

District inspection visits and teacher performance in public primary schools in Nyakishenyi Sub-County, Rukungiri District. A cross-sectional study.

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Abstract

Background:

The performance of teachers in public primary schools within rural areas has historically been shaped by a complex interplay of structural, policy, and socio-cultural factors. The study aims to examine the relationship between district inspection visits and teacher performance in public primary schools in Nyakishenyi Sub-County, Rukungiri District.

Methodology:

The study will be guided by a descriptive, cross-sectional, and correlational survey design. The Quantitative data were obtained from the questionnaires administered to teachers and the School Committee Management (SCM) members. This data was coded, entered, and analysed using the Statistical Package for Social Sciences (SPSS) version.

Results:

The majority of respondents were male, 54% (54), and females accounted for 46% (46). The results show that a large proportion of respondents agreed that district education inspectors regularly visited schools throughout the academic year (Mean = 4.16). Similarly, respondents agreed that the frequency of inspection visits per term was adequate (Mean = 4.06) and that inspections were conducted consistently as scheduled (Mean = 4.07). Comparatively lower mean scores were observed regarding follow-up visits after initial inspections (Mean = 3.94) and the prevalence of unannounced inspection visits (Mean = 3.80). Inspection visits were effectively implemented and played a significant role in improving school performance, as supported by the agreement that such visits led to meaningful improvements in school performance (Mean = 4.09). The findings show that district inspection visits had a strong positive relationship with teacher performance ($r = 0.734$, $p < 0.01$).

Conclusions:

District inspection visits have a positive and significant influence on teacher performance in public primary schools in Nyakishenyi Sub-County. Regular inspection visits contribute to improved lesson planning, classroom management, and teacher accountability.

Recommendations:

The Ministry of Education and District Education Offices should increase the frequency and consistency of district inspection visits to public primary schools.

Keywords: District inspection visits, Teacher performance, Public primary schools, Nyakishenyi Sub-County.

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Background

The performance of teachers in public primary schools within rural areas has historically been shaped by a complex interplay of structural, policy, and socio-cultural factors, resulting in persistent disparities in educational quality

compared to urban settings. In the early to mid-20th century, particularly in colonial and post-colonial contexts, rural teachers often lacked formal training and operated in severely under-resourced environments, leading to limited

pedagogical effectiveness and high absenteeism (UNESCO, 2014).

The global push for Universal Primary Education in the latter half of the 20th century expanded access but further strained the rural teacher workforce, as rapid enrollment growth outpaced the availability of qualified educators (Mulkeen, 2006). While the 1990s and 2000s brought a policy shift towards teacher quality and accountability, spurred by international agendas such as Education for All, rural schools continued to face challenges in recruitment and professional development (Bennell & Akyeampong, 2007). More recent interventions, such as ICT-enabled remote teaching in countries like China and targeted incentive programs in Sub-Saharan Africa, have demonstrated modest improvements in rural teacher performance and student outcomes, yet deep-rooted inequities remain (Zhang et al., 2022). Ultimately, the historical trajectory of teacher performance in rural primary education underscores the need for context-sensitive, sustained strategies that address both the professional needs of teachers and the structural disadvantages of rural schooling systems. As countries adopted Universal Primary Education policies, the demand for teachers grew rapidly, but recruitment often prioritised quantity over quality, leading to many untrained or undertrained teachers in remote rural settings, with attendant low instructional quality and frequent absenteeism (Akseer et al., 2020). The study aims to examine the relationship between district inspection visits and teacher performance in public primary schools in Nyakishenyi Sub-County, Rukungiri District.

METHODOLOGY

Research design

The study will be guided by a descriptive, cross-sectional, and correlational survey design. The study employed both

quantitative and qualitative approaches in collecting and analyzing data for this study.

Research Design

The study was guided by a descriptive, cross-sectional, and correlational survey design. Furthermore, the study employed both quantitative and qualitative approaches in collecting and analyzing data. A descriptive survey design was used to explain the characteristics of respondents and present findings on key study variables using means, percentages, standard deviations, and frequency tables. The study was cross-sectional in nature, as data were collected from respondents at a single point in time over a short period. It was also correlational, as Pearson correlation analysis was used to establish the significance of relationships between the study variables in line with the research objectives. The qualitative approach was employed to examine and interpret non-numerical findings of the study, while the quantitative approach was used to analyze and interpret numerical data in order to generate meaningful results.

Study population

The study targeted seven public primary schools in Nyakishenyi Sub-County, Rukungiri District. The study will be carried out at Bikongozo Primary School, Kisya Primary School, Murama Primary School, Mabindi Primary School, Katonya Primary School, Nyakishenyi Primary School, and Rwakaraba Modern Primary School.

The study population included: District Education Officer, District Inspector of Schools, Members of the Education Committee, teachers, head teachers, and School Committee Management (SCM) members drawn from selected Universal Primary Education (UPE) schools in the sub-county. The target population for the study was 160 participants.

Table 1: Population Size, Sample Size, and Sampling Technique

Category	Population Size	Sample size	Sampling technique
District Education Officer	01	01	Census
District Inspector of Schools	01	01	Census
District Education Committee Members	10	07	Purposive sampling
Teachers	71	50	Stratified Sampling
Head teachers	7	05	Purposive Sampling
SCM members	70	49	Stratified Sampling
Total	160	113	

Source: *Nyakishenyi Sub-County, Rukungiri District Education Department (2024).*

Sample Size

The sample size for this study was determined using Krejcie and Morgan's (1970) table of sample size determination, which provides a statistically appropriate sample size based on a known population. According to the table, for a population of 160 individuals, the corresponding sample size was 113 and thus the sample size. The respondents were selected proportionately based on the study population of each group.

Sampling Techniques

The study employed a combination of census, purposive sampling, and stratified sampling techniques to ensure that data were collected from a representative and relevant sample of the target population.

Census Sampling

Census sampling was used for respondents whose population size is only one, specifically the District Education Officer and the District Inspector of Schools. Since there was only one individual in each of these categories, the study included them in their entirety without selection. This approach ensured that key administrative voices, critical to educational planning and oversight, were comprehensively represented in the data.

Purposive Sampling

Purposive sampling was employed to select District Education Committee Members and Head Teachers. This technique, also referred to as judgmental sampling, involves selecting participants based on specific characteristics, roles, or knowledge that are directly relevant to the research objectives.

For the District Education Committee Members, seven out of ten members were selected based on their experience, position, and involvement in education decision-making processes at the district level in regard to supervision.

For the Head Teachers, five out of seven were chosen based on their leadership roles and their direct engagement in the monitoring of teachers at their respective schools.

Stratified Sampling

Stratified sampling was applied to select Teachers and School Management Committee (SMC) Members. In this technique, the population was divided into sub-groups (strata) based on the school. From each stratum, a proportional number of respondents was randomly selected to ensure fair representation.

Stratified sampling helped to capture the diversity within these groups and enhanced the representativeness of the sample, thereby improving the reliability and validity of the study findings.

Research Instruments

The study employed a combination of data collection instruments to gather comprehensive and reliable information from respondents. These included questionnaires, interview guides, and a documentary review checklist. The use of multiple instruments facilitated data triangulation, thereby enhancing the validity and credibility of the findings.

Questionnaires

Structured questionnaires were used to collect data from teachers and School Committee Management (SCM) members. The questionnaires consisted of both closed-ended and open-ended questions designed to capture participants' perceptions of school monitoring (District inspections, Digital Inspections, support supervision) and teacher performance. Closed-ended questions provided quantitative data, while open-ended questions allowed respondents to express their opinions in more detail. The questionnaires were self-administered, but the study offered guidance where necessary to ensure accurate completion.

Interview Guides

Interview guides were used to collect qualitative data from DEO, DIS, District Education Committee Members, and head teachers. This guide contained semi-structured questions, allowing for flexible yet focused conversations. The interviews aimed to obtain in-depth insights into school monitoring and teacher performance. Interviews were conducted face-to-face at a convenient time for each respondent and were recorded with their consent.

Documentary Review Checklist

A documentary review checklist was also used to gather secondary data from school records and official documents. This checklist guided the systematic examination of documents such as staff attendance registers, lesson plans, teacher performance appraisal forms, minutes from staff meetings, and school inspection reports. The checklist ensured consistency in the type of data reviewed across different schools. Documentary evidence was used to validate and supplement the information collected through questionnaires and interviews, providing a more complete picture of teacher performance in the selected UPE schools.

Research Procedure

The study was conducted in a planned way, in which the study first obtained an introductory letter from the University, which she took to the District Education Officer for approval. The study distributed its questionnaires and also arranged for interview sessions with respondents. The study then collected the questionnaires after two weeks and conducted interviews as scheduled.

Validity and Reliability

Validity

Validity has to do with how accurately the data obtained in the study represent the variables in the study. Several methods were used during the process of data collection to ensure quality data for the research. Personal prejudices and biases were avoided, systematic and accurate recording of observations was made, listening carefully, and the establishment of trust with the interviewee was employed to ensure validity.

The research instruments were issued to a selected expert in research for judgment. A Content Validity Index (CVI) of 0.89 was obtained after judgment using the formula below.

$$CVI = \frac{\text{The number of relevant questions}}{\text{The total number of questions}}$$

This content Validity Index was compared with 0.7 as proposed by Amin (2009), and thus, the instruments were declared accurate to correct data for the study.

Reliability

To ensure the reliability, the study pre-tested the questionnaires on 5 respondents one week before going to the field, and the Cronbach's coefficient alpha (α) was 0.85 from the relative values of the answers obtained from the first and the second test.

Data Analysis

Data collected from the field was analysed using both quantitative and qualitative data analysis methods, depending on the type of instrument and nature of the data collected. The use of mixed methods enabled the study to gain a comprehensive understanding of the relationship between school monitoring and teacher performance in public primary schools.

Quantitative Data Analysis

Quantitative data were obtained from the questionnaires administered to teachers and School Committee Management (SCM) members. This data was coded,

entered, and analyzed using the Statistical Package for Social Sciences (SPSS) version [25]. Descriptive statistics such as frequencies, percentages, and mean scores were used to summarise respondents' demographic characteristics and their responses to closed-ended items. In addition, inferential statistics, such as correlation analysis, were used to examine the relationships between District Inspection Visits, Digital Inspections, and support supervision in relation to teacher performance.

Qualitative Data Analysis

Qualitative data were derived from interviews with head teachers and the open-ended responses in the questionnaires. This data was transcribed, organized, and analyzed using thematic analysis. The study identified recurring patterns, themes, and categories related to School Monitoring and performance. These themes were then interpreted in relation to the objectives of the study and the theoretical framework guiding the research.

Ethical Considerations

Ethical integrity was a central priority throughout the study, especially given that it involved human participants from public primary schools in Nyakishenyi Sub-County. The study ensured that it adhered to established ethical standards for conducting research in educational settings.

To begin with, informed consent was obtained from all participants before any data collection took place. Participants were provided with a consent form explaining the purpose of the study, their role in it, the voluntary nature of their participation, and their right to withdraw at any stage without any penalty. For participants who required clarification, the study offered verbal explanations to ensure that informed consent was truly obtained.

Confidentiality and anonymity were strictly maintained. No participant's name or personal identifiers were recorded in the final report. Data was coded and stored securely to prevent unauthorised access. Findings were reported in such a way that individual participants, schools, or specific staff members cannot be identified.

The study also ensured that no harm, ie Physical, emotional, or professional, was caused to participants. The questions and interview discussions were carefully designed to avoid sensitive or intrusive issues. Participants were not coerced or pressured into participating, and no misleading information was provided at any stage of the research.

Finally, the study sought ethical clearance from relevant authorities, including the District Education Office and any academic or institutional research ethics committee where required. Permissions to conduct the study were also

obtained from school administrators, and the study complied with Uganda’s national guidelines for ethical research. By adhering to these ethical principles, the study aimed to protect the rights and well-being of participants while

ensuring the credibility and trustworthiness of the research process and findings.

RESULTS

Response Rate

Table 2: Response Rate for the Study

Category	Questionnaires Issued / Interviews Scheduled	Questionnaires Collected / Interviews Conducted	Response Rate (%)
District Education Officer	01	01	100%
District Inspector of Schools	01	01	100%
District Education Committee Members	07	05	71.4%
Teachers	50	48	96.0%
Head teachers	05	05	100%
SCM Members	49	40	81.6%
Total	113	100	88.5%

Source: Primary data (2026).

The overall response rate for the study was 88.5%, which was considered sufficiently high to provide reliable and valid findings. Key informants such as the District Education Officer, District Inspector of Schools, and Head teachers recorded a 100% response rate, ensuring that critical administrative perspectives were fully captured. Teachers also showed a very high response rate of 96.0%, indicating strong participation from classroom practitioners.

However, relatively lower response rates were observed among District Education Committee Members (71.4%) and School Management Committee (SCM) members (81.6%), though these were still within acceptable limits for analysis. Overall, the high response rate enhanced the credibility of the study findings and allowed for meaningful generalisation within the study area.

Table 3: Demographic Characteristics of the Respondents

Variable	Category	Frequency (N)	Percentage (%)
Gender	Female	46	46%
	Male	54	54%
Total		100	100%
Age	Below 25	12	12%
	26 – 33	28	28%
	34 – 41	34	34%
Total		100	100%
Marital Status	Above 42	26	26%
	Single	30	30%
	Married	58	58%
	Widowed	6	6%
	Divorced	6	6%
Total		100	100%
Level of Education	No Education	0	0%
	Primary	5	5%
	Secondary	15	15%
	Tertiary	75	75%
	Others	5	5%

Total		100	100%
Years of Teaching	Less than 1 year	8	8%
	1 – 5 years	32	32%
	6 – 10 years	30	30%
	Over 10 years	30	30%
Total		100	100%

Source: Primary data (2026).

The results indicate that the majority of respondents were male, constituting 54% (54) of the sample, while females accounted for 46% (46). This suggests that male teachers slightly outnumbered their female counterparts in the study area.

In terms of age distribution, most respondents were in the age bracket of 34–41 years, representing 34% (34), followed by those aged 26–33 years at 28% (28). Respondents above 42 years constituted 26% (26), while those below 25 years formed the smallest proportion at 12% (12). This implies that the teaching workforce was largely composed of mature individuals in their active working years.

Regarding marital status, the majority of respondents were married, accounting for 58% (58), while 30% (30) were single. Widowed and divorced respondents each constituted 6% (6) of the sample. This suggests that most respondents had family responsibilities, which may influence their work commitment and stability.

With respect to the level of education, the findings revealed that a large proportion of respondents had attained tertiary

education, accounting for 75% (75). Those with secondary education constituted 15% (15), while 5% (5) had primary education, and another 5% (5) fell under other qualifications. None of the respondents had a formal education. This indicates that the majority of teachers were professionally trained and qualified to perform their duties effectively.

In terms of teaching experience, the findings show that 32% (32) of the respondents had taught for 1–5 years, while 30% (30) had 6–10 years of experience, and another 30% (30) had over 10 years of teaching experience. Only 8% (8) had less than one year of experience. This suggests that most respondents had considerable teaching experience, which is important for understanding school monitoring practices and teacher performance.

Overall, the demographic results indicate that the respondents were relatively experienced, educated, and mature, making them suitable for providing reliable information for the study.

District Inspection Visits in Public Primary Schools

Descriptive findings on District Inspection Visits in Public Primary Schools

Table 4: Descriptive findings on District Inspection Visits in Public Primary Schools

Statement	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	Mean
District education inspectors visit our school regularly throughout the academic year	2%	5%	8%	45%	40%	4.16
Frequency of inspection visits conducted per term	3%	6%	10%	44%	37%	4.06
Inspection visits are conducted consistently as scheduled	2%	7%	9%	46%	36%	4.07
School receives follow-up visits after initial inspections	4%	8%	12%	42%	34%	3.94
Unannounced inspection visits are common in our school	5%	10%	15%	40%	30%	3.80
District inspection visits mainly focus on classroom teaching and learning	1%	4%	7%	48%	40%	4.22
Inspectors assess school infrastructure and learning environment	2%	5%	8%	47%	38%	4.14
Inspection visits include evaluation of school management and leadership	3%	6%	9%	45%	37%	4.07
Inspectors review financial and administrative records	4%	7%	11%	44%	34%	3.97
Inspection feedback is clear and useful for improving teaching	2%	5%	9%	46%	38%	4.13
Recommendations are followed up by the district office	3%	7%	10%	45%	35%	4.02

Inspection visits lead to meaningful improvements in school performance	2%	6%	9%	47%	36%	4.09
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Source: Primary data (2026)

The results show that a large proportion of respondents agreed that district education inspectors regularly visited schools throughout the academic year (Mean = 4.16). Similarly, respondents agreed that the frequency of inspection visits per term was adequate (Mean = 4.06) and that inspections were conducted consistently as scheduled (Mean = 4.07). This suggests that inspection activities were fairly regular and structured.

Furthermore, respondents agreed that inspection visits primarily focused on classroom teaching and learning (Mean = 4.22), which recorded the highest mean score. This implies that instructional supervision was a key priority during inspections. In addition, inspectors were perceived to assess school infrastructure and the learning environment (Mean = 4.14), as well as school management and leadership (Mean = 4.07), indicating a comprehensive approach to school monitoring.

The findings also reveal that inspectors reviewed financial and administrative records (Mean = 3.97), suggesting attention to accountability and proper school management. Respondents further agreed that inspection feedback was clear and useful for improving teaching practices (Mean = 4.13), and that recommendations made during inspections were followed up by the district office (Mean = 4.02). This highlights the importance of feedback and follow-up in enhancing teacher performance.

However, comparatively lower mean scores were observed regarding follow-up visits after initial inspections (Mean = 3.94) and the prevalence of unannounced inspection visits (Mean = 3.80). Although respondents still agreed with these statements, the lower means suggest that these aspects were less consistently practiced and may require further strengthening.

Overall, the findings indicate that district inspection visits were effectively implemented and played a significant role in improving school performance, as supported by the agreement that such visits led to meaningful improvements in school performance (Mean = 4.09). This demonstrates that inspection practices contributed positively to enhancing teaching and learning in public primary schools.

Qualitative Findings on District Inspection Visits in Public Primary Schools

During the interview, the District Education Officer (DEO) said that district inspection visits were generally conducted on a termly basis, although he noted that logistical

challenges sometimes affected their consistency. He stated that, *“inspection visits are planned each term, but at times we face transport and financial constraints which affect full coverage of all schools.”*

On the influence of inspections, he said that inspections helped improve accountability and teacher performance by identifying gaps in teaching and school management. He added, *“When inspectors visit schools, teachers tend to prepare better and try to correct weaknesses identified in previous reports.”*

Regarding challenges, he reported that limited funding and inadequate staffing of inspectors affected the depth and frequency of school monitoring. He said, *“We often cannot visit all schools as frequently as required due to resource limitations.”*

On improvement, he suggested increased funding and adoption of digital inspection systems, stating, *“If we strengthen digital reporting and increase facilitation, inspections will become more effective and timely.”*

District Inspector of Schools

The District Inspector of Schools said that inspection visits were conducted both regularly and occasionally as follow-up visits, though not all schools were visited as frequently as planned. He stated, *“We try to follow the inspection schedule, but sometimes schools go longer without visits due to logistical challenges.”*

On influence, he said inspections significantly improved teacher preparation and classroom delivery. He noted, *“teachers usually improve lesson planning and teaching methods after receiving feedback from inspectors.”*

He reported challenges such as teacher resistance to feedback and limited instructional resources. He said, *“Some teachers do not immediately implement recommendations, especially where resources are lacking.”* On improvement, he suggested increasing follow-up visits and strengthening continuous professional support, stating, *“Inspection should not be a one-time event but a continuous support process.”*

District Education Committee Members

The District Education Committee Members said that inspection visits were conducted periodically, though not always consistently across all schools. They stated, *“Some schools are visited regularly, but others, especially in remote areas, are not inspected as often as expected.”*

On influence, they reported that inspections encouraged teachers to be more accountable and improve their work performance. One member said, *“Teachers tend to improve their preparation when they know inspectors are coming.”*

They highlighted challenges such as weak follow-up and limited supervision after inspections. They said, *“Recommendations are sometimes not implemented because there is no strong follow-up mechanism.”*

On improvement, they recommended increasing inspection frequency and strengthening monitoring systems, stating, *“There should be more regular visits and strict follow-up on recommendations given.”*

Head Teachers

The Head teachers said that district inspection visits were conducted occasionally and were more common at the beginning or middle of terms. One head teacher stated, *“Inspectors do visit, but sometimes the visits are not frequent enough to support continuous improvement.”*

On influence, they reported that inspections improved teachers’ lesson preparation, classroom organization, and record keeping. One head teacher said, *“After inspection visits, teachers become more careful in preparing schemes of work and lesson plans.”*

They reported challenges such as inadequate teaching materials, pressure on teachers, and short notice of inspections. One head teacher said, *“Sometimes inspections come when we are not fully prepared, and we also lack enough teaching resources to meet expectations.”*

On improvement, they suggested more supportive supervision and capacity building. One head teacher said, *“Inspections should be more supportive than punitive and should be accompanied by training and follow-up support.”*

Thematic Analysis of District Inspection Visits

The qualitative data from the District Education Officer, District Inspector of Schools, District Education Committee Members, and Head teachers were analyzed thematically. The analysis revealed four major themes: (i) frequency and nature of inspection visits, (ii) influence of inspections on teacher performance, (iii) challenges faced during and after inspections, and (iv) strategies for improving inspection effectiveness.

Theme 1: Frequency and Nature of Inspection Visits

The findings showed that inspection visits were generally conducted on a termly and periodic basis, although consistency varied across schools. The District Education Officer reported that inspections were planned each term, but logistical constraints sometimes limited full coverage of schools.

Similarly, the District Inspector of Schools indicated that visits included both announced and unannounced inspections, although unannounced visits were less frequent. Head teachers and Committee Members also noted that some schools, especially in remote areas, were not visited as regularly as expected.

Overall, the theme revealed that while inspection systems existed, inconsistencies in frequency and coverage affected their effectiveness.

Theme 2: Influence of District Inspection Visits on Teacher Performance

The findings indicated that inspection visits had a positive influence on teacher preparation, classroom delivery, and overall performance. Respondents reported that teachers improved lesson planning, record keeping, and instructional delivery when inspections were anticipated or conducted.

The District Inspector of Schools reported that teachers generally improved their teaching practices after receiving feedback, stating that inspections encouraged better preparation. Head teachers similarly noted that teachers became more organized and attentive to instructional requirements following inspection visits.

This theme, therefore, suggests that inspection visits acted as a motivational and corrective tool that enhanced teacher performance.

Theme 3: Challenges Faced During and After Inspection Visits

The study findings revealed several challenges affecting the effectiveness of district inspections. The District Education Officer reported that limited funding and transport constraints affected inspection coverage. The Inspector of Schools also highlighted teacher resistance to feedback and the lack of adequate instructional resources.

Committee Members reported weak follow-up mechanisms, especially in ensuring that inspection recommendations were implemented. Head teachers further mentioned challenges such as heavy teacher workload, inadequate teaching materials, and insufficient preparation time before inspections.

Overall, this theme showed that resource constraints and weak follow-up systems reduced the full impact of inspection activities.

Theme 4: Strategies for Improving Inspection Effectiveness
Respondents proposed several strategies for improving district inspection effectiveness. The District Education Officer suggested increased funding and the use of digital inspection tools to enhance efficiency. The Inspector of Schools emphasized the need for continuous and supportive supervision rather than occasional visits.

Committee Members recommended strengthening follow-up mechanisms and increasing inspection frequency, while

head teachers suggested that inspections should be more supportive, accompanied by training and capacity building for teachers.

This theme highlights the need for a more consistent, supportive, and well-resourced inspection system to enhance teacher performance and school outcomes.

In summary, the thematic analysis revealed that district inspection visits were generally beneficial in improving teacher performance; however, their effectiveness was limited by inconsistencies in frequency, resource constraints, and weak follow-up mechanisms. Strengthening support systems and improving consistency were identified as key areas for enhancing inspection effectiveness.

Teacher performance in Public Primary schools in Nyakishenyi Sub-County
Descriptive Findings on Teacher performance in Public Primary schools in Nyakishenyi Sub-County

Table 5: Descriptive Findings on Teacher performance in Public Primary schools in Nyakishenyi Sub-County

Statement	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	Mean
I regularly prepare and submit lesson plans on time	20%	28%	18%	22%	12%	2.78
I am punctual and attend school consistently throughout the term	18%	30%	17%	23%	12%	2.81
I completed the syllabus within the expected time frame	25%	27%	20%	18%	10%	2.61
I assess and provide feedback to learners regularly	22%	26%	19%	21%	12%	2.75
I actively engage learners during lessons using appropriate methods	21%	25%	18%	22%	14%	2.83
I participate in co-curricular and extra duties assigned by the school	19%	24%	21%	23%	13%	2.87
I maintain discipline in my classroom and support learners' behavior management	17%	22%	20%	27%	14%	2.99
I collaborate with fellow teachers to improve teaching and learning outcomes	18%	25%	22%	23%	12%	2.86
I take part in professional development activities when opportunities arise	23%	28%	19%	18%	12%	2.68
I feel motivated to give my best effort in teaching despite existing challenges	26%	30%	18%	16%	10%	2.54

Source: Primary data (2026)

The results show that teachers were not consistently preparing and submitting lesson plans on time (Mean = 2.78), suggesting weaknesses in instructional planning. Similarly, syllabus coverage was reported to be inadequate, with a relatively low mean score of 2.61, indicating that many teachers were not completing the curriculum within the expected timeframe.

Punctuality and regular school attendance also recorded low performance (Mean = 2.81), suggesting inconsistencies in teacher presence at school. In addition, assessment and feedback to learners were found to be insufficient (Mean = 2.75), indicating that continuous evaluation of learners was not effectively practised.

Although slightly higher mean scores were recorded for active learner engagement (Mean = 2.83) and participation in co-curricular and extracurricular duties (Mean = 2.87),

the results still reflect overall weak performance in these areas.

Collaboration among teachers to improve teaching and learning outcomes was also limited (Mean = 2.86), while participation in professional development activities was low (Mean = 2.68), indicating inadequate engagement in continuous professional growth.

The lowest mean score was recorded for teacher motivation (Mean = 2.54), suggesting that teachers were generally poorly motivated to perform their duties effectively, possibly due to existing challenges within the school environment.

Overall, the findings reveal that teacher performance in the study area was generally low across key aspects of teaching and professional practice, including planning, attendance, curriculum coverage, assessment, collaboration, and motivation.

**Inferential Analysis
 Correlation Analysis**

Table 6: Correlation Matrix of Study Variables (N = 100)

Variables	1	2	3	4
1. District Inspection Visits	1			
4. Teacher Performance	.734**	.645**	.768**	1

Source: Primary Data (2026)

Note: Correlation is significant at the 0.01 level (2-tailed).

The findings show that district inspection visits had a strong positive relationship with teacher performance ($r = 0.734, p < 0.01$). This implies that increased and effective inspection visits were associated with improved teacher performance in areas such as lesson planning, classroom management, and syllabus coverage.

Regression Analysis

Table 7: Regression Coefficients

Variable	Unstandardized Beta (B)	Std. Error	Beta	t	Sig.
(Constant)	0.812	0.241	—	3.367	0.001
District Inspection Visits	0.312	0.074	0.298	4.216	0.000

Source: Primary Data (2026)

District inspection visits ($B = 0.312, p = 0.000$) also significantly influenced teacher performance, indicating that regular inspections improve teaching practices and accountability.

Discussion

The study established that district inspection visits have a positive and significant relationship with teacher performance ($r = 0.734, p < 0.01$) and a positive regression effect ($B = 0.312, p = 0.000$). This implies that increased and effective inspection visits improve teacher performance in public primary schools in Nyakishenyi Sub-County.

The findings are consistent with the quantitative results, which showed moderate-to-high agreement that inspectors regularly visit schools, assess classroom teaching, and provide feedback that improves performance (mean range: 3.80–4.22). Teachers reported improvements in lesson planning, classroom management, and accountability following inspection visits.

These findings are supported by the theoretical framework of Systems Theory, particularly the Context-Input-Process-Output model, where inspection visits function as an external process mechanism that regulates teacher behaviour and improves system performance. The findings also align with UNICEF (2020), which emphasised that inspections improve teaching quality through observation, feedback, and accountability mechanisms.

Empirically, the results agree with Edson Nuwagaba (2021), who found a significant relationship between inspection practices and teacher performance in Uganda, and Ntege et al. (2023), who noted that collaborative inspection approaches improve instructional effectiveness. Similarly, findings from Pallisa District show that inspection frequency significantly predicts teaching quality, further confirming the current study results.

However, qualitative findings revealed that inspection visits were sometimes inconsistent and limited by resource constraints, reducing their full effectiveness. This supports UNICEF (2020), which highlighted logistical challenges in rural districts affecting inspection frequency and follow-up. Overall, the study concludes that district inspection visits remain a critical determinant of teacher performance, but their effectiveness depends on frequency, feedback quality, and follow-up mechanisms.

Conclusions

District inspection visits have a positive and significant influence on teacher performance in public primary schools in Nyakishenyi Sub-County. Regular inspection visits contribute to improved lesson planning, classroom management, and teacher accountability. However, the effectiveness of inspections is limited by inconsistencies in frequency, weak follow-up mechanisms, and logistical constraints in some schools.

Recommendations

The study recommends that the Ministry of Education and District Education Offices should increase the frequency and consistency of district inspection visits to public primary schools. Regular and well-planned inspections should be institutionalised to ensure continuous monitoring of teaching and learning processes.

In addition, inspectors should strengthen follow-up mechanisms to ensure that recommendations made during inspection visits are implemented. The district should also provide adequate logistical support, such as transport and facilitation, to enable inspectors to reach all schools effectively, especially in remote areas of Nyakishenyi Sub-County.

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List of abbreviations

ICT – Information and Communication Technology
SPSS – Statistical Package for the Social Sciences
UNESCO – United Nations Educational, Scientific, and Cultural Organization
UNICEF – United Nations International Children's Emergency Fund
UPE – Universal Primary Education

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The author did not declare any conflict of interest.

Data availability

Data is available upon request.

Author contribution

Alicestidia Ensiyareta collected data and drafted the manuscript of the study.

Dr Muhammad Sendagi supervised the study.

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