Teachers’ Perception Of Secondary School Inspectors’ Integrity In Kwara State, Nigeria.

By

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Abstract

This study focused on the integrity of school inspectors as perceived by secondary school teachers in Kwara State of Nigeria. The sample for the study consisted of 100 teachers randomly selected from 10 secondary schools in Ilorin West Local Government Area of Kwara State. Questionnaire on teachers’ perception of inspectors’ integrity was designed and validated by the researchers. Its reliability co-efficient, determined through a test-retest method, was 0.78. One hundred copies of the instrument were completed and returned. The data were analyzed, using frequency counts and percentages. Findings from the study revealed that school inspection conducted by State and Federal inspectors were not adequate. The inspectors were considered to be of high integrity, though the teachers did not approve the extra gift given to the inspectors by some principals outside the normal accommodation and feeding of the inspectors. Increase in frequency of school inspection, discouragement of gratifications being offered by principals and preparation of inspectors and teacher’s code of conduct on academic integrity were recommended.

Introduction

In the present globalizing world, the issue of integrity, whether in public or in personal affair, is increasingly in demand. Qualities such as honesty, fairness, firmness, objectivity, dedication, commitment and transparency are considered globally as key demands on individuals, institutions, governments, professionals and students for true development, even in international politics and business. Conversely, vices such as corruption, fraud, bribery, favoritism, lying, discrimination and dishonesty, are condemned as anti-development (Adegoke, 2002).

In Nigeria, the issue of integrity is topical now, because of high level of corruption that has become a long-standing social ill and a disgrace to Nigerians. Recent happenings in form of bribe-for-budget scandal between the Federal Ministry of Education and the National Assembly, and the Federal Government’s stand of ‘zero tolerance’ of corruption, has unprecedentedly drawn education into the issue of integrity. This is just an addition to many issues of integrity that have been plaguing education in recent times, namely examination malpractices, embezzlement of school funds by school heads and teachers, fraud in some educational agencies, fake results, certificate swapping, admission fraud, sales of illegal handouts and plagiarism.
When western education was introduced into Nigeria by the missionaries, the early teachers were mostly catechist. This possibly explained why teachers in those days were regarded as epitome of honesty, maturity (no matter how young), high sense of responsibility and good disciplinarian. In short, teachers were seen as men and women of integrity. Many parents voluntarily surrendered their children to live with teachers in order to acquire good discipline (Fafunwa, 1974).

Educational supervision evolved from the school system as a result of the need to ensure that the teachers were doing what was expected of them by the missionary proprietors (the Baptist, the Church Missionary Society, the Methodist and the Roman Catholic). However, Government control of schools in Nigeria came in through the 1882 Education Ordinance which was promulgated for the whole of British West Africa by the British Colonial Government. Among other provisions of the ordinance was grant-in-aid for inspected and approved mission schools and Her Majesty’s Inspectorate Office with headquarters in Gold Coast (Ghana), headed by Rev. Metcalf Sunter as the first Chief Inspector. The main purpose for setting up the inspectorate was to monitor the quality of teachers, pupils’ attendance and the curriculum in the grant-aided schools and the unassisted ones seeking for such grants. The 1887 Education Ordinance was specifically made for Nigeria and become necessary when its administration was separated from the rest of the British West Africa. Since then, the Inspectorate Division has become a part of the Ministry of Education at both Federal and State levels, and a major quality control strategy.

Early inspectors were drawn from the civil servants and classroom teachers due to lack of professionally trained inspectors. Later and till date, both Federal and State Inspectorate offices lack subject specialists in sufficient number for inspection of secondary schools in all states. Subject specialists are always drawn from classroom teachers for inspection especially for a full-scale type. This is probably not an ideal situation for objectivity demanded of inspectors. Until recently, these classroom teachers, though specialists in their subjects, were not professionally qualified inspectors, since they received no formal training in inspection. This affected their job performance and a lot of criticisms were leveled against them, Traditional supervision was said to be coercive, witch hunting and unhelpful to teachers. The inspectors behaved like tin gods. Every inspection visit was a nightmare for teachers (Ijaiya, 1997).

However, with the development of human relation school of thought and more importantly the introduction of courses on educational supervision into teacher education programmes, the behavior of school inspectors and supervisors is changing for better (Eferakeya & Ofo, 2001). Teachers and inspectors are more relaxed with each other and the former are no longer afraid of inspection (Ijaiya, 1997).

Types of Inspection

According to regulation, a secondary school in Nigeria should receive at least one full-scale inspection in three to five years. A full scale inspection involves combing every aspect of the school from classroom teaching to finance, school tone, hostels (if any) other facilities and government policy implementation to determine the standard of performance and effectiveness of the school. This could serve various purposes such as school recognition for external examination and special investigation. It could take up to 4 days depending on size of the school. In addition, inspection could be advisory for the purpose of interacting with teachers, to improve on all aspects of their work (Eferakeya & Ofo, 2001).

Inspection as a quality control strategy
The ever-pressing need to ensure and promote quality in education, now recognized globally as a catalyst for development of the individual and the society, necessitated putting in place quality control strategies. In Nigeria, school inspection is one of such long-standing strategies. Operations of National Council on Education (NCE) and Joint Consultative Committee on Education (JCCE) are meant to control quality of education. (Akpofo & N’dugu, 2000). However, the Inspectorate Division of the 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 the Government. They carry out observation, assessment and evaluation of school activities and achievement, and provide or proffer solutions to the school problems. They also make recommendations to Government on difficult problems and school needs such as teachers and facilities. They are not supposed to make promises they can not fulfill to schools (Okafor, 2005). In fact they are supposed to be men and women of high integrity.

**Concept of Integrity**

The concept of integrity has been viewed as a synonym to ethics (Adegoke, 2002), and high level of discipline (Noha, 2003). Olasehinde (2004) sees it as transparency and self discipline. Its components include fairness, firmness, freedom from corruption and deceit, moral uprightness, competency at job, and aspiration towards doing what is good (Adegoke, 2002).

Discussions on integrity within the academic environment revolve around all stakeholders in education such as parents, students, teachers, non-teachers and school inspectors. The teachers and the inspectors play a significant role in maintenance of integrity because they interact with one another in upholding high educational standard and ensuring the achievement of educational objectives. Their task is so important that their personal, professional and institutional integrities are at stake, should they be lacking in high level of academic integrity.

Academic integrity implies the pursuit of scholarly activity in an open, honest and responsible manner. It is an academic honesty (Olasehinde, 2004) Personal integrity refers to respect for human dignity, right and property. It also implies creating and maintaining an environment in which people can succeed through the fruit of their efforts.

Adegoke (2002) refers to professional integrity as business ethics. Regular attendance and punctuality at work, loyalty to employer, cordial relationship with colleagues, avoidance of favoritism, focusing on one’s area of specialization, avoidance of taking bribe under any guise and knowing one’s limit as an inspector, are different aspects of professional integrity (Okafor, 2005).

Institutional integrity refers to production of goods and services that meet specifications of regulatory authorities and consumers’ expectations (Adegoke, 2002). When institutional integrity is related to an educational setting, an institution will be maintaining a high level of integrity when it effectively pursues the objectives of education as laid down by the government and also satisfies the needs of the community it is supposed to serve. Thus, inspectors of education and teachers are supposed to work towards maintenance of institutional integrity while they are at the same time protecting their personal and professional integrity. Essentially all of them are working towards maintenance of high academic integrity.

Incidentally, academic integrity has suffered at all levels, in all places, not only in Nigeria, but also globally. Parents and the general public are worried about the quality of discipline among teachers at all levels. They are very anxious today about the outcome of their children’s education. Anderson (1992), discussing American education, noted that,
Today, there are many students in the university who are surprised by the lack of intellectual challenge, and disappointed by lack of integrity that demeans so much of higher education. There are even a growing number of professors and academic administrators who don’t like what they see happening all around them (p. 10).

This observation is also applicable to Nigeria. Lecturers have been accused of poor teaching, backed by hurriedly prepared handouts which they are also forcing students to purchase. There are also absentee lecturers whose attitude to work is killing the system. Examination malpractice, aided by teachers and lecturers, is also on the increase. It has been observed by Anderson (1992) that academy is more insulated from public accountability and professional ethics than their commercial counterparts in profit-making sectors.

At present, teaching is not a profession in Nigeria; neither is school inspection a profession. This is probably the reason why both of them have no written code of conduct that could guide the practitioners on the job, although many teachers are aware of their unwritten moral expectations. In other professions like medicine, practitioners have been tried, based on their written professional code of conduct.

Problems Facing School Inspection in Nigeria

The literature has identified many problems facing educational supervision in Nigeria, for instance, inadequate facilities (Eferakeya & Onyere, 2001). During the 2003 Kwara State Education summit, the staff of the Inspectorate Division seriously lamented the poor condition under which their office was operating especially the issue of personnel and funding. The inspectors stated further that they were attached to the Ministry of Education and their dependence did not make it easy for them to get money to undertake school inspection as they would had wished to. Inspectors’ allowances were usually not paid on time and they were not properly motivated. Poor funding could lead to inspectors’ taking of ‘brown envelop’ (cash) or gift from the heads of schools. This could have a serious implication for decision making by school inspectors. A school can be unfairly treated for not offering a ‘brown envelop’ or over-praised because of its largesse. This is contrary to professional ethics which inspectors are supposed to uphold. The inspectors, in addition to their being professionally competent, should be above board in character. They should be of high integrity in academic, professional and personal affairs. As observed by Okafor (2005), they could be likened to auditors of account, whose duties are often assessed as to the level of probity they exhibit on their operations.

Incidentally, the inspectors are parts of the society where, although bribery is seen as both illegal and immoral, it is offered and taken (Nwaokolo, 1998). The tendency is for the inspectors to be influenced by the social practices in the society.

Moreover, the duties of the inspectors involve provision of guidance to teachers and assessment of teaching-learning situations. As a result of the summative type of assessment which many inspectors would make after their visitation to schools, many teachers tend to treat every inspector with suspicion (Ijaiya, 1991) In such a situation, one can not rule out the possibility of teachers trying to find out who can affect their careers and “dance” round them or try to impress them (Farounbi, 1982 p.13). The demand for and offer of any form of gratification could affect the productivity of both teachers and inspectors, the overall educational objectives and consequently the development of the nation. The willingness on the part of teachers to offer such gratification depends to a large extent on the perception of inspectors’ integrity by the teachers. Also the demand for and acceptance of it depends to a large extend on factors surrounding the inspectors’ job performance. This study is therefore set to examine teachers’ perception of the integrity of the inspectors in their job performance.
The problem

By its nature, educational inspection demands a high sense of integrity, because it involves a lot of decision-making, sometimes pronouncing pass or fail on the school. In the past, inspection teams were normally carefully selected. In particular, the team-leader would be a very highly efficient and well respected senior officer in the Ministry of Education, a senior past or present principal of a secondary school. Team members were also carefully selected. Though there is nothing to suggest that this practice has changed, the level of corruption in Nigeria today, and because academic integrity of principals, teachers, students and school managers at all levels have been seriously dented, make it a pointer to the fact that there is a need to look closely at the school inspectors too. The importance of school inspection to good quality education, and inspectors as watch-dog over school activities to educational policy implementation, justify the need for this study.

Research questions

(1) How often are schools supervised in the last five years by school inspectors in Kwara state?
(2) How often are teachers supervised in the classroom by school inspectors in Kwara State in the last five years?
(3) What is the teachers’ perception of the level of academic integrity of secondary school inspectors in Kwara State?
(4) In which aspect of academic integrity are the school inspectors considered strong by the teachers?
(5) In which aspect of academic integrity are the school inspectors considered weak by the teachers?
(6) How do teachers perceive inspectors’ entertainment by the school?

Method

The design for this study was a descriptive survey of teachers’ opinion on inspectors’ academic integrity. Aspects of inspectors’ behavior, relationship with teachers and entertainment of inspectors in the field were examined as they affected the integrity of the inspectors in Kwara State secondary schools with particular focus on Ilorin West Local Government Area Secondary Schools.

Out of 17 public secondary schools in Ilorin West Local Government Area, 10 were selected, using simple random sampling technique. In each of the selected schools, 10 teachers were randomly selected as respondents, making 100 subjects in all.

An instrument, tagged ‘Questionnaire on Teachers’ Perception of Inspectors’ Job Performance’ (QTPIJP) was designed by the researchers. It was divided into three sections. Section ‘A’ comprised of two items on the frequency of supervision conducted by the State and Federal Inspectors. Section “B” consisted of 21 items on inspectors’ integrity in job performance which were rated on a 5 point Likert Scale: ‘Very High; High; Low; Very Low, and Nil. Section C contained four items demanding teachers’ opinions on gift or entertainment to inspectors. Response modes for items in this section were ‘Yes’ or ‘No’.

Content and face validity of the instrument were determined. Also, the instrument was found to be reliable at 0.78 co-efficient, derived from test-retest method. All 100 copies were competed and returned. They were analyzed, using frequency counts and percentages.
Data Analysis and Discussion

Research Question 1:

How often are schools supervised in the last five years by external school inspectors in Kwara State?

Table 1: Frequency of visits to secondary schools in Ilorin West Local Government Area, Kwara State

<table>
<thead>
<tr>
<th>No. Of Visit</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>By State</td>
<td>2</td>
<td>23</td>
<td>41</td>
<td>17</td>
<td>8</td>
<td>4</td>
<td>-</td>
<td>95</td>
</tr>
<tr>
<td>Inspector</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>(No. of</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>respondents)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By Federal</td>
<td>20</td>
<td>48</td>
<td>12</td>
<td>2</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>85</td>
</tr>
<tr>
<td>Inspectors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(No. of</td>
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<tr>
<td>respondents)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Computed from Fieldwork

Table 1’s result showed that out of 100 respondents, 95 indicated that their schools were visited at various times by State Inspectors. Similarly, 85 out of 100 respondents stated that their schools were visited at various times by Federal inspectors in the last five years. This implies that 20 teachers were not supervised within that period. The reason may be that such teachers were newly recruited or had been transferred just before their schools’ inspection, apart from the inadequacy of the Inspectorate Offices. From the Table also, 41 teachers said that their schools had been supervised three times, 23 claimed two visits while 17 mentioned four times. Two teachers indicated one visit by state inspectors. Most of these visits are likely to be advisory, since full scale inspection, by regulation, can normally take place once in three to five years except there is an emergency. However, three visits claimed by 41 out of 95 teachers are grossly inadequate and so are the others.

In the case of Federal Inspectors, 48 out of 85 teachers claimed that their schools have been visited twice in five years, 20 claimed once and 12 said three times. Whether advisory or full scale inspection, this is also inadequate. The implication of this inadequacy is that the schools are more or less on their own and can hardly benefit from the wisdom of the inspectors. Under-funding problems may be responsible for the inability of the inspectors to schedule school visits.

Research Question 2:

How often are teachers supervised in the classroom by school inspectors in Kwara State in the last five years?
### Table 2: Frequency of classroom supervision of secondary school teachers by school inspectors in Kwara State

<table>
<thead>
<tr>
<th>No. of visit</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>By State inspectors (No. of respondents)</td>
<td>40</td>
<td>30</td>
<td>6</td>
<td>9</td>
<td>5</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>93</td>
</tr>
<tr>
<td>By Federal Inspectors (No. of respondents)</td>
<td>56</td>
<td>11</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>76</td>
</tr>
</tbody>
</table>

Source: Computed from Fieldwork

The result in Table 2 showed that 40 teachers were supervised once by state Inspectors; thirty: twice; six: three times; nine: four times; one teacher each for six, eight and ten times out of 93 teachers in the last five years. This is also grossly inadequate especially for advisory visits.

Similarly, the Federal Inspectors have not been regular in classroom supervision in Ilorin West Local Government secondary schools as shown in Table 2. Fifty six teachers claimed to have been supervised once in the last five years, most likely to be full scale inspection visit. Eleven teachers were supervised twice and the others claimed three, four and five times.

The results in Tables 1 and 2 taken together imply that school inspection cannot have the desired impact on quality control in those secondary schools. This partly explain why the quality of teaching and facilities are declining without corresponding attention paid to them in many public secondary schools in the State.

Research Question 3:

What is the teachers’ perception of the level of academic integrity of secondary school inspectors in Kwara State?
Table 3: Level of academic integrity of secondary schools' inspectors in Kwara State as perceived by the teachers in Ilorin West Local Government Area.

(N=100)

<table>
<thead>
<tr>
<th>Items</th>
<th>Very High</th>
<th>High</th>
<th>Low</th>
<th>Very Low</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>1</td>
<td>20</td>
<td>20.0</td>
<td>56</td>
<td>56.0</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
<td>14.0</td>
<td>61</td>
<td>61.0</td>
<td>21</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>15.0</td>
<td>66</td>
<td>66.0</td>
<td>16</td>
</tr>
<tr>
<td>4</td>
<td>15</td>
<td>15.0</td>
<td>60</td>
<td>60.0</td>
<td>21</td>
</tr>
<tr>
<td>5</td>
<td>16</td>
<td>16.0</td>
<td>73</td>
<td>73.0</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td>18</td>
<td>18.0</td>
<td>65</td>
<td>65.0</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td>15</td>
<td>15.0</td>
<td>56</td>
<td>56.0</td>
<td>29</td>
</tr>
<tr>
<td>8</td>
<td>22</td>
<td>22.0</td>
<td>56</td>
<td>56.0</td>
<td>20</td>
</tr>
<tr>
<td>9</td>
<td>12</td>
<td>12.0</td>
<td>64</td>
<td>64.0</td>
<td>24</td>
</tr>
<tr>
<td>10</td>
<td>16</td>
<td>16.0</td>
<td>57</td>
<td>57.0</td>
<td>27</td>
</tr>
<tr>
<td>11</td>
<td>16</td>
<td>16.0</td>
<td>16</td>
<td>16.0</td>
<td>14</td>
</tr>
<tr>
<td>12</td>
<td>17</td>
<td>17.0</td>
<td>63</td>
<td>63.0</td>
<td>18</td>
</tr>
<tr>
<td>13</td>
<td>16</td>
<td>16.0</td>
<td>60</td>
<td>60.0</td>
<td>24</td>
</tr>
<tr>
<td>14</td>
<td>26</td>
<td>26.0</td>
<td>44</td>
<td>44.0</td>
<td>25</td>
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<tr>
<td>15</td>
<td>16</td>
<td>16.0</td>
<td>58</td>
<td>58.0</td>
<td>18</td>
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<tr>
<td>16</td>
<td>12</td>
<td>12.0</td>
<td>58</td>
<td>58.0</td>
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<tr>
<td>17</td>
<td>11</td>
<td>11.0</td>
<td>34</td>
<td>34.0</td>
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<tr>
<td>18</td>
<td>18</td>
<td>18.0</td>
<td>50</td>
<td>50.0</td>
<td>26</td>
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<tr>
<td>19</td>
<td>8</td>
<td>8.0</td>
<td>54</td>
<td>54.0</td>
<td>30</td>
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<tr>
<td>20</td>
<td>12</td>
<td>12.0</td>
<td>46</td>
<td>46.0</td>
<td>32</td>
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<tr>
<td>21</td>
<td>14</td>
<td>14.0</td>
<td>61</td>
<td>61.0</td>
<td>24</td>
</tr>
</tbody>
</table>

Source: Computed from Fieldwork
The teacher, according to the results presented in Table 3, rated the secondary school inspectors high on academic integrity. In most of the 21 items investigated including diligence at work, trustworthiness, firmness, skillfulness, respect for teachers, moral uprightness, etc, (see appendix 1) the inspectors were rated above 50.0%

The worrisome aspect is item 11 on bribe-taking where as many as 51% of the sample believe that it exists. In Nigeria, recent events in the bribe-for-budget scandal between the Ministry of Education and the National Assembly showed that bribes are taken to mean ‘welfare’ package or public relation (PR).

However, the Government’s stand is that whatever name it is called, it is still bribery and corruption which does not augur well for Nigeria’s development.

Research Question 4;

In which aspect of academic integrity are the Inspectors considered strong by the teacher?

The result in Table 3 is considered for answering this question. Items 5, 6, 3 and 12 which were scored high as 86%, 83%, 81% and 80%, respectively stand out as the inspectors strongest quality. They include ‘level of cooperation with teachers; vigilance during inspection, objectivity in evaluating classroom instruction and level of moral uprightness. These four items suggest that school inspectors take their job seriously on the field and the noticed it. This is good for result-oriented inspection if only it is more frequent. In spite of their infrequent visits, 75% of the sample feels that inspection has impact on school effectiveness.

Research Question 5;

In which aspect of academic integrity are the school inspectors considered weak by the teachers?

Again the result in Table 3 is used to provide answer to the question. Two items, 11 and 17 are prominent. For item 11 (Demand for bribe, cash or kind) and item 17 (covering up school’s inadequacies, e.g. fraud) rated high by 32% and 45% of the sample respectively is considered unhealthy for school inspection. It also contradicted the result of items 12 where 80% rated the inspectors’ moral uprightness as high. Respondents who think bribery does not exist in school inspection are 49. The question is; What could have been responsible for the confusion? Perhaps the teachers separated the inspector’s objectivity in classroom supervision from their so-called entertainment or overall report on the school.

Research Question 6;

How do teachers perceive inspectors’ entertainment by the school?
Table 4; Teachers’ perception of inspectors’ entertainment by secondary schools in Ilorin West Local Government.

<table>
<thead>
<tr>
<th>S/NO</th>
<th>Frequency</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30</td>
<td>30</td>
<td>30.0</td>
<td>70</td>
<td>70.0</td>
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<tr>
<td>2</td>
<td>54</td>
<td>54</td>
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<td>46</td>
<td>46.0</td>
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<td>3</td>
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<td>33.3</td>
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<td>4</td>
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<td>61</td>
<td>61.0</td>
<td>39</td>
<td>39.0</td>
</tr>
</tbody>
</table>

Source: Computed from Fieldwork

Four direct questions were raised in this section. On the question which asked if teachers consider inspectors’ entertainment (i.e. provision of accommodation and feeding) as bribe, 70% of the respondents stated no and 30% felt it is. This shows that majority saw nothing bad in such practices.

On the question of whether their schools offer brown envelopes (i.e. gifts) to inspectors, 54% stated ‘yes’ while 46% stated ‘no’. This result confirms that the practice exists. In item 3 of the section, teachers 33.3% of the 54 who responded ‘yes’ to item 2 considered the practice appropriate while 66.6% of them did not think so. On whether such brown envelopes influence the decision of the inspectors in their report, 61.0% agreed that it did while 39.0% answered ‘no’.

The interpretation one could give to this section is that the teachers are comfortable with the entertainment of inspectors as long as it is limited to accommodation and feeding but disapproved of brown envelopes’ or gifts offered to inspectors because of the influencing possibility of their decision making.

Conclusion and Recommendations

From the findings of this study, it can be concluded that school inspection visits whether State or Federal, are not adequate and therefore their impact on school effectiveness is questionable, although teachers may hold a contrary opinion. Also, teachers, judged by this study, still consider inspectors academic integrity as high. However, the gifts to them by their principals appears unacceptable to the teachers and if unchecked, the inspectors’ integrity may be dented.

Based on these finding, it is recommended that:

- Both the federal and state government should fund their Inspectorate Divisions adequately and increase inspectors’ allowances to avoid the temptation of taking gifts from schools
- To achieve (1) above it may be necessary to fund the Divisions directly by deducting their subvention from source and not through the Ministry of Education.
- School principals should be warned by the government to stop offering gifts to the inspectors.
The inspectors should resist the temptation of taking gifts.
Government should take their zero tolerance for corruption campaign to the schools and other educational agencies.
Government should implement inspectors’ recommendations so that their impact can be seen in the schools.
There is now an urgent need for a code of conduct document on academic integrity for teachers and inspectors at all levels.

References


Appendix A

Section B Of Questionnaire On Teachers' Perception Of Inspectors' Job Performance

Level of diligence in instructional supervision
Level of trustworthiness
Objectivity in evaluating classroom instruction
Firmness decision making
Level of cooperation with teachers
Vigilance during inspection
Level of skill in school inspection
Level of self-confidence in performance
Level of self respect in relating with teachers
Clarity of expression during inspection
Demand for bribe (whether cash or material)
Level of moral uprightness level of modesty in speech
Level of modesty in speech
Ability to utilize educational facilities judiciously
Diversion of school facilities for private use
Level of empathy with teachers
Covering up school's inadequacies (e.g fraud)
Ability to handle confidential matters (e.g investigation reports)
Level of respect for students
Promptness in submission of inspection report
Impact on school

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