



The Role of Inspection on Academic Achievement of Anglican Church of Uganda Founded Primary Schools in Eastern Region of Uganda

Basome Samson¹ & Vencie Allida²

¹Faith Discipleship Ministries International

²University of Eastern Africa, Baraton

Email: basomesamson@gmail.com

Abstract: *The study investigated the role of inspection on academic achievement of Anglican Church of Uganda primary Schools in Eastern region of Uganda. The study aimed at getting a clear view on the importance of school inspection on academic achievement, the challenges hindering School Inspection and the possible effective ways to improve on the challenges hindering School Inspection on academic achievement of Anglican Church of Uganda founded primary Schools in Eastern Region of Uganda. Descriptive research design was used during data collection and analysis. The findings revealed that school Inspection is important on academic achievement in the following ways: ensures that high standards are maintained and there is continuity of development in the education system. Some of the challenges hindering School Inspection were insufficient resources to support the work of inspectors, lack of professional persons to do the work and absence of materials to be used (tools) for inspection of schools. The possible effective ways to improve the challenges hindering the role of school Inspectors in schools were training of inspectors and provision of monitoring and inspection tools. The study recommends the government to commit its resources towards school inspectorate department for effective monitoring of the quality education provided. The Anglican Church of Uganda should empower the inspectorate department and support them to carry out inspection to all Schools founded and sponsored by the Church. The District Education Officer in partnership with the Church should make use of the inspection findings and recommendations to improve performance.*

Keywords: *Academic achievement, Teaching, Inspection, Monitoring, Supervision*

How to cite this work (APA):

Basome, S. & Vencie (2024). An Investigation into the role of inspection on academic achievement of Anglican Church of Uganda founded primary schools in Eastern Region of Uganda. *Journal of Research Innovation and Implications in Education*, 8(1), 449 – 461. <https://doi.org/10.59765/trfk2585>.

1. Introduction

School Inspection is the central structure through which the government can monitor and ensure quality education being provided in Schools. (The Republic of Uganda Education Act, 2008). It is also a structure the Anglican Church of Uganda (ACOU) through monitoring and

supervision ensure that her vision and mission are implemented on addition to quality Education in her founded Institutions. (Anglican Church of Uganda Education policy, 2016). The first school inspection in the world originated from France under Napoleon's regime at the end of 18th century (Matete as cited by Basome, 2018). Later, the idea spread to other European countries in the 19th century (Wilcox, 2000). In the United Kingdom (UK),

the first inspection services were carried out by Her Majesty's Inspectorate (HMI) in 1839 (Wilcox, 2000).

In African countries the establishment of school inspection services accompanied the introduction of formal public education (Grauwe, 2007). Many of the developing countries expanded the inspection services after independence. Also, the increased number of schools accompanied with a relatively slower growth in number of supervisor/inspection officers (Grauwe, 2007). School inspection was conceived as one of the forms of accountability in education (Neave as cited by Matete, 2009).

In Uganda the development of School Inspection was laid by the early Christian Missionaries who combined the introduction of Christianity among the Africans with education (Ssekamwa, 1997). Nsereko as cited by Mukyala, 2017 noted that during the time of missionaries the church had full control over its faith-based institution. There was the Diocesan Inspector of Schools who was responsible for the quality control of education services offered in schools of the Diocese.

The Anglican Church of Uganda Education policy, 2016 states that every Diocese should have a Diocesan Inspector of Schools to be responsible for quality control through routine support supervision and Inspection. There has been a decline in academic performance in the Eastern region of Uganda in primary leaving examinations. Communities and the media often blame school inspectors for the drop in academic achievement, implying that they did not do their job effectively (Collie, Sarah & Alton, T., 2004). Furthermore, the decline in morale in schools is ascribed to the failure of Inspectors of Schools to carry out their duties. The purpose of this research was to strengthen the role of inspection in academic attainment at Anglican Church of Uganda primary schools. This will assist lay the foundation for academic improvement in Eastern region of Uganda.

1.1 Statement of the Problem

Although there has been marked progress towards realizing universal primary education (UPE), and increasing access to secondary, the Government faces various challenges in providing quality education (Basome et al, 2018). Many governments have passed legislation and policies demanding improved academic achievement by all pupils including effective teaching where teachers will be evaluated (Sergiovanni & Starratt, 2007).

The eastern region Uganda has been ranked among the poorly performing region in Uganda Primary leaving Examinations (PLE). According to Observer, January 30th, 2017, Uganda National Examinations Board (UNEB) showed that, most of the top ten poorly performing districts

were from Eastern Region of Uganda. The majority of the schools that performed poorly belong to the Anglican church of Uganda founded Primary Schools. Many stake holders in Eastern Region of Uganda have attributed poor performance to Inspectors for having failed to do their work. Therefore, without Government and Church interventions the proprietor, the said vices are likely to continue and retard the academic achievement of Anglican Church of Uganda Primary Schools. There was a need therefore, to carry out an assessment into the role of inspection on academic achievement of Anglican Church of Uganda primary schools in eastern region.

1.2 Research Questions

1. What is School Inspection?
2. To what extent is school Inspection important on academic achievement of Anglican Church of Uganda primary Schools in Eastern Region of Uganda?
3. What are the challenges hindering the role of school Inspection on academic achievement of Anglican Church of Uganda primary Schools in Eastern Region of Uganda?
4. What are the possible effective ways to improve the challenges hindering the role of inspection on academic achievement of Anglican Church of Uganda primary Schools in Eastern Region of Uganda?

2. Literature Review

This section reviews related literature and studies that have already been done and reviewed from local and international books, journals, newspapers, the internet sources, and research reports. The review of related literature and studies was done in order to research the subject and probe available literature on the role of inspection on academic achievement of Anglican Church of Uganda primary Schools so as to compare with other researcher conducted study in similar area. Further still, to collate the reading materials, which have, in one way or another, a close similarity to this study.

2.1 Definition of School Inspection

School inspection has been defined in different ways by different authors. It has been sometimes used interchangeably with school supervision and monitoring. The concept Inspection takes its root from the word "inspect", which according to Oxford Dictionary of Current English (2006) inspection is to make official visit to an organization or check on standards. The term inspection is alternatively called supervision (Grauwe, 2007).

An inspector, therefore, is a person, usually employed by a government agency, whose job is to find out whether people are obeying official regulations. The above definitions have something they share in common. This is evaluating the work of the school to be able to write a report. Always the aim is to monitor the progress of the schools inspected and to inform the stake holders about the standards and quality of education provided to the children (Adweka, 2018).

School inspection is the form of evaluation, which involves the measurement, testing and evaluation of educational activities in school systems for the purpose of improving the standards and quality of education programs offered (Ololube as cited by Adweka, 2018). This concurs with Richard as cited by matete,(2009) who defined the term school inspection as the process of “observing work in schools, collecting evidences from a variety of other sources and reporting the judgments”. On the other side, Nkechi as cited by Adweka (2018) said that school inspection refers to the specific occasion when the entire school is examined and evaluated as a place of learning. It also means the constant and continuous process of guidance based on frequent visits which focus attention on one or more aspects of the schools and its organization. This is consistent with Wilcox (2000) who defined inspection as the process of “assessing the quality and/or performance of the institutional services, programmes or projects by those (inspectors) who are not directly involved in them.

2.2 Importance of Inspection important on academic achievement

Clegg and Billington as cited by Matete (2009) noted that due to the demand to monitor and supervise the quality of education delivered to the children and to raise general standards in education inspection has been embraced as a method that helps to improve quality and shape teachers’ professionalism since they are key implementers of education in classrooms. This consistent with Wilcox (2000) equally said that school inspection should develop teachers’ pedagogical skills. This concurs with Barrett as cited by Aguti, (2015) viewed guidance provided by school inspectors contribute towards professional development and keeping teachers’ up- dated with the curriculum reforms.

Ehren and Visscher (2006) viewed the school inspector as a critical friend whose visit to schools leads to improvement in teaching and learning. This is in agreement with Kakooza (2018) pointed out that establishing Inspectorate systems at all levels is highlighted as one of the most important strategies to enable our pupils to get improved quality education services from both the teaching

and learning process and school management. He explained that the strategy of the Church of Uganda is to establish inspection function at Dioceses and Provincial levels. To develop Inspection tools, conduct trainings for inspectors, to share reports of inspectors that shall enable the Church to develop comprehensive data bank about her institutions.

School inspection helps in ensuring proper value for money and accountability (Adweka, 2018). This is in line with the power and roles of the Diocesan Inspectors of Schools as recorded in the Church of Uganda Education policy, (2016) which states that the Inspector shall inspect or cause to be audited the accounts of the school in conformity with Government /Church of Uganda financial, audit and procurement policies and procedures.

Adweka (2018) noted that the importance of Inspection is to identify areas of weakness and refocus efforts towards specific areas for improvement. This is in line with Turygyenda (2018) who emphasized that detailed feedback should be given to the headteacher by the inspector of schools in form of strength, weaknesses and recommendation with reference to the quality indicators applied during inspection.

Turygyenda (2018) also noted that School Inspection helps Inspectors to learn what takes place in schools and share information through reports with stake holders. This is in line with Kakooza (2018) who said that inspection systems shall help the Church to strengthen relationship with key stake holders of Education through creating atmosphere for sharing information, boosting morale, recognizing better performance and identifying talents. This concurs with Furlang & Sammons as cited by Akindele (2012) contend that school inspection may as well play a major role in marketing respective schools in the community. Parents would like their children to be educated in schools that are performing. Reflecting on the argument of these scholars, it can be said that the role and purpose played by school inspection in schools is central and it should be supported by all stakeholders in Uganda.

2.3The challenges hindering the role of school Inspection on academic achievement

Gray and Wilcox as cited by Akindele (2012) pointed out that insufficient resource has affected the work of Inspectors. This concurs with Aguti (2015) who noted that money is believed to be the ‘vehicle of effective inspection whereby adequate fund to purchase and maintain the vehicles that will convey the inspectors to and from schools, the stationery as well as other logistics during the

exercise makes it difficult for meaningful reports to be prepared after inspection.

Kakooza (2018) also who noted that although the provincial assembly resolved that Dioceses to start inspection system and the idea was incorporated in the church of Uganda' vision 2015. Several of them have not implemented this due to the reasons like insufficient resources to support the work of inspectors, lack of professional persons to do the work, absence of materials to be used (tools) for inspection of schools especially those that suit the church context.

2.4 The possible effective ways to improve the challenges hindering the role of inspection on academic achievement

Kakooza (2018) noted that, the Anglican Church of Uganda's strategy is to develop inspection functions at both the Diocese and Provincial levels. To provide inspection tools, perform inspector trainings, and to share inspector reports so that the Church can build a comprehensive data bank about her institutions. The purpose of inspection is to guarantee that high standards are maintained and that there is continuity development of education system. This is consistent with Aguti's (2015) statement that the introduction of school inspectorates as external quality control mechanisms in education is one of the measures for improving educational quality in Ugandan schools.

Nakitare as cited by Adweka (2018) recommended that head teachers should be given in-service training to update their knowledge of the subjects taught in schools and enable them to provide objective and realistic feedback to external school inspectors. Mwanzia as cited by matete (2009) also observed that training of school inspectors was essential as a means of providing them with the necessary skills unique to supervision and to facilitate understanding of the modern methods and tone regarding inspection.

Akindere, 2012 said that teachers should be encouraged to participate in developing assessment procedures employed by inspectors to evaluate teachers, to enable them to understand the criteria on which the inspectors commonly judge them which will facilitate understanding of what constitutes effectiveness in education and school inspection in particular.

According to Olembo et al (1992), teachers should be adequately involved in inspector activities and should be informed about all aspects of inspection.

It is advised to engage in intense and constant instructional monitoring of teachers to see what and how they teach in

the class in order to be line with Peretomode (2001) and imbibe quality of instructional leaders as specified by Cawood& Gibbon as cited by Adweka (2018).

The studies of Beach & Reinhartz (2000) and Peretomode attested to the importance of interactions/interpersonal relationships. This involvement and interaction of inspectors with teachers it is also a professional development of teachers. Therefore, instructional development of teachers will fully equip teachers to transmit quality teaching to students for better performances. This is to align with research findings of Sergiovanni & Starrat (2007) respectively.

3. Methodology

This section describes the research design, population, sample size and sampling techniques, research instruments, data collection procedures, treatment of data, data analysis procedures, and ethical considerations.

3.1 Research Design

This study used descriptive research design which was aimed at collecting both qualitative and quantitative research data. Qualitative method was used to collect non numerical data while quantitative method used to collect numerical and categorical data using descriptive statistics. The qualitative data was collected by use of questionnaires while the qualitative data was collected through interviews, observation and documentary analysis.

3.2 Study Population

Thirty two (32) respondents from four (4) Dioceses in Eastern Region of Uganda were purposively selected and participated in the study. The study involved 4 Diocesan Inspectors of schools of Anglican Church, 4 District Inspector of Schools, 8 head teachers and 16 teachers. Those interviewed were: 4 Diocesan Inspectors of schools of Anglican Church, 4 District Inspector of Schools, 8 head teachers and 16 teachers.

3.3 Sampling Techniques

The sample size of the study was obtained using purposive and simple random sampling techniques.

3. 3.1 Purposive Sampling Technique

In this study, the researcher's judgment was that the school inspectors both the Church and the Government were purposefully selected because the researcher assumed that

with their experience, they have knowledge on the importance and challenges affecting inspection departments.

3.3.2 Simple Random Sampling Technique

In this study, simple random sampling was used to select the 8 head teachers and 16 teachers.

3.4 Qualitative Data Collection

During the qualitative data collection phase, the researcher conducted a guided interview with the selected respondents and documentary analysis.

3.4.1 Interview Guide

The interview guide was used to gather responses from 4 Diocesan Inspectors of schools of Anglican Church, 4 District Inspector of Schools, 8 head teachers and 16 teachers.

3.4.2 Document Analysis Guide

The document analysis was used specifically to get information from the library, internet, newspapers and reports. The following documents were used to get the information about inspectorate in Schools such as: Visitors books, textbooks outlining the roles and responsibilities of inspectors, Anglican Church of Uganda education policy, Pupils books, teacher's prep-books with schemes of work and lesson plans, timetables, Pupils books and the republic of Uganda education act. This helped the researcher to be equipped with knowledge about the role of inspectors on academic performance and establish the number of times the inspectors visit schools.

3.5 Qualitative Data Analysis

Qualitative data analysis followed four main steps: translating and transcribing, identification of themes, coding data, and conceptualization of themes (Neuman, 2011). The recordings of the interview were transcribed verbatim. After transcribing all the interviews, the transcripts were checked against the recordings for a second time. The coded data was sorted into arrays according to the major categories, giving special attention to the research questions. The information gathered from the interviews and documentary analysis was used to derive these tags. Lastly, the conceptualization of themes was tied together and paved the way for answering the research questions.

3.6 Ethical Consideration

Ethics refers to well-founded moral standards that prescribe what humans should do, usually in terms of rights, obligations, societal benefits, fairness, or specific virtues (Saunders et al., 2012).

The researcher respected the participants' autonomy and freedom. The researcher did not put participants under pressure, force, frighten, embarrass, offend, harm, or coerce them. The researcher was honest in reporting the research results and informed participants of their rights to withdraw if they felt like doing so.

4. Results and Discussion

This section highlights findings from the study, specifically the meaning of School Inspection, importance of school inspection, the challenges hindering the role of school Inspection on academic achievement of Anglican Church of Uganda primary Schools, and the possible effective ways to improve the challenges hindering the role of inspection on academic achievement of Anglican Church of Uganda primary Schools in Eastern Region of Uganda

4.1. What is School Inspection?

The findings revealed that school inspection occurs when an appointed officer serves as an inspector of school conduct to support supervision and inspection among the schools in his or her jurisdiction with the goal of determining the compliance of school heads and teachers to school guidelines and policies in order to achieve quality education standards. This is consistent with different authors that defined school inspection differently. Inspection derives from the term "inspect", which, according to the Oxford Dictionary of Current English (2006), means to pay an official visit to an organisation or check on standards. Inspection can also be referred to as supervision. According to Ololube as cited by Adweka (2018), school inspection is the process of measuring, testing, and evaluating educational activities in schools to improve programme quality and standards.

4.2 Importance of School Inspection

Table 1: Importance of school inspection

Importance of school inspection towards achievement	N	Mean	Std. Deviation
School inspection helps to improve quality and shape teachers' professionalism	53	1.735	0.943
School inspection helps teachers improve their practice in teaching and learning	53	1.886	1.085
School inspection also helps to improve the quality of performance in schools	53	1.566	0.930
School inspection helps in ensuring proper value for money and accountability	53	1.679	1.051
School inspection helps teachers to realize their weak areas and work towards improvement	53	2.188	1.144
School Inspection helps Inspectors to learn what takes place in schools and share information through reports with stake holders	53	2.377	1.243
School Inspection ensures that there are high standards in schools	53	3.188	1.075
Valid N (listwise)	53	2.088	1.067

The scale of interpretation of the findings about the assessment of the role of inspection on academic achievement of Anglican Church of Uganda founded primary schools in Eastern region of Uganda:

Mean	Score
Interpretation/Evaluation	
1. 2.50 – 3.00 (Agree)	Very high
2. 2.00 – 2.50 (tend to agree)	High
3. 1.50 – 2.00 (to disagree)	Low (tend)
4. 1.00 - 1.49 (disagreeing)	Very low

The findings of the study from table 1 indicated that Importance of school inspection towards achievement was high, with an arithmetic mean of 2.088 and a standard deviation of 1.067. Since the standard deviation is greater than zero it indicates that some respondents agreed with the statement.

It is notable from table 1 that School inspection helps to improve quality and shape teachers' professionalism with arithmetic mean of 1.735 and a standard deviation of 0.943. Since the standard deviation is Zero indicates that majority of the study sample tend to disagree with the statement.

School inspection helps to improve quality and shape teachers' professionalism since they are key implementers of education in classrooms. The importance of Inspection can be appreciated by drawing experiences from few countries that had imbibed it. According to Clegg and Billington as cited by Matete (2009) noted that due to the demand to monitor and supervise the quality of education delivered to the children and to raise general standards in education inspection has been embraced as a method that helps to improve quality and shape teachers' professionalism since they are key implementers of education in classrooms.

The guidance provided by school inspectors contribute towards professional development and keeping teachers up- dated with the curriculum reforms.

The findings revealed that School inspection is important in striving for quality education and helps teachers improve their practice teaching and learning. Thus, developing teachers' pedagogical skills. Similarly, data obtained from both Diocesan Inspector of Schools and District inspector of Schools indicate that school inspection helps teachers to improve their practice of teaching and learning. These findings are in line with the suggestion given by Wilcox (2000) that school inspection should develop teachers' pedagogical skills. Also, Barrett as cited by Aguti, (2015) also viewed guidance provided by school inspectors contribute towards professional development and keeping teachers' up- dated with the curriculum reforms.

The findings from teachers and head teacher similarly stated that school inspection reports help them to improve in teaching and learning. The head teachers and teachers gave reasons such as School inspectors in their reports indicate the strengths and weaknesses of the teachers in particular subjects and they try to suggest what should be the alternative or what the teacher should do. In so doing teachers are encouraged to capitalize their strengths at the same time enabling them to rectify the areas of weakness. These findings are in line with Ehren and Visscher (2006) view the school inspector as a critical friend whose visit to schools leads to improvement in teaching and learning. What is important here is that the school inspector should always strive to make all possible ways of improving the work of the teacher. Sometimes teachers may be faced with challenges, frustrations especially those who work in difficult environments, school inspectors should employ more wisdom so that one can easily understand the personalities involved and especially the perceived difficulties of the environmental setting where the school is located. It is understood that support from school inspection must aim at attaining high educational outcomes.

School inspectors can identify weaknesses and strength of teachers. As revealed in the findings that inspectors identify teachers' strength and weakness and give them feedback according to what they have found. The findings revealed that the process of identifying teachers' weaknesses and strength helps to improve teachers practice and it makes them accountable for the quality of education they provide to the pupils.

School inspection also helps to improve the quality of performance in schools. This is in line with Kakooza (2018) who pointed out that establishing Inspectorate systems at all levels is highlighted as one of the most important strategies to enable our pupils to get improved quality education services from both the teaching and learning process and school management. He explained that the strategy of the Church of Uganda is to establish inspection function at Dioceses and Provincial levels. To

develop Inspection tools, conduct trainings for inspectors, to share reports of inspectors that shall enable the Church to develop comprehensive data bank about her institutions.

The findings also revealed that School Inspection serves as a tool for assessing the quality and performance of school services and programmes. This concur with Wilcox, (2000) who stated that School Inspection enables in the process of assessing the quality and performance of the institutional services, programmes by those who are not directly involved in them. This means that Inspection is an external system of educational evaluation.

School inspection also helps in ensuring proper value for money and accountability (Adweka, 2018). This is in line with the power and roles of the Diocesan Inspectors of Schools as recorded in the Church of Uganda Education policy, (2016) which states that the Inspector shall inspect or cause to be audited the accounts of the school in conformity with Government /Church of Uganda financial, audit and procurement policies and procedures.

School inspection also teachers to realize their weak areas and work towards improvement. This concur with Adweka,(2018) who noted that the importance of Inspection is to identify areas of weakness and refocus efforts towards specific areas for improvement. This is in line with Turygyenda, 2018 who emphasized that detailed feedback should be given to the headteacher by the inspector of schools in form of strength, weaknesses and recommendation with reference to the quality indicators applied during inspection.

School Inspection helps Inspectors to learn what takes place in schools and share information through reports with stake holders (Turyagyenda, 2018). This is in line with Kakooza, 2018 who said that Inspection systems shall help the Church to strengthen relationship with key stake holders of Education through creating atmosphere for sharing information, boosting morale, recognizing better performance and identifying talents.

The responses by the Diocesan Inspector of Schools and District Inspectors of Schools said that today all stake holders in education system are demanding for high grades at all levels of education especially primary and secondary level. Therefore, the importance of School Inspection is to ensure that there are high standards in schools aiming at higher performance. This is in line with Kakooza, (2018) who said the purpose of School Inspection is to ensure that high standards are maintained and that their continuity development of the education system. He also noted that School inspection enables us to evaluate performance of our Schools in all aspects and thus we can be able to generate knowledge or advice for improvement. This concurs with Furlang & Sammons as cited by Akindele (2012) contend that school inspection may as well play a

major role in marketing respective schools in the community. Parents would like their children to be educated in schools that are performing. Reflecting on the argument of these scholars, it can be said that the role and purpose played by school inspection in schools is central and it should be supported by all stakeholders in Uganda.

4.3 The challenges hindering the role of school Inspection in Schools

Table 2: Challenges hindering the role of schools' inspection

The challenges hindering the role of school Inspection on academic achievement	N	Mean	Std. Deviation
Most teachers see inspectors as persons coming to judge what they are doing in schools.	53	3.811	0.590
Effective inspection requires adequate funds to purchase and maintain the vehicles that will convey the inspectors to and from schools	53	3.830	0.469
There is shortage of qualified personnel for inspection	53	3.754	0.515
Many teachers have negative attitude with inspection and are found uncooperative whenever the exercise occurs	53	3.867	0.394
Inadequate time for Inspection in Eastern region of Uganda.	53	3.867	0.341
Non implementation of inspection reports	53	3.867	0.341
Non-provision of Feedback and follow up on inspection reports	53	3.811	0.395
Valid N (listwise)	53		

Some of the challenges hindering the role of school Inspectors were:

The findings revealed that some teachers indicated a negative relationship between them and the school inspectors. Some teachers indicated that they feel stressed and worried when inspectors visit schools and are interested in observing their lessons. According to the teachers' responses it seems that most of them they are not interested in Inspectors influence during teaching and learning. This shows that the teacher-inspector relationship is viewed in the same direction, but the relationship becomes that of the subordinate and the superior and this kind of relationship cannot lead to efficiency in the education sector. This is a challenge in the way that most teachers update their schemes of work and prepare lesson plans when they are aware that Inspectors are moving around schools.

Some respondents noted that school inspection visit schools to look for faults and not supporting and guiding the teachers as the intended purpose of school inspection should be. This is a stressful act and they do not see its

intended purpose as one that influences the quality of inclusive education. According to them when school inspectors visit schools, they only dwell in the schemes of work, lesson plans and in most cases some inspectors handle them in unprofessional manner by intimidating them. This is also a challenge in the way that teachers see inspectors as persons coming to judge what they are doing in schools.

Some Inspectors indicated a challenge of insufficient resources to support the work of inspectors. This is in line with Gray and Wilcox as cited by Akindele (2012) who pointed out that insufficient resource has affected the work of Inspectors. Aguti (2015) noted that money is believed to be the 'vehicle of evangelism'. Effective inspection requires adequate fund to purchase and maintain the vehicles that will convey the inspectors to and from schools, the stationery as well as other logistics during the exercise. The issue of lack of stationery makes it difficult for meaningful reports to be prepared after inspection. In an ideal situation, inspection supposes to be carried out regularly, in view of the number and population of schools, as well as the prevailing cases of misdemeanors in schools

in Uganda. Unfortunately, inspection of schools has been irregular in view of inadequate fund to achieve this feat. This has been making many schools not to be visited in a term or session thus contributing to the rots that can be observed in many schools these days.

There is shortage of qualified personnel for inspection in Eastern Region of Uganda. Many of the so-called inspectors are incompetent, lacking the skill and pedagogical training which are requisite for the task. Available Inspectors are also inadequate for the growing number of schools and enrolment. Schools' inspectors are also saddled with heavy workloads thus making it difficult for them to carry out effective inspection.

Inadequate time for Inspection in Eastern region of Uganda. In an ideal situation, inspection of schools supposes to be carried out on regular basis in view of the fact that there are many issues that manifest in schools daily, which require the attention of government or its agent. Due to the inadequate time some schools deep in rural areas they can take a term without receiving an inspector. In Eastern Region of Uganda many schools in rural areas perform poorly in final examinations and this is attributed to inadequate supervision by the Inspectors.

Many teachers in Eastern Region of Uganda have negative attitude with inspection and are found uncooperative whenever the exercise occurs. Such teachers fail to submit records whenever it is time for Inspection. Some teachers are even found of running into bushes during inspection,

particularly if it caught them unawares. Some schools' administrators dislike inspection and often refuse to submit relevant records and provide unnecessary information for the inspectors when they are around in their schools. This is because some are always found unaware.

There was a challenge observed about non implementation of inspection reports and non-provision of Feedback and follow up on inspection. Some inspectors after inspection they don't give feedback to school administration for better follow-up and where reports are provided Inspectors, they don't follow-up the implementation. In Eastern Region of Uganda, most inspection reports are kept away from teachers and schools' administrators and even when submitted, are kept in files without action taken on them. Negative inspection reports from schools are often blocked from reaching the appropriate quarters, for fear of reprisal action that might be taken by government against such schools. Some schools' administrators are also highly influential to the extent that they do influence the reports of inspection by bribing Inspectors to writes always good reports.

4.4 The possible effective ways to improve the challenges hindering the role of school Inspection in Schools

Table 3: Possible effective ways to improve the challenges hindering the role of school inspection

Effective ways to improve the challenges hindering the role of inspection on academic achievement	N	Mean	Std. Deviation
Inspectors should be professional in their practices	53	3.698	0.667
The Anglican Church of Uganda should recruit more School Inspectors to strengthen the existing stock of inspectors.	53	3.717	0.600
Training and retraining of the available Inspectors in all aspects of schools' administration and in the area of inspection	53	3.603	0.688
Adequate provision of funds to the inspectors to encourage them towards effective discharge of their duties	53	3.867	0.341
Need for inspectors, teachers and head teachers to develop positive attitudes towards inspection	53	3.849	0.361
Need to provide adequate resources such as funds, inspection tools and allowances to support the work of inspection	53	3.754	0.434
The inspectors should be encouraged to prompt writing of Inspection Reports	53	3.735	0.524
The inspectors should create a conducive environment to interact with them during inspection process	53	3.6038	0.566
Valid N (listwise)	53		

According to Kakooza (2018) noted that the strategy of the Anglican Church of Uganda is to establish inspection function at the Dioceses and Provincial levels. To develop Inspection tools, conduct trainings for inspectors, to share reports of inspectors that shall enable the Church to develop comprehensive data bank about her institutions. The purpose of inspection is to ensure that high standards are maintained and that there is continuity development of the education system. This is in line with Aguti (2015) who said that the establishment of school inspectorate as external quality control mechanisms in education is one of the strategies to improve the quality of education in Schools in Uganda.

The respondents also responded that to improve the challenges hindering the role of school Inspection in Schools, inspectors should be professional in their practices. They should provide objective judgment of teachers, head teachers' performance; establish friendly and interactive atmosphere with teachers and head teachers and cultivate good working relationship with teachers and head teachers. They should stop their intimidation attitude towards teachers and head teachers and do their work objectively and with politeness.

There is a need for the recruitment of more Inspectors both by the Government and the Church. In Eastern Region of Uganda there are many Schools with few Inspectors and yet Schools needs to be visited and encouraged by inspectors. The Government should recruit more Education Officers to strengthen the existing stock of inspectors.

There is a need of training and retraining of the available Inspectors in all aspects of school administration and in the area of inspection. They also need to be well informed about the modern methods in their disciplines and curriculum. Training in effective communication is thus imperative for them to discharge their duties conscientiously. Specialist in different aspects of school administration thus needs to be recruited to train the inspectors. Also, inspectors should be given the opportunity to attend conferences, seminars and workshop to make them more effective in the discharge of their duties. In eastern region of Uganda inspector's respondent that there is no school responsible for training inspectors and Inspectors are promoted from different levels with different qualifications. This is in line with Nakitare as cited by Adweka (2018) recommended that head teachers should be given in-service training to update their knowledge of the subjects taught in schools and enable them provide objective and realistic feedback to external school inspectors. Mwanzia as cited by Matete (2009) also observed that training of school inspectors was essential as a means of providing them with the necessary skills unique to supervision and to facilitate understanding of the modern methods and tone regarding inspection.

There should be adequate provision of fund to the inspectors by government to encourage them towards effective discharge of their duties. It has been observed that in most districts in Eastern Region of Uganda. Inspectors they motor cycles to carry out Inspection and during rainy season and dusty period inspectors fear to go to distant places. Vehicles for inspection exercise are inadequate. There is thus the need for Government to purchase more vehicles for inspection exercise.

There is need for inspectors, teachers and head teachers to develop positive attitudes towards inspection. The respondents said that to improve the challenges hindering the role of school Inspection in Schools. Teachers and Inspectors need to have good relationship and positive attitude towards the exercise. This concur with Akindere, 2012, who states that teachers should be encouraged to participate in developing assessment procedures employed by inspectors to evaluate teachers, to enable them to understand the criteria on which the inspectors commonly judge them which will facilitate understanding of what constitutes effectiveness in education and school inspection in particular. According to Olembo et al (1992), teachers should be adequately involved in inspectoral activities and should be informed about all aspects of inspection.

There is need to provide adequate resources such as funds, inspection tools and allowances to support the work of inspection. This is in line with Kakooza (2018) who noted that although the provincial assembly resolved that Dioceses to start inspection system and the idea was incorporated in the church of Uganda' vision 2015. Several of them have not implemented this due to the reasons like insufficient resources to support the work of inspectors, lack of professional persons to do the work, absence of materials to be used (tools) for inspection of schools especially those that suit the church context.

The inspectors should be encouraged to prompt writing of Inspection Reports. This is in line with Turyagyenda (2018) who said that the inspectors before leaving the school, it is normal to provide initial feedback. This will summarize the main points that will ultimately be fully documented in the inspection report. This concurs with Gray and Wilcox (1995) explored the extent to which Local Education Authority (LEA) primary schools in UK had implemented the key issues of the main recommendations of the inspection reports. He observed that the inspection and subsequent reports were considered to have had a generally beneficial effect particularly on those recommendations which staff considered to have already been in mind before the inspection.

The respondents suggested that level and duration frequency of monitoring to schools by inspectors to be

increased. It is interesting to note that most rural area teachers and headteachers that were interviewed reported that some schools were less visited and some schools can take a year without receiving inspectors. This might be as a result of transportation difficulties encountered. However, spending a quite periods of time in a classroom observing teachers will reveal areas of weakness and steady usage of instructional materials and develop good teaching skills. Some respondents reported that whenever, the external supervisors were around, most teachers were normally involved in window dressing on instructional practices. It is therefore advised to engage in intense and constant instructional monitoring of teachers to see what and how they teach in the class in order to be line with Peretomode (2001) and imbibe quality of instructional leaders as specified by Cawood & Gibbon as cited by Adweka (2018).

The inspectors should be encouraged to create a conducive environment to interact with them during inspection process. It is crucial to emphasize here that instructional supervision deals with human beings thus they must create that conducive environment for teachers to improve them in areas of weakness and upheld good instructional practices. The studies of Beach & Reinhartz (2000) and Peretomode attested to the importance of interactions/interpersonal relationships. As inspectors to establish interpersonal relationships with teachers does not remove your huge status as district inspector of schools or a Diocesan Inspector of Schools rather, it is the valuable and contributive services rendered to someone that determine your status and not offices/positions that could neither improve nor contributory to teaching and learning. This involvement and interaction of inspectors with teachers it is also a professional development of teachers. Therefore, instructional development of teachers will fully equip teachers to transmit quality teaching to students for better performances. This is to align with research findings of Sergiovanni & Starrat (2007) respectively.

5. Conclusion and Recommendations

5.1 Conclusion

School inspection/Supervision is important on academic achievement of Anglican Church of Uganda founded primary schools in Eastern Region of Uganda. It involves monitoring and supervision of Quality Assurance and standards of learning as a fundamental component in ensuring that her vision and mission are implemented on addition to academic achievement. With the era of globalization in every area of human endeavors including education, the external supervisors in the persons and functions of education inspectors the quality of education is determined by the quality of the guidance and developmental services by inspectors to teachers in the

classrooms. Inspectors ensure that high standards are maintained and that there is continuity development of the education system.

Some of the challenges hindering School Inspection were insufficient resources to support the work of inspectors, lack of professional persons to do the work and absence of materials to be used (tools) for inspection of schools. The possible effective ways to improve the challenges hindering the role of school Inspectors in schools were given as follows: training of inspectors and provision of monitoring and inspection tools. To ensure monitoring of the student's ability and teachers' competence in the classroom setting and professional support should be the major role of the school inspectors if their impact is to be recognized.

5.2 Recommendations

1. The positions of Education Coordinator and Diocesan inspectors should be attached to certain years of classroom experiences for maturity and efficiency in order for someone to be promoted to the level of inspector.
2. Trainings and seminars should be regularly conducted for education Coordinators and Diocesan Inspector of schools on their job's responsibilities so as to remain on track.
3. The ministry of education in Uganda should work hand in hand with head teachers and school inspectors to revise inspection procedures in schools.

References

- Adweka, J. (2018). Anglican Church of Uganda School Inspection, Supervision and Monitoring (Presentation to the participants during Diocesan Inspectors training at rest Gardens on 7th, November) Province of the Church of Uganda.
- Aguti, S. (2015). *School Inspection and its influence in the quality development of inclusive education practices in Uganda*. University of Osloensis.
- Akindele, I. M (2012). *The challenges facing school inspection Amid Universal Basic Education (UBE) Implementation in Nigeria*.
- Akindele, I. M. (2012). The Challenges Facing School Inspection Amid Universal Basic Education (UBE) Implementation in Nigeria. *International Journal of Learning and Development Vol 2, No 5*.

- Basome, S. & Allida, V. (2018) The influence of Continuous Assessment on Academic Performance in Primary Schools of Ibulanku Sub-County, Iganga District, Uganda. *Baraton Interdisciplinary Research Journal* (2018), 8(Special Issue), pp 1-7
- Beach, D.M & Reinhartz, J. (2000). *A book on supervisory leadership focusing on instruction*. Boston: Allyn and Bacon.
- Businge, C. (2000). Uganda Examination Board releases examination results. *New vision*, Uganda
- Clegg, D., & Billington, S. (1994). *Making the most of your inspection: secondary*. London: Falmer Press
- Collie, Sarah & Alton Taylor. (2004). Improving Teaching Quality and the Learning Organization, In: *Tertiary Education and Management*, Vol. 10, No. 2, p 139-155.
- Dean, J. (1995). What teachers and head teachers think about inspection. *Cambridge Journal of Education*, 25(1), 13-21
- Ehren & Visscher (2016). Accountability and School Inspection. *Leading Education and Social Research*. Institute of Education, University of London.
- Grauwe, Anton (2007). Transforming School Supervision into a Tool for Quality Improvement. In *International Review of Education*, P. 709-714.
- Grauwe, De Anton, Gariel Carron (1997). Current issues in Supervision: A Literature Review. UNESCO, www.Unesdoc. Unesco.org Retrieved 20.04.2015.
- Government of Uganda. (1995). The Constitution of the Republic of Uganda. Section 30.
- Grauwe, Anton (2007). Transforming School Supervision into a Tool for Quality Improvement. In *International Review of Education*, P. 709-714
- Grauwe, De Anton, Gariel Carron (1997). Current issues in Supervision: A Literature Review. UNESCO, www.Unesdoc.
- Kakooza, P. (2018) Anglican Church of Uganda School Inspection, Supervision and Monitoring (Presentation to the participants during Diocesan Inspectors training at rest Gardens on 7th, November) Province of the Church of Uganda.
- Matete, R., T. (2009). The impact of primary school inspection on teaching and learning in Tanzania: a study of Mbeya city district.
- MoES. (2012). Evaluating and Improving the Quality of Education. How we inspect. Suse printers www.vsointernational.org
- Mukyala, R. (2017) A report to the archbishop during his visit to Busoga University. Taking back schools to the foundation laid by missionaries.
- Nakitare, C.P.M (1980). *A Critical Study of Supervisory practices in Kimili Division of Bungoma District*. Unpublished Master Thesis, University of Nairobi, Kenya.
- NAPE Report (2018, February 14th) The Uganda National Examination Board. *Daily monitor*, Uganda
- Nangozi, Y., (2017, January 30 th) Primary leaving Examination release. *Observer, Uganda*.
- Nolan, J.F. et al (2008). *Teacher Supervision and Evaluation: Theory into Practice* (2nd ed.). Hoboken et al & sons. Inc
- Olembo, J.O., Wanga, P.E., and Karagu, A., M. (1992). *Management in education*. Nairobi, Kenya: Educational Research and Publications (ERAP)
- Oxford Dictionary of Current English (2006) (4th edition). New York, USA: Oxford University Press
- Peretomode, V. F. (Ed) (2001). *Introduction to Educational Planning and Supervision*. Lagos: Joja Educational Research and Publishers Ltd.
- Sergiovanni, T., & R., Strarrat. (2007). *Supervision: A redefinition* 8th ed. New York: McGraw-Hill.
- Ssekamwa, C. (1997). *History and Development of Education in Uganda*. Kampala: Fountain Publishers.
- Sullivan, S. (200). *Supervision that improves teaching*. Thousand Oaks. Crowin Press.
- The republic of Uganda Education Act, 2018 (Pre-primary, Primary & Secondary). The Uganda Gazette No 44 volume CI dated 29th, August 2008.

Anglican Church of Uganda Education Policy (April 2016), Centenary publishing House Ltd, Kampala

Turyagenda, K. (2018). The role of foundation body in school inspection and collaboration process (notes to the participants during Diocesan Inspectors training at rest Gardens on 7th,

November) The province of the Church of Uganda.

Wilcox, B., and Gray, J. (2000). Reactions to inspection: A study of three variants. *Cambridge Journal of Education*, 24 (2): 245-259

Wright & Arthur (2010). Leadership in Christian Higher education, Imprint Academics, UK