

## INSPECTORATE SERVICES AND TEACHER EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN SOUTHWEST, NIGERIA

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**ABSTRACT:** *The study investigated inspectorate services and teacher effectiveness in public Secondary Schools in Southwest, Nigeria. The study further examined the relationship between sub-variables of inspectorate services – monitoring, assessment services and teacher effectiveness. Descriptive research design of the survey type was adopted for the study. A total of 1800 teachers and 90 principals participated in the study. The samples were selected following a multi stage sampling procedure. Two instruments: Monitoring and Assessment Services Questionnaire (MASQ) and Teacher Effectiveness Questionnaire (TEQ) were used to collect data for the study. The face, and content validity of the instruments were ascertained and reliability co-efficients of 0.82 and 0.80 were obtained for MASQ and TEQ respectively. The two research questions were answered descriptively while the research hypotheses were tested using Pearson product moment correlation at 0.05 level of significant. The findings of the study revealed that there was significant relationship between monitoring and teacher effectiveness. The findings further showed that assessment was significant to teacher effectiveness in public secondary schools in southwest Nigeria. Based on the findings, it was recommended that schools should be frequently monitored by the inspectorate division of the ministry of education through observing and keeping of records of instructional materials, laboratory apparatus, library materials, technical workshop and implementation of school curriculum and teachers should be frequently assessed based on checking of lesson notes, schemes of work, quality of test questions, teachers compliance with continuous assessment practice and quality of textbooks.*

**KEYWORDS:** monitoring; assessment, teacher effectiveness

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### INTRODUCTION

Secondary education is a level of education that serves as the link between the elementary and the tertiary education. The Federal Republic of Nigeria (2004) states that the secondary school system

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is geared towards catering for the differences in talents, opportunities and future roles. It provides trained manpower in the applied science, technology and commerce at sub-professional grades; develop and promote Nigerian languages, art and culture in the context of world's cultural heritage. Government through the Ministry of Education in Nigeria seems to invest in secondary education to be functional and pragmatic for the national growth and development. Olaleye and Oyewole (2013) stated that education constitutes the major engine for sustainable human development. For secondary school to achieve its objectives, it must have teachers who are effective as it is submitted that a school cannot rise above the quality of its teachers. It is believed that the realization of secondary school objectives hangs on certain factors such as teacher effectiveness, functional infrastructure, conducive learning environment, relevant resource inputs, appropriate teaching process, effective classroom management, valid and reliable academic assessment, effective principals and students' commitment to learning.

Teacher effectiveness is the ability of teachers to achieve goals and objectives set for them by the constituted authorities of the ministries of education and other education stakeholders. According to Bal and De Jong (2007), A teacher is said to be effective if he possesses the knowledge and skills needed to attain the school pre – stated goals and must be able to use that knowledge and those skills appropriately if these goals are to be achieved. It seems that teacher effectiveness is in doubt presently in Southwest, Nigeria secondary schools as teachers who are trained and expected to produce a host of cherished societal virtues such as honesty, fairness, integrity, punctuality, and patriotism appears not to be dedicated and committed to their job as expected. It could mean that there is a problem with teacher effectiveness, most especially, in secondary schools which harbor a great number of adolescents. There seem to be increasing evidence of students indiscipline in public secondary due to perceived teachers' ineffectiveness. In his own submission Arogundade (2009) argued that a close consideration of the recent happenings shows that societal vices like cultism, religious intolerance, indiscipline, drug addiction and absenteeism are among the indicators of teachers' ineffectiveness since secondary school students now dominated those that perpetrated the evils.

The researcher observed that some teachers seem not to perform their major responsibilities of marking students' attendance register, they hardly prepare lesson notes and those that prepare it rarely make use of them. The inability to perform these functions indicates the extent of teachers' ineffectiveness in secondary schools in Nigeria. Adeyemi (2004) identified lack of preparation of lesson notes by the teachers as one of the causes of poor instructional delivery in schools as well as ineffectiveness of teachers. Nakpodia (2006) asserted that lesson preparation in the modern era centers on the improvement of the teaching-learning situation to the benefits of both the teachers and learners, helps in the identification of areas of strength and weakness of teachers which will motivate the teacher to prepare adequately for classroom teaching. The researcher observed that some teachers are not following the approved guideline and procedure for the preparation of lesson note. Lesson preparation is essential to the process of teaching and learning. It is also important to realize that the best prepared lesson is worthless if interesting delivery procedures are not put in

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place. Teacher effectiveness appears to be adversely affected when the educational system is too loose and teachers are allowed to do whatever they like without being checked by constituted authorities. Some teachers are fond of not coming to school regularly and punctually and these seems to have negative impact on their effectiveness. It is observed by the researcher that lack of teachers' punctuality and regularity undermines teacher effectiveness.

Teaching methods are vital in any teaching and learning situation, the method adopted by a teacher may promote or hinder the teaching – learning process. It may sharpen mental activities which are the basis of social power or may discourage curiosity of the learner. A good teacher is expected to make use of different types of teaching methods as situation demands. Researchers over the years have shown that teachers communication style influences students in terms of how they perceive themselves and their effectiveness in the class. It appears that some of the teachers in the schools are not interacting well with the students in the classroom thereby derailing from achieving the purpose and objective of the lesson taught. When there are effective teaching and learning activities in schools, good academic performance of the students will be guaranteed. It seems many teachers are not using the principles of inclusive teaching and learning capable of giving room for equal treatment in the classroom. Observation has shown that some teachers are not using correct teaching methodology thereby affecting students' overall performance.

All the observed ineffectiveness could be attributed to various factors like lack of good pay, lack of job security, lack of recognition of teachers by the public and inspectorate services provided by the ministries of education Among these factors, inspectorate services appear to be the prominent problem militating against teacher effectiveness. It appears that inspectorate unit of education are not effective in rendering their services in secondary school in Southwest Nigeria and this has negatively affected teacher effectiveness in public secondary schools in south west Nigeria. Sheppard (2006) and Wilcox (2000) asserted that there was significant relationship that existed between the extent at which Inspectorate services are rendered and teacher effectiveness. Ensuring and improving teacher effectiveness is not optional but a necessity if secondary school objectives are to be achieved. To achieve this, the Inspectorate unit of the State Ministries of Education as well as Area Education Offices are expected to render their statutory duties. Prominent among the Inspectorate services needed towards enhancing teacher effectiveness in secondary schools in Southwest Nigeria, are monitoring and assessment.

Monitoring is the continuous observation of a programme in the context of its implementation schedules. Monitoring examines the differences between the planned (programme) and the actual (achievement). It is also the collection of information at regular intervals about on-going projects or programmes within the school system, concerning the nature and level of their performance. Regular monitoring provides bases for judging the impact of inputs. Monitoring is concerned with whether a project or programme is implemented in a manner that is consistent with its design (Abe, 2012). Monitoring services appears to be one of the factors affecting teacher effectiveness. The issues of teacher effectiveness and dedication could be created and maintained through proper

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monitoring. The inspectorate unit moves round the school to ensure that schools are operating in line with the National Policy on Education and national minimum standard for effective performance. The structure of the school in terms of adequate classroom, facilities on ground such as laboratory, library, toilet, playground, sporting equipment, assembly hall, examination hall, computer room / internet facilities enhanced teacher effectiveness. A keen observation of the extent to which Inspectors from the Ministry of Education carry out their statutory responsibilities of monitoring seems to be unsatisfactory. It appears the Inspectors do not check the availability and utilization of instructional materials, laboratory apparatus, library materials, facilities in the technical workshop among others as expected from them. Apart from this, government programmes and projects in the public secondary schools seems to receive low level monitoring from the State Ministry of Education. Equally of concern, is the monitoring of teachers in order to ensure compliance with government policies as well as curriculum requirement which has been noted to have received low attention from the inspectors.

Assessment refers to the wide variety of methods or tools that inspectorate unit use to measure and document the academic readiness, learning progress, skill acquisition, or educational needs of a students. Assessment in schools is used to identify teacher's weaknesses and strengths so that inspectors can provide specialized academic support, educational programme, or social services. Assessment of teacher effectiveness has been a key means of quality assurance and accountability in secondary schools in Nigeria. Inspectorate units assess the quality of teachers and hold school accountable for a broad range of goals related to students' achievement, teaching, organization and leadership in school. Assessments of schools include interviewing members of staff, analyzing school documents against a standardized framework, assessment of teachers based on qualification for special positions and writing of report.

The researcher observed that some of the Inspectors do not bother to check the continuous assessment of student scores, asking for the teacher mark book in all the subjects taught in the school, checking of student exercise book for evidences of the test conducted, checking the quality and standard of the questions giving to students during test and examination. It appears that when teachers observed that there were no inspectors to observe them in the class, their level of preparation might not be adequate and thus affecting their effectiveness. The inspectors are expected to visit schools regularly to ensure that educational tasks are carried out appropriately. However, observation seems to show that checking of class attendance register of students in school, assessment of teachers' lesson notes, scheme of work, quality of test questions, quality of examination questions, receive low attention from the inspectors that visit public secondary schools. Sclafani (2009) posited that students' achievement is measured through the use of standardized tests to determine the academic growth of the students over time. Shaheen (2013) found out that there was significant relationship between assessment and teacher effectiveness in secondary schools in Gongola State, Nigeria. Aside these, assessment of teachers' compliance with continuous assessment practices, assessment of quality of textbooks used in the schools and the conduciveness of school environment are expected to be carried out by the Inspectors to ensure

the attainment of school goals. It however appears that these responsibilities are not been given adequate attention by the Inspectorate units.

### **Statement of the problem**

Inspectorate services is key to the successful implementation of any educational system. The place of monitoring and assessment in the teaching-learning process cannot be over-emphasized. Inspectors for instance, ought to move round the school to ensure that schools are operating in line with the national policy on education and national minimum standard for effective performance. where such tasks are inadequately rendered, a smooth teaching-learning process is hampered. There seems to be increasing incidence of teacher ineffectiveness presently in public secondary schools in southwest, Nigeria as teachers who are trained and expected to produce a host of cherished societal virtues such as honesty, fairness, integrity, punctuality and patriotism appears not to be dedicated and committed to their job as expected. Some teachers seem not to perform their major responsibility in the area of preparation of lesson note, using appropriate teaching method, marking of students' attendance register and teachers' punctuality in school. These seems to have contributed to students' abysmal performance in both internal and external examinations. These may be as a result of poor Inspectorate services in the area of monitoring and assessment services that seems not to adequately rendered in public secondary schools in southwest Nigeria. It is against this background that this study intends to investigate the relationship between Inspectorate services in the area of monitoring and assessment services and teacher effectiveness in public secondary schools in Southwest Nigeria.

### **Purpose of the Study**

- i. level of Secondary School Teacher Effectiveness in Southwest, Nigeria.
- ii. The purpose of this study is to examine the relationship between the Inspectorate Services and Teacher Effectiveness in Secondary Schools in South West, Nigeria.

### **Research Questions**

Based on the purpose of the study, the following research questions were raised to guide the study:

- i. What is the level of secondary school teacher effectiveness in Southwest, Nigeria?
- ii. To what extent are the inspectorate services rendered in secondary school in Southwest, Nigeria?

### **Research Hypotheses**

The following research hypotheses were formulated to pilot the study:

1. There is no significant relationship between the inspectorate services and secondary school teacher effectiveness in South west Nigeria.
2. There is no significant relationship between monitoring and secondary school teacher effectiveness.
3. There is no significant relationship between assessment and secondary school teacher effectiveness.

## METHODOLOGY

The study adopted descriptive design of survey type. The descriptive research design was relevant to the study because the study describes various aspects of inspectorate services that seem to affect the secondary school teacher effectiveness in Southwest, Nigeria without manipulating any of the variables. The rationale for adopting survey design describes the fact that the study hinges on eliciting data from teachers and principals that would be randomly selected across six states. The sample comprised of 90 principals and 1800 teachers, selected from ninety schools within 3 states in southwest, Nigeria using multistage sampling procedures. The instruments adopted for data collection was questionnaire tagged Monitoring and Assessment Services Questionnaire (MASQ) completed by the teachers, Teachers Effectiveness Questionnaire (TEQ) was also completed by the principals. The face, and content validity of the instruments were ascertained and has a reliability co-efficients of 0.82 and 0.80 for MASQ and TEQ respectively. The research questions were answered using frequency counts and percentage score while hypothesis 1-3 were tested using Pearson Product Moment correlation. All hypotheses were tested at 0.05 level of significance.

## RESULTS AND DISCUSSIONS

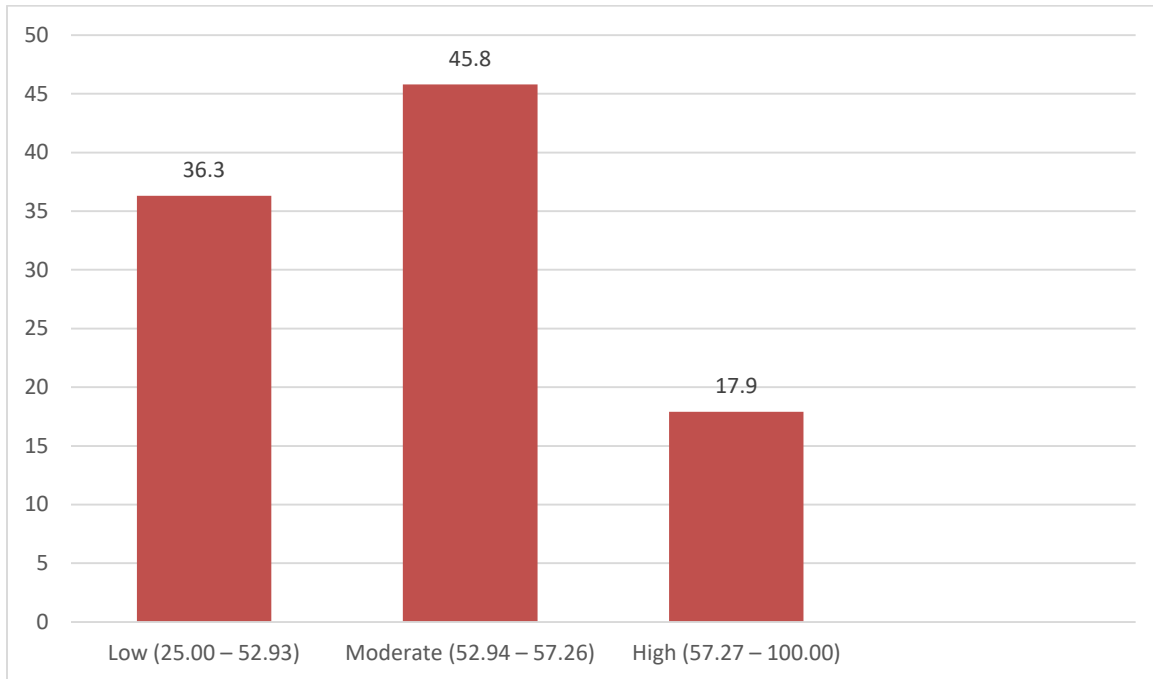
### Research Question 1:

What is the level of Teacher Effectiveness in Secondary Schools in Southwest Nigeria?

**Table 1: Level of Teacher Effectiveness in Secondary Schools in Southwest, Nigeria**

Level of Teacher Effectiveness	Frequency	Percentage (%)
Low (25.00 – 52.93)	653	36.3
Moderate (52.94 – 57.26)	825	45.8
High (57.27 – 100.00)	322	17.9
Total	1800	100

Table 1 revealed the level of Teacher Effectiveness in Secondary Schools in Southwest Nigeria. The result showed that out of 1800 respondents, 653 respondents representing 36.3 percent had low level of teacher effectiveness. Those who had moderate level of teacher effectiveness were 825 respondents representing 45.8 percent while only 322 respondents representing 17.9 percent had high level of teacher effectiveness. This showed that the level of teacher effectiveness in secondary schools was moderate. The result is presented using bar chart in figure 1.



**Figure 1: Level of Teacher Effectiveness in Secondary School in Southwest, Nigeria**

**Research Question 2:**

To what extent are inspectorate services rendered in secondary schools in Southwest Nigeria?

**Table 2: Extent to which Inspectorate Services are rendered**

S/ N	Inspectorate Services	Frequently		Occasionally		Rarely		Never		Remark
		10 – 15 times		5 – 9 times		1 – 4 times		0		
		F	%	F	%	F	%	F	%	
1.	Monitoring	256	14.22	999	55.50	531	29.50	14	0.78	Occasionally
2.	Assessment	93	5.17	1237	68.72	387	21.50	83	4.61	Occasionally

Table 2 shows the extent to which inspectorate services are rendered in secondary school in southwest, Nigeria. The results indicated that 256 (14.22%), 999(55.50%), 531(29.50%) and 14(.78%) rated the extent to which monitoring services are rendered Frequently, Occasionally, Rarely, and Never. On the assessment services, 93 representing 5.17 per cent, 1237 representing 68.72 percent,387 representing 21.50 per cent and 83 representing 4.61 per cent rated the services frequently, occasionally, rarely and never respectively. This implies that inspectorate services in the area of monitoring and assessment are occasionally rendered in public secondary schools in southwest, Nigeria.

**Hypothesis 1:** There is no significant relationship between Inspectorate Services and Teacher Effectiveness in Secondary School in Southwest, Nigeria.

**Table 3: Relationship between Inspectorate services and Teacher Effectiveness**

Variables	N	Mean	SD	r-cal	r-tab
Inspectorate Services	1800	46.85	2.06	0.245*	0.046
Teacher Effectiveness	1800	56.37	3.26		

\*p<0.05

Table 3 showed that r-cal (0.245) is greater than r-table (0.046) at 0.05 level of significance. The null hypothesis is rejected. This implies that there is significant relationship between Inspectorate services and teacher effectiveness in secondary School in southwest, Nigeria.

**Hypothesis 2:** There is no significance relationship between Monitoring and Teacher Effectiveness.

**Table 4: Relationship between Monitoring and Teacher Effectiveness**

Variables	N	Mean	SD	r-cal	r-tab
Monitoring	1800	53.95	4.53	0.217*	0.046
Teacher Effectiveness	1800	56.37	6.26		

\*p<0.05

Table 4 showed that r-cal (0.217) is greater than r-table (0.046) at 0.05 level of significance. The null hypothesis is rejected. This implies that there is significant relationship between monitoring and teacher effectiveness in secondary school in Southwest, Nigeria.

**Hypothesis 3:** There is no significant relationship between assessment and teacher Effectiveness.

**Table 5: Relationship between Assessment and Teacher Effectiveness**

Variables	N	Mean	SD	r-cal	r-tab
Assessment	1800	53.10	5.79	0.738*	0.046
Teacher Effectiveness	1800	56.37	6.26		

\*p<0.05

Table 5 showed that r-cal (0.738) is greater than r-table (0.046) at 0.05 level of significance. The null hypothesis is rejected. This implies that there is significant relationship between assessment and teacher effectiveness in secondary school in Southwest, Nigeria.

## DISCUSSION

The study showed that the level of teacher effectiveness in public secondary schools in Southwest, Nigeria was moderate. This implied that teachers were averagely effective in terms of teaching method, preparation of lesson plan, marking of students' assignment, mastery of the subject matter,



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coverage of the syllabus and keeping of students' record. The probable reason why teacher effectiveness was moderate might be as a result of some teachers who have developed the habits of working efficiently without been supervised. This finding supports the conclusion of Lefgreen (2016) that teachers' productivity was above average but it contradicted the findings of Igwe, Uzoka and Rufia (2013) who concluded in their study that teachers' productivity was low in Nigeria. When there are effective teaching and learning activities in schools, good academic performance of the students will be guaranteed.

The study showed that inspectorate services were occasionally rendered in public Secondary Schools in Southwest, Nigeria. This might be as a result of the fact that school Inspectors are faced with some challenges like inadequate time for inspection, irregular visit to school and inadequate classroom observation. This finding is in consonance with findings of Sheppard (2006) and Wilcox (2000) that a significant relationship existed between the extent at which inspectorate services are rendered and teacher effectiveness. The implication of this finding is that occasional inspection of schools could have adverse effect on the attainment of secondary education goals. Teachers could become less committed to their satisfactory responsibilities if they are not well inspected.

The study revealed that there was significant relationship between Inspectorate services and teacher effectiveness in public Secondary Schools in Southwest, Nigeria. The findings contradict Kolawole (2012) which revealed that the Inspectorate division are alerted to their responsibility for improvement of instruction. Possess the ability to work adaptively, engaged in discharging their duties in terms of the type of visits. The finding might be due to the perception of teachers about inspectors as most of the teachers see external inspectors as the major form of supervision in our schools. Ochuba (2010) agreed with the findings that Inspectorate Services at the Federal and State levels have not live to expectation in terms of conducting the types of visits in Secondary Schools. This might be as a result of human relation movement Laze – Faire supervision from Inspectors which they let people do things in whatever ways they wish to which can in fact also lead to under productivity.

The study revealed that there was a significant relationship between monitoring services and teacher Effectiveness in public Secondary Schools in Southwest, Nigeria. This implies that Inspectorate Services such as checking of instructional materials and other facilities as well as monitoring of implementation of school curriculum and proper utilization of funds from P.T.A. are related to teacher Effectiveness. This could be attributed to the fact that these services are rendered to ensure that favourable atmosphere are provided for teaching and instructional activities. The findings of Muhammad (2016) supported this finding that adequate, inclusive and continuous monitoring are one of the most important keys to successful implementation of any educational programme. Also in support of the findings, Ughamadu (2015) found out that monitoring has help the teachers to handle the pupils effectively and that it has great impact in improving not only teaching and academic environment but also promotes effective learning for their pupils. This high regard forced teachers to always be prepared and organised in their work

behaviours. This corroborates Olaleye and Oyewole (2013) that effective monitoring and quality control must be brought to fore in order to achieve the goals and objectives of Nigeria Education. The study revealed that there was significant relationship between assessment services and teacher effectiveness in public secondary schools in Southwest, Nigeria. This implies that Inspectorate Services such as checking of class attendance register of students in the school, teachers' lesson notes, schemes of work used by the teacher, quality of test questions, teacher compliance with continuous assessment practice, quality of textbooks used in the school and conduciveness of school environment are related to teacher effectiveness. This could be attributed to the provision of immediate feedback on teachers' skills and utilization especially in the area of test construction and student assessment. The finding is in support of Shaheen (2013) who found out that there was significant relationship between assessment and teacher effectiveness in secondary schools in Gongola state, Nigeria.

## CONCLUSION AND RECOMMENDATIONS

Based on the results of this study, it was concluded that Inspectorate services rendered in public secondary schools in southwest Nigeria were not sufficient even though the level of teacher effectiveness was moderate. It was also concluded that inspectorate services variables such as monitoring and assessment services exert influence on teacher effectiveness. The following recommendations were made that:

- . Teachers should be more effective in the teaching and learning activities, especially in terms of lesson plan preparations and teaching method so as to influence students' academic performance positively.
- . The inspectorate services should be rendered frequently in public secondary schools in southwest Nigeria so that teachers can be more effective in the teaching and learning activities.
- . Teachers should be frequently assessed based on checking of attendance register of students, lesson notes, scheme of work, quality of test questions, teachers' compliance with continuous assessment practice, quality of textbooks and conduciveness of the school environment.

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