

**Perceptions of primary school teachers and other stakeholders on the effectiveness of school inspectors in enhancing effective teaching and learning: a case study of Iringa region**

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This study was devoted to investigating and finding out teachers' and other stakeholders' perceptions to which school inspectors have been effective in enhancing effective teaching and learning in primary schools. The study utilized both qualitative and quantitative research approaches. The area involved was Iringa region where three out of seven districts were included in the study. The sample composed of 77 teachers, 8 Head teachers, 7 inspectors, 2 Chief inspectors and 7 school committee members who were selected through random sampling and purposive sampling techniques. Data was collected through questionnaires, interview guides and documentary review. Data collected was later subjected to both qualitative and quantitative analysis. Inferences were drawn in an effort to answer the questions raised by the set research tasks. Major findings indicated that the majority of the teachers perceived school inspectors as being effective in enhancing teaching and learning process. They appreciated the advice they received in all areas related to effective teaching and learning, all of which helped to improve pupils' performance. Head teachers on the other hand admitted that their school management and administration skills improved in different aspects like in: record keeping; financial management; personnel management and school buildings and environments. However, for example, in organizing and conducting seminars and in-service courses for teachers' development, meeting with school committees and the frequency of inspection of schools. It was found that schools in the urban areas had more inspection visits than those in rural areas. Basing on these findings, recommendations were given in two major themes: Recommendations for action which includes the need to provide adequate resources to facilitate inspectoral services and the provision of regular in-service training for the professional development of teachers. For further study, apart from specific studies, it was recommended that a more comprehensive similar study should be done which will involve a larger area and representative sample to make the findings more generalizable.