mean scores of 2.68 and Standard Deviation 0.873, the principals and the teachers respondents rated undecided on the point school inspection focuses only on weak points of teachers. Therefore, regarding improving teachers' individual skill and knowledge through direct class room observation was limited.

Concerning to the item 3 of the Table 3, the principal and the teacher respondents were replied that they moderately agreed on the point inspector is receptive to new ideas from teachers with mean scores 2.73 and Standard Deviation 0.895 respectively.

Regarding item 4 of the same above Table on the point that inspection is a means for controlling teacher to teaching-learning, While the respondents rated agreed with mean scores 2.43 and Standard Deviation 1.017 that School inspection could not play their supporting role as expected rather they were focused on controlling activity.

In the item5 of Table 3, the target groups were asked to rate their level of view to the notion that School inspection focus on administrative matters. Accordingly, the respondents were rated as moderately agreed with mean scores respondents rated as agreed with mean scores 2.10 and Standard Deviation 1.001. This implies that School inspection did not play their facilitating role in the school. This is because as discussed in the literature review, inspectors are facilitators; more than administrative.

In the last item of Table 3, the target groups were also asked to rate their level of agreement to the notion that every educational officer can be a inspector. Accordingly, the respondents rated moderately agreed with mean scores 2.49 and Standard Deviation 0.822. This might be due to the lack of knowledge about the major role and function of school inspection by the respondents.

#### 4.4.Principals` and Teachers` Perception of School Inspection Service in the Study Area

In order to assess whether school inspection is perceived either positively or negatively in both school principals and teachers perception 6 items were raised as follows.

**Table 4: Views of respondents: concerning activities of school inspection**

No	Item	Respondents	N	Response Rate			
				Total		Mean	Standard Deviation
				N	%		
1	The inspector practices are carried out by the school principal, vice principal departments heads and senior teachers	Principals	7	133	100.0	2.41	0.905
		Vice Principals	21				
		Department Heads	63				
		School inspectors & Wereda Education Officers	42				
2	The inspector evaluates current educational practices to improve teaching learning practices	Principals	7	133	100.0	2.45	1.395
		Vice Principals	21				
		Department Heads	63				
		School inspectors & Wereda Education Officers	42				
3	There is a practice of consistently giving constructive feedback on daily lesson plan to improve teaching and learning process.	Principals	7	133	100.0	2.57	0.828
		Vice Principals	21				
		Department Heads	63				
		School inspectors & Wereda Education Officers	42				
4	The school organize teachers to conduct peer observation	Principals	7	133	100.0	2.27	1.081
		Vice Principals	21				
		Department Heads	63				
		School inspectors & Wereda Education Officers	42				
5	Inspector prepares a peer to peer supervision program for experience sharing among teachers	Principals	7	133	100.0	2.68	1.183
		Vice Principals	21				
		Department Heads	63				
		School inspectors & Wereda Education Officers	42				
6	Inspector conducts informal visits to classroom observation while the teacher are teaching	Principals	7	133	100.0	2.57	1.123
		Vice Principals	21				
		Department Heads	63				
		School inspectors & Wereda Education Officers	42				
		Vice Principals	21				
		Department Heads	63				
		School inspectors & Wereda Education Officers	42				

In item 1 of table 4, the respondents were asked to rate the level of their perception whether the inspector practices are carried out by the school principal, vice principal departments heads and senior teachers or not. As indicated from the responses, the mean scores of 2.41 and Standard Deviation 0.905 of the inspector practices are carried out by the school principal, vice principal departments heads and senior teachers.

The data obtained from school inspector on the other hand showed that the majority, 2.45 and 1.395 of them responded that disagree and were not sure about the issue respectively. This implies, that the agreement of the majority 2.57 and 0.828 of teacher and school inspector respondents about the inspector practices are not carried out by the school principal, vice principal departments heads and senior teachers. From this, it implies that in the study area the majority of teachers and school inspector, the inspector practices are not carried out by the school principal, vice principal departments heads and senior teachers. From this result, one can conclude that both groups react in similar way that they were not convinced to say there is collaborative work among school principal, vice principal, department heads and senior teachers.

Moreover, as shown in Table 4 item 2, respondents from teacher and school inspector were asked regarding the inspector in school were evaluating the current educational practice to support teachers to improve their teaching practice or not. While, the majority of school inspector respondents 2.27 and 1.081 of them responded that disagree and were not sure about the issue respectively.

This implies that the agreement of the majority 2.68 and 1.183 of teacher and school inspector respondents about evaluate current educational practices to improve teaching learning practices. This indicates that there were percentages differences between the opinions of the two groups are disagree. From the result it is possible to conclude that the inspector were not supported to improve their teaching practice.

Concerning with the item 3 table 4 questions raised for teachers and school inspector to rate their agreement levels about of practices of consistently giving constructive feedback daily lesson plan to improve teaching and learning process. While, the majority of school inspector respondents 2.57 and 1.123 of them responded that disagree and were not sure about the issue respectively. From this, it implies that the teacher and school inspector did not give constructive feedback for

teachers in order to improve teaching and learning process. As we inferred from the view of zonal experts during interview, they reported that most of the time teachers haven't got constructive feedback concerning classroom observations.

As it can be observed from Table 4 item 4, respondents were asked to rate their agreement levels on application of inspection among themselves, the teachers and inspector. While, the majority of school inspector respondents 2.39 and 1.036 of them responded that disagree and were not sure about the issue respectively. Therefore, it can be concluded that the schools organizes teachers to conduct peer observation were unsatisfactory in the study areas. The percentage respondents shows disagree about the issue means there is no significance difference between the opinions of the two groups regarding the schools organizes teachers to conduct peer observation.

As shown in the above Table 4 item 6, respondents were asked regarding the conduct informal visits to classroom observation while the teachers are teaching. This implies, that the agreement of the majority 2.39 and 1.036 of teacher and school inspector respondents were not conduct informal visits to classroom observation while the teacher are teaching. From the result, it is possible to conclude that there was no difference in both teacher and school inspector regarding there are no informal classroom visit while the teachers were teaching.

#### 4.5. The Challenges faced in the Implementation of School-inspection

**Table 5: Views of respondents about the challenges existing in the implementation of school-inspection**

No	Item	Respondents	N	Response Rate			
				Total		Mean	Standard Deviation
				N	%		
1	Inspectors are lacking technical skills required for classroom observation.	Principals	7	133	100.0	2.49	0.884
		Vice Principals	21				
		Department Heads	63				
		School inspectors & Wereda Education Officers	42				
2	Lack of awareness of teachers regarding the purpose and objective of school inspection	Principals	7	133	100.0	2.52	0.866
		Vice Principals	21				
		Department Heads	63				
		School inspectors & Wereda Education Officers	42				
3	Inspectors are not well trained about school inspection to give support to teachers.	Principals	7	133	100.0	2.44	0.829
		Vice Principals	21				
		Department Heads	63				
		School inspectors & Wereda Education Officers	42				
4	Inspectors are fault finders rather than being supporters and guide to teachers about inspection.	Principals	7	133	100.0	2.16	1.045
		Vice Principals	21				
		Department Heads	63				
		School inspectors & Wereda Education Officers	42				
5	Inspectors lack skill in applying techniques of inspection.	Principals	7	133	100.0	1.94	0.971
		Vice Principals	21				
		Department Heads	63				
		School inspectors & Wereda Education Officers	42				
6	Inspectors use less participative approach.	Principals	7	133	100.0	2.18	1.023
		Vice Principals	21				
		Department Heads	63				
		School inspectors & Wereda Education Officers	42				
7	Lack of adequate educational experiences is observed on the part of inspectors.	Principals	7	133	100.0	2.15	0.830
		Vice Principals	21				
		Department Heads	63				
		School inspectors & Wereda Education Officers	42				

Item 2 of the table 5 shows the response about the lack technical skills in classroom observation of school inspectors. While, the majority of school Inspectors respondents 2.49 and 0.884 of them responded that agree and were not sure about the issue respectively. Therefore, the majority were agreed that school inspectors did not get enough training about technical skills in classroom observation.

In the third item, Table 5, respondent were asked to rate their agreement levels about lack of awareness of teachers regarding the purpose and objective of school based supervision. While, the majority of school Inspectors respondents 2.52 and 0.866 of them responded that agree and were not sure about the issue respectively. This implies, that the agreement of the majority school inspector respondents about lack of awareness of teachers regarding the purpose and objective of school Inspections. From this, it concluded that most respondents had nearly similar perception about the issue. The majority respondents agreed that school Inspectors have not given enough orientation or awareness and this may one of the causes of low implementation of Inspectors in the primary schools.

With regards to this, the majority of school Inspectors respondents 2.44 and 0.829 of them responded that agree and were not sure about the issue respectively. This implies, that the agreement of the majority school Inspectors respondents about Inspection are not well trained enough about school Inspection to give support to teachers. Therefore, stakeholder should be give well organized training and well oriented about school Inspection to give support to teachers. The data obtained through interview revealed that absence of well-organized training for school Inspectors how to discharge their responsibilities could affect their contribution.

As it can be seen on Table 5 item 5, respondents were asked to decide on whether school Inspectors are fault finding rather than supporting and guiding teachers about the effectiveness of supervision or not. While, the majority of school Inspectors respondents 2.16 and 1.045 of them responded that undecided and agree the issue respectively. That is the aim of teachers towards inspection was fault finding.

In addition, in the open ended question, the respondents from zone experts revealed that there was no such fault finding practice in their respective schools. On the other hand, from the open-ended questions on the questionnaire, many respondents from the sample teachers indicated that

some of the school Inspectors were too harsh, undemocratic, and did not show respect. Some of them also remarked that their school Inspectors was always found faults with them, used intimidating strategies, corrected them in the presence of students, and imposed ideas. Concerning with the item 6, table 5 and questions raised for teachers and school based Inspectors to rate their agreement levels on the positive attitude for the implementation of school inspection.

As it can be seen from Table 16, inspector lack skill in applying techniques of Inspectors was considered. In this regard, the principal respondents asserted as moderate with the mean scores 1.94 and Standard deviation 0.971. The mean values of respondents indicated that educational Inspectors lack skill in applying techniques of inspection.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter consisted of three parts. The first part dealt with summary of the major findings of the study. The second part presented conclusions drawn from the findings and finally the third part presents the recommendations forwarded on the basis of the major findings and conclusions drawn.

#### 5.1. Summary of the Major Findings

The study was conducted with the aim of investigating the practices and challenges of school inspection in some selected government primary schools in Nifas Silk Lafto Sub- city Addis Ababa. Seven primary schools from four Weredas were sampled for this study. School principals, vice principals, department heads, supervisors, school inspectors, Wereda Education Officers and members of PTSA were taken as informants in the study. Out of 217 people, sample of 147 respondents were selected by simple random sampling and purposive sampling techniques. Descriptive survey research design was employed to conduct the study.

From the sampled schools, 7 principals, 21 vice principals, 63 department heads, 21 school inspectors, and 21 Wereda Education Officers were all the questionnaires were filled and returned by all the respondents. In regards to interview, 7 supervisors, and 7 members of PTSA were incorporated and the necessary information was gathered. Both quantitative and qualitative (mixed) research method was employed.

In order to attain the objective of the study, the following basic research questions were raised.

1. To what extent is school inspection practiced by inspector in government primary schools of Nifas Silk Lafto sub city?
2. What enabling conditions exist for facilitating the practices of school inspection?
3. How do principals and teachers perceive on school inspection service in the study area?
4. What are the major challenges concerned in the implementation of school inspection?

The data obtained from different sources were analyzed using statistical tools of mean and standard deviation. Depending on the results of the analysis made, the following major findings were obtained and summarized as follows:

### **5.1.1. The Level of School Inspection Practiced by Inspectors**

The level of school inspection practiced by inspector in Inspectors attend all meeting of the lesson while observation, Inspectors make discussion with teachers on the methodology of the lesson after the actual presentation the commitment of Inspectors give written report to the concern bodies in the school the ways the Inspectors left to read the comments is not in the right track of the standard. And Inspectors record things need to improve and success of the all inspection session were found to be low and the mean score was found to be 2.27, 2.28, 2.27, 2.46, and 2.38 respectively. However, Inspectors encourage teachers as classroom visit is helping their teaching learning activities were on average. Furthermore, results from qualitative data revealed that the level of school inspection practiced by inspector was at low level.

### **5.1.2. Issue Related to the Current Practices of School Inspection in the Primary Schools**

Many gaps were observed in inspection practice related roles. In relation to lack of supporting teachers to evaluate the educational practice, the majority respondents had similar views about the issue. Due to this, school inspectors did not support teachers to evaluate the current educational practice.

- The majority of teachers and school inspectors; the inspectors practices are not carried out by the school principal, vice principal departments' heads and senior teachers.
- The teacher and school based supervisors did not give constructive feedback for teachers in order to improve teaching and learning process. As we inferred from the view of PTSA during interview, they reported that most of the time teachers hadn't got constructive feedback concerning classroom observations.
- The ability for giving aduqate orientations for teachers about preparation and presentation of lesson plans. Inability of giving constructing feedback after classroom observations

this indicates that the roles of school-inspectors' effort to prepare a peer to peer experience sharing among teachers in primary schools was low and ineffective.

### **5.1.3. Principals` and Teachers` perception of School Inspection**

The third basic question was concerning about the view /level of understanding of respondents towards the concepts of school inspection with regard to the role of inspectors that helps in improving the quality of education. Based on this, principals and teachers respondents gave their opinions as follows:

- a) Based on the findings of the study, the majority of respondents were oriented and well aware about inspection and believed that it focuses only on weak points of teacher activities and tend to believe that inspectors were not be receptive to new ideas from teachers
- b) On the other hand, the majority of the respondents do seems to believe that inspection is a means for controlling teachers, the aim of inspection focuses on administrative matters and any education officers can be an inspector. However, inspection is a means of supporting teachers and principals for better learner achievements, it should mainly focus on facilitating the ongoing teaching learning process and it is a profession practiced by well-trained inspectors in the field of inspection.
- c) The interview results showed that, there were poor awareness creating programs regarding purposes and objectives of school inspection and lack of initiation and commitment of the principals and teachers.

### **5.1.4. Major Challenges Related to the Implementation of School Inspection Practices**

Finally, the fourth basic question was concern wit challenges encountered the implementation of school inspection practices in the study sites. The challenge of school inspection in selected government primary schools of Nifas Silk Lafto sub city by many factors. Concerning these, the majority of respondents from school inspection pointed out the following major challenges:

- Lack of sufficient and short term training program for updating inspectors

- lack of technique skills for effective communication.
- Viewing the purpose of inspection as fault finding.
- Poor awareness creation program regarding the purpose and objective of school inspection.

## **5.2. Conclusions**

Based on the major findings, the following conclusions were drawn:

Generally the purpose of the study was to assess the practices and challenges of school inspection in some selected government primary school in Nifas Silk Lafto Sub- city Addis Ababa. To achieve at this target, data was collected from teacher, principals, inspectors and parent-teacher association committee members. Mainly, locally developed questionnaire and interview had been used.

School inspection was carried out by non-professionals. In other words, inspectors were reported the lack both the capacity and professionalism in the subject areas and the respective pedagogies

The practice of peer observation for the activity of supervision was low in the study area. This indicates that the roles of school inspectors effort to prepare a peer to peer experience sharing among teachers in schools were low and ineffective. Teachers were not successful in their awareness about the purpose and objective of school inspection. The majority of supervisors did not get enough training about school based supervision to give support to teachers towards inspection was fault finding.

The finding showed that the school inspectors lacked of technical skills for the proper implementation of classroom observations. Due to this, inspectors did not give orientation for teachers about the preparation and presentation of lesson plan; did not make mutual agreement with teachers on the purpose of observations. They did not give constructive feedback for teachers after classroom observations.

At the end, the finding of this study showed that the proper implementation of school inspection was affected by different problems. Some of these are: shortage of capacity building training program for school inspectors, inadequate skill and knowledge of school inspectors, low

awareness of teachers about inspection, low expectation of teachers towards school inspectors. Hence, it was concluded that the practice of school inspection in primary school of Nifas Silk Lafto Subcity was not implemented properly and effectively this situation negatively affects the quality of teaching & learning in the schools.

### **5.3. Recommendations**

On the basis of the findings obtained through questionnaire and interview made with respect to the current status of the practice of school inspection in Nifas Silk Lafto Sub city primary schools the following recommendations were forwarded.

1. One of the major challenges identified in this study was inspector's incompetency and inefficiency. Therefore, Addis Ababa Education Regulatory Agency should arrange and implement consistent and practical in-service and refresher trainings to build professional capacities of the inspectors.
2. Nifas Silk Lafto Sub city Education office in collaboration with of Wereda education offices should provide relevant and sufficient training program for the school inspectors.
3. The school teachers should understand the benefit, role, function and significant of inspection in education and collaborate for better inspection practices. Therefore, AAEB is advised to provide awareness raising orientation for teachers of the primary school in Nifas Silk Lafto Sub city.
4. Nifas Silk Lafto Sub city must organize short term training for school inspectors on educational theories and practical supervision techniques, including constructive feedback and analysis of skill gaps.
5. Finally, to better address the problems, the researcher recommends that a more detail and comprehensive studies need to be conducted by including more subcities with regard to practices and challenges of school inspection in primary schools.

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# **APPENDICES**

## **Appendix I**

**ADDIS ABABA UNIVERSITY**

**SCHOOL OF GRAGUATE STUDIES**

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**DEPARTMENT OF EDUCATIONAL PLANINING AND MANAGEMENT**

**Questionnaire to be filled by School Principals, Department Heads, School inspectors &**

**Wereda Education Officers**

**Dear Respondents**

The purpose of this questionnaire is to collect data on the “Practices and Challenge of School inspection in selected government primary schools of Nifas Silk Lafto Sub City in Addis Ababa”.

Thus, your genuine responses will help the researcher to provide reliable and valuable suggestions and recommendations. Your response will be used only for academic purpose and will be kept confidentially. I would like to express my appreciation in advance of your time and consideration.

Thank you!

### **NOTE**

1. No need of writing your name
2. Mark (√) tick in the box of your alternative answer(s)
3. Please give answers to each closed ended items as appropriate as possible.
4. Please give your short and precise responses to the open ended questions.

## Part one: Back ground information

1.1 Name of your school \_\_\_\_\_

1.2 Your current position \_\_\_\_\_

1.3 Sex      Male               Female

1.4 Age      21 to 30 years               41 to 50 years

                 31 to 40 years               51 years and above

1.5 Educational Qualification

A. Grade 10 complete

B. Grade 12 complete

C. Diploma

D.BA/BSC/BED

E.MA/MSC/MED

F. Other (please specify) \_\_\_\_\_

1.6. Years of service

< 5 years  6-10 years  11-15 years  16 and above

## Part two: Main Questions

- I. To what level is school inspection practiced by inspector in government primary schools of Nifas Silk Lafto sub city?

Questions Related to The level of school inspection practiced by inspector

On the right end of the table below, a five point scales ranging from strongly agree to strongly disagree is given with respective numbers running from 5 to 1.

Please, rate your level of agreement or disagreement by putting (√) that reflects your opinion.

(The rating is: 5= strongly agrees 4= agrees 3= undecided 2= disagree 1= strongly disagree)

No	Items	Scales				
		5	4	3	2	1
1	Inspectors provide information two weeks head of the visit day.					
2	Inspectors encourage teachers as classroom visit is helping their teaching learning activities.					
3	Inspectors attend all meeting of the lesson wile observation					
4	Inspectors make discussion with teachers on the methodology of the lesson after the actual presentation					
5	Inspectors give written report to the concern bodies					
6	Inspectors left to read the comments rather than Face- to- face discussion with					
7	Inspectors record things need to improve and success of the all inspection session					

1. What do you think are the factors which hider the role school inspection plays to improve the teaching and learning processes \_\_\_\_\_

\_\_\_\_\_

**2. What conditions exist for facilitating the practices of school inspection?**

**Table 2.1 view of respondents about the current practices of the primary school inspection**

(The rating is:5= strongly agrees 4= agrees 3= undecided 2= disagree 1= strongly disagree)

No	Items	Scales				
		5	4	3	2	1
1	School inspection of teachers improves the quality of teaching and learning.					
2	School inspection focuses only on weak points of teachers.					
3	School inspections are receptive to new ideas from teachers.					
4	School inspection is a means for controlling teachers.					
5	School inspection focus on administrative matters.					
6	Any educational officer can be a school inspector.					

1. What are the attitude of teachers about school inspection \_\_\_\_\_  
\_\_\_\_\_

3. How do principals and teachers perceive on school inspection service in the study area?

**Direction V:** Indicate the level of your agreement/disagreement/ indecision by putting a “√” marking the box corresponding to your choice as regards your views on of inspectors services in your school.

(The rating is:5= strongly agrees 4= agrees 3= undecided 2= disagree 1= strongly disagree)

No	Items	Scales				
		5	4	3	2	1
1	The inspector practices are carried out by the school principal, vice principal departments heads and senior teachers					
2	The inspector evaluate current educational practices to improve teaching learning practices					
3	There is a practice of consistently giving constructive feedback daily lesson plan to improve teaching and learning process.					
4	The school organize teachers to conduct peer observation					
5	inspector prepare a peer to peer supervision program for experience sharing among teachers					
6	inspector conduct informal visits to classroom observation while the teacher are teaching					

1. What are the factors negatively impacting the contribution inspection play to improve the teaching and learning process. \_\_\_\_\_  
\_\_\_\_\_

4. What are the major challenges concerned in the implementation of school inspection?

(The number dedicate (The rating is:5= strongly agrees 4= agrees 3= undecided2= disagree1= strongly disagree) By putting (√) that reflects your opinion.

No	Items	Scales				
		5	4	3	2	1
1	Inspectors are lack technical skills in classroom observation.					
2	Lack of awareness of teachers regarding the purpose and objective of school inspection					
3	Inspectors are not well trained enough about school based supervision to give support to teachers.					
4	Inspectors are fault finding rather than supporting and guiding teachers about inspection.					
5	Inspectors lack skill in applying techniques of inspection.					
6	Inspectors use less participative approach.					
7	Lack of adequate educational experiences is observed on the part of inspectors.					

1. What are the challenges of conducting school inspection in a way that it improves the teaching and learning process? \_\_\_\_\_

\_\_\_\_\_

2. What are the opportunities of school inspection in a way that it in improves the teaching and learning process \_\_\_\_\_

\_\_\_\_\_

**Thank you**

**Appendix II**

**ADDIS ABABA UNIVERSITY**

**SCHOOL OF GRAGUATE STUDIES**

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**DEPARTMENT OF EDUCATIONAL PLANINING AND MANAGEMENT**

**Questions for the Interview**

Dear respondent; the purpose of this interview is to collect relevant data on the study entitled

"Practices and Challenge of School inspection in selected government primary schools of Nifas Silk Lafto Sub City in Addis Ababa ". Your response is vital for the success of the study. You are kindly requested to response the interview confidentially.

Be sure that your response will not be used for any purpose rather than academic purpose.

Your participation is volunteer-based. Thank you in advance for your genuine and kindly cooperation!

**Part one: General information**

1. Sex.....
2. Age.....
3. Academic qualification.....
4. Work experience (if any).....
5. Current position.....

## **Part two: Guide line of questions for the interview**

1. Could you please explain what you understand by “School inspection?”
2. To what extent do principal and teachers perceive inspectors as a resource- person or information person regarding to provision of inspection services?
3. What are the challenges affecting supervision services?
4. What should be done to overcome these challenges?
5. Is there any training or direction given to principal and teachers?
6. What major challenge affected the implementation of school inspection and what have you done to control these challenges?

Appendix III

በአዲስ አበባ ዩኒቨርሲቲ  
የድኅረ ምረቃ መርሐ ግብር

የትምህርት እቅድ እና አመራር ትምህርት ክፍል

ይህ ጥናት በአዲስ አበባ ከተማ በንፋስ ስልክ ላፍቶ ክፍለ ከተማ ውስጥ በሚገኙ የመንግስት አንደኛ ደረጃ ትምህርት ቤቶች “የትምህርት ጥራት ቁጥጥር በት/ቤቶች ላይ አተገባበርና ያለው ተግዳሮቶች” በሚል ርዕስ ለትምህርት ቤት ወላጅ ተማሪ መምህር ህብረት ኮሚቴ አባላት የተዘጋጀ ቃለመጠይቅ ነው።

ውድ ተሳታፊዎች፡ - የዚህ ቃለመጠይቅ ዋና ዓላማ በ“አዲስ አበባ ከተማ መስተዳደር በንፋስ ስልክ ላፍቶ ክፍለ ከተማ በሚገኙ የመንግስት አንደኛ ደረጃ ትምህርት ቤቶች ውስጥ ያለውን የትምህርት ጥራትና ቁጥጥር አተገባበር እና አጠቃቀም የሚታዩ ተግዳሮቶች” ላይ ጠቃሚ እና አስተማማኝ መረጃ መሰብሰብ ነው። ከዚህ አኳያ የእርስዎ ቅን እና ሐቀኛ መረጃ ለጥናቱ መሳካት ከፍተኛ አስተዋፅኦ አለው። በመሆኑም ትክክለኛ መረጃ እንዲሰጡኝ እየጠየቅኩኝ የሚሰበሰበው መረጃ ለትምህርት ዓላማ ብቻ የሚውል መሆኑን እገልጻለሁ።

ከዚህ በተጨማሪም የእርስዎ ተሳትፎ በፈቃደኝነት ላይ የተመረከዘ ምስጢራዊነቱም የተጠበቀ መሆኑን አረጋግጥሎታለሁ።

አመሰግናለሁ!!

ክፍል አንድ፡- አጠቃላይ መረጃ

ሀ. ፆታ፡-----ለ. ዕድሜ፡-----ሐ. የት/ትደረጃ፡-----  
መ. የሥራ ልምድ(ካለዎት)፡ -----ሠ. አሁን ያለዎት ኃላፊነት-----

ክፍል ሁለት፡ ዋና ዋና ጥያቄዎች

1. በእርስዎ አመለካከት ስለ አጠቃላይ ት/ት ጥራትና ቁጥጥር ያለዎት ግንዛቤ ምን ይመስላል ቢያብራሩልን?
2. ለርዕስ መምህራንና መምህራን ኢንሰፔክተሮች የሚሰጡትን አገልግሎት በአዎንታዊ መልኩ ይቀበሉታል?
3. የድጋፍና ክትትሉ በስራ ወቅት ምን ችግር ያጋጥሙታል?
4. ከላይ የተገለፁት እንቅፋቶች (ተግዳሮቶች) በምን መልኩ ሊቀርፉ ይችላሉ ብለው ያስባሉ?
5. ከኢንሰፔክሽን ጋር በተያያዘ ርዕስ መምህራንና መምህራን የወሰዱት ሥልጠና አለ?
6. በትምህርት ቤታችሁ ውስጥ በትምህርት ጥራትና ቁጥጥር አተገባበር ዙሪያ ለሚታዩ ዋና ዋና ተግዳሮቶችን ለመቅረፍ ምን ዓይነት የመፍትሄ ሀሳብ ይሰጣሉ?

## **Declaration**

This thesis is my original work and has not been presented for a degree in any university, and that all sources of materials used in this thesis have been duly acknowledged.

Name of the Investigator: Almaz Melsie

Signature: \_\_\_\_\_

Date of Submission: \_\_\_\_\_

## **Approval**

This thesis has been submitted for examination with my approval as the university advisor.

Name of the Advisor: Dr. Demoze Degefa

Signature: \_\_\_\_\_

Date of Submission: \_\_\_\_\_