

**FACTORS AFFECTING QUALITY OF PRIMARY
SCHOOL INSPECTION IN BIHARAMULO
DISTRICT COUNCIL, KAGERA
REGION, TANZANIA**

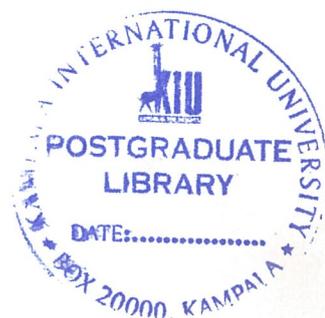
BY

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**A THESIS SUBMITTED IN PARTIAL FULLFILMENT OF
THE REQUIREMENTS, FOR THE DEGREE OF MASTER
OF EDUCATION IN EDUCATION MANAGEMENT
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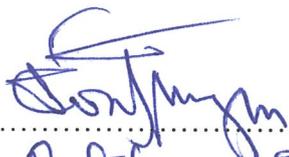
SEPTEMBER, 2009



DECLARATION

I declare that this is my original thesis work and has not been presented to any other university or institution for an award

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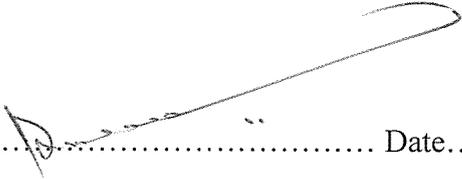
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APPROVAL

This thesis has been submitted for examination with my approval as University supervisor

Signature.......... Date.....*3rd Oct 09*.....

Rev. Dr Mattattical Ninan Chandy, *Rev.*

DEDICATION

This piece of work is dedicated to Almighty God, who through ups and downs has allowed me to attain this achievement. May He also, lead my wife, daughters and sons to excel?

ACKNOWLEDGEMENT

This study was made possible by efforts and encouragement from a number of people who deserve great thanks. Professor Owolabi, former Director of Post Graduate studies, Dr Canene and Dr Kepha who were always ready to support and advise me. I am very grateful to Rev Dr Chandy, my supervisor, for his tireless guidance. Without his efforts, this work would not have been a success. I am equally grateful to all Lecturers who contributed much to my advancement in this course. I appreciate Admission office and Madam Imelda Atwiine, administrator SPGS for prompt responses. Sincere gratitude to my Course mate especially, Dufitumukiza(Rwandis), Ahmed(Somaliland), Bakunzi (DRC) and Ubaya(Tanzanian).

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LIST OF ABBREVIATIONS

BDC	Biharamulo District Council
DED	District Executive Director
DEO	District Education Officer
DSEO	District Secondary Education Officer
DSI	District School Inspector
HMCIS	Her Majesty's Chief Inspector of Schools
LGA	Local Government Authority
MOEVT	Ministry of Education and Vocational Training
PSLE	Primary School Leaving Examination
REO	Regional Education Officer
RSI	Regional School Inspector
TIM	Tanzania Inspectorate Model
WEC	Ward Education Coordinator

ABSTRACT

This study determined the factors affecting quality of primary school inspection on serving inspectorate purposes, to achieve educational goals in Biharamulo District Council. The district level of school inspectors was established to inspect and supervise the implementation of primary school curriculum in the local government authorities. The school inspectors are working as external supervisors responsible to the Zonal Inspectorate level. The study sought to establish and recommend on the factors affecting quality of primary school inspection by examining the role of school inspectors, their knowledge and skills, incentives given to school inspectors and the effects of inspectorate structure. This was in view of the fact that there are a lot of global changes in education system, while deployment of school inspectors and working procedures remain the same. The study was conducted through case study; data was collected in January 2009 using questionnaires, interviews and documentary review from forty five schools, district education officers, district school inspectors, and ward education coordinators. Phenological approach was used for qualitative data analysis. The study established that District school inspectors lack modern training, enough incentives and are working under closed inspectorate structure. The inspectors want decentralization inspectorate structure and plan for permanent inspector's course to equip them with modern inspection techniques. The school inspectors should supervise, train, and work together with other district education officers. Also district inspectors should receive their funds directly from the central treasury to avoid misallocation of funds. Lastly the inspectorate structure should be reviewed to establish the regional office, and involve WEC practically at the lower level of supervision and inspection.

CHAPTER ONE

INTRODUCTION

1.1 Background

Biharamulo District Council is found in Kagera Region, in the far Northwestern part of Tanzania. The district is divided into two Divisions of eight administrative Wards. There are sixty two Primary schools. The language used for instructions in primary School is Kiswahili, but English is taught as a second language.

Before independence in Tanganyika, formal education was provided by government, local authorities, religious bodies and education voluntary agencies. All these partners had own ways of monitoring their schools (UNESCO 2001). There have been changes due to Decentralization Act of 1972 whereby the powers was transferred from the center to the regions and district levels. However, inspectorate department remained centralized, working in local authorities like consultants who have no power to initiate any change.

Theoretical background

Galabawa (2001), quoted Goke (1976), that school inspection was to view closely and critically in order to ascertain quality and state. The work of inspectors involved appraising, reviewing, regulating and controlling the curriculum performance and standards previously established. The aim of school inspection was to improve students or school academic performance. Therefore when inspection of school was done regularly, academic performance was expected to rise.

Conceptual background

Effective school inspection was expected to contribute much on school academic quality improvement. Inspectors of schools should be full time researchers in their daily undertakings so as to come with every day innovations (Bishop:1986:viii). Improved quality of school inspection should be indicated by academic performance which is measured by testing students' academic ability on subjects they have learnt, and compare the current results with the previous ones, to realize the success or failure. The indicators for the improved academic quality will be shown by the increase of performers grades in A, B and C together with the decrease of failure students, in their final National examinations.

Contextual background

School inspection has been taking place in various primary schools in this district, what had been expected from the task performed was the positive academic change of students and schools that had been inspected, due to the recommendations, corrections and instructions given by the school inspectors. Unfortunately it seems to be no difference between the regularly inspected school and those which were not inspected!

Bidwell (1965) in Galabawa (2001), Challenges the Tanzania Inspectorate Model (TIM) which contains bureaucracies characteristics which used to reared teachers based on summative evaluation reports and on their performance. He added that; inspectorate model may show several dysfunction such as conceiving the teachers as a bureaucrat or laborers, it may ignore the importance of organizational context; that is teachers and

students' performance may be influenced by various situations. Also by standardizing the inspectorate, the model ignores the effect of intervening variables between teachers' competencies and teacher effectiveness.

1.2 Statement of the Problem

Inspectorate in Tanzanian system of Education has its own independent structure and authority. It is organized at District, Zonal, and National levels, channeled from the central Government in the Ministry of Education and Vocational Training. Primary schools are owned by District Councils in the Local government system. Usually district school inspectors perform their duties of school inspection, and advise the owner of the schools who is the District Executive Director (DED) for further steps. There are several factors which affect the implementation of school inspection. Inspectors do not have direct power over the school administration, therefore their responsibility is only advising not ensuring implementation. In this sense to improve what inspectors have advised will depend either on school administration or on owner of the school (DED) who is always being assisted by the district education officer (DEO).

There were times when school inspectors provided advice by only observing the rules and regulations, though in different situations, which brings difficulty to be implemented by the stakeholders of education. Obviously this situation might cause mistrust among themselves, and brings education quality retardation instead of improvement. Galabawa also keeps it clear that; "...their recommendations would always be for the benefit of the

employer to control the teachers' labour rather than school improvement; (Galabawa 2001:118).

Not all schools in the district were reached by school inspectors in one, two or three years' period. But when primary education quality was measured by evaluating final results of Primary School Leaving Examination (PSLE), you couldn't find alarming difference between the inspected schools and those which were not inspected. Grauwe (2007), comments that such problem was not facing only Tanzania, he identified that, the colonial and post colonial states were of similar nature that; while political leadership has changed, regimes did less for supervision to steer school functioning.

1.3 Purpose of the Study

The purpose of the study was to determine the factors, which affect the quality of primary school inspection, on serving inspectorate purposes, to achieve educational goals in Biharamulo district council

1.4 Research Objectives

The following are the objectives to be attained by this study: -

1. To investigate the role played by school inspectors on fulfilling inspectorate purposes.
2. To find out the effects of the level of education of school inspectors, on Quality of primary school inspection.

3. To assess the effects of incentives given to school Inspectors on improving primary school inspection quality.
4. To examine how inspectorate structure affects improving quality of primary School inspection.

1.5 Research Questions

The questions raised in this study were:

1. What role does a school inspector play on fulfilling primary school Inspection purposes?
2. What effect does the level of education of inspectors have on improving Primary school inspection quality?
3. What are the effect of incentives given to school inspectors, on improving primary school inspection quality?
4. Does present inspectorate structure have any effect on improving primary School inspection quality?

1.6 Scope of the Study

The study was conducted in Biharamulo District Council primary schools, and educational authorities, at ward and district levels. The study aimed at evaluating the quality of Primary School inspection. Participants in this study were primary school teachers, Ward Education Coordinators, District School Inspectors and District Education officers. The study was done between January and June 2009.

1.7 Significance of the Study

Tanzania is currently implementing the Local Government Reforms, education being one of important affected sectors. Primary schools were owned by District councils, but Inspectorate department was still under Central government.

The study intended to outline the areas of weakness and strength in school inspection implementation, and recommend the areas to improve for the purpose of strengthening primary school inspection quality. Rules, regulations and modes of school inspection was assessed. The findings of the study would benefit education policy makers, school inspectors and supervisors of schools in local government authorities. Also it would be useful not only for Biharamulo district council but for the Ministry of Education and Vocational Training and the whole nation at large.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter observes the factors which affect the quality of school inspection. It also explains various concepts on school inspection and supervision, as used in different countries, roles of school inspectors and supervision explained by different researchers are discussed. In Tanzanian context, education supervisory and education inspectorate of schools as observed as two different phenomena is explained. Gaps on inspectors training are identified. Rules and regulations on education supervision and structural problem are observed.

2.1 Role of School Inspectors

School inspection is one of the most important activities in school governance. For example in Sierra Leone the Local government reform devolved education management and control to local government, mandated to monitoring and policy making (World Bank 2007:134). Galabawa (2001), explained the general aims of inspectorate as to evaluate education progress, to advice on the best ways of implementing the education policy, to raise the standard of learning and teaching, and to ensure best use of available resources. From the above facts school inspectors are important manpower in improving education quality, therefore they need to be competent, knowledgeable and conversant with inspection and supervision activity.

In the book of 'School supervision in four African countries volume II by UNESCO' (2001), about Tanzania, the writers explained that "the school committee is the only organ other than the Primary school inspector which has mandatory powers by law to supervise implementation of education policy in the school" (UNESCO 2001 : 167). But Galabawa (2001 : 110) observed inspectors as "on short consultancies and in most cases do not understand the dynamics of the unique school. Inspectors have the role of recommending and advising the school administration and the DEO who is the representative of the owner of the school. Also what Katunzi (1983) evidenced is still exercised that the Ministry of Education administrators depend on the inspectors as a source of information about breaches of law and regulations. What is observed, school inspectors in Tanzania are only reporters with no power to initiate recommendations or any change.

In UNESCO vol. II (2001), supervision is insisted as a useful mechanism to bring strong impact on school development. But practically it is not clear to realize who is, and who is not responsible for school supervision in Tanzania. Should it be education officials or school inspectors? According to the Tanzanian concept of inspection and supervision, the writers mean two different things when they wrote the following:

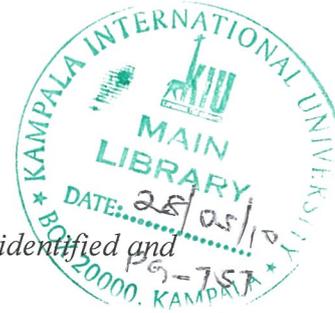
'Supervision' work has a strong impact on what goes on in schools in particular because: they help to identify areas and levels of performance, they provide constructive advice and recommendations essentially for improvement of performance, and they provide a specific forum of experience between the 'educational officials' and the teacher (UNESCO vol. II,2001:195).

Who are education officials in this sense, and who are supervisors? What is stipulated above is the responsibility of school inspectors in Tanzania, which has to be adhered to by all educational officials, who are in fact regarded as educational supervisors. These supervisors have power and authority to initiate change in any school, which could not be done by school inspectors. The researcher's argument here did not mean changing the title of these officers that could bring effectiveness, but something else should be done to bring remarkable change in implementing Education and Training Policy in Tanzania.

Jansen (2005), explains that after defining the 'ends' or outcomes' the remaining task is to find the efficient ways of becoming good at achieving those ends or demonstrating the outcomes (Jansen, 2005:13). Unfortunately the available human resource in Inspectorate and Educational departments was not effectively used to bring the intended change, what was easily evidenced was the antagonism power between two authorities; that was to say; inspectors who were capable at identifying weaknesses in school administration and education officials who were able to show their power on initiating or opposing change.

In her Handbook for Inspection Primary and Nursery Schools, Her Majesty's Chief Inspector of Schools in England (HMCI) explained that the inspection process should be of the highest quality and that judgments about a school are both fair and rigorous. She said:

“ A good inspection is one where: judgments about the educational standards achieved at the school and the strengths and weaknesses in teaching and other aspects are secured by sufficient valid and reliable evidence; the main findings, summarised at the front of the inspection report, together with issues



which the school should address in order to improve, are clearly identified and reported to the school.

It is equally important that: inspectors establish an effective working relationship with the school based on professionalism, sensitivity and an understanding of the school's concerns and circumstances; the process of inspection is well planned and effectively managed; there are good communications with the school and individual staff, which lead to a clear and shared understanding of what is involved at each stage of the inspection; inspectors readily explore issues with staff through professional dialogue; feedback to the school, staff and the governing body, both orally and in writing, is clear and comprehensible.

Inspectors should leave the staff and governors feeling that they have gained from their contact with the members of the team, as well as recognizing the thoroughness of the evidence base and understanding and respecting the judgments which emerge. Those involved in running the school should feel that the inspection has provided a valuable contribution to their strategy for improvement." (HMCI:2000).

2.2 Level of Education of School Inspectors

Like any other teacher an inspector was expected to acquire from educational psychology several things among others, mentioned by Omari (1982), that he should get skills which are directly related to the educational process. Such skills include ways of interpreting ability and achievement scores, defining pedagogic aims, goals, procedures and

evaluation of educational outcomes (Omari, 1982:140). But the colonialism symptoms are still realized among teachers including school inspectors, in colonialists education, no one was brought to understand their relationship to institutions and how they could change those institutions to suit their needs (Ishumi and Maliyamkono 1980 : 28).

Although there was a new generation which was educated after independence, there wasn't serious measures to change the mind set of the citizen. In UNESCO, (2001) it is said that there is no permanent in-service training programme for inspectors in Tanzania. Also Mohapelo (1980), explaining success and failures of education in Lesotho pointed out that "the inspectors must spend a good deal of their time working with teachers in their schools". They might be aiming at doing on – job training to teachers, up dating them, understanding and learning the purpose of education in the context of their society. (Ishumi & Maliyamkono 1980 : 231). Also Maicibi (2005), recommended that school inspectors or supervisors should interact with the community and there is much to learn from them (Maicibi ,2005 : 206)

2.3 Education Policy Implementation and Incentives provision

The Education and training policy (1995), explains on positions of Regional and District education officers to have total power and authority on education policy implementation in their areas of jurisdiction. The policy on inspection says that inspection is important as the means of monitoring and follow up, to ensure better delivery of education prepared in the curriculum, and to maintain the educational established standards. The policy states that there should be close follow up and a reporting system, which should be between

school inspectors and owners of schools and education supervisors at zonal, regional and district levels. But the problem remains in practice, because inspectorate always claims to lack resources and power to initiate any change in school administration. It is not clear of which brings the gap between the policy statement and physical implementation of that policy.

Galabawa (2001), suggested to change the presently practiced inspection approach, which is used as an instrument to judge performance by evaluating good teaching, rather it should be the intent becomes the observation of performance in order to improve it, that is to say to be changed to supervision (Galabawa 2001 : 112). Currently in Tanzania school inspectors' responsibility was to inspect with the intention of identifying shortfalls and give recommendations. The report should be taken to the owners of the schools, distributing the copies to Zonal level of inspectorate, the head teachers together with the school committee, and lastly the Regional Education Officer. In this sense the school inspector was regarded as fulfilled his/her responsibility. The supervisors (education officers) were expected to react to the recommendations given and make several visits as follow up. Any observer could need to understand the reality; if the recommendations were not put into action who was to blame? Should it be the school inspectors or education officers? The procedures needed be clearly stipulated to avoid such loopholes which automatically could hinder school inspection quality improvement expected to contribute much on education quality .

2.4 Structural Problem

In UNESCO vol. II (2001), the writers explained that; the district school inspectors are technically accountable to the District Executive Director, and administratively their work is monitored by him/her. In fact this is not true, because school inspectors in the district act as external consultants, who inspect the schools and give only reports and recommendations. Inspectors are not working as part of local government authority, but they work as external ‘auditors’ and they are directly accountable to the Zonal Inspector of Schools, who was responsible to assess them, normally on the number of schools, seminars and workshops attained (UNESCO Volume II 2001 : 172). What is pointed out by the writers above could have been right if regarded as suggestion to rescue the available confusing situation.

2.5 National Strategy on Education Improvement

Consistent with Tanzania’s vision 2025, it is stated that “Education should be treated as a strategic agent for mind set transformation of a well educated nation”. (Vision 2025 p 199 quoted in PEDP p.3). This was proposed to enable education leaders to support teachers; the education leaders who are school inspectors, tutors and head teachers, that they should be trained to provide effective support to teachers instead of just orders and instructions. Vision 2025 has good ambition, but remains imaginative, difficult to be fulfilled. It is now nine years since this vision was established but still the inspectors act as outsiders in local government system, which has been totally responsible for everyday to-day educational activities execution (Rajam and Omondi, 2003).

Scholars had suggested that, the inspectorate needs to concentrate on improving school teaching, and administrative skills among teachers and school administrators. But best ways have to be established, by studying the success and failures of school inspection and supervision in Tanzania. This activity has not yet ended and therefore still efforts and resources are wasted with little success. The best answer for productive means, need to be researched and come up with good recommendations for solving the available problem (UNESCO, 2001).

For the past five years, districts were struggling to complete with each other in the final primary school leaving examinations (PLSE), which in fact is the only tool to measure the academic quality of primary education. Different strategies were been created by different district councils to avoid depending only on school inspectors.

Among other strategies, education officers increased the visits to schools form monitoring and counseling teachers. Even the Regional Education Officer used to visit schools and meet with parents and stake holders to discuss the communities contribution to supervise education activities. These visits were increasing from 2004 see the table below:

Table 2.5.1 Visits of Education Officers in Schools

Title of visitor	Visits in various schools				
	2004	2005	2006	2007	2008
DEO and staff	72	87	169	184	201
DSI	20	30	30	32	50
REO	10	20	15	10	12
Zonal Inspector	1	-	2	-	-

Source: DEO's Office , PSLE Results

These visits were done in school after realizing that a certain school could take more than five years without visited by any school inspector or education officers. It was evidenced that the increase of visits in schools raised the performance of students in their PSLE .

See the table below;

Table 2.5.2 Biharamulo District Performance in PSLE

Grades	Years					
	2004	2005	2006	2007	2008	
A	10	20	15	12	11	PASS
B	784	805	1301	1217	1689	PASS
C	500	1000	1213	1908	1998	PASS
D	600	200	211	312	313	FAIL
E	210	215	212	159	128	FAIL
Total candidates	2104	2240	2952	3608	4139	
Pass percentage	61.5	89.5	85.6	86.9	89.3	

Source: DEO's Office

From the results provided above, the increase of students' performance might be contributed by several things including monitoring and follow ups, supervision and inspection of schools. But as far as there is no specialty in inspectors' professionalism, other school supervisors tend to believe that they could manage school without school inspectors.

2.6 Summary

School Inspection is one of the components of school governance, which aims at school progress evaluation, advice on education policy implementation, to raise learning and teaching standards, together with ensuring best use of resources. In Tanzania School Inspectors are still used by Ministry administrators as reporters of offences in education system. As pointed out by other authors Inspectors in other Countries are school supervisors, who are effective mechanisms to bring strong impact on school development. They can recommend and effect changes. This is different in Tanzanian education system whereby School Inspectors are still under utilized.

Training of school inspectors is not definite, and doesn't change with time. Most of School Inspectors are still used to old model which regard teachers as subordinates and inspectors as superiors. Inspectors fulfill their responsibilities by reporting faults founded in schools to the owner of schools. The available inspectorate structure does not allow inspectors to act as supervisors but observers who end up by reporting weaknesses. The Tanzanian Education and Training Policy together with National Strategy on Education improvement, aim at enabling Education leaders by training, but this ambition remain in words without any serious measures taken or implemented. More advices are needed to the government to improve Inspectorate as well as other education sectors, because Inspectorate can be regarded as a lubricant in an engine, which without it, the machine should increase friction and finally get stuck! Therefore the above discussed factors need to be observed and resolve whichever hinder progressive school inspection.

2.7 Conclusion

Primary School inspection in Tanzania can be improved by several steps including permanent and regular training to school inspectors and ward education coordinators and equip them with modern techniques and skills of school supervision and inspection. Inspectors should be supposed to work by providing effective support to teachers rather than discouraging them. They are expected to be trainers and counselors of teachers in all field situations and create friendly relationship rather than exercising superior and subordinate relationship. The overall purpose of school inspectors should be to improve teaching and administrative skills among teachers and school administrators. To improve school inspection, inspectors at District level have to be involved in the National budget as it is done in local government, and ensuring objective implementation by the central government. Deficiencies of resources in this department strongly jeopardize the whole exercise of primary school inspection. Both school supervisors and school inspectors have to work as a team as far as they are aim at the same goal. They have to act on the joint strategy. The ministry of Education and Vocational Training has to review her regulations and omit barriers for her two departments to work together efficiently, to improve teaching and administration of schools.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains the methodology that will be used in the study to cover the description of the study area, research design, sample of the population, sampling procedure, data collection instruments and proposed method of data analysis, preparation and interpretation.

3.1 Research Design

A case study design was adopted for the purpose of the study. A case study was preferred to its relevance pointed out by Amin, that “Case studies make an investigation on the complex factors that contribute to the individuality of a social unit” (Amin, 2005:195). The researcher used this design so that detailed information and analysis of the pertinent issues could adequately, intensively and extensively be covered

3.2 Research Population

The population consisted of schools, teachers, Ward Education Coordinators, Education officers and School Inspectors, who were considered to be useful respondents in the study. The target population was primary school teachers, ward education coordinators, district education officers and district school inspectors in Biharamulo District Council.

The table below represents the sample size;

Table: 3.2.3 Sample size determination

Category	Target population	Sample size	Method of selection	Number of Interviewees
Education Officers	10	10	Purposeful sampling	3
School Inspectors	5	5	Purposeful sampling	2
WEC	10	10	Purposeful sampling	3
Classroom Teachers	360	186	Random sampling	20
Schools	62	52	Random sampling	10

Source: Determined from Krejcie & Morgan (1970) table.

3.3 Sample and Sampling Procedure

The sample contained 52 primary schools out of 62. A number of 154 teachers participated, ten education officers, five school inspectors and ten ward education coordinators. The total number of respondents was 179 out of 211, which made 84.8 percent of participants. The respondents sampled were of different ages and experience, different sex and levels of education. All schools in the district were classified in three groups; that is the most inspected group of schools, the averaged inspected group and lastly the least inspected within the considered period of the past five years. From each

group, seventeen to eighteen schools and three teachers from each school were randomly sampled. Also ten Ward Education coordinators, ten District Education Officers and five District Inspectors were purposely sampled who became units of observation. Determination of the sample size referred to Amin's Appendix A which shows Sample sizes required for the given population sizes.(Amin, 2005:454)

3.4 Instruments for Data Collection

In this study questionnaire, interviews and documentary review were used for data collection, and their purposes were as follows:

Questionnaires

Both closed-ended and open-ended questionnaires were used. Closed ended questions were provided by alternatives with short responses to the questions, which enabled specific answers to be gathered. Open-ended questions were to seek for free response from the respondents, for gathering missing information. Questionnaires were distributed to teachers, Ward education coordinators, School inspectors, and District education officers aiming at gathering relevant information from the intended respondent.

Interview

Both structured and unstructured interviews were applied, which allowed flexibility for the researcher to change the order of the question during the interview, depending on the situation and answers given by the respondents. Interviews were used purposely for gathering information which is difficult to be obtained through other means.

Documentary review

This technique was used to obtain detailed information from the primary source. The needed information obtained from the school inspectors reports and the pupils academic achievements for the past five years 2004, 2005, 2006, 2007 & 2008. Others were the government policies and regulations. Also the researcher looked at the DEO's responses to the inspection reports.

3.5 Validity and Reliability

Content validity of instruments was determined through expert judgment, by carefully and critically examining or inspecting the items that make the instruments, (Enon,1998:30). The judge established Content Validity Index for four items which averaged 0.89. The researcher took it as a valid index because the average was over 0.7 advised by Amin, (2005:288). Test retest reliability was established between scores of the same group examined at different times. Test retest of instruments was done in Biharamulo town Ward which consists of twelve primary schools. The results of the two tests showed almost to be the same, of which the researcher regarded as the instruments to be reliable.

3.6 Data Analysis

In this study both qualitative and quantitative techniques were applied in data analysis. Phenomenological approach was used for qualitative data analysis, which emphasized deep understanding of the participation view. Quantitative method were applied for close ended items, whereby factor analysis statistical technique confirmed the different items

which belonged to the different concepts or factors. Data reduction was performed to form a relatively small number of factors or constructs from a set of many interrelated facts. Tables and figures were used precisely for clear presentation.

3.7 Ethical Consideration

The study undertaken was aiming at public gain. The researcher avoided abusing the trust of subjects participating in research activity, and respondents were protected by keeping the information given confidential, especially when confidentiality was promised. Always plagiarism was avoided by acknowledging the authors of the referred works. Laws of the land were observed and research funds were used for the intended purposes.

3.8 Limitations

Limitations in this study were the means of transport, lack of enough funds and extra commitments of respondents who were not able to respond timely as required. The researcher made closer follow ups, and used participatory approach in daily activities found in the field, to convince other peoples' help. Logically the researcher's behavior and attitude towards the community where the research was conducted, determined his success. Moreover the researcher is not sure if at all the results can be generalized to the Tanzania population of school inspection.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This study investigated the quality of Primary School Inspection on serving inspectorate purposes to achieve educational goals. This was in the light of observing the process of primary school inspection which doesn't show the direction to teaching and learning improvement. The collected data was analyzed by using qualitative data analysis technique. This chapter presents the results of the analyses.

4.1 The Role of Primary School Inspectors

The first objective of this study was to investigate the role played by school inspectors on fulfilling inspectorate purposes, which normally aim at four points

- (i) Evaluate progress in education
- (ii) Advise on the best ways of implementing the education policy
- (iii) Raise standards of learning and teaching in the classroom
- (iv) Ensure the best use of available human and material resources.

To achieve this objective the respondents were asked to explain the activities done by school inspectors, on their daily approaches to tackle their responsibility, and response of teachers. Also the researcher wanted to know the feelings of the owners of the schools on Inspectors contribution to raise academic performance. Data collected was analyzed



under the question:’ What role is played by school inspectors on fulfilling primary school inspection purposes?

The results are presented in the following sectors. The researcher gathered the information from four groups of respondents, who are partners in education programmes implementation. On the question of inspectors usefulness, on education development process, the three partners agreed highly that school inspectors are very useful in education system. Though most of the education officers and ward education coordinators believe that inspectors are fault finders, they also agreed that inspectors are able to solve some problems found in schools. The main activity of inspectors is to do inspection and give report or recommendations to the owner of schools. But most of the respondents including inspectors themselves assumed that they don’t have power to evenly contribute to institutional changes in Educational system. Also teachers gave their views that inspectors did not spend enough time on school issues, instead sometimes inspection is done at ad hoc bases. The issue of ‘on the job training’ to become a core activity of inspectors, respondents agreed that such training could be most useful to contribution of capacity building of teachers. Table 4.1.1 below shows the response of participants when inquiring about the District School Inspectors’ role.



Table: 4.1.4 Response to School Inspectors' Role

Question	Education Officers		Ward Education Coordinators		Teachers		School Inspectors		Total		Agreed %ge
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	
Are Inspectors useful in school system?	6	4	8	2	115	39	*	*	129	45	74.1
Inspectors are fault finders	10	-	7	3	96	58	1	4	114	65	63.7
Inspectors solve problems in schools	2	8	6	4	89	47	*	*	97	59	55.7
Inspectors has no power to initiate change	7	3	3	7	46	88	5	0	61	98	34.1
Inspectors do not spend much time at each school on inspection	8	2	6	4	76	59	*	*	90	65	51.7
Inspection can be more useful on the job training	6	4	5	5	95	39	4	1	111	49	62.0

Key: * that question was not asked to that group

According to the school inspectors' observations, they recommended that their role is clear which includes, inspection counseling of teachers, training, follow up on Educational policy implementation, evaluation and recommendation to the owner of



schools and the Ministry at large. Their argument is that; their proposed actions are not positively accepted.

Most of the school inspectors assume that primary school teachers feel inferior because most of the time they work wrongly. They complain that as far as teachers know that school inspectors cannot instantly take action against them, they always misbehave to school inspectors.

Effects of the level of Education of school Inspectors

The second objective of this study was to examine the effects of the level of education of school Inspectors which might determine the knowledge, skills and techniques of inspectors of primary schools. The results of the investigation showed that most of the Ward Education coordinators were not satisfied with the level and training of district school inspectors and suggested more training for school inspectors which could lead to successful primary school inspection. Also most of the teachers were suspicious with the knowledge and skills adopted by schools inspectors on whole school inspection. Education officers at district level, also were not comfortable with inspectors training, because; they said up to know in Tanzania there is no known permanent inspection training for school inspectors other than seminar or workshops which normally take two or four weeks time.

The minimum qualification of primary school inspectors were teachers grade A certificate with the experience of not less than ten years teaching experience. For new

District Primary School Inspectors are supposed be diploma holders with experience of not less than seven years.

Teachers, Ward education coordinators and District Education officers believe that if at all Ward Education Coordinators are trained to become school inspectors and coordinators could have been good implementers of education and training policy, because they are supervising a small area with a few number of schools, which they tend to be conversant with and sure of the environment. A district has sixty two schools with divided into ten wards. Every ward coordinator can supervise and do inspection in the average of six schools only.

District education officers believe that school inspectors do not give solution to the problems found in schools because available school inspectors are not specifically trained for such matters, instead they either complain about the available situation or just inform the owner of the school the problems as they are found in schools. Also they are doubtful on the preparations done for whole school inspection, follow up or even special inspection

Table: 4.2.5 Overview response on School Inspectors Education and capacity

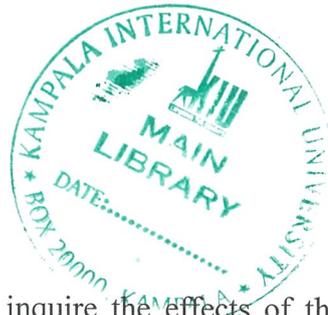
Question	Education Officers		Ward Education Coordinators		Teachers		School Inspectors		Total		Agree %ge
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	
Inspectors knowledge and skills not enough	7	3	6	4	69	57	0	5	82	69	54.3
Training of school inspectors not satisfactory	10	0	5	5	76	59	5	0	96	64	60
School inspectors do not give solutions to problems found in schools	10	0	6	4	89	47	0	0	105	51	67.3
To train WEC for inspection could be very effective	10	0	10	0	101	29	3	2	124	31	80

Source: Researcher's Observation (Jan 2009)

Inspectors of schools had strong argument that the Ministry normally introduces new things in the curriculum without any kind of training for them. They say that such changes undermine their performance capacity as far as they are ignorant of new knowledge.

School inspectors insist that there should be inspectors' course before employment. Inspectors' course should normally be for training and testing capable teachers to become inspectors. That is to say at the end of their course there should be examination to measure their competence. In this sense there should be added advantage for inspectors compared to other teachers without this special course.

The Ministry has no definite in-service programs for school inspectors which could have kept them up to date.



4.3 Incentives for Inspectors and their Effects

Another objective intended by this study was to inquire the effects of the amount of incentives given to school inspectors on improving primary school inspection quality. School inspectors and District Education officers admit that one of the biggest problem which undermine inspection activity concerns with incentives and working tools given to school inspectors.

In Biharamulo District inspectorate department there are five inspectors who are serving sixty two schools. The department possesses one vehicle. Unfortunately the Ministry doesn't provide enough funds regularly in every quarter, to assist visits to school and running office activities. Sometimes the funds received quarterly could not sustain the office activities even for a month, without considering allowances and fuel to support inspection in rural areas. Such situation causes inspectors to stay only in offices for more than six months, failing to attend their schedule of work. In Biharamulo District Council (BDC), for the past two years the department vehicle was being served by the DED using education operational costs funds, which of course could not be enough for whole

departmental activities, but just for mere contribution. For example Inspectors have to travel everyday from their homes to schools in remote areas because they are not provided with night allowances. Effort is done by the DED who supports them by paying lunch allowance of Tshs. 10,000/= per day which cannot satisfy any person's needs. Inspectors agree to work by receiving such little amount otherwise they stay idle in their offices doing nothing, and no one could blame them.

It is known that this situation is different from one district to the other because it depends to personal relationship between the District Education Officer (DED'S representative) and the Inspectorate department. The researcher was told that in other districts things are worse. Inspectors had their observations that inspection is always the field work, the government cannot avoid budgeting enough funds for School inspection, otherwise agree to remain in disparities between the education policy statements and physical implementation.

Another problem is the bureaucracy exercised by the Ministry on procedures to release the available little funds and other service. For example if any school inspector at district level request a loan from any financial institution, his request has to be endorsed by the Permanent Secretary of the Ministry of Education and Vocational Training who stays far in Dar es Salaam, before submitted to the responsible institution which provides loans. This process could take a period of six months or more! For such matter, government or other financial institutions loans could not solve emergency problems such as paying for school fees, or serve a patient admitted at hospital.

Inspectors at district level claim that they are very far from the decision maker who is the Permanent Secretary of the Ministry as the Employer. Promotions and other privileges cannot be met evenly by people in remote areas. District school inspectors argue that such situation discourage them and place them in a moral dilemma.

District school inspectors admitted to get financial and transport facilitation support from the DED and DEO, but they think such aid from the owner of schools may betray their position as school inspectors, because they are supposed to criticize both school administrators and owner of schools, in this case DED, if things get wrong. This means that; fear may arise if at all the DED's or DEO's weaknesses are revealed in black and white, funds may be cut off instantly. Therefore they said that; sometimes they were forced speak what suits the boss (DED) in order to survive on his aid.

4.4 Inspectorate Structure

For quality primary school inspection the inspectorate structure was examined to realize its effects on the whole process of school inspection. The information was gathered through interviews and questionnaires. The available structure was criticized by most of the respondents. They argued that the available structure to earmark any kind of success doesn't depend on available regulations and procedures, but in most cases it depends on school inspector's personal relations with other council departments.

The available structure and procedures of inspection allow inspectors to attend schools for inspection and report failures and success to the DED. They normally suggest what is

to be done comparing to the available stipulated regulations by the MOEVT, regardless the environmental obstacles and consequences. The Regional Education officer is given a copy, and the Zonal Inspectorate office is also given a copy as a matter of information. Such reports look as commanding to fulfill what is demanded regardless availability of resources.

All inspectors who participated in this research admitted that they were dissatisfied with the available structure, which they said; it operated bureaucratically, misallocating the funds and not efficient in steering education development through inspection process. Inspectors' observations prefer Regional Inspectorate level to Zonal level which is far from the local areas in Districts. But also they disagreed to become under local government authority. Most of the respondents found it important to have a recognized and honored level of inspection at the Ward level which is a small area with few schools. They said that this could be done by introducing inspectors' course to Ward Education Coordinators and assign them such responsibility. Some of District school inspectors did not agree with this idea and pointed out that already head teachers and WEC already had the checklist to guide them on what they had to observe as internal school supervisors. The following were the results of the asked questions in table 4.4.5



Table: 4.4.6 Overview response on Inspectorate Structure

Question	District Education Officers		Ward Education Coordinators		Teachers		District School Inspectors		Total		Agree %ge
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree	
Satisfied with the available inspectorate structure	8	2	5	5	40	82	5	0	58	89	39.4
Inspectorate to be transferred to LGA	10	0	*	*	*	*	2	5	12	5	70.5
WEC to be trained as school Inspectors	10	0	10	0	95	23	1	4	116	27	81.1
Available structure doesn't provide mandate to inspectors as decision makers	5	5	4	6	40	82	5	0	54	93	36.7
Inspectors to be trained as on job trainers	2	3	4	6	89	33	5	0	100	42	70.4

Bishop G.(1986:50), argued that for most developing countries the problem that constrained their education system twenty five years ago have not been overcome. He also adds by quoting Raja Roy Sing that: “..we cannot get more or better, by doing the same things in education as we have done before, even through on a larger and expanding scale.” (Bishop, 1986:viii). The available structure which tends to isolate inspectors of schools from other school supervisors, to remain as external education partners does not suit the Tanzanian Education Policy of 1995 and the Vision 2025 on educational goals.

Figure 4.4.1 Below shows the present Inspectorate structure.

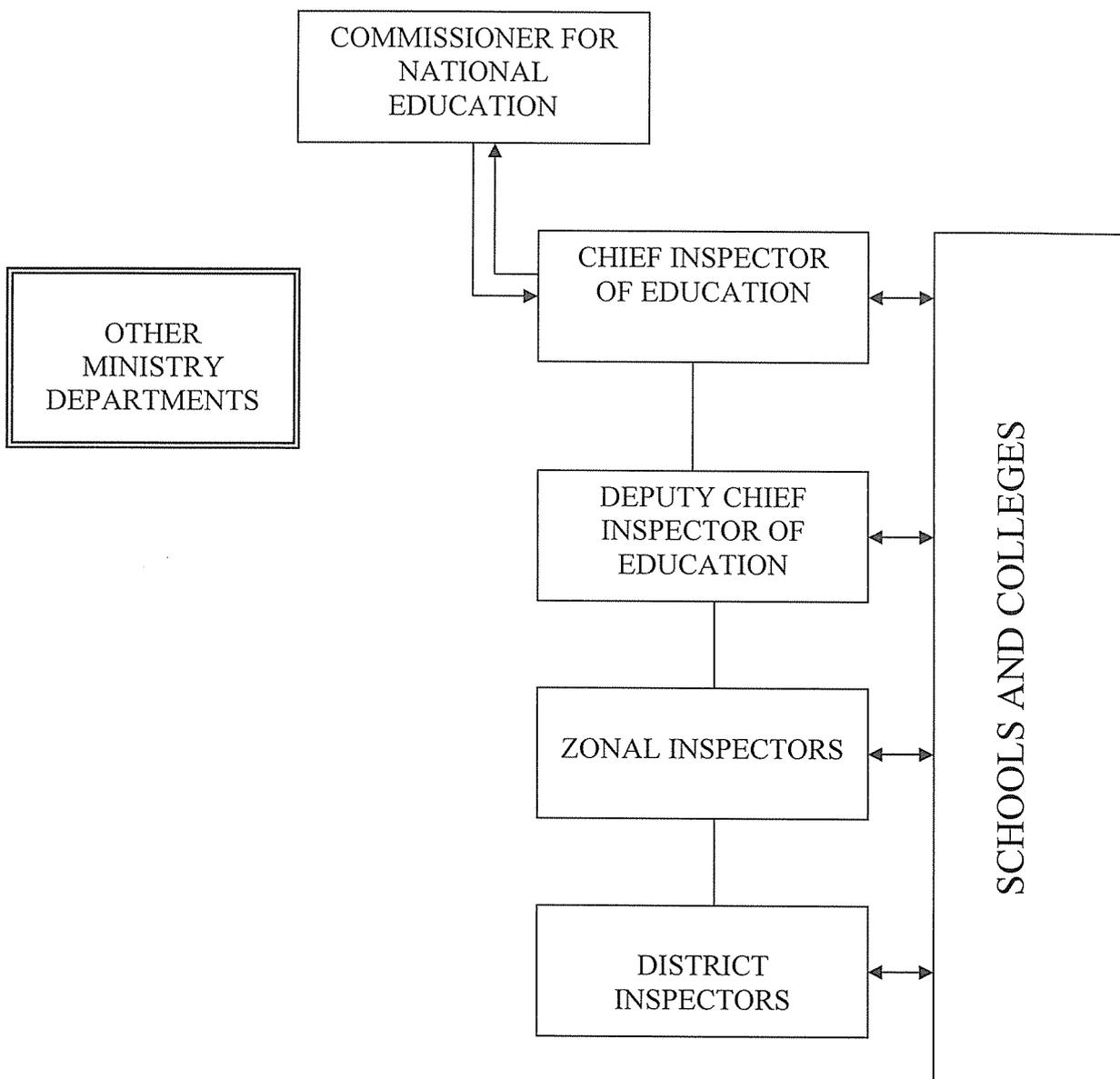


Figure: 4.4.1 The Tanzania inspectorate structure

Source: Ministry of Education. Basic facts about education in Tanzania (Dar Es Salaam 1980) as referenced by Galabawa J.C.J. Perspective in Education management and administration (Dar es Salaam 2001)

CHAPTER FIVE

DISCUSSION OF RESULTS, CONCLUSION AND RECOMMENDATIONS

5.1 Discussion of Results

The first objective of this study was to investigate the role played by school inspectors on fulfilling inspectorate purposes. Data analysis and interpretation revealed three major findings under this objective. It revealed that school inspectors understand their role on school inspectorate purposes but they are still influenced by old model of inspection of fault finding, and reporting the issues to the owner of school without situational solution. Also inspectors believe that their responsibility is always being interrupted by other authorities. These findings indicate that the role of school inspectors as known by teachers, education officers and inspectors themselves is to evaluate and recommend on teachers work, counseling teachers, interpretation of Education policy and reporting to the owners of school on school development.

The questions raised here were: Is it possible for Primary school inspectors to do all what they were required to do? If the Inspectors really knew their roles, did they fulfill them as they were required? Were there any gradual changes due to effective implementation? If yes do they match with the government's ambition to earmark Education as a priority for the country's development?

Through observations, interviews and report examinations, the researcher discovered that inspection is done for its own sake but not for immediate progressive change. This was due to the fact that; for the three types of inspection, each inspection has its own purpose and the results have the different values. These types of school inspection were whole school inspection, follow-up inspection and special inspection.

The whole school inspection didn't go in deep to every item, though the observation is done to every area of the intended school. In the real fact it is a general inspection which gives the general picture of the school activities carried out in a specific institution or school. Faults are found but the reasons for those faults are not elaborated, and the solutions are not given or suggested. For this reasons therefore, even the owners of the school are not paying much attention on reports from inspectors because they assume that such reports are brought without the way forward to resolve the available problems. Most of the Education officers believe that their follow up visits in schools are more effective to bring change than general school inspection.

Another type is the Follow up inspection which is done partially for verification of changes that had taken place after the inspectors' school general inspection report. The items identified to be evaluated are those which were found underrated during the previous inspection. Normally if they find that nothing has been done, they again reported the same matter to the owner of school who is the DED.

Though in principle this kind of inspection is stated to be done regularly, its results do not bring any progress. Schools in urban area (where allowances for inspectors are not needed) could be visited for follow up inspection several times. Follow up inspection is meant for revisiting the school to verify the implementation of what had been suggested or advised earlier. For that matter therefore, the implication of deficiency of enough funds comes in. Those schools which are found in rural areas couldn't be visited because there was no subsistence allowance. If at all inspectors visit them, they tend to spend a short time at each school and return to town as far as they don't have allowances to sustain them in remote areas.

Another kind of inspection is Special inspection, According to the District Chief Inspector of Schools (DCIS), Special Inspection is done when the school owner makes a special request to DCIS for such kind of inspection. The school owner should state terms of reference together with the purpose of that inspection which has been requested by the owner of the school. Costs for such inspection should be incurred by the school owner himself.

This kind of inspection is a deep and detailed inspection, but examining only few things. For example inspectors can take trouble to examine the school administration in all aspects such as funds management, personal relations, commands, and responsiveness or discipline of teachers and students. Also they can decide to examine the implication of administration in relation to community understanding. Sometimes inspectors might decide to observe and evaluate academic affairs; they might use various techniques such

as interviews with the teachers, document analysis and classroom observation. Also they have to examine critically the students' work together with the teachers' records to verify the progressive development of the students.

An example of a report of a detailed school inspection, in the case of special inspection on teachers' performance, curriculum implementation and academic affairs, should give a detailed report on every teacher; his or her performance towards his/her assigned classroom work. The teacher should be observed on how he/she attends in classroom, the amount of work given to students and how the syllabus is tackled with time schedule. Also the teacher is evaluated on standards of questions and exercises he/she provides to the students.

In such Special Inspection various instruments are used to measure different standards of performance, and the results are given in standardized grades of A for Excellent, B for Very Good, C for Good, D for Average and E for poor performance. The areas of performance are established to be measured such as Scheme of Work; this is a plan of work intended to be done for a specific period of time, usually one school term or annually. Lesson Plan was another area where a teacher is evaluated on fluent preparation, clear statements of material offered and how the subject matter matches the syllabus. To ensure regular attendance of teachers in classroom, class journals are used, and they should be signed by every teacher who attends class on that particular day and time. When performing this inspection also, the number of exercises given to students is evaluated together with the quality of questions and exercises given. Correction of



students work, and the way the teacher makes a follow up on students' work and guidance to his/her students is also examined.

Indeed the special inspection goes deep to report clearly the available status of academic progress. But what the researcher found out not to be common was that, within the past five years under study, the special inspection was done only once at a single school, after the request of the school owner. School inspectors put it clear that they couldn't perform the special inspection without the owner's request. The school inspectors argued that such special inspection carries few detailed things and leaves many other things unobserved. But they also claimed the task to be cumbersome, because they said that; in a single school where this kind of inspection were performed, inspectors had to perform inspection in a school of 949 pupils making 24 streams, an activity which took four days done by four school inspectors who observed 25 teachers.

According to the researcher's observation, he found it necessary to implement what was termed as Special inspection, because this special inspection goes in deep and detail to realize the weakness and strengths in the whole process of teaching and learning. It shows the status of every subject compared to the syllabus and the scheme of work prepared by every teacher on his/her inspected subject. Secondly every teacher is evaluated in person on how he/she is carrying out the whole exercise of teaching. Various aspects such as schemes of work, if the teacher had prepared the scheme of work of every subject she/he intends to teach and their quality according to the set standard. Every teacher has to show up his/her prior planned lessons which match with the taught

lesson in classes, and proved by class journals and pupils daily work in their exercise books. Exercises and tests have to be evaluated to prove their quality. In this inspection also the teaching aids used have to be inspected in collaboration with the topics taught. Fitness of teaching aids qualifies the teacher on skills to impart knowledge to pupils. Teachers' attendance at work place is also examined together with completion of syllabus in a given time.

A report from such inspection could have been a good base for supervisors to make good decisions on school administration, teachers training for the purpose of improving teachers' skills and knowledge, resource management and future development for Education sector.

Level of Education of Inspectors

The second objective of this study was to evaluate the effects which could be caused by the level of education of inspectors. Data analysis and interpretation resulted to two major observations under this objective. Education stake holders other than school inspectors were doubtful on schools inspectors training and capability. Secondly even the inspectors themselves despised the government procedures to employ Inspectors without any inspection course. Employments for inspectors without special and permanent training undermine the inspection process. For example Inspectors argued that some times the curriculum and syllabuses are changed and directed to be implemented in schools without any training to school Inspectors, who are quality asurers of school

curriculum. School inspectors admit that in this case they sometimes inspected subjects which they were not very sure with the subject matter.

District schools inspectors were Diploma Holders lead by District Chief School Inspector who is a Degree holder in Education. Though the level or education standard of Primary School Inspectors seem to be satisfactory skills and technique of inspection depend on personal understanding and capability on talking problems according to the situation.

Always teachers regard inspectors as superior and most of the inspectors appreciate to be regarded so, that is why teachers hate to meet with inspectors. The research done evidenced that 50.5% of primary teachers who participated in the research activity, had negative attitude towards school inspectors. As Galabawa (2001) pointed out that; teachers are professionals, though at lower level they are also bureaucratic and difficult to supervise. The reason is that teachers consider themselves experts in their own field. This is to say that mandated system of inspectors which ignores teachers' expertise fail to promote inspection quality.

For example Inspectors pointed out that inspectorate to get support from other departments depends on the DCIS' wisdom. This means a trained inspector could have been working smoothly guided by the principles and skilled he/she acquired during school inspection training. Inspectors training could have proved to success if at the end

of training, only Inspectors who pass inspection examination get the chance to be employed as inspectors rather than employing people by chance.

All school inspectors in this district formerly had been Primary School teachers, their experience of teaching for more than seven years, is just an assumption that they are good school inspectors, but it is not always true for Primary School teachers to be conversant with all seven to ten Primary School subjects. Employing School inspectors does not base on subjects they were teaching in schools, but because they are unfortunately employed in a few number in every district, then the subjects are distributed to the available inspectors for coordination. This is a weakness which results to some of inspectors to be useless in improving the teachers knowledge and skills because they might have very little knowledge and skills or have nothing to provide.

The argument of Education Officers that School Inspectors always do not have new ideas but complains without solutions hold water on this matter that school inspectors could have been useful on the job trainers if at all, themselves had been effectively trained. After employment school inspectors usually attend short seminars of less than a month on school inspection. This is real minor training which can not qualify a mere teacher to become competent school inspector.

Academic performance of pupils is what normally determine the quality of education, and this is expected to be verified by school inspectors by observing and examining the teaching and learning process. This can succeed by making sure that teachers are always

equipped to new knowledge and skills. The gap could be easily be identified by school inspectors, and suggest means to correct or fill that gap. Untrained school inspector couldn't be able to meet this intention or goal. This is to say; School Inspectors are teachers who always need in-service training to update their knowledge and skills. In such regular training, School Inspectors will be equipped with their new roles to school and teachers.

The Effects of Incentives

The third objective of the study was to inquire the effects of the incentives given to school inspectors on improving school inspection quality. The overview facts on incentives showed that lack of enough incentives affect inspection in Biharamulo District. Two major findings were obvious under this objective. First is that centralized operational system of inspectorate department demoralizing the workers in the lower levels especially at district level. Secondly inspectorate to be very much dependant to the DED for support to run every day activities of inspectorate department at district level, reduce the inspectors power to criticize the district authority on the whole procedure of supervising Education activities. All Inspectors who participated in this study agreed that the central government does not bother with low levels contribution to the Ministry's budget. Also the inspectors admit that for a long time their activities are financed by the District Council (DC) through Education department. It is very clear by common understanding that it is very difficult for a person to cut down the branch of a tree which he is resting on! District School Inspectors had to defend theirs survival by not doing what they were supposed to do; for fear of the DED to cut off the regular aids for them.

For the past two years the central government provided only ten percent of the whole District inspectorate department annual budget. Such amount of money could serve only stationery, pay some debts of car service and purchase some fuel. Per Diem allowances allocated could enable them to inspect only ten schools, which is equivalent to 16 percent of the annual target. But they used the same amount of fund released and other little amount from the DED to inspect 50 schools which is 83% of the annual target. The interpretation of this fact is clear that the inspection done couldn't reach the required quality because there were no enough funds to fulfill the Primary School Inspectors requirement.

Among the Tanzania government success is the decentralization and empowering Local Government Authorities (LGAs), especially on governing and assurance of funds allocated to schools and students in Primary Schools. These funds from the Government's Central Treasury are allocated to the District with respect to the number of pupils found in that district and the approved budget. Such money is divided evenly according to the number of students in each school transferred directly to the schools accounts. This could have been the approach to deliver the funds for Inspectorate department right from MOEVT. This might be one the reasons why some respondents found inspection done at ad hoc manner; their action plan was not always fulfilled but they used to choose whatever possible to be implemented at that particular moment. Respondents and even school Inspectors themselves are not conversant with the distribution of departmental funds from the centre or ministry head quarters. This is the major weakness of the MOEVT to allocate big funds at head quarters and leave real

implementers of inspection striving without resources. As far as there are still only little incentives, which are provided to inspectors at the base level, school inspectors could not perform their duty as scheduled and therefore with such little incentives inspection quality will remain poor.

What is required is the Ministry's commitment to support Primary school inspection, by being realistic with its programmes. It is very clear that inspection is done at Zonal level for Secondary Schools and Teachers Colleges, at District level for Primary Schools. What is fair is to allocate needed resources at each level according to its needs. During this research it was evidenced that funds for primary school inspectors are sent through the Zonal level, whereby the Zonal Chief Inspector of School had to make a new distribution to his/her districts. This system has to be eradicated because it minimizes the rights for inspectors working in districts.

Fortunately for Biharamulo District council school inspectors and education officers under District Executive Director are working together by sharing the available resources. The number of schools visited for follow ups increased. What was observed by the researcher was not real inspection but visits and evaluation of few things like attendance of teachers and pupils, cleanliness of environment, class journals and exercises given to pupils. These visits regularly are dominated by canceling of teachers and inspection of school infrastructure. What the researcher realized is that the inspectors most of the time have to accept the DEO's requests, that is to attend what are favored by the owner of the schools, in this sense who provides incentives to implementers. This action of

Inspectorate to remain dependants to DED, betray the whole activity of inspection, and in this sense quality of inspection could not be raised to be high.

Inspectorate Structure

The last objective of this study was to examine inspectorate structure on how it affects improving Primary School Inspection quality. What was evidenced by the researcher was that, the structure was only effective for top – down orders and commands but without assurance to feedback. At district level there are desparate workers watching bureaucratic unsuccessful system. Also most of education stake holders accepted that centralization of inspectorate up to the ward level could be the solution to effective inspection which could raise its quality. Other than school inspectors themselves education supervisors at district level advised to expand the structure up to the ward level and to establish the Regional level, which could supervise several districts, rather than the Zonal level with two or more administrative Regions made of fifteen to twenty districts.

The structure is too bureaucratic which seem to be working by assumptions. The researcher named it to work by assumptions, because the central government didn't provide enough resources. But it expected school inspectors' work at lower levels to meet the target! For example in Biharamulo inspectorate department was allocated with one vehicle for schools visits. But unfortunately funds for fuel and vehicle services are not provided as required. The claims and requests to sustain the department activities do not be submitted directly to the ministry but have to be prolonged through the Zonal offices. This is contrary to the working system of the LGA which operates by direct contact with

the mother ministry, but just sends information to Regional level and other partner ministries.

In fact the Zonal inspectors are supposed to inspect Secondary Schools and Teachers Colleges. Inspection of Primary School should be done by District School Inspectors. Then there was no reason to why the Zonal level should be in the position of deciding for the district level, especially on resources distribution! Psychologically this makes inspectors at District level inferior to other district Education Officers. The researcher wondered why the district is not given power to perform their action plan as per district budget.

The available inspectorate structure neglects the position of the regional level to contribute in supervision of schools. Though DCIS provides the copies of inspection reports to the Regional Education Officer (REO), he can decide to keep quiet because the district inspectorate office is not answerable to him. For the purpose of getting the supervisors of inspectors near the regional level has to be established and zonal level eliminated. See figure 5.1.2

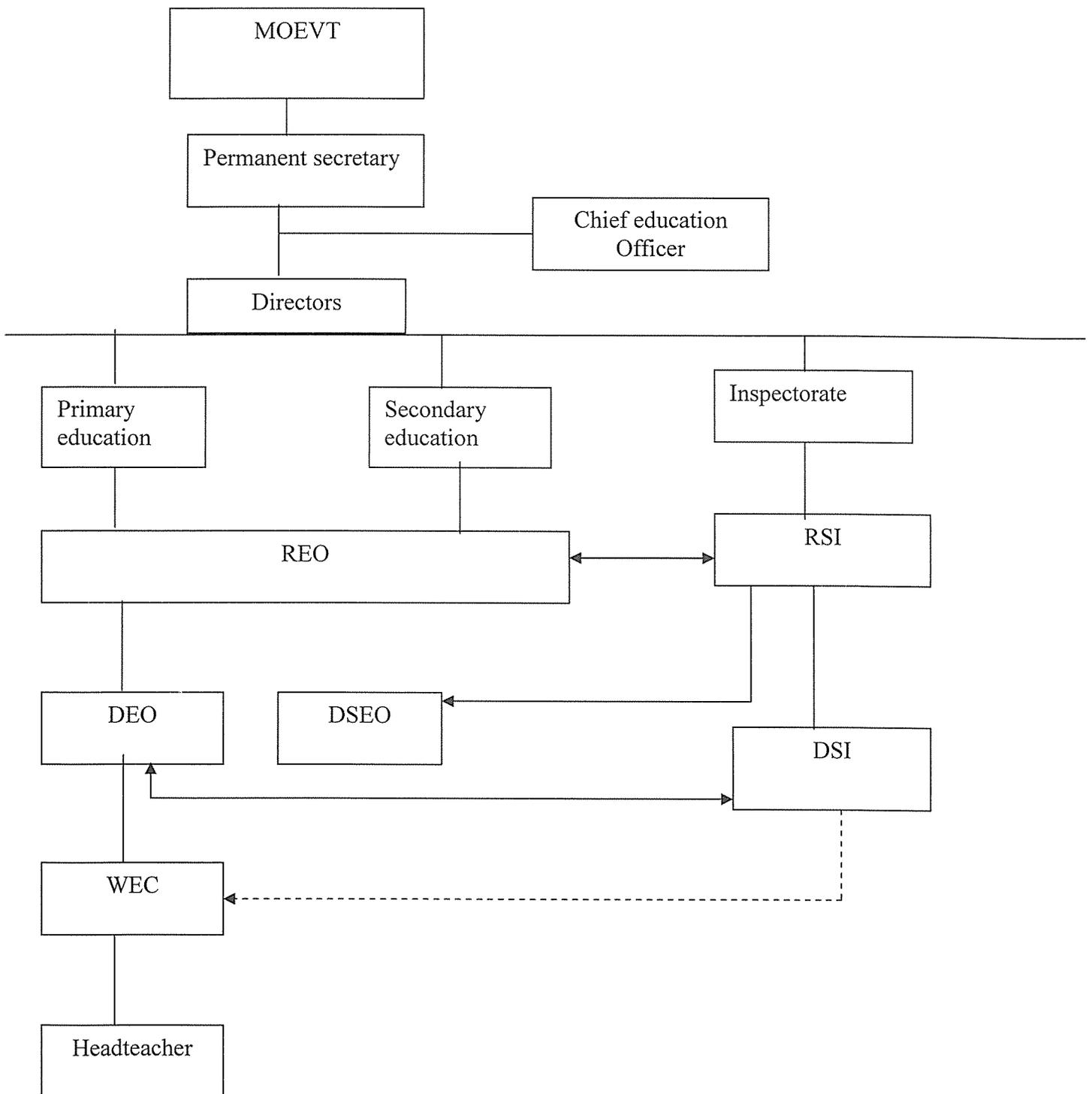


Figure 5.1.2 Suggested Inspectorate Structure

Source: Researcher's Observation (January 2009)

5.2 Conclusion

This study investigated Quality of Primary School Inspection in Biharamulo District Council. It was intended to determine the quality of Primary School inspection on serving inspectorate purposes to achieve Education goals in Biharamulo District Council. This was in relation to available inspection system which fails to improve teaching and learning process. The study specifically sought to investigate the role played by school inspectors on fulfilling inspectorate purposes, to find out the effects of the level of education of school inspectors on quality of Primary Schools inspection. Also the study intended to inquire the effects of the amount of incentives given to school inspection quality. Lastly it intended to examine inspectorate structure on how it affected improving Primary School inspection quality. The study established that school inspectors are rigid to change, and are still influenced by the old model of inspection. Although the regulation states the level of education of primary School inspectors, to be diploma and first degree holders, this is not enough; because they still lack of skills, knowledge and technique's on inspection, as far as they don't undergo any permanent, and special inspection course before they are employed as Primary School inspectors. Incentives and working tools are very few and sometimes not provided at all! This undermines very much the whole process of improving school inspection. The available inspectorate structure is too bureaucratic and ineffective.

According to Galabawa, (2001: 116) quoting Tanzania Education and Training Policy (1995), the aims of inspection are listed below:

- ✓ To evaluate progress in education
- ✓ Advice on the best ways of implementing the education policy
- ✓ Raise standards of learning and teaching in the classroom
- ✓ Ensure the best use of available human and material resources.

The researcher evaluated the process of fulfilling the stated aims by setting the objectives to be attained together with several questions raised. Inspectors have a major role of assuring improvement of teaching and learning process to attain the education goals. Lack of enough skills, techniques and modern knowledge of inspection and supervision undermines the inspection quality towards serving inspectorate purposes. Amount of incentives provided to school inspectors determines their poor performance. When incentives are not enough the inspectors get discouraged and the aims of inspection could not be fulfilled. The available inspectorate structure contains unnecessary procedures which delay decision making.



5.3 Recommendations

The researcher in this report argued that roles of inspectors could change according to the environmental needs. Available global changes could change the inspectors' role. The inspection occupation needs to be held by qualified school inspectors with modern approach and techniques. Centralized system of inspectorate department is not serving all levels of inspectorate evenly. There is a gap between the central office and the district office which fail to get full support from the central government. The available inspectorate structure does not support the district level to fulfill their responsibility satisfactorily. The study has also shown that many stakeholders admit the importance of school inspectors but are doubtful on their working approaches; also respondents agreed that school inspectors lack enough training, and deficiency of enough working resources undermine the inspectors work. In the LGAs the school inspectors seem not to be part and parcel with school supervisors to resolve the available problems in the education system, due to the available inspectorate structure. It is due to the found facts that the following recommendations are made. Despite its limitations, this study should be useful to Education Supervisors (DED, MOEVT, WEC and DEO), School inspectors and teachers. Basing on generalization of the findings of this study, the researcher recommends that the role of the school inspector should include supervision of school and being on the job trainer of teachers.

When the school inspector finds any problem in school running activities, it is easy for him to design through training no to resolve the available problem. Therefore, the government should make sure school inspectors are becoming competent on the job

trainers and counselors of teachers and other education supervisors. School supervisors need to work together with other district education supervisors, talk the same language and create and implement together strategies to facilitate learning and teaching process. The DC should be aware of this step and regard school inspectors as partners.

School inspectors need permanent and special training for school inspectors which will increase their knowledge and skills of harmonizing situation between the teachers and school inspectors and also between the schools. The common goal should be improving teaching and learning process. Lack of enough training for school inspectors leads them to compensate by becoming furious to teachers by applying old models of inspection. Therefore it's the task of the MOEVT to design and implement this training as soon as possible.

District school inspectors should be given enough funds as per budget. The system of LGA transfer of allocated funds to district levels should be adopted. To weaken the budget at district inspectorate office is to weaken supervision of schools. The government should amend this procedure.

Inspectorate structure should be reviewed to establish the regional level and train WEC to become regular internal inspectors together with head teachers. The MOEVT should play its part to review the structure while the DC and DSI are responsible for WEC training to become internal supervisors.

Further studies have to be done on school inspectors' commitment to enable teaching and learning process to succeed and sustain happily.

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APPENDICES

Appendix A

Research Instruments

1. For parents who are members of school committee

Choose one answer which you think suits your idea.

1. Teachers teach seriously when there are school inspectors at school

(a) Yes (b) No

2. Teachers teach equally well at all times.

(a) No b) Yes

3. Immediately after inspection teachers teach more seriously.

(a) Yes (b) No

4. When inspectors come at our school they normally have periods to demonstrate teaching. (a) Yes (b) No

5. I have never seen any school inspector at our school.

(a) Yes (b) No

6. Inspection reports are discussed in school committee meetings.

a) Yes b) No

7. I have never heard of school inspection report.

a) Yes b) No

8. I like the parents meeting to discuss school affairs

a) Yes b) No

9. School inspectors should involve parents to resolve problems found in our school.

a) Yes b) No

10. Schools should be visited regularly to monitoring performance.

a) Yes b) No

2. For Ward Education Coordinators/Teachers Resource Centers Coordinators

1. School inspectors are few for whole school inspection.

a) Yes b) No

2. Normally school inspection is done on ad hoc programme

a) Yes b) No

3. Some school inspectors are fault finders.

a) Yes b) No

4. The approach of school inspection doesn't really help the teachers to improve teaching. a) Yes b) No

5. Trained WEC can be good school inspectors because they are supervising small area.

a) Yes b) No

6. Relationship between teachers and school inspectors is subordinate to superior

a) Yes b) No

7. School inspectors should carry out seminars and training more than class room inspection.

a) Yes b) No

8. Inspection of schools fail because inspectors do not have any mandate to initiate change in school performance.

a) Yes b) No

9. Incentives for school inspectors are not enough.

a) Yes b) No

10. Give your own view on effective school inspection and supervision.

.....
.....

3. For Teachers and H/Teachers

1. Name of the school

2. When established

3. Population of pupils :- Boys Girls Total

4. Number of Teachers; MaleFemale.....Total

5. Number of Classrooms:.....Teachers houses

6. Education qualification: Grade III A Diploma

Male Female Total Male female Total

.....

7. The period of the available school committee to be in poweryears.

8. Standard of Education of the School Committee chairperson

(a) Primary level (b) Secondary level (c) Higher Education

9. Results of Primary School Leaving Examination (PSLE) in past five years of your school.

Years	SCORES OF STUDENTS							RANK IN DISTRICT		NATIONAL RANK	
	A	B	C	D	E	Total	% pass A-C		Out of		OUT OF
2003											
2004											
2005											
2006											
2007											

10. Visits of Educational officials at your school

TITLE OF VISITORS	NUMBER OF VISITS				
	2003	2004	2005	2006	2007
DEO AND EOS					
DSI					
ZONAL INSPECTOR					
ANY OTHER					

11. The approach to school inspection doesn't really help the teachers to improve teaching.

a) Yes b) No

12. Normally school inspectors do not have enough time to correct teachers mistakes.

a) Yes b) No

13. School inspectors do not give solutions to problems found in schools.

a) Yes b) No

14. Inspection of schools fails because inspectors have no mandate to initiate change in performance.

a) Yes b) No

15. Trained WEC can be good school inspectors because they are supervising small areas.

a) Yes b) No

16. Inspectors can be more useful for on the job training of trainers of teacher's personnel. a) Yes b) No

17. School inspectors are few to carry out whole school inspection in all schools in the district. a) Yes b) No

18. It is fair to involve the school committee in school inspection and supervision.

a) Yes b) No

19. Informing teachers on the coming inspection undermines inspection process.

a) Yes b) No

20. Most of school inspectors do not have enough knowledge and skills to undertake effective school inspection. a) Yes b) No

21. Most of the teachers do not want to be inspected.

a) Yes b) No

4. For District School Inspectors

1. What is your level of education? Diploma Degree

2. For how long have you been in teaching profession? For.....years

3. For how long have you been in inspectorate department? Foryears

4. How Many schools are stated by the Ministry to be inspected by one inspector in a year?schools

5. Are you satisfied with the number mentioned above? Yes No

6. If not satisfied why?

.....
.....

7. Does the central government provide enough resources to facilitate inspection of schools?

a) Yes but not enough

b) Yes they are enough

c) Not provided



8. Do you get any support from other authorities to facilitate school inspection?

Yes No

9. If the answer in 8 is yes, mention them and kind of support

.....

10. Among these three types of inspection which do you implement more?

a) Whole inspection b) Follow

c) Special inspection

11. Give the reason for the answer in no. 10

.....
.....

12. How do you make sure inspectors recommendations are implemented by school administration?

.....
.....

For the following questions tick (V) the number against the answer.

- 1. Extremely dissatisfied
- 2. Dissatisfied
- 3. Neutral
- 4. Satisfied
- 5. Extremely satisfied

13. Are you satisfied with the following?

(a) Inspectorate structure from the ministry, Zonal and district levels.

1 2 3 4 5

b) Operational cost (OC) budget of your department

1 2 3 4 5

C] Inspectors appointment procedure

1 2 3 4 5

d) DEO's response to inspectors report

1 2 3 4 5

e) Incentives provided to school inspectors

1 2 3 4 5

f) Working tools (Office and transport)

1 2 3 4 5

g) Working environment

1 2 3 4 5

14. Give additional ideas on any item(s) in question 13

.....
.....

15. Sometimes inspection of schools fail because inspectors do not have any mandate to initiate change in school performance.

a) I strongly agree b) I agree c) I strongly disagree

d) I disagree

16. School inspectors do not give solutions to problems found in schools

a) I strongly agree b) I agree c) I strongly disagree d) I disagree

17 Trained WEC can be good school inspectors because they are supervising small

areas. a) I strongly agree b) I agree

c) I strongly disagree d) I disagree

18. Informing teachers for the coming inspection undermine inspection process a) I

strongly agree b) I agree c) I strongly disagree d) I disagree

19. Most of the teachers are not cooperative when inspection process takes. a) I strongly agree b) I agree c) I strongly disagree d) I disagree

20. It is fair to transfer inspectorate department from central government to local government/authority system. a) I strongly agree b) I agree c) I strongly disagree d) I disagree

21. Inspectors can be more useful for on job training of teachers personnel a) I strongly agree b) I agree c) I strongly disagree d) I disagree

22. Are there any challenges you face as a school inspector

a) Yes b) No

23. If the answer is yes, what do you think are good approaches to resolve them.....
.....

5. For District Education Officer/Education Officers

1. What is your level of education?

a) Diploma b) Degree

2. How many years have you been in teaching profession.....years

3. For how long have you been in the current office?.....years

5. Results of primary school leaving examination PSLE for the past five years.

Years	SCORES OF STUDENTS							NATIONAL RANK	
	A	B	C	D	E	Total	% pass A-C	RANK	OUT OF
2003									
2004									
2005									
2006									
2007									

6. What is the major factor which contributes to your schools academic performance?

.....

.....

7. According to your opinion, what is the position of school inspection on academic quality of education improvement.

.....

.....

8. Who is responsible to initiate implementation of school inspectors recommendations.

- (a) DED (b) DEO (C) DCIS (D) All of them school



9. If school inspectors are given power to supervise the implementation of their recommendation automatically education performance will rise.

- (a) I strongly agree (b) I agree (C) I strongly disagree
(d) I disagree

10. Most of the school inspectors do not have enough knowledge and skills to undertake effective school inspection.

- (a) I strongly agree (b) I agree (C) I strongly disagree
(d) I disagree

11. Trained WEC can be good school inspectors because they are supervising small areas.

- (a) I strongly agree (b) I agree (C) I strongly disagree
(d) I disagree

12. School inspectors do not give solutions to problems found in Schools

- (a) I strongly agree (b) I agree (C) I strongly disagree
(d) I disagree

13. Informing teachers for the coming inspection undermine inspection process.

- (a) I strongly agree (b) I agree (C) I strongly disagree
(d) I disagree

14. It is fair to transfer inspectorate department from central government to local authority system.

(a) I strongly agree (b) I agree (C) I strongly disagree

(d) I disagree

15. Inspection of school is an important profession which needs permanent training.

(a) I strongly agree (b) I agree (C) I strongly disagree

(d) I disagree

16. School inspectors are few for the whole school inspection

(a) I strongly agree (b) I agree (C) I strongly disagree

(d) I disagree

17. Sometimes school inspection is done on ad hoc programme.

(a) I strongly agree (b) I agree (C) I strongly disagree

(d) I disagree

18. School inspection doesn't bring immediate change of education improvement. (a) I strongly agree (b) I agree (C) I strongly disagree

(d) I disagree

19. Some school inspectors are fault finders

(a) I strongly agree (b) I agree (C) I strongly disagree

(d) I disagree

20 Incentives for inspectors are not enough.

(a) I strongly agree (b) I agree (C) I strongly disagree

(d) I disagree

Guiding questions for the interviews

- What are your views on importance of school inspection?
.....
 - According to your experience on your responsibility how can you a]-Assess the relationship between school inspectors and teachers?
.....
b]- Assess the relationship between inspectors and local authority leaders at district and ward levels
.....
 - Is the available number of inspectors in the district enough?
.....
What is your suggestion?
.....
 - What do you think can be the best approach to under take effective school inspection?
.....
 - Do you think it is true to agree with others views that school inspectors are inferior to other district education officers?
.....
- If its yes what do you think can be the cause?
.....

- School inspectors get their salary and other benefits from the central government headquarter, which is very far from their work place, don't you think this can demoralize them from effective performance?

.....

- Head teachers, ward education coordinators and TRCC can form a good team for effective inspection and supervision. What is your idea?



Appendix B

Time Schedule

Time/months	Activities
November_ December	Preparation of Research Proposal and approval
January – February 2009	Familiarization, test retest exercise and refocusing on data collection instruments
March 2009	Data collection Distribution of questionnaires Conduct interviews Documentary reviews
April 2009	Sorting collected data Drafting report
May 2009	Submission of first draft report
June 2009	Submission of final report

Appendix C

Financial Requirement Proposal

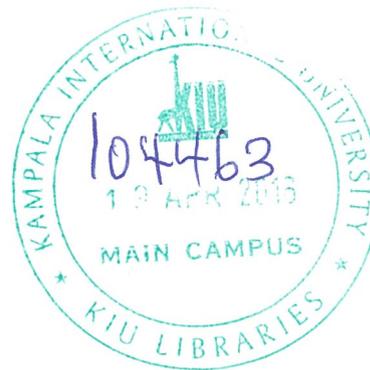
Sn		COST (US\$)	TOTAL US\$)
1.	Accommodation	37.5 x 40 days	1500
2.	Transport (Fuel)	1.6 x 100 litres (Petrol)	160
3.	Stationery	Lumpsum	20
4.	Photocopy & Binding	Lumpsum	120
5.	Communication services	Lumpsum	100
6.	Miscellaneous (10%)	10%	190
	GRAND TOTAL		2090

Appendix D

A Map of Tanzania



KEY
 BIHARAMULO



Appendix E

Population Size Table

LB 2845

1929

2009

Martin E. Amin

Appendix A

Sample size (s) required for the given population sizes (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note : From R. V. Krejcie and D. W. Morgan(1970), Determining sample size for research activities, Educational and psychological measurement, 30, 608, Sage Publications.

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**OFFICE OF THE DIRECTOR
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH**

April 14th, 2009

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

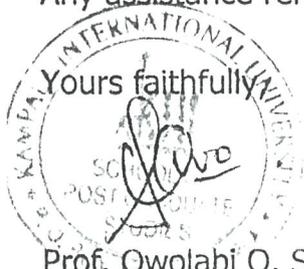
RE: INTRODUCTION FOR TIRUTANGWA JOSEPH T.

This is to inform you that the above named is our registered student (**MED/18800/72/DF**) in the School of Post Graduate Studies pursuing a Master of Education in Education Management and Administration (MED Mgt).

He has completed his taught Modules and is left to work on research titled: "Quality of Primary School Inspection in Biharamulo District Council, Kagera Region, Tanzania".

Any assistance rendered to him regarding research, will be highly appreciated.

Yours faithfully



Prof. Owolabi O. Samuel

DIRECTOR-SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH



BIHARAMULO DISTRICT COUNCIL

Tel. No: 028 2225003/43/16/12
Fax No: 028 2225216
E-mail: dedbiharamulo@yahoo.com



District Executive Director's Office,
P.O. 70,
BIHARAMULO.

Ref. No. TSD.T.1972/156

17th April 2009

Mr. Tirutangwa Joseph T.
District Education Officers Office,
P.O. Box 35,
BIHARAMULO.

Ref: PERMISSION FOR RESEARCH PROJECT

Refer to your introduction letter dated 14th April 2009 from KIU.

I am very glad to inform you that Biharamulo District Executive Director has allowed you to perform your research project in Biharamulo District Council.

As for as your topic is about Education sector, you are attached to work closely with Education department.

Your welcome.

Magesa Philmon

For: DISTRICT EXECUTIVE DIRECTOR

BIHARAMULO
MKURUGENZI MTENDAJI (W)
BIHARAMULO

C.C. District Education Officer - For assistance

BIHARAMULO DISTRICT COUNCIL

Tel. No: 028 2225003/43/16/12
Fax No: 028 2225216
E-mail: dedbiharamulo@yahoo.com



District Executive Director's Office,
P.O. 70,
BIHARAMULO.

Ref. No. TSD.T.1972/164

01st Sept. 2009

Director
School of Post Graduate Studies & Research
KIU
P.O. Box 20000
KAMPALA UGANDA.



Ref: APPRECIATION FOR MR. TIRUTANGWA JOSEPH T.

Your student mentioned above has completed his research project together with fieldwork in our District Council.

We appreciate for his cooperation and service he delivered to our customers. We hope his stay in our organization has increased his capability and experience of work.

Please assist him to complete his course successfully.

Yours faithfully,

Jovina Ikwabu
For: DISTRICT EXECUTIVE DIRECTOR
BIHARAMULO

MKURUGENZI MTENDAJI (W)
BIHARAMULO