

UNIT 1: CONCEPT OF SCHOOL INSPECTION AND SUPERVISION

INTRODUCTION

Education is gaining more prominence in the affairs of Nigerians more than ever before. It is seen as a way of answering so many questions and solving a myriad of problems. More funds are being committed to education both by the Governments and Private citizens. There is therefore a greater demand for probity and accountability. The maintenance of standards and assurance of adequate measures of quality control are now the concern of all enlightened parents. The significance of school inspection and supervision has now come into the limelight.

The terms – Supervision and Inspection are often used interchangeably. There is the need to clarify these two terms and spell their functions in education.

In this unit, the meaning of the two terms will be discussed and their differences brought out. The purposes of inspection in education will be explained and how to conduct an effective inspection will be outlined.

OBJECTIVES

At the end of this unit, you should be able to:

- i. define the terms inspection and supervision;
- ii. distinguish between supervision and inspection;
- iii. give a brief history of educational supervision in Nigeria;
- iv. discuss the purposes of inspection;
- v. give the rationale for school inspection;
- vi. outline the roles of an effective inspection; and
- vii. discuss teachers perception of inspection.

HOW TO STUDY THIS UNIT

1. You should carefully read through this unit and take note of the important ideas as you read.
2. Take note of the unfamiliar words and study them in your private time.
3. Study the unit step by step and attempt all the activities and assignments stated in the unit.
4. Seek the assistance of your course facilitator in areas of difficulty.

THE CONCEPTS OF INSPECTION AND SCHOOL SUPERVISION

Concept of Supervision

School personnel remain one of the most significant resources in the school. Supervision of the school personnel is central to the attainment of the goals and objectives of the school. The National Policy on Education (NPE) has highlighted in precise terms the objectives of educational supervision, which is “:to ensure quality control through regular inspection and continuous supervision of instructional and other educational services” (1981).

There are various definitions of educational supervision. There is the need to state some of them in order to bring out what educational supervision is, its nature and purposes in education.

The Good’s Dictionary of education (1945) defined educational supervision as “*all efforts of designated school officials towards providing leadership to the teachers and other educational workers in the improvement of instruction. It also involves the stimulation of professional growth and development of teachers, a selection and revision of educational objectives; materials of instruction, methods of teaching; and the evaluation of instruction.*”

To Dodd (1968) and Ogunsanya (1985) Supervision is perceived as a way of advising, guiding, refreshing, encouraging, stimulating, improving and over-seeing certain groups with the hope of seeking their cooperation in order for the supervisors to be successful in their tasks of supervision

Other schools of thought see supervision as a way of persuading people to desist from applying wrong procedures in carrying out certain functions on their jobs, and at the same time try to emphasize the importance of good human relations in an organization (Ogunsaju 1983).

The essence of supervision is therefore the monitoring of the performance of school staff, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of schools and achieving educational goals. Thus, the concern of educational supervision is the improvement in teaching and teaching environment in order to promote effective teacher performance and learning in the school.

Supervision is thus a combination or integration of a number of processes, procedures and conditions that are consciously designed with the sole aim of advancing the work effectiveness of teachers and other personnel involved in the schooling process.

We should note that educational supervision focuses on changing the behaviour of staff for an improved performance. In most cases, it is internally arranged by the school head and at times assisted by other agencies and stakeholders. Supervision pays more attention to personnel and instructional delivery more than the pupils in the school. In other to enhance instruction, the role of the supervisors should be supportive, assisting, explanative, encouraging, guiding, advisory, improving and sharing rather directing.

The Purposes of School Supervision

The major concern of school supervision is the enhancement of the quality of instruction in schools. Harris (1963) perceived supervision as “*what school personnel does with adults and things for the purpose of maintaining or changing the operations of the school in order to directly influence the attainment of the major instructional goals of the school. Supervision has its impact on the learner through other people and things*”

From the above, the role of supervision will include:

- Deciding the nature and content of the curriculum
- Selecting the school organizational patterns and materials that will enhance educational growth
- Improvement of teacher effectiveness.
- Ensuring that teachers are performing their duties as scheduled.
- Improvement of the incompetent teachers.
- Providing a guide for staff development.
- Determining the effectiveness of the teachers’ classroom management.
- Determining the ‘tone’ of the school.
- Determining special abilities possessed by teachers and deciding who to be transferred retained, promoted or disengaged.

The Head teacher is usually the supervisor within the school. He/She is foremost on instructional leader. However, there are many other managerial activities expected of him/her in the school. It is regrettable that many head teachers do not often see themselves in the supervisory role of promoting the quality of teaching and learning in schools rather they see their main roles to be those of teachers, administrators, and managers of personnel and finances, counsellors and disciplinarians for students, liaison with parents and school board Ministry of education, and supervisors of academic areas of the institutions.

In carrying out the role of a supervisor, the head teacher should be visible in all corners and crannies of the school and not hide away in his office all day long. In a school based supervision, according to the Inspector’s Manual (2001), the head teacher should:

- visit teachers in their classes regularly and discuss their observations with them;
- help both new and experienced teachers with planning their schemes of work and lessons and counsel them regularly;
- have authority, and use it with the teachers, to set school level objectives, and to determine the school’s activities to achieve those objectives;
- collect teachers’ lesson plans regularly and comment on them;
- be accessible to both teachers and students and listen to their concerns and interact informally with them;

- trust their teachers and delegate authority to them; and
- check regularly on the safety and welfare of teachers and students and take care of problem as they arise.

Adhering strictly to the above amount to a systematic and efficient supervision, which will result in an effective and efficient school characterized by:

- i. excellent achievement by many pupils in examinations.
- ii. excellent performance in games, sports, drama, debates, music, festivals etc.
- iii. well ‘behaved’ pupils’; and
- iv. the success of past students.

The Concept of School Inspection

In the Oxford Advanced Learner’s Dictionary of current English, the word “Inspect” is defined as

- a) “examine carefully”
- b) “visit officially to see that rules are obeyed, that work is done properly etc”

Beyond this definition, the main emphasis of inspection is on the improvement of learning and teaching activities in the school. It tends to critically examine and evaluate the school as a place for teaching-learning enterprise.

Inspection, because of its focus on monitoring and evaluation of academic performance and development in schools, is always carried out with the intention of maintaining and improving on the quality of learning of students. It tends to improve all factors that affect teaching and learning in our school system.

Inspection is always initiated by agents external to the school. These agents, called Inspectors usually from either the Federal, State or Local Government Inspectorate Services. As earlier mentioned, their focus is on monitoring, evaluating and facilitating the teaching/learning activities in schools. They also ensure that effective and appropriate teaching methods are used. Where deficiencies have been observed, they often recommend the use of remedial actions.

At the end of inspection visits, reports are usually written to detail identified strengths and weaknesses of the school with appropriate recommendations for improvement.

REASONS FOR INSPECTING SCHOOLS

- (a) For the purpose of getting government approval, schools especially new ones, were inspected to ascertain their suitability. In such cases the schools are expected to meet certain standards in pupil enrolment, number and qualification of teachers, the school plant (nature, suitability of buildings), equipment, curriculum etc. Schools which were found to meet the standards were granted approval and grant-aided while those that failed to meet the set requirements were ordered to close down. If they continued to operate, they would be termed unapproved or illegal schools.

In addition, some junior secondary schools need to be upgraded to senior secondary schools. They have to meet certain standard. There is need for them to be inspected.

(b) Inspection for operational improvement

The purpose of this is to highlight areas of deficiency in the system with a view to ensuring improvement. In this case an inspector or a team of inspectors visit a school and spend 2 to 5 days examining the various aspects of the school system in operation. They take record and/or evaluate the staffing, the student population and composition, the school finance, the academic programmes (syllabus, scheme of work, written work, students' progress records), the tone of school, the co-curricular activities, the health and sanitation aspects etc. The inspector(s) then hold a conference with principal and staff and then return to the base to write up reports on their findings. Such reports are valid assessments of the school system operation since they indicate areas that merited commendation and areas that needed attention.

(c) Inspection of school for programmes Recognition

The reason for this type of inspection is to get examination bodies such as West African Examination Council to recognize and approve the school's academic programmes. In the case of a new school, a team of inspectors will visit the affected school and examine all the subjects in terms of quality, quantity, staffing and equipment in which the school wants to present candidates. The reports of such a visit will then be sent to the examination body for approval. In the case of an old school that wants to present candidates in a new subject, the inspection will be directed in that new subject with a view to ascertaining the suitability or preparedness of the institutions.

(d) Inspection of school as a result of situational demand

The situational type of school inspection is the type carried out during a period of crisis or emergency in a school. For this purpose, a panel is set up by the Ministry to investigate emergent cases such as student protest or riots, school – community conflicts (staff – staff, student-staff, or staff-principal) or even cases of financial impropriety or other type of misconduct. During the course of duty of such a panel, it may wade into other school related issues such as finance, programmes, and facilities. The objective of the inspection would centre on the investigation of and reporting on a specific case or situation rather than on evaluating the school system's production process for setting of standards or for accreditation.

Commonly examined components of the school system

During inspection, attention is often focused on a number of the aspects of the school system to ascertain standards. These include organizational structure, achievements, relationship with the immediate community and the public, curriculum delivery, information system and the school climate amongst others. Some of these components will now be expatiated upon as follows:

(a) **School organisation**

This is the general arrangement of the human and material resources available in the school for the attainment of educational objectives. It is assessed during an inspection by evaluating the length of school year, length of school day, length of class periods, size of classes, student-teacher ratio, relative location of classrooms and other aspects of the school plant, enrolment in school, general school attendance etc, and the inter-relationship among them.

(b) **School Administration**

This is the implementation and facilitation of the programmes and the management of the school resources for the achievement of the school objectives. It includes the examination of the issues which are related to Ministry of Education/Teaching Service Commission policies, meetings, self evaluation, financial records and reports, internal accounting, auditing of funds, student boarding and/or transportation etc, school records and reports, philosophy, methods and objectives of the school, school-community relationships, supervision of school work, supervision of curricular activities etc.

(c) **Personnel**

Assessment of school personnel includes the examination of number, qualification and certification of teachers, types of non-academic staff available, salaries, the qualification and leadership of the school administrator, present personnel policies of the Ministry and the Teaching Service Commission, In-service training programmes, teachers' punctuality in school, regularity in classes etc.

(d) **Pupils**

Things to consider under the evaluation of pupils are issues related to admissions, attendance, health and sanitation, promotion, examination, progress reports, grading and reporting system to parents and other agencies, co-curricular activities, student records, discipline etc.

(e) **Programmes of Studies**

The focus here is the nature and quality or adequacy of the school programmes. This includes graduation requirements, curriculum and/or instruction, instructional materials including text books, guidance and counselling, libraries, laboratories, teacher's teaching load, distribution of subjects, subject allocation, regularity of teaching, methods of classroom and or laboratory operations etc.

(f) **Plant and Equipment**

In assessing school plant and equipment the following are taken account of: site, situation and location of school plant, construction of school plant, sanitation, ventilation and general hygienic conditions in the plant, equipment, lighting, administrative space, classroom space, space for co-curricular activities, maintenance services, security services etc.

(g) **Other Item**

In an ideal school inspection, some of the other areas that are examined include school-community relationship, community use of school plant, space for special programmes (music, art, physical education, community health centre etc) safety regulations, visitations, Parent-Teachers Association, Alumni Association etc.,

The above list is merely a collection of the type and nature of the issues examined in school inspection. It is by no means exhaustive. Furthermore, issues examined in school inspection may change from time to time depending on changing government policies. For instance, there was a time when inspectors went into schools to examine Education levy receipts. Now, we also go into schools to find out the number of students who have or have not paid school fees with a view to asking principals to send them out. These are ephemeral issues and their duration is determined by the posture/comfort of the government of the day.

INSPECTION AND SUPERVISION – ANY DIFFERENCE?

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 or school the school performing relative to set standards. 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 behaviour 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.

However, the two are different in some important areas as discussed in the next section.

Differences between Supervision and Inspection

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

<i>S/No</i>	<i>Inspection</i>	<i>Supervision</i>
1.	Formal	Less formal
2.	Focuses on the monitoring and evaluation of performance	Focuses on maintaining and improving performance
3.	Usually carried out by an external agent the inspection, departments, etc.	Usually carried out by an internal agent (the head teacher) and head of subject

4.	Aims at changing all factors affecting the behaviour of the teacher	Aims at changing the instructional practice methods and techniques affecting teaching and learning.
5.	Facilitates and reinforce teaching/learning activities	Explores, encourages and supports teaching/learning activities.
6.	Less frequent	Frequent
7.	Usually planned ahead	Sometimes not planned
8.	Done as a team	Done individually.

Source: Federal Ministry of Education, *Inspectors' Manual*, 2001.

ACTIVITY 1

1. Distinguish clearly between Supervision and Inspection.
2. Explain the reasons for inspecting schools.
2. Discuss briefly the various components of the school that are often inspected

HISTORICAL ASPECTS OF SCHOOL SUPERVISION AND INSPECTION

The significance of historical knowledge in discussing contemporary issues cannot be over emphasized. Historical knowledge not only gives insight into the nature of the supervisory problem but directs attention to what is going on today as it affects the supervising problem in question (Ogunsaju, 1983).

Obilade (1984) and Ojedele (2000) outlined five periods in the evolution of the leadership styles employed in the supervision of school personnel as follows:

I. Administrative Inspection

This era covers 18th, 19th and early part of the 20th century. The focus of inspection was on the personality of the teacher and the effectiveness of classroom management and maintenance of the school plant.

II. Scientific Supervision (1910 – 1930)

This coincided with the scientific management and industrial revolution in Europe and America. The concern of the industrialists was the maximization of profit. The view held was that workers are passive and that increase in their pay will boost efficiency and enhance productivity in organizations. Fredrick Taylor and other exponents of scientific management were behind this movement and confused that monetary incentives will attract workers.

This approach impinged on the school system and inspection was autocratic and “Snoopervisory” There was no consideration for teachers. Their motivations as well

as their welfare were neglected. Teachers had no contribution whatsoever into supervision and curriculum development.

III. **Democratic Supervision Or Human Relation Supervision As (1930 – 1950)**

This approach to supervision was ushered in by the workers' opposition to the principles and practices of the scientific management. This opposition was supported by Elton Mayo's findings at Hawthosne. The Hawthosne studies among other things found that informal groups to which workers belong affects their behaviour and productivity. Likewise is the relationship between the workers and the organisation. The management of personnel thus becomes more humane and democratic.

In the school system, teachers were well recognized and were given cooperation and assistance as required. This era introduced such ideas as group dynamics, policy making by consultation, diffusion of authority, vertical and horizontal communication and delegation into educational supervision.

According to Obilade (1988), the following assumptions greatly influenced the theory and practice of school supervision during this era:

- i. Human beings have their own goals, values, feelings, emotions and needs which affect the way they behave;
- ii. The organisation expects members to behave in ways consistent with organizational needs and goals; and
- iii. organizational needs and human needs are not necessarily congruent.

IV. **The Neo-Scientific Supervision Era (1960 – 1970)**

The major criticism of the human relation era was that it was too soft on the personnel at the detriment of the school goals and objectives. The focus was on the effectiveness and efficiency of the organization. Various forms of supervisory approaches came into play such as Management by Objectives, MBO; Performance Objectives; Systems Analysis; Cost-Benefit analysis etc.

All affected the mode of inspection during this era. Accountability was the watchword here.

V. **Human Resources Supervision Era (1970s to Date)**

The motivation of teachers towards enhanced productivity is the concern of this era. All efforts to improve teachers' welfare and job satisfaction are seen as means of improving their performance in the school system.

A number of capacity building initiatives are being taken and school-based professional support is being encouraged.

HISTORY OF SCHOOLS SUPERVISION IN NIGERIA

History has it that schools followed the establishment of mission outposts in Abeokuta, Badagry and Ibadan. These schools were under the full control of the founding missions.

Initially, most of the products became catechists since the goal of education then was evangelization. But with the introduction of money economy whereby trading firms paid more to students who could read and write, many primary school graduates were made to fill subordinate positions in the firms.

Then, the demand for them increased through the newly formed colonial administration which needed them for its own supporting personnel and the railway organisation which was established in 1896. The government, however, came into education industry with the establishment of two government primary schools in 1960 in Lagos and Bonny and King's College Lagos in 1909. It should be noted that by 1900, three secondary schools were operating, CMS Grammar School, Lagos (1859); the predecessor of St. Gregory's College, Lagos (1878); and the Methodist Boys' High School, Lagos (1878).

The government's attempt at monitoring school programmes in West Africa was first noticeable with the promulgation of Education Ordinances in 1882. The ordinances then covered grant aids to schools for building and teachers' salaries, and established an Advisory Board on Education and an Inspectorate to serve the colonies of Sierra Leone, Gold Coast (now Ghana). Section 3 of the Education Ordinance of 1882 states that:

An Inspector of Schools was appointed for all British West Africa, spending most of his time in the Gold Coast with the Lagos Colony contributing one third of his salary.

Rev. Metcalfe Sunter, a one time Principal of Fourah Bay College was appointed the first Inspector of Schools for the West African colonies to implement the ordinance.

However, four years later, the colony and protectorate of Lagos become a separately administered state. A new Education Ordinance became necessary. Thus, the 1887 Education Ordinance became the first original Nigerian Education Ordinance. Section 3 (d) of that ordinance made provision for school inspection thus:

The schools at all time shall be open for inspection by the Inspector, the sub-inspector or any member of the Board.

Rev. Metcalfe died in 1892 and was succeeded by Henry Carr who successfully transferred the control of the school to the Government through the Education Laws.

An Education Department was established in 1890, and a Directorship of Education along with sub-ordinance post were created in 1906. This is the precursor of the present Ministries of Education and invariably Inspectorate Services.

ACTIVITY II

1. Briefly discuss the five periods in the evolution of leadership styles that have influenced school inspection
2. Briefly outline the historical development of inspection in Nigeria.

RATIONALE FOR SCHOOL INSPECTION

The Inspector's Manual (FME, 1001) advanced the following reasons for school inspection:

- Schools are complex social organisations whose core activity – that of educating people – is a multi-faceted process. Teaching is in itself a quite demanding job that involves a series of energy-sapping activities. Consequently, teachers often have little time for self-evaluation or self-training. School-level supervision is, more often than not, haphazard and infrequent. There is therefore a need for an external agent to help teachers to assess their work now and again with a view to reinforcing effective pedagogical methods and proposing appropriate remedial action where professional lapses have been observed.
- In some parts of the country, schools are still staffed by poorly-trained and incompetent teachers whose retention on the job may be owing to some factors other than the expectation of their improvement on the job. As the head teacher may be unable to help them professionally or may even be unwilling to expose their incompetence, inspections often fill this need.
- Parents and school proprietors often yearn for external reports to supplement the self-congratulatory ones with which schools tend to supply them through such channels as letters, school magazines or speech days. It is inspection reports that meet this expectation by giving objective information about the strengths and weaknesses of a school and suggesting ways in which identified weaknesses can be removed.
- School inspection is a statutory requirement. First, the National Policy on Education (3rd Edition 1998) explicitly states that the Federal, State and Local Government will collaborate in 'monitoring and maintaining minimum standards at all levels of education below the tertiary level'. (Section 103). It also goes on to elaborate on the goals of the inspectorate services and the functions of inspectors (sections 104 to 107). But what lends legal force to current inspection practices and makes them mandatory is Decree 16 of 1985 which is titled, "Education (National Minimum Standards and Establishment of Institutions) Decree". Part II, Section 15 of this law states as follows:
 - (a) It shall be the duty of the appropriate authority to keep himself or itself informed of the nature of (a) the instruction given at approved institutions to persons attending courses of training; and
 - (b) The examinations as a result of which approved qualifications are attained and appropriate certificates are awarded; and for the purpose of performing that duty, the appropriate authority may appoint inspectors to visit institutions or to oversee such examinations".
- Reports arising from school inspections make it possible for the quality of education offered in one school and the standard attained to be compared with the quality and standard in a similar school elsewhere in the country.

Other reasons for inspecting schools include:

- Inspections reveal the strength and weaknesses of a school with a view to:
 - improving teaching and learning
 - assisting in the development of needed teaching competencies.
- It examines continuously school instructional goals and assess teachers' performances in meeting such goals.
- It helps interpret school programme to the community.
- Finally, the Ministry of Education and the teachers are linked through Inspection visits.

THE ROLE EXPECTATIONS OF AN INSPECTOR OF EDUCATION

Role expectation can be described as what is expected of one as a result of ones career or profession or the set of behaviours heaved on one as a result of ones calling

Getzels et al was quoted as saying that “a role has certain normative rights and duties, which we may call role expectations. When the role incumbent puts these rights and duties into effect, he/she is said to be performing in his/her role. The expectations define what the actor, whoever he/she may be, should not do under various circumstances while occupying the particular role in the social system.” In short, role expectations of a profession could be said to be synonymous with ethics of that profession.

Briefly, let us examine what our rights and duties are as inspectors of Education on one hand and what should we or should we not do under various circumstances on the other;

The then Western Nigeria Education Laws (cap 34), for example says, that an inspector may be required to perform all or any of the following functions:-

- (a) provide the Minister with a knowledge of institutions and their potentialities and with expert views on educational matters;
- (b) assess and report on the efficiency of an institution by inspection;
- (c) offer all possible assistance to teachers in maintaining educational progress;
- (d) supervise, assess and report on the arrangements for the training of teachers;
- (e) maintain a thorough knowledge of educational developments through study, research and travel and advance educational progress by the compilation of pamphlets and handbooks on general or particular aspects of education;
- (f) establish and maintain relations with local and national industrial and commercial enterprises and professional bodies so as to enable the Minister to secure training schemes suitable in type and volume to their needs.

An Inspector may in addition to the functions enumerated above be required to perform any function which the Governor may from time to time specify.

Within the duties which an Inspector is legally authorized to perform, he should, among other things:-

- (i) be objective in his assessment of teaching-learning environment and related contributory factors.
- (ii) be polite, civil and humble;
- (iii) regard and treat teachers as colleagues;
- (iv) hold conferences with classroom teachers with a view to exchanging ideas with them and enhancing their out-puts;
- (v) have a sound knowledge of his subject(s) and be current. This means that he must continue to learn his subject(s)
- (vi) respect other people's point of views;
- (vii) learn to keep official secrets secret;

Furthermore, an Inspector should not:-

- (i) dress shabbily
- (ii) falsify educational data or report
- (iii) be bossy, dictatorial, oppressive, ego-centric, self-conceited etc.
- (iv) smoke during the course of performance of his duties or drink beer during official hours. He should not be known to be a drunkard.
- (v) pub-crawl
- (vi) hob-nob with female students and teachers.

Let us note that the list of what an Inspector should or should not do is not exhaustive. In summary, he/she should be an officer who knows what decency means. He/She should not be mean. Rather, he/she should be one who knows the import of dignity and integrity.

The effective inspector must therefore be friendly but at the same time firm. He must give his/her views frankly no matter whose ox is gored. But he should be aware that frank

views could indeed and should be expressed in a positive, constructive and sympathetic manner. He/she must realise that his/her relationship with the schools are essentially human relationships with individuals. His/her success, therefore, depends as much as his/her ability to develop good rapport with the educational forces in his/her area as it does on his/her professional knowledge and experience. Yet in developing this report, the inspector must ensure at all times, that he/she does not compromise his/her conscience on the altar of friendship or the ephemeral filthy lucre. He/she must therefore be a person of transparent honesty giving his/her advice or writing his/her report without fear or favour.

There is no gainsaying the fact that to be an inspector entails the making of a little sacrifice here and there. The call to duty demands this from every professional man or woman and hence the above role expectations.

Perception of Inspector's Role:

In the educational system, the inspector occupies a position which have rights and duties attached to it. It therefore follows that the occupier of this position will be judged by a standard while performing his/her role. The standard by which the inspector will be judged and upon which the success or failure of the inspector or supervisor is based depends on the pattern of behaviour which the teachers with whom the inspector of education interacts expect from him as well as the action or reaction which the Inspector himself expects from the teachers. Sweltser remarked that:

(“The satisfaction of teachers with the school system depends on the extend to which they perceive the role of their Inspectors/Supervisors meet their expectation”)

In the past, Inspectors of Education in Nigeria carried out their functions in a way that earned them all sorts of uncomplimentary names. To the school proprietors, especially the teachers, Inspectors of Education were ‘tin-gods, omniscient, and sacrosanct, distant authoritarian cousins in the family of educators, conscious cynics, pontifical, snoopervisors, with hunters who came to school to harass, bully and terrorize teachers. This image of Inspectors has lingered on till today.

It is often assumed by Inspectors of Education that they have superior knowledge in certain respects to that of the teachers. The Inspector's emphasis is placed upon ensuring that laid down rules and regulations are obeyed and existing standards are maintained. This is usually done through correcting what has not been properly or correctly done. It also implies that attention has to be focused upon the teachers' weaknesses which must be pointed out without necessarily indicating how to improve the weaknesses observed or done in a dictatorial manner. It involves telling the person what to do and how to do it. If the person being inspected runs foul of the law, he/she may be reprimanded by the Inspector, fired by the Inspector or by a higher boss on the recommendation of the inspector.

To one school thought inspection has to be teacher oriented and it involves according to Lovell and Wile (1975) –

“telling, explaining, showing, enforcing, rating and rewarding. Little concern for feelings, attitudes and motivations of teachers was expressed”.

To this extent, Inspectors of Education who in their relationships and interaction with teachers and the public at large exhibit no respect and or consideration for those they deal with attract negative feelings to the profession.

What the situation should be

Today, inspection duties have been enlarged to provide guidance to teachers for the benefit of the learners. This is so probably because attention is now focused mainly on the child rather than on the teacher. The new philosophy is child centred. As a result of the huge government commitment on education and societal expectations, growth and development of the nation,

inspection of schools is still being carried out but teachers are now, more than ever before, regarded as equals (if not superior) colleagues. A more sympathetic attitude is now adopted by inspectors of education to point out mistakes committed by teachers as indeed any other person and to advise the latter on what to do and how such a correction should be made.

In the theories of leadership, motivation and communication have also influenced the development of supervision by pointing out elements which could be used by supervisors to bring about instructional and administrative improvement in schools. According to Wile and Lovell, skill in evaluation, skill in group process, skill in human relations are very important skills which are required in supervision and which must be acquired by educational supervisors. An important purpose of supervision is to help teachers to learn what their problems are and to seek the best method of solving them whether as individuals or in groups.

The supervisor, as far as supervision is concerned, is presumed to be a leader who should perform an important supervisory function. For a good leader to be able to perform his duties satisfactorily, efficiently and effectively, he should possess either naturally or through training salient leadership qualities such as sympathy, initiative, tact, firmness, resourcefulness, open mindedness, honesty, humility, creativity and benevolence. He must be democratic, must take note of his society, nature of man and must also ensure that the needs of the individuals are taken into consideration in the process of decision – making (as the needs of the school and those of the individuals may not be congruent).

A good supervisor must inspire confidence, seek to guide by means of persuasion. He must be more knowledgeable than his professional colleagues in the classroom, must be a patient listener and must avoid jumping into hasty conclusions. He must be plain speaking and frank in expressing his views and develop good rapport with his colleagues. Therefore the inspector must be such that understands the people he supervises and be able to get the best out of them. The supervisor must be able to control situations and people in order to achieve the task or objective in which a group effort is involved. A supervisor, should in cooperation with the group he supervises, be able to do the following things, especially in the educational enterprise:-

- (a) define what the task, goals and purposes of the school should be;
- (b) help the school to achieve the tasks, goals and purposes that have been defined;
- (c) help to maintain his school by assisting to provide for the school, teachers and students needs.

The effective inspector should arm himself with the theory and practice of human relations, maintaining a low profile in respect of his status and authority. He must realise that his relationships with the schools are essentially human relationships with individuals not with inanimate buildings and materials. His success, therefore, depends as much on his ability to develop good rapport with educational forces in his area as it does on his professional knowledge and experience.

Vigilante (1969) postulates that leadership problems, notably resistance to change at the school – inspector level, generally occur mainly because the attitude balance, in the school –

inspector, has been disturbed. As educators, we frequently take note of administrative disturbances as we work with teachers and principals. This situation is not absolutely surprising, although by our nature, approach, and behaviour as professionals in our own right, we can work to keep such disturbances, occurring during the school inspection operations at the barest minimum. Let us therefore try to define a balanced relationship between teacher – inspector. The ideal optimum balance in the teacher – inspector relationship is one of mutual respect. An attitude balance based on mutual respect exists only when each of the two incumbents is respected and encouraged to practice and pursue the satisfactions of his position until that pursuit infringes on the right of others.

The crucial consideration involved in this type of relationship is the mutual appreciation of the worth of each other. Inherent in this type of relationship are an awareness of role definition, leadership skills, status, intellectual honesty, communication skills, empathy and other human and personality dynamics. These human relations tools equip the inspector to maintain the needed attitude balance in his working relationship with the school as a change agent.

We shall conclude this section on who the Inspector should be with the views of Aiyepoku (1987) that

“the inspector is ideally the teacher’s friend, adviser, guide, professional colleague, and consultant. His primary interest should be to assist teachers to do their work better and, thereby improve the standard of teaching and learning. His concern should be for better education for children and how to help teachers to achieve that objective. He should not pretend to know everything and should, in fact, let the teacher realize that inspectors too are not perfect. The modern inspector does not, therefore, force the teacher to accept every advice as gospel truth but should be willing when the occasion arises to learn from the teacher who may be practicing a method the inspector had never before seen ...”

The Challenges of School Inspection

According to the Inspector’s Manual (FME, 2001) inspectors are faced with many challenges occasioned by contemporary situations in education and the larger society. Both situations, it was observed are similar, complementary and influence the quality of instruction directly and indirectly at the same time. Because of the similarity of the two situations and their relationship, their impact on the teaching – learning processes is tremendous. Therefore, it takes the full commitment, devotion and dedication of an inspector to square up to these challenges. The major of these challenges are:-

(a) **Improving the quality of instruction for both formal and non-formal education**

The challenge here relates to what the inspector should do to assist the teacher.

The inspector should encourage the teacher to:

- understand his subject-matter very well;

- always read intensively and extensively;
- always prepare adequately for lessons;
- make good and generous use of teaching aids;
- evaluate every lesson before it is concluded;
- give follow-up activities or assignments to students at the end of each lesson;
- give written tests periodically;
- mark and grade assignments and tests promptly and objectively;
- individualise instruction as much as possible;
- give students ample opportunity to ask questions during the lesson;
- make lessons interesting, stimulating and enjoyable; and
- communicate in a simple, clear and effective manner during lesson presentation.

(b) **Enhancing inter-personal relationship between inspectors and teachers/instructors; and between the teacher and the students.**

Inspectors are expected to:-

- be warm and friendly to teachers;
- accept teachers as their professional colleagues and not as subordinates or inferiors;
- encourage discussions with teachers;
- assist teachers where they go wrong;
- avoid harassment or intimidation of teachers;
- be fair, firm, open and transparent in their dealings with teachers;
- encourage teachers to be role models to their students;
- encourage teachers to assist their students to achieve their goals;
- counsel teachers to develop a cordial relationship with their students;
- advise teachers to avoid instilling fears in their students; and
- advise teachers to deal with students, gently decently and maturely.

(c) **Enhancing the School Climate**

Inspectors are expected to:

- assist the school in developing workable rules and regulations for staff and students;
- encourage the school to enforce its rules and regulations without fear or favour;

- assist the school to ensure sanctity of sanctions against violators of its rules and regulations;
- assist the school to promote unity and peace among staff and students;
- encourage the school to establish social, cultural and professional clubs and societies for staff and students;
- encourage transparency and accountability among the staff, students and management; and
- insist on the right of the school authority to demand obedience and respect from staff and students.

(d) **Helping teachers to develop a better self-concept**

Inspectors should be able to:-

- encourage teachers to develop a full mastery of their teaching subject;
- assist teachers in cultivating a culture of reading;
- encourage teachers to accept teaching as a profession devoted to human resource development and nation building;
- assist teachers to develop a sense of positive self image;
- admonish teachers always to prepare adequately for their lessons;
- encourage teachers to be satisfied with whatever they are able to acquire through legitimate means;
- encourage teachers to develop only reasonable aspirations;
- advise teachers to identify with suitable role models.

CURRENT TRENDS IN INSPECTORATE SERVICES

Inspection of schools during the colonial era and the immediate past (when schools were inspected by catechists, clergies, local assistants and administrative assistants) which was teacher-centred is now giving way to supervision by subject-specialists and is geared towards the totality of teaching-learning environment. Thus, traditional supervision, centred on the teacher and the classroom situation, was based on the mis-conception that teachers, being under-trained, needed constant direction and training. It is not funny then, that inspectors of old were used to jumping through windows into classrooms, parking their cars a distance to the school and taking the school community by surprise; harassing and terrorizing the teachers and hiring and dismissing teachers on the spot. They seemed to hold a sword of Damocles on the teachers and inspection then was unsystematic and inadequate. Modern supervision is seen as a cooperative service that is primarily concerned with identifying and solving professional problem. Rather than focusing attention on the teacher and the classroom situation, attention is focused on the totality of the teaching-learning situation. The new trend is away from supervision as super-inspection and super-rating and towards the newer concepts of supervision as providing cooperative services, consultation, and in-service

education. Burton and Brueckner (1955), summarizes six major points in comparing traditional and modern practices in school supervision. They said that traditional supervision consisted largely of inspection of the teacher, was poorly planned, authoritarian and usually by one person. Modern supervision, in sharp contrast, is based on research and analysis of the total teaching-learning environment and its many functions and usually carried out by many specialist-individuals over a period of time. Modern supervision is objective, systematic, democratic, creative, growth-centred and productive, and accentuates the spirit of inquiring by emphasizing experimentations and continuous evaluation. Democratic principles do control supervision and evaluation in school. In fact the main objective of all types of inspection is the improvement of instruction (Quality Control) and general school operations. Most students of organisation improvement argue that operations activities and other improvement-related strategies in an organisation are better developed from within than from without. They contend that to improve performance in an institution, one needs to identify with, become part of, get involved in the aspirations and problems of the institution and then carefully and systematically begin to influence and change operations in the system (Bennin 1969, Bechard 1969). In the same way, school inspection should start with the inspector being seen as a friend and colleague rather than as a Ministry official who has come to criticize and condemn. By so doing post-inspection recommendations will be implemented by the school with ease and without any misgiving. Equally implicit in the above trend is the spanning of inspection over several days rather than a few minutes, hours or a day. This enables the inspector not only to worm into the fabric of the institutions, but also to perceive and appreciate the merits and problems of the institution from a realistic perspective. The Federal Government, according to the National Policy on Education, decided that its control of schools will involve regulating the opening of schools, supervising and inspecting all schools regularly and ensuring the provision of well qualified teaching staff, and generally ensuring that all schools follow government approved curricula and conform to the national policy on Education. To this extent, the relevance of quality control in schools is not in doubt. Thus, the purpose of the current trends in inspectorate services is to make teachers to be willing to improve and to become convinced that they can also improve through self-improvement. To Eye and Netzer, (1965), supervision deals primarily with the achievement of the appropriate instructional expectation of educational services. On the other hand, Kyte (1980) submits that inspection or supervision should help teachers to believe that they can become competent in self criticisms, self-analysis and self-confident in their ability, capability and professional competence. Thus, supervision is a cooperative service designed to aid teachers rather than to report about them.

In order to achieve the above, Osinowo (1982) said that inspection/supervision should be aimed at developing an effective learning process and provide an education which should constantly suit the changing needs of individual and the purpose for which such an education has been set up. Akpofure (1974) opines that inspection should not only encourage flexibility and initiative, but it should also attempt to provide all those connected with the school system with a constant awareness of where it is going and ways and means of getting there. He went further to say that inspection visit should enable the educational system fulfill its stated aims and objectives within the national system.

Oral Communication and School Inspection

At times, how we use both spoken and body language affects the way people perceive us and react to our presence. Respect for people and sensitivity to their feelings and needs are reflected in the use of language. When communicating to the staff, the following guidelines should be taken into consideration according to Adeyanju (2002):

1. know your objective: what do you want to achieve? (inform, praise, discipline, etc.);
2. know the receiver (for example, the teacher/learner) and the reason for the communication (for example, poor examination results);
3. formulate your message, i.e. be clear, specific and understandable by using short sentences in simple English;
4. be brief, do not include unnecessary information;
5. ensure effective communication: the message must cover question such as why, who, what, when and where;
6. consider how the message is best communicated: this can be just as essential as the content;
7. in delivering the message, be aware also of your attitude, behaviour, non-verbal communication, gestures and facial expressions;
8. keep in mind that positive feelings and emotions inspire positive attitudes among the staff and learners;
9. be yourself: show through the message that you respect the staff, trust and accept them, are interested in them and are willing to help and listen to them;
10. be enthusiastic and inspirational in your communication;
11. listen carefully: an effective communicator must be a good listener;
12. make use of effective feedback; communication is a two-way process, so always ask questions to determine whether the message has been understood.

ACTIVITY II

1. Discuss the role of an inspector in the school system.
2. What perception of the inspectors do teachers often have and what should it be?
3. Discuss the current trend in school supervision

SCHOOL RECORDS:

Statutory Records can be classified as those school records which by the Education Law must be kept by every Education Institution for effective and smooth running of the school administration. Pages 204 to 210 of the then Western Nigeria Education Law (CAP 34) contain the list of records with schedules of how they are to be kept for the different categories of schools. A lot more records had been introduced and maintained by Heads of

schools which are not contained in the pages of the Education Laws of Western State quoted above. This is one of the reasons why the education laws should be reviewed and made more comprehensive.

At every Education Institution (Public or Private) the following records and books must be kept by the Head of school (Headteacher or Principal) and produced at the request of an Inspecting Officer. We shall, for clarity purposes, regard the Head of school whether Primary or Secondary as Headteacher.

(A). Statutory Records

(i) Admission Register:

This is a register of admission, progress and withdrawal of students.

This register contains the following particulars in respect of every student admitted to the school:-

- Admission Number
- Name in full (arranged in alphabetical order)
- Sex
- Name and Address of parent/guardian
- Day, month and year of birth
- Previous school attended
- Last class read
- Day, month, year, class of admission
- Record of progress
- Date of leaving school
- Reasons for leaving, etc.
- Transfer certificate number

Every entry in the Admission Register shall be hand-written in ink and any correction shall be made in such a manner that the original entry and the correction are both clearly distinguishable. The Register must be kept for at least 15 years after the last entry. It must be safely kept in the Headteacher's office. The Inspector must check this record and ensure that all vital information contained are abundantly supplied.

(ii) Attendance Register:

The attendance register for each class contains the following particulars in respect of every student whose name is entered in the Admission Register until each time as the student is deemed to have left the Institution:

- Admission number

— Name in full, surname first in block capitals;

The names of all boys in attendance at the start of the school year to be entered in blue or black ink in alphabetical order and thereafter the names of all the girls in red ink.

The Register is designed to show the number of students physically present in the school day by day, hence the teacher needs to visit the class and not just sit in the staff room to do the marking. The Register shall be kept at least for 5 years, before destruction. The Inspector needs this document to ascertain the actual students enrolments in the various classes and the entire school.

(iii) **Log Book:**

The log book contains records of important events happening in the school. It is a vital document from which the history of the school can be compiled. It is always kept under lock and key by the Headteacher. The log book must not be destroyed. It must be properly guided by the Headteacher. The inspector must ensure that the Headteacher up – dates this record.

(iv) **Visitors Book:**

This is a record showing names, addresses of all important visitors to the school as well as the purpose of the visits. The book is to be kept permanently in the school. It should be kept in a prominent and accessible place in the Headteacher’s office. The first evidence to prove that the school was visited is the visitors book, hence the inspector **must** endeavour to record his findings in the school in this book and sign it.

(v) **Education Law:**

A copy of the Education Law with all regulations made there under and any amendments thereto must be kept by the Head of School.

(vi) **National Policy on Education:**

It is compulsory for the Headteacher to purchase and utilise a copy of the National Policy on Education.

(vii) **Inspection Report File:**

This is a record containing the reports of visits made to the school by any inspecting officer of both the Federal and state Ministries of Education. The Inspector should ensure that the Headteacher takes adequate care and utilize the Inspection reports. The file is often very useful during follow – up inspections.

(viii) **Corporal Punishment Book:**

The Education Law permits only the Headteacher or the teacher authorized by him to inflict corporal punishment on erring students. When this is done, proper records of the punishment must be kept. The name of the offender, the

date of all such punishments, the nature of offence and the punishment must be properly documented. The inspector should always check this record to ensure that justice is fairly carried out in the schools.

(b) **Academic Records:**

(i) **Approved Syllabi for the Terminal Examination and the Scheme of Work for the various subjects:**

The academic programme of the institution is based on the approved syllabus of the course that is being run. Thus, in a secondary school, the inspector expects to find a copy of the WAEC/NECO syllabuses for the GCE O/L SSC Examinations and a copy of the syllabus for the junior secondary school programme. In a Teacher Training College, you expect a copy of the NTI syllabus for the Teachers' Grade II Certificate and the syllabus for the state papers. Similarly the Primary School headteacher is expected to keep a copy of the Primary School Syllabus.

The States Ministry of Education usually break down the secondary school syllabus into various subject schemes of work.

The scheme of work either in the primary, secondary or any other level must indicate clearly the topic, performance objectives, contents, activities, instructional materials, evaluation procedure. The Headteacher should endeavour to see that the schemes of work are clearly understood by each teacher before writing them out and before the headteacher finally endorses them. The Inspector should insist that the schemes of work are formed in advance of each term. This should be copied in the scheme of work sections of the class diaries.

The inspector needs to ensure that the teachers conform to the dictates of the scheme of work. The inspector would assess the worth of the teachers and students vis-à-vis the academic standard attained through this record. He should encourage teachers to follow the scheme of work.

(ii) **Record of Work Book:**

Every teacher should record very carefully and briefly in his record of work book at the end of each week, what he has really taught. The Inspector should see that such entries are checked and properly endorsed by the Headteacher.

(iii) **Lesson Notes:**

These can be prepared daily or weekly. In the primary schools, daily lesson notes are preferred while in the secondary and Teacher Training Colleges, the teachers prefer weekly lesson notes. The inspector should ensure that lesson notes contain the following ingredients:-

- Introduction to be varied.
- Aims to be specific and expressed in behavioural terms.

- Appropriate teaching aids/apparatus to be used.
- Previous knowledge to be related to the new topic
- Teachers' and pupils' activities to be properly graduated.
- Conclusions to be varied.

The Inspector should insist on the lesson notes before he allows any teacher to teach in the classroom.

(iv) **Marks Book:**

This is kept by the teacher in respect of each subject handled in each class. Records from the marks book are used in the compilation of the Continuous Assessment Record. It is now mandatory for every teacher to keep accurate marks book for their classes. This should contain records of weekly, fortnightly, monthly or end-of-term tests written by the students. The inspector should demand for this record and encourage teachers to update his record which should form ascertain percentage of the promotion marks.

(v) **Continuous Assessment Dossier/Report Sheets:**

It is now compulsory for every student in Junior Secondary School 1 – III to possess a copy of the Continuous Assessment Records, Report Sheets and Students' personal files. These are confidential documents which are kept in the headteacher's office.

(vi) **School Time Table:**

This is a record showing the daily activities of the school, class by class and of their teachers for the week.

The record should show clearly the number of lessons taught daily, period by period and the names of the teachers handling them. The analysis should indicate the curriculum and the number of periods allocated to such subjects; as well as the subjects and number of periods taught by each teacher, in a week.

This document is very important and the inspector should insist on its readiness within one week of resumption for the new academic session. It is a valuable document the inspector would need for Continuous curriculum overview. The class time table is extracted from the omnibus school time table in respect of each class. It is usually exhibited in each classroom.

(vii) **Lesson Attendance Register:**

This is a record kept by the class captain or leader of each subject group showing the name of students or teacher present or absent from a particular lesson. This record is usually given to the teacher to sign at the end of each lesson. The book is designed to curb truancy by both the students and teachers. The records are usually given to the Headteacher or Assistant to check at the

end of school hours daily. This record will help the inspector to identify truant and non-committed teachers.

(viii) **Transfer Certificate:**

This is usually in a booklet form. It is issued to students who have cause to leave the school before getting to the terminal class. The stump of the certificates issued is always kept in the Headteachers' Office. A close look at this record will help the inspector to observe the rate at which students desert the school. This could be an eye opener to other issues about the school.

(ix) **School Leaving Certificates:- viz**

- (i) Unclaimed Certificates
- (ii) S. 75
- (iii) Testimonials
- (iv) Records of External Examinations and Results

These documents must be well guarded by the Headteacher. They must not be allowed to get into wrong hands. The Inspector should ensure that these documents are well kept and protected from damage.

(c) **Finance Records:**

The school's accounts books showing every item of income and expenditure must be checked by the inspector.

(i) **Salary and Payment Vouchers:**

These are kept in respect of salaries paid to workers and monies paid to people for services rendered to the school;

(ii) **Financial Memoranda and Accounting Procedure for Schools:**

This is a document that regulates the accounting system of institutions in the state whose rules and procedures are to be meticulously observed for proper disbursement of school funds.

(iii) **Records of Last Pay Certificates:**

These are issued to teachers transferred by the Teaching Service Commission.

(iv) **Auditor's Report File;**

This contains audit reports of the school account by the Audit Section of the Ministry and External Auditors appointed by the Audit Department.

(v) **School Fees Register:**

The school bursar must keep a register of school fees paid by the students and the clearance certificates, issued by the Treasury cash officer confirming remittance to the Government Account.

(vi) **Fee Receipt Books:**

Issued to students.

(vii) **Details of Accounts:**

In respect of the Running Cost Grant.

(viii) Others are the Education levy and Development Levy Receipts, Cash book, fees ledger book, cheques books, bank tellers, Bank statement of account file, bank reconciliation files and schools approved budget.

The Inspector must check these records so as to ensure that Government funds are wisely disbursed and adequate records are kept.

(d) **Staff Records:**

Prominent among the staff records which the inspector must check are:-

(i) Staff time book – used to record the time of arrival and departure of members of staff. This book is designed to encourage punctuality to work and regularity at work. It is also designed to check absenteeism on the part of workers. (Academic or non-academic).

(ii) Staff movement book – This has been designed to monitor the movement of workers during the official working hours. The State Ministry of Education had issued at least a copy to all schools in the state.

The inspector must insist that all movements out of the school during the official hours must be properly recorded.

(iii) Staff confidential report file/APER Forms – Duplicate copies of the special reports written on teachers and the Annual Performance Evaluation Report should be kept under lock and key by the Headteacher.

(iv) **Staff Files:-**

Each member of staff should have personal files. Such files must contain the record of service, letters of posting and assumption of duties, promotions, and other documents about that particular worker. Each file should be properly identified and given appropriate reference numbers.

(v) **Staff List:**

A list of all the academic and non-academic members of staff showing names, qualifications with dates, Specialisation, date of first appointment, date of first appointment, assumption of duty post and adhoc duties must be kept by the Headteacher.

(e) **General Records:**

Other general records an inspector should demand from the Headteacher are:-

(i) Parent-Teacher Association minutes Book

- (ii) Board of Governors minutes book
 - (iii) Suggestions file and box
 - (iv) Instruction book/internal circular file
 - (v) Correspondence files on various subjects
 - (vi) Students files contain the admission form, progress report sheets, cumulative record, health record, exact, honour etc.
 - (vii) A record showing the whereabouts of ex-students (i.e. “follow-up record)
 - (viii) School vital statistics board – This is a large chalkboard directly opposite the seat of the Headteacher showing the students enrolment, staff particulars, staff quota and vacancies.
 - (ix) Library record including the stock list, accession register, borrowers’ register etc.
 - (ix) The stock book/inventory of school property – These should be classified as consumable and non-consumable stock.
- (f). **The keeping of these records serves several purposes:-**
- (a) It ensures that the Headteacher keeps strictly to the Education regulations as enacted by the State Government.
 - (b) It provides necessary information for the educational development in school
 - (c) It provides means of assessing progress in education
 - (d) It provides useful information about the students and staff and
 - (e) If properly documented, it can be used as history.

As inspectors of education, it is our onerous duty to insist on the proper keeping of these vital records. We should remain undaunted as any attempt to compromise our stand is surely going to affect the school administration adversely. We should not mind the time it would cost and the several visits of erring/defaulting headteachers if such endeavour would give us the desired result. The inspector should also make defaulting headteachers realise the penalties attached to non-keeping of these vital school records. The list of records the inspector would expect the headteacher to keep will continue to increase with time. Experience on the job, individual style of administration, of the school, and the abundant use of initiatives will go a long way to suggest other vital records a headteacher would keep.

ACTIVITY IV

1. Of what importance is record keeping in the school?
2. What are statutory records? Name any five and describe how they are kept in the school.
3. Explain the importance of:
 - (i) Log Book
 - (ii) Visitors' Book
 - (iii) Education Law; and
 - (iv) Corporal punishment book.

UNIT 2: INSPECTION PROCEDURES

INTRODUCTION:

This unit and others that will follow are as detailed as in the inspections manual (FME, 2001). You are advised to get yourself a copy.

The concept of educational inspection, as well as the functions of inspectors, has been explained in an earlier module. The next requirement is to take trainees beyond this theoretical knowledge. This module will therefore focus on the practical aspects of inspection by analyzing the various stages of an inspection and examining the skills that make for an effective inspector. The basic aim is to prepare the inspector for hands-on training experience.

Three preliminary points need to be made before we get into the text of the module. The first is that inspection involves a series of inter-related activities. The second is that because of its interactive nature, inspection demands team work and team spirit. Learning to be a team player, is, therefore, a sine-qua-non for the acquisition of inspection skills. The third point is that inspection is, above all else, a human activity. Thus even though such issues as: the teaching – learning atmosphere, infrastructure, data gathering and communication of findings engage the attention of inspectors during any visit to a school, they must never lose sight of the fact that what is pivotal to their intervention is the degree to which it can produce a positive behavioural change in the people involved in the teaching – learning process.

OBJECTIVES:

At the end of this unit, the inspector should be able to:

- i. identify the skills required in the discharge of his functions;
- ii. recognize the practical aspects of inspection in a step-by-step manner; and
- iii. demonstrate how the inspectors' findings are communicated to the principal proprietor, the PTA of the school, and the Ministry of Education.

School inspection is generally broken up into three stages:

- pre-inspection;
- inspection; and
- post-inspection

Pre-Inspection Activities

As has been noted earlier on, inspection is a crucial and delicate educational process which has serious implications for the way in which members of the school community will come to view their own operations and more importantly, how other key players in the education enterprise will come to assess the degree to which the school is keeping to the national standards. In all this, it is the inspector who has the responsibility of passing the informed

judgement that provides the basis for other people's discourse. The inspector, therefore, cannot afford to do a rushed job. Instead, he has to prepare carefully for every scheduled visit.

Preparing for an inspection involves four major tasks:

- i. assembling data about the school/educational centre to be inspected;
- ii. selecting members of the team;
- iii. appointing a team leader; and
- iv. mobilizing material resources and planning logistics.

Each of these tasks will now be examined in some detail:

i. Collecting Data about the Target School

Information required about the school falls into two parts viz: advanced information and information to be supplied on the inspectors' arrival. The advanced information consists of:

- a) a copy of the current time table
- b) a copy of the preparation time table;
- c) staff – subject analysis;
- d) daily routine time table (especially in the case of a boarding school);
- e) a list of teaching staff with qualifications, salary grades, experience, length of stay in the school;
- f) a personal time table of each member of staff;
- g) a list of staff duties and who carries them out; and
- h) a list of all other staff and their duties.

The information to be made available at the time of the inspection should cover: academic matters, statutory and other records, co-curricular activities, library, building and accommodation facilities, medical and health, inventories and stores, student meals, boarding houses, (where it exists) general administration and accounts. Obviously, the type of school to be inspected will determine the scope of information to be demanded of the head teacher.

ii. Selecting Members of the Inspection Team:

High on the list of preparations that the Federal Inspectorate headquarters makes for any inspection is selecting a competent team. In handling this assignment, the selector (usually the director himself in the case of a national inspection) is guided by the personal qualities, academic and professional qualifications of inspectors. Ordinarily, only a specialist in a particular subject is selected to inspect, although this condition need not be insisted upon when the inspection involves a primary or a nursery school or a non-formal education centre. The experience of each inspector in

relation to the teacher (s) handling the subject he is to report upon should also be considered. The implication of this is that a person should not normally be selected to inspect a teacher senior to him in the profession.

Two other precautions that are usually taken of are:

- a. A person is not allowed to inspect his spouse
- b. An inspector is usually excluded from a team visiting a school where he had previously worked, been a student or which is owned (wholly or partly) or managed by a relation of his.

An inspector who envisages any conflict of interest that may hinder him in the discharge of his duties is expected to make this known to the team selector as soon as the list of inspectors chosen to visit a particular school is published.

Besides subject specialists, each of whom inspects the relevant subject, a secondary school inspection also requires that inspectors be appointed to examine such aspects of a school life as: curriculum overview, organisation and administration, co-curricular activities, boarding house and corporate life (where appropriate, although the point must be made that even a day school is required to be organised in such a way that there is in it corporate life to report upon).

A member of the team, designated “**Reporting officer**” is given the responsibility of compiling inspectors’ findings at the end of a visit. Sometimes, another officer is given the task of editing the final report.

iii **Appointing a Team Leader**

No member of an inspection team is chosen with greater care and circumspection than the team leader. While the person appointed may not necessarily be the most senior, he must be someone who, on the basis of cumulative experience, comportment and other personal qualities, can command the respect of other members of the team and ensure that “esprit de corps” is maintained throughout the inspection period. Chief among the personal qualities which a team leader is expected to possess are: tact, integrity and articulateness. He must be purposeful and inspirational. He must be skillful in writing.

iv **Mobilizing Resources and Planning Logistics:**

Responsibility for mobilizing resources and planning the logistics of a national details such as: quantity of stationery, the number of vehicles, names, qualifications and stations of participating inspectors are worked out. However, quite crucial is the role of the coordinating inspector, (based at the headquarters of the state in which the school scheduled to be inspected is located), specifically in the area of making contacts with the school and arranging hotel accommodation.

It is to be noted that such items as: laptops, video camera and cassette recorders are now considered part of the standard equipment that a modern inspector may require to

aid his observation. Thus, provision may have to be made for taking along some of them.

Duties of a Team Leader

Since the team leader is the linchpin of any educational inspection, it is essential, at this juncture, to take a closer look at his functions.

- It is the duty of a team to take the chair at a pre-inspection meeting which is held on the day of arrival of inspectors. In the case of a full general or recognition inspection, this is usually a Sunday in the tradition of the Federal Inspectorate. The host inspector fixes the time and venue. The purpose of the meeting is to enable the team leader to take a roll call of inspectors, reassign duties if necessary (to take care of any absence or late arrival) and ensure that each inspector is well-armed with a dossier on the school/education centre to be inspected. The team leader also takes the opportunity of the meeting to emphasise to his colleagues the objectives of the inspection and to remind them of their obligation to approach their assignments with objectivity and integrity. Next, he may request the host coordinating inspector to brief them about the target school.
- It is the duty of the team leader to see to the pooling of all official vehicles available to the team so that all the inspectors can preferably take off from the same point. On the first day of a full general or recognition inspection, members of the visitation team should get to the school before the school assembly starts.
- At a brief familiarization meeting which inspectors should hold with the head teacher and staff before their work begins, the team leader outlines the purpose of the visitation and stresses the desire of his team to perform their tasks in such a way that there will be no disruption to the school routine.
- The team leader holds a stocktaking meeting with the inspectors at the end of the last lesson on the first day of the visit with a view to finding out what their experiences have been so far.
- The team leader should constantly monitor members of his team and ensure that each of them carries out his function in accordance with the principles and norms of inspection.
- At the review meeting that inspectors hold after an inspection, the team leader also occupies the chair. There, his main duty is to reconcile differences of opinion, prevent or diffuse tension which may arise as a result of some inspectors insisting on ramming their viewpoints down their colleagues' throat. He helps the group to achieve a consensus on all the recommendations to be presented to the head teacher, the school proprietor and the Federal Ministry of Education.
- At the final briefing which the inspectors hold with head teacher and at the subsequent one with the school proprietor, the team leader acts as spokesman.

- It is the responsibility of the team leader to intervene whenever any sharp differences of opinion arise between a teacher and an inspector. He is the team's troubleshooter and lighting conductor.
- Even though the reporting inspector is responsible for putting together moderated reports handed in by various inspectors, the job of ensuring that the final product is of high quality is that of the team leader.
- It is also on the team leader's shoulders that the responsibility for submitting a report to the Director of Inspectorate on how the visit went rests.

SUMMARY

- In this unit, the four major tasks that precede an inspection have been highlighted. The criteria used to select an inspection team have also been discussed. Furthermore, the qualities of effective team leader have also been examined. Similarly the team leader's duties have been highlighted.

ACTIVITY III

1. "The success or failure of an education inspection depends on the quality and capability of team leader."
2. Discuss four duties of a team leader which demonstrate his pre-eminent role.

UNIT 3: INSPECTION

INTRODUCTION:

The Federal Ministry of Education is charged, by law, with the responsibility of enforcing adherence to minimum educational standards throughout Nigeria. The same law empowers the Minister to authorize inspectors to pay regular visits to educational institutions below the tertiary level for the purpose of:

- Identifying the activities that an inspection entails;
- stating the criteria an inspector uses to assess a school;
- discussing the way an inspector should comport himself during a visitation;
- analyzing inspectors' "code of practice"; and
- conducting a school inspection with precision, confidence and skill.

Since the number of educational institutions which inspectors are required to visit in the country is so large that inspectors cannot possibly visit all of them, a method of selecting only a representative sample of each category of schools (primary, secondary, and technical) is adopted.

Inspection can be broken up into three major activities:

- i) observing
- ii) counseling
- iii) documenting

When inspectors observe any lapses during their visit, they draw the attention of those concerned to them with a view to bringing about remedies. They are also obliged to present to the school head, his staff, the proprietor and the Federal Ministry of Education (or Commissioner of Education in the case of the state inspectors) an accurate picture of their findings.

The primary aim of inspectors when they pay a formal visit to an educational institution is to assess it in terms of the following:

- a) School climate: here the inspectors' focus falls on environmental cleanliness, level of discipline, head teacher/staff relationship, staff/student relationship, student/student relationship.
- b) Curriculum delivery with particular reference to: teacher effectiveness, staff motivation, learner-teacher interaction, pupil-teacher ratio, availability and use of teaching aids.
- c) Organisational structure – at the classroom level, at the school level, at the boarding house level (where appropriate).

- d) Information system: whether data keeping is adequate or not; availability and effectiveness of channels of communication – between the head and teachers, between the head and the learners, between the school and parents.
- e) The school's achievements, especially in academics, and also in such co-curricular areas as sports, drama, cultural activities etc.
- f) School/community relationship: what usually emerges from the inspection is a profile which reflects the areas in which the school is making progress and those in which deficiencies have been observed. Also, to be highlighted are recommendations on appropriate remedial measures.

Observation

Whether an inspector is in charge of a particular subject or a specific non-subject aspect of school community life such as organisation and administration or co-curricular activities, he has to bring his observation skills into play. It is, therefore, essential that sharpening of inspectors' skills in observation should be included in their training programme. Also relevant is the related skill of drawing an appropriate conclusion from an observation. If, for instance, several learners are found to be sniggering during a Social Studies lesson in which the topic: "The Dangers of Bribery" is being discussed by a teacher who is in the habit of starting almost every sentence with "I mean ---", the inspector will have to be careful not to jump to some quick conclusions in his assessment of the lesson. Rather, he should carefully weigh the level of discipline in the classroom against the possible effect on the learners of the teacher's mannerism. He should also try to find out whether some of the pupils were pursuing their own hidden agenda. In any case, his main focus should be on how much of the subject the learners were able to assimilate.

Classroom Observation:

Of all the various aspects of the activities of a school that come within an inspector's purview, none calls for greater caution and tact than classroom observation. After all, the primary purpose of a school is to transmit knowledge, skills and values and where else does this activity go on in a more organised fashion and more regularly than in the classroom?

The following are the components of teaching on which an inspector should focus while assessing the effectiveness of the way a subject is taught in a school:

- i) the teacher's mastery of the subject,
- ii) mode of presentation,
- iii) ability of the teacher to stimulate and retain learners' interest,
- iv) class participation,
- v) use of teaching aids (where applicable).

It is on these criteria that the inspector will base his assessment as to whether the objective of the lesson has been met or not.

Four-Step Method of Instruction

The inspector may supplement his assessment by evaluating the teacher's performance on the basis of the "Four-step Method of Instruction" explained below:

Step 1: Preparation

Is there clear evidence of advanced preparation for the lesson on the part of the teacher and has he developed a receptive and responsive attitude on the part of the learners?

For instance, the teacher should:

- a) know the subject matter;
- b) show the purpose of the subject being taught;
- c) key his instruction to the learning capacity of the students;
- d) put the learners at ease;
- e) find out what the students already know; and
- f) stimulate the learners.

Step II Presentation

This refers to the actual teaching process.

- a) the teacher should tell, show and illustrate step-by –step what he wishes the students to learn
- b) he should stress key points
- c) he should be clear, thorough and patient.

Step III Application

This refers to the layout stage of teaching. The students should:

- a) perform the task;
- b) tell and show how the task is performed;
- c) explain key points;
- d) correct mistakes; and
- e) repeat the work until it is clear that they have learnt it.

Step IV Follow-Up

This is the assessment stage of teaching. The teaching should:

- a) check frequently and encourage questions;
- b) correct errors and re-teach, if necessary;
- c) ensure that the students have mastered the subject and can apply it on their own; and

- d) suggest where and how they can receive further knowledge on the subject.

Overall assessment of the Status of a Subject

Set out in appendix IB are the questions to which an inspector will be seeking appropriate answers in his attempt to evaluate the quality of teaching of his particular subject. It is to be noted, however, that the inspector is still required to weigh the answers given against the background of his own experience and professional knowledge. For instance, if a school being visited allocates only three periods a week to the teaching of Mathematics in SSI, it is left for the inspector to pronounce such an allotment adequate or inadequate on the basis of accepted practice.

The Comportment of an Inspector

Even though during a visitation every inspector should observe decorum, tact and decency, display of these qualities is particularly required of the inspector while he is observing a lesson in a classroom. He should position himself where he can see what is going on in classroom without causing any distraction. This is why, if he chooses to stay in the classroom during the lesson, he should take his seat at the back of the class before the lesson starts. Some inspectors choose to stay on the corridor at a point from where they can have full view of happenings within the classroom.

Wherever the inspector decides to sit, he should normally resist the temptation to interrupt the lesson even if he notices that the teacher is going astray. Rather, he should confer with the teacher later at a mutually agreed time and place to discuss with him his observation during the lesson.

The teacher is given a chance not only to explain his teaching behaviour but also to raise issues with inspector over whatever innovations may have been suggested to him as an alternative to what he is used to.

Code of Practice

At this juncture, it is pertinent to identify other qualities which an inspector should possess.

The following is a ten-point code of practice. The inspector should:

- i) be knowledgeable and up-to-date with regard to teaching methods and educational policies, but should not on this account be presumptuous. He should remember that he is not omniscient;
- ii) treat school staff in particular with courtesy and should neither be condescending nor intimidating; rather should seek to rely on persuasion and not on ridiculing or embarrassing teachers;
- iii) be neat and modest in appearance;
- iv) demonstrate integrity, self-control, decorum, punctuality and professional propriety;
- v) seek no favours or rewards;

- vi) be willing to learn new methods of teaching or managing schools or at least should be prepared to listen to explanations about innovative approaches to pedagogy;
- vii) be a reliable team player with a healthy respect for other people's points of view however divergent from his own;
- viii) be articulate in both oral and written English;
- ix) be alert and observant, but communicate his feelings tactfully; and
- x) be dignified without being stiff or stuffy.

Counselling:

Unless the observation skills of an inspector are supported with counseling skills, they are likely to remain dry and unproductive. It is the inspector who, conscious of his role as a change agent, engages in a productive dialogue with a teacher who has gone astray or the one who has displayed an exceptional pedagogical ability, that stands the chance of exerting a positive influence on those professional colleagues and leaving a lasting impression on their minds. This is why, during an inspection, an inspector may need to arrange several meetings with specific teachers on a one-to-one basis.

In the case of a weak teacher, such meetings afford the inspector an opportunity to discuss such issues as: instructional planning, selection or improvisation of instructional materials and membership of professional bodies. The underlying aim is, of course, to help the teacher to sharpen his pedagogical skills. The inspector also emphasizes the importance of self-training and self-direction as a basis of acquiring increased self-confidence.

Teachers may also be advised to obtain regular copies of magazines and journals relating to their fields of study, to update their knowledge of the activities of appropriate professional bodies and to get acquainted with innovative changes in other schools.

SUMMARY

- In this unit, the activities that are the ingredients of inspection have been analysed. The criteria that are used by an inspector to assess a school have been stated. The qualities that an inspector should possess have also been enumerated in the form of a ten-point "code of practice". Details of how an inspection should be conducted have also been provided.

UNIT 4 POST-INSPECTION ACTIVITIES

The inspector of Education is the link between policy makers, providers of education, practitioners and consumers. Before the policy makers can embark on formulation of new policies, it is the duty of the Inspectorate Services to provide feedback from the field to government and policy makers on the working of the existing policies and practices so that mistakes of the past are not repeated. Such advice would be based on what goes on in the schools and classrooms. Only the inspector of education can and is empowered by law to reach down to the learner in a classroom situation to find out how the learner is being taught. It should, therefore, be self-evident that if any meaningful changes and improvements are to take place, adequate support must be provided to the inspector so as to enable him perform his role effectively.

For inspection to be meaningful, the findings of inspectors have to be communicated to the appropriate bodies for necessary action. One of the effective methods usually employed as part of post-inspection activities, is THE WRITING OF A REPORT. This and other related post-inspection activities are discussed below.

OBJECTIVES

At the end of the unit, trainees should be able to:

- explain the rationale behind the meetings which inspectors hold, first among themselves and then with the school principal and with the proprietor at the end of an inspection visit;
- describe the conduct of the various post-inspection meetings;
- discuss the reasons for and the format of an interim report;
- outline the reasons for a follow-up inspection; and
- explain the role that inspectors can play in remedying identified deficiencies in schools.

Post inspection meeting.

This meeting is usually held on the eve of the final day. It is popularly referred to, among inspectors, as the “Wednesday Night Meeting.” The objectives of the post-inspection meeting are to:

- review and rationalize the activities of the individual inspectors;
- agree on the recommendations to be made by each inspector and the conclusion by all;
- ensure that unverified facts are cleared of ambiguities;
- ensure that every member of the team understands the problem of the school so as to enable the team offer a reasonable, practical, and meaningful advice aimed at improving the teaching and learning situation at the school; and

- prepare the ground for subsequent meetings with the principal and the proprietor of the school on Thursday and Friday mornings.

The post-inspection meeting provides a forum where each inspector presents his/her report. This usually happens on a Wednesday night i.e. on the third day of the inspection by which time it is assumed that every member must have seen enough of the school to form a reasoned judgment about specific aspects of the institution that was his/her focus. The team leader chairs this meeting.

The meeting is usually tedious and long and, at times somehow stormy. Each inspector's presentation is critically discussed, amended as necessary and final agreement reached on all points as a correct and true state of affairs in the subject or area covered because at the end of the day, such findings become the collective responsibility of the team.

There is no need for an inspector to be upset or defensive about such criticisms since they basically aim at helping the individual to re-examine the recommendation made and establish their validity. However, where an inspector falls below expectation in this regard, it is the responsibility of the team leader to ensure that such an inspector is assisted by experienced member of the team to articulate his/her findings and recommendations flawlessly.

After approval has been given to all reports, each inspector is mandated to produce three neat copies of the amended report by the team. One of these copies is given to the principal/head teacher.

Meeting with the Principal

The closing formal meeting with the principal of the school being inspected takes place usually on the morning of Thursday of the inspection week. The aims of this meeting are to:

- enable each inspector to inform the principal/head teacher about the findings and recommendations about the teaching subject or the state of an aspect of the school;
- give the principal / head teacher a chance to correct any facts or supply any missing ones; and
- enable the head teacher start implementing the aspects of the inspectors' recommendations that fall within his/her delegated powers without waiting for the report of the inspection.

At the briefing meeting with the principal/head teacher, the team leader ensures at all times that such briefing sessions are conducted in an atmosphere of mutual respect and cordiality. The principal / head teacher is encouraged to make and seek clarifications and/or explanations on any factual point that is inaccurate or misinterpreted or misunderstood. The meeting, however, should not become a forum for rebuttals and defence as any inspector who makes any observation, point, or recommendation must be sure of his/her facts borne out of expertise and professionalism.

Sometimes, it may be necessary to address the staff and the students especially if the principal / head teacher of the school makes such a request. Should such a situation arise, it is the responsibility of the team leader to speak on behalf of the team. On such occasion, a

tactful team leader should seize the opportunity to commend areas of strength in the school as well as point out areas that require improvement. However, the team leader needs to be mindful of his choice of language and not sound didactic, faultfinding and pontifical.

Meeting with the Proprietor

At the end of the inspection, a selected team of inspectors, made up usually of the team leader, inspectors for organization and administration, curriculum overview, co-curricular activities or boarding house and corporate life, and the host Co-ordinating Inspector, meets with the proprietor of the school.

The aims of the meeting are to:

- appraise the proprietor of the team's findings and the recommendations made;
- give him/her an opportunity to make comments on the inspectors' findings and recommendation; and
- ensure that the final report would not contain any surprises to the proprietor.

At this meeting, only important clarifications or errors of fact are made and corrected. It is not an occasion for negotiation. Unlike the meeting with the Principal / head teacher, where each inspector briefs the former on his/her area of focus, the team leader alone, guided by the agreed group report, does the briefing of the proprietor (Federal Ministry of Education, State Ministry of Education, State Primary/Secondary Education Boards, Private/Voluntary Agencies, etc.)

The importance of this meeting compels the team leader to make adequate preparations for it. This means the leader must possess:

- correct and useful information about the school inspected;
- knowledge of the efforts that have been made in the past by the proprietor to improve the standard of education in the school as well as their immediate plans for the future.

During the meeting, there is need to recognize the proprietor's past contribution to the growth and development of the school. Areas of strength should be highlighted and factors which militate against effective administration, teaching and learning, should also be emphasized. However, it is equally important for the team leader to note carefully the comments of the proprietor so that any misconception previously held by the team can be corrected before the interim and main reports are finalized.

The Interim Report

The perspective from which inspectors monitor school quality is all-embracing, covering learning, teaching, institutional upkeep. This accountability function is discharged towards the ministry, keeping both the political head (Minister/Commissioner) and administrative head (Permanent Secretary/Director) informed about the state of schools, their problems and their progress. Of even grater importance in enhancing education quality is the inspector's advisory role within the school.

The advice centres on teaching effectiveness, teaching strategies, curriculum materials, student evaluation, in-service training and classroom management. From this perspective, the principal aim is to improve teacher competence and the conditions in the learning environment.

Aims of an Interim Report

The primary aim of an interim report is to make available to the target audience usually the principal/head teacher or the Minister/Commissioner – the salient points in the inspector's findings with a view to getting him/her to embark immediately on appropriate remedial action while the comprehensive report is being compiled.

Two types of interim reports are prepared and both derive from either a full general inspection or a recognition inspection. The interim report is forwarded to the proprietor, the school head and the Minister/Commissioner within the three weeks after the completion of the inspection. The copies of the detailed report are sent to the same persons six weeks after.

The interim report should not be longer than ten pages of A4 paper and conveys the essential findings and recommendations of the inspecting team.

Summary of Post-Inspection Activities

- Wednesday Night: A meeting of the team of inspectors to review the activities of the individual inspectors and agree on recommendations to be made.
- Thursday Morning: Inspectors hold a briefing session with the principal/head teacher.
- Thursday Afternoon and Evening: Inspectors polish up their reports and submit them to the reporting inspector for collation.
- Friday Morning: The team leader, the Co-ordinating inspector and some designated inspectors hold a briefing session with school proprietor and his/her advisers.

Follow –Up Inspection

One year after a full general inspection is carried out in a school, Federal inspectors normally pay a follow-up visit to that school.

A follow-up inspection is aimed at:

- providing the inspectors an opportunity to see the extent to which recommendations made during the full general inspection have been implemented; and
- obtaining feedback from the principal/head teacher about whatever difficulties he may have encountered in the course of implementing the recommendations.

During this kind of inspection, inspectors, who usually come in much smaller numbers, hold consultations with the staff on observations made on their work.

This type of inspection tends to be restricted to officers drawn from the nearest inspectorate office to the school.

Actions to Alleviate Identified Deficiencies

The inspector, among other things, is a resource person. For this reason, the inspector should demonstrate up-to-date knowledge in his/her area of specialization, show awareness of recent trends in educational research and technology that are related to his/her subject areas, and be able to apply valid knowledge to the solution of instructional problems. In other words, the inspector must not only have mastery of his subject, but must also be current with trends in the educational system. This means that a thorough grasp of the National Policy on Education is a sine qua non for the inspector, who, among others, should have at his/her fingertips, the knowledge of the structure and content of the current national curricula. Based on these assumptions, inspectors could contribute to the remedying of identified deficiencies in a school. For such efforts to be successful, some conditions must be met.

- Inspectors should be provided with legal power, the material and funds to plan and implement their own modest in-service activities for teachers. Such activities should have objectives related to actual current problems in the school as defined by the school heads and the inspectors and could as well include formal training sessions at the school, zonal and district levels, informal discussions and workshops at all these levels.
- The reports of inspectors or any other information on the needs and constraints faced by the teaching staff are used as a basis for addressing training needs accurately and systematically. Other approaches that inspectors should adopt are stated below:
- They arrange meetings with heads of subject departments to discuss perceptions of work seen and other relevant matters.
- They assist school heads with the interpretation and implementation of policies and implementation of school's own supervision programme.
- They advise school staff on curricular matters and disseminate information on good practice that builds on a school's current strengths and capabilities.
- They facilitate the production and distribution of syllabi, teachers' guides, and materials on school management.
- They apply their professional knowledge and expertise to focus on pertinent or topical educational issues of the nation, and through publications and learned journals, stimulate discussions on them.
- They make more widely known any innovative or progressive educational theory, practice or skill which they may have come across in the course of their work.
- They see that required human and material resources are available to schools in timely manner, depending on availability.
- They are receptive to and collect training needs of school heads, teachers, and other staff as expressed at the school level.
- They organize in-service, school –based, training workshops and seminars for principals/head teachers and teachers in response to expressed identified needs.

- They highlight infrastructural deficiencies, especially those that impede teaching-learning activities.

Although the actual implementation of recommendations is outside the scope of the inspector's responsibility, it is evident that the whole exercise of inspection will come to nothing, and amount to a huge waste of resources if the deficiencies highlighted are not met with prompt remedial action.. It has to be emphasized that the reports of inspectors have legal stamp, and should therefore, be studied carefully and implemented.

One duty inspectors owe all stakeholders in education is to ensure that they pay follow-up visits to schools. In this way, they will be able to assess the degree of response made to their recommendations.

In addition, some of the activities mentioned above will be found most useful and appropriate.

SUMMARY

- This module has comprehensively explained the various stages and procedures involved in school inspection. It has shown that the success and effectiveness of school inspection depends largely on each member of the team performing his assignments at the right time. The importance of communicating the findings or inspectors to the school head, the proprietor and other relevant stakeholders has also been highlighted.

APPENDIX A

CLASSROOM OBSERVATION SHEET

Name of School.....
Name of Teacher.....
Date of Joining the School.....
Length of service as a Teacher.....
Date.....Time/Period.....
Highest Qualification.....Date(s).....
Class.....No. in Class.....
No. Present at Lesson.....Workload.....
Topic.....
Mastery of Subject.....
Presentation.....
.....
Behavioural Attitude.....
Ability to stimulate and sustain interest.....
Methodology.....
.....
Class Participation.....
.....
List of Teaching Aids (Where applicable).....
.....
Classes Taught
JSSI.....JSSIII.....SSII.....
JSSII.....SSI.....SSIII.....

<p align="center">TEACHING PRESENTATION</p> <ul style="list-style-type: none"> - PRESENTATION - Does the teacher use a lesson plan? - Use of teaching aids - Quality of communication - Flow of thought/mannerism - Degree of participation of students in the lesson - use of questioning to induce and sustain students' attention - Chalk-board practice-writing & summary - Knowledge of the subject 	<p align="center">RECOMMENDATIONS</p>
<p align="center">STUDENTS' WRITTEN WORK</p> <ul style="list-style-type: none"> - Are notes given? - Are students' notes checked? How often? - Are the note books standard ones? 	<p align="center">RECOMMENDATION</p>
<p align="center">PROFESSIONAL ASSOCIATION</p> <ul style="list-style-type: none"> - Do the teachers of this subject have a recognized professional body? - How many of them are members of this body? 	<p align="center">RECOMMENDATION</p>

COMMENTS:.....

.....

.....

CONCLUSION.....

.....

.....

SUMMARY OF MAIN RECOMMENDATIONS.....

.....

.....

Signature/Name of Reporting Officer

Date

APPENDIX B

OBSERVATION SHEET FOR TEACHING

Name of Teacher.....Date.....Time.....

Class.....No. in Class.....No Present at Lesson.....

Topic/Objective of Lesson.....

Mastery of Subject.....

Presentation.....

.....

Behavioural Attitude.....

Ability to Stimulate and sustain interest.....

Methodology.....

.....

.....

Class Participation:.....

.....

.....

Use of Teaching Aids (Where Applicable):.....

.....

.....

Was of Objective of the Lesson Achieved?.....

.....

.....

Open appraisal (Free Comments on Observations):.....

.....

.....

Recommendations:.....

Signature/Name of Reporting Officer

Date

TEACHER’S PROFILE

Name:.....Subject.....

Present Rank.....Date:.....

Date of joining the school:.....

Length of service as a Teacher:.....

Qualification with Dates:.....Date:.....

.....Date:.....

.....Date:.....

.....Date:.....

.....Date:.....

Workload

The total number of periods per subject/week

JSS I

JSS II

JSS II

SS I

SS II

SS III

Total number of periods per week

Observations:.....

.....

.....

Recommendations:.....

.....

.....

.....

.....

Signature/Name of Reporting Officer

Date

APPENDIX C

Teacher Classroom Performance Rating Scale

Please observe in full a classroom lesson and rate the teacher’s performance on each characteristic listed below on a 5-point scale by ticking the appropriate column.

5 = Very Good, 4 = Good, 3 = Average, 2 = Poor, 1 = Very Poor

School:-----

Teacher:-----

Class:-----

Subject:-----

S/N	Characteristics	1	2	3	4	5
1.	Teacher’s Personality					
a.	Liveliness					
b.	Friendliness					
c.	Neatness					
d.	Composure					
2.	Classroom Management					
a.	Cordiality of teacher – pupil relations					
b.	Alertness to pupil’s problems					
c.	Individual attention to pupils					
d.	Maintenance of discipline					
e.	Observance of safety precautions					
3.	Teaching Procedure					
a.	Mastery and accuracy of subject content					
b.	Logical presentation of lesson content					
c.	Appropriate use of chalkboard					
d.	Appropriateness of questioning techniques					
e.	Command of language					
f.	Adequate provision of teaching aids					
g.	Effective and efficient use of teaching aids					

h.	Attractiveness and creativeness of teaching aids					
i.	Coverage of lesson within time allotted					
j.	Pupil participation					
k.	Evaluation of the understanding of pupils					

Overall score points

Grade

Interpretation of Grades

A	-	70%	-	100%	-	Excellent
B	-	69%	-	60%	-	V. good
C.	-	59%	-	50%	-	Good
D	-	49%	-	40%	-	Average
E	-	39%	-	30%	-	Week pass
F	-	29%	-	0%	-	Fail

APPENDIX D

FULL GENERAL INSPECTION

Background Information.

1. Type of School/College/Centre-----
2. Year Established:-----
3. Name of School/College/Centre:-----
4. Location-----
5. Zone/Division/Ward-----
6. Proprietorship-----
7. Board of Governors/Private Schools or Advisory Board (Public Schools)

8. Headteacher/Principal/Organizer-----
9. Date of Inspection/Monitoring-----
10. Type of Inspection/Monitoring-----
11. Date and type of last Inspection/Monitoring-----
12. Names of Inspectors and Areas of Specialization-----

13. Academic Departments/Units-----
14. Academic Staff
 - (a) Teacher/Instructor/Tutors: (No., qualifications, experience, salary grade, length of time at present school, area of specialization and subject taught and period allocation) (See appendix for details)
 - (i) Full Time
 - (ii) Part time/corpers
 - (b) Area of shortage:-----
 - (c) Area of surplus:-----
 - (d) Teacher/pupil ratio:-----
 - (e) Teacher/subject ratio:-----
 - (f) Grade Teacher/Pupils ratio:-----
 - (g) Staff duties:-----

(h) Rationale for Staff deployment, especially subject specialities:-----

15. Support Staff

(i) Support staff (admin, clerical, attendants, cooks etc.)

(j) Number:-----

(k) Shortage:-----

(l) Surplus:-----

* Comment on the effectiveness of deployment, supervision and performance of the above-----

16. Student Population

(a) JSS I -----JSS II-----JSS III-----

(b) SS I -----SSII -----SS III-----

(c) Boarders:-----Day:-----

(d) Year/Stream (in case of non-formal education)-----

Comment on enrolment and attendance (check class registers)-----

17. Time Table

(m) General Time Table:

(n) Individual Teachers' Time Table:

(o) Period Allocation for each subject-----

(p) Etc.

14. Curriculum/Syllabus/Programme

(q) Subject offered at JSS level:-----

(r) Subject offered at SS Level-----

(s) Subject offered at non-formal education centre-----

Is the curriculum/programme balanced? Yes/No

15. Academic Information

- (t) A current syllabus for each subject
- (u) Schemes of work for each subject
- (v) A copy of the JSS and SSS syllabi
- (w) A list of current textbooks for each form
- (x) A list of any additional class sets for each form
- (y) A list of visual aids in each subject

16. Syllabus Coverage

Tick as appropriate

- (z) Satisfactory
- (aa) Unsatisfactory

Comments.....
.....
.....

17. Co-Curriculum Activities:

(bb) Club/associations/societies:

List and indicate functional ones:-----

(cc) Games/sports/recreational facilities:

List facilities available:-----

(dd) Does the school hold assembly? Yes/No

(ee) Frequency of staff meeting held per term:-----

(ff) Number of PTA meeting held per term:-----

(gg) Does the school receive any outside contributions Yes/No

If yes, specify:-----

Comments:-----

22. General Information

School prospectors/brochures, etc.

18. Essential School Records

S/N	Records	Available	Not Available	Well Kept	Not Well Kept
(a)	Statutory Records				
i.	Admission Progress and Withdrawal registers				
ii.	Class Attendance Registers				
iii.	Diaries and record of Work Books				
iv.	A copy of Education Law				
v.	Log book				
vi.	A copy of National Policy on Education				
vii.	Punishment and Reward books				
Viii	School Leaving Certificate record book				
ix.	Transfer Certificate Booklet				
x.	Visitors Book				
xi.	School Rules and Regulations				
(b)	Other Records				
i.	Instruction from Board of Governors/Advisory Council				
ii.	Ministry circular files				
iii.	Staff meeting minutes book				
iv.	Committee minutes book				
v.	Continuous assessment dossier and report sheet				
vi.	External examination results and analysis for the last				

	three years (where applicable)				
vii.	Previous inspection reports				
Viii.	Master time table and analysis				
ix.	Time book				
x.	Movement book				
xi.	Principal's annual report (speech days)				
xii.	Financial records/Account Books				
xiii.	Notice book				
xiv.	Announcements book				
xv.	Duty - book teacher/prefect				
xvi.	Lesson notes/plans				
xvii.	Any other records.				

Comments:-----

24. Textbooks and other Teaching Aids

- (a) List of current textbooks for each class
- (b) List of any additional texts for each class
- (c) Teachers' copies for each class:-----

- (d) Reference/Library copies:-----

- (e) Availability of teaching aids/improvisation (list them):-----

25. Physical Facilities

- (a) No. of classrooms and streams:-----
- (b) Staff room-----
- (c) What is their condition?-----
- (d) General sanitation of the school:-----
- (e) Furniture Situation:-----

- (f) Chalkboards/Ceiling/Flooring:-----
- (g) Laboratories/Workshops: their availability and equipment therein:

- (h) Hostel accommodation and bedding:-----

- (i) Staff quarters:-----
- (j) Store/Kitchen/Dinning Hall/Exam. Hall, etc.: their condition and facilities
Available in them:-----

- (k) Toilets: (No. and condition and whether separate ones for boys and girls or not

- (l) Electricity supply:-----
- (m) Light, water supply, school environment and drainage (comment in water
supply:-----

26. Boarding House and Dinning Hall (where applicable)

- (a) Boarding house rules
- (b) Boarding house programme
- (c) Laundry arrangements
- (d) Daily menu and daily/weekly food supply lists and cost
- (e) Where food is stored; delivery system of food supply
- (f) List of House Maters/Mistresses and their duties
- (g) Matrons/boarding house staff and their duties.

27. Accounts and Stores

- (a) Total amount collected:-----
- (b) Source-----
- (c) Amount expended:-----
- (d) Evidence of security for cash/physical stores, record keeping principles and
procedures-----
- (e) Inventory, stores, vouchers, and records-----

(f) Auditors' reports-----

28. Library

(a) Is library facilities available?-----

(b) Library Master:-----

(c) Approximate number of books:-----

Textbooks:-----

Novels and story books:-----

Plays and poetry:-----

Newspaper/magazines:-----

References:-----

29. Tone of the School

Comment:-

(a) Relationship between the school authorities and staff-----

(b) Among members of staff and students:-----

(c) Records of students' performances in both Internal and External Exams.

30. Suggestions/observations/recommendations

Assessing Leadership Effectiveness

Most full general inspection formats tend to omit this very important factor which sets the tone and determines the total effectiveness of the school and what it can achieve.

We, therefore, suggest that it should not be assumed but actually evaluated. In order to do so, it is important to bear the following in mind:

1. personal characteristics of the headteacher
2. nature of his responsibilities, e.g. the school population, staff size etc.
3. personal characteristics of his subordinates.
4. In the actual assessment, the following criteria may be applied:

Criteria for Assessing Headteacher/Principal

S/No	Qualities	Excellent	Good	Fair	Poor
1.	Readiness for responsibility				
2.	Ability to delegate responsibilities appropriately				
3.	Maturity				
4.	Interest and motivation				
5.	Knowledge and expertise in education				
6.	Ability to utilize school facilities effectively				
7.	Ability to communicate effectively with all concerned (staff, students, parents, education authorities)				
8.	Ability to maintain high school achievement				

Criteria for Assessing Staff

S/No	Qualities	Excellent	Good	Fair	Poor
1.	Relationship with other academic staff				
2.	Relationship with administrative staff				
3.	Relationship with pupils				
4.	Superior-subordinate relationship				
5.	Oriented to the goals of the school				
6.	Acceptance of responsibility				
7.	Allocation of time				
8.	Communication skills				
9.	Ability to motivate others				
10.	Participation in co-curricular activities				

Comments:

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Recommendation(s):.....
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.....

Name/Signature of Reporting Officer

Date

APPENDIX E

Recognition Inspection Guidelines

SECTION A

Particulars of the School

1. Name of school:-----
2. Zone:-----
3. Location:-----
4. Ownership of compound (rented, owned)
5. Approval letters from relevant ministries (Particularly Ministry of Education)
6. List of Inspectors with their qualifications:-----

Section B

Curriculum

1. List all subjects offered (Seeking recognition)
2. Check syllabi as per above
3. Check for current combinations as per subject grouping, i.e. Arts, Science, Commercial, Secretariat or Technical groupings.
4. Syllabus coverage (not less than 80%) Please check records of workbook, students exercise books and compare.
5. Check C/A records as per above
6. Check previous/past records of assignments/exercise or tests.

Section C

Co-Curriculum

1. List main functional clubs/associations/societies
2. General comment on their activities as they effect teaching and learning in the school.

Section D

Staffing

1. List names of all teaching staff with:
 - (a) qualifications;
 - (b) areas of specialization; and
 - (c) subjects taught (attach photocopy at the back of the report).

Section E

Students Population

1. Student population in SS I, SS II, SS III, etc.
2. Ratio:
 - (a) Teacher/Pupil ratio
 - (b) Graduate teacher/pupil ratio

Comment as appropriate-----

Section F

Laboratories/Workshop/Exam halls/Libraries

1. **Availability of:**
 - (a) Fully equipped (standard) laboratory.
 - (b) Fully equipped (standard) workshop.
 - (c) Proposed (standard size) exam hall.
 - i. Check the size per students' population (for easy accessibility).
 - ii. Check ventilation and lightening
 - iii. Single seaters ideally recommended
 - iv. Check the school library and comment on:
No. of textbooks
No. of novels
No. of fictions
No. of newspapers/magazines

No. of usage

No. of reference corner

Section G

Teaching Aids and Learning Facilities

1. Geography room with facilities
2. Farm/garden/livestock
3. Farm/garden implements
4. Assorted models/diagrams/charts, etc. in relevant subject areas.

Section H

Government Dues

1. Check receipts of dues paid to government:

Section I

Suggestions and recommendations as appropriate

APPENDIX F

SUBJECT INSPECTION/PROGRAMME ACCREDITATION

INTRODUCTION

1. Name of school/college-----
2. Location-----
3. Zone/Division-----
4. Subject(s) inspected-----
5. Date of inspection: -----
6. Date of last subject inspection-----
7. Staff (their qualifications and teaching experience) -----

S/N	Name	Qualifications	Teaching Subject	Teaching experience in years	Other responsibility

8. (a) Student Enrolment

Year	No. of streams offering the subject	Total No. of students	Period allocated

(b) Comments on staff and period allocation:-----

Teaching Aids

9. Comment on the availability, storage, maintenance and use of teaching aids in the department: -----

School/College Library

10. Comment on the number and suitability of the reference book for your subject:

Essential Records kept in the Department

11. Identify the proper situation in respect of the following:

- (a) Record of student results in subject(s)
- (b) Record of tests and examinations
- (c) Record of aids
- (d) Record of past questions on subject(s)
- (e) Minutes of departmental meetings
- (f) Record of handing over notes

Other records-----

12. Subject associations(s)/club(s)

- (a) What are the names of the clubs?
- (b) How many times to the clubs meet a week/month?
- (c) How many times have the clubs represented the school in any outside competition, e.g. state national?
- (d) What are the contributions of the subject masters to the clubs?

13. **Professional associations**

- (a) Which recognized professional associations do the teachers of this subject belong to?
- (b) How many of the subject teachers participate in NECO/WACE marking or school inspection elsewhere?

General Comments:-----

Inspector's name

Signature and date

APPENDIX G

OPERATIONAL INSPECTION

End of:-----Term, 20-----Date of Inspection-----Time-----

Date School closes-----

1. General Information

(a) School-----Year of Establishment-----Grade-----

(b) Type: Day/Boarding-----Location-----

2. Administration

(c) Name of Principal-----Sal. Gl-----Yr. of Posting-----

(d) Name of V.P (I)-----Sal. Gl-----Yr. of Posting-----

(e) Name of V.P.(II)-----Sal. Gl-----Yr of Posting-----

3. Data (attach list)

(f) Staff

S/N	Staff	Total No.	No. Present	No. Absent
i.	Teaching staff			
ii.	Non-teaching staff			
iii.	No. of staff on in-services			

(g)

S/N	Students	No of Streams	No. on Roll		No. Present		No. Absent		Total
			Boy	Girls	Boys	Girls	Boys	Girls	
1.	JS I								
2.	JS.II								
3.	JS III								
4.	SS.I								
5.	SS II								
6.	SS.III								

4. Curriculum (Subject offering)

i. JSS-----

ii. SSS-----

5. Staff Situation

List names of staff transferred out of the school and those received by the school.
Indicate subject areas against their names.

6. Proposed End Term Activities

i. General staff meetings: Held/not held. If held, date and minutes to be
examined -----

ii. Examination timetable including invigilation arrangement:
available/not available

iii. Marking time-table(details to be provided including completion of
Report cards -----

(iv) Copies of question papers, if available.

7. Attendance

i. Attendance registers (examine the attendance for the last one week and
comment) -----

8. Environment

Commend on the general condition and cleanliness or otherwise of the following:

- (a) Classrooms: -----
- (b) Dormitories: : -----
- (c) Staff Rooms: : -----
- (d) Toilets: : -----
- (e) School surroundings: : -----

9. General Attitudes to Teachers to Work

10. General Attitudes of Students to study

11. General Observation

12. Recommendations

Inspector's Name

Signature and date

Principal's name

Signature and date

APPENDIX H

In examining records, emphasis should be placed on their effective use rather than on merely keeping them for the sake of doing so. The following are mandatory in all schools as their categorization implies:

For each record below, indicate with “Y” (Yes) where the record is available and utilized and “N” (Not) where this is not the case.

S/N	Records	Available	Not Available	Well Kept	Not Well Kept
1	Log Book				
2	Visitor’s Book				
3	Time Book				
4	Daily Duty Book				
5	Punishment Book				
6	Staff Movement Book				
7	Continuous Assessment Booklet				
8	Impressed Cash Book				
9	Donations Cash Book				
10	Cash Book				
11	PTA Cash Book				
12	Teachers Record of Work Book				
13	Schemes and Record of Work Book				
14	Time Book				
15	Past students Association Book				
16	Mark Book				
17	17 Prep Assignment Book				
18	Principal’s Announcement Book				
19	Staff Meeting Minute Book				
20	Duty Master’s Report Book				
21	Medical Report/Hospital Book				

22	Staff Movement Book				
23	Staff Information Book				
24	Duty Prefect's Report Book				
25	Parents/Teachers Association File/Minute Book				
26	School's Insurance File				
27	School's Inventory File				
28	Staff file				
29	Pupils File				
30	School Leaving Certificate File				
31	Certificates/Statement of Results File				
32	Examination Results File				
33	PTA File				
34	Subject File				
35	Inspection Report file				
36	Old Boys Association File				
37	Student's Individual Files				
38	Disciplinary Committee File				
39	Auditor's report File				
40	Correspondence File, e.g. SPEB, ZEO, LGEA, MOE, FMOE				
41	Admission Register				
42	Attendance Register				
43	Transfer Register				
44	Health Register				
45	School/Boarding Fees Register				
46	Caution Fees Register				
47	Class Register showing weekly and termly summaries of attendance				

48	General Time-Table				
49	Prep Time-Table				
50	Time-Table				
51	School Diary				
52	Minutes of Staff Meeting				
53	Curriculum Modules				
54	Board of Governor				
55	Principal's Annual Report				
56	Staff Responsibilities				
57	Past Examination paper (internal)				
58	Past WAEC or External Question Papers				
59	WAEC Results				
60	School Album				
61	School List				
62	Students Representative Council				
63	Transfer Certificate				
64	National Policy on Education				
65	School Magazine				
66.	Store Ledger				

General Comments:

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APPENDIX I

SUGGESTED FORMAT FOR WRITING A REPORT ON CURRICULUM OVERVIEW

In writing a report on curriculum overview, the inspector should pay attention to the following:

- Aims of the School
- Subjects Studied: These include the core subjects and what opinions are available, and when students make their options. Also an evaluation of the core subjects. Blocking and its adequacy.
- Selection Mechanism: for
 - (a) admission into JS I intake
 - (b) separation into various courses at SS I
- Streaming Arrangements: If any, when does this happen? How are the streams named and why?
- Guidance and Counselling: Any counseling before separation into options? Any career guidance for terminal classes?
- Staffing: Evaluation of this
- Timetable Analysis: Is there a balance in period allocation?
- Textbooks:
- Teaching Resources: Evaluation of facilities available
- Homework-Frequency and feedback
- Evaluation and Assessment of Students Work e.g. continuous assessment, final exams, projects etc. effectiveness of:
- Co-curriculum Activities: especially those that emanate from school subjects e.g. Geographical, Science etc. Evaluation of their effectiveness in the whole learning process.
- Conclusion: How far does the curriculum fulfill the aims of the school?
- Summary of Main Recommendations: