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Research Article

Effect of the Collaborative School Inspection Approach on Teacher Instructional Effectiveness in Government-aided Primary Schools of Nakisunga County, Mukono District, Uganda

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ABSTRACT

The study investigated the effect of the collaborative school inspection approach on teacher instructional effectiveness in government-aided primary schools in Nakisunga County, Mukono district, Uganda. Teacher instructional effectiveness was studied in terms of reporting on pupil academic achievements, teacher attitudes, effective planning, attendance and pedagogical approaches. Collaborative school inspection approaches were studied in terms of support supervision, feedback, trust and respect. The study adopted a cross-sectional survey mixed research design which used both quantitative and qualitative approaches on a sample of 178 people that included teachers, head teachers, school inspectors and education officers, all from Nakisunga County, Mukono district. While Quantitative data was collected using self-administered survey questionnaires, qualitative data was collected using interviews and focus group discussions. Data collected quantitatively was analysed using inferential analysis yet qualitative data was analysed by grouping the responses from the head teachers, school inspectors and education officers in themes which were merged with quantitative findings. The findings showed that all the sub-variables of the collaborative school inspection approach were positively significant to teacher instructional effectiveness. It was concluded that the collaborative school inspection approach has impact, on teacher instructional effectiveness. Therefore, it was recommended that because the collaborative school inspection approach has impact on teacher instructional effectiveness it should be used in government-aided primary school inspection activities always and vigilantly because all its sub-variables were positively significant to teacher instructional effectiveness.

Keywords: *Collaborative inspection approach, Feedback, Pedagogical approaches, School inspection, Support supervision, Teacher instructional effectiveness, Trust and respect*

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Introduction

According to Uganda's Vision 2040, its middle social and economic development status so desired is planned to be achieved based on a good primary education foundation. In order to achieve a strong primary education base, teacher instructional effectiveness geared by appropriate school inspection approaches has been singled out as pivotal, (Namugwanya, 2006). In the beginning, classroom instruction was in the hands of the church administrators who used untrained but interested classroom instructors. By then, no single government is remembered to have put emphasis on the quality of classroom instruction but all interest was to force all individuals to achieve primary education for developmental purposes. Like there was no teacher training in all the countries, there was no school inspection to ensure teachers followed the prescribed curriculum because each church had its own interests and ambitions to put across to the people. Even later, with the provision of teacher training and curriculum, school inspection evolved slowly and the use of the collaborative school inspection approach is an issue of the recent past, although it has become very popular now (Namulondo, 2008). Previous studies that have been linking school inspection to teacher instructional effectiveness, have not outlined how the collaborative school inspection approach impacts on teacher instructional effectiveness to justify its popularity today (Busingye, 2013).

The Collaborative school inspection approach developed faster as an external assessment process when world educators thought of democratizing school inspection. Governments took advantages of its popular dynamics to use it as a form of accountability to the people and to ensure that teachers were effective in teaching (Sembirige, 2009). The collaborative inspection approach is a demanding one in terms of time, preparation, patience reasoning, soberness and listening, therefore, it requires a good inspector with experience who uses available resources to optimally meet the desired goals. Such inspectors make valid judgments based on accurate evidence and offer valuable advice (ESA, 2005). Inspectors are expected to give professional support to educators and managers to improve the quality of education service

delivery (ESA, 2005). The impact of this work is maximized if there is a high degree of mutual respect and trust exhibited among all concerned. Therefore inspectors require experience, knowledge; collegiality skills and positive attitude towards what they do (MoES, 2016).

Literature Review

This section has majorly two sections; firstly presenting related literature and scholars' views and later on presenting theoretical review of literature all on the impact of the collaborative school inspection approach on teacher instructional effectiveness. Firstly, literature related to the collaborative school inspection approach and scholars' views is here presented;

To enhance teacher instructional effectiveness, the Uganda government has strongly emphasized the use of school inspectors. However with application of modern inspectional pedagogy the emphasis is now on using the collaborative school inspection approach. The advocates of this approach have claimed that it is an adaptable and easy to use approach because no one is courseed during its application yet it delivers reliable results making many people to believe that it is the basic pivotal device in quality assurance. Owing to its democratic dynamics, the collaborative inspection approach is gradually replacing all other inspection approaches that have been in use, (MoES, 2016).

Asmus et al. (2015) examined the influence of the democratic supervision behavior of goal-setting on employee performance in an industrial production process using staff of a training factory for energy productivity in Munich, Germany. The findings of the study revealed that the supervisor's behavior of goal setting improved workers' performance in industrial workplaces. Similarly, Atambo et al. (2012) examined the relationship between the supervision behavior of employee recognition and performance with medical services staff drawn from Kenyatta National Hospital as units of analysis. The results indicated that the supervision behavior of recognizing the employee's accomplishments translated into improved performance both at the individual and organizational levels. Further, Bradler et al. (2016) investigated the causal effect of the supervision

behavior of employee recognition on employee performance. Their findings indicated that support supervision and feedback were very instrumental at implementation levels and these increased s performance subsequently.

Using employees of a micro-finance bank in Nigeria, Ibok and Umana (2013) examined the effect of supervisory behavior namely consultation which had an upward influencing behavior, consultation behavior and support supervision behavior of the sales force. The findings indicated that all these supervisory behaviors had a statistically positive and significant relationship with performance of the sales force. Also, in their study, Mujuni (2019) sought to find out whether goalsetting had an impact on employee effectiveness and ultimately improving organization effectiveness with employees of a business company as units of analysis in a high-tech company in Singapore. The results showed that supervisors' goal setting behavior had a positive impact on employee effectiveness. Precisely, the literature above showed that scholars had made effort to investigate the relationship between workers' behavior and performance.

Theoretical Review

The teacher performance and performance management theories guided this study. The teacher performance theory, proposed by Bacon Wallace in 2001, explains the impact of the teacher on students' learning, demonstrated through their achievement levels in tests and examinations, use of fruitful pedagogical approaches to teaching, teacher attitude towards work, personality characteristics and teacher attitude. This theory was considered useful because it informs both the inspector and the teacher that their level of performance will determine the impact created on teacher instructional effectiveness

On the other hand, the performance management theory, advanced by Peter Drucker in 1954, is a continuous process of identifying, measuring and developing the performance of individuals and aligning performance with the strategic goals of the organisation. The elements guiding the performance management theory include among others, planning, setting

objectives, coaching and measuring performance, evaluating and feedback of performance results, rewarding based on performance as well as amendments of objectives. The performance management process is important to this study because it guides school inspectors in identifying teachers' performance weaknesses through measuring their classroom instruction, set training goals, adopt coaching where need be, reward teachers on performance in order to finally achieve teacher instructional effectiveness.

The Collaborative School Inspection Approach

Among all the existing school inspection approaches, the collaborative inspection approach is reported as the most popular approach to both school inspectors and teachers for teacher instructional effectiveness if applied according to its rightful principles (Haule, 2020). The inspector's role in this approach is to guide the problem-solving process, be an active member of the interaction, and to help keep teachers focused on their common problems (Haule, 2020). He further says that inspectors who employ this approach believe that teaching is primarily problem-solving, in which two or more people pose a problem, experiment and implement those teaching strategies that are deemed relevant. Modern research asserts that all the collaborative inspection approach attributes including but not limited to support supervision, feedback, trust and respect are significantly positive to teacher instructional effectiveness and have been found to be influential to teacher instructional effectiveness (Bagaya, Ezati and Wafula (2020). Modern research further recommends that the sure way to achieve teacher instructional effectiveness is for school inspectors to use an approach that is popular and accommodative (Haule, 2020).

According to Bagaya, Ezati and Wafula (2020) and Busingye (2020) the collaborative inspection approach is a modern democratic approach to inspection with the inspector's role being the provision of guidance to teachers in problem-solving and self-recovery. The school inspector being an active lead member

of the interaction helps to keep teachers focused on their common problems. The inspector and teacher mutually agree on the structures, processes and the criteria for subsequent instructional improvement (Onasanya, 2011).

Holland (2004) in support of this approach posits that collaborative school inspectors are expected to demonstrate evidence that they have the necessary knowledge and skills to make important decisions about what they do and how they do it. Holland (2004) emphasises the need for trust in whatever is done. The teachers must have trust in their inspectors just like inspectors should do everything to win trust from their teachers. Holland (2004) advises that an inspector's credentials alone do not inspire trust, but rather how these apply them because learners and teachers trust only leaders that they confide in. Holland (2004) similarly advises that having knowledge alone is not enough but using it judiciously to help others to grow professionally and to conduct excellent work is the ultimate objective.

While emphasizing the importance of trust and respect, Rous' (2004) study in public primary schools in USA reveals that although the inspectors had vast knowledge, they neglected the teachers most of the time, hence losing trust and respect. Similarly, Mbaluka's (2020), study in Kenya on teachers' views on inspection, asserted that inspectors who showed respect for staff, families and children had demonstrated care for children and teachers, and this facilitated a positive classroom instruction. Therefore, instructional effectiveness is through teachers and learners having trust, respect and confidence in inspectors and teachers respectively which is directly demanded by the collaborative inspection approach. As inspectors employ the collaborative inspection approach, the teachers who have the trust, confidence and respect, will, surely implement whatever they are told to do (Mbaluka, 2020),

Research Methodology

This section explains the methodology that guided this study. This includes the design, data collection method, quality control and analysis methods.

Research Design

The study employed a cross-sectional survey mixed research design, which is a combination of quantitative and qualitative data collection methods (Creswell, 2014). In this study, the researcher specifically used the explanatory sequential research design that involves quantitative data collection and analysis done first and, secondly, qualitative data collected thematically and analysed. Qualitative data was generated through interviews and focus group discussions. The Quantitative data collection was preferred because it easily generates views from teachers, who were the main respondents. The qualitative approach was preferred because it allowed the key participants to discuss fully and freely the impact of the collaborative school inspection approach and teacher instructional effectiveness.

Population and Sampling

The study population comprised of teachers, head teachers, school inspectors and education officers. These teachers teach in government aided primary schools in Nakisunga County and were educated well enough to handle the research tools on their own comprehensibly.

Data Collection Instrument

Data was collected using self-administered questionnaires (SAQ). The question items in section A were nominal questions on the background of characteristics. Sections B through E items were ordinal questions on the dependent variable (teacher instructional effectiveness) and the independent variable (Collaborative School inspection Approach). The items on teacher instructional effectiveness (section B) covered four aspects, namely reporting on pupil academic performance, teacher attitude, planning, attendance and pedagogical approaches.

The question items on the collaborative inspection approach reported on pupil academic achievement (Mathieu, Fabi, Lacoursière & Raymond, 2016), teacher attitude (Eisenberger, Huntington, Hutchison & Sowa, 1986), effective Planning, attendance and pedagogical approaches (Johlke & Duhan, 2000). The items on teacher instructional effectiveness were scaled

using the five-point Likert scale from a minimum of 1 for the worst case scenario (strongly disagree) to a maximum of 5 which is the best case scenario (strongly agree).

Statistical Treatment of Data

Data processing and analysis were carried out using the Statistical Package for the Social Sciences (SPSS Version: 26). The data collected was organized, summarized and presented using tables so that logical and statistical conclusions could be derived. After presentation, the data was screened to identify any potential violation of the basic assumptions related to the application of univariate, bivariate and multivariate techniques. Data analysis was done at descriptive and inferential levels. At descriptive level, means were calculated while at inferential level, correlation and regression analyses were carried out to test the impact of the collaborative school inspection approach on teacher instructional effectiveness.

Result and Discussion

This section is a presentation, analysis and interpretation of the results. The results include demographic characteristics of the

respondents, descriptive statistics and inferential analyses.

Demographic Characteristics

The results in Table 1 below reveal that the majority percentage of the respondents was of males (53.4%) and the minority was of the females (46.6%). The larger percentage (43.8%) of teachers was of those up to 29 years followed by 34.2% that were of years between 30 to 39 years. It is also indicated that 16.2% were between 40 and 49 years and 5.7% were above 50 years. The findings also indicated that certificate in education holders were 30.9%, diploma holders were 33.7% and degree holders were 33.7%. The table also reports that there was a fair distribution of the teaching subjects among all teachers that inspectors had been providing pedagogical support. The implication of all these findings was that despite females being fewer than males, everyone's opinion was indiscriminately considered and all respondents had appropriate age that convinced the researcher to rely on their responses. All teachers in these primary schools having been well educated between certificate and degree levels was sufficient assurance that they could interpret.

Table 1. Respondents' Background Characteristics

Item	Categories	Frequency	Percent
Gender	Male	95	53.4
	Female	83	46.6
	Total	178	100.0
Age Groups	Up to 29 years	146	43.8
	30-39 years	114	34.2
	40-49 years	54	16.2
	50 years and above	19	5.7
	Total	333	100.0
Education level	Diploma	60	33.7
	Bachelor's degree	60	33.7
	Certificate	55	30.9
	Total	178	100.0
Subject Taught	Mathematics	39	26.4
	Science	47	29.7
	SST	46	25.8
	English	46	25.8
	Total	178	100.0

Teacher Instructional Effectiveness

Teacher instructional effectiveness was studied as a multi-dimensional concept describing reporting on pupil academic achievement, teacher attitude, effective planning, attendance and pedagogical approaches. The measurement scale for the items of the

different variables was the five point Likert scale with code 1 as the worst case scenario (strongly disagree) and code 5 the maximum so being the best case scenario (Strongly agree). The results were as presented in Table 2.

Table 2. Teacher Instructional Effectiveness

Constructs	Mean	Interpretation	Rank
Reporting on pupil academic achievement	3.42	Moderate	3
Teacher Attitude	3.43	Moderate	3
Effective Planning	3.48	Moderate	3
Attendance	3.24	Moderate	3
Pedagogical Approaches	3.49	Moderate	3

Teacher instructional effectiveness was studied in terms of reporting on pupil academic achievement, teacher attitude, effective planning, attendance and pedagogical approaches. The measurement scale for the items of the different variables was the five point Likert scale with code 1 as the worst case scenario (strongly disagree or very poor) and code 5 the maximum as the best case scenario (Strongly agree or very good). The results on the same were as presented in Table 2. The results in

Table 2 show that teachers rated reporting on pupil academic achievement as moderate, (mean = 3.42) and teacher attitude was also rated as moderate, (mean = 3.43), effective planning was rated as moderate, mean (3.28). Then attendance was also rated as moderate with mean (3.24) and finally pedagogical approaches was rated as moderate with mean (3.49). This means that all the sub-variables had a moderate impact on teacher instructional effectiveness.

The Collaborative school inspection Approach

Table 3. The collaborative school inspection Approach

Constructs	Mean	Interpretation	Rank
Collaborative school inspection approach	3.17	Average	3

The collaborative school inspection approaches were studied in terms of support supervision, feedback, trust and respect. The measurement scale for the items of the different variables was the five point Likert scale with code 1 as the worst case scenario (strongly disagree or very poor) and code 5 the maximum as the best case scenario (Strongly agree or very good). The results on the same were as presented in Table 3. The results in Table 3 showed that teachers rated the collaborative school inspection approach as a moder-

ate impact on teacher instructional effectiveness (mean = 3.17).

Correlation of the Collaborative School inspection Approach on Teacher Instructional Effectiveness

To establish the extent of the impact of the collaborative inspection approach on teacher instructional effectiveness, a correlation analysis test was carried out. The results were as presented in Table 4.

Table: 4 Correlations of Collaborative Inspection Approach and Teacher Instructional Effectiveness

	Teacher instructional effectiveness	Support supervision	Inspection feedback	Teacher trust	Teacher respect
Teacher instructional effectiveness	1				
Support supervision	0.118 0.118	1			
Inspection feedback	0.612** 0.000	-0.074 0.328	1		
Teacher trust	0.271** 0.000	0.234** 0.002	0.045 0.547	1	
Teacher respect	0.560** 0.000	-0.036 0.632	0.590** 0.000	0.328** 0.000	1

The results in Table 4 suggest that the collaborative inspection approach of support supervision ($r = 0.118$, $p = 0.118 > 0.05$) had a positive but insignificant relationship with teacher instructional effectiveness. However, inspection feedback ($r = 0.612$, $p = 0.00 < 0.05$), teacher trust ($r = 0.271$, $p = 0.000 < 0.05$) and teacher trust ($r = 0.560$, $p = 0.000 < 0.05$) had a

positive and significant relationship with instructional effectiveness. Therefore, while support supervision was accepted, feedback, trust and respect were rejected. This was interpreted to mean that generally the collaborative school inspection approach has impact on teacher instructional effectiveness.

Table 5. Regression of Teacher Instructional Effectiveness on Collaborative Inspection Approach

Instructional Effectiveness	Standardized Coefficients Beta (β)	Significance P
Support Supervision	0.128	0.026
Feedback	0.474	0.000
Trust	0.141	0.022
Respect	0.239	0.001
$R^2 = 0.477$		
$F = 39.441$, $p = 0.00$		

Dependent Variable: Teacher instructional effectiveness

The results in Table 5 show that the collaborative inspection approaches, namely; support supervision, feedback, trust and respect explained 47.7% of the variation in teacher instructional effectiveness ($R^2 = 0.477$). This means that 52.3% of the variation in teacher instructional effectiveness was accounted for by factors that were not considered in this model. All the four collaborative approaches namely; support supervision ($\beta = -0.128$, $p = 0.026 > 0.05$), feedback ($\beta = -0.474$, $p = 0.000 > 0.05$), trust ($\beta = -0.141$, $p = 0.022 > 0.05$) and respect ($\beta = -0.239$, $p = 0.001 > 0.05$) had a positive and significant influence on teacher instructional

effectiveness. This means that all the sub-variables were supported and so have positive impact on teacher instructional effectiveness.

Discussion

Collaborative Inspection Approach and Teacher Instructional Effectiveness

The results of the collaborative inspection approaches, namely; support supervision, feedback, trust and respect showed that there is a positive correlation between the collaborative inspection approach and teacher instructional effectiveness. The correlation between the collaborative inspection approach and teacher

instructional effectiveness was statistically significant. The results suggest that the collaborative inspection approach of support supervision had a positive but insignificant relationship with teacher instructional effectiveness. However, feedback, trust and respect had a positive and significant relationship with instructional effectiveness. Therefore, while support supervision was accepted, feedback, trust and respect were rejected. This means that generally the collaborative inspection approach positively influences teacher instructional effectiveness. Positive changes in inspection approaches lead to positive changes in teacher instructional effectiveness.

At the confirmatory stage all the four collaborative school inspection approaches namely; support supervision, feedback, trust and respect had a positive and significant influence on teacher instructional effectiveness. This means that all the sub-variables were supported and have positive impact on teacher instructional effectiveness.

In support of the findings of this study, Mu-seveni (2016) recommends that school inspectors in government-aided primary schools need not only to regularly inspect schools, but to apply the collaborative inspection approach effectively because it is democratic, very accommodative and the users are all happy to participate. These study results were also supported by Namugwanya (2006) who equally related its goodness to its democratic dynamics involved. In the same way, Mmbado's (2015) study also highlights that due the use of democratic inspection approaches and teacher attitude towards work, teacher instructional effectiveness had been easily attained in many parts of Kenya. According to Mmbado (2015), the collaborative inspection approach is popular because teachers are comfortable and it leaves them free participation as they implement developmental plans. Similarly, Kiggundu (2009) is also in agreement with Namugwanya (2006) and Mmbado (2015), when he reports that because an inspector's performance is directly linked with teacher instruction, then their work resulted in effective teacher instruction in many Ugandan schools.

The study having established that the collaborative inspection approach has a significant relationship with teacher instructional effectiveness, its implication is that it directly affects positively teacher instructional effectiveness. This, therefore, requires school inspectors to fully embrace the collaborative inspection approach because of having been found to be directly resulting into teacher instructional effectiveness.

Conclusion

It is here concluded that the collaborative inspection approach has a positive significant impact on teacher instructional effectiveness because all its sub-variables were positively significant with teacher instructional effectiveness.

Recommendations

It is recommended that school inspectors in Nakisunga county government-aided primary schools should embrace the collaborative school inspection approach because all its sub-variables demonstrated that they have positive impact on teacher instructional effectiveness.

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