

**The role of school inspection and school-based supervision on  
teacher's classroom practice: A case study of selected secondary  
schools in Mzimba district.**

**By**

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**STUDENT DECLARATION**

I declare that the research work, “investigating into the role of school inspection and School-based supervision on teachers’ classroom practice: A case of four selected secondary schools in the Northern Education Division” is my own work and that all the quotes or sources used have been appropriately acknowledged. It is being submitted in fulfilment of the requirements for the degree of Master of Education in Leadership and Management by Research Report at Mzuzu University. It has not been previously included in a thesis or dissertation submitted to this or any other institution for a degree, diploma or other qualification.

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(Student’s Signature)

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(Date)

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(Supervisor’s Signature)

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(Date)

## **DEDICATION**

This work is dedicated to my wife Maggie for her encouragement and to my children Ebenezer and Favour for their patience. Deserving recognition is the entire Kasambala family for being with me through thick and thin. I greatly appreciate all forms of assistance and inspiration rendered to me in my academic endeavors. May God, who has greatly favoured me, continue to guide and bless you all.

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## **ABSTRACT**

The purpose of this study was to investigate into the role of school inspection and school-based supervision on teachers' classroom practice in secondary schools in Malawi. The study had four objectives; firstly, to assess the nature of school inspection and school-based supervision in secondary schools. On the nature of school inspection and school-based supervision the study found that inspection in the schools involved in this study was irregular. Secondly, to analyze the effect of school inspection and school based supervision on teachers' classroom practice. In terms of the effect of school inspection and school-based supervision on teachers' classroom practice the study found that: school inspection and school-based supervision improves teacher preparedness, school inspection and school-based supervision improves teaching methods, school inspection and school-based supervision leads to improved students' performance, school inspection and school-based supervision improves teaching skills and lesson delivery, school inspection and school-based supervision improves teacher's discipline, leads to discovery of challenges facing teaching and learning and that School inspection and school-based supervision makes teaching and learning to be in line with the curriculum. Thirdly, to explore the challenges of school inspection and school-based supervision on teachers' classroom practice. In terms of challenges of school inspection and school-based supervision, the study found that: School inspection was taken as a fault finding activity, there was disorganized and disorderly approach to inspection, supervision was done on teachers with inadequate supply of teaching and learning materials and there was negative response to inspection by discontented and frustrated teachers. Finally to establish how school inspection and school-based supervision can be improved to contribute to teachers' classroom practice. Finally, for objective on how school inspection and school-based supervision can be improved,

the study found that; School inspectors and school-based supervisors, need to establish good working relationship with teachers, School based Instructional supervisors(Head-teachers) should organize CPDs, School inspectors and schoolbased supervisors should accommodate teachers views on inspection and supervision, School inspectors and school-based supervisors should make regular visits, School inspection and supervision should target every teacher at school , Inspectors should participate in CPDs for teachers, the Ministry of education should mobilize teaching and learning resources and Supervision should focus on inspection and supervision of teaching and learning process rather than school records. This research used a qualitative case study design. The case was four selected secondary schools. Simple random sampling methods were used to select those four secondary schools. The research purposefully sampled 32 participants to fulfil study objectives. The study interviewed school inspectors (Quality Assurance Officers), head teachers, heads of departments and teachers. Qualitative data were analyzed thematically.

Recommendations for improvement to policymakers and stakeholders within the Ministry of education were made. The most salient of these recommendations being that the Ministry of Education should improve and make reforms so that school inspection and school-based supervision meets teachers' expectations and improve teachers' classroom practice.

**Key words:** Inspection, Supervision, School Managers, Teachers' classroom practice, Scientific Management Theory and school inspection conceptual framework.

## **ABBREVIATIONS AND ACRONYMS USED IN THIS DISSERTATION**

- CPD: Continuous teacher Professional Development
- DIAS: Department of Inspection and Advisory Service
- DQAS: Department of Quality Assurance Services
- EDM: Education Division Managers
- HOD: Head of department
- IPC: Internal Procurement Committee
- MoEST: Ministry of Education, Science and Technology
- N.E.D: Northern Education Division
- Q.A.O: Quality Assurance Officer
- SMT: Scientific Management Theory
- TALULAR: Teaching and Learning Using Locally Available Resources





## TABLE OF CONTENTS

STUDENT DECLARATION .....	i
DEDICATION .....	ii
ACKNOWLEDGEMENT.....	iii
ABSTRACT .....	iv
ABBREVIATIONS AND ACRONYMS USED IN THIS DISSERTATION.....	vi
CHAPTER ONE: INTRODUCTION AND ORIENTATION TO THE STUDY .....	1
1.1 Introduction.....	1
1.2 Background to the Study .....	1
1.3 Inspection in Malawi .....	2
1.4 Problem Statement .....	6
1.5 Aims of the Study.....	8
1.6 Objectives.....	8
1.6.1 Main objective of the Study .....	8
1.6.2 Specific Objectives .....	8
1.7 Significance of the Study .....	8
1.8 The Theoretical Framework of the Study.....	9

1.8.1 Scientific Management Theory.....	9
1.8.2 School Inspection Conceptual framework .....	12
1.9 Structure of the Thesis.....	13
1.10 Chapter Summary .....	13
<b>CHAPTER TWO: LITERATURE REVIEW .....</b>	<b>14</b>
2.1 Introduction .....	14
2.2 School inspection defined .....	14
2.3 Trajectory of School Inspection .....	15
2.4 Types of Inspection .....	16
2.4.1 Full Inspection.....	16
2.4.2 Follow-up Inspection .....	16
2.4.3 Partial Inspection .....	17
2.4.4 Educational Institutions Registration Inspection .....	17
2.4.5 Special Inspection.....	17
2.4.6 Purpose of inspection in Malawi .....	17
2.5 Inspection instruments and their uses in the Malawi Education system.....	18
2.5.1 Pre- Inspection Self-Assessment Document (PISAD) .....	18

2.5.2 Educational Yearly Statistics .....	18
2.5.3 Evidence Form (Lesson Observation).....	18
2.5.4 Evidence Form (Interview, Work Scrutiny & Misc) .....	19
2.5.5 Record of Classroom Visit .....	19
2.5.6 Record of Evidence, Analysis and Decisions taken (READ).....	19
2.5.7 Report Model .....	19
2.6 Importance of School Inspection globally in education systems .....	19
2.7 Impact of school inspection .....	20
2.8 School based supervision defined .....	22
2.9 Supervision in Malawi.....	22
2.10 Significance of Supervision .....	23
2.11 Types of Supervision.....	25
2.12 Supervision Models According to Grauwe and Carron .....	26
2.12.1 Central Control Model.....	27
2.12.2 Close-to-School Support Model .....	27
2.12.3 School-Site Supervision Model .....	28
2.12.4 Inspection and Supervision .....	29
2.13 Teachers' classroom practice.....	30

2.14 Challenges to teachers’ classroom practice .....	31
2.14.1 Knowledge of subject matter.....	32
2.14.2 Lack of teaching and learning materials.....	33
2.14.3 Service training .....	33
2.14.4 Provision of teacher support services .....	35
2.14.5 Teachers’ resistance to change.....	36
2.15 Clarity of the curriculum.....	37
2.16 Extra Workload .....	38
2.17. Teacher identity.....	38
2.18 Personal social circumstances of teachers .....	39
2.19 Learners .....	39
2.20 Language and learning .....	40
2.21 Learners’ Behaviors .....	40
2.22. Political condition and economy .....	41
2.23 Community Influence .....	41
2.24 Chapter Summary .....	42
CHAPTER 3: METHODOLOGY.....	43
3.1 Introduction .....	43

3.2 Research Paradigm .....	43
3.3 Research Approach .....	44
3.4 Research Design.....	44
3.5 Site of the Study .....	45
3.6 Population and Sample .....	45
3.6.1 Population .....	45
3.6.2 Sample Size .....	46
3.7 Sampling Technique or Procedure.....	46
3.8 Data Collection Methods and Tools.....	48
3.8.1 Document Analysis .....	48
3.8.2 Face to Face Interviews .....	49
3.9 Data analysis.....	50
3.10 Trustworthiness.....	50
3.11. Ethical consideration .....	51
3.12. Limitation of the Study .....	51
3.13. Summary.....	52
CHAPTER FOUR .....	53

PRESENTATION AND DISCUSSION OF FINDINGS .....	53
4.1 Introduction .....	53
4.2 Key Findings.....	54
4.3 Nature of School-based supervision.....	59
4.3.1 Irregular School- based Supervision .....	59
4.3.2 Quality of classroom teaching and learning focused school-based supervision .....	60
4.4 Influence of School inspection and school-based supervision on teachers’ classroom practice.....	61
4.4.1 School inspection and school-based supervision improves Teacher Preparedness.....	61
4.4.2 School inspection and school-based supervision improves Teaching Methods.....	63
4.4.3 School Inspection and School based supervision Leads to improved student’s performance .....	65
4.4.4 School inspection improves teaching skills and lesson delivery .....	66
4.4.5 School inspection and school-based supervision improves Teacher’s Discipline .....	68
4.4.6. School-based supervision leads to discovery of challenges facing teaching and learning .....	69
4.4.7. School-based supervision makes teaching to be in line with the curriculum. ....	71
4.4.8. School inspection work as a wakeup call for teachers to improve their practice.....	73

4.4.9. School inspection and School-based supervision improves Classroom Management	74
4.4.10 School-based supervision assists in improving the practice of newly recruited Teachers.....	75
4.4.11 School-based supervision makes teachers to be confident in teaching .....	76
4.4.12 School inspection standardize teacher’s practice .....	78
4.4.13 School inspection ensures accountability by Teachers .....	79
4.5. Challenges of school inspection and school-based supervision .....	80
4.5.1 School Inspection is taken as a fault-finding activity.....	80
4.5.2 Disorganized and disorderly approach to Inspection .....	83
4.5.3 Inspection and supervision done on teachers with inadequate supply of teaching and learning materials .....	84
4.5.4 Negative response to inspection by discontented and frustrated teachers.....	86
4.6 Ways for improving school inspection and school-based supervision for teachers’ classroom practice .....	88
4.6.1 School inspectors and school-based supervisors’ need for establishment of good working relationship with teachers .....	88
4.6.2 Inspectors should participate in CPDs for teachers .....	89
4.6.3 School based Instructional supervisors (Head-teachers) should organize CPDs .....	90



4.6.4 School inspectors and school-based supervisors should accommodate teacher’s views on inspection and supervision.....	90
4.6.5 School inspectors and school-based supervisors should make regular visits .....	91
4.6.6 School inspection and supervision should target every teacher at school.....	92
4.6.7 Ministry of Education should mobilize teaching and learning resources.....	92
4.6.8 Inspection and Supervision should focus on teaching and learning process rather than school records. ....	93
4.6.9 Chapter Summary .....	94
CHAPTER FIVE.....	95
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....	95
5.1 Chapter overview .....	95
5.2 Summary of the findings .....	95
5.3 Conclusion of the study .....	97
5.4 Contribution to knowledge .....	98
5.4 Recommendations.....	99
5.3.1 Ministry of Education .....	99
5.3.2 School inspectors (QAOs) and School-based supervisors.....	100
5.3.3 Schools.....	100

5.4 Suggestion for Further Study.....	101
Appendix 1: letter of Approval from Mzunirec .....	114
Appendix 2: Consent form .....	116
Appendix 3: Clearance letter.....	119
Appendix 4: Clearance letter from the Education Division Manager .....	120
Appendix 5: Interview Guide for School Inspectors (Quality Assurance Officers).....	121
Appendix 6: Interview Guide for Teachers .....	123
Appendix 7: Interview Guide for the Head teacher of school .....	125
Appendix 8: Interview Guide for Head of Departments in schools on school-based supervision.....	127

## **CHAPTER ONE: INTRODUCTION AND ORIENTATION TO THE STUDY**

### **1.1 Introduction**

This chapter presents an overview orientation to the study. It explains the background against which the study on the role of school inspection and school-based supervision on teachers' classroom practice in Malawi was conducted. It also discusses the nature of the problem and provides the significance of the study. It further presents the research objectives that set the parameters for the investigation. Lastly, it presents theoretical frame work as well as the layout of this thesis.

### **1.2 Background to the Study**

The African Union (AU) Heads of State and government during their-sixth ordinary session on 31<sup>st</sup> January, 2016 in Addis Ababa, adopted continental education strategy agenda (CESA 16-25) as a framework for transforming education and training systems in Africa Education Sector Analysis (2019). Similarly Malawi adopted the same and the government is busy trying to transform education to meet international standards. According to Ministry of Education, Science and Technology (MoEST, 2015), the education sector in Malawi has a vision of being a catalyst for socio-economic development, industrial growth and an instrument for empowering the poor, the weak and the voiceless. This is a dynamic change in the way things are done to meet the societal needs. The Malawi government embarked on how to improve education standards so that they meet the global standards.

### **1.3 Inspection in Malawi**

In the case of Malawi, inspection is a core activity in the Ministry of Education. School inspection has been defined differently by different people according to the context in focus. Richards, (2001) defines school inspection as the process of “observing work in schools, collecting evidence from a variety of other sources and reporting the judgments”. To Wilcox (2000), school inspection is a process of “assessing the quality and/or performance of the institutional services, programs or projects” this indicates that, Inspection is a means of monitoring schools activities to make sure that they are carried out according to standards in such away, that can ensure the attainment of the stated schools objectives and education in general. It is also agreed by Adetula, (2010) who says that, Inspection is an assessment of the state of education system to ascertain its purported standards.

Advisory are done to ensure quality teaching and learning in the education systems (DIAS Handbook, 2015). It is the desire of the Ministry of Education that school inspection and advisory services be done on a regular basis, at least once a year per school and thrice in a term per school respectively. The Inspectors have a variety of professional responsibilities such as establishing educational standards, curriculum development, developing teaching and learning materials among others that relate quite clearly to the quality and effectiveness of schools (MoEST Inspection Module 1, 2009). Inspectors are however, frequently entrusted with other tasks that are more of administrative in nature and not related to their work.

The Inspectors’ role is guided by the stated agreed national policies. These are stated in the working documents such as the Policy and Investment framework (PIF), Malawi economic Growth Strategy (MEGS), Millennium Growth and Development strategy (MGDS). According

to the Laws of Malawi, chapter 30 and section 48 of the Education Act; inspectors have powers and authority (mandated) to inspect schools and recommend closure of schools. Inspection looks at total school management. The process is tedious but thorough, and demands a level of maturity in that the materials the Inspectors are dealing with are sensitive and confidential. This is because the information collected during inspection is about people's lives. Therefore, it is very confidential. The dissemination of inspection reports provide for the new hope to education services (Ministry of Education, 2009). The reports motivate the head teachers, teachers' pupils and communities. This eventually, leads to quality improvement in school performance.

According to Ministry of Education (2009), the Inspectors have to be objective and not subjective in their judgment when qualifying observable issues at a school. This is why the mastery of the inspection procedures become critical especially the knowledge and understanding of the prompts (guidelines) used in the process of inspection (DIAS Handbook, 2015). School inspection seeks to ensure that all children in school are given equal opportunity to make the best of their capabilities. Therefore, the inspection process to be supportive, developmental and not punitive or nor judgmental. Ministry of Education uses several types of inspections and these are described in the sub-sections below:

Teaching is a paramount aspect of Curriculum development process and a very prominent platform in the educational process because it involves the actualization of the curriculum (Kosgey, 2011). Effective teaching is what the Ministry of Education champions to make sure that it achieves its intended outcomes. Teaching is the most changeling phase of curriculum development, but the most desired since it is at this stage that curriculum is utilized by its consumers especially learners (Kobia, 2009). One of ways of ensuring effective teaching is to monitor its process. In the case of Malawi, the monitoring of the teaching is done through inspection of the process by the

Department of Quality Assurance of the Ministry of Education (DQAS).

The Ministry of Education has a mandate under the Education Act 2013 (Section 4) to set and maintain national education standards. An essential element in the improvement of education in Malawi is the deployment of a cadre of professionally trained inspectors and whose role it is to evaluate the quality of provision and practice in educational institutions. The officers recognize the key strengths of what they have observed and make recommendations for improvement. At the heart of the work of inspectors and advisors is the framework of National Education Standards published by the Ministry (MoEST, 2015).

The role of the Ministry of Education through its directorate of Inspection and Quality Assurance is to establish, evaluate and promote the highest standards of quality in education provision.

The directorate gives Inspectors the following roles in promoting educational effectiveness.

1. inspecting and supervising the quality of education in individual schools and colleges and reporting to the institutions and districts concerned.
2. reporting to the Minister on the quality of education and care in schools and colleges across the country.
3. working in partnership with other national agencies, educational organizations and development partners concerned with the education and care of children and young people.
4. Identifying best practice in education and care in schools and other educational institutions and settings and sharing it with schools, education practitioners and partner organizations.

The Inspectors have a variety of professional responsibilities such as establishing educational standards, curriculum development, developing teaching and learning materials among others that relate quite clearly to the quality and effectiveness of schools (MoEST, 2009).

It is also believed that not only is school inspection important to improve the quality of education, but school based supervision also supports the education system and improves the quality of education. Education system should be supported by educational supervision in order to improve the teaching-learning process in general and learners' achievement in particular (UNESCO, 2007). School-based supervision plays a crucial role in achieving the overall objectives and goals of education in the strategy of attaining quality education.

School-based supervision is the supervision that is conducted in schools and that is carried out by principals, vice-principals, heads of department and senior teachers (Madziyire, 2013). Supervision in the school system mainly focuses on the school improvement and quality of education given to students. In the light of this, Madziyire, (2013) stated that supervision as the process in which supervisors provide professional support for the school principals and teachers to strengthen the teaching and learning process. According to Madziyire, (2013) supervision is taken as the process in which supervisors visit schools to work with the teachers and school administrators to ascertain the quality of teaching and administration. Thus, adequate support and effective supervisory activities are very crucial for schools to enhance the teaching learning process.

The overall objectives of effective school-based supervision is to enable the individual teacher to become implementer of effective teaching. Regarding the role of supervisors, they are part of the technical level in schools. As such they are concerned primarily: with teaching and learning; they are first and foremost teachers, not administrators. Their area of expertise is curriculum and instruction; their job is to help their colleagues improve the teaching-learning process. They need an organizational structure that allows them to do this in a no threatening environment unfettered by bureaucratic requirements for control. The supervisory requirement is a staff position with earned, informal authority (rather than administrative authority) consistent with a supervisory role

defined as part of the technical subsystem. According to Moyo, 2014, supervision should ensure the following:

- Ensuring curriculum implementation.
- Provide direct technical support to teachers.
- Provide on the job training.
- Conduct teacher performance evaluation
- Conduct formative education program evaluation
- Monitoring and evaluation

In order to bring effective education through the improved teaching and learning process, schoolbased supervision should be democratic and cooperative and should get serious attention in the school.

#### **1.4 Problem Statement**

The Ministry of Education ensures that teaching is done to improve education standards. This is done in order to make the curriculum more responsive to the aspirations of Malawian citizens (Malawi Institute of Education, 2012). An inspectoral and supervision service is key to the successful implementation of any educational system. The place of inspection and supervision in the teaching-learning process cannot be overemphasized. Inspectors and supervisors for instance, ought to track school processes, talk to staff, students and others in the school, and inspect teachers and programs. Where such tasks are inadequately done, a smooth teaching learning process is hampered. Educational stakeholders have blamed the quality assurance agents (Inspectors and supervisors) for the falling standard of education. The complaint is that schools are not regularly inspected and that the quality of inspection is below expectation and this affects teachers' classroom practice (Haule, 2012).



One of the strategies the government has put in place to improve teachers' classroom practice is to re-introduce school inspection and improve school-based supervision (Malawi Education Statistics Report, 2023). The re-introduction of inspection from advisory system is believed by the government to bring back those standards compared to when it was using the advisory system only (Malawi Education Statistics Report, 2023). Inspection is a core activity in the Ministry of Education. Inspection and supervision are done to ensure quality of teachers' classroom practice (Dias Handbook, 2015).

It is the desire of the Ministry of Education that school inspection and supervision services be done on a regular basis, at least once a year per school and thrice in a term per school (Dias Handbook, 2015) To consolidate this, the Ministry of education has recently issued a circular arguing all divisions to take on a 100% school inspection in the year 2023 (Malawi Education Statistics Report, 2023).

Similarly recent research conducted in Thailand has revealed that inspection and school-based supervision contribute to improvement of teachers' classroom practice (Ministry of Education of the kingdom of Thailand, 2017). It is against this background that this study has been conceived to establish the role of both inspection and school-based supervision on teachers' classroom practice in Malawi. Studies on the role of school inspection and school-based supervision on teacher's classroom practice in Malawi are anecdotal.

Hence, this study sets out to investigate the role of school inspection and school-based supervision on teacher's classroom practice.

### **1.5 Aim of the Study**

The aim of the study was to investigate into the role of school inspection and school-based supervision on teachers' classroom practice in Malawi.

## **1.6 Objectives**

### **1.6.1 Main objective of the Study**

The main objective of the study was to investigate into the role of school inspection and school based supervision on teachers' classroom practice.

### **1.6.2 Specific Objectives**

- a. To assess the nature of school inspection and school-based supervision in secondary schools.
- b. To analyze the influence of school inspection and school-based supervision on teachers' classroom practice.
- c. To explore the challenges of school inspection and school-based supervision on teachers' classroom practice.
- d. To establish how school inspection and School-based supervision can be improved to contribute to teachers' classroom practice.

## **1.7 Significance of the Study**

The study on school inspection and school-based supervision on teachers' classroom practice is very important in a way that it has unearthed relevant information.

The findings of the study have the potential to benefit the teachers by providing baseline data that teachers will be able to use that will bring their teaching in line with the Ministry of Education requirements. The findings of the study have a potential to add new knowledge or insights to the existing body of knowledge that stakeholders in the country can use to guide them in the role of school inspection and school-based supervision on teachers' classroom practice through preparing teachers to teach curriculum knowledge and use pedagogy and assessment methods in diverse contexts in the country.

The study has the potential to help Ministry of Education to realize the importance of school inspection and school-based supervision on teachers' classroom practice.

The study has a potential to help the government to allocate enough resources and funds in the education sector towards improvement of the standard and quality of education provision in the country. The study may also inform the government about the standards and the quality of education provided to learners in the country.

The findings may also be compared with the findings of research on other learning areas in the teacher's classroom practice in Malawi and elsewhere, from which generalizations could then possibly be drawn.

## **1.8 The Theoretical Framework of the Study**

The theoretical framework of the study was based on scientific management theory supported by Inspection conceptual framework.

### **1.8.1 Scientific Management Theory**

School inspection and supervision as an evaluation in education is argued to have started in the 18th century in European countries (Grauwe, 2007). Some scholars have stated that School inspection and supervision as an organ of quality assurance in education gained strengths in connection with the introduction of Classical Management Theories. These include; the Scientific Management in 1880s by Fredrick Winston Taylor, Administrative Management in 1940s by Henri

Fayol and Bureaucratic Management in 1920s by Max Weber (Wertheim, 2007; Sergiovanni & Starratt, 2007). These management thoughts were interested in managing work and organizations

more efficiently. However, for the interests of this study, Scientific Management theory in relation to school inspection and school-based supervision will be given more details. Scientific Management theory was developed by Fredrick Taylor an American Engineer, in his book “The Principles of Scientific Management (1911)”. Sometimes this Theory is referred to as Taylorism/Taylor system of management. This is a theory of management that analyses and synthesizes work flow process on how to improve labor productivity (Halk, Candoli & Ray, 1998; Hoyle & Wallace 2005; Wertheim, 2007). Taylor’s work was based on the assumption that, there could be one best way of leading or managing that will save both time and financial resources (Hoyle & Wallace, 2005). On that note Taylor blamed management on industrial inefficiency and allowing workers to rely on the rule of thumb rather than scientific methods (Hoyle & Wallace, 2005). Taylor believed that decision based upon tradition and rules of thumb should be replaced by precise procedures developed after careful study of an individual at work. Taylor’s main argument was that human beings by their nature, and in this case, workers, are lazy and dislike work especially when working in groups. Workers as human beings can deliberately plan to do as little as they safely can. Therefore, because they have little desire for responsibility they prefer to be directed (Halk et al., 2009; Hoyle & Wallace, 2005; Wertheim, 2007). Taylor believed that the idea of Scientific Management was the compliance of workers and that they do not need autonomy or freedom of thought but instead their role was simply to follow the directions of their superiors (Sergiovanni & Starratt, 2009; Welsh & McGinn, 2008; Hoyle & Wallace, 2012). According to Hoyle and Wallace (2012), Taylor then suggested the use of Scientific Management theory with strategic and systematic approaches to maximize individual productivity. Workers are to be carefully selected and trained in order to carry out each unit to replace a rule of thumb. Managers were to plan and control the work process. These workers were to do as they were to be instructed,

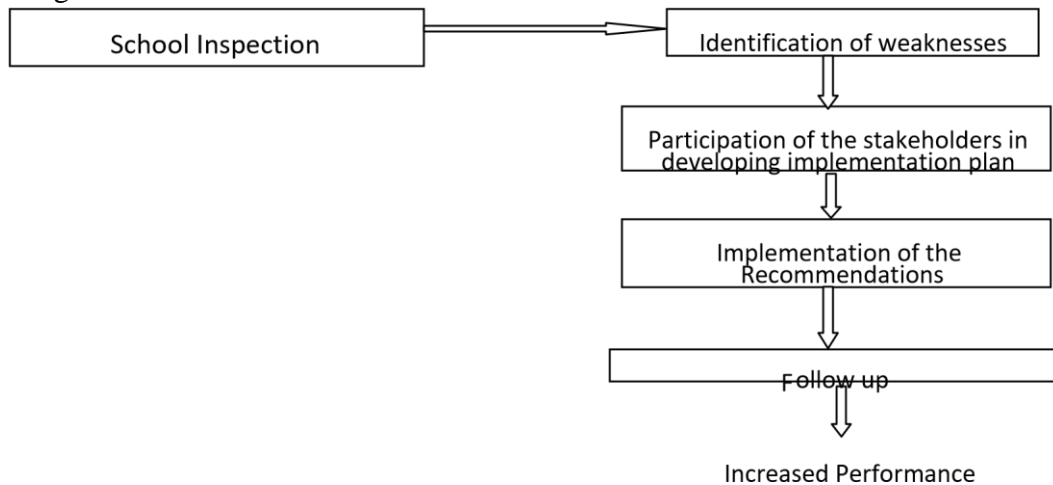
otherwise their salaries were to be lowered or they were to be dismissed. Motivate employees by more wages through a bonus scheme that was based upon their earlier analysis. A supervisor was responsible for monitoring workers 'performance, training, and ensuring the adherence to the stipulated work conducts. In the Education sector, the application of SMT is dated way back in the 1920S in USA (Hoyle& Wallace 2012). This SMT was introduced to school inspection when the teachers were considered to be the key implementers of the highly developed curriculum and teaching system (Sergiovanni & Strarrat 2009). Today it is argued that many states mostly in the USA advocate for more policies to be introduced in the supervisory and evaluation of teachers (Sergiovanni & Strarrat 2009). This has seen more emphasis being placed on the expansion of supervision. Head teachers, principals and supervisors are being trained in supervision techniques and thus the introduction of the instructional leadership (Sergiovanni & Strarrat 2009; Hoyle & Wallace 2005). In the classroom situation, more supervision and observation have been introduced as approaches to 'teachers' evaluation together with performance appraisal scheme that is based on specific targets. This idea is based on the introduction of close inspection and supervision practice that would ensure that teachers are teaching the way they were supposed to and they carefully follow the approved teaching procedures and guidelines (Sergiovanni & Strarrat 2007, 2009; Hoyle & Wallace 2012). Teachers are expected to follow the set objectives and goals of education stated in the National curriculum. Hence School inspectors and school-based supervisors have to make sure that teachers follow the arrangements for effective teacher's classroom practice. Accordingly, Sergiovanni & Strarrat (2009) argued that control, accountability and efficiency with a clear-cut manager – subordinate relationship are the watchdogs of scientific Management

### 1.8.2 School Inspection Conceptual framework

The School Inspection concept was postulated by Ehren and Visscher in 2016. The framework explains that school inspection leads to health atmosphere and the identification of the weakness of the school. In inspection, inspectors write a report and development plan to address weaknesses in school. The school is shared with the report. This leads to a sense of responsibility by the teachers and school management. The implementation of the recommendations/report leads to improvement of academic performance.

The process of Inspection and its outcomes in contributing to improvement of teachers' classroom practice is described in the diagram 1.1 below

Diagram 1.1



### 1.9 Structure of the Thesis

This thesis is organized into five (5) chapters. The first chapter provides the background information of the study, introduces the research problem, the purpose of the study, research objectives, the significance of the research, theoretical framework and structure of the thesis. Chapter 2 reviews literature related to the role of school inspection and school-based supervision

on teachers' classroom practice, school inspection and school-based supervision in Malawi and teachers' classroom practice challenges in Malawi. Chapter 3 describes the research methodology. This includes research design, data collection instruments, study sites, sampling approach and participants. Data analysis procedures and trustworthiness are also discussed then ethical considerations, limitations of the study and research dissemination strategy concludes the chapter. Chapter 4 presents and discusses the research findings. Chapter 5 brings out conclusions and recommendations of the study that can help policymakers and stakeholders to consider school inspection and school-based supervision as vital for the improvement of education standards and hence improving teachers' classroom practice.

### **1.10 Chapter Summary**

This chapter has presented the background to the study on the role of school inspection and schoolbased supervision on teachers' classroom practice in Malawi. In addition, it presented a statement of the problem that necessitated this study. It also justified the need for research on the role of school inspection and school-based supervision on teachers' classroom practice. The next chapter presents literature review.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter presents literature review of the study. Literature review is an attempt that tries to synthesize what has been studied, researched and published in an area of study (Creswell, 2007). It allows the researcher to understand what is been researched. This chapter provides a brief review of relevant literature to the problem in line with research objectives. The aim of this study is to investigate the role of inspection and school-based supervision on teacher's classroom practice. Since the study focused on the role of inspection and school-based supervision on teacher's classroom practice, the literature seeks to review on the importance of School Inspection and school-based supervision as tools to quality education hence effective teacher's classroom practice in secondary schools of Malawi.

### **2.2 School inspection defined**

School inspection has been defined differently by different people according to the context in focus. Richards, (2001) defines school inspection as the process of "observing work in schools, collecting evidence from a variety of other sources and reporting the judgments". To Wilcox (2000), school inspection is a process of "assessing the quality and/or performance of the institutional services, programs or projects" this indicates that, Inspection is a means of monitoring schools activities to make sure that they are carried out according to standards in such away, that can ensure the attainment of the stated schools objectives and education in general. It is also agreed by Adetula, (2010) who says that, Inspection is an assessment of the state of education system to ascertain its purported standards. All the definitions center their meanings on quality and performance of schools. This is to signify that inspection plays a role in improving the quality and standards of education in schools.



### **2.3 Trajectory of School Inspection**

School inspections in the world is argued to have first began in France under Napoleon's regime at the end of 18th century (Grauwe, 2012). The rest of the world learnt from France. School inspection, was conceived as one of the forms of accountability in education (Matete, 2009). The system of inspection has witnessed continuous improvement and reforms at all levels, from the organization to the goals and purpose, as well as processes. Thus, in the UK, as one of the most developed educational systems and one of the first countries to run inspection services (since 1839 by HMI), the country has replaced the HMI with the Office for Standards in Education (OFSTED) in 1990. OFSTED has added more factors to the previous HMI system in order to improve the quality of educational inspection. These factors are school self-evaluation (SSE) and school action plans as a consequence of an inspection (Rosenthal, 2004).

In many African countries establishment of school inspection services accompanied the introduction of formal public education (Grauwe, 2012). Many of the developing countries expanded the inspection services after independence. Also, the increased number of schools has been accompanied with a relatively slower growth in number of supervisor/inspection officers (Grauwe, 2012). According to Hoyle and Wallace (2005), school inspection has main two functions which are to monitor and ensure the quality of education in, society, secondly, ensure the implementation of national goals and objectives through external evaluation as the counter balance of teachers' accountability in teaching and learning. Implementation of national goals and objectives are encompassed in the national curriculum hence its implementation achieves the purpose.

## **2.4 Types of Inspection**

Effective school inspection and advisory are key to achieving quality education. Quality education can be achieved by, among other things, improving the quality of teaching and learning. A lot of resources are usually required to carry out school inspection,

According to Ministry of Education (2009), there are four types of Inspection which can be used to examine and evaluate an education institution (Ministry of Education, 2009). These are described in details in the sub-section below:

### **2.4.1 Full Inspection**

This is when an institution is examined and evaluated as a place of learning in all aspects of its work and life so that recommendations may be given in an evaluation report for its improvement. The aspects examined include organization of teaching and learning, curriculum, general school administration, documentation, buildings, sanitation, grounds and equipment. The objectives of a full inspection are to: examine an institution as a place of learning, evaluate an institution, give recommendations for improvement, and provide feedback in written form to the institution, government and other stakeholders.

### **2.4.2 Follow-up Inspection**

This is a type of inspection when an inspector follows-up a report from a full inspection visit of an education institution to evaluate the extent to which recommendations made in the report have been implemented and to assess any action taken to achieve the desired results. The objectives of a follow-up inspection are to: follow-up previous report(s), facilitate the implementation of previous recommendations, assess whether recommendations have been implemented, assess and evaluate the implementation process, give advice

### **2.4.3 Partial Inspection**

This is a type of Inspection when an education institution is examined and evaluated in one or a limited number of aspects of its life and work, such as teaching or organization only with no regard paid to other aspects.

The objectives of Partial inspections are to: to examine specific aspects of school life, to evaluate specific areas of a school, to pass information from and to higher authorities

### **2.4.4 Educational Institutions Registration Inspection**

This type of Inspection is carried out on the request that the proprietor of a private school or learning institution would like to register his/her school. All aspects of school life are inspected, such as adequacy and quality of infrastructure, qualification of teachers, records and adequacy of textbooks, furniture, laboratory equipment and boarding facilities.

### **2.4.5 Special Inspection**

This is an inspection looking at special aspects of school life. For example, a strike at a school, an anonymous letter directed to Head Office, or an act of misconduct by a teacher.

The objectives of a special inspection are to: examine the facts given, collect information in order to establish the truth. Sift and evaluate evidence, pass on recommendations and findings from and to higher authorities.

### **2.4.6 Purpose of inspection in Malawi**

Every inspection visit must have a definite objective. Whenever inspectors are planning an inspection, they must know why they are undertaking it. DIAS Handbook (2015) gives some purposes of inspections as follows: a) identify strengths and weaknesses so that schools improve the quality of education they provide, b) ensure effective administration and management of education in schools, c) assess the teaching and learning in schools, d) improve feedback in the education system, e) create a climate for constructive change to facilitate curriculum development

and its implementation f) ensure that schools are provided with adequate resources, g) provide guidance and counselling on general professional matters and h)conduct needs assessment and address the needs appropriately

## **2.5 Inspection instruments and their uses in the Malawi Education system**

During inspection, a number of instruments are used to collect information from the school.

According to (MoEST Inspection Module 1, 2009), the following are the instruments.

### **2.5.1 Pre- Inspection Self-Assessment Document (PISAD)**

It is a document which is dispatched to school a few days (i.e. a week) before inspection in order for the school to carry out self -evaluation. Staff information is also attached to this document.

The PISAD may be delivered on the day of inspection if the visit is a surprise one.

### **2.5.2 Educational Yearly Statistics**

This is a document prepared by the Planning Department of the Ministry of Education every year.

It contains educational statistics at national, divisional and district levels. It can be referred to as you write the report, especially on national pass rates for MSCE, JCE and PSLCE.

### **2.5.3 Evidence Form (Lesson Observation)**

This is a form which inspectors complete as they observe the lessons. It is important that, it prompts for evidence forms should be mastered in order to collect comprehensive information during lesson observation. Avoid reproducing the prompts, but record the actual evidence of what is happening in the classroom.

### **2.5.4 Evidence Form (Interview, Work Scrutiny & Misc)**

It is used to record information for interviews held with teachers, pupils and members of the community. It is also used to record what the inspector observes in the school surroundings, hostels, toilets and other aspects of school life that are of use when writing the evaluation report

### **2.5.5 Record of Classroom Visit**

This records information about lessons observed.

### **2.5.6 Record of Evidence, Analysis and Decisions taken (READ)**

It contains information which summarizes and provides judgement for main areas of inspection coverage

### **2.5.7 Report Model**

Outlines the main parts of a full inspection report i.e. Front-Page Information, Summary Report, Pupils Attainment and Progress. The education planners and other stakeholders have their wonderful ideas on paper but gigantic problems are encountered, when it comes to implementing these ideas (Lenshie, 2013). The increased number of schools has been accompanied with a relatively slower growth in number of supervisor/inspection officers (Grauwe, 2007). It is said that lack of school inspection has laid to poor quality of education. It is from this background that this study will find out the role of school inspection on teacher's classroom practice in four secondary schools.

## **2.6 Importance of School Inspection globally in education systems**

School inspection plays a significant role in ensuring the quality of education, as it is almost the sole method by which governments can ensure and evaluate the quality of education. Moreover, governments are unable to implement the national policies and goals without school inspection.

Nevertheless, by running school inspection, governments can meet the challenges of globalization by creating a competitive workforce (Wilcox, 2000; Neave, 1987).

Ehren and Honingh (2012) summarized that the purpose of school inspection is to guarantee that schools meet the legal requirements of the state to ensure the legitimacy of the received financial

support. Secondly, school inspection helps to encourage schools to provide students with a satisfactory level of education, and to increase their capability for student achievement.

## **2.7 Impact of school inspection**

Many studies have been conducted to measure the influence of school inspection on education and school improvement, particularly, teaching and learning. Most of these studies have been done in developed countries, such as the UK, Germany and many more. However, fewer studies have been carried out in other regions of the world, Malawi being one of the countries, more especially on the role of the school inspection and school-based supervision on teachers' classroom practice. It is against this background of the information gap on the subject that this study has been conceived to address.

Some studies on school inspection have claimed that it has no direct impact on teaching and learning, and other studies have argued that school inspection has a negative impact on students' performance in exams (Rosenthal, 2004). Furthermore, other studies claimed that the impact of school inspection on teaching and learning is limited (Earley, 1998; Ehren & Visscher, 2006).

Similarly, other studies demonstrated that inspection has no positive impact on classroom practice (Webb, Vulliamy, Hakkinen & Hamalainen, 2013). A study conducted in Turkey found that school inspection has no positive impact on teachers' emotions. Furthermore, teachers presume that inspectors are fault-hunters, accusatory and coercive (Tunf, inandi & Gunduz, 2015). On the other hand, some studies found that there is clear evidence about the impact of inspection on the quality of poorly-performing schools (Matthews and Sammons, 2004). Some studies contended that school inspections apply needless extra work on teachers, which affect their professional development (Webb, Vulliamy, Hakkinen & Hamalainen, 2013). Other studies claimed that school inspections do no more than bring about pressure and fear amongst teachers.

Moreover, inspections divert teachers' focus from their core role of teaching, in order to collect and present superficial work to impress the inspector or their supervisors (Webb, Vulliamy, Hakkinen & Hamalainen, 2013).

School inspection is widely considered as an essential instrument for quality education that will aid the nation to compete in the ever-changing world economy. It is the form of evaluation, which involves the measurement, testing, and evaluation of educational activities in school systems for the purpose of improving the standards and quality of education programs offered (OLolube, 2014). The above studies have shown that there is no one agreement about the effect of inspection in ensuring teacher's classroom practice. Inspection has been observed to have some impact according to other studies and not according to yet other studies. It is against this background of the contradicting findings of the impact of school inspection on teacher's classroom practice that this study has been conceived to investigate the effect of school inspection on teacher's classroom practice in Malawi, early in the teaching and learning in order to provide the necessary recommendations in the area of inspection, on whether there may be need of stepping up the same depending on the results of the study.

## **2.8 School based supervision defined**

School-based supervision is the supervision that is conducted in schools and that is carried out by principals, vice-principals, heads of department and senior teachers (Madziyire, 2013). The problems that teachers encounter while they are teaching can also be solved through school-based supervisors. Managers, heads of departments and senior teachers are categorized under the actors of school-based supervision. Since these school-based supervisors are within the schools, they are responsible to assist teachers closely and continuously for the improvement of the instruction.

School-based supervision focuses on teachers' professional growth to enhance the instructional practice in schools and to bring about the desired change of learning achievement for the students. In line with this, UNESCO, (1999) indicated that school-based supervisory practices are significant for individual teachers' professional development, school improvement, and satisfaction of public demands. According to Goble and Porter, (1977), school-based supervision is vital for the continuous professional development of teachers and the overall enhancement of quality education. School-based supervision should be well planned and organized to accommodate the central interest of teachers, students and the society. In order to bring effective education through the improved teaching learning process, school-based supervision should be democratic and cooperative and should get serious attention in the school.

## **2.9 Supervision in Malawi**

In Malawi, supervisory services for secondary schools are provided by the Department of Inspection and Advisory services (DIAS) which is called department of quality assurance services (DQAS), Education Division Manager's (E.DM.'s) Head teachers, Head of departments at the school and senior teachers in secondary schools (Saiwa, 2008; Gunsaru, 2012; Ministry of Education, Science and Technology, 2012). Both Gunsaru (2012) and Ministry of Education, Science and Technology (2012) identify two responsibilities of the Department of Inspection and Advisory Services which are: to inspect schools; and to provide professional advice to the teachers. Gunsaru (2012), and Ministry of Education, Science and Technology (2012) state six functions of the Department of Inspection and Advisory Services (DIAS) which include: enforcement, maintenance and evaluation of standards; initiation of the development and review of education curriculum; formulation of inspection and advisory policies; registration of both government and private schools; registration and licensing of teachers; and supervision of Education Division Officers. Gunsaru (2012) describes DIAS as the nerve system of the ministry in that through its



inspectors and advisors and through their visits to schools and other education institutions; it has the capacity to monitor all aspects of the education system.

The Education Division Manager's Office, as already alluded to, plays a role in the provision of education and advisory services by providing inspection and advisory staff for both primary and secondary education levels. To this extent, therefore, the Office of the EDM works in collaboration with the DIAS since the inspectors and advisors at the office are part and parcel of DIAS staff. At secondary school level, it is the head teacher, head of departments and senior teachers that exercise supervisory and disciplinary control over the teacher. However, they also provide professional advisory services to the teachers (Gunsaru, 2012; MoEST, 2012).

## **2.10 Significance of Supervision**

Supervision is primarily concerned with overseeing or watching the performance of workers under the supervisor's control. The supervisor plays an important role in the management set up. He/she is the person who is directly connected with the workers and acts as a vital link between the management and workers. According to Moyo, (2014) significance of supervision can be explained as follows: *Issue of Orders and Instructions*: The workers require guidance of supervisor at every step. He clears their doubts and tells them the proper method of doing a job. A sub-ordinate can give better performance when he/she knows the work he/she is supposed to do. *Planning and Organizing the Work*: A supervisor acts as a planner and a guide for his subordinates. A schedule of work is prepared so as to ensure an even and steady flow of work. The supervisor lays down production targets for the workers and determines the methods and procedures for doing the work. *It is Important at All Levels*: Supervision means overseeing and watching sub-ordinates. Top management supervises managers whereas supervisor supervises workers. The supervision at the front line or firing line is most important since actual work is done

at that level. ***Vital Link between Workers and Management:*** A supervisor is a representative of the management and a very important figure from workers point of view. He communicates the policies of the management to workers (downward communication) and also provides feed back to the management as to what is happening at the lowest level (upward communication). ***Motivating Subordinates:*** A supervisor is a leader at the lowest rung of management ladder. He serves as a friend, philosopher and guide to workers. He inspires team work and secures maximum co-operation from the employees. It is he who can help in getting optimum utilization of manpower. ***Feedback to Workers:*** A supervisor compares the actual performance of workers against the standards laid down and identifies weaknesses of workers and suggests corrective measures to overcome them. In this way, workers can improve their performance in future. ***Proper Assignment of Work:*** A supervisor makes systematic arrangement of activities and resources for his group. He assigns work to each worker and delegate's authority to workers. Workers feel frustrated when the work being done by them is not properly arranged. Some workers may sit idle whereas others may be overburdened if work is not properly assigned.

## **2.11 Types of Supervision**

Supervision can be categorized into two major types: bureaucratic supervision and democratic supervision. According to Minnear-Peplinski (2014) alludes to the fact that one would find various approaches in literature about effective supervision including: scientific management, democratic interaction approach, cooperative supervision, clinical supervision, group dynamics and peer emphasis. However, embedded within these processes are two philosophies of bureaucracy and professionalism (democratic supervision). Bureaucratic supervision relies on inspectional methods and seeks for efficiency above all else. Teachers for most part are seen as inept while supervisors are regarded as experts who have a final say in curriculum matters and supervision of teachers. As

a result, many teachers perceive supervision as inspectional rather than a helping function (Minnear-Peplinski, 2014; Sullivan 2004). This concept of supervision as inspection evolved as a result of the view of scientific management wherein management felt workers are lazy and needed to be “pushed” or “coerced” (Minnear-Peplinski, 2014; Giwa, 2013). Bureaucratic supervision was dominant in the US between 1870 and 1920, and resurfaced in the 1950s and 1960s (Sullivan, 2004). Malawi was reliant on this method in the especially under one party era (1964-1994) (Saiwa, 2008). Sullivan (2004) points out that this sort of supervision attracts criticism from teachers and others. On the other hand, Minnear-Peplinski (2014) attributes the origin of democratic supervision to what she calls “progressive movement” in the 1920s. Professionalism, as democratic supervision is also known, (Sullivan, 2004; Minnear-Peplinski, 2014), developed out of the belief that teachers were professionals and as such, capable of guiding and participating in their own development and supervision. Guidance and assistance became the focus of progressive supervision and so supervisors were expected to build relationships with the teachers and provide a supportive environment for them (Minnear-Peplinski, 2014). Modern supervision, as democratic supervision is also called by Giwa (2013.), evolved as a result of human relation movement by which management thought that workers have initiative that they could perform well on the job without close supervision and that they could be efficiently and effectively mobilized towards mass production without being coerced or forced. This management human relation view is also related to the democratic concept of supervision which encourages cooperative practices in supervision (Giwa, 2013). Hence democratic supervision is also known as the human relation phase of supervision in which supervisor’s role became to determine what teachers needed to be successful; it changed from being an evaluator to a facilitator (MinnearPeplinski, 2014).

## **2.12 Supervision Models According to Grauwe and Carron**

Grauwe and Carron (2008) identify four categories of supervision models namely: classical model, central control model, close-to-school support model and school-site model.

### **2.12 Classical Model**

Classical model is called as such because it maintains the original roles of supervision which were to control and provide support in pedagogical and administrative areas. It came about as a result of adaptation of the supervision service to the expansion of the education system in line with the de-concentration of administration that accompanied it. In order to undertake this ambitious mission, supervisors find themselves all the echelons of administration at district level, where, in general they exercise control over secondary schools and provide support to teachers; as done by General Inspectors in France. Classical Model has been criticized for the discrepancy between the very demanding nature of school supervision and scarce resources attributed to it; and its complex bureaucratic structure. Besides, the “classical” supervision is ineffective since it tends to focus on two almost contradictory tasks (control and support). It is also criticized because it tends to try to do too many things and because the administration works for its interest rather those of its customers (Grauwe and Carron, 2013).

#### **2.12.1 Central Control Model**

According to Grauwe and Carron (2013), the criticisms made against Classic Model led to the development of the Central Control Model which is based on three convictions. First, supervision should concentrate on one task-control. Secondly, the heavy bureaucracy that characterizes the classical model is not only expensive, it also prevents it from functioning effectively. Lastly, central control model holds the view that external supervision cannot on its own lead to school improvement. This is the responsibility of the actors at school level (the principal, the teachers,

the board, the parent association). Grauwe and Carron (2013) point out that the role of supervision in this model is to inspect each school from time to time and to publish a public report. They state that the structure of this model reflects its role, central control and few, if any supervisory actors at lower levels, while support is made available through private providers. This model exists in its most pure form in several Anglo-Saxon countries particularly England and Wales, and New Zealand (Grauwe and Carron, 2013).

### **2.12.2 Close-to-School Support Model**

The third supervision model is the close-to-school support model which distances from the tendency of the two models to consider schools as similar units. Instead, it takes into consideration the fact that schools do have different characteristics and needs. In this model, the core role of the supervision service is to assist the weakest school by offering them advice and guidance on how to improve. To enable supervisors to make regular visits, most are based as close to the schools as possible, while central and provincial officers no longer visit schools, but are in charge respectively of policy-formulation and training. To avoid supervisors spending too much time on administration, a specific cadre of administration controllers may be created. And to ensure that they focus on the schools most in need of their support, a database identifies a fairly limited number of schools with which each supervisor has to work. The purest example of this model was developed in Chile, after the end of the Pinochet regime, when a new democratic government came in power. Supervision visits, in this model, are an important monitoring tool (Grauwe and Carron, 2013).

### **2.12.3 School-Site Supervision Model**

The fourth and last model, according to Grauwe and Carron (2013), is the school-site supervision model in which there is non-existence of external supervision since the few countries having this

model might have either abolished it or might have had never such a service. Such a model is present in countries characterized by great homogeneity, a society with few disparities, well-motivated teachers, public trust in their professionalism, and strong parental interest in education. In such an environment, the teachers and the local community might appear the best monitors of quality and functioning of the school. These two groups are sufficiently close to the classroom to have a direct impact on the teaching process. The conviction exists, moreover, that the teaching staff have the skills and professional conscience to participate in self- and in peer evaluation without having to be supervised from outside and that the local community is willing and competent to exercise some control over the school. Moreover, because of the low level of economic disparities and because of the cultural and social homogeneity, there is little need for strong central intervention, either to address those disparities or to ensure the respect of national norms, including the curriculum. The self-evaluation can be very informal, without much structure or organization, relying on the individual initiative of the teachers; or it can be the responsibility of a specific structure such as a school governing board, which can be in charge of one or a few schools. While there is no external supervision, there are central-like tools to monitor the schools, such as examination and test results and indicator systems. Countries where this model exists are also characterized by a fairly high level of school autonomy. These include: Scandinavian countries such as Finland but also some states in the USA and Canada and some cantons in Switzerland (Grauwe and Carron, 2013).

#### **2.12.4 Inspection and Supervision**

At a glance you may take it that Inspection and Supervision are the same but they are different in practice. Inspection focuses on monitoring and evaluating performance. It seeks to answer the

question; how well is the school performing relative to set standard. The result of Inspection is thus a **normative statement** about how well the school or the individual is doing.

Supervision, on the other hand focuses on improving performance so as to produce or accelerate development. It seeks to answer the question; what are the schools or individual teacher’s strength and weaknesses and how can the latter be improved? The results of supervision are changes in behavior of personnel. The two concepts are similar in that they aim at;

- I. Improving academic performance in schools.
- II. Ensuring the achievement of the academic goals of the school through structural activities.

Inspection and supervision are different in many aspects. For clarity, the major areas of differences have been tabulated as follows;

Table 2.1 Differences between Inspection and Supervision

S/NO.	INSPECTION	SUPERVISION
1.	It is formal.	It is less formal.
2.	It focuses on the monitoring and evaluation performance.	It focuses on maintaining and improving performance.
3.	It is usually carried out by an external agent the inspection department etc.	It is usually carried out by an internal agent (the head teacher) and head of subject.

4.	It aims at changing all factors affecting the behavior of the teacher.	It aims at changing the instructional practice methods and techniques affecting teaching and learning.
5.	It is less frequent.	It is frequent.
6.	It is usually planned ahead.	It is sometimes not planned.
7.	It is done as a team.	It is done individually.

(Ehren and Visscher, 2016)

### 2.13 Teachers' classroom practice

Teachers' classroom practice is said to be the process of putting the curriculum into practice in the classroom to be taught to the students or putting into practice the officially prescribed courses of study, syllabuses and subjects (Chaudhary, 2015). Teachers' classroom practice is also called Curriculum dissemination or diffusion. Teachers' classroom practice happens in two stages. These are Macro implementation and Micro implementation. Macro implementation is when the official curriculum is introduced to teachers through orientating them to the curriculum while Micro Implementation is when the teachers use the curriculum at lesson delivery level in the classroom. This is where the official curriculum becomes the non-official curriculum as the teachers use it in the classroom as they make some adaptations to it to suit their student's characteristics.

According to DIAS Handbook (2015) says that teaching in an individual school is what learners actually experience in their lessons, not just what is in the published curriculum guidelines. This is in agreement to what Glatthorn (2019) further describes teachers' classroom practice as including the provision of organized assistance to teachers to ensure that the newly developed



curriculum and instructional strategies are delivered effectively at the classroom level. Dias Handbook (2015) further says that if key elements of the teachers' classroom practice are missing from learners' experiences in class, then they are not receiving their entitlement to a well-balanced and rounded education. Sabola, (2017) says that, it is important to note that monitoring teachers' classroom practice through regular supervision and provision of advisory services help to promote professional growth of teachers. Such services provide support to teachers by promoting good pedagogical practices, check and discourage unprofessional practices, and provide teachers with relevant information for their professional development. This exercise can be done through inspection. The inspector may become aware of weaknesses in delivery of the lessons in a particular school and address the issues through providing recommendations on how to deal with the problem. However, teacher's classroom practice may not be free from challenges as described below in other studies.

## **2.14 Challenges to teachers' classroom practice**

A lot of factors that act as obstacles to teachers' classroom practice have been identified in literature. Bennie & Newstead (2012) pointed out that the factors relate to the teacher as well as the context in which teachers' classroom practice is done. Sabola (2017) says that, Schools differ from one another and therefore not all schools have the same capacity to teachers' classroom innovation to the same extent. Some of the challenges to teacher's classroom practice as given in the literature include the following:

### **2.14.1 Knowledge of subject matter**

Several studies have shown that lack of knowledge of subject matter is another challenge when it comes to teachers' classroom practice. In their discussion of professional development and reform

in Science Education in Netherlands, Van Texila International Journal of Management Volume 3, Issue 2, Nov 2017 Driel et al (2001) have pointed out teachers' lack of adequate knowledge of the new content as one of the problems that can arise during teachers' classroom practice. Teachers who lack knowledge of subject matter, are said to just wonder about and are not sure of what to do in a classroom situation. Other studies on teachers' classroom practice by Bennett et al (2011), Wallace & Louden (2013), Raudenbush et al (2013), and FraserThomas & Beaudoin (2002), revealed that low levels of teachers' knowledge of the subject matter was an obstacle to the successful delivery of a teaching at the classroom level. Sabola, (2017) also alludes to this as the status that undermines the ability and confidence of teachers to teach the subject effectively thereby weakening the schools' capacity to support teachers' classroom practice.

A study by Benavot & Resh (2013) to investigate factors that influenced teachers' classroom practice in Israeli schools found that successful teachers' classroom practice in schools depended on school-based conditions and constraints which included the availability of specialized teachers in particular subjects. Basing on the cited studies above, there is a clear indication that lack of knowledge of subject matter is really a challenge in teacher's classroom practice.

#### **2.14.2 Lack of teaching and learning materials**

Instructional materials are said to be the hub to learning. Chirwa (2013) argues that the provision of instructional materials is very important in almost all curricular. Lack of availability of teaching and learning materials thus affect the teacher's classroom practice. Benavot & Resh (2013) found that successful teachers' classroom practice in Israel depended on the number of instructional resources at a school's disposal. Similar findings were revealed in separate studies by Nyirenda (2014), Hart (2014), Fraser-Thomas & Beaudoin (2002), and Graham-Jolly (2003) who

highlighted lack or inadequacy of teaching and learning materials as a major challenge to teacher's classroom practice. Just for example, it is important for a school to have enough textbooks during teaching. Lockheed et al (1986), argued that textbooks provide teachers with a more structured and comprehensive presentation of the subject matter than would otherwise be available to them. This is in agreement to Chakwera, (2005) who says that, in the absence of textbooks, the teacher becomes the custodian of knowledge and skills for most students that take national examinations in Malawi. Textbooks facilitate teaching and learning in that teachers can give reading assignments to pupils when textbooks are available. Teachers cannot teach the pupils everything and therefore reading the textbooks also helps to widen the pupils' knowledge base and promote active participation of pupils in lessons (Kuthemba Mwale, 2000). Material resources may not just mean textbooks but all those resources required for effect delivery and learning of the students.

### **2.14.3 Service training**

Lack of in-service training has also been reported in literature as one of the challenges to teachers' classroom practice. Robbins, Francis and Elliot (2003) noted that initial education and training courses are important in equipping instructors with the necessary competence and skills for handling a curriculum at both local and global levels for success. After assessing teachers' classroom practice in South Africa, Graham-Jolly (2003) reports that at school level, teaching highlighted critical factors which pointed to the under preparedness of many teachers and schools to accommodate the curriculum change. Concerning the teaching of South African curriculum, Jansen (2003) reports that the curriculum was being introduced into an under-prepared environment in which the prerequisite teacher training and curriculum awareness were not in place. Teachers are the most important human resource in classrooms for they adopt and implement the ideas and aspirations of the curriculum developer. There is need for more trained teachers if

teachers' classroom practice is to be effective. According to Middleton (1999), the most difficult challenge which faces teacher's classroom practice, is the training and preparation of the existing teachers who will be needed to make the teaching a classroom reality. These observations indicate that orientation for existing teachers before they embark on teaching is very important to make them understand and appreciate the changes made for example in the curriculum, thereby preparing them to handle those curriculum changes. The Ministry of Education (2000) stated that the central focus of any curriculum reform is teacher preparation and therefore in-service education and training programs are one of the primary routes for introducing and sustaining educational change at school level. Commenting on the importance of in-service training before, little (2013) emphasizes that professional development prepares teachers for classroom practice by placing classroom practice in the larger contexts of school practice and the educational career of children. Studies show that poor preparation of teachers and employment of unqualified instructors are some of the problems affecting effective teaching in classroom.

Ogar and Aniefiok, (2012) in their discussion of the challenges of teachers' classroom practice in Nigeria, hinted on the importance of adequate teacher training because the success of teachers' classroom practice is dependent on the teachers' ability to translate the written curriculum into classroom learning experiences. All the studies reviewed agree to the importance of training teachers.

#### **2.14.4 Provision of teacher support services**

Lack of supervisory support for teachers' acts as a challenge to the effective teacher's classroom practice (Glickman, 1990). It is the role of supervisors to provide direction and guidance to teachers on how to teach effectively. The supervisor checks that teachers have the required knowledge and skills by observing classrooms to identify the needs of teachers as they teach in

classrooms. This is in tandem with what Sabola, (2017) says that, It is important to note that monitoring teachers' classroom practice through regular supervision and provision of advisory services help to promote professional growth of teachers. Such services provide support to teachers by promoting good pedagogical practices, check and discourage unprofessional practices, and provide teachers with relevant information for their professional development. The importance of supervising teachers has been described by Raudenbush et al (2013) who argues that, observation followed by immediate and skilled feedback on classroom instruction provides a basis for teacher learning with direct relevance to teaching. In Malawi, heads of department, head teachers and inspectors of schools are supposed to provide teacher support services by conducting regular classroom supervision. However, it is important that these heads of department and head teachers have supervisory skills as stated in the Ministry of Education (2001) in its Policy and Investment Framework (PIF) that the Ministry of Education would continue to take appropriate measures aimed at strengthening the professional competence of secondary head teachers and heads of department to carry out methods and advisory services within the schools. If supervisors are effective, it is more likely that teachers 'will feel committed to and comfortable with teaching.

#### **2.14.5 Teachers' resistance to change**

Teachers are the key role players in contributing to the success or failure of teacher's classroom practice. Thornton (2005) correctly referred to teachers as **curriculum gatekeepers** because of the kind of decisions they make in the selection of subject matter and how to present it to the students. Several studies have indicated that most teachers do not welcome the idea of being supervised or inspected. UNESCO (2015) stated that teachers had a lot to say on the role of inspectors and other Educational Officers; many teachers were unhappy with inspectors because they were more of "fault finders" than professional advisors. According to Sabola, (2017) the study revealed that teachers viewed lesson supervision as fault finding, and this view by teachers is against the policy of the Ministry of Education (2001; 2002) that says that heads of department

and head teachers should carry out supervision of teachers to provide advisory services. Carl (2015) grouped teachers into five types depending on their attitude to change. These five types of teachers are:

i. **The enthusiasts**, these comprise of 5% of the teachers in the world. These are characterized by having high ambitions. They accept challenges and they enthusiastically receive and implement newly designed ideas.

ii. **The supporters**, these comprise of 25% of the teachers in the world. These are less radical or overzealous. They may however accept the innovation if they are convinced that the design is thoroughly designed and developed as well as tested.

iii. **The acquiesces**, these comprise of 40% of the teachers in the world. These will accept change but will not initiate it. They will only implement the idea if they see that their equals are doing it. **iv. The laggards**, these comprise of 25% of the teachers in the world. These maintain a low profile and are usually skeptical about any changes. They are very rigid in their actions and will not consider any change unless the majority of their colleagues have already accepted it.

v. **The antagonists**, these comprise of 5% of the teachers in the world. These will resist any change, (even if it is aimed at development).

### **2.15 Clarity of the curriculum**

The implementers of the curriculum ought to understand and have a clear picture of what they are supposed to do in order to achieve the goals of the curriculum they are expected to implement. In addition to that, Chaudhary (2015) argue that the school managers and teachers are supposed to be aware of the outcomes of education expected for each student to demonstrate within and at the end of the course level. Whether the need for curriculum creation or change is understood or not,

the personnel carrying out the implementation of change may not be clear as to what ought to be done in order to meet the goals of the innovation. Therefore, it is important for them to be clear with the new curriculum. This is supported by Jansen (2002) who also founded that teachers were failing to identify important features of the curriculum they were using in South African schools. The study conducted by Jansen (2002) in schools in KwaZulu Natal and Mpumalanga provinces of South Africa revealed that within the same school, teachers had different understanding of the outcome- based education and this affected the implementation of the innovation because everyone was implementing the OBE curriculum according to his/her own understanding. These misunderstanding occurred because the communication of OBE curriculum lacked consistency and focus (Jansen, 2002). Looking at the above to be a very possible challenge to curriculum in Malawi, the curriculum review designers tried their best to provide both content and methodology in the training workshops and orientation courses in order to minimize the problem of clarity (MoEST, 2017). Where there is no clarity thus obvious that it will affect teachers' classroom practice.

### **2.16 Extra Workload**

The extra workload that new innovations in classrooms brings should not be overlooked. The tasks of planning increase the workload for teachers. Some educators/instructors might not be willing to take on additional workload. According to Chirwa, (2013) some teachers refuse to take an additional workload due to lack of planning time since the tasks involved in planning are time consuming. Closely related to the extra workload is the time factor. Time is needed to plan. The tasks involved in planning are time consuming. Huberman and Miles, (1984) found that institutions attempting to implement innovations that are beyond their ability to carry them out often end up in failure. The problem of extra workload was also emphasized in Jansen's, (1998)

study in which teachers complained that the OBE curriculum gave a lot of work to the teacher. The study conducted by Badugela, (2012) reveals that the implementation of the innovations in schools that have no ability to implement the innovations, usually fail to achieve its purpose. This is a clear indication that the introduction of new innovations in classrooms brings about a workload to teachers which is a challenge when it comes to teachers' classroom practice.

### **2.17. Teacher identity**

The effectiveness of teachers' classroom practice depends on the identity of the teacher.

According to Jansen, (2002) teacher identity refers to a "teacher's beliefs, dispositions and interests towards teaching, based on the conditions of his/her work. Successfully bringing an improved teacher's classroom practice hinges on teacher identity or disposition towards work. The feeling that a teacher has about his/her work shapes his/her ability in teacher's classroom practice. Kadzamira, (2006) study found that low salaries coupled with other poor working conditions in Malawi cause widespread teacher discontent and so teaching is regarded as employment of the last resort. When teachers are discontented with their career, they may reduce their effort on the work and this can affect their performance and hence affecting teachers' classroom practice

### **2.18 Personal social circumstances of teachers**

Personal social circumstances of the teacher is clearly explained in the study of Chirwa, (2009) who says that, the social circumstance of the teacher includes personal or family poverty. These conditions can restrict the ability of a teacher to effectively teach in a classroom. A teacher's personal circumstances such as personal or family health and poverty are also factors that can affect teachers' classroom practice. To concur with Chirwa, Lowe, (2008) explain that most teachers in Malawi are affected by social circumstances such as caring for sick children, personal ill-health (including HIV/AIDS) and an insufficient income. These make teachers to absent themselves from



school thereby affecting teaching and learning. Therefore, teachers' classroom practice can be affected by teachers' social circumstances. However, teachers are key players in teaching and learning because they are the ones who introduce a curriculum in classrooms.

### **2.19 Learners**

Learners play a crucial role in the effectiveness of teachers' classroom practice. Just as teachers must accept teaching for it to be successful, so learners must also be able to participate actively. The willingness of learners to participate in teaching and learning can influence the effective teaching and learning just as teachers' acceptance of the same (Chirwa, 2009). The success of teacher's classroom practice in a classroom level is assured when learners accommodate their experiences of the new knowledge. According to Ornstein & Hunkins, (2013), learners are ready to participate in the teaching planned activities that are more appealing to them.

### **2.20 Language and learning**

For effective learning to take place in the classroom there is a need to use a language that will be understood by both a teacher and a child. According to Chirwa (2009), language is referred to as a means of conveying ideas from the teacher to the learner. Learning will take place only in cases where a language that both a teacher and a learner understand is used in the classroom. Fleisch, (2008) claims that learners will face more problems in learning of subjects when the language used in the process of instruction is different from their home language. The situation becomes more complicated when learners are taught by a teacher who also has a different home language from that of the learners because they may not be able to understand some concepts and issues taught in a foreign language (language which is not the learners' home language). For example, urban schools in Malawi will learn more effectively than rural schools in general using English as a medium of instruction. This is because there is far more print and learners have access to these

and to speakers of English, they therefore have more opportunities to acquire English language hence better teaching and learning happens in urban schools compared to rural schools. For a clear understanding concepts or issues, there is a need to translate them into the learners' home language which will be difficult for a teacher whose home language is not that of the learners (Fleisch, 2008).

### **2.21 Learners' Behaviors**

Learners' behavior can also contribute to the successful or failure of teaching and learning. Prinsloo, (2017) in his study in South Africa discovered that teachers' classroom practice is challenged by learners' behaviors outside the school premises as it was reflected in the implementation of Life skills programs. The results of this study indicated that the skills acquired in the classroom by students are only effective during school times and not outside school premises where the students are influenced by their friends (Prinsloo, 2017). Outside school premises, the learners are involved in risky behaviors such as alcoholism, drug abuse, criminal activities and sexual relationships which are contrary to the goal of Life skills education program and may also be applicable to some subjects.

### **2.22. Political condition and economy**

The national ideology, philosophy and economic conditions of the government of the day have a tremendous influence on the education system. Instructional materials and their interpretation and presentation are usually heavily influenced by political considerations. Cornbleth, (2012) agrees to the above by saying that the educational system is greatly influenced by political considerations especially in terms of instructional materials and their interpretation and presentation. The government will need financial resources to buy material to be available. Availability or nonavailability of materials heavily influences teachers' classroom practice, that is whether the

teaching becomes successful or not. For the effective teacher's classroom practice, it is a requirement that teachers should be supplied with teaching and learning materials such as textbooks, charts, chalk and other materials (Cheplogoi, 2014). Failure to provide these materials, learning will be compromised. On the other hand, the government may fund educational system with the view that education will improve the economy of the country. Therefore, the emphasis may put on those subjects that the government feels that will develop skills, knowledge base and attitudes in learners that are required by the industry.

### **2.23 Community Influence**

Learners have the background in terms of the social conditions of the communities where these learners come from. And this is one of the major determinants of a learner's success. According to Chirwa, (2009) says that the demographic conditions of the community may influence teachers' classroom practice in the sense that different groupings in the community may bring their own views on teaching and learning. The community has its own perception of what the product of the school system should be and this makes educators or teachers to interpret and present curriculum material in a way that makes into account these societal considerations. Learners come from the community bringing some of the strengths and constraints to their learning situation and it is possible for the community to have positive or negative influences on teachers' classroom practice where teaching and learning in the classroom accommodates culture of the society (Chirwa, 2009). For instance, the instruction materials that portray negative attitudes towards women and girls may be opposed by gender groups. Therefore, teachers should consider how these contextual factors are hindering teachers' classroom practice and take advantages of those factors that enhance the aspects of the teaching and learning.

## **2.24 Chapter Summary**

In brief, this chapter highlighted literature reviewed from related studies. The literature presented the history and theories of school inspection and school-based supervision. It also looked at how school inspection and school-based supervision is conducted in Malawi. However, there was sketchy literature on the role of school inspection and school-based supervision on teachers' classroom practice in Malawi hence the purpose of this study. The next chapter discusses the methodology that was employed in the study.

## **CHAPTER 3: METHODOLOGY**

### **3.1 Introduction**

This section describes the method that was used for collecting the research data including research design, sampling procedures and data analysis. It outlines how the study was been carried, the researcher describes the paradigm in which the research was conducted, explains the research design that was utilized and outlines the research ethics that the researcher upheld.

### **3.2 Research Paradigm**

Mack (2010) defines a paradigm as a loose collection of logically related assumptions, concepts or propositions that orient thinking and research. A paradigm influences the research design, according to Chism et al. (2008). Interpretivism involves human being interests (Creswell et al, 2011). The research paradigm encourages use of methods to reflect on the issue under study so that it has trustworthiness. It emphasizes on collecting the data in its natural habitant such as interviewing head teachers and heads of departments and teachers in their schools, promotes interactions among participants and doing in-depth study of something. Interpretivism research assumes that there are multiple constructed realities. That is, different people have different perceptions of reality their attribution of meaning to events (Higgs et al., 2009). Similarly, head teachers and head of departments and teachers understanding of the role of school Inspection and school based supervision on teachers' classroom practice may vary. Only through dialogue can one be aware of the perceptions, feelings and attitudes of others, and interpret their meanings and intent. Dialogue entails conversation which is in line with qualitative research which assumes that a profound understanding of the world can be gained through conversation in natural settings (Anderson and Arsenault, 2005).

### **3.3 Research Approach**

This study used the qualitative method because the main purpose of the study was to develop an in-depth understanding of the role of school inspection and school-based supervision on teachers' classroom practice. This is in agreement to the definition of what a qualitative study is provided by Creswell. Creswell (2018) says that a qualitative study is an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. It is worth noting that qualitative research provides room for analyzing the ways in which individuals interpret their social world through talk and interaction (Creswell et al, 2011). And the interaction among the people involved in this research helped dig up an understanding of the problem at hand. According to Creswell (2009), qualitative approach is described as interpretive and naturalistic approach to the world. This study satisfied these descriptions because data was collected in the natural setting and was interpreted in order to construct meaning from the data. The strength of qualitative design is that it enables collection of multiple accounts of an experience across participants as well as individual accounts in specific contexts. Kothari (2014) points out that qualitative research aims at discovering underlying motives and desires of participants using in depth interviews.

### **3.4 Research Design**

Lodico et al. (2006) defines a case study as a form of qualitative research that endeavors to discover meaning, to investigate a process and to gain insight into and in-depth understanding of an individual group or situation This study was a case study because it focused on four school inspectors (Quality Assurance officers), four school managers, twelve heads of departments and twelve teachers in four secondary schools. The use of multiple cases in this study created opportunities for within-case and across-case approaches of data analysis to be done and to

determine the worthiness of the study (Creswell, 2009). In a case study the same phenomenon is investigated using the same methods, sources and instruments of data collection (Yin, 2009). Case studies are used to produce hypothesis which can be verified through more detailed investigations. Punch (2005) says that in a case study design, probes are used to enable participants to present their current actions, past actions, past environment and emotions and thoughts. ). Case study will be used to collect in-depth data from participants and semi-structured questions were used in order to probe more so that the needed data is collected, (Creswell, et al, 2011). A case study design has a potential to enable the study of things in detail and explain why certain things happen (Creswell, 2009). This is in agreement to what Denscombe (2013) says that with case studies, it is possible to gain a unique perspective of a single individual or group.

### **3.5 Site of the Study**

The study was conducted in Mzimba urban and rural in Northern Education Division specifically. Schools which were chosen to be involved in the study are four selected Secondary Schools which are in the Northern Education Division. The site was selected with an expectation that it will provide the researcher with the needed data. The site chosen comprises of both urban schools and rural schools right outside the town.

### **3.6 Population and Sample**

#### **3.6.1 Population**

Target population is a set of cases whereby a sample is taken for analysis, (Saunders, Lewis, and Thorn Hill 1997). The research involved participants from the education sector who are Inspectors (Quality Assurance Officers), School Managers, Heads of departments and Teachers. The school inspectors were included because they are very important as they offer support and supervise teachers' classroom practice while managers and heads of departments were chosen because they

are the ones who are shouldered with the overseeing of teachers at school level. And lastly there was a choice of teachers as part of the target population, and these were essential, because they were the key players in teachers' classroom practice.

### 3.6.2 Sample Size

Sampling means selecting a given number of subjects from a defined population as representative of that population (Creswell, 2009). The study involved: 4 school Inspectors (Quality Assurance Officers), 4 school managers, 12 head of departments from four schools and 12 regular classroom teachers from the four selected schools. A sample is said to be representative if the sampled units have similar or almost the same characteristics as to that of the whole population (UNESCO, 2017).

**Table 3.1: The Sample Size**

<b>Respondent</b>	<b>Number</b>
Inspectors	4
Head of Schools	4
Heads of departments	12
Teachers	12
Total	32

### 3.7 Sampling Technique or Procedure

The sampling technique used in this research was the purposive sampling. Purposive or purposeful sampling refers to selecting participants who will most benefit the study, and it involves inviting participants who can give most detailed information on the experience that is being studied (Patton,



2002), hence the involvement of school inspectors, school managers, head of departments at school level and teachers. Purposive sampling according to Silverman (2012) allows the researcher to choose a case because it illustrates some feature or process in which we are interested. Purposive sampling helped a researcher to focus only on cases that provided the information required. Purposive sampling, also known as judgmental, selective, or subjective sampling, is a form of nonprobability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their surveys because they meet a predetermined criterion. Participants who were involved met the following criteria: a) held a managerial position at school as head at the school in the division and must have served on that position for at least 2 years and above b) Teachers who taught for 3 years and above from various schools. c) Heads of departments from the selected schools. d) Inspectors who were going into these schools. Purposive sampling was used to sample inspectors, head teachers and HODs. Simple Random Sampling was also used to select teachers. Simple random sampling was done where a head teacher was asked to just pick a teacher from each department. According to Creswell et al., (2011), if an individual did not meet the criteria, he or she was rejected. The study used purposeful sampling of the schools which were involved in the study. The four schools involved in the study were simple randomly sampled. Two of the schools involved in the study were urban schools and the other two schools were rural. The urban and rural secondary schools participated in this study included all categories of secondary schools in Malawi which were Community Day Secondary Schools (CDSS), National and District Secondary schools. The reason for including rural schools was that schools in Malawi mainly fall into two main categories; these are rural and urban schools. The rural and urban schools have different contextual factors which affect teachers' classroom practice.

### **3.8 Data Collection Methods and Tools**

The data collection methods and tools were ways which were used to collect data from the field and the instruments to be used. The data collection methods were the ways which the researcher used to collect data in the field, while tools were instruments that were developed and used to collect data from participants. Some of these methods included administration of face to face interviews and document analysis. Before data collection started for the research, Mzuzu University asked for the permission on behalf of the researcher through a letter addressed to the Northern Education Division Manager, requesting him to authorize the researcher to carry out research in the four secondary schools. Upon arrival at the respective schools, the researcher provided the respondents with consent forms which they signed to show their willingness to participate in the research.

In order to collect data, the researcher used individualized/personal semi-structured interviews and document analysis as data collection tools which were appropriate for this case study research. Below are methods and tools for data collection that were used in the study. These methods were chosen because they were in accordance and consistent with the qualitative research methods. In addition to that, the two methods complemented each other to provide methodological triangulation in the study (Creswell, 2009).

#### **3.8.1 Document Analysis**

Documents analysis was another form of qualitative data collection tool. In this study, the researcher used a number of documents as tools to use to get information, including: time books, log books, inspectional reports, supervision charts as well as lesson plan and schemes of work checklists. The documents mentioned above were scrutinized and analyzed, using a selection of techniques for qualitative thematic analysis described by Denscombe (2013):

- Choosing an appropriate sample of texts. In the case of this study, texts selected were those that contained information on school inspection and school-based supervision used at school level on teachers' classroom practice.
- Examining the text initially, to form a "hypothesis" about the essential message it conveys. In this case, the texts were examined to form an impression of the nature of school inspection and school-based supervision envisaged by the Ministry of Education that the Inspectors, managers and head of departments were using to assist teachers achieve better learning outcomes, thereby improving teachers' classroom practice.
- Coding the texts in relation to school inspection and school-based supervision for teachers' classroom practice inherent in the documentary sources.

Study of official documents were the primary means of investigating the 'intended' way in which the role of school inspection and school-based supervision on teachers' classroom practice was expected to be done by the school managers in schools.

### **3.8.2 Face to Face Interviews**

Face to face Semi-structured interviews were conducted with the participant in the study just to probe more on the information. These participants were selected using purposive sampling. The researcher used "semi-structured" because the questions were open-ended or flexible. In semi structured interviews, the interviewer generally starts with some defined questioning plan, but pursue a more conversational style, that may see questions answered in an order merely natural to the flow of the conversation. The interviewee on the other hand has the freedom to say whatever comes in his or her mind (Cohen & Manion, 1986). Saunders et al. (2009) asserts that semi structured interviews are most appropriate where questions are open-ended. An open-ended

question allows participants to define and describe a situation or an event. It is used to encourage the interviewee to reveal attitudes or obtain facts (Saunders et al., 2009). In this study, the researcher interviewed inspectors, heads of schools, heads of departments and teachers to whom open-ended questions were posed to enable them to express their opinions in unrestricted manner which is line with qualitative research.

### **3.9 Data analysis**

The qualitative analysis of data in this research was done by content analysis. In this the researcher looked into the main ideas in the answers given by the respondents and evaluated those ideas (content) and came up with logical arguments. Texts are rich data sources with potential to tell us more information about something (Hsieh, 2005), in this, we consider both participants and context when getting data in order to find similarities and differences, It considers both visual and auditory artifacts. The use of the qualitative method was there since the research was dealing with people. The importance of qualitative type of data collection and analysis is that it allowed an in-depth study of a phenomenon in its natural setting and it gives more clarification of the results of the phenomenon being studied (Crotty, 2018).

The data analysis included information on: Data familiarization, generating of codes, generating of themes, and data interpretation to form the key findings of the study.

### **3.10 Trustworthiness**

During the interview guide construction quality control and validity was ensured through face to face validity, where the instruments were subjected to researcher's supervisors to check whether it measured what was intended for; while in the case of content validity, the instrument was designed according to the study variables and their respective indicators of measurement; Construct validity, which is maintained through restricting the questions to conceptualizations of

the variables and ensuring that the indicators of a particular variable is within the same construct. The interview guides used in this research were first piloted on one school in the Northern Education Division so that any inadequacies could be rectified (Cohen, Manion, and Morrison, 2015).

### **3.11. Ethical consideration**

Cohen, Manion, and Morrison (2015) refer to ethics as a matter of principled sensitivity to the rights of others. In respect of the legal framework of Research Policies or Ethical Issues, the researcher got permission from the office of the Dean of the Faculty of Education, Manager of the Northern Education Division, Inspectors and the Head-teachers of the schools envisaged participating in this study for me to be allowed to collect data from the schools. All names of participants and those of their schools were represented with pseudonyms throughout this study in accordance to the standard requirements of Mzuzu University. The consent of the participants to be interviewed was also sought and recorded.

### **3.12. Limitation of the Study**

- There are many secondary schools in Malawi and this study was done in four secondary schools only, it was difficult to generalize the findings.
- Respondents were very busy (Teachers) as they were teaching during the time of interviews
- Availability of school inspectors was another limitation as they were very few and out of their offices most of the time.
- The study was conducted on a small scale due to the nature of the research design the study adopted, and the few numbers of informants used during data collection, therefore it cannot be generalized to the entire country.

### **3.13. Summary**

The study on the role of school inspection and school-based supervision on teachers' classroom practice used qualitative approach and employed a case study design. The study purposefully and simple randomly sampled the site, schools and participants. It also used document review and face to-face interviews as instruments for collecting data. Data was analyzed using the thematic analysis method.

## **CHAPTER FOUR**

### **PRESENTATION AND DISCUSSION OF FINDINGS**

#### **4.1 Introduction**

The aim of this study was to investigate the role of School Inspection and School-based supervision on teachers' classroom practice in the Northern Education Division. To achieve this, the study used interpretivism paradigm as the data which was collected in the natural setting was interpreted in order to construct meaning from the data as in Creswell (2009). This study also used a qualitative approach to the study which employed a case study design because it focused on four secondary schools and studied them in-depth on the role of school inspection and schoolbased supervision on teachers' classroom practice. The study was conducted in four (4) schools. Among the four schools two (2), were urban located schools and the other two were rural located schools. The study used pseudonyms coded A, B, C and D to ensure anonymity of the schools. It was from these schools that data from Heads of schools, heads of departments and teachers were obtained. Data also came from the school inspectors (QAOs) of Northern Education Division which was the case study of the research. The researcher obtained data from a total of 32 respondents. Findings were put into themes derived from the objectives of the study which were: to explore the nature of school inspection and school-based supervision in secondary schools, to examine the effect of school inspection and school-based supervision on teachers' classroom practice, to examine the challenges of school inspection and school-based supervision on teachers' classroom practice and to analyze how best school inspection and school-based supervision could be improved to contribute to teachers' classroom practice.

## **4.2 Key Findings**

The study set out to investigate the role of School Inspection and School-based supervision on teachers' classroom practice in Malawi. The study had four objectives as follows; firstly, to explore the nature of school inspection and school-based supervision in secondary schools.

Secondly, to explore the effect of school inspection and school-based supervision on teachers' classroom practice. Thirdly, to examine the challenges of school inspection and school-based supervision on teachers' classroom practice. Fourthly, to analyze how best school inspection and school-based supervision can be improved to contribute to teachers' classroom practice. The following subsection below presents and discusses findings on the nature of school inspection.

### **4.2.1 Irregular School Inspections**

According to objective 1 which was looking at exploring the nature of school inspection and school-based supervision in secondary schools in Malawi, the researcher wanted to know how many times each school sampled for research was inspected. The research established that School Inspectors (QAOs) carry out inspection visits to various secondary schools in Malawi in order to monitor teacher's compliance with government policy and the improvement of the quality of education (Dias Handbook, 2015). And in this case to monitor how teacher's classroom practice is carried out. According to Olulube and Major (2014), the first motive for which Inspectors inspect schools is to acquire an overview of the quality of education in accordance with the performance indicators for an education system. In other words, an inspector ensures that the teacher comply with the standards and regulations established by government to direct the education sector. According to Dias Handbook (2015), the requirement is that every school has to be inspected at least once per each academic year.



However data revealed that for a number of years, the Inspectorate just inspected one school out of four involved in the study to check if there was teaching and learning taking place in classrooms. The study found that in terms of visits of the inspections made, they did not meet the requirement that every school had to be inspected at least once per each academic year. Each sampled school was to be inspected eight times but that was not done. This meant that school inspection was irregular and this in one way or another lead to failure to know if what was taught in schools was based on what is recommended by the Ministry of education. Hence failure to monitor teachers' classroom practice in schools. The study found the following reasons for the irregular inspection.

**i. *Lack of Funding***

Firstly, Inspectors had financial challenge as they were not fully funded by the government to do inspection and so they failed to inspect all schools. Probing more from the school inspectors as to why they had irregular school inspections, they said that they had financial challenge as they were not fully funded by the government to do school inspection and so they failed to inspect all schools.

*We have lack of finances to fund our activities in this division. It becomes difficult for us to inspect all schools. Only 25% of funds for example was available in last academic year 2022-2023.. One female inspector (QAO)*

Teachers' classroom practice requires that the designers of the curriculum should check to see if the expected outcomes of the curriculum are being achieved or not. The checking of teachers' classroom practice is done through school inspection. School inspection is widely considered as an essential instrument for quality education that will aid the nation to compete in the everchanging world economy. It is the form of evaluation, which involves the measurement, testing, and evaluation of educational activities in school systems for the purpose of improving the standards and quality of education programs offered (OLolube, 2014). And for this to be achieved, there is

need for the directorate of Inspection to be fully funded. The above contradicts some studies on school inspection that claimed that it has no direct impact on teaching and learning, and that school inspection has a negative impact on students' performance in exams (Rosenthal, 2004). Therefore, this study wanted to find out if the Ministry of Education, had inspected the schools for teachers' classroom practice and find out the role played by school inspection in the quality of teaching and learning in the schools. Data had revealed that the Ministry of Education had not effectively inspected schools to check teacher's classroom practice in these schools.

The head teacher at secondary school A argued that,

*There is a need for Ministry of Education to monitor the quality of teaching and learning for them to check if it is done or not and curb the problems at its early stage.*

The findings of the study had revealed that only one secondary school had been inspected and others were not. The study had therefore, found that school inspection for teachers' classroom practice had been irregularly done and this meant that the teachers were not being given frequent guidance on how to improve teaching and learning. Data had revealed that out of four secondary schools, only one was inspected, while the other three needed at least some inspection since they have never been inspected.

The finding is in consonance with what Grauwe (2001) and Onasanya (2011) who say that most of the developing countries fail to finance their inspectorates since they are departments within the ministry of education and are not considered with priority. This therefore affects the whole activity, for without follow up how does one establish that the work done was implemented? It should be born in mind that Malawi like most of African countries has adopted the Classical Model of School

Inspection which needs quite sufficient resources to make it work and given the nature of Malawi's financial resources it is difficult to access all schools, and since the model is bureaucratic with many offices in various levels financing all these is difficult.

**ii. *Hard to reach areas***

Secondly, inspectors sometimes failed to go to schools that are in hard-to-reach areas. One interviewee said that the inspectors (Quality Assurance Officers) sometimes failed to go to schools that were in hard-to-reach areas. The respondent said that this situation led to difficulty in going to schools due to lack of good roads more especially when the school times falls during the rainy season. This means that most of schools remain uninspected since the school inspectors (Quality Assurance Officers) cannot reach them and this has a meaning that quality of teaching and learning is just a dream for how can one expect teachers' classroom practice to be effectively done while no professional guidance and advice is given to teachers?

However, it was found according to data that those hard-to-reach areas were very few in the division compared to those that could be accessed easily.

The above sentiments are against studies by Grauwe (2008), School Support Model, explained that, school inspections should take into account the diversities of schools where the most disadvantaged schools are to be regularly and consistently visited with support-oriented inspectors. The secondary schools in Malawi and Northern Education Division to be in particular, miss this priority. Due to this situation these schools lack pedagogical support and hence they continue performing poorly. Most of the students fail in their examinations. The study found that the reason, hard to reach areas was not profound for not doing school inspection by School inspectors.

### **iii. Inadequate School Inspectors**

Thirdly, inspectors were few in number at the division level against number of schools to be inspected. The respondents said that they were few in number as compared to the number of schools especially community day secondary schools. This made it difficult to access all the schools in each year. One of the respondents said that the number of inspectors does not meet the national standard. This finding concurs with what is written in Dias (2015) that, schools remain uninspected since the number of schools outnumber the inspectors. Moreover the finding concurs with what Sabola (2017) found that only few of secondary schools in 2015 to 2017 in Malawi were inspected leaving others not inspected at all.

This means that the school inspectors are overworked and thus do not perform their duty as it is supposed. Many of the schools are left without being inspected because school inspectors are fewer than schools. Thus, without being inspected and if inspected, no efficiency and effectiveness hence poor teachers' classroom practice in secondary schools.

Similarly, two heads of schools' equivalent to half the number of respondents said that schools are just many in the division for only twelve Inspectors (Quality Assurance Officers) against two hundred and sixteen secondary schools in the division, hence this hinders the functioning of the school inspectors (Quality Assurance Officers) as they cannot manage them all. One of the respondents said that the school inspectors (Quality Assurance Officers) are expected to visit a school at least once per year (DIAS Handbook, 2015).

*These people (inspectors or Quality Assurance Officers) are supposed to visit us at least once per year. But due to a number of schools they are overwhelmed." Male  
Head teacher of School A*

This means that school inspectors (Quality Assurance Officers) cannot visit all schools as required and hence many of the schools remain uninspected always and hence unprofessional behavior to

teachers and students becomes a result. The government has recently issued a circular in the Ministry of education through DQAS that schools should be inspected 100% this time, but without inspecting the way schools do their work, quality of teaching and learning is greatly compromised and hence no improvement of education at all.

### **4.3 Nature of School-based supervision**

The next subsection delves into the nature of school-based supervision

#### **4.3.1 Irregular School- based Supervision**

According to the Ministry policy, Heads and Heads of departments are expected to supervise teachers at least three times a year (Mattson, 2006). With regards to the frequency of supervision most schools are not doing much better in that on average heads or heads of departments are supposed to supervise them once per term implying that in a year, they are supervised at least three times. Illustrative of this sentiment is the excerpt below:

*The Head teacher or Heads of departments are supposed to supervise us once in a term but to be frank, it is not done as per Ministry policy because we stay a year without any supervision. Male teacher of school A*

However, nine interviewees agreed to the above sentiments that they were supervised once in a term and sometimes sparingly. Only three respondents indicated that the Heads and Heads of departments supervised three times a term and that they stuck to the routine.

One of the core functions of supervision as pointed out by Grauwe and Carron (2013) is to control what goes in schools which implies supervision. In other words, a supervisor ensures that the teacher comply with the laws and regulations established by government to direct the education sector. Therefore, Heads and Head of departments carry out supervision in secondary schools in

Malawi in order to monitor teacher's compliance with rules and regulations. And more importantly is to check teachers' classroom practice in schools.

#### **4.3.2 Quality of classroom teaching and learning focused school-based supervision**

This study found that the school-based supervision focused much on teachers' classroom practice. Teachers were observed on the lesson plan including teaching material and required components as stipulated in the National Education Standards, national standard 10 to be specific (NES, 2015).

This was complemented in the sentiment by one respondent below.

*The supervisors give general comments focusing on lesson delivery when they visit our classes and help us as individual teachers. They give feedback on our weaknesses and encourage us on our strengths in as far as lesson delivery is concerned. Checking with keen interest if we have all what it takes to deliver a lesson. One female teacher. Of school D*

As explained above, the majority of the teachers, viewed school-based supervision as evaluation of lesson delivery. Therefore, they get feedback on their performance. That is, teachers are told at the end of lesson observation, their strengths and weaknesses identified which assists in honing their teaching skills. The preferable means of providing this feedback is through the use of lesson observation forms. Unlike oral feedback, the lesson observation forms grant the teacher an opportunity of reminding the teacher of the improvements that must be made so as to make the teaching and learning better. If the teachers forget the suggestions made by the school-based supervisor, they turn to the lesson observation forms.

#### **4.4 Influence of School inspection and school-based supervision on teachers' classroom practice**

The second objective of the study looked at the influence of school inspection and school-based supervision on teachers' classroom practice, the researcher wanted to find out the effects of school inspection and school based supervision in each school involved in this study. The teachers came up with various responses to the questions on their perceptions on the effects of school inspection and school-based supervision as conducted by school inspectors (QAOs) and School-based Supervisors at school level. Overall, the teachers unanimously indicated that school inspection and school-based supervision had effects in their professional lives in one way or the other. The analogy below illustrates the significance of school inspection and school-based supervision:

*Every job needs inspection or supervision. For instance, if you were to hire people to work in your garden, it is pertinent for you as the owner of the garden to visit it in order to see if the workers are doing their job and how well they are carrying it out. So if farm owners inspect or supervise their workers then why shouldn't government deploy its Inspectors (QAOs) and Supervisors (Head teachers and Head of departments) whom it has entrusted with the responsibility of inspecting and supervising secondary schools.*

Head teacher of school C

The participants in this study cited a number of influences as to why they found school inspection and school-based supervision to be significant. The findings are presented in the subsection below.

##### **4.4.1 School inspection and school-based supervision improves Teacher Preparedness**

All respondents believed that School inspection and School-based supervision improves teacher preparedness.

Illustrative of this assertion that School inspection and School-based supervision improves teacher readiness, are the excerpts below:

*I think School inspection and School-based supervision ensure that teachers are vigilant in their duties to avoid being caught off guard if an Inspector (QAO) or a supervisor visits them. That is why they will always make sure that they prepare.”*  
*One head teacher of school C.*

*As a result of School-based supervision, teachers are always ready. For that reason, we ensure that we have teaching and learning aids for good lesson delivery. A female head of department.*

*Certainly School-based supervision has helped me quite a lot. It has encouraged me to use real objects as teaching and learning aids. A female teacher of school C*

School inspection and School-based supervision ensure that teachers remain committed to their profession by being ever prepared for lessons. However, as one becomes more experienced in teaching there is a tendency of neglecting some aspects of planning. Therefore, School inspection and School-based supervision remind teachers of the need for thorough lesson preparation. From researcher’s own experience, learners appreciate being taught by teachers who are conversant with topics and are well organized. This calls for planning before lesson delivery. This could imply teachers making lesson notes from various sources; drawing the necessary diagrams on chart paper as well as writing lesson plans.

In the four schools that were visited, head teachers were very vigilant in as far as preparation of schemes of work and lesson plans were concerned. The researcher found out in the schools that teachers had to submit schemes of work to their respective head of departments for checking, weeks after the opening of a school term. After that, the heads of departments took the schemes of work to the Head teacher where they were further scrutinized. Then the Head teachers, ensured that the teachers got their schemes of work on time for use. In so doing School inspection and



School-based supervision ensured that every teacher had important teaching records especially schemes and records of work.

The Ministry of education's emphasis on the need for teachers to possess schemes and records of work compelled the administrations of the four schools under study to introduce checklists to indicate teachers' submission of such records. From the checklists, the researcher deduced that the majority of the teachers were committed to updating of schemes and records of work with problems in writing of a lesson plan. However, it was noted that several teachers were not writing lesson plans.

#### **4.4.2 School inspection and school-based supervision improves Teaching Methods**

Teachers are expected to provide children more space and freedom to express themselves, ask questions and learn through working in groups. They engage with students in a friendly manner, stimulate joyful learning, and support children's self-learning according to their own pace. As such, teaching is perceived as less burdensome for teachers since students are expected to be more self-directed and assume more roles and responsibilities in their learning (Singal et al., 2018). In this regard, School Inspectors (QAOs) and School-based supervisors assist the teachers by introducing to teachers new methods of lesson delivery as well as refreshing the teacher's memory with teaching methods which the teachers might have forgotten after completing their college education. Therefore, one of the reasons why School Inspection and School-based supervision is viewed positively by the teachers is because of the improved teaching strategies realized from such an exercise. All respondents cited improved teaching methods as one of the ways in which they have benefited from School inspection and School-based supervision as can be deduced from the excerpt below:

*School inspection and school-based supervision has transformed me into a teacher that is learner conscious. I now use learner- centered methods such as group work.*  
*One male Teacher of school D*

The study established that the teachers employed a variety of teaching methods in order to effectively deliver the lessons as per recommended in the revised secondary school curriculum manual book and by School inspectors (QAOs) and School-based supervisors. Even the log books from all the four schools involved in the study indicated that the school based supervisors applauded the teachers for using what is described as “appropriate teaching methods”. Most of the teaching methods utilized by the teachers in the schools under study were learner-centered.

The usage of various teaching methods had been inculcated in the teachers such as even internal supervision done by head teachers and deputy head teachers produced similar findings.

The study also found that teachers were using the right methodology to manage classrooms which help learners to acquire the basic knowledge and skills that are important for shaping their future life after school experience. As argued by Nkinyangi (2006), that in any learning institution, teachers have to take the responsibility of improving teaching and developing pupils’ knowledge, understanding skills in all the curriculum area. Therefore, school inspectors and school-based supervisors must ensure that at all times teachers are using the right methodology that is in line with the needs of learners. However, the teachers’ ability in monitoring and assessing their effectiveness and their individual classrooms should not be over looked because this can help them to improve.

#### **4.4.3 School Inspection and School based supervision Leads to improved student's performance**

Data from the research showed all teachers said that effective school inspection and school-based supervision led to improved students' performance. When asked contributing factors that made school inspection and school-based supervision effective, they mentioned issues like full cooperation with the school inspectors (QAOs) and school-based supervisors and immediate action on the recommendations the school inspectors (QAOs) and school-based supervisors give through their reports they write after inspection or supervision. One of the respondents put it as follows:

*If well done, school inspection and school- based supervision can improve student's performance. It is a good tool to control teachers who are obstinate and it can give real picture of the status quo of the school and as a result the government can play its part. Male Teacher of school D*

The above statement clearly shows that school inspection and school-based supervision is a good tool of contributing to the quality of education if done well on the effectiveness of the quality of teaching and learning in schools. Onasanya (2011) says that the principle of healthy environment creates rapport between teachers and school inspectors and hence full cooperation between the school inspectors and teachers can consequently improve student's performance.

Data from the research showed that school inspectors (QAOs) when they were asked on how they saw inspection exercise they said that some teachers were not in favour of school inspection, others saw it as a good instrument of enhancing academic performance. However, the School Inspectors (QAOs) said that those who are competent and fulfill their responsibility never feared but those who were not fulfilling responsibility seemed perplexed. Similarly head teachers and heads of departments made similar sentiments on school-based supervision when it is conducted.

The study found that school inspection and school-based supervision indirectly influenced learners in that the school inspectors and school-based supervisors may recommend certain teaching methods to the teachers which upon their use might lead to effective learning. In addition to that, the school inspectors and school-based supervisors demanded that teachers must always be in possession of documents which aid in lesson delivery such as lesson plans. This ensured the readiness of teachers. Given the fact that it was incumbent upon school inspectors and school based supervisors to make suggestions on how to improve the teaching and learning process. Data from the teachers also revealed that school inspection and school-based supervision had resulted in improved learner performance. In agreement with this assertion were nine of the respondents who linked school inspection and school-based supervision to improved learner performance in the individual interviews.

#### **4.4.4 School inspection improves teaching skills and lesson delivery**

The study found that school inspectors (QAOs) play a great role in providing for quality education as echoed by one respondent that “they conduct school inspection to identify areas for improvement and to guide on how teachers can develop skills through professional support” one male head of department. These findings are in line with OFSTED (1993) who contends that the main purpose of school inspection is to promote school improvement through the identification of priorities for action and to inform the stakeholders about the school’s strength and weaknesses. This shows that school inspectors have a right to conduct inspection within the areas they are assigned. This right comes as a commitment of the government to monitor progress in education institutions. Due to this, they have powers from above and cannot be stopped as argued by Ehren & Visscher (2016).

In addition to assisting in improving teaching skills, inspection also assists in improving lesson delivery. Research data showed that those teachers with positive attitude towards school inspection liked school inspection, because it improved teacher's lesson delivery on teachers' classroom practice. That was to check if teachers were doing the right thing. When teachers make a self-evaluation, they may think they are doing the right thing. One of the teachers put it as follows:

*Self-evaluation is good but it is better when it is confirmed by someone inform of inspection because sometimes the former leads to subjectivity but the latter is objective.*  
*Female Teacher of school A*

This statement shows clearly that school inspection is very important because it gives real picture of the worker, in this case the teacher and helps him or her evaluate him/herself objectively hence the close to school support model. This finding agrees with Wilcox (2000) who says that to be meaningful school inspection should start from the internal and self-evaluation. This is also in line with the Central Control Model by Grauwe (2008) which emphasizes that school inspection is to fuel the internal evaluation and hence the combination of external supervision and internal supervision. And inspection in this manner will likely improve teacher's lesson delivery

However, data from the teachers who participated in the study expressed a need for inspectors to guide them in particular subjects and if this is done regularly the better. This expression is supported by MacBeath and Martimore (2012); Wilcox (2000); Leeuw and Cheerens (2015) and Ehren and Visscher (2016) that when teachers are guided and supported in a particular subject, it could be the value added of the school inspection towards school improvement in teaching and learning. Accordingly, the findings again captured the suggestion provided by Wilcox (2000) who sees that if teachers are to be inspected, they deserve school inspectors whom they regard as

acceptable in the subject area. It is therefore important that teachers in Malawi are helped to find solutions to the problems they face, especially in connection with a specific topic and how to resolve the difficulties in teaching hence improving their skills. The aim of school inspection is to monitor and improve the quality of education provided by the teachers then they need to be supported to regularly teach particular subjects or topics. But the support provided must be closely linked with the ability of school inspectors to handle a subject area.

#### **4.4.5 School inspection and school-based supervision improves Teacher's Discipline**

MoEST has a clear code of conduct for teachers which outlines expected and acceptable standards of teacher behavior. Having a code of conduct alone is not enough but its implementation matters. Hence School inspection and School-based supervision ensure that the teachers adhere to the ethics of the teaching profession. Even though they are the targets of the code of ethics, the teachers expressed some positivity towards School inspection and School-based supervision since it aids in maintaining professionalism in teaching. All participants pointed out that School inspection and School-based supervision ensured that teachers act in accordance with professional ethics of their job.

*Whenever School Inspectors (QAOs) or School-based Supervisors come to class, they focus much on presentability. They stress on the need for teachers to be always presentable when on duty. We are told that as role models, teachers need to put on a neck tie as well as polished shoes. One male teacher of school B*

One of spheres of teachers' professional lives that they have to conform are the ethics guiding their job particularly dressing. Visits made to the schools involved in the study demonstrated that teachers carry themselves in manner befitting their status as role models. The researcher observed that some male teachers were smartly dressed in clean ironed shirts that they tucked in. Others

were putting on jackets. Covering their feet with polished shoes while hanging around their necks were neck ties. Female teachers were not to be outsmarted as each of them put on decent clothes that were not revealing sensitive parts of their bodies such as thighs and breasts. This only serves to illustrate that School inspection and School-based supervision influences the kind of clothes that teachers wear as well as their grooming habits hence bringing discipline among them.

#### **4.4.6. School-based supervision leads to discovery of challenges facing teaching and learning**

Data in this study indicated that secondary schools involved in this study have numerous teaching and learning related challenges. The key of these challenges is inadequate teaching and learning resources. This was revealed through the way the school-based supervisors responded to the question concerning the availability of teaching and learning materials. These school-based supervisors physically go into classes and observe how teachers use the available resources in their classes and it is while there, where they discovered that they have inadequate teaching and learning resources at school. The Ministry of Education expected that secondary schools should have teaching and learning resources (MoEST, 2017). Teaching and learning resources are to be available for the effective teachers' classroom practice. Teaching resource is anything that promotes teaching and learning when a teacher is teaching. They include textbooks, newspapers, pictures and charts, maps, models, real objects, resource centers, audio-visual devices and chalkboard. According to MoEST (2017), these resources help students to learn faster and easier and remember what they have learnt hence effective teachers' classroom practice.

This study therefore, set out to find out the role of regular school-based supervision on teachers' classroom practice in terms of availability of teaching and learning resources. Most of the participants responded that resources are not adequate for their schools. For example, the head of department for languages at secondary school D complained that "the school has six textbooks

against six junior classes and each has above 60 students who need to use those textbooks.” To concur with the head of department at secondary school D, the head teacher at the same school complained that,

*The junior curriculum was first implemented without required teaching and learning materials such as syllabus for Bible Knowledge and social studies, and textbooks. For senior classes, the government has distributed the recommended text books after a term or a year of the implementation of the curriculum but still the text books are not enough for the school since the school is growing in terms of enrollment, yet the government consignment of textbooks is very little as if they are still regarding it as a small school as it was in the past. As a solution to the problem of inadequate teaching and learning resources, I am planning to meet and sensitize parents to purchase textbooks for the students.* One head of department of school B

Similarly, the head teacher at school B remarked that, *“the school has 400 students and have books ranging from 20-25 per subject. Materials are available but not adequate.”* Likewise, the science head of department at school C complained that, *“Our school has two copies for Chanco Evoking Excellence, Chemistry student book 2 and 6 copies for book 3 against one hundred and fifty students per class”*

Data also revealed that the school managers participated in this study were concerned with the delay of supplying materials in secondary schools by government which affects effective teachers’ classroom practice.

The inadequacy of textbooks was confirmed by the heads of department’s who shared in the interview what they discovered during classroom lesson observation. A lesson observation of the head of department of languages department at school C revealed that the school has inadequate textbooks. This was revealed when seven students were sharing four textbooks of Excel and



Succeed English book 2 in their group discussion. In most heads of departments' classroom lesson observations, students were sharing books when they were discussing in their groups. The head of department for languages at school D also shared a similar experience where he found a teacher who had only one copy of the short story of *Tale of Tamari* and was reading for his students. When he asked that particular during post-lesson observation interviews, why he did not distribute books to students so that they can read for themselves, he said that, the school has only three copies of the short story books of the Tale of Tamari and each class has only one copy for the teacher.

In agreement with the head of department at secondary school B, the head of department for languages at school C, complained that, books for new curriculum were provided for by the Ministry of Education but were not enough.

The findings of the study revealed the discovery of inadequate teaching and learning resources by the school-based supervisors hence the role of school-based supervision to discover lack of teaching and learning resources.

#### **4.4.7. School-based supervision makes teaching to be in line with the curriculum.**

The study wanted to find out whether the school managers were supervising teachers' classroom practice in Northern education Division. Data revealed that the head teachers and heads of departments irregularly supervise their teachers teaching in classrooms. Head teachers are regarded as chief supervisors of the implementation of a new curriculum as explained by (Hall and Hord 2001). When the heads were asked on how many times they had been supervising teachers' classroom practice, they responded that they were rarely supervising the teachers due to several reasons. Some of the reasons were that they were overloaded with work that was administrative in nature as well as teaching due to shortage of teachers and they had no time to carry out the supervision. They also responded that they sometimes delegated the work to heads

of departments. However, heads of departments had irregularly carried out the supervision also because they were occupied with different responsibilities at the school in addition to teaching. Some examples of these responsibilities included being a member of an Internal Procurement Committee (IPC), bursary and management committees. These responsibilities consume much of the heads of department's time to the extent that they had limited time to do school-based supervision. For example, the head of department at secondary school D complained that, "*I observed my teachers teaching only twice because of limited time. I am also a member of IPC, bursary and management committees.*"

However, data had also revealed that head teachers in this study although they did delegate the responsibility to the HODs, but they had sometimes supervised the teachers for one, twice, respectively. In their supervision, the head teachers were checking the methods teachers were using and how they were teaching. In most schools, teachers were using methods such as Question and Answer, group discussion, explanation and role-play. When asked why their teachers were using those methods, the head teachers answered that the methods were student centered and it is a requirement for the effectiveness of teaching and learning. However, data had revealed that teachers tend to follow what is recommended in the curriculum policy when these school-based supervisors visit their classes. The supervision by the school-based supervisors is therefore, contributing to teachers' classroom practice in schools.

The study therefore, had found that regular school-based supervisions assist on teacher's classroom practice hence making teaching in line with the curriculum. Data had revealed that out of twelve heads of departments, eight of them supervised their teachers teaching in classrooms.

#### **4.4.8. School inspection work as a wakeup call for teachers to improve their practice**

It was found that inspection was something not to fear but to encourage and motivate teachers.

One respondent noted.

*It is obvious that when you don't have all the documents like schemes of work, lesson plans, lesson notes and the Mark book and that if you miss classes, I tell you, you will fear the coming of inspectors. Inspection makes one to be reminded of what is supposed to be done. Female Teacher of school D*

This statement gives the picture that some teachers forget their responsibilities and that when they hear that school inspectors (QAO) are at their school they run away but those who prepare well will not fear because they know that they fulfill their responsibility.

One of the heads of schools when interviewed had also the following to say:

*When the school inspectors (QAOs) came most of my teachers ran away and came back when they learnt that they had already left the place. Only two teachers whom I learnt did their work properly were ready for inspection. Male Head teacher of school C*

This implies that teachers who are committed always would like to be inspected. The findings concur with what Haule (2012) and Machumu (2012) said that hard working teachers have positive attitude toward school inspection and are ready to participate in the whole process of inspection and implement the recommendations that are within their capacity.

However, the study found that positive attitude toward school inspection can only be done effectively where there is a good relation between a teacher and a school inspector. To Ehren and Visscher (2013), a good relationship between school inspectors and teachers would probably have more impact on teaching and learning as teachers would be more open to accept suggestions with regard to their strengths and weaknesses.

Ehren and Visscher (2016) view the school inspector as a critical friend whose visit to schools leads to improvement in teaching and teachers' classroom practice. What is important here is that the school inspectors 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. Furlang (2002) & Sammons, (2007) 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 wakes up teachers to improve their practice. Therefore, it should be supported by all stakeholders in Malawi.

#### **4.4.9. School inspection and School-based supervision improves Classroom Management**

Teachers play a significant role on students in compliance to school rules and regulations. They act as watch dogs to students who violate school rules and regulations and this happens whether the teacher is on duty or not. For the students to learn, the classroom conditions need to be conducive for learning. However, on each working day, teachers are faced with management issues in classroom ranging from indiscipline cases to seating plan. It was also on record that all teachers have ever reported to the discipline committee at least a student who broke one of the rules and regulations. School inspection and School-based supervision comes handy as the teachers confront classroom management challenges. Eight respondents disclosed in the

interviews that School inspection and School-based supervision has aided them in becoming better classroom managers.

*School inspection and School-based supervision assist in classroom management. In my case, it has helped me in becoming gender sensitive especially when it comes to the distribution of questions in a class as well as seating plan. Similarly, the emphasis on the use of group work or pair work or participatory methods in general by School inspectors (QAOs) and School-based supervisors has been helpful. These methods help to reduce indiscipline cases as learners know that they may be requested by the teacher to answer a question or to be involved in the lesson anytime. One male teacher of school D*

When teachers feel they have someone around watching over them, they tend to do their work properly.

#### **4.4.10 School-based supervision assists in improving the practice of newly recruited Teachers**

The study found that there were newly recruited teachers who were posted in schools without any form of training on what is practiced currently in schools apart from their college knowledge. Data revealed that in all four schools that were involved, there were two newly recruited teachers as minimum number and four newly recruited teachers as maximum number per school. Supervisors take through these newly recruits what is recommended in the curriculum policy as they teach waiting for formal continuous teacher professional development (CPD) time. Esia-Donkoh and Ofosu-Dwameno (2014) recommend that teachers should undertake continuous and sustained professional development to help improve on education standards. Modern demands of teaching require teachers to undertake life-long development in their profession to update and upgrade their knowledge and skills to improve their teaching delivery. However, as one becomes more experienced in teaching there is a tendency of neglecting some aspects of planning. Therefore, supervision by head teachers and heads of departments reminds newly recruited teachers of the

need for thorough lesson preparations. Hence the reason for which newly recruited teachers expressed their support for regular school-based supervision is that it encourages teacher's preparedness for lessons. In other words, supervision by the head teachers and heads of departments ensures that newly recruited teachers remain committed to their profession by being ever prepared for lessons. All interviewees believed that regular school-based supervision by head teachers and heads of departments enhances newly recruited teachers' preparedness. Illustrative of this assertion, that regular school-based supervision is very essential to newly recruited teachers for quality of teaching and learning, is the excerpt below:

*I think regular school-based supervision has assisted me as a newly recruited teacher to be vigilant in my duties to avoid being caught off guard if a supervisor visits me. That is why I always make sure that I write a lesson plan for the next working day at home. Newly recruited teacher.*

The above sentiments agree with the Ministry policy, that Heads and Heads of departments are expected to supervise teachers at least three times a year (Mattson, 2006). And these heads and heads of departments should also provide professional advisory services to the teachers (Gunsaru, 2012; MoEST, 2012).

#### **4.4.11 School-based supervision makes teachers to be confident in teaching**

One of the activities that the school-based supervisors do upon arrival in class is lesson observation. This implies that they have to physically be in classroom in order to observe and evaluate a teacher's lesson. The intrusion by school-based supervisors into classrooms changes the atmosphere even the students may take notice of that. The majority of respondents interviewed, thirteen of them, expressed no fear of having a school-based supervisor in their class. Teachers claimed:

*I feel confident when the school-based supervisors enter my class since they are professional colleagues. One female teacher of school D*

*As for me, I am comfortable with the school-based supervisor's presence since it demonstrates that teachers are valued by the education authorities. Besides, I love teaching hence no fear at all. One male teacher school A*

While expressing their confidence in supervision, three respondents were frank enough to disclose the fear that they had at the beginning of their teaching profession. As the other male teacher explained

*I do not fear the school-based supervisor's presence since they are humans just as us but I was afraid of them in the early days of my career. One male teacher of school A* However, two interviewees pointed out that confidence in the presence of a school-based supervisor depends on the teachers' preparedness. One female teacher declared:

*As a teacher, I for one, cannot fear supervision as long as you are prepared. It is only those that are unprepared, for example those who do not have lesson plans can be afraid of school-based supervisors' presence. One female teacher school C*

Marshall (2005) argues that the theory of action behind supervision and evaluation is that they will improve teacher's effectiveness and therefore boost student performance. Concurring with Marshall is Lillis (1992) who points out that supervisors actually do assist in the improvement of quality of performance of the teachers. This makes teachers confident hence following teachers' classroom practice.

#### **4.4.12 School inspection standardize teacher's practice**

This study further investigated the use of school inspector's reports as they regularly visit schools and how such reports are viewed by teachers on the potential benefits of school inspection towards teachers' classroom practice. In this study teachers in their statements stated that school inspection reports helped them improve in teaching and learning. The teachers gave reasons such as School inspectors in their reports indicate the strengths and weaknesses of the teachers in particular subjects and they tried to suggest what could be the alternative or what the teacher could do. On the other hand, guide a particular teacher on methodologies regardless of what he or she learnt in college. Different colleges emphasize on different approaches to teaching. In so doing teachers were encouraged to capitalize their strengths at the same time enabling them to rectify the areas of weakness hence harmonizing teaching. And they suggested that this could effectively be done if school inspectors visit them regularly. These findings concur with that of Chapman (2001) who studied changes in the classroom as a result of school inspection. Ehren and Visscher's (2016, 2013) study on the impact of school inspection for improvement found that both oral and written feedback from school inspectors was an important stimulus for school improvement.

This is in agreement with Harris et al., (2003); Grauwe (2012) who argue that teachers should be motivated to perform because they are committed to their work. It is therefore important for school inspectors to provide feedback effectively and efficiently in order to stimulate the quality of education and to inform all parties involved in the development of quality education (Penzer 2011), Ehren et al, (2008). This means that school inspection is still believed to be a mechanism for delivering change in the education fields as the heads, heads of departments and staffs react to a series of government interventions and acts that are designed to raise educational standards. As Ferguson (2001) contends that school inspection reports do not only inform leaders and staffs



about key issues in the inclusion of the school's post inspection action as parents are also informed about their children's school. It was noted in the findings that the purpose of school inspection is to provide professional support and to identify the strength and weaknesses of the teachers and provide relevant feedback that can lead to quality education. This therefore reveals that the quality of education depends upon the quality of the teachers thus schools as the main focus of inspections need to develop their teachers professionally by giving effective feedback. And this if it is done regularly.

#### **4.4.13 School inspection ensures accountability by Teachers**

In this study it was important to delve into teachers' views/ perceptions about how they perceived the effects of regular school inspection visits and also to concur or disagree that regular school inspection has a role on teachers' classroom practice. Findings revealed that regular School inspection visits plays an important role on teachers' classroom practice, thus helped teachers ensure accountability. For example, as was testified by one respondent that:

*Through school inspection the government guarantees that schools will deliver a satisfactory level of educational quality hence contributing to teacher's classroom practice. One male Teacher of school D*

Similarly, data obtained, teachers again indicated that school guidance on teaching helped teachers improve their accountability in terms 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 (2005) who studied teachers' perceptions of the local community and education administrators in Malawi concurs with the findings that teachers also viewed guidance provided by school inspectors to contribute towards professional development

and keeping teachers up- dated with the curriculum reforms. This shows that regular school inspection also known as an external evaluation is aimed at leading to school improvement, therefore the role of school inspection should not be overlooked but it should be looked at in a direction that ensures accountability to the government. Earley (2014) supports this finding that school inspection is more of a mechanism that ensures accountability to those who pay for the education of their children which aims at raising quality standards in education

#### **4.5. Challenges of school inspection and school-based supervision**

According to objective 3 which was to examine challenges of school inspection and school-based supervision on teacher's classroom practice, the researcher wanted to know the challenges faced by school inspectors, school-based supervisors and teachers in each school involved in the study. The following sub-sections below presents and discusses findings on the challenges of school inspection and school-based supervision on teachers' classroom practice.

##### **4.5.1 School Inspection is taken as a fault-finding activity**

Head teachers viewed school inspection as a fault-finding activity that causes enmity between them and the school inspectors (Quality Assurance Officers).

This was proved by one of the respondents who said the following:

*The School Inspectors treat us not like comrades and they think that we are not doing what we are supposed to do. When they come, they come to see their enemies and they abuse us openly before our members of staff. They actually use harsh language and this makes the Head teachers equally resist. This makes some of us to be put off with the whole exercise. One Head teacher of school D*

This finding is supported by one of the respondents (Head teacher) who said that the relationship between inspectors (Quality Assurance Officers) and Head teachers is not always friendly because

one part considers the other part as always irresponsible. This notion agrees with Onasanya (2012) who says that when inspectors use harsh language the rapport between them and teachers is destroyed and this makes the whole activity meaningless and unproductive because it flouts the principle of healthy atmosphere. This has the meaning of making the inspections fail to provide advice to Head teachers and hence the un-improvement of academic performance because the Head teachers see inspectors as enemies rather than seeing them as people who are there to give support.

Another example to show that school inspection was taken as a fault-finding activity was where school inspectors asked issues that were out of the responsibility of school administration. Two head teachers said that when school inspectors came, they asked them questions that were out of their responsibility to work on. One of the respondents through an interview remarked:

*There are things that I as a head of school I am not capable of, for example an inspector can ask a question why my school does not have enough teachers. This question should be directed to the government or to the Education Division Manager who is responsible for allocations. One Head Teacher of school C*

This implies that heads of schools are demotivated with the way some inspectors (Quality Assurance Officers) function because they even doubt their ability to work. This is because to allocate teachers at a particular school is the work of government but asking Heads of schools why they do not have enough teachers is not their business. This finding echo what Machumu (2012) says that the inspector should always be equipped with necessary knowledge for his or her work.

Another respondent put this as follows:

*I was blamed for not mobilizing more resources for my school by the inspector and when I explained why that happened the inspector never listened to me. But I had to*

*tell him that there were some problems that were a result of government failure. For example, the school had no books and other teaching and learning materials and how is that my problem? With these problems how do you expect me foster revised curriculum implementation? These people do not know exactly what their work is.*  
*Head Teacher of school A*

The meaning contained in the above statement gives a picture of the way the head teachers think and take some school inspectors. It is seen that the inspectors do not act the way they are supposed when doing the work of inspection, they are supposed to listen to the problems of the head teachers whom they are inspecting but instead of doing so they do otherwise. In this way, this finding goes contrary with the requirement that the inspector is to make sure he or she listens to the problems of teachers and advise them so that the real situation at school is known and thus enable them to write realistic report. They have negative attitude/perception and this may have implications regarding the acceptance and implementation of the recommendations they give in as far as teachers' classroom practice is concerned.

However, the findings showed that most of the Head teachers felt that their relationship with the school inspectors was good; this indicates that negative relationship between head teachers and school inspectors can be managed as the head teachers, that is two of them indicated that, for school inspectors to work effectively there is need for a lot of cooperation and positive attitude. Wilcox (2000) contend that for the teacher to be willing (or not) to act on the issues raised by school inspectors, mutual understanding plays a significant role rather than diplomatic and administrative bureaucratic. To Ehren and Visscher (2008), a good relationship between teachers and school inspectors may probably have more positive bearing on teaching and learning as teachers would be free to accept advice raised by inspectors with regards to their strengths and

Weaknesses for their work.

#### **4.5.2 Disorganized and disorderly approach to Inspection**

The study found that teachers believed that the 30- 35 minutes lesson time in most schools visited was not sufficient. This was because the classes were large, and sometimes just distributing materials or grouping students took up a lot of lesson time. Moreover, the curriculum policy document required the use of diverse teaching and learning methods, and organization of activities to involve students. These were also time-consuming, and teachers had difficulty covering topics within specified time periods.

Data showed that most School inspectors did not follow the school timetable when they visit schools. In schools, time is of essence. As a result, all activities and lessons are allocated their time on the class timetable which has to be honored by the teaching staff as well as the learners. For instance, if time allocated for a certain subject has elapsed, the concerned teacher winds up the lesson to pave way for the colleague. This is well known and encouraged by the officials in the Ministry of Education. Contrary to teachers' expectations, school inspectors (QAOs) occasionally disregard the timetable and let their wishes to takeover. They may, for example, choose to supervise a subject, which has been already taught or a subject whose time is not yet. Such sudden changes annoy the teachers. Eight respondents argued that it was desirable that school inspectors begin to respect the class timetable. The timetable indicates which time a subject is to be taught and in what order. Therefore, teachers need not to be short-changed by the school inspectors. For example, one teacher complained that at times the school inspector ordered a teacher to teach a subject that was not due at that particular time. Concurring with this was a head teacher of secondary school D who lamented that sometimes a school inspector might

compel a teacher to teach a subject of an absent colleague for which they might not be prepared to teach.

However, a few teachers also commented that the level of knowledge and skills was also low among some students, more especially those from community day secondary schools. Some of whom were not able to read and understand or lacked so much knowledge that when teachers introduced new topics, they simply could not participate. And these kinds of students need more time hence going against the time table and failure to follow what is recommended according to teachers' classroom practice.

#### **4.5.3 Inspection and supervision done on teachers with inadequate supply of teaching and learning materials**

The study had found that teachers were very much concerned with school inspection and schoolbased supervision on teachers' classroom practice where secondary schools were not supplied with enough teaching and learning resources. The availability of resources will help the school managers and teachers to teach competently and skillfully. The inadequate supply of teaching and learning materials affect the implementation of the curriculum. Momezulu and Wamba (2014) argued that scarcity of textbooks means that students may not be able to practice reading, writing, and arithmetic or increase their knowledge beyond classroom. The findings unearthed that availability of teaching and learning resources play a major role in students learning in the schools. Inadequate teaching and learning materials is of great concern to teachers in this study who are expected by school inspectors and school-based supervisors to effectively teach and learners to learn.

*I don't remember when we were last supplied with teaching and learning resources, making matters worse, the school generates little resources to be used to buy these materials. One male teacher of school C*

This study had found that the school managers involved in this study were implementing the revised secondary school curriculum with inadequate teaching and learning materials such as texts books, syllabuses, chemicals and apparatuses. The findings of the study confirm the argument of Hall and Hord (2001) who said that although policy makers and curriculum developers want teachers to implement the innovation, but most resources are allocated to development process of the innovation rather than to implementation process. Fewer resources and care are provided to teaching process and teachers are expected to teach the innovation with limited resources. Such actions contribute to the failure of the innovation and teachers are blamed for that. The study indicates that the Ministry of Education in its teacher's classroom practice does not put into consideration the argument of Chirwa (2013) who argues that the provision of instructional materials is very important in almost all curricular. In his agreement with Chirwa, Ratsatsi (2005) stresses the need of instructional materials for teachers' classroom practice. He argues that the availability of teaching and learning materials justifies a new curriculum of its existence as an independent entity requiring a space in the school timetable by defining its own independent operational limitations, objectives, axioms and principles (Ratsatsi, 2005). The teachers' classroom practice is achieved by defining and adopting the curriculum's delivery strategies prescribed in new instructional materials. However, this is not the case in this study only one school out of four schools visited had enough instructional materials for teacher's classroom practice which was of concern by teachers. McLaughlin and Talbert (1990) further claim that classroom practices are greatly influenced by both human and material resources especially in developing countries like Malawi.

If a school has adequate teaching and learning resources, the probability that learners do well increases unlike where there are few teaching and learning resources. This is evident basing on the response from one head teacher at school B who had this to say:

*Our school has adequate teaching and learning resources and the teachers are trying to be resourceful on provision of locally available resources (TALULAR) to enhance understanding in learners hence high performance.*

It is therefore imperative that teaching and learning resources must be made available at all the times in the schools to ensure that learners access adequate information that may lead to their success. This finding agrees with Ratsatsi (2001) that availability of teaching and learning materials improves the performance of learners in schools.

All teachers pointed to inadequate infrastructure or materials as a key concern, such as insufficient desks, lack of textbooks (often five students shared a single textbook), pens, chalk, or a photocopy machine. Curriculum policy document required more use of teaching and learning materials to organize diverse activities, yet these materials were often lacking.

#### **4.5.4 Negative response to inspection by discontented and frustrated teachers**

The study revealed that secondary school teachers were supposed to produce several different records which they had to update from time-to-time Teaching involves much more than standing in front of learners inculcating them with knowledge. Teachers in secondary schools in Malawi are required by Ministry of education to prepare lesson plans, schemes and records of work as well as producing and maintaining various records such as scores book, learners' profile and learners' progress book among others. Apart from that, they are expected to produce learning aids as well as performing other duties which may be assigned to them by the head teacher. Five respondents



complained that this consumes much of their time and interferes with lesson preparations. Not only are the teachers' records too numerous but they also have to be prepared for large classes which is time consuming. This takes much of teachers' time leaving them inadequately prepared for the lessons.

However, teachers' records are an area of focus by school inspectors and school-based supervisors, hence teachers always strive to prepare and update them. Illustrating this point was one male teacher who complained that:

*Teachers were overburdened by records which they prepared and updated. For example, recording of written exercise results for each learner for a big class like mine was not only tiresome but time consuming as well. So, I wished that school-based supervisors could concentrate on what goes in class rather than the records. One male teacher of school C* This is in agreement with the findings of study conducted in Canada by Poirer (2019) in which teachers complained that increased teacher workloads interfered with the development of teachers' skills and abilities. Similarly, Mulkeen (2013) found out that supervisors in African Englishspeaking countries, Malawi included, were inadequately prepared to provide pedagogical support, and much of their feedback seemed to focus more on mechanical issues such as lesson planning and the use of teaching materials.

In other words, the number of teaching records needs to be reduced to only include the most important ones for lesson delivery such as schemes and records of work as well as lesson plans.

#### **4.6 Ways for improving school inspection and school-based supervision for teachers' classroom practice**

The fourth objective was to establish how School inspection and School-based supervision can be carried out so as to contribute to teachers' classroom practice. School-based supervisors, School

inspectors and teachers proposed ways on how best they can effectively contribute to teacher's classroom practice as discussed in the subsections below.

#### **4.6.1 School inspectors and school-based supervisors' need for establishment of good working relationship with teachers**

The study found that majority of the teachers, indicated that the best way for the school inspectors (QAOs) and School- based supervisors to work with them was for them to give room to teachers to state their problems on teachers' classroom practice. This can only be possible where there is a good relationship between, school inspectors and school-based supervisors. However, some teachers indicated that they could work with them if the school inspectors (QAOs) and Schoolbased Supervisors could propagate the need for a teamwork in preparation of teaching and learning.

Kadzamira (2006) asserts that when teachers are discontented with their career, they may reduce their effort on the work and this can affect their performance and teachers' classroom practice. Teachers should be motivated to take part in the process of assessment developed by school inspectors (QAOs) and School-based Supervisors to evaluate them. This will help them to understand the procedures in which the two commonly pass opinion on them and make it clear for understanding what constitutes effectiveness on teachers' classroom practice.

To Ehren and Visscher (2016), a good relationship between teachers, school inspectors and schoolbased supervisors may probably have more positive bearing on teaching and learning as teachers would be free to accept advice raised by inspectors with regards to their strengths and weaknesses.

#### **4.6.2 Inspectors should participate in CPDs for teachers**

The school Head teachers also gave their proposed ways for effective School inspection. The last head teacher out of the four stated that teachers' classroom practice would be done better if more CPDs are organized and sometimes be facilitated by School inspectors. Inspectors should participate in CPDs for teachers to know exactly what is been discussed and if anything, start correcting from there. Matthew, (2012), say that, for inspections to be meaningful, inspectors should be aware of the issues that can cause some problems especially when they are administering their duty. They are supposed to know the areas that they are due to inspect. CPDs has also emerged to be one of the critical factors in this study. Participants observed that CPDs is at the core of every profession as it improves not only teacher's skills and competencies but can also improve inspectors on the same. According to participants, this makes an individual become efficient and effective. They argued that individual efficiency and effectiveness contributes to group and organizational effectiveness since the whole is the sum of its parts. Unfortunately, inspectors are not involved in these CPDs.

The findings indicated that school head teachers want to see that teaching skills of their teachers improved through in service training and inspection. This concurred with Wilcox (2000), who states that school inspection should help teachers to develop their academic skills.

#### **4.6.3 School based Instructional supervisors (Head-teachers) should organize CPDs**

The study found that most Head teachers were not organizing CPDs for teachers. This was alluded to by teachers.

*“We have stayed for now two years without any CPD at this school.” One male teacher.*

School-based supervisors visit classrooms and collect information relevant to pedagogical improvement. According to Matete (2009), school-based supervisors are in charge of teacher training at school level. Therefore, it is expected of them (Head teachers) to organize these CPDs in their respective secondary schools. This concurs with what Esia-Donkoh and OfosuDwameno (2014) recommend that teachers should undertake continuous and sustained professional development to help improve on education standards. Modern demands of teaching require teachers to undertake life-long development in their profession to update and upgrade their knowledge and skills to improve their teaching delivery

#### **4.6.4 School inspectors and school-based supervisors should accommodate teacher's views on inspection and supervision**

*Teachers should be allowed to use their initiatives in performing their jobs and taking decision.* One head teacher of school C

9 teachers alluded to the above. They said that this will give them the motivation to work much harder. This agrees with what Haule (2012) noted that inspection shocks most of teachers where they are not heard. The study found that majority of the teachers, indicated that the best way for the school inspectors (QAOs) and School- based supervisors to work with them was for them to give room to teachers to state their problems on teacher's classroom practice. And this according to teachers will give them a motivation to work even much better. Teacher accommodation, which is about involving teachers in participatory decision-making, giving them autonomy, engaging with them. The impact teacher accommodation affirms the observation by Charlotte Advocates for Education and Mulkeen (2010) that when teachers are accommodated to the extent that they make autonomous decisions, it enhances their professional growth as well as their job satisfaction

which are critical in promoting teacher performance. But a lack thereof enhances dissatisfaction and lead to doing things to the contrary. In such schools where school-based supervisors accommodate teachers, it has been observed that teachers are willing to do more and there is cohesiveness unlike where it is scantily practiced. This is in line with what has been argued by Mulford (2003) and Hirsch and Emerick (2007) that confirms that involvement in decision making, autonomy in decision making and delegation are necessary for professional growth and therefore promote teacher performance. But the lack thereof can trigger job dissatisfaction and poor performance.

#### **4.6.5 School inspectors and school-based supervisors should make regular visits**

All respondents agreed that regular visits should be made by school inspectors and school-based supervisors to promote quality of teaching and learning. This agrees with what Nkinyangi (2006) suggests, that school inspectors need to conduct continuous assessment, monitoring, and reviewing the performance and progress of learners

The study found that in terms of visits of the inspections made, they do not meet the requirement that every school has to be inspected at least once per each academic year. From 2015 to 2023 each sampled school was to be inspected eight times but that was not done. This means that school inspection is not done at all and this in one way or another leads to failure to know if what is taught in schools is based on what is recommended by the Ministry of education. Hence failure to monitor teachers' classroom practice in schools. Data revealed that teachers indicated that the best way to work with school inspectors on teachers' classroom practice was through making of regular visits by these inspectors (QAOs) and school-based supervisors to enhance perfection on teachers' classroom practice.

#### **4.6.6 School inspection and supervision should target every teacher at school**

Every teacher at school should be observed. 5 teachers out of 12 said this. Teachers stated that teachers' classroom practice would be better done if every teacher at school is observed and not just few and this will help the whole school to improve. Targeting a few is said to be misinterpreted as if the few are reported to be not doing their work hence supervision to take place on them. Leeuw (2012) believes that school inspection is conducted to help teachers improve the quality of their teaching. Hence all teachers are supposed to be observed in order to realize the common goal and that is improvement of education standards.

#### **4.6.7 Ministry of Education should mobilize teaching and learning resources**

School inspection and school-based supervision was done on teachers with inadequate supply of teaching and learning materials. This is in contrast to MoEST (2017), these resources help students to learn faster and easier and remember what they have learnt hence quality of teaching and learning.

*Our school has adequate teaching and learning resources and the teachers are trying to be resourceful on provision of locally available resources (TALULAR) to enhance understanding in learners hence high performance. One head teacher of school D*

The Ministry of Education in its teachers' classroom practice does not put into consideration the argument of Chirwa (2013) who argues that the provision of instructional materials is very important in almost all curricular. In his agreement with Chirwa, Ratsatsi (2012) stresses the need of instructional materials for teachers' classroom practice. He argues that the availability of teaching and learning materials justifies a new curriculum of its existence as an independent entity requiring a space in the school timetable by defining its own independent operational limitations, objectives, axioms and principles.

It is therefore imperative that teaching and learning resources must be made available at all the times in the schools to ensure that learners access adequate information that may lead to their success just as teachers suggested. This agrees with Ratsatsi (2012) that availability of teaching and learning materials improves the performance of learners in schools.

#### **4.6.8 Inspection and Supervision should focus on teaching and learning process rather than school records.**

*Teachers are overburdened with records to fill. Recording of written results for a big class is tiresome and time consuming. I wish inspectors and supervisors to concentrate on what goes in class rather than the records.* One male teacher of school D

School inspectors and school-based supervisors focused much on records than the actual teaching in classrooms.

*You tend to wonder that these inspectors emphasize much on us teachers having all records in order than the actual process of teaching in classroom.* One male teacher of school A this means that the inspectors went inspect schemes of work, lesson plans and lesson notes. They do not go to inspect the process of teaching and learning because they believe that the quality of education is all about these documents. Teachers thought it was important for inspectors and supervisors to focus much on teaching and learning process in class rather than school records.

#### **4.6.9 Chapter Summary**

This section has presented the nature of school inspection and school-based supervision, the effects of school inspection and school-based supervision on teachers' classroom practice, challenges of school inspection and school-based supervision on teachers' classroom practice and ways for

improving school inspection and school-based supervision for teachers' classroom practice. The next section summarizes, concludes and offers recommendations based on the findings of the study.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Chapter overview**

The aim of this study was to investigate the role of school inspection and school-based supervision on teachers' classroom practice in four secondary schools in Northern education division. The study has explained the nature of both school inspection and school-based supervision in secondary schools in Malawi, the influence of both school inspection and school-based supervision on teachers' classroom practice, the challenges of school inspection and school-based supervision on teachers' classroom practice and how school inspection and school-based supervision can be improved to contribute to teachers' classroom practice in secondary schools. In addition to that, the study has described the research methodology utilized by the researcher as well as presented, discussed and analyzed study's findings. This chapter does the following: gives a brief summary of the study; draws conclusions based on the research's findings; and makes recommendations which may be valuable to various education stakeholders including officials at Ministry of education, school inspectors (QAOs) and school-based supervisors.

#### **5.2 Summary of the findings**

With Malawi's declining education standards in mind, the researcher investigated the role of school inspection and school-based supervision on teachers' classroom practice. Effective inspection and supervision entail improved teaching which in turn leads to quality education. Involved in the study were thirty-two teachers from four secondary schools and four school inspectors in the Northern education division. These participants were conveniently sampled from the Northern education

division. This study was qualitative in nature in the form of a case study design as the researcher intended to investigate the role of school inspection and school-based supervision on teachers' classroom practice in secondary schools in Malawi. Data was collected from the respondents through individual face to face interviews. The data has been presented in narrative form since it was qualitative research.

The objectives of this study were: to access the nature of inspection and school-based supervision in secondary schools, to analyse the influences of inspection and school-based supervision on teachers' classroom practice, to explore the challenges of inspection and school-based supervision on teachers' classroom practice and to establish how inspection and school-based supervision can be improved to contribute to teachers' classroom practice.

The key finding for the first objective was that nature of inspection and school-based supervision was irregular.

The key findings for the second objective were that; school inspection and school-based supervision improves teacher preparedness, school inspection and school-based supervision improves teaching methods, school inspection and school-based supervision leads to improved students' performance, school inspection and school-based supervision improves teaching skills and lesson delivery, school inspection and school-based supervision improves teacher's discipline, leads to discovery of challenges facing teaching and learning and that School inspection and school-based supervision makes teaching and learning to be in line with the curriculum. The key findings for the third objective were that; School inspection is taken as a fault-finding activity, disorganized and disorderly approach to inspection, school inspection and school-based supervision done on teachers with inadequate supply of teaching and learning materials and negative response to inspection by discontented and frustrated teachers.

The key findings for the fourth objective were that; School inspectors and school-based supervisors need for establishment of good working relationship with teachers, School based Instructional supervisors(Head-teachers) should organize CPDs, School inspectors and school based supervisors should accommodate teachers views on inspection and supervision, School inspectors and school-based supervisors should make regular visits, School inspection and supervision should target every teacher at school , Inspectors should participate in CPDs for teachers, the Ministry of education should mobilize teaching and learning resources and Supervision should focus on inspecting and supervision of teaching and learning process rather than school records.

### **5.3 Conclusion of the study**

Much as school inspection and school-based supervision are very important as tools to monitor and improve teachers' classroom practice in Malawi, they are done irregularly. The study found that the majority of school Managers perceive School Inspection and School-based supervision to be very important although it is wrought with challenges. The respondents believe that School Inspection and School-based supervision are beneficial in numerous ways. Several suggestions were cited in this study by school inspectors, managers and teachers on how school inspection and school-based supervision can improve teachers' classroom practice.

It was noted that school inspection and school-based supervision plays an important role in teachers' classroom practice, and improving the quality of education particularly in Northern education division where the study was conducted. Some scholars like Grauwe (2007) look at school inspection as a dictatorial and a controllable policy in the practice of education yet the world today considers school inspection a great concern that can be used in the improvement of quality education provided, in order to meet the needs of a global market economy. Similarly

school-based supervision is very important also just like Grauwe and Carron (2007) says that, school-based supervision controls what goes in schools.

Majority of the respondents had positive attitudes toward school inspection and school-based supervision as playing a role on teacher's classroom practice. Other respondents however have a negative attitude as they consider it as fault finding.

It is likely that when schools are not inspected the Ministry of education will miss a lot of information about the statuses of the schools and consequently no deliberate intervention can be made. It is until these reasons are addressed that school inspection and school-based supervision will deliver to the maximum and hence good teacher's classroom practice in schools.

#### **5.4 Contribution to knowledge**

The study has contributed knowledge on the role of school inspection and school-based supervision which is important to the education community. This is because since the introduction of school inspection and school-based supervision in the education system in Malawi, this study is probably one of the first of its kind. Therefore, it has helped in revealing how school inspection and school-based supervision is done in the secondary schools in Malawi. The study also revealed effects and challenges facing school inspection and school-based supervision. While on the other hand the study revealed ways to improve school inspection and school-based supervision. The findings of the study have several contributions to different education stakeholders. Firstly, the results of this study have the potential of equipping the researcher with evidence-based knowledge and skills in teachers' classroom practice. Secondly, the findings of the study have the potential of the Ministry of Education to improve and make reforms so that external inspection and school

based supervision meets teachers' expectations. Eventually, teachers' classroom practice can improve as teachers can easily accept school inspectors (QAOs) and school-based supervisors' recommendations and implement them. Thirdly, the study further helped school inspectors, school-based supervisors and teachers who took part in the research by providing them with useful reflection on their policies and practices and how to address school inspection and school-based supervision-related challenges they were facing. The information helped them to improve management systems in the Ministry of education.

#### **5.4 Recommendations**

This study discovered that school inspection and school-based supervision is irregularly done in Malawi particularly in the secondary schools of the Northern education division. This study therefore recommended the following:

##### **5.3.1 Ministry of Education**

The Ministry of education should make sure that it trains as many inspectors as possible so that the ratio between the number of schools and inspectors is fair. If the Government through this Ministry does this, many secondary schools will be inspected and hence improved teachers' classroom practice in schools.

There should be special budget which is sufficient to finance all the needs of inspection. Currently inspectors are crying because they do not have the requirements for doing their work as required. The ministry of education should work hand in hand with head teachers and school inspectors to revise inspection procedures in schools. Sometimes teachers are traumatized to see inspectors in school corridors.

### **5.3.2 School inspectors (QAOs) and School-based supervisors**

They should act in the way of making the inspections and supervisions friendlier so that they win confidence of the teachers and students and thus improve academic performance. That is, there should be friendly relationship between inspectors, supervisors and teachers.

Favoritism should not have a place in school-based supervision as it demoralizes other teachers who are not friends of the school-based supervisors. Therefore, school-based supervisors must provide supervision grades that reflect teachers' performances and not their relationship with them. In other words, performances of all teachers should be subjected to fair assessment. No teacher should be spared from the exercise.

School inspectors and school-based supervisors need to listen to teachers' explanations before passing judgment on them. The tendency of shout at teachers without evaluating their explanations leaves teachers disgusted with the whole exercise. This is a democratic era as such inspection and supervision should be democratic as well.

### **5.3.3 Schools**

Schools should act on the recommendations given to them by the school inspectors (QAOs). They have to have strategies that are aimed at addressing the shortcomings seen and be serious with their quality of teaching and learning. This is because some strategies are not respected and not translated into action. The heads of schools should always make sure that school-based supervision is conducted since external school inspectors are not sufficient to reach all schools. It is their duty to make sure that they supervise and take action for corrective measures for improved teachers' classroom practice.

#### **5.4 Suggestion for Further Study**

Although this study has come up with some findings on the role of school inspection and school based supervision on teachers' classroom practice in secondary schools in Malawi, further research can be done

- In primary school in Malawi
- In teacher training colleges in Malawi

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## **APPENDICES**

### **Appendix 1: letter of Approval from Mzunirec**



# MZUZU UNIVERSITY

DIRECTORATE OF RESEARCH

Mzuzu University  
Private Bag 201  
Luwinga  
Mzuzu 2  
MALAWI  
TEL: 01 320 722  
FAX: 01 320 648

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## MZUZU UNIVERSITY RESEARCH ETHICS COMMITTEE (MZUNIREC)

Ref No: MZUNIREC/DOR/23/46

29/05/2023.

Overton Toroma,  
Mzuzu University,  
P/Bag 201,  
Luwing  
a,  
Mzuzu  
2.

[adatoroma@gmail.com](mailto:adatoroma@gmail.com)

Dear Overton,

**RESEARCH ETHICS AND REGULATORY APPROVAL AND PERMIT FOR  
PROTOCOL REF NO: MZUNIREC/DOR/23/46: THE ROLE OF SCHOOL  
INSPECTION AND SCHOOL-BASED SUPERVISION ON TEACHERS'  
CLASSROOM PRACTICE IN MALAWI.**

Having satisfied all the relevant ethical and regulatory requirements, I am pleased to inform you that the above referred research protocol has officially been approved. You are now permitted to proceed with its implementation. Should there be any amendments to the approved protocol in the course of implementing it, you shall be required to seek approval of such amendments before implementation of the same.

This approval is valid for one year from the date of issuance of this approval. If the study goes beyond one year, an annual approval for continuation shall be required to be sought from the Mzuzu University Research Ethics Committee (MZUNIREC) in a format that is available at the Secretariat. Once the study is finalised, you are required to furnish the Committee with a final report of the study. The Committee reserves the right to carry out compliance inspection of this approved protocol at any time as may be deemed by it. As such, you are expected to properly maintain all study documents including consent forms.

**Committee Address:**

**Secretariat, Mzuzu University Research Ethics Committee, P/Bag 201, Luwingu,  
Mzuzu 2; Email address: [mzunirec@mzuni.ac.mw](mailto:mzunirec@mzuni.ac.mw)**

Wishing you a successful implementation of your study.

Yours Sincerely,



**Gift Mbwele**

**SENIOR RESEARCH ETHICS ADMINISTRATOR  
MZUNIREC**

**For: CHAIRMAN OF**

**Appendix 2: Consent form**



**Mzuzu University Research Ethics Committee (MZUNIREC)**

**Informed Consent Form for Research in  
*Master of Education in Educational Leadership and Management***

**Introduction**

I am **Overton K Toroma** from **Mzuzu University**. We are doing research on ***the role of school inspection and School-based supervision on teachers' classroom practice in Malawi***. This consent form may contain words that you do not understand. Please ask me to stop as we go through the information and I will take time to explain. If you have questions later, you can ask them of me or of another researcher.

**Purpose of the research**

This research aims to ***investigate the role of school inspection and school-based supervision on teachers' classroom practice in Malawi***.

### **Type of Research Intervention**

This research will involve your participation in a group discussion and/or individual interview.

### **Participant Selection**

You are being invited to take part in this research because **XXXX**.

### **Voluntary Participation**

Your participation in this research is entirely voluntary. It is your choice whether to participate or not. If you choose not to participate nothing will change. You may skip any question and move on to the next question.

### **Duration**

The research takes place for a period of **three months**

### **Risks**

You do not have to answer any question or take part in the discussion/interview/survey if you feel the question(s) are too personal or if talking about them makes you uncomfortable.)

### **Reimbursements**

You will not be provided any incentive to take part in the research.

### **Sharing the Results**

The knowledge that we get from this research will be shared with you and your community before it is made widely available to the public. Following, we will publish the results so other interested people may learn from the research.

### **Who to Contact**

If you have any questions, you can ask them now or later. If you wish to ask questions later, you may contact:

**Mr Overton K Toroma** . Phone numbers 0993712842/0881247371

This proposal has been reviewed and approved by Mzuzu University Research Ethics Committee (MZUNIREC) which is a committee whose task it is to make sure that research participants are protected from harm. If you wish to find about more about the Committee, contact Mr. Gift Mbwele, Mzuzu University Research Ethics Committee (MZUNIREC) Administrator, Mzuzu University, P/Bag 201, Luwingu, Mzuzu 2, Phone: 0999404008/0888641486

Do you have any questions?

**Part II: Certificate of Consent**

*I have been invited to participate in research about **the role of school inspection and school-based supervision on teachers' classroom practice in Malawi.***

**I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study**

**Print Name of Participant** \_\_\_\_\_

**Signature of Participant** \_\_\_\_\_

**Date** \_\_\_\_\_

**Day/month/year**

***If illiterate***<sup>1</sup>

**I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.**

**Print name of witness** \_\_\_\_\_

**Thumb print of participant**



**Signature of witness** \_\_\_\_\_

**Date** \_\_\_\_\_

**Day/month/year**

**Statement by the researcher/person taking consent**

**I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands the research project. I**

---

<sup>1</sup> A literate witness must sign (if possible, this person should be selected by the participant and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

confirm the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

Signature of Researcher /person taking the consent\_\_\_\_\_

Date \_\_\_\_\_

Day/month/year

### Appendix 3: Clearance letter



**MZUZU UNIVERSITY**

Department of Teaching, Learning and  
Curriculum Studies

Mzuzu University  
Private Bag 201  
L u w i n g a  
M z u z u 2  
M A L A W I

Tel: (265) 01 320 575/722  
Fax: (265) 01 320 568  
[mdolo.mm@mzuni.ac.mw](mailto:mdolo.mm@mzuni.ac.mw)

**29<sup>th</sup> May 2023**

### **TO WHOM IT MAY CONCERN**

Dear Sir/Madam,

#### **LETTER OF INTRODUCTION: MR OVERTON TOROMA**

Mr Overton Toroma is a registered Master of Education (Leadership and Management) Program student at Mzuzu University. He has been cleared by the Mzuzu University Research Ethics Committee (MZUNIREC) to



collect data for the research study he is conducting as a requirement for the program.

Kindly assist him accordingly.

Yours faithfully,



**Dr Margaret M. Mdolo**  
**Program Coordinator**

#### **Appendix 4: Clearance letter from the Education Division Manager**

Ref No: 2/A1

2<sup>nd</sup> June, 2023

FROM: THE EDUCATION DIVISION MANAGER, P.O BOX 133, MZUZU

TO: THE CONCERNED HEADTEACHER

#### **LETTER OF INTRODUCTION FOR OVERTON TOROMA (STUDENT)**

The bearer of this letter is Mr. Overton Toroma a student at Mzuzu University. As he still continues his studies, he is carrying out research on **'The role of school inspection and school Based supervision on teachers' classroom practice in Malawi (A case of Northern Education Division)'** as fulfillment of the requirement for the ward of Master of Education in Leadership and Management.

I therefore write to introduce and authorize him to carry out the research in your school.

Your usual cooperation will highly be appreciated.



Vincent Kaunda(PQAO)  
 For: THE EDUCATION DIVISION MANAGER (N)

**Appendix 5: Interview Guide for School Inspectors (Quality Assurance Officers)**

**Research Title:** THE ROLE OF SCHOOL INSPECTION AND SCHOOL-BASED SUPERVISION ON TEACHERS’ CLASSROOM PRACTICE IN SECONDARY SCHOOLS IN MALAWI.

Dear Respondent,

I am Overton K Toroma, a student at Mzuzu University pursuing a Masters of Education in Leadership and Management, this interview seeks information on the role of inspection on teachers’ classroom practice in secondary schools in Malawi. The information to be gathered is for the academic purposes and will be treated with uttermost confidentiality. I kindly ask you to give the appropriate answer and explaining where required. **Part I: Personal Information**

Name.....

Teaching  
experience.....

Experience as Inspector of schools.....

District/Division.....

Number of years as Inspector of schools.....

Date.....

Academic qualification of the Inspector.....

Position.....

**Part ii: Specific Information on Inspection**

1. What are your Responsibilities as the school Inspector?
2. What are your Responsibilities in relation to teachers’ classroom practice in your division?
3. Would you say that teachers’ classroom practice is being done as intended by the Ministry in the schools of your division?
4. If yes what would you say to be the contributing factors in your division?
5. Would you consider Inspection to be amongst the contributing factors to improved teacher’s classroom practice?
6. Do you think Inspection contributes to the effectiveness of teachers’ classroom practice?
7. If yes in what way explain?
8. What are the types of inspections carried out in those secondary schools?
9. How many Inspectors are there in this division for different subjects?
10. Do think this number is proportional with number of schools?
11. If no why?
12. How many times do you inspect the schools per year?
13. What types of Inspections are carried out in relation to teachers’ classroom practice?
14. What type of recommendations in regards to teachers’ classroom practice do you give?
15. Have the recommendations brought any change?
16. If yes, How?
17. If no, Why?
18. Do you think teachers give you full cooperation when inspecting them?
19. If yes, how?
20. If no, why?
21. What are the challenges you face in the course of school inspection?
22. In what way do those challenges impact negatively on teachers’ classroom practice?
23. What should be done to improve school inspection for improving teachers’ classroom practice?

## **Appendix 6: Interview Guide for Teachers**

**Research Title:** THE ROLE OF SCHOOL INSPECTION AND SCHOOL-BASED SUPERVISION ON TEACHERS' CLASSROOM PRACTICE SECONDARY SCHOOLS IN MALAWI.

Dear Respondent,

I am Overton K Toroma, a student at Mzuzu University pursuing a Masters of Education in Leadership and Management, this interview seeks information on the role of inspection on teachers' classroom practice in secondary schools in Malawi. The information to be gathered is for the academic purposes and will be treated with uttermost confidentiality. I kindly ask you to give the appropriate answer and explaining where required.

### **Part I: Personal Information**

Name.....

Teaching  
experience.....

Experience as Teacher at this school.....

District/Division.....

Date.....

Academic qualification of the Inspector.....

Grade .....

### **Part II: Specific Information on Inspection**

1. Would you say that teachers' classroom practice is being done as intended by the Ministry at this school?

2. If yes what will you say to be the contributing factors for it effective done at this school?
3. Would you consider School Inspection from the Ministry of education to be amongst the contributing factors for effective teachers' classroom practice?
4. Do you think Inspection contributes to your effectiveness of teaching?
5. If yes in what way explain?
6. What are the types of inspections carried out on you as teachers at this secondary school by the Ministry of education?
7. How many times is the Ministry of education expected to be carry out school inspection on you as teachers at this secondary school per year?
8. How many times has the Ministry of education carried out school inspection on you teachers since 2015?
9. Does the Ministry inspectors share with you school inspection reports to you?
10. What are the contents of these reports?
11. If they share with you, what is your view on these reports?
12. If they not, why do they not give them to you?
13. What are the contributions of those reports on improving teachers' classroom practice?
14. Can you mention some of the challenges on your teaching in class?
15. Do you have any other comments with regard to the role of Inspection in improving teaching and learning?

### **Part III: Specific Information on School-based Supervision**

1. Would you consider School-based Supervision to be amongst the contributing factors to the effectiveness of teachers' classroom practice?
2. Do you think Supervision of teaching contributes to the effectiveness of teaching in class?
3. If yes in what way explain?
4. Are you shared supervision results by your Head or Head of departments?
5. Do you implement the recommendations of your supervisors?
6. How many times are you supervised by your Head teacher or Heads of department?
7. How have school-based supervisions improved the quality of your teaching?
8. Do you have any other comments with regard to the role of School-based supervision in improving teaching and learning at this school?

**Appendix 7: Interview Guide for the Head teacher of school**

**Research Title:** THE ROLE OF SCHOOL INSPECTION AND SCHOOL-BASED SUPERVISION ON TEACHERS’ CLASSROOM PRACTICE IN SECONDARY SCHOOLS IN MALAWI.

Dear Respondent,

I am Overton K Toroma, a student at Mzuzu University pursuing a Masters of Education in Leadership and Management, this interview seeks information on the role of inspection on teachers’ classroom practice in secondary school in Malawi. The information to be gathered is for the academic purposes and will be treated with uttermost confidentiality. I kindly ask you to give the appropriate answer and explaining where required.

**Part I: Personal Information**

Name.....

Teaching  
experience..... Name  
of the school.....,

Experience as Head teacher .....

District/Division.....

Number of years as Head teacher at a school.....

Date.....

Academic qualification of the Head teacher.....

Sex .....

Total number of students at school.....

Number of teachers at school.....

Number of shifts at school.....

## **Part II: Specific Information on Inspection**

16. What are your Responsibilities as Head teacher?
17. What are your Responsibilities in relation to teachers' classroom practice at your school?
18. Would you say that teacher's classroom practice is being done as intended by the Ministry at this school?
19. If yes what will you say to be the contributing factors for effectiveness of teacher's classroom practice at this school?
20. Would you consider School Inspection from the Ministry of education to be amongst the contributing factors to the effectiveness of teachers' classroom practice?
21. Do you think Inspection contributes to the effectiveness of teachers' classroom practice?
22. If yes in what way explain?
23. What are the types of inspections carried out at this secondary school by the Ministry of education?
24. How many times the Ministry of education is expected to carry out school inspection at this secondary school per year?
25. How many times has the Ministry of education carried out school inspection of teachers since 2015?
26. Does the Ministry inspectors share with you school inspection reports to you?
27. What are the contents of these reports?
28. If they share with you, what is your view on these reports?
29. If they not, why do they not give them to you?
30. What are the contributions of those reports?
31. Can you mention some of the challenges of Ministry of education Inspection at your school?
32. Do you have any other comments with regard to the role of Inspection in improving teacher's classroom practice at this school?

## **Part III: Specific Information on School-based Supervision**

9. Would you consider School-based Supervision to be amongst the contributing factors to the effectiveness of teachers' classroom practice?
10. Do you think Supervision of teaching contributes to teachers' classroom practice?
11. If yes in what way explain?

12. Do you share supervision results to the teachers?
13. Do your teachers implement your recommendations of your supervision of their teaching?
14. How many times do you conduct supervision in classroom?
15. How have school-based supervisions improved the quality of teaching?
16. Do you have any other comments with regard to the role of School-based supervision in improving teacher's classroom practice at this school?

**Appendix 8: Interview Guide for Head of Departments in schools on school-based supervision**

**Research Title:** THE ROLE OF SCHOOL INSPECTION AND SCHOOL-BASED SUPERVISION ON TEACHERS' CLASSROOM PRACTICE IN SECONDARY SCHOOLS IN MALAWI.

Dear Respondent,

I am Overton K Toroma, a student at Mzuzu University pursuing a Masters of Education in Leadership and Management, this interview seeks information on the role of inspection on teachers' classroom practice in secondary schools in Malawi. The information to be gathered is for the academic purposes and will be treated with uttermost confidentiality. I kindly ask you to give the appropriate answer and explaining where required.

**Part I: Personal Information**

Name.....

Teaching experience.....

Name of the school.....,

Experience as Head of department .....

District/Division.....

Number of years as Head of department at a school.....

Date.....

Academic qualification of the Head of department.....

Sex .....

Number of teachers supervised at school.....



Number of shifts at school.....

**Part II: Specific information on school-based supervision**

1. Would you consider School-based Supervision to be amongst the contributing factors to the effectiveness of teachers' classroom practice?
2. Do you think Supervision of teaching contributes to the effectiveness of teachers' classroom practice?
3. If yes in what way explain?
4. Do you share supervision results to the teachers?
5. Do your teachers implement your recommendations of your supervision of their teaching?
6. How many times do you conduct supervision in classrooms?
7. How have school-based supervisions improved the quality of teaching?
8. Do you have any other comments with regard to the role of School-based supervision in improving teachers' classroom practice at this school?