An Evaluation of the Role and Function of Post-Primary School Inspectors in Sokoto State.

by

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APPROVAL PAGE

DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY
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The undersigned certify that they have read, and recommend to the Faculty Board of Education for acceptance an Independent Study entitled "An Evaluation of the Role and Function of Post-Primary School Inspectors in Sokoto State".

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A C K N O W L E D G E M E N T S

I am profoundly indebted to my Supervisor, Dr. P.C.A. Dauda, Head of Administrative Studies and Dean of the Faculty of Administration, Institute of Administration, Zaria; for his rigorous scrutiny of the manuscripts of this research. His contribution to the success of this work has vastly improved the quality of this study. The immediacy and urgency with which he read the scripts are highly commendable.

I am, also, grateful to Dr. M. J. Shuaibu for his inital valuable suggestions.

Finally, my gratitude, also, goes to all those who have contributed in one way or the other to my successful endeavours and progress.

NUHU HASSAN

OCTOBER, 1979.

A B S T R A C T

The purpose of this study is to evaluate the role and function of subject Inspectors in Sokoto State.

In order to have a through knowledge of the Inspectorate Division, the Chief Inspector of Education, C.I.E., was interviewed with a questionnaire (See Appendix A). All the available subject Inspectors were also requested to coraplete a questionnaire (See Appendix C) in order to have their views of their job..

Thirdly, all the Classroom Teachers available at Chafe Teachers College; Government Girls Secondary Schools, Kotorkoshi; all the Four Post-Primary Schools at Gusau: Teachers College Secondary School, Vocational School, and Women Arabic Teachers College ; Giginya Memorial College, Sokoto; and Secondary Technical School, Parfaru, Sokoto,were requested to complete the questionnaire, A total of two hundred teachers were used as Subjects,

As contained in the schedule of duties, the duties of the subject Inspectors are to:

1,. Ensure effective teaching of their respective subjects through inspections,

2. Organise courses to bring teachers up to date in the latest teaching techniques.,

3 Write inspection reports on teachers. These reports, are used together with reports from Principals, to determine suitability for promotion and whether or not the officer's

Contract will be renewed,

4, Initiate reforms in syllabuses

5. Attend Seminars and conferences relevant to their subjects.

The major findings of this study include:

1. The Inspectorate division acts only in an advisory capacity;
2. Subject-Inspectors play no noticeable role in matters affecting promotion, and salary increases;
3. The Inspectors are overworked;
4. Some subjects do not have inspectors
5. Inspectors have no model form for evaluating teachers;
6. There are no women Inspectors in the state,
7. There are no courses ever organised for Inspectors; and
8. The few subject Inspctors available work hard enough.

The notable recommendations are that:

1. The Inspectorate should have professional Inspectors,
2. There should be about four Inspectors per subject in the state, with each Inspector being responsible for delimitated areas,
3. Inspectors should play a more noticeable role in the transfer and promotion of teachers,
4. Inspectors should have a model form for evaluating and reporting on teachers,.
5. There should be women Inspectors in the state,
6. Courses should be occasionally arranged for subject Inspectors,

The data used for this study were collected in March, 1979. the findings of this study are limited to Sokoto State, with regards to the period the data were collected.

DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY
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C O P Y R I G H T

NAME OF CANDIDATE: NUHU HASSAN

TITLE OF STUDY: An Evaluation of the Role and Function of Post-Primary School Inspectors in Sokoto State.

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YEAR THIS DEGREE WAS SUBMITTED: 1979.

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CHAPTER ONE

INTRODUCTION:

Is it that inspectors are inadequately unaware of the tremendous positive effect their role could play in the improvement of the quality of our education; or that the educational system of the country (Nigeria) under-emphasizes the role and functions of the inspectorate division by not assigning the necessary authority to a school inspector? Wherever the clog lies, the role of an effective supervisor cannot be under-played in any business involving production. In order to get high-quality products the supervisor must ensure that the raw-materials used, the machinery for production and the technicians that use the machines are all in good form. So also is the business of education. The school inspector needs to ensure that students, teachers and methods and conditions of learning are all in good form. Short of this, the school products would be of academically inferior quality and their marketability would be adversely affected.

An overwhelming majority of the products of post - primary schools in Sokoto State fail their final examinations with the consequence that the accessability door to Higher Institutions is shut to them. This, in turn results in acute shortage of indigenous man-power. The school - inspector needs to be queried. His role needs to be looked into with greater scrutiny.

More often than not, teachers and students have always been held responsible for the virtually yearly poor results of students in final examinations, attributed in part to the carefree attitude of teachers and students. But can the school inspector be exonerated? Is he not the man responsible for guiding, motivating and keeping both teachers and students on their toes? Should he not be held accountable for the care free lazy attitude of teachers and students alike?

The question that then arises is, which independent body inspects the school - inspector's work? Perhaps, this inspection could be job for some members of the school board by checking the school's record of the inspector's work in ~~the school~~ annually. Evaluation of the school - inspector's work should not be sacrificed on the altar of an 'arm chair' assumption of the effectiveness of the system, just as we can not assume that students understand all the materials taught them during the session and, thus, refuse to give tests or evaluate them.

Meanwhile, an evaluation of the role and function of Post - Primary School Inspectors (which is the purpose of this study) could be an 'eye - opener' to school - board members and, perhaps, alert the inspectorate division.

Evaluation implies quantification of the performance characteristics of a system. It should be viewed as leading to program improvement and a better use of funds, time and energy rather than a witch-hunting exercise. It is true, as Charles Stanton[1] wrote: that evaluation differs from research in the sense that research aims to discover new knowledge in the form of basic laws and principles that govern human behaviour while evaluation aspires to assess the worth and the social utility of a process. The former emphasizes de igns that control variables, delay conclusions for exacting verification and attempt to ascertain causality. The latter attempts to judge project strengths and weaknesses in achieving the outcomes in a convincing manner. It investigates the process in context, not controlling variables, but judging their impacts upon the outcomes. Evaluation is not an end in itself. It must be purposive, and its purpose arises out of a need to set a value on a system. A system (for example the inspectorate division) performs functions, and these functions are designed to accomplish objectives. Measurement of the extent to which these objectives are met is a major part of system evaluation. As stated by King and Bryant[2], the objectives of evaluation can be motivated by the need to make any of the following four decisions:

(1) Decisions to design or impliment a new system;

(2) Decisions to modify an existing system;

(3) Decisions to discontinue a system and;

(4) Decisions arising from the continuous monitoring of system effectiveness.

The evaluation of the role and functions of Post - Primary School - inspectors in Sokoto State is motivated by the need to monitor the effectiveness of the inspectorate division and propose the basis for modifying and activating its seeming dormancy.

This evaluation could be made difficult if the assigned role and function and the goals of the inspector's program are abstract rather than being specific and behavioural.

Statement of the Problem:

"An Evaluation of the Role and Function of Post - Primary School - Inspectors in Sokoto - State."

This, of course, entails critically examining the adequacy of the legislated role and function of school-inspectors and whether or not the inspectors have adequate authority to carry out their functions. This study will also examine the subjects allocated to which inspectors, how frequent inspectors visit schools, the inspection procedure and what happens to the inspector's report. In addition, the academic qualifications of the school inspector and his years of teaching experience would be looked into in order to evaluate how generally prepared the inspectors are for their role and functions. Furthermore, this study seeks to find out the views of some teachers on the effectiveness of the inspectors in their functions. The study will also touch on the organisation and structure of the inspectorate division in Sokoto State.

Thus, this work will specifically evaluate:

1. The assigned role and function of Post-Primary School inspectors,
2. The effectiveness of the inspector in performing his role and function, and then;
3. Advance some suggestions for improvement on:

(a) The assigned role and function of the school inspector,

(b) Effective and detail inspection; and

(c) The organisation and structure of the inspectorate division.

Purpose Of The Study

The major purpose of this study is to assess the adequacy of the formal role and function of Post Primary School Inspectors in Sokoto State; examine, whether or not, the school inspector has sufficient formal authority as to be effective in performing his functions and to see if the inspector is actively doing his job or not.

The intention behind the study is dual in purpose: To provide a basis for advancing that the school inspector's work in every school needs to be inspected yearly and to provide suggestions for makingthe school inspector more efficient and more effective in carrying out his function. In 1922 the Phelps-Stokes Commission reported on African Education after an extensive study of western education in Africa. Among other things, the report clearly stated that "many of the failures of educational systems in the past were due to lack of organization and supervision."[3]

The ultimate goal of the study is towards the improvement of the perennial problem of poor student performances in final examinations - principally the West African School Certificate Examination (W.A.S.C.E.) and the Grade II teachers' certificate examination.

The situation in Nigeria today warrants making efforts towards passing the W.A.S.C.E. or the Teacher's Certificate Examination as the lowest basic qualification required for admission into Higher Institutions or for securing any tenurable progressive job is the possession of a Post - Primary School Certificate. Perhaps, the day would come when our educational system would be overhauled and the certificate-mania of the nation would be cured. The certificate racket scandal exposed in the mid-seventies is still fresh in mind and is a testimony of the certificate-mania.

Meanwhile, W.A.S.C.E. is a powerful talismanic "meal-ticket" and has become the first important target of all students to the extent that the popular Biblical saying "seek ye first the kingdom of God and all other things shall follow" has been reduced by students to read "seek ye first the Certificate of W.A.E.C. and all other things shall follow." But the students may not be blamed. Should we decide to change our educational system today the thinking of the students would also change in line with whatever system is introduced.

The author wishes to reiterate here, as has been done elsewhere, that our educational system is totally unsuitable for us as Nigerians. The present goals of Nigerian education are still not Nigerian in thought and remain as shadows of what the author would prefer.

The curriculum, especially in primary and post-primary schools,needs to be modified. The continuous use of English as the medium of instruction is no longer suitable for us Nigerians and the luke-warm effortless attitude of the people in control of government to overhaul and improve our educational system is appalling. Quality education is as important as quantity education.

A formal widespread adult education programme emphasizing reading, writing, arithmetic and general knowledge may be considered as important as compulsory universal primary education.

Significance Of The Study

The questions might even be asked "why evaluate at all?" And "Is evaluation, in fact, contributory to any project?" To the first question it is easily justifiable to say that evaluation is an essential aspect of any project or program. How, for example, can we say that a section of the educational system (e.g. the inspectorate division) is moving towards the right direction in achieving the goals for which it was set up? Evaluation is the answer. Evaluation, thus, provides us with an assuring first - hand information as to whether or not we are in the right direction, and are achieving our clearly stated goals. Furthermore, one of the major purposes of evaluation is to provide low-cost information for decision-making in order to extend, alter or end a project.[4] Again, to the extent that evaluation provides an assuring information on the basis of which we alter and improve upon our educational goals, roles and functions of those concerned with education and know whether or not we achieve our broad and specific goals it is defensible that evaluation has a definite contributory role to play in the educational system.

One of the specific educational objectives of post - primary schools is to train students to pass their final examinations - be it W.A.S.C. or the Teacher's Grade II. However, as the tables-

below indicate, this objective is still far from being achieved in Sokoto State. Year in, year out the results of final examinations of students in the state remain completely unsatisfactory and continue to deteriorate.

TABLE 1

STUDENTS PERFORMANCE IN FINAL EXAMS: PERCENTAGE PASSES

Name of Institution	Founded	1973	1974	1975	1976
1. Gasau Teachers College	1969	10.10	10.80	18.60	-
2. Sultan Abubakar Teachers Coll.	1966	0	4.10	5.00	-
3. Maru Teachers College	1949	12.90	18.50	6.00	-
4. W. T. C., B/Kebbi	1962	7.90	14.50	6.80	-
5. Sokoto Teachers College	1962	20.00	21.30	17.00	-
6. Govt. Sec. Sch. B/Kebbi	1961	32.00	0	10.30	10.00
7. Govt. Girls' Coll., Sokoto +	1959	70.70	10.30	10.60	21.40
8. Govt. College, Sokoto +	1905	32.20	0	20.90	20.00
9. Ahmadu Bello Academy, Sokoto	1967	40.20	22.60	0	5.20
10. Govt. Sec. School, Gusau.	1967	58.10	50.70	29. 9	32.70

+ = Priority Schools

TABLE 2

GOVERNMENT COLLEGE, SOKOTO

Number of Teachers

YEAR	No. of Graduates	No. of N.C.E Teachers	No. of Grade II Teachers	Others' No. of	Total No. of Teac.	Total No.of Stream	Total No.of Teac. required	Incre. and Decr.
1973	16	1	-	-	17	19	29	-12
1974	29	2	-	3	34	20	30	+4
1975	26	3	-	4	33	22	33	0
1976	28	2	1	3	34	23	35	-1

Source: Examination section of the Ministry of Education.

Table 2 shows that the yearly poor performance of students in final examinations may not even be directly connected to shortage of qualified teachers as the required number of qualified teachers have been available over a number of years. The unqualified failure of students remains a poser. Can it be that the quantitatively adequately qualifed teachers are not performing their job well? Is it a lapse from the inspectorate division which has contributed to the "laziness" of both the teachers and the students? It is in this light, that the roles and functions of the state Inspectors and their efficiency in performing their function is being evaluated.

Again, as the Chief Inspector of Education is the professional head of the Ministry of Education, his division (the inspectorate) need necessarily be subjected to evaluation in any attempt to improve the performance of students in final examinations.

Perhaps, an efficient inspectorate division with effective inspectors could begin to turn the tide for the better.

DEFINITION OF TERMS

1. Evaluation: This is the expeditious assessment of an existing condition (strengths and weaknesses) by which to improve a program and judge its worth utility, quality or general success in terms of aims and objectives in the light of value standards.

2. Role: The part played (performed) by someone in a particular situation, process of operation. It is the official or professional position.

3. Function: This is the action for which a person is specially responsible. It is the activity appropriate to the position of a person. This activity includes physical and mental processes.

4. Post-Primary School: This refers to formal instituion that run a five-year course. It is above the level of primary Schools but below that of Higher Instiutions. (i.e. Secondary Schools, Teachers Colleges and Technical Schools).

5. Inspector: A person employed to view closely and critically and report in order to ascertain the quality or condition of a programme and detect errors or otherwise appraise.

BACKGROUND TO THE STUDY

Since it is Britain that colonised Nigeria and, thus, established the British system of education in Nigeria it is relevant to look at the background of school inspection first in Britain and then in Nigeria.

The first set of inspectors to be appointed in Britain were named sometimes in the 18th century by the Society for the Propagation of Christian Knowledge and Kindred Societies (S.P.C.K). Similarly, when the British and Foreign School Society and the National Society for promoting the Education of the poor in the Principles of the Established Church began to establish schools in 1808 and 1811 respectively both bodies appointed some inspectors.

In 1833 the first grant of public money to education was voted by Parliament and for six years it was distributed unconditionally to the two voluntary societies mentioned above. However, to assure the public that their money (School grants) was being properly spent, the Government set up a committee of the Privy Council on Education in April, 1939. On 3rd June of the same year the following minute was issued:

> "The committee recommended that no further grant be made now or hereafter for the establishment or support of normal schools or of any other schools unless the right of inspection

be retained.."[5]

On 24th Sept. 1839 another minute was released:

Inspectors authorized by Her Majesty in Council, will be appointed from time to time to visit schools to be henceforth aided by public money; the inspectors will not interfere with the religious instruction, or discipline, or management of the School, it being their object to collect facts and information and to report the results of inspections to the Committee of Council.[6]

In December of that year the Home Secretary, Lord John Russel, appointed the first two Her Majesty's Inspectors, the Rev. Hohn Allen, educated at Westminster and Trinity College, Cambridge and Mr. Hugh Trementheere, educated at Winchester and New College. The appointment of the inspectors, as Ball (1963) noted, did not please everybody.[7] The Societies, and some of the Bishops saw the appointment as an invasion of their territory.

However, on 15th July, 1840 a concordant was arrived at. Essentially, the concordant said that before the appointment of any inspector of Anglican Schools was recommended, the Archbishops could suggest a name and that none be appointed without their concurrence.[8]

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5. J. Blackie, Inspecting and the Inspectorate, Routledge and Kegan Paul Publishers, London 1970 p. 5
6. ibid p. 5
7. N. Ball, Her Majesty's Inspectorate, 1839-1849. R and P Publishers, London. 1963 p. 37
8. ibid, p. 40

Up until 1870 the great majority of the Anglican Inspectors were Clergymen. However, from 1870 to 1968 no Clergymen or Ministers of any denomination were appointed, and schools of every denomination were and still are inspected by the same Inspectors.

In January, 1840, Allen and Tremenheere set out on their first tours of inspection. What they found was for the most part depressing. The Hitherto Laudable monitorial system in the British (non-confirmist) schools, emerged as hopelessly inefficient. The teachers, miserably paid and untrained were just as bad, and attendance was too often brief and irregular. There were, of course, bright exceptions, notably at King's Somborne in Hampshire. It should be noted that the Inspectors were not simply report writers, as Blackie (1970) rightly pointed out. They quickly established the practice of giving constructive advice and encouragement to teachers, and were pioneers of reform and advance. They advocated separate classrooms, cloak-rooms and good ventilation at a time when these things were regarded as needless extravagances. They opposed corporal punishment, save as a last resort. They recommended the provision of good books and poetry, the abandonment of rote learning, the use of maps and even geography lessons "by the side of the nearest river or pond" (Minutes, 1846)

They had emphasized in all their reports the poor quality of the teachers, and at the same time , had tried to encourage them to improve. Inspectors were closely concerned with the examination and assessment of intending teachers far into the 20th century and are still brought into consultation on matters of probation. So significant was the role of the Inspectors that Ball (1963) wrote that Her Majesty's Inspectors had been instrumental in causing something approaching a revolution in educational aims and methods.

In 1861 a code was introduced which made the amount of grant payable to schools dependent upon the results of an examination by Her Majesty's children in the 3R's. There was so much protest against the code that, in 1862, a revised code was issued in which the grants were dependent partly upon the results of examination and partly on attendance.

The Institution of examination meant a heavy increase in Inspector's work, and thus, in 1863 a new grade of Assistant Inspectors, with the job of marking exercises was instituted. In 1899, however, the payment by results system was abolished.

Prior to 1898 inspection was limited to elementary schools and Colleges of education. In that year, however, a branch of H.M. inspectorate was formed, responsible for the inspection of Secondary schools and Technical schools.

In 1890, an Inspectress of cooking and laundry work, Miss Harrison, was appointed; and in 1903 the Honourable Maude Lawrence was appointed as Chief Woman Inspector with the rank of HMI.

The story of HM inspectorate in the forty-six years between the abandonment of payment by results and the 1944 Act, is mainly one of expansion. The elementary inspectorate formed a separate branch under its own Chief Inspector. It included four different ranks: HM Inspectors; the new rank of junior Inspector, Women Inspectors under their own Chief Woman Inspectors; and Assistant Inspectors. The Secondary Inspectorate was established in 1904 with its own Chief Inspector and a number of inspectors.

Concerning the duties of Inspectors, instructions issued in 1898 stated that the inspection of a School, so far as it relates to the instruction given, Consists Chiefly in the observation of methods pursued by the teacher, and any questioning that may be employed should be confined to the purpose of ascertaining how far these methods have been successful.

In 1944 the inspectorate was unified. The rank of Assistant Inspectors was abolished. The main body of the inspectorate is distributed proportionately over the whole country and is organised in ten divisions. The staff of each division is supposed to be able to meet most of the inspection needs of that division though divisional transfer of Inspectors is sometimes done. A Divisional Inspector heads the divisional inspectorate. The Divisional Inspector (D.I.) have overall responsibility for all the inspection

that goes on in their territory and for placing and training new Inspectors. Inspectors travel out of their divisions only with the permission of the D.I.

Each new Inspector is on probation for a period of two years and is put under the immediate care and guid ance of an experienced Colleague. The probation is by no means a nominal one. The newcomer's bearing and manner in school and elsewhere are carefully noted, and any short comings are frankly discussed with him, noted Blackie (1970)

Recruitment to HM inspectorate is mainly from teachers, often from heads of department or head teachers, the exceptions usually being where technical or special knowledge is required. Academic, professional and personal qualifications are considered before a candidate is appointed an Inspector.

We shall now focus our attention on the inspectorial background in Nigeria. As in Britain it was the missionaries who started Western Education in Nigeria. Similarly, between 1870 and 1876 the Colonial government in Lagos made spasmodic attempts to assist some of the missions in their educational work.

In 1872 it earmarked £1,000 (Nominal equivalent of ₦2,000), then reduced it to £336 and later to £30. This sum of £30 was distributed among three missions: The C.M.S., the Wesleyan and Catholic Missions operating in the Lagos area. [9]

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9. B. Babs Fafunwa, History of Education in Nigeria, George Allen & Unwin, London 1974, p. 93

Between 1874 and 1876 it made an annual grant of £300 and shared it equally among the three missions; and in 1887 it raised the grant to £600 per year. Expectedly, since public money was now being spent on education, the colonial government, like its parent in Britain, was interested in how the fund was utilized. Thus, in 1882 the first education ordinance was promulgated. The ordinance covered the West African Territories of Lagos, the Gold Coast (now Ghana) Sierra Leone and Gambia. The ordinance provided for a general board of education. The board had the power to establish Local Boards which would advise it on the opening of new government schools and to report whether the schools receiving government grants-in-aid of buildings and teachers' salaries were fulfilling the conditions attached to such grants. The ordiance also established an inspectorate which covered all the British West African Territories: Gambia, Sierra Leone, The Gold Coast (now Ghana) and Lagos. The Chief Inspector , who headed the inspectorate, as in Britain, was known as Her Majesty's Inspector (HMl) of schools for the West African Colonies. Provision was also made for three African sub-inspectors of schools, ona for the Gold Coast (Ghana) and Lagos one for Sierra Leone and one for Gambia. Those sub-Inspectors were responsible to the Chief Inspector.

Of course, not much can be expected from the Inspectors becauase of the vast territory an Inspector was incharge.

It should be noted that the 1882 ordinance was based on the British Education Act of 1844. The Rev. Metcalfe Sunter was appointed HMI of Schools for the West African Colonies in 1882. However, the areas proved too large for one Inspector and very little was achieved by the appointment.

In 1886 Lagos was separated from the Gold Coast (Ghana) and became the colony and Protectorate of Lagos. This separation necessitated the enactment of the first purely Nigerian Education ordinance in 1887. Under the new ordinance, a board of education was established and its composition followed precisely that of the general board of education set up in 1882. In 1889 Mr. (later Dr.) Henry Carr (1863-1945), a Nigerian, became the first African to be appointed sub-Inspector of schools for the colony and Protectorate of Lagos. He was appointed Deputy Inspector of Schools in 1891 and became HMI of Schools for the colony of Lagos from 1892 to 1900. He was promoted Assistant Colonial Secretary of the Lagos Colony from 1900 to 1906; Senior Inspector of Schools of the Western Provinces of the Protectorate of Southern Nigeria from 1906 to 1915. Chief Inspector of Schools for Southern Nigeria from 1915 to 1918 and the Resident for the Colony of Lagos from 1918 to 1924.[10]

In 1903 an Education Department was established for the Protectorate of Southern Nigeria; and in the same year an Education code, 'Inter-alia', provided for the payment of grants-in-aid to all

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10. ibid, p. 95

schools working under the system in terms of average attendance and the results of an annual examination and inspection. The 1903 code is very similar to the 1861 code promulgated in Britain. It is, however, surprising to note that the payment by-result system that was abolished in Britain in 1898 was being introduced by the British in Nigeria in 1903.

Upuntil 1912, the Inspectors checked the school buildings, the adequacy and efficiency of the staff, the school accounts, and had to be assured that the school was not being run as a profit-making business.

In 1916 the Education Ordinance and Code proposed by Lugard was adopted. The introduction of the 1916 code marked the end of a System in which grants were based on individual examination results. It ushered in a new system based on general efficiency of each school as determined by Inspectors who were to make frequent visits to the Schools through out the year.
Schools were assessed as follows:

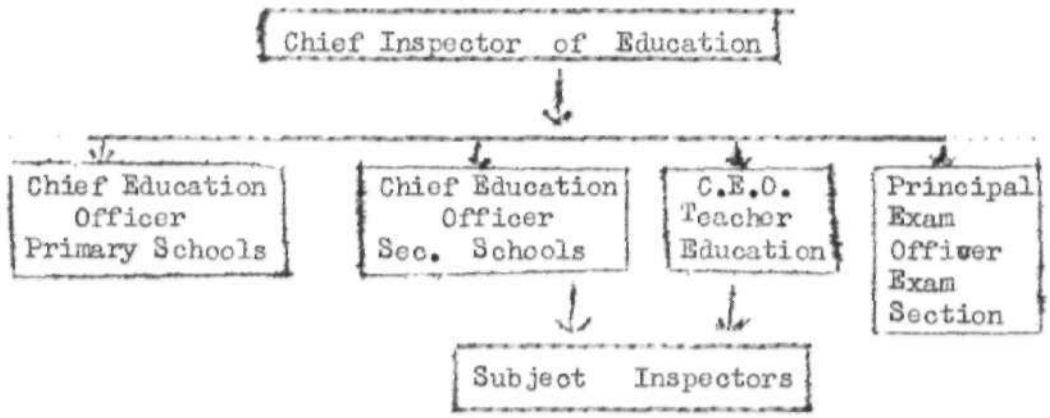
TABLE 3

	ITEM	PERCENTAGE
1.	Periodical Examinations & General Progress	40%
2.	Discipline, Organisation, Moral Instruction and General Tone of the School	30%
3.	Adequacy and efficiency of the Teaching Staff	20%
4.	Buildings, Equipment and Sanitation	10%

Aside from the legal basis and functions of the inspectorate discussed below, the remaining story of the inspectorate in Nigeria is largely that of re-organisation. In Sokoto state, the Inspectorate division is headed by a Chief Inspector of Education (C.I.E.) who is responsible to the Permanent Secretary. Next to him are three Chief Education Officers (C.E.O.): C.E.O. Secondary C.E.O. Teacers Colleges; and C.E.O. Primary. Then, there are a number of subject Inspectors responsible for Secondary School Inspection. One Inspector is responsible for Subject throughout the state. There is an examination section under the inspectorate division.

Outside the headquarters, there are five Zonal Education Offices (formerly Divisional Education Offices) headed by a Principal Inspector of Education. Under him are some Assistant Inspectors responsible for Primary School Inspection. Thus, all Secondary School Inspectors (subject Inspectors) are located at the headquarters of the Ministry of Education, in Sokoto.

STRUCTURE OF THE INSPECTORATE DIVISION OF MINISTRY OF EDUCATION, SOKOTO JUNE 1979



The duties of the inspectorate division in Nigeria include:

a. General inspection of schools

b. Inspection of Teachers' instructional work

c. Recommendation of set books

d. Organisation and conduct of in-service training programmes for teachers.

e. Research in education, for example, Curriculum improvement.

f. Educational planning.[11]

The inspectorate however, has no executive powers. Its role is advisory to the administrators.

The Legal Basis of School Inspection:

The education ordinance of 1916. "inter-alia" provided for the legal basis for the inspection of schools. The ordinance stipulates that the Manager and the person in charge of every assisted school was to permit the Director of Education or any Inspector to enter and inspect the school at any time, and was to furnish any information which the Director or Inspector might demand with regard to the management of the school. The Manager or person in charge of an assisted school who refused to permit the Director of education or any Inspector of schools appointed by the Governor

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11. ibid, pp. 186 - 187

to enter and inspect the school, or who refused or neglected to give any information, or gave information, which he knew to be false, was liable to a fine of ten pounds (norminally about ₦20)[12].

Ten years later, a new education ordinance authorized the making of regulations to define the functions and duties of supervisors (Inspectors). A supervisor was defined to be a person appointed by a properietor and approved by the Governor to assist in the supervision of school belonging to that proprietor. The Supervisors, in fact, were voluntary agency Inspectors identical with the Clergymen Inspectors of mission schools in Britain.

Inspectors were empowered to classify a school with regards to its efficiency as "A" "B" "C" "D". An "A" school got more money from the government than a "B" By the Education Law of Northern school Nigeria, 1964 the penalty for refusing any authorised Officer of the Ministry of Education to inspect an Institution or failure to produce for inspection any books or records for which such Officer may call was raised to £50 (nomingly equavlent to N100) or an imprisonment for four months, without prejudice to any other preceedings which may be taken against him under this law.

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After the end of the Nigerian Civil War the penalty was

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12. A. S. Thakur, Educational Administration: The Legal Basis for Education in Nigeria. Dept. of Educ. A.B.U Zaria. 1979. p. 6

13. ibid, p. 26

further raised to one hundred pounds.

It should, however, be noted that voluntary agency Schools in Sokoto state have all been taken over by the state government. Since all Secondary Schools are now owned by the state government it might be inconceivable that a School Principal would disallow an Inspector to inspect his school, or give false information. In any case, such an action, should it occur, would be subjected to normal disciplinary procedures for civil-servants.

In conclusion, it is noted that the purpose of setting up an inspectorate in Nigeria is similar to the reason for establishing the insepctorate in Britain - ensuring that government grants (public money) to missionary schools were wisely spent. Again, the organisation of the inspectorate in both contries are much similar to each other. So, also, are their duties.

However, a notable difference between the two inspectorates is that in Britain school inspection is a professional job. Candidates are recruited, interviewed and employed as Inspectors. Where as in Nigeria, Inspectors are not professional. In Sokoto state the Inspectors are drawn from the classroom. Experienced teachers are normally transferred to the inspectorate as subject Inspectors. In some cases, the years of experience may be one year or even less after University graduation. Again, the Inspector could be returned to the classroom or appointed Principal of a

College. Another notable difference is that there are no women Inspectors in Sokoto state, let alone Constituting a class in themselves as in Britain.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The definition of Evaluation given by Edem (1977) is relevant to this study. He sees evaluation as a value judgement which one forms about a given situation with reference to how the situation compares either qualitatively or quantitatively with an acceptable criterion or criteria.[14]

Evaluation can be used for a number of purposes. Three types of decisions for which evaluation is used as identified by Cronbach (1963) are:

1. Course improvement: deciding what instructional material and methods are satisfactory and where change is needed.
2. Decisions about individuals: identifying the needs of the pupils for the sake of planning his instruction, judging pupil merit for the purposes of selection and grouping; acquainting the pupils with his own progress and deficiencies.
3. Administrative regulation: judging how good the school system is, how good individual teachers are In a similar vein, Edem 1977, says that inorder to ensure the effectiveness of the teaching act, teachers-evaluation is employed :

(a) to determine the teaching potentials of a teacher - candidate for recruitment, employment and placement

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14. D. Edem, A Guide to the Study and Practice of Educational Administration in Africa, Dept. of Educ. A.B.U Zaria. 1977. p. 186

(b) to appraise his worth at various points in his teaching career for promotion, reassignment or dismissal; and

(c) to assess the nature and value of his on-the-job contribution to the school system.

This last function is supervisory in nature and it is often conceived of as a means of helping the teacher to know the quality of his teaching performances in order to effect changes.[15]

In addition to the supervisory assistance, evaluation can contribute to the imp rovement of a teacher's morale especially when it shows how excellently he has been performing. What evaluation can do for the teacher it can also do for the school Inspector. The purposes of evaluation cannot be concluded without referring to those of Morphet's E.L. et al. They are as follows:

1. Evaluation should provide a sound basis for making judgments and developing conclusions.
2. Evaluation should ensure continually improving processes and programs of education.
3. Evaluation should enable schools and School systems to diagnose difficulties and to avoid destructive upheavals.
4. Evaluation should improve the ability of the staff and lay citizens to plan and effect improvements in the educational system.

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15. Lee Cronbach, Course Improvement through Evaluation, Teachers College Record. 1963. p. 673

5. Evaluation should enable school systems to test new approaches to the solution of problems.[16]

Before Inspectors can carry out their functions effectively they must have a model by which to evaluate the teacher. Below is the model suggested by Dr. Edem (1977) which this author has found useful.

1. Teachers Personal Traits:

   A. Personal Qualities:

      Is he physically and emotinnally prepared to teach?

      Is he enthusiastic and lively about his teaching?

      Is his appearance and manner reasonably good?

      Does he behave responsibly by attending to his classes punctually?

   B. School Relations;

      Does he work well with others, and with the Head of his department?

      Is he a worthy and a contributing member of the school?

      Does he respect the ideas and contributions of others?

      Is he friendly and just in dealing with colleagues?

      Is he aware of school policies and procedures?

      Is he concerned with the welfare of others?

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16. E. Morphet et al, Educational Organisation and Administraton Concepts, Practices and Issues. Prentice-Hall, inc Englewood Cliffs, New Jersey, 1959. pp 536-7

2. Teacher's Performance on the Job:

A. Lesson Planning:

Can he formulate, clear, valid, general and specific objectives in terms of change in pupil behaviour?

Does the lesson plan make provision for introduction, presentation, application and conclusion?

B. Delivery and Development of Ideas:

Are learning activities clearly related to objectives, content and evaluation?

Do the examples and assignments contribute to the achievement of objectives?

Is the sequence of learning activities reasonably coherent?

Does he use questioning technique?

Does he use the blackboard and other audio-visual aids effectively?

C. Effective Teacher-Pupil Relationships:

Does he maintain discipline without relying unduly on compulsive methods?

Is he able to establish good rapport?

D. Communication Skill:

Does he give pupils opportunities to practise listening, speaking, reading and writing?

Does he himself maintain acceptable standards as regards speaking, reading, spelling and usage of language?

3. Mastery of Subject:

Is his understanding of the subject sufficient to ensure optimum pupil achievement?

4. Attainment of Aims:

Does he provide adequately for the evaluation of objectives?

Can he obtain valid evidence of pupil achievement of objectives?

Does he use this evidence in planning subsequent objectives and procedures? [17]

Of course, the methods of data collection for most of the items include a direct observation of the teachers in the live teaching situation. Other information may be obtained from personal records and pupils' ratings. For another model form see Appendix F. Edem (1977) suggests that Inspectors must avoid supervisory approaches which are likely to evoke interpersonal tension and dissatisfactions from teachers. Generally, teachers will accept the conclusions of the Inspector about them if:

1. The teacher evaluations are reasonably frequent,
2. The Inspection is conducted in an atmosphere free of loaded emotions, and ostentations,

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17. D. Edem, op cit. p 191

3. Teachers have contributed to the formaulation of the evaluation policies which affect them; and
4. The inspections are followed by the exchanges of useful experiences that will lead to the improvement of performances[18]

The most important activity of the Inspector's work is in the classroom, his most important contacts are with the teacher and children who work together in it, and his over riding objective is to help them improve the learning which takes place there. Six relevant qualities of an Inspector are:

1. Humanity, modesty and a willingness to go on learning,

2. The Inspector should carry out his duty with wisdom, understanding and an underlying respect for the persons he deals with.

3. Inspectors should avoid inspections which give the impression that they are 'teacher-centred'.

4. The Inspector, will be well advised to devote a share of his attention to the environment in which the teacher works and to do what he can, if necessary make representation to higher authorities to improve that environment.

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18. The Prentice-Hall Editorial Staff, et al School Executive's Guide, Englewood Cliffs, New Jersey: Prentice Hall, Inc,. 1967. p. 79

5. An Inspector needs to acquire a detailed knowledge of the Local conditions under which the teachers work.

6. Inspectors should train themselves to judge the results of teaching impartially. The question should be "How much have the children learnt?" not "How much has the teacher taught?"[19]

Some duties of Inspectors are, also, enumerated by the Editors (1972). They are:

1. It is the duty of Inspectors to give guidance, help and encouragement to teachers on all professional matters.

2. Inspectors act as liaison officers on matters concerning school curriculum between the Ministry of Education and the Schools.

3. Inspectors should be able to cross-fertilize schools with new and better ideas.

4. Inspectors should, also, undertake educational experiments and investigation and should keep in touch with bodies and persons concerned with research.

5. They are also expected to keep the Ministry informed about the extent to which present official policy is being successfully carried out.

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19. Institute of Education, A.B.U, Zaria, Inspector's Handbook: A Gudie for Primary School Inspection. Evans Brother Publishers. 1972 pp. 3 & 4

6. It is through Inspectors, and through their formal and informal contact with teachers, that policy changes can freqently best be implemented.

7. They should try to assess future needs for our schools and colleges and report back to the Ministry to enable future policy to be discussed and formulated there.

8. When a teacher is displaying a blatant disregard for the educational welfare of the students in his care, then of course, the Inspector will do all he can to right the wrong at once and take appropriate action.

9. It is the duty of Inspectors to be alert for new teaching techniques and advances and recognize those techniques which are likely to be of lasting value.[20]

The Editors, concluded, that the major role of an Inspector is that of a knowledgeable and sympathetic professional advisor. Yet, it is his duty to help raise and maintain educational standards. The duties of Inspectors, however, are not finished when they have written their reports.

Recommendations concerning purely professional matters, for example, the Curriculum, Timetable, out of School activites can usually be dealt with by the Principal. Thus, before the Inspector leaves that school he should ensure that the Principal clearly understands what is required and he should be reminded that he will be expected to give early consideration to the implementation

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20. ibid p. 2 - 3

of the advice given.

To this end, the Principl should be encouraged to seek any further assistance he thinks necessary from the Inspectorate. Recommendations concerning staffing, buildings and equipment would have to be submitted to the Chief Inspector.

Since the inspectorate is interested in improving the quality of teaching, as well as education in general for all children enrolled in the schools, it is necessary to organise frequent and efficient courses for teachers. The most common purposes for which courses are organised include:

1. Upgrading the professional competence of teachers.
2. Assisting untrained teachers in methods and materials
3. Overcoming common weaknesses in teaching or school organisation.
4. Introducing new methods of teaching or new curriculum.
5. Enriching present teaching practices
6. Selecting and introducing new textbooks.
7. Planning for curriculum changes
8. Improving academic background through correspondence education.[21]

Following the conclusion of a course or workshop, some type of evaluation should be made in order to plan future programmes effectively. Teachers should be given an opportunity to evaluate

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21. ibid p. 74

the course and offer suggestions for improvement.
The Inspector's role in evaluation would be to visit the schools of the participants to ascertain whether the course instruction had been implemented and to further confer with teachers on the clarification of concepts gained during the course.

The Inspector and Curriculum Development:

Curriculum development is something every good teacher and Inspector must be involved in because it means, quite simply, trying to improve the programmes that are used in schools.
The National Curriculum at Secondary School level follows the goals for Secondary education enumerated in the National Policy on Education, 1977. Within this framework there is a great deal which the Inspector can do to help with the detailed planning and development of the secondary school curriculum in his area. He is in a particularly good position to do this since he can act as a link between the specialists in the Ministries and Universities, on the one hand, and the teachers in schools on the other. He understands the policies of the former and the needs and difficulties of the latter. In particular he can help in four ways:

1. He can help to assess whether curriculum materials in schools are suitable. Are the syllabuses, books, and educational materials in use suitable for the needs and background of the children?

Do the books and materials cover the syllabus adequately?

2. He can make suggestions on changes he would like to see made, for example, the modification of syllabuses, the replacement of certain materials by others he considers better or the use of Local Materials to replace expensive imported items.

3. He can co-operate with and assist those who are designing new materials. He can help them in their work of gathering basic information about the present situation in schools, about the backgrounds of teachers and children and about their learning difficulties. He can also help, once the material has been designed, in making available facilites where it can be put into experimental use and evaluated.

4. He can take part in curriculum projects himself - with the help and co-operation of teachers in his area.
He can introduce and try out new commercially-produced books and aids. He can, also through parents and curriculum committees, make his own contribution to syllabus design and the production of material, or he can become involved, if he receives permission from his Ministry, either offically or in his spare time in the actual writing of books for use in Schools. [22]

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22. ibid p. 80

Of course, the Inspector needs to be aware of the existance of all new syllabuses and published material in his subject - area He needs to keep himself informed about curriculum policy not only in Nigeria but also the trends in other countries. Thus, he needs to receive and read catalogues from leading publishers and to attend book exhibitions. He, also needs to form lasting relationships with those engaged in large - scale curriculum revision. In addition, he needs to attempt to develop in the teachers in his schools a feeling of involvement in any new curriculum project; for none can succeed without the help, understanding and support of the class-room teacher.

Finally, this section may be concluded with a word or two on the areas in which the Inspector can keep up to date.
An Inspector who allows himself to get out -of-date harms both his own career and those of the teachers it is his duty to advise.
There are four major areas in which he can keep up to date:

1. The Inspector must try to keep fully informed of new educational policy, both administrative and professional, as announced by Federal and State governments.
2. He must keep up-to-date with newly published educational books and materials.
3. He must be aware of new teaching techniques in use in various parts of the world and assess their relevance to present and future conditions in schools.

4. He should also be acquainted with the use and, if possible the operation of audio-visual techniques.

This includes school radio and Television services, and schools and classroom apparatus such as film projectors, overhead projectors, tape-recorders, and slide projectors.[23]

Inspectors can also keep up-to-date by reading relevant books and periodicals especially books on inspection and on their subject areas. Seminars on inspection can also be organised with participants drawn from the inspectorate of other States of the Federation, the Universities and foreign countries.

CHAPTER THREE

METHOD

The purpose of this study is to evaluate the role and function of Inspectors in Sokoto State.

To have an understanding into the function of the Inspectors and the inspectorate division as a whole a questionaire (See Appendix A) was designed and used for an interview with the Chief Inspector of Education (C.I.E) Mr. H. Brittain; the head of the inspectorate division. A pool of question items were collected from relevant works done in the U.S.A. and some developing countries. The questions were then adopted for the purposes of this study. Thus, the validity of the questionaire is self-evident. The questionaire was then used to interview the C.I.E. at Sokoto.

To have an insight into the role of the Inspectors, another questionaire was designed for Post-Primary School Teachers, (See Appendix B). The items of the questionaire were collected in a similar way as with the questionire for the C.I.E. The questionaire was then taken to the following Post Primary Schools in Sokoto State: Chafe Teachers College; Kotorkoshi Government Girls Secondary School; Vocational Training College, Gusau; Gusau Teachers College; Secondary School, Gusau; Women Arabic Teachers College, Gusau; Secondary Technical School, Farfaru, Sokoto; and Giginya Memorial Teachers College, Sokoto.

With the exceptions of one or two teachers in each of the schools visited, all the teachers in the schools completed the questionaire. In all, a total of two hundred completed questionaires were used.

A third questionaire was designed for Inspectors in the state. With the aid of the questionaire (See Appendix C) the views of subject Inspector concerning their job was known. The questionaire was taken to the Inspectors at Sokoto. All the five Inspectors at the inspectorate completed the questionaire. The inspectorate as at March 1979 had only five subject Inspectors.

It should be noted that all the three questionaires were given out to the subjects personally, by hand, and were immediately collected on completion. The data on analysis of the questionaires can be seen on pages 44 to 47; and a discussion of the data is the subject of the next Chapter.

CHAPTER FOUR

PRESENTATION OF DATA

TEACHER'S QUESTIONAIRE ANALYSIS

QUESTION 1

	YES	NO	TOTAL
Number	140	60	200
Percentage	70%	30%	100%

QUESTION 2

FROM MARCH 1979 Year last Inspected	1 Under yr ago	1½ yrs ago	2 yrs ago	3 yrs ago
Number	40	52	32	16
Percentage	28.58	37.14	22.86	11.42

QUESTION 3

Years of Teaching Experience in A Secondary Institution	- 1	1-2	3-4	5-6	7-8	9-10
Number	36	52	68	16	20	8
Percentage	18	26	34	8	10	4

3 A: INSPECTED SUBJECTS

YEARS OF TEACHING EXPERIENCE IN A SECONDARY INSTUTION	- 1	1-2	3-4	5-6	7 - 9	10+
Number	16	28	56	12	20	8
Percentage	11.42	20	40	8.57	14.30	5.71

3 B: SUBECTS NEVER INSPECTED BEFORE

YEAR OF TEACHING EXPERIENCE IN A SECONDARY INSTUTION	- 1	1 - 2	3 - 4	5 - 6
Number	20	24	12	4
PERCENTAGE	33.33	40	20	6.67

QUESTION 4

AVERAGE NO. OF TIMES TEACHERS ARE INSPECTED PER YEAR	2Ce/yr	1Ce/yr	1Cein 2yrs	1Ce in 3yrs
Number	40	52	32	16
Percentage	28.58	37.14	22.85	11.42

TEACHERS' QUESTIONAIRE ANALYSIS

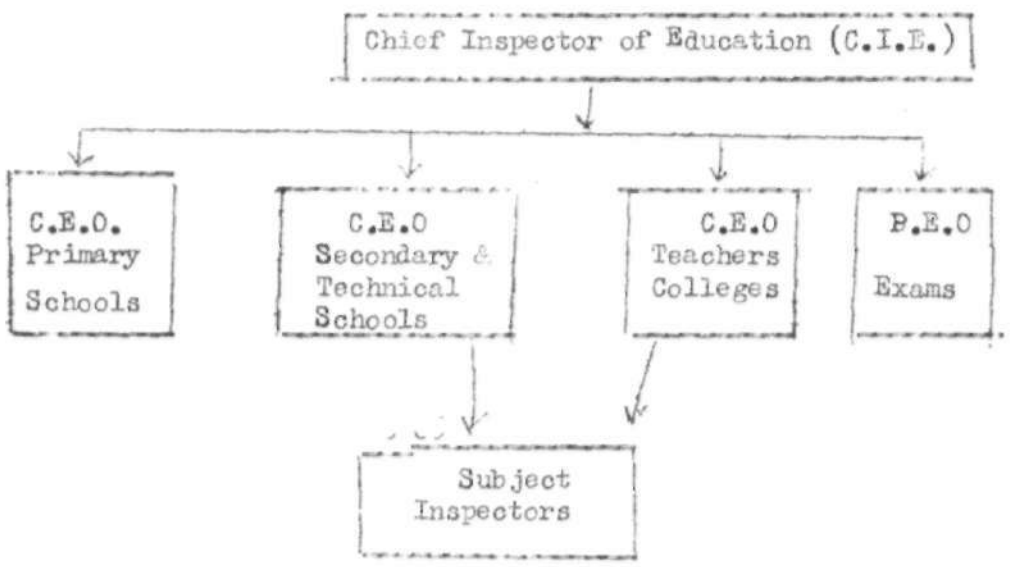
QUESTION	NUMBER		PERCENTAGE	
	YES	NO	YES	NO
5	31	4	88.57	11.43
6	30	5	85.71	14.29
7.	23	12	65.71	34.29
8.	7	28	20	80
9.	30	5	85.71	14.29

INSPECTORS' QUESTIONAIRE ANALYSIS

	NUMBER	
QUESTION	YES	NO.
1	4	1
2	3	2
3	0	5
4	4	1
5	5	0
6	0	5
7A	3	2

DISCUSSION OF QUESTIONAIRE FOR C.I.E.

With the questionaire used to interview the Chief Inspector of Education (See Appendix A) the information below was gathered. The C.I.E. heads the inspectorate division as shown in the structure below.



A subject inspector is responsible for the supervision of a subject through out the state. Thus, there is no relationship between the number of inspectors and the number of teachers. The educational and administrative prerogatives of the inspectors can be seen in Appendix D.

The duties of the inspectors as contained in the schedule of duties are to:

1. Ensure effective teaching of their respective subjects through inspections.
2. Organise courses to bring teachers up to date in the latest teaching techniques.
3. Write inspection reports on teachers. These reports are used together with reports from Principals, to determine suitablity for promotion and whether or not the Officer's contract will be renewed.
4. Initiate reforms in Syllabuses, and
5. Attend Seminars and conferences relevant to their subjects.

Inspectors prepare an advance termly schedule of schools to be inspected. However, there is no regulation concerning the minimum or maximum number of times an inspector can visit a school for inspection.

An advance notice is sent to a school notifying the Principal and staff concerned of the impending inspection. A College has full inspection, led by the C.I.E., once in about four years. Full inspection is carried out about eighteen times in a year.

The inspectors are not limited to Secondary Schools, both teachers and technical Colleges come under the jurisdiction of the same inspectors. When subject inspectors see that there are many teachers of a particular subject (say English) concentrated in a school while another school has shortage of

such teachers the inspector can arrange with the Chief Education Officer (Staff) that some teachers be transfered to the school having the shortage of teachers.
Again, when inspectors are aware of a new textbook or new teaching technique or a general deficiency among teachers they can arrange with the Extension and Research Division of the Ministry of Education to organise a specied course for the subject teachers - usually during the period of holidays.

The reports of the inspectors are submitted to the C.I.E for necessary action such as arrangement for transfer, course organisation, purchase of equipment or even disciplinary measures against a teacher if necesaary. However, as the C.I.E pointed out, the inspectorate acts only in an advisory capacity. Its recommendation may or may not be effected.

The C.I.E., in consultation with the C.E.O. (Staff), appoints subject inspectors. However, before one is appointed an inspector he should have atleast a Bachelor's Degree and some ten years of teaching experience. There have been no organised course for the inspectors so far. Howeger, the inspectors do attend conferences, seminars and workshops.

There are no women inspectors in the state. All the girls' Schools are subjected to an all male inspection.

Discussion of Questionaire for Teachers

The second questionaire (Appendix B) was designed for teachers and two hundred subjects were used. The subjects completed the questionaire in March, 1979. The tabular analysis can be seen on pages 44 - 46

From the tabular analysis the following conclusions can be drawn

As at March, 1979, 30% of the subjects used have never been inspected before, while the majority, 70% have at one time or the other been inspected by a subject inspector. Of the 70% of the subjects (140 in number) who have ever been inspected before, 34% were inspected between 1976 and 1977; while the remaining 66% last saw a subject inspector between September 1977 and March 1979.

Amongst the total number of subjects used 44% have less than two years of teaching experience as at March 1979 in a Post-Primary institution in the state. Half of this 44% have never been inspected before. Thus, only half of the subjects with less than two years of teaching experience were inspected as at March 1977. Indeed, of those who have never been inspected before (they constitute 30% of the total number of subjects used) an overwhelming majority (73%) have less than two years of teaching experience. Again, if we look at the figures of those who were inspected a minority of them (31%) have less than two years of teaching experience. Thus, it may be concluded that inspectors need to focus their attention more on teachers with less than

two years of teaching experience. It is, indeed, at this stage that teachers require the aid of a subject inspector most.

It is, however, true that amongst the subjects used, by the end of the fourth year of teaching experience 78% of them have been inspected; while by the sixth year of teaching experience a still higher figure, 86%, have been inspected.

When the figures of those who have never been inspected is examined it is clear that only 27% have between three to six years of teaching experience. Thus, after the third year of teaching experience most of the subjects have been inspected atleast once.

Furthermore, amongst those who have between three to six years of teaching experience and have never been inspected are those whose subjects areas do not have subject Inspectors - as some of them indicated on the questionaire and verified by the evaluator at the Inspectorate Headquarters.

However, most of the subjects (88%) say that inspectors inspect their record of work covered so far in the session, and compare what they have so far covered with the syllabus as a whole. A sizeable number of the teachers, 34%, maintain that Inspectors do not give valuable and workable suggestions as to how they could improve their teaching; but the majority (66%) give a contrary opinion. A convincing majority of the subjects, 80%, agree that the Inspectors praise more than they blame them most of the times they are inspected. Still, a higher

percentate of the subjects, 85% , feel that inspectors play some effective role in improving the quality of teaching in the classroom.

Discussion of Questionaire for Inspectors

With regards to the questionaire given to the subject Inspectors (Appendix C) five Inspectors, the only subject Inspectors available then (March, 1979) completed the questionaire. It should be noted that the number of Inspectors, five, is just about a normal figure the inspectorate usually has. Their response is discussed below, from the tabular analysis,

four of the five Inspectors feel that the official definition of their role and function is clear to them. Three of the Inspectors say that they do not have enough formal authority to ensure that teachers do their work effectively. All the Inspectors agree that their recommendations are never neglected without an explanation to them. However, whether or not the explanation is agreeable to them is entirely a different matter. Four of the five Inspectors feel that they are overworked. All the Inspectors agree that School Principals "generally" Co-operate with them. Again, they all say that they do not feel that a majority of teachers work hard enough in the classroom for most part of the session.

Three Inspectors would like to see some structural changes in the Inspectorate.

Amongst the structural changes advanced is the establisment of subject Inspectors in the Zonal Education Offices. Thus, there would be about four subject Inspectors in the State for each subject, each Inspector would be limited to about four Local Government Areas. Another notable suggestion is that the Inspectorate should go professional. That is, inspectors should be professional Inspectors.

The Problems they encounter in the course of their duties include transport problems such as the occasional fuel shortage coupled with bad roads. There is, also, the problem of lack of effecient and working telephone system. Thus, Principals cannot be telephoned to send to the Inspectorate some facts and figures, rather the Inspector has to travel round the state. Also, claims of Inspectors are not paid on time and the Inspector has stimes to strain his pocket. Again, sometimes when letters are written to Principals to send some documents the Principals fail to comply. Another problem identified is the difficulty of getting supplies from the Ministry's store.

The two suggestions advanced for more efficiency and effectiveness of the Inspectors are that the number of Inspectors should be increased, and that inspectors should be insured against accidents as they usually travel a lot on bad roads.

The conclusions that may be drawn include:

1. The Inspectors are over worked. Infact, the Biology Inspector, for example, is currently responsible for the Inspection of the other Science subjects.

2. There is a need for more Subect Inspectors.

3. Inspectors feel that a majority of teachers do not work hard enough.

4. There is, obviously, some problems with getting their travel claims, securing supplies from the stores, and other problems associated with bureaucracy.

5. Inspectors wish to be given more formal authority to deal with erring teachers.

CHAPTER FIVE

F I N D I N G S

In respect of the purpose of this study the following facts are noted of the Inspectorate Division in Sokoto State.

1. Though the Inspectorate division is the professional arm of the Ministry of Education, it acts only in an advisory capacity. Thus, it cannot, practically, take effective measures, by itself, to improve the quality of education in the state. It can only advice the administration on what measures to take.

2. The Inspectors are not officially informed of their duties as contained in the "Schedule of Duties"

3. The assigned duties are adequate,

4. As there is only one Inspector per subject in the state, the Inspectors are overworked.

5. Some subjects do not have Inspectors. Thus, they remain uninspected.

6. Subject Inspectors play no noticeable role in matters concerning the promotion of teachers or salary increases.

7. Sometimes, teachers with less than two years of teaching experience are appointed Subject Inspectors.

8. There are no courses organised for subject Inspectors.

9. There is no model form for evaluating teachers when Inspectors go on inspection.

10. There is no regulation concerning the minimum number of times a subject may be inspected within a time limit of say one or two years.

11. There are no women inspectors in the State.

12. Most of the subjects used feel that Inspectors play some effective role in improving the quality of teaching.

13. The few Inspectors available work hard enough, as evidenced by the congested schedules of inspection of the Inspectors.

RECOMMENDATIONS

In concluding this study the following recommendations are suggested:

1. The Inspectorate should have professional Inspectors. Arrangement could be made with a University (Say A.B.U.Zaria) to organise a course to train the present and future Inspectors as professional Inspectors.
2. There should be subject Inspectors at all the Zonal Education Offices and their areas of operation should be limited to the Schools in the Zone. Of Course, the Inspectors may be trasferable from zone to zone.
3. Every subject should have an Inspector.
4. Inspectors should play a more significant role in matters of teachers' transfer and promotion.
5. A model form Appendix F should be adopted by Inspectors for evaluating teachers when on inspection.
6. There should be a regulation concerning the minimum number of times a subject Inspector should inspect every teacher taking his subject - say once a year.
7. Women Inspectors should be appointed to specifically deal with paculiar feminine subjects.
8. Arrangement should be made with some Universities to organize training ~~and~~ refresher courses for Inspectors, on say yearly basis or once in two years.

QUESTIONAIRE FOR C. I. E.

APPENDIX A.

1. How is the inspection of Post-Primary education organised? (e.g. Are there zonal or local government inspectorates)

2. Are there serveral categories of Post-Primary inspectors? (e.g Senior Inspector, Chief Inspector)

3. By whom is the inspection of Post-Primary education carried out (e.g. Inspectors', Supervisors etc)?

4. Do inspectors have areas or Schools attached to them?

5.A Is there any relationship between the number of Inspectors and the number of teachers?

5.B Is a limit to this number prescibed in the regulations? If so what is the limit?

Prerogatives and Technical Duties of Inspctors

6. According to the present regulations, what are the educational priorites of Post-Primary School Inspectors?

7. According to present regulations what are the administrative prerogatives of Post-Primary school inspectors?

8. Does the Inspectorate organize study courses, lectures, etc for teachers?

9. What are the responsibilities cf. inspectors with regard to social activities in schools (eg. School meals, extra-scholarstic activities)?

10. Do inspectors individually inspect schools or is it always a team work?

11.A Does the regulation prescribe the minimum and maximum number of times an Inspector can visit a School?

11.B If so what are the mininum and maximum number of times an Inspector should visit a school?

12.A Do individual inspectors have any prepared advance monthly or yearly schedule of Schools to be inspected?

12.B If so, who draws up the schedule?

13. How often is full-inspection done for a College?

14. Do inspectors supervise any subject?

15. Are there special inpectors dealing only with particular subject (e.g. English, Social Studies, etc)?

16. Do Inspectors have a part in regard to teachers' transfers, promotion and salary increases?

17. Is there any provision for the right of appeal by a teacher against an Inspector's assessment?

18. Do Inspectors check the record of the school expenditure?

19. Are there women Inspectors?

20. Do Teachers' Colleges and Vocational Schools come under the jurisdiction of Normal Inspectors or Speical Inspectors?

21. What is the Inspection procedure?

22. How is the inspector's report processed?

23. In the event of a negative or positive report by an Inspector on a teacher or Principal what happens?

24. In the event of a negative report by an inspector on school equipment or school infra-structure what happens?

25. What is the relationship between School Princpals and the Inspectorate Division?

26. Does the Ministry of Education often effect recommendations of Inspectors?

27. Who appoints or selects an Inspector?

28. Before a person can be appointed as an Inspector what is the minimum Academic Qualification required?

29.A Is there any teaching experience required?

29.B If so, what is the minimum number of years required?

30.A Are there organised Courses for Post-Primary School Inspectors?

30.B If so, who organises the Courses?

APPENDIX B

QUESTIONAIRE

(PLEASE DO NOT WIRTE YOUR NAME ON THIS QUESTIONAIRE)

FOR TEACHERS

1. Have you over been inspected by a subject inspector?

2. When last were you inspected?

3. For how long have you been teaching in a Post-Primary School in Sokoto State?

4. On an average state the number of times a subject inspector has supervised you in the Class-room:

   (a) Twice a year .....?

   (b) Once a year .....?

   (c) Once in two years,,,.....?

   (d) Once in three years and over .....?

   (e) Never been inspected .....?

From your experience of having been inspected before:

5. Does an inspector look at the past record of work you have covered so far in the session?

6, Does he look at the Syllabus for the year and compare it with your coverage of the topics so far?

7. Does he give valuable and workable suggestions as to how you could improve your teaching?

8. Does he blame more than he praises most of the times he comes?

9. Do you personally think that inspectors play any effective role in improving the quality of teaching in the class-room.?

APPENDIX C

Q U E S T I O N A I R E

(Please do NOT write your name on this Questionaire)

FOR SCHOOL INSPECTORS

DIRECTIONS:- Put a tick (✓) in the appropriate "YES" or "NO" column.

1. Do you think that the official definition of your role and function is clear enough?

YES ( ) NO ( )

2. As an inspector, do you think that you have enough formal authority to ensure that teachers do their work effectively?

YES ( ) NO ( )

3. Are your recommendations contained in your inspection reports often neglected by the higher authorities without explanation to you?

YES ( ) NO ( )

4. Do you think that you are overworked?

YES ( ) NO ( )

5. Do School Principals always co-operate with you?

YES ( ) NO ( )

6. Do you think that a majority of the teachers work hard enough in the class-room for most part of the session?

YES ( ) NO ( )

APPENDIX C (Cont.)

7. A Would you like to see some structural changes in the organisation of the inspectorate division?

YES ( ) NO ( )

Please comment freely on the below questions:

7. B What structural changes or organisational changes would you like to see in the inspectorate division?

8. What are the major problems you encounter in carrying-out your duties?

9. What suggestions can you advance for more efficiency and effectiveness of school inspectors?

APPENDIX D

MINISTRY OF EDUCATION, SOKOTO STATE

INSPECTORATE DIVISION

Guidelines for Subject Inspectors on the completion and disposal of Reports.

Reports are required to be submitted on individual teachers and subjects.

1. A report on a teacher should cover his competence in the classroom (lesson report), his administration of his subject and his contribution to the life of his school.
2. A report on a Subject should show how the subject is organised and covered within a school.

1. Teacher's Assessment Form.

A copy of this report should be given to either the CEO (TE) or CEO (Sec) for filing and will be used when an assessment of a teacher is required (e.g. for promotion, renewal of contract etc:)

Part A. Personal details of Teacher.

1. Name and rank
2. Institution in which teaching
3. Length of time in the particular Institution
4. Qualifications (a) Academic (b) Teaching and dates obtained.
5. Experience (A) In Nigeria (b) Elsewhere.

APPENDIX D (Cont.)

Part B. Lesson Report.

1. Subject
2. Class taught and since when. Number of students
3. Topic of lesson
4. Introduction. Link with previous work.
5. General presentation of lesson.
6. Questioning: Use of.
7. Blackboard work
8. Use of other aids (if any)
9. Students' response (a) attention (b) interest (c) understanding.
10. Students' participation and activities.
11. Recapitulation
12. Dress and general demeanour of teacher
13. Speech and command of language
14. Teacher's relationship with students
15. Comments on factors pertaining to the success of the lesson (e.g. punctuality of teacher/students; discipline; disturbances; adequacy of materials; general condition of classroom).

At the end of the lesson report the following assessment scale should be appended and the appropriate point ticked:-

APPENDIX D (Cont.)

(a) Very good

(b) Good

(c) Adequate

(d) Poor

(e) Very Poor

The following questions are designed to aid the assessment:-

1. Was the lesson well prepared?
2. Was it well presented?
3. Did the teacher create and maintain the students' interest?
4. Did the students participate and really gain anything from it?

Part C. Additional data on the Teacher.

1. Subjects he is capable of teaching and the level at which he is capable of teaching them.
2. Subjects actually taken
3. Number of periods taught per week.
4. Classes taken.
5. His use of the Syllabus.
6. Schemes of work. Adequacy thereof.
7. His preparation on lessons.
8. Record of work done.
9. Students' work (a) Note books (b) other work (Preparation projects etc.)
10. Marking of students' work

APPENDIX D (Cont.)

11. Assessment of students' progress.

12. The promotion of his subject (i.e. concern for backward students; provision of extra reading)

13. Responsibilities in and out of the classroom.

14. Participation in co-curricula activities.

15. Relationship with the Principal and his colleagues.

16. Any problems which a teacher may have which might affect his work in the school.

Part D. Overall grading of Teacher

The following scale should be appended and the appropriate grade ticked:-

(a) Very Good

(b) Good

(c) Adequate

(d) Poor

(e) Very Poor

The report should conclude with the Inspector's name, signature and date.

2. Subject Report.

A copy of a subject report made as the result of an individual Inspector's visit to a school should be given to either the CEO (TE) or CEO (Sec) for placement on the school's file in the Inspectorate.

APPENDIX D (Cont.)

Subject reports as a result of team or full inspections should be made on stencils. There is no need to put the name of the Institution as this will appear on the front of the collated report.

1. Subject Heading.

2. (Institution)

A. Organisation of Subject

1. List of staff teaching the subject, their qualifications experience, length of time in school and classes taught (Head of Department/Subject Head should be indicated).

2. Syllabus used and adequacy thereof.

3. Schemes of work and adequacy thereof.

4. Allocation of periods per class to subject.

5. Textbooks in use. Listed either by years or classes.

6. Other aids.

7. Specialist rooms. Laboratories.

8. Co-ordination of work. Departmental meetings.

B. Coverage of Subject:

1. Preparation of work.

2. The quality of teaching. A summary of lessons observed should be made.

APPENDIX D (Cont.)

3. Students' work and progress. Comments on notebooks, assignments of work, the correction and marking of written work, projects, testing and assessment records.

4. The promotion of the subject outside the classroom.

5. Records of work kept by teachers.

C. Overall assessment and Recommendations.

1. Mention should be made of previous examination results.

2. The report should conclude with the Inspector's name, signature and date.

Sgnd.

4th October, 1976 (H. BRITTAIN)

Chief Inspector of Education

APPENDIX E

MINISTRY OF EDUCATION, SOKOTO STATE
INSPECTORATE DIVISION

FULL INSPECTIONS:

Every Institution should expect to be fully inspected once in 5 - 6 years. Such Inspections will be carried out over a 3 day period by a full team of Inspectors from either the Federal or State Inspectorate.

2. Details of procedure in respect of Federal Full General Inspections will be sent to those schools included in their programme direct by that Inspectorate.

3. Below are details of procedure for full inspections carried out by the State Inspectorate.

A. At least 10 days before Full Inspections, Principals should ensure that the following are received in the Ministry by the leader of the team:-

(i) One copy of the school's current Time-table

(ii) One copy of each individual class Time-table (including details of preparation)

(iii) One copy of each individual teacher's Time-table

(iv) One copy of the teaching staff list (This to include teachers' qualifications, experience and length of time in the particular institution)

(v) One copy of the staff/subject analysis

(vi) One copy of the school's daily and weekly routine

(vii) One copy of staff and students' responsibilities

(viii) Details of games played, clubs and societies and times of functioning.

B. The following records and documents should be made available for inspection either in the Principal's office or in such offices in the school where they are normally kept:-

(i) A school site plan (to include staff quarters)

(ii) Register of admissions and withdrawals

(iii) Log Book

(iv) Copy of the school rules

(v) Copy of the Education Law

(vi) Corporal Punishment Book and other punishment and award books

(vii) Visitors' Book

(viii) Minute book and other material pertaining to meetings of the Advisory Board

(ix) Staff meetings minute book and any other minute books (e.g., Heads of Department, Prefects)

(x) School fees Register

(xi) Register of Security books

(xii) Warrant Books

(xiii) L.P.O. books; D.V.A. books

(xiv) Certificate books (e.g., Leaving Certificates; Transfer Certificates)

(xv) Students' Personal Record Cards or Files

(xvi) Imprest and Receipt books

(xvii) External examination regulations and results

(xviii) General Orders, Financial Instructions and Stores Regulations

(xix) Duty Masters' and Duty Prefects' Report Books

(xx) Previous Inspection Reports

(xxi) Personal files of staff.

C. Notice should be given to all staff, both teaching and anxillary to have ready the following for inspection:_

(i) Heads of Department or Subject Heads:-

(a) Syllabuses and Schemes of work
(b) Lists of textbooks issued to classes (and text-books in store)
(c) Details of teaching aids (audio/visual)
(d) Equipment inventories
(e) Laboratory inventories (where applicable)
(f) Internal examination results.

(ii) Teachers:-

(a) Syllabuses and schemes of work
(b) Lesson notes
(c) Mark books and students' performance records
(d) Individual Record books (not Class Diaries)
(e) Reference books (other than textbooks in use).

(iii) Form teachers:-

(a) Registers of attendance
(b) Class time-tables
(c) Preparation time-tables and record books
(d) Classroom inventories
(e) Duty lists (e.g., sweeping etc.)

The last four should be displayed on the classroom notice-board).

(iv) House Masters:-

(a) Details of issues to students and compounds
(b) Details of organization of houses (e.g., Prefects and duties; fire precautions and drill; recreation facilities etc.)

(v) Office Staff:-

(a) Files list
(b) Incoming and Outgoing correspondence registers
(b) Inventories.

(vi) Stores:-

(a) All standard stores registers (including daily and weekly summary foodstuffs books).

(vii) Food Officer:-

(a) Details of inspection and issue of foodstuffs
(b) Food Committee
(c) Dining Hall arrangements.

(viii) Games Master:-

(a) Details of organization of Games and Sports
(b) Storage and issue of equipment
(c) Records of sports and games.

(ix) Library:-

(a) Accession Register
(b) Borrower's Register
(c) Catalogues
(d) Library Rules
(e) Magazines and Newspapers.

(x) Dispensary:-

(a) Record books (stock treatment and hospitalisation books).

D. Schools should continue to run as normal during Inspections and every endeavour will be made not to interfere with the normal running of the school. Principals, however, are reminded that these are <u>full</u> Inspections and as such, Inspection is a continuous process from Revenile to Lights Out.

TEAM INSPECTIONS

These are mainly concerned with the academic side of the school i.e., the organisation and teaching of subjects in the schools' curriculum.

Heads of Department and teachers, should, therefore, have ready for Subject Inspectors those requirements laid down for Full Inspections.

The leader of the team will survey the administration and physical set-up of the school and discuss with principals the problems of running their institutions.

VISITS:

These will be made by Inspectors on an unscheduled basis (unless specifically requested by principals). In the case of visits made by the C.I.E. or C.E.Os, they will be mainly to discuss with Principals all matters pertaining to the smooth running of Institutions.

In the case of Subject Inspectors, they will be mainly in an advisory context in their particular subject areas and to assess the standard of teaching in subjects.

Subject Inspectors, however, are empowered to report upon matters outside their subject areas such as staff and student absenteeism from lessons and other disciplinary observations.

APPENDIX F

*FORM A.

TEACHING ASSESSMENT FORM

School: _____

Class: _____ Subject: _____

Topic of Lesson: _____

Teacher's Name: _____

Length of Observation: _____

Inspector's Name: _____

	Cannot be observed	Weak	Average	Above Average	Very Good	Excellent
A. PLANNING OF THE LESSON:						
1. Objective(s):- behaviorally stated, appropriate, clear and attainable.....	0	1	2	3	4	5
2. Pacing of Lesson:-Linking previous knowledge with the new and lesson steps and state logically arranged	0	1	2	3	4	5
3. Variety and appropriateness of methods and techniques envisaged.....	0	1	2	3	4	5
4. Indication of evaluation method envisaged	0	1	2	3	4	5
B. TEACHING PROCEDURE:						
1. Relevance and degree of motivation at beginning of lesson	0	1	2	3	4	5
2. Logical and appropriate presentation of lesson content	0	1	2	3	4	5
3. Use of chalkboard -orderliness, neatness, and legibility of teachers' writing	0	1	2	3	4	5
4. Varitety of teaching aids -clarity, legibility and suitability, creative and resourcef	0	1	2	3	4	5
5. Pupil participation - Degree of student active involvement in the lesson	0	1	2	3	4	5
6. Maslery of subject matter and confidence in delivery.....	0	1	2	3	4	5
7. Evaluation of lesson - Adequacy of teacher's questions and student's answers, and mode of reception.....	0	1	2	3	4	5
8. Assignment - adequacy for enrichment of lesson and/or dove-tailing next lesson; conclusion of lesson:- lesson well rounded up; main points highlisted possible on the chalk-board.....	0	1	2	3	4	5
C. CLASS CONTROL AND MANAGEMENT:						
1. Maintenance of order and alertness of students throughout the lesson	0	1	2	3	4	5
2. Teacher-pupil repport-friendly, cordial, attention to individual differences, tolerance	0	1	2	3	4	5
D. PERSONAL QUALITIES OF TEACHER::						
1. Appearance -dress, neatness, smartness, etc.....	0	1	2	3	4	5
2. Voice - Clear, audible, confident, appropriate	0	1	2	3	4	5
3. Grammar and Expressions - mistake - free, simple and dear prononciation	0	1	2	3	4	5
E. EVIDENCE OF PREVIOUS WORK DONE:						
1. Consistently examined and assessed by the teacher, corrections made by students and checked by the teacher.	0	1	2	3	4	5

* Surce: A.T.C Zaria.

INSPECTOR'S SIGNATURE

TOTAL

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