

## School Inspectors Monitoring Services and Teachers Effectiveness in Public Junior Secondary Schools in Rivers State

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### Abstract

*The study investigated the difference between school inspector's plant monitoring service and its influence on urban and rural teacher's school effectiveness in public junior secondary schools in Rivers state. The study was carried out in Rivers state. The study adopted descriptive research design. Two purposes, specific objectives, research questions and two null hypothesis guided the study. The population of the study comprises of 8, 045 educations in the 23, local government areas in Rivers state. The sample of the study consisted of 804.5, been 10% of the entire population. The researcher structured questionnaire titled school inspectors monitoring service for teacher's effectiveness (SIMSETEIPSO), This instrument was divided into two section, A and B. The A section contains information related to personal data, while B, section is structure in the four point likert scale model, of strongly agreed = 4 points, agreed = 3 points, disagreed = 2, strongly disagreed = 1 point. The research adopted face validation by three experts with a reliability index 0.85. The instrument was administered to the respondents and retrieved by the researcher. The responses were calculated using mean and standard deviation, to determine the significance difference of 3.00 and above as accepted, while 2.99, lower will be rejected, otherwise accepted. The study revealed that school inspectors plant monitoring service to a high extent, influence urban, rural teacher's effectiveness in public secondary school in Rivers State.*

**Keywords:** School inspectors, monitoring service, Teachers Effectiveness,

### Introduction

The acquisition of knowledge and skills enables individuals to increase their productivity and improve their quality of life. The increase in productivity also leads forwards new sources of earning which enhance the economic growth of a country. Education is the tool for the integration of the individual into a society so that the individual can achieve self-realisation, develop national consciousness, promote unity and strive for social, economic, political, scientific, cultural and technological progress. Education is the aggregate of all the processes by which a child or young adult develops the abilities attitudes and other forms of behaviours which are of positive value to the society in which we live. It is a life-long process. It begins with the birth of a child and ends with his death. It is a continuous process. Continuity is the law of life (Kumar, 2015). Kumar opined that education is not limited to the classroom only. It is not limited to a particular period of life but throughout life. One goes on learning to adjust oneself to the changing patterns of life. Change is the fundamental law of human existence. Life is a continuous process of growth and development and so education is also a continuous process.

Secondary education is the intermediary between primary and tertiary institutions in Nigeria (Federal Republic of Nigeria, 2024). Secondary is an educational institution where the second stage of the three schooling period known as secondary education and usually compulsory up to a specified age takes place. It follows elementary or primary education and is sometimes followed by university education. Secondary education is the education children receive after primary education and before the tertiary stage, (Federal Republic of Nigeria, 2013).

Secondary education is education that normally takes place in secondary schools taking place after primary education and may be followed by higher educational or vocational training. For quality secondary education programme there is need for inspector monitoring services. The inspectors thus, need to be trained in all aspects of school administration and in the area of inspection. They also need to be well-informed about the modern methods in their disciplines, training in effective communication is thus imperative for them to discharge their duties carefully (Mathew, 2012). The inspectorate divisions of ministries of education are more direct in terms of contact with the school, the teachers and the pupils. They serve as a bridge between the school and government. They carry out observation, assessment and evaluation of school activities and achievement and provide or proffer solutions to the school problems. They improve the performance of teachers by offering professional encouragement guidance and counselling and by seeing to it that they get whatever in the service training they need to make promises they cannot fulfil to school. The inspector also performs the roles of supervision. The inspector implements the national policy on education in the school. Inspection is a process which strikes to stimulate the schools towards greater achievement of production part of the roles of those engaged in inspection for the purpose of stimulating schools towards greater effectiveness or productivity includes classrooms observation, lesson preparedness to raise the standard of education, through encouraging professional growth and development of teachers by giving them advice and furthermore. The most crucial supervisory activities include giving direction and advice, control simulation of effort towards goals attainment. Observation is part of inspection to determine when correction or adjustment ought to be made in a programme within schools (Anukan, 2019). Ijaiya, (1997), Mwanzi (2015), observed that training of school inspectors was essential as a means of providing them with necessary skills unique to supervise and to facilitate understanding of the modern method of inspection.

The inspectors should endeavour to guide and direct efforts of teachers towards the realization of the goals. This involve the understanding about various factors that motivate teachers acquiring the principles of and method of inspection that are known to be effective in assisting teaching and learning processes. According to Aiyepku, (2017), identified the role of an inspector as a professional guide, the linkage between the schools and the policies of the ministry of education a professional who monitor the system in order to provide a feed back to the schools and the policy makers who regularly plan for the school system. This interrelationship helps build a strong bond between policy makers and the implementers. School inspectors are to ensure such educational policies, directives seculars and the societal goals and objectives are properly implemented. In Nigeria for example, after independence the leading education philosophy is worth development of the individual and for general development of the society. Which Nigeria still claim to follow. So a Nigeria national curriculum is a document in which the government has put what should be learnt in schools. School inspectors are the ones to ensure that schools follow what have been planned as objectives to be obtained. School inspectors are also expected to provide a continuous checking, reviewing and assessing the attainment and progress of pupils. Just as teaching activities are the core function, school inspector's core function is to inspect the school. It is meaningless for school inspectors to visit the school without checking what is going on in classrooms setting. School inspectors are to ensure that teachers are doing their jobs and that pupils are receiving what they are supposed to acquire as learning experiences.

Tracking institutional development, communication collaboration, sustainability and capacity building within an organisation and with its partners and stakeholders in relation to project implementation monitory, is an activity that involves countries and systematic checking and observing of programme or a project. It involves comparing the present situation with the past in order to find out the extent to which the laid down objectives have been achieved. Monitoring is done in the education sector to monitor programmes like quality of education. Organizational monitoring is an activity that involves continuous and systematic checking and observing of a program or a project. It involves comparing the present situation with the past in order to find out the extent to which the laid down objectives have been achieved. Monitoring is done in the education sector to monitor programs like quality of education.

In education, two activities take place, these are teaching done by the teachers and learners by the students. Teachers, who teach in secondary schools, are usually degree or diploma holders in education. During training the teacher go through methodologies of teaching and therefore will be versed with good teaching practices. The principle is responsible for monitoring and evaluation at the school level to ensure effective teaching and learning is going on (Williams, 2000). Monitoring is the systematic process of collecting analysing and using information to track a programme progress toward reaching its objectives and guide management decisions. Monitoring is an ongoing function that employs the systematic collection of data related to specified indicators. It provides management and the main stake holders of the development intervention with indications of the extent of progress and achievement of expected results and progress with respect to the use of allocated funds. Monitoring provides an early indication of the likelihood that expected results will be attained as well as an opportunity for validating programme theory and logic, making the necessary changes in programme activities and approaches. Monitoring provides essential inputs for evaluation and therefore constitutes part of all overall evaluation process. Organization monitoring tracks institutional development, communication, collaboration, sustainability and capacity building within an organisation and stake holders in relation to project implementation.

Monitoring is a means by which information is gathered, while evaluation is the judgement on the effectiveness of action taken based on the impact on the quality of children learning. In school which have a large population, there heads of departments and heads of subjects who also have a role in monitoring and evaluation of the teaching process. They report their findings every fortnight. There are various activities that are monitored and evaluated in the day to day teaching and learning process. These include teachers prepared documents, the physical attendance of classes by teachers and students reporting time. The learner's reaction is also used to determine if the students enjoyed the lesson. Therefore, leading to conclusion as to whether learning has taken place or not. Teachers' effectiveness has never been more important or controversial topic. Teachers are crucial to education system and school are only as good as the teachers within them (Darling – Hammond, 2015). For this study, teacher effectiveness was defined as a teachers ability to utilize approaches, strategies connections to students and a particular set of attitudes that leads to improved student learning and evaluation achievement (Stron,ward , &Grant, 2011). Evaluating the effectiveness of teachers, has changed over time due to increasing state and federal attention to school level accountability for student learning (Goe, Ball & Little,2018). Organisation monitoring goes on all the time, but particularly during speaking activities when the teacher is concerned with the general assessment of the learners performance in relation to general progress or recent language and skills development, (Goe,Bell & Little, 2018).

Monitoring of individual learners takes place during written practice exercises when the aim to point out errors and encourage self-correction, guided practice activities, particularly of the pair work format are monitored for accuracy, while less guided group work an activities are monitoring for task achievement and fluencies. Academic inspection and monitoring refer to the systematic evaluation and supervision of educational evaluation and supervision of educations programs of activities to ensure quality standards and accountability (DEED,2013). Inspection and monitoring are grouped into types, referring to internal inspection, external inspection usually conducted by institution, to evaluate program and activities and external agencies, such as government departments or accreditation bodies to evaluate institutions or programs and per view, involves evaluation by peers or experts in the same field. The components of inspection and monitoring are standards and criteria, according to European Association for Quality Assurance in higher education (EAQA, 2015). Standard are guide line for quality assurance in the European higher education area. Also, United National Educational science and cultural organisation (UNESCO,2018); Global convention on recognition of qualifications of higher education. Academic inspection involves assessing the teaching and learning processes as well as the overall academic environment. Monitoring instruction is an essential aspect of academic inspection.

It involves observing and evaluating the teaching methods and strategies used by instructors to deliver instructions. The purpose of academic inspection and monitoring instruction is to ensure that academic institutions meet required standards of education, identifying areas of improvement in teaching and learning, providing feedback to instructors to enhance their teaching methods and promoting accountability and transparency in academic institutions. This research was anchored on the critical theories propounded by the five Frankfurt school theoreticians: Herbert Marcuse, Theodore Adorno, Max Horkheimer, Walter Benjamin and Eric Fromm. This concept was developed from new Marxist philosophy of the Frankfurt school developed in Germany in 1930s. Critical theory calls for educational theory to accept the need to employ interpretative categories in different phenomenon, (Carr & Kemmis, 1986).

### **Statement of the Problem**

Inspection depends heavily on a positive disposition of teachers towards inspectors and inspection. School inspectors have to play that role by ensuring the quality of pupils learning. Early inspectors were drawn from the civil servants and class room teachers due to lack of professionally trained inspectors. The falling standard of education has been a subject of controversy over the years. Some people are of the opinion that it is falling, while others believe that it is improving. However, the service of school inspectors in improving the quality of education has always been overlooked by educational researchers and even education managers. In other words they lack of school of school inspectors monitoring service should be responsible for deplorable state in terms of infrastructure effective facilities, equipment, teaching staff and students personnel services in the public junior secondary school system in Rivers State.

A common challenge amongst the secondary schools in the state is inadequacy of vital infrastructural facilities such as classroom, laboratory, hostels and staff houses. One other common challenges of secondary school are shortage of essential equipment and materials, such as text books. Lack of Plant monitoring and the factors that account for urban and rural teacher's effectiveness makes teaching and learning very difficult. Insufficient number of teaching staff is also a common feature of the secondary schools. Most secondary schools either do not have adequate number of staff or the required type of teachers, Inspectors do not report to the ministry of education on the number and activities of teachers in secondary schools. There is no student personnel service related to feeding, health care, guidance and counselling services.

The inspectors do not care to find out whether all these services are provided to students in secondary school. This is caused by lack of proper inspectorate services. There is the need to train inspectors for their duties if they are to offer inspectorate services and know what they are supposed to do when they go out for inspection. In order to improve the quality education, there should be proper school inspectors monitoring services for the secondary schools; it creates a better atmosphere for teaching and learning in the school.

### **Aim/Objectives of the Study**

The aim of the study was to examine the school inspector's plant monitoring services for teacher's effectiveness in public secondary school in Rivers state. Specifically, the study objective was to:

1. Ascertain the extent school inspector's plant monitoring service influence the urban and rural teacher's effectiveness in Public Junior Secondary School in Rivers State.
2. Examine the extent the factors that account for urban and rural school inspectors monitoring services enhance in Public Junior Secondary School in Rivers State.

### **Research Questions**

The following research question guided the study,

1. To what extent do school inspectors plant monitoring service influence urban rural teacher's effectiveness in Public Junior Secondary Schools in Rivers State?
2. To what extent do the factors that account for urban and rural school inspectors, monitoring service enhance teacher's effectiveness in Public Junior Secondary Schools in Rivers State?

## Hypotheses

The following null hypotheses guided the study.

1. There is no significant difference in the mean rating of school inspectors on the extent school inspectors' plant monitoring services influence urban and rural teacher's effectiveness in Public Junior Secondary Schools in Rivers State.
2. There is no significant difference in the mean ratings of school inspectors on the extent factors that account for urban and rural inspectors monitoring services effectiveness in Public Junior Secondary Schools in River State.

## Methodology

The study, adopted the description survey design. It is a type of design in which the researcher usually has no control over variables of interest being investigated and therefore cannot manipulate them. Usually data are collected after the event or phenomenon under investigation has taken place. Ahiakwo (2003), asserted that descriptive survey, the researcher is interested in drawing current sample, which is a representative of the population, collection of current data and primarily emphasizing the description of current pattern of behaviour of the variables concerned in the study, that allows some degree of generalization to the population. The study was conducted in Public Junior Secondary Schools, in Rivers State. The area of the study comprises of 23 Local Government in Rivers state, Nigeria. The population of the study consisted of all the 8,367 teachers in the, three hundred and twenty-one (321), urban public junior secondary schools in Rivers State. The 5980 comprised the population of teachers in the urban public junior secondary school in urban area, while 2,387 consist of the population of teachers in the Rivers State. The sample of the study comprised of 837, teachers (urban =583, rural =24), representing 10% of the population of the teachers in the public junior secondary schools in rural areas of Rivers state. A stratified random sampling method was adopted. A validated 4point rating scale questionnaire, with 30, item used determined with test-retest method. The instrument was administered to 30, respondents, who are not part of the sample of the study, but were part of the population of the study. The data collected from the two sub- set of administered questionnaire was analysed with the use of Pearson product moment correlation co -efficiency (r), at 0.5, level of significance to determine the reliability index of 0.81(81% percent reliable). The 837 copies of the questionnaire were administered directly by researcher to both teachers and students. Specifically, eight hundred and thirty-seven copies, that were administered, 805 copies representing approximately 89% percent of the total sample of the study were retrieved and used for the study. The arithmetic mean and standard deviation were used to analyse data to answer the research questions and established a criteria mean, while Z-test was used to test the hypothesis as 0.05 level of significance. This is in line with Nzereri, (2010), who ascertained that the population of Z- statistic is appropriate, when the sample size is greater than or equal to thirty. A mean rating that is equal to or greater than 2.9 would be regarded as high extent (HE), 2.49 and below as low extent (LE). The independent Z-test inferential tool was used to test the null hypothesis at 0.5 level of significance and reject calculated value if less than critical table value of 0.05 level of significance.



## Result

**Research Question: To what extent does school inspectors plant monitoring service influence urban and rural teachers, effectiveness in public junior secondary schools in Rivers State?**

**Table 1: Mean and standard deviation scores on the extent school Inspectors plant monitoring service urban and rural teachers, effectiveness in Public Junior Secondary Schools in Rivers State. = (n = 805).**

Items Statement	Mean	Urban teachers = 564	Rural teachers =241	Standard deviation	Mean	Remark
Inspectors organize follow up inspection in secondary schools.	2.42	0.87	3.18	0.89	2.80	High extent
Inspector conducts subject inspection secondary school.	2.96	1.15	3.07	0.87	3.02	High extent
Inspectors conducts full inspection in secondary schools	2.97	1.12	3.00	1.09	2.99	High extent
Inspectors conduct full certification inspection in secondary school.	3.77	0.60	3.24	0.96	3.51	High extent
Principals are promoted on the basis of good implementation of the recommendation given by inspection	2.95	0.99	2.83	0.88	3.51	High extent
<b>Total grand. Mean &amp; standard deviation</b>	<b>15.07</b>	<b>4.73</b>	<b>15.32</b>	<b>4.69</b>	<b>15.21</b>	<b>High extent</b>
	<b>3.01</b>	<b>0.94</b>	<b>3.06</b>	<b>0.93</b>	<b>3.04</b>	

Source; Field Survey, (2025)

Table 1; this indicates that school inspectors plant monitoring service to a high extent influence urban and rural teacher's effectiveness in public junior secondary schools in Rivers state. This is because the respondents combine mean of urban and rural teachers is 3.01, which were above the criterion mean of 2.5. Both urban and rural teachers have a grand mean of 3.18 and 3.08, while standard deviation was 0.94 and 0.93 respectively. The respondents agreed that teachers comply to organize follow up. Inspectors conduct full inspection services in secondary school teaching. Inspectors conduct certification inspection and promote basis of good implementation of the recommendation given by inspector.

**Research Question 2: Mean, and Standard on the extent school inspectors monitoring service influence factor that account for urban and rural teachers' effectiveness in Public Junior Secondary Schools in Rivers State (n=805)**

**Table 2: Mean and standard deviation scores on the extent school Inspectors plant monitoring service urban and rural teachers, effectiveness in Public Junior Secondary Schools in Rivers State. = (n = 805).**

Items	Item Statement	Urban teacher =564	Rural teachers =241	Standard deviation	Mean set	Remarks
Decision making based on inspector's views.	2.66	1.08	3.28	0.71	2.97	High extent
Insufficient regular inspection in schools	2.40	1.03	3.59	0.82	3.00	High extent
Lack of efficiency and effectiveness	3.13	1.07	3.13	0.84	3.13	High extent
Administrative techniques and evaluation.	2.93	1.02	3.24	1.04	3.09	High extent
Poor communication of the result to education	2.88	1.02	3.14	0.99	3.01	High extent
<b>Total grand Mean &amp; Standard deviation</b>	<b>14.00</b>	<b>5.22</b>	<b>16.38</b>	<b>4.4</b>	<b>15.20</b>	<b>High extent</b>
	<b>2.8</b>	<b>1.04</b>	<b>3.27</b>	<b>0.88</b>	<b>3.04</b>	

Source: Field Survey, (2025)

Table 2: Indicate that school inspectors monitoring services, influence, factors that account for teacher's effectiveness in urban and rural public junior secondary schools in Rivers state o a high extent. This is because the respondents combine mean of urban and rural teachers is 2.8 which were above the criterion mean of 2.5. Both urban and rural teachers have a grand mean of 3.27 and 3.04, while standard deviation was 1.04 and 0.88 respectively. The respondents agreed that inspectors organise and participate in refresher courses for teachers. Inspectors conduct refresher courses, workshops seminars etc, as a means of implementing the inspection reports. The respondent also agreed that decision making based on secondary school's inspectors and insufficient regular inspection in school.

**Hypothesis 1:** There is no significant difference in the mean ratings of school inspectors on the extent their plant monitoring services influence urban and rural teacher's effectiveness in Public Junior Secondary Schools in Rivers State.

**Table 3: Z-test on the mean ratings of school inspectors on the extent their plant monitoring services influence Urban and rural teacher's effectiveness in public junior secondary schools in Rivers State**

Respondents	N	$\bar{X}$	SD	STD error	DF	U	Z-cal	Z-crit	Decision
Urban	564	3.01	0.94	0.005	8.03	0.05	1.71	1.96	Accepted
Rural	241	3.06	0.93						

Source: Field survey, 2025

In table 3, the Z-calculated value of 0.71 is less than Z-critical value of 1.96 at 0.05 levels of significance and 8.03 degrees of freedom. The null hypothesis is accepted indicating there is no significant difference in the mean responses of school inspectors on the extent their plant monitoring services influence urban and rural teacher's effectiveness in Public Junior Secondary Schools in Rivers State.

**Hypothesis 2:** There is no significant difference in the mean ratings of school inspectors on the extent the factors that account for teacher's effectiveness influence urban and rural teacher's effectiveness in Public Junior Secondary Schools in Rivers State.

**Table 4: Z-test on the mean ratings of school inspectors on the extent their plant monitoring services influence urban and rural teacher's effectiveness in public junior secondary schools in Rivers State.**

Respondents	n	X	SD	Std Error	DF	A	Z-cal	Z-crit	Decision
Urban teachers	564	2.8	0.98						
Rural teachers				0.005	803	0.05	6.71	1.96	Accepted
	241	3.27	0.88						

Source: Field survey, 2025

From the Z-test in table 10, the Z-calculated value of 1.78 is lesser than z-critical value of 1.96 at 0.05 levels of significance and 803 degrees of freedom. The null hypothesis is accepted. Indicating there is no significant difference in the mean responses of school inspectors on the extent their factors that account for teacher's effectiveness influence urban and rural teacher's effectiveness in Public Junior Secondary Schools in Rivers State.

## Discussion of Findings

The results of this study were discussed bases on the research question raised and hypothesis tested.

The result of research question 1 showed that inspectors conduct certification inspection in secondary school. Principals are promoted on basis of good implementation of the recommendations given by inspection. This finding is in agreement with the view of Oyesola (2007), who depicts that school plant enhances better school programmers and the community needs by providing the place for psychological and physical safety for students and teachers enhance the quality and quantity of instruction. School plant availability and utilization include school location, instructional space, administrative space, classroom facilities, recreational facilities which are relevant in teaching and learning depends on the location of structure and facilities within the school environment.

A proper school in terms of location, structure and facilities would encourage effective teaching and enhance better learning environment, is done in the education sector to monitor. During training the teachers go through methodologies of teaching and are therefore well versed with good teaching practices. The principal is responsible for monitoring and evaluation at the school level to ensure effective teaching and learning is going on. In agreement with the view of Goe, Bell and Little (2018) opined that organizational monitoring goes on all the time, but particularly during speaking activities when the teacher is concerned with the general assessment of learner's performance in relation to general progress or recent language and skills development. Monitoring of individual learners take place during written practice exercises. When the aim is to point out errors and encourage self-correction. Guided practice activities, particularly of the pair work format, are monitored for accuracy, while less guided group work activities are monitored for task achievement and fluency. The researcher viewed that monitoring provides essential inputs for evaluation and therefore constitutes part of the overall evaluation process. Monitoring tracks institutional development, communication, collaboration, sustainability and capacity building within an organisation and with it partners and stakeholders in relation to project implementation.

The result of the research question 2, showed that factors that account for urban and rural school inspectors, monitoring services is lack of efficiency and effectiveness Poor communication of the results to education stakeholders and insufficient regular inspection in schools. This finding is in agreement with the view of Musaaazi, (2012), who depicts that services in Nigeria. Scrutiny of new textbooks and other teaching materials relating to secondary schools and advising principals and teachers, accordingly. This finding is in agreement with the view of Owoeye and Yara, (2011), who depicts that utilization of resources in education bring about fruitful learning outcomes since resources stimulate students learning as well as motivating them. A common way to examine the utilization of instructional resources is to analyze school expenditure. Instructional resources have been observed as a potent factor to qualitative education. The importance to teaching and learning of the provision of instructional resources cannot be over-emphasized. Facilities and equipment constitute a strategic factor in organizational functioning and determine to a very large extent, the smooth functioning of any social organisation or system including education. Agreeing with Owoeye and Yara, Nwabuzor, (2010), opined that utilization of instructional resources promote effective teaching and learning activities in schools while their inadequacy and /or unavailability may affect the academic performance of the learner negatively. Utilization of instructional resources for the reaching of any subject in the school curriculum, business studies included is very crucial. In agreement with the views of Makewa, Role and Ngussa, (2012), depicts that the use of instructional resources that are related to the basic content of a lesson helps learners to understand a particular lesson. Utilization of instructional resources results to general improvement in teaching of business studies. The researcher viewed that business studies is a very crucial subject and as such instructional resources is very much needed for effective teaching and learning to take place. Instructional resources bring about fruitful learning outcome since pictures and drawings stimulate students learning as well as motivate them, inadequacy and unavailability may affect academic performance of the learners negatively. Utilization of instructional resources results to general improvement in teaching and learning.

### **Conclusion**

Based on the findings of the study, the researcher concludes that as a result of inspection, principals begin to offer periodic positive guidance to experienced teachers. As result of inspection, there is improvement on public attitudes and school discipline. As a result of inspection teachers realize their weakness and improve themselves. Teachers displays a strong sense of financial accountability. The finance committee keep accurate records of meeting held. The financial school policy directs my school towards financial stability. The researcher also concluded that teachers comply to post supervision conferences. Inspectors promote the welfare of all staff members engaged in secondary school teaching. Inspectors attend meetings related to the training of teachers. Inspectors organise and participate in refreshers course workshops, seminars etc as a means of implementing the inspection reports. Scrutiny of new textbooks and other teaching materials relating to secondary schools and advising principals and teachers accordingly. Inspectors conduct certification inspection in secondary schools. Principals are promoted on the basis of good implementation of the recommendations given by inspection. Finally, it was concluded that factors that account for urban and rural school inspectors monitoring services is lack of efficiency and effectiveness. Poor communication of the results to education stakeholders and insufficient regular inspection in schools.



## Recommendations

Based on the findings of this study and conclusion made, the following recommendation were put forward by the researcher:

1. Seminars, workshops and conferences should be organised each term at national state and local government levels. This will give each teacher the opportunity to attend at least one staff development programme a year.
2. Teachers should be involved in text books selection. For each subject competencies to be taught should be specified to guide selection of text books. The government should encourage teachers by financing textbook writing.
3. Inspectors should conduct full inspection in order to improve the nature of inspection in secondary schools. In carrying out inspection, inspectors should avoid chances that may lead to conflicts with the teachers as well as principals.
4. After inspection, some form of feedback should be given to teachers in secondary schools.
5. In order to make reliable evaluation of principals and teachers, their behaviour should be observed before making the final judgment.

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