

Attitude of School Administrators and Teachers towards School Inspection in Obio/Akpor Local Government Area of Rivers State

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Abstract

The study examined the attitude of teachers and school administrator towards school inspection in Obio/Akpor Local Government Area of Rivers State. Both primary and secondary sources were used to source for information used for this research. 240 questionnaires were used to elicit information from respondents fifteen (15) public primary school that were randomly selected from Akpor, Obio and Aparara clans of the Local Government Area. The questionnaire was analyzed using simple percentage, mean, standard deviation and ANOVA. The instrument had a reliability coefficient of 0.66. Descriptive and inferential statistics were used in data analysis from the questionnaire. The findings of the study showed that there was a significant relationship between type of inspection approach and attitudes of teachers/ school administrators towards inspection. Again, school administrators found school inspection helpful in assisting them handle indiscipline teaching staff. Based on the findings, the study recommends that inspectors require further training and retraining, better welfare package for teachers, workshops and seminars on the current approach to inspection.

Keywords: Attitude; Teachers; School Administrators; Inspection.

Introduction

Teachers and school administrators play a salient role in the development and implementation of the education curriculum of a nation. They are equally seen as resources, which is the most important input into the educational system that handles classroom instrumental activity and curriculum delivery which is a critical determinant of educational quality (Orji, 2016). Teachers are among other variables like curriculum, teaching and learning materials, physical facilities and instructional management that impact greatly on the quality of education. The knowledge, intelligence and professional skills that teachers possess have a direct bearing on the quality of education provided by schools in any country (Federal Republic of Nigeria, 2004).

In order to achieve more efficient education sector in developing and developed nations, school inspection is widely considered as an essential instrument for quality education that will aid to compete with ever-changing world economy. It is the form of evaluation which involves measurement, testing and evaluation of educational activities in school system for the purpose of improving the standard and quality of programme offered (Ololube, 2014 in Aguti, 2015). It is an important expectation that teachers', who play significant role in the accomplishment of educational objectives, must possess the qualification required by their profession and regularly seek to improve themselves. Inspection system, therefore, have the primary role of determining and improving teachers' skill and qualification (Kemal *et al.*, 2016). The importance of inspection to the growth and development and development of the education sector cannot be over emphasized. According to commonwealth secretariat (1998), inspection is important for; ensuring quality, improving and maintaining standards, evaluation of performance of teachers and school, monitoring instruction, identifying needs of schools, collection of data, provision of professional development for teachers, provision of advice to teachers and providing feedback to the ministry of Education and other stakeholders for appropriate actions. Stakeholders have underscored the importance of inspection and went further to recommend the training of head masters/headmistresses as the first line of inspectors of their schools. Inspections provide an independent, external evaluation of the quality and standards of the school, its management and the development of its pupils.

The salient position of Inspection is responsible for the establishment of the inspectorate department in federal ministry of education (FMOE), Rivers state ministry of education (RSMOE), Rivers State senior secondary schools board (RSSSSB) and Rivers State universal basic education board (RSUBEB). According to Rivers State ministry of education (2017), the inspectorate department which regulates the activities of all the public and private schools in the state (pre- nursery, nursery, primary, junior secondary and senior secondary) was latter divided into two departments in 2016 and renamed as Quality Assurance Department Nursery/ Primary (QAD N/P) and Quality Assurance Department Secondary (QADS). This is equally replicated in the respective boards, which is geared towards achieving goals in the education sector. Over the years now, there have several interpretations and misinterpretations about inspectors by teachers and school administrators. Some see inspectors as fault-finders who are mainly interested in reporting teachers to appropriate quarters for punishment without giving them any advice to improve their teaching techniques, indulging in extortion by their frequent visit, jobless that doesn't have anything doing in the office, people that want them sacked and be replaced with their relatives, even incompetent people, witch hunters, etc. In the same vein, some see inspectors as colleagues and partners in progress that inspires, stimulate, corrects, coordinate and guide teachers in their professional growth hence promoting initiative, freedom, resourcefulness, belongingness and enthusiasm among teachers, pupils and the community.

Despite all odds, inspection is still very strong and will still be in progress so long as the education sector is concerned but the question is: how do school administrators and teachers see inspectors? How do they react during inspection? How do they feel after inspection? These and other burning issues prompted this study, to determine the attitude of school administrators and teachers towards school inspection in Obio/Akpor LGA of Rivers State. This study is divided into five sections: section one is the introductory aspect, section two is the literature review while section three dwells on method of the study. Section four is the discussion of result. Finally, section five is the summary, conclusion and recommendations.

Purpose of the Study

The main purpose of this study is to determine the attitude of school administrators and teachers towards inspection in Obio/Akpor Local Government Area of Rivers State.

Research Question

Is the approach of inspection related to teachers and head teachers' attitudes towards school inspection?

Significance of the Study

A new approach to school inspection requires new skills and insight that teachers improves their instructional programmes, curricular and extra-curricular activities through the practices of better teaching methods, this study is expected to provide a framework for doing that and to offer school inspectors an opportunity to evaluate their work performance through teachers and school administrators attitude toward them. It will provide an opportunity to education policy formulators to assess the impact of the inspection approaches in facilitating the provision of quality and standards of education in schools. On the basis of the findings, teachers' suggestions would be useful in improving the new approach to school inspection. The reading public will equally find this research very useful.

Theoretical Framework

The theoretical framework used in this study was based on McGregor's theory X and theory Y. Both theories have sets of assumptions which manager/supervisors might hold about the motivation of their work force (Armstrong and Dawson, 1989).

Theory X

McGregor's theory X holds that work is inherently distasteful, most people at work try to avoid responsibility; most people have a very limited capacity for creativity at work, motivation of a

workforce should concentrate on the physiological and security level of need satisfaction; and people must be closely controlled if the objectives of the organization are to be achieved. McGregor’s theory suggests that often, workers appears to need close supervision because the nature of their jobs and experience of organizational control is such that it encourages rule breaking and irresponsible behavior (Armstrong and Dawson, 1989).

Theory Y

According to Armstrong and Dawson (1989), McGregor’s theory Y holds that work is not inherently distasteful but excessive fragmentation and control has made it so; people are selfdirecting, so the task of management/supervision should be co-ordinated not control; motivation is needed at all levels, not just at the physiological and safety levels; and that people seek responsibility at work and are capable of creativity in conducive surrounding. McGregor’s theory Y suggests that if management/supervisors perform their task in an appropriate manner, the work will react accordingly and will prove to be capable of much higher level of effectiveness than had previously been expected of them.

In relation to these theories, teachers should be motivated, guided and recognized by their superiors. However, the procedure and method of inspection adopted will determine the level of motivation and hence either make them feel encouraged or demoralized as they practice their teaching skills. The relationship between dependent and independent variables of the study is conceptualized as illustrated below.

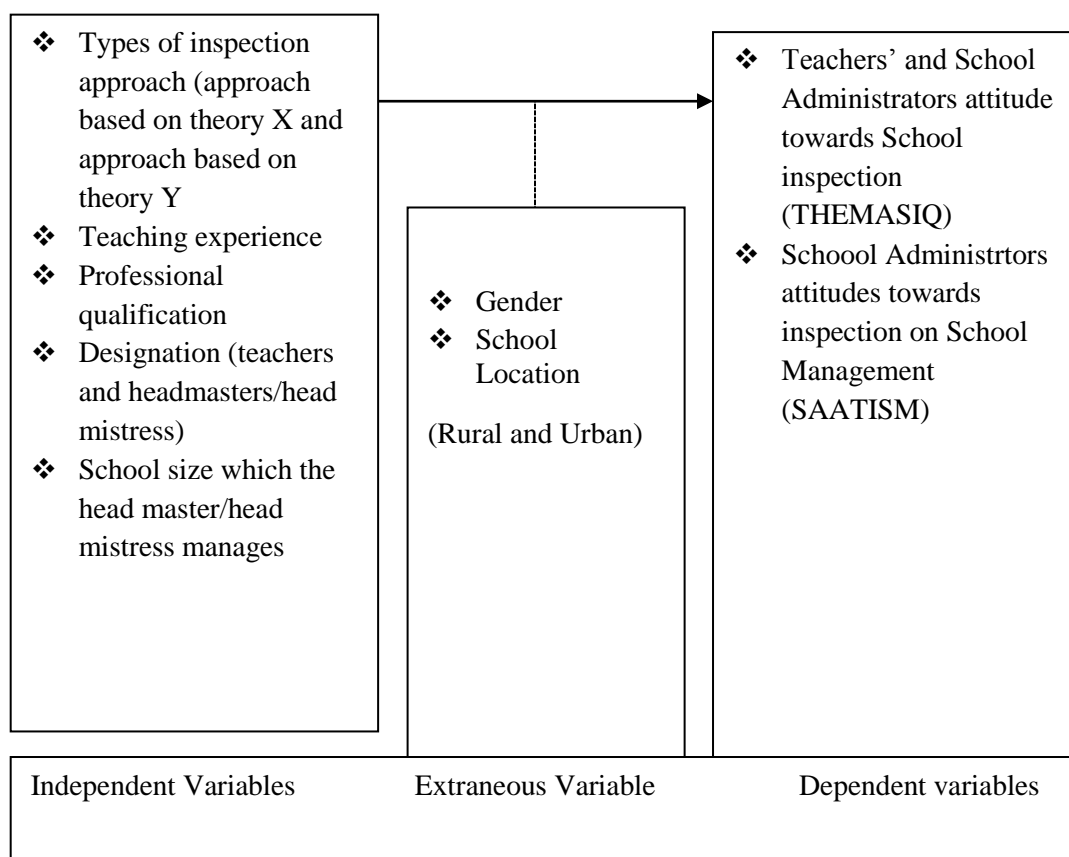


Figure 1: Relationship between dependent variables and independent variables

Source: McGregor’s theory X and theory Y

Teaching experience, professional qualification designation and school size which the headteacher manages are conceptualized to affect the attitude of head teachers and teachers towards school inspection. Teacher gender and location of school (urban and rural) have moderation influence

(indicated by dotted line) to teachers and head teachers' attitudes towards school inspection. These are the extraneous variables of the study which were measured using THMASI Q means score. The extraneous variables will be controlled by simple random sampling. There is likelihood that if there is a positive attitude towards school inspection, teachers and headmasters/headmistresses will be motivated to teach better and if they have negative attitudes towards inspection of school, they will be demotivated and their teaching effectiveness will be lowered.

Conceptual Framework the Concept of Supervision and Inspection

Supervision is a way of stimulating, guiding, improving, refreshing, encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision, Ogunsaju (1983) in Onasanya (2008). According to Mohanty (1995), as far as the etymological meaning of supervision is concerned, it means 'supervision for one who supervises. However, the implication is a forward look' or a 'broad look' for the professional growth of teachers. Olembo *et al.* (1992) argue that supervision can be assumed to be professional service involving relevant educational administrators for the purpose of interacting with the teachers, in such a way as to maintain change and improve the provision and actualization of learning opportunities for pupils. According to commonwealth secretariat (1998), supervision is a process through which supervisors visit schools to work with teachers and school administrators to ascertain the quality of teaching and administration and to provide advice and guidance to teachers and administrators where necessary. According to commonwealth secretariat (1998) supervision is today considered as a developmental approach where a practitioner assists a client to carry out an assignment more easily and more effectively in order to improve results. At school level, supervision concentrates on improving the quality of instruction.

The term 'Inspection' is borrowed from England where the school supervisors are called 'Her majesty's Inspector'. It has been associated with a police inspector'. The title inspector normally calls to mind an impressive and formidable personage who is armed with the necessary powers and authority to enforce departmental regulations. Such a person has often been considered as the law and teachers are forced to bow down to his or her wishes and commands but this view has changed especially in societies that strive to promote democracy (Orji, 2017). According to Canham (2003), a school inspector is an important person, but he or she should not be the self-important kind with large car and entourage, whose eminence is intended to be publicly recognized by society at large. His/her real importance is the successful performance of his/her duties which are vital to the education system and ultimately to the welfare of the nation. According to the Commonwealth secretariat (1998), ideal inspection should involve examining and evaluating the quality of teaching and learning in schools, be judgmental in nature, monitor education trend and check availability and sustainability of the required physical facilities, human resources and instructional materials.

Differences between Inspection and Supervision

Inspection could be described as the critical examination and evaluation of a school as a place of learning, (Ojelabi, 2001). Through inspection, necessary and relevant advice may be given for the improvement of the school. Such advice is usually registered in a report. On the other, supervision is distinct from inspection since it can be described as a constant and continues process of personal guidance based on frequent to a school to give concrete and constructive advice and encouragement to teachers so as to improve the learning and teaching situation in the school, On such visits, attention is paid to one or more aspects of the school and its organization. Therefore, it is normal to refer to both of them as the same thing.

Types of Inspections

There are numerous types of inspection but few are discussed:

Full Inspection

This is an inspection that consist of a team of inspectors visiting a school for several days usually a week or longer enquiring into every aspect of the school programme and examining its building and surroundings. Such visits are usually followed by a comprehensive report, copies of which are made available to the school and ministry. The frequency of the inspection of a school is a function of the following: number of schools in the area, the availability of the inspectorate staff, logistics available for inspectors, the needs of the schools, etc.

Routine Inspection/Visit

This is a short visit made to schools on which no formal reports are written but brief comments are made. The aim depends on such inspector on why such inspection is made. It may be a check on the punctuality of teachers or how the school is settling down. One of the aims of such supervisory visit is to look into what is happening, the work been done, the human relationships or the appropriate use of the school building and equipment (Ojelabi, 2001).

Investigation visits on School Administration

This has to do with an investigation to an aspect of administration organization in the school e.g. special problem of discipline, investigation of an allegation of fraud, extortion, illegal levies, etc.

Special Visits

This is for an inspection of one or a limited number of aspects of the school e.g. teaching of English or mathematics.

Visits for Approval for Opening of School

This type of visit is paid to new schools to ascertain whether they satisfy all the necessary conditions to obtain government approval for opening.

Investigation on Financial Mismanagement Inspection

This type of inspection is not usually common; it takes place when there is misappropriation of fund, professional misconduct or during teachers and students' unrest. It can last for 2 or 3 days as the case may be. Reports of the findings are usually sent the ministry of education for further actions.

Sampling and Survey Visits

This is for particular aspect of education over a number of schools e.g. teaching of Mathematics, Headmasters duties, etc.

Follow-up Visit

This is a follow up previous visits. The essence is for the inspector to investigate whether the suggestions, corrections and recommendation he or she made during the previous visit has been carried out by the affected school. He or she also ascertains o what those corrections and suggestions are helping in achieving the school objectives

On-Spot Inspection

In this type of inspection, inspection does not require the consent of the school to visit them. The school is usually taken unawares during this type of inspection and the true of affairs in the school is exposed.

Creative Visit

In this type of visit, the teachers and inspectors feel open-minded. The system promotes freedom, flexibility and encourages open-mind. In this situation, teachers and inspectors work together, collaborate, evaluate and describe each other's work. This encourages teachers in all respect. This is called the best type of inspection (Ololube, 2014).

Importance of Inspection

- i). Improvement in the level of teaching and learning.
- ii). It is a systematic effort to help the students understand themselves, get in touch with their own feelings and monitor their own behavior (Adewole and Olaniyi, 1992).
- iii). Classroom and school management: Both teachers and school management agree that discipline is among the most serious problem in school today. Inspection can help teachers to acquire better classroom management skills. Among other aims, it should seek to enable teachers to develop preventive and corrective measures of discipline in the classroom (Ekundayo *et al.*, 2013)
- iv). Use of modern methods of teaching: Methods of teaching are important part of effective instructions in the classroom. The supervisor should thus help teachers to learn/know about modern methods of teaching and apply these in the classroom (Ololube, 2014).
- v). For approval of school.
- vi). Approval of schools for recognized examination bodies e.g WAEC, NECO, NABTEB, etc.
- vii). Assessment of teaching and learning
- viii). Development of sound education philosophy in teachers.
- ix). Determines whether a teacher should be transferred, promoted, retained, queried or dismissed.
- x). Identified urgent needs in the classroom and school.
- xi). To obey the education law that makes inspection mandatory.
- xii). Assistance in development of needed teaching competences

Concept of Attitude

An attitude is a disposition to respond favourably or unfavourably to an object, person, institution or event (Corsini, 1987). For example, people can hold attitudes of varying degrees of favorability towards themselves and towards any discriminate aspect of their environment. According to Orji (2017), an attitude is a way of perception, responding, thinking and behaving. Despite several definitions of attitudes, psychologists are in agreement that it is a relatively enduring orientation that individuals develop towards various issues they encounter in the process of their living, which express verbally as their opinions (Maina, 2003).

Empirical Framework

Amadi (2013) carried out a research on teachers perception and teachers performance in primary schools in Ikwerre Local Government Area of Rivers State and his finds are as follow: School Inspection targets at the enhancement of teachers jobs, Teachers prefer pastoral and informative visits as forms of school inspection and finally, the engagement of unqualified personnel as inspector and unfriendly attitude of teachers are problems affecting school inspection. The study recommends that the Ministry of Education and other educational agencies should enlighten school teachers so that they can be friendly disposed to inspectors when they come. Secondly, those who employ school inspectors should employ qualified and experienced personnel to carry out the functions and duties of school inspection so that the dividends of school inspections can be achieved.

Method of Study Research Design

The study is a cross-sectional research design that involved obtaining data at one point in time, but from groups of different ages or at different stages of development. It is a survey research that allows for triangulation and testing of hypothesis (Gall and Borg, 1996). It involves collection of information from a sample that has been drawn from a predetermined population at one time (Framkel and Wallen, 2000). The design has an advantage of having short data collection and period and sample attribution is an issue (Gall *et al.*, 1996).

Population

There are 53 public primary schools in Obio/Akpor LGA which is made up of 67 male teachers, 764 female teachers and 53 school administrators which make up the total number of 884 school Administrators and teachers. The target population of the study comprised all public primary school teachers and head teachers in Obio/Akpor Local Government Area of Rivers State.

Sampling/Sampling Techniques

The simple random sampling was used in the study to select fifteen (15) public primary schools. Five (5) schools from each of the three clans or zones that made up Obio/Akpor LGA viz: Akpor clan or zone (SPS Rumualogu, SPS Ogbogoro, SPS Choba, SPS Alakahia, SPS Rumuosi/ Rumuekini), Apará clan or Zone (SPS 1 Olanada, SPS 2 Olanada, SPS 1 Rumueme, SPS Nkpolu Rumuigbo, SPS 1 Rumuapara) and Obio clan or zone (SPS Eliozu, SPS Rumuokwurusi, SPS Ogoniba, SPS 1 Rumuomasi and SPS 1 Eelenwo). The fifteen schools selected have a sample size of 240 teachers and administrators that were involved in the study.

Table 1: Selected Public Primary Schools inspected since the year 2010 in Obio/Akpor L.G.A Rivers State

| School No of students | Stream | Academic Staff | | | Pupil Enrolment | Last Date of Inspection |
|--------------------------|--------|----------------|------------|------------|--------------------|----------------------------|
| | | Male | Female | Total | | |
| AKPOR CLAN S.P.S | | | | | | |
| Rumualogu | 12 | 3 | 10 | 13 | 360 | 12/11/2018 |
| S.P.S Ogbogoro | 12 | 3 | 11 | 14 | 360 | 12/11/2018 |
| SPS Choba | 12 | 2 | 12 | 14 | 360 | 14/11/2018 |
| SPS Alakahia | 12 | 3 | 15 | 18 | 360 | 14/11/2018 |
| SPS Rumuosi/Rumuekin | 12 | 3 | 15 | 18 | 360 | 16/11/2018 |
| APARA CLAN SPS | | | | | | |
| Olanada | 12 | 1 | 15 | 16 | 360 | 14/11/2018 |
| SPS 2 Olanada | 12 | 1 | 14 | 15 | 360 | 13/11/2018 |
| SPS1 Rumueme | 12 | 2 | 11 | 13 | 360 | 14/11/2018 |
| SPS Nkpolu Rumuigbo | 12 | - | 15 | 16 | 360 | 12/11/2018 |
| SPS 1 Rumuapara | 12 | 3 | 13 | 16 | 360 | 15/11/2018 |
| OBIO CLAN SPS | | | | | | |
| Eliozu | 12 | 2 | 15 | 18 | 360 | 13/11/2018 |
| SPS Rumuokwurusi | 12 | 1 | 20 | 22 | 360 | 16/11/2018 |
| SPS Ogonigba | 12 | 2 | 15 | 17 | 300 | 16/11/2018 |
| SPS Rumuomasi | 12 | 4 | 12 | 16 | 360 | 13/11/2018 |
| SPS1 Eelenwo | 12 | 2 | 14 | 16 | 360 | 14/11/2018 |
| Total | | 33 | 207 | 240 | 5400 | |

Source: Obio/Akpor Local Government Education Authority

Method of Data Analysis

Descriptive statistics in form of a means, standard deviation and percentages were used in describing the result of the data. Inferential statistics in form of independent sample t-test was used to compare means of teachers and head teachers' attitudes towards inspection by school size. A one-way ANOVA was used to compare means of teachers and head teachers' attitudes towards inspection by teaching experience and professional qualifications while Pearson Product Moment Correlation. Coefficient will be used to analyse relationships of teachers and head teachers' attitudes towards school inspection and inspection approach. All tests of significance will be tested at alpha is equal to 0.05. The latest version of statistical package for social science (SPSS) computer will be used to analyse the data.

Discussion of Result

Relationship between school inspection Approach and Teachers and school Administrator's Attitudes towards school Inspection

Hypothesis one of this study, sought to determine whether type of school inspection approach has a statistically significant relationship with teachers and school administrators towards school inspection

in Obio/Akpor Local Government Area, Rivers State. Operationally, inspection approach is classified into two: current panel approach and previous approach to inspection. Current panel approach to inspection means the planning of far fewer but much more meaningful, in-depth inspections. With this approach, inspectors of school use a manual, handbook or guide. This approach is friendlier, impartial, and nonjudgmental and considered very useful in assisting teachers to improve their teaching techniques.

Previous approach to school inspection means the approach used in inspection of school before the year 2010, where inspectors operated without a manual, handbook or guide. This approach was less friendly to teachers, dictatorial, judgmental, not allowing for teachers' creativity and having close control on teaching methodologies. The approach did not have uniformity since there was no manual, guide or handbook which inspectors would use. In order to determine the influence of the type of inspection, approach on teachers and school administrators' attitudes towards school inspection, Pearson product moment correlation was used to establish the magnitude and the direction of the relationship. Table 2 shows the Pearson correlation coefficient (r) of 0.66. According to Mulder (1993), an r of between 0.60 and 0.79 is considered to be a high correlation.

Table 2: Correlation between school inspection Approach and Teachers' and School Administrators' Attitudes towards School Inspection (N=240)

| | | Attitude | Inspection Approach |
|----------|---------------------|--------------------------|-----------------------|
| Attitude | Pearson Correlation | 1.01 | .66 (^{xx}) |
| | Sig. (2 – tailed) | . | .00 |
| | N | 240 | 196 |
| Approach | Pearson Correlation | .66 (^{xx}).00 | 1.00 |
| | Sig (2-tailed) | 196 | . |
| | N | | 196 |

^{xx}Correlation is significant at 0.01 level (2-tailed)

The results of the study indicated that the type of inspection approach is significantly related to the attitudes of teachers and school administrators towards school inspection. Attitudes scales usually requires the subject to respond to the statements by using a numerical indication of the strength of their feeling towards the object or position described in the statement. The most frequently used technique for obtaining such a numerical indication is to have respondents indicate their level of feeling towards a number of statements. This technique called summative rating allows for the persons attitudes to be reflected by the sum of the responses to the individual statements (Thorndike, 1997). To establish the conflation between the inspection approach and attitudes of teachers and school administrators towards school inspection, two indices were developed namely: inspection approach index and teachers and school administrators' attitudes towards school inspection index. The indices were constructed by summing up the scores of a set of questions rate on 1 to 5-point Likert scale. The positive code had the highest score the negative items were reverse coded. Table 4 And 6 show the means and standard develop the indices.

Table 3: Means and Standard Deviation for items Measuring Inspection Approach (N=240)

| Item | Description | Mean | SD |
|------|---|------|------|
| Q1 | How friendly are inspectors when inspecting your school? | 3.07 | 1.04 |
| Q2 | How conversant are inspectors with changes in syllabus | 3.00 | 1.05 |
| Q3 | How helpful are inspectors in assisting you handle indiscipline of student? | 2.87 | 1.08 |
| Q4 | Do inspections adequately equip you with knowledge about changes in education policies? | 2.95 | 1.14 |
| Q5 | Comments from inspection panels have the qualities described below which assist you become a better teacher | | |
| a) | Impartial | 3.24 | 0.99 |
| b) | Non-Judgmental | 3.02 | 1.06 |
| c) | Useful | 3.52 | 1.07 |
| Q6 | How helpful are inspection in the following areas? | | |
| a) | Preparing time tables | 3.44 | 1.16 |
| b) | Preparing schemes of work | 3.44 | 1.10 |
| c) | Preparing lesson plans | 3.04 | 1.14 |
| d) | Dealing with student indiscipline | 2.66 | 1.12 |
| e) | Guidance and counseling of students | 2.96 | 1.11 |
| f) | Assessing students' work | 3.34 | 1.10 |
| g) | Building teamwork among teachers | 3.05 | 1.18 |
| h) | Increasing teaching skills in subjects' areas | 2.98 | 1.16 |
| i) | Creating interest in co-curricular activities among student | 2.69 | 1.16 |
| j) | Coping with changes in the syllabus | 3.09 | 1.19 |
| Q7 | In your own view, how knowledgeable are inspectors in the following areas? | | |
| a) | Teaching methodology | 3.22 | 1.09 |
| b) | Subject content | 2.85 | 1.03 |
| c) | Use of teaching aid | 3.07 | 1.05 |
| Q8 | What level of motivation do school inspections give you? | 2.98 | 1.20 |
| | Sample's mean and std. deviation of inspection Approach | 3.07 | 0.68 |

This table shows that the mean score for the items ranged from 2.66 to 3.52 while variation in response for the items was from 0.99 to 1.20. Item 14 d (How helpful are inspections in dealing with students' indiscipline) had the lowest mean score of 2.66 while item 13c (comments from inspection panels are useful in assisting one to become a better teacher) has the highest mean score. The overall mean score for the inspection approach index was 3.07 out of a possible maximum mean score of 5 points.

The response of each constituent item was scored on a scale of 1, indicating least negative level of attitudes, to 5, indicating highest positive level of attitudes. The individual item scores were added up to form an overall score for each respondent. The respondents' overall score varies between 21, indicating the least overall negative level of attitudes, and 105, indicating the highest over positive level of attitudes. The higher the overall score, the more positive is the attitudes of teachers and school administrators towards school inspection approach and vice versa. The overall score was later coded into three ordinal categories in order to differentiate between the levels of attitude towards school inspection approach among the respondents. This includes a score below 63 (21-62) meaning negative level of attitudes, a score of 63 (a neutral or undecided) and a score of attitudes. Table 4 depicts the level of attitudes of teachers and school administrators towards school inspection approach.

Table 4: Level of Attitudes towards Inspection Approach (N=240)

| Attitudes | Frequency | Percentage |
|-------------------|------------|---------------|
| Negative | 108 | 45 |
| Neutral/undecided | 5 | 2 |
| Positive | 127 | 53 |
| Total | 240 | 100.00 |

Results shows in table 4 revealed that out of 240 teachers and school administrators survey, 108 (45%) were negative towards current panel approach to school's inspection. 5(2%) of the teachers and administrators were neutral or undecided while 127 (53%) had a positive attitude towards the current panel approach to school inspection. These results suggested that despite a majority of teachers and

school administrators having a positive attitude, there was a considerable number who still felt that the current panel approach to school inspection needed to be improved.

However, it could also be suggested that the 45% of teachers and school administrators has negative feelings about inspection approach and are yet to embrace the new changes. It is also likely that some inspectors being the implementers of the new panels approach, have not been trained on the techniques involved in this approach to inspection and they could be 'hanging on' to the results also suggested that teachers and school administrators attitudes trend in general is gradually moving negative to positive with the introduction of the new panel approach argued that a small percentage (2%) of teachers and school administrators who are undecided or neutral are yet to distinguish the difference between the new panel approach and old approach to school inspection.

Table 5: Showing the mean and standard Deviations for items measuring the attitudes of teachers and school administrators towards inspection of school (N=240)

| Item | Description | Mean | SD |
|--|---|------|------|
| Q17 | Inspectors are dictatorial during inspection visits | 2.42 | 1.21 |
| Q18 | Inspection allows teachers to exercise their teaching abilities but are supported by inspectors | 2.92 | 1.11 |
| Q19 | Inspectors are peer, often willing to exchange ideas with teachers on better teaching methodologies | 2.92 | 1.22 |
| Q20 | Inspectors concentrate more on finding faults with teachers during inspection visits | 2.19 | 1.20 |
| Q21 | Inspectors are democratic during school inspection | 2.40 | 1.09 |
| Q22 | Teachers are given very limited capacity for creativity when inspection takes place | 2.50 | 1.10 |
| Q23 | When inspections are conducted, teachers are given an opportunity to be self-directing in their teaching techniques | 2.79 | 1.17 |
| Q24 | Inspectors use uniform approach when inspecting all teachers | 2.66 | 1.17 |
| Q25 | Inspectors give immediate feed-back when teachers use to improve on teaching methods | 3.24 | 1.14 |
| Q26 | Inspectors maintain close control on teaching techniques | 3.88 | 1.12 |
| Q27 | Inspectors provide a forum where teachers feel free to initiate positive changes in education | 2.31 | 1.06 |
| Q28 | Most inspectors have the required experience to command respect from teachers | 2.42 | 1.06 |
| Q29 | What level of improvement should be made to the current and approach to school inspection | 1.76 | 0.60 |
| Sample mean and standard deviation of teachers and school administrators' attitudes towards inspection of school | | 2.61 | 0.44 |

Results from the table 5 above, it shows that the mean score for the items measuring the attitudes of teachers and school administrators towards inspection of school ranged from 1.76 to 3.78. The standard deviation was from 0.60 to 1.20. Item 29 (what level of improvement should be made to the current panel approach to school inspection) had the lowest mean score and the lowest variation to response. However, item 26 (inspectors maintain close control on teaching techniques) had the highest mean score. The overall mean score for the attitudes of teachers and school administrators towards school inspection was 2.61 out of a possible maximum mean score of 5 points.

The responses to each constituent item were scored on a scale of 1, indicating least negative level of attitudes, to 5, indicating highest positive level of attitudes. The individual item scores were added up to form an overall attitude score for each respondent. The respondents overall score varies between 13, indicating the least overall negative level of attitudes and 65 indicating the highest level of attitudes. The higher the overall score, the more positive is the attitudes of teachers and school administrators towards school inspection and vice versa. The overall score was later coded into three ordinal categories in order to differentiate between the levels of attitudes towards school inspection among the respondents. This included a score below 39 (1338) meaning negative level attitudes, a score of 39 (a neutral or undecided) and a score above 39 (40-65) meaning positive level of attitudes. Table 6 depicts the level of attitudes of teachers and school administrators towards school inspection approach.

Table 8: Level of Attitudes towards Inspection of Schools (N=240)

| Attitudes | Frequency | Percentage |
|-------------------|------------|---------------|
| Negative | 178 | 74.2 |
| Neutral/undecided | 10 | 4.0 |
| Positive | 52 | 21.8 |
| Total | 240 | 100.00 |

Result of the findings from table 6 showed that out of 240 teachers and school administrators who were surveyed, 178 (74.2%) had a negative attitude towards school inspection, 10 (4.0%) were undecided or neutral while 52 (21.8%) had a positive attitude towards school inspection. These results suggested that a majority (74.2%) teachers and school administrators do not like inspections. Their negative attitudes could be attributed to the conduct of inspectors, manner in which inspection is conducted or fear that their weaknesses in teaching could be discovered. The negative attitude could also be as a result of teachers and school administrators feeling that inspection has had little impact in helping them improve their career. Teachers and school administrators could be holding a belief that as it has been the case in the past, inspection is meant for fault-finding and not addressing areas of teachers and school administrators' strength in teaching. It is likely that 52 (21.8%) teachers and school administrators', who had positive attitudes towards school inspection, felt that inspection address key areas that will help them build on their career. It could be suggested that these teachers and school administrators found inspections assisting them get informed on the current educational changes. These teachers and school administrators appreciate inspectors' feedback on curriculum areas, financial management, inter-personal relations and other related professional ethics.

Correlational analysis revealed that the higher the rating of the inspection approach, the higher was the rating of teachers' and school administrator's attitudes regarding them. The above are reported by common wealth secretariat (1998) who studies found out that an appropriate approach to school inspection should be a combination of inspection and advice characterized by good working relations, listening skill, approachability, open mindedness, fairness, firmness, receptivity and feedback. The findings are also consistent with those of Canham (2001) whose investigations revealed that inspectors' relationships with teachers are more important than other qualities. A teacher must feel confident that the inspector is not only a highly skilled professional but also a person of honour and integrity with an understanding of human nature. Only then will then teacher be receptive with a positive attitude to the counsel from the inspectors. Observation from this study suggested that if the inspection approach is unfriendly, dictatorial, not allowing for exchanging of ideas and fault-finding, then teachers will develop negative attitudes towards the exercise and vice-versa.

Conclusions

Findings from this study showed as follows:

- i) That the type of inspection approach had a statistically significant relationship among teachers and school administrators towards school inspection.
- ii) The previous approach to school inspection which was dictatorial, concentrated more on fault finding, gave very limited capacity for teachers' and school administrator's creativity and lacked uniformity, was still in use despite the introduction of the new approach or current panel approach to school inspection.
- iii) The results of the study showed that school inspection gave low motivation to teachers and school administrators, yet they found it useful in assisting them improve their teaching performance, which was a contradiction.
- iv) Most inspectors lacked experience to command respect from teachers and school administrators and therefore current panel approach to school inspection is less useful to teachers and school administrators.
- v) The majority of teachers and school administrators were conversant with the teaching aspects, which inspectors concentrated more on during inspection visits.

- vi) School administrators found school inspection helpful in assisting them handle indiscipline of teaching staff. vii) Inspections provided a forum where school administrator's feet free to initiate positive changes in education.

Recommendations

Based on the findings, the following recommendations are made to the ministry of education and other supervising agencies, to implement in order to achieve efficiency in the education sector:

- i) School inspectors should always embark on training and re-training through induction/refresher courses.
- ii) Workshops and seminars should be organized intermittently for inspectors on usage of current panel approach to school inspection.
- iii) Teachers' and school administrators should be given the right orientation on the importance of school inspection as a way of enhancing performance in the education sector. This will enable them to see inspection as part and parcel of teaching and learning process. iv) The recruitment process should have only teachers and administrators with the basic teaching qualifications.
- v) The relevant authorities should always provide the needed logistic supports to inspectors.
- vi) The welfare of teachers and administrators in terms promotion, prompt payment of salaries, allowances, etc, should be taken more seriously by the various supervising bodies.
- vii) Inspectors should see themselves as colleagues/partners in progress instead of which hunters, enemies of progress, fault finders.

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