THE ROLE OF EDUCATIONAL INSPECTORS IN CURRICULUM IMPLEMENTATION IN PUBLIC SECONDARY SCHOOLS: A CASE OF BAUCHI STATE, NIGERIA

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E55F/23991/2012

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE DEGREE OF MASTER OF EDUCATION OF KENYATTA UNIVERSITY

NOVEMBER, 2015
DECLARATION

I declare that this project is my original work and has not been presented in any other university/institution for consideration of any certificate. This project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulation.

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DEDICATION

This research project is dedicated to my beloved parents Mohammed Baba and Furera Abubakar Mohammed, both departed, and to my wife Sa’adatu Mohammed; my children Muhammad, Khadija, Fadila and Nibras whose love, patience and support boosted my morale.
ACKNOWLEDGEMENT

The preparation of a research Project calls for concerted efforts from different key individuals. While it is not possible to appreciate every one of them individually, some minimum crediting is inevitable.

My appreciation goes to my supervisors who diligently committed a lot of time, patience and kindness to the completion of this research project. I am particularly singling out Dr. Charles M. Magoma and Dr. Wilfrida Itolondo, both of the Department of Educational Management Policy and Curriculum Studies, School of Education, Kenyatta University for their devoted guidance and brilliant supervision.
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<tr>
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<th>Full Form</th>
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<tbody>
<tr>
<td>DQAS</td>
<td>Directorate of Quality Assurance and Standard</td>
</tr>
<tr>
<td>HMI</td>
<td>Her Majesty Inspector</td>
</tr>
<tr>
<td>LGEA</td>
<td>Local Government Education Authority</td>
</tr>
<tr>
<td>MDG</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>NECO</td>
<td>National Examination Council</td>
</tr>
<tr>
<td>NERDC</td>
<td>Nigerian Education Research and Development Council</td>
</tr>
<tr>
<td>NTI</td>
<td>National Teachers Institute.</td>
</tr>
<tr>
<td>OFSTED</td>
<td>Office of Standard in Education</td>
</tr>
<tr>
<td>QASO</td>
<td>Quality Assurance and Standards Officer</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Programme for Social Science</td>
</tr>
<tr>
<td>SSC</td>
<td>Senior Secondary Certificate</td>
</tr>
<tr>
<td>SUBEB</td>
<td>State Universal Basic Education Board</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>WAEC</td>
<td>West African Examination Council</td>
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<tr>
<td>WASSCE</td>
<td>West African Senior School Certificate Examinations</td>
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ABSTRACT

The study sought to investigate the role of education inspectors in curriculum implementation in public secondary schools of Bauchi State, Nigeria. The main aim of the study was to establish the extent to which school inspectors’ role has effective contribution towards curriculum implementation in Bauchi State secondary schools and to give insight into how it might be organized to influence teachers’ work performance. The study had three main objectives namely: to establish the inspectors’ professional preparedness; to determine the extent to which inspection-teacher relationship influences implementation of curriculum; and to find out how best school inspections should be carried out so as to have effective curriculum implementation. The study was based on Fullan’s curriculum implementation model. Fullan’s model identifies six themes which are necessary for successful implementation of a curriculum. These themes are: vision building, initiative taking and empowering/staff development, resource provision, restructuring, monitoring, problem-solving, and planning. The study was essentially qualitative with some aspects of quantitative approach. Simple random sampling was used to select 113 teachers from public secondary schools, and purposive sampling was used to select five school inspectors. In the same vein, systematic random sampling was also used to select 20 secondary school principals from Bauchi State. Therefore, the sample was 20 schools, 20 principals, five school inspectors, and 113 teachers. A Questionnaire was used to collect data from the respondents, and data collected were subjected to the statistical package for social sciences to generate descriptive statistics; thematic analysis for the qualitative and quantitative analysis. The study found that school inspectors offered professional support to teachers and principals, and thus teachers benefitted from their support. However school inspectors faced some challenges that made it very difficult for them to discharge their responsibilities effectively. These challenges included limited time for inspection, inadequate training, and inadequate support from the state Government. The study recommends that the challenges facing the school inspectors should be addressed. The study also recommends that the existing school inspectors should be reinforced by giving them opportunity to participate in training, conferences, workshops and seminars. The study further recommends that school inspectors should develop positive attitude towards school inspections and more time should be allocated for school inspection so that proper feedback would be established, school inspectors reports should also be implemented.
CHAPTER ONE
INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction
This chapter presents the background to the study, the statement of the problem, the research objectives, the research questions, limitation of the study, delimitations of the study, assumptions of the study, significance of the study, theoretical framework, and conceptual framework.

1.2 Background to the Study
The need to provide standard education for all children is one of the major objectives of the race for self-reliance all over the globe. One of the Nigerian national education goals is the attainment of appropriate skills and development of mental, physical and social abilities and competencies as apparatus for the individual to contribute to the development of the society (Federal Republic of Nigeria, 2004 p.8). Curriculum is specifically a prominent instrument which acts as a guide towards provision of quality and pertinent education. There is a close relationship between curriculum and society; it highlights the society’s economic, political and technological situation. The curriculum is also a dynamic instrument which changes to reflect the transformation of the society with time. In Nigeria, for instance, the curriculum at secondary level of education is being currently redesigned to achieve the national goals of education so that graduates of secondary schools will be expected to have been prepared for higher education. They will also acquire the relevant technical, vocational and, entrepreneurship skills. Hence, curriculum development and implementation is a significant aspect not only in the education sector but also provides an important stage on which the country introduces its reformation agenda. In Nigeria the responsibility
of curriculum development, research and curriculum review is shouldered upon the Nigerian Education Research and Development Council (NERDC). This council is a semi-autonomous government agency within Federal Ministry of Education, Nigeria. To carry out this significant mandate, NERDC works closely with other stakeholders in curriculum matters like teachers through head of departments, West African Examination Council (WAEC), National Examination Council (NECO), National Teachers Institutes (NTI), Federal Inspectorate Service which is charged with the responsibility of supervising and ensuring quality control of the curriculum.(www.premiumtimesng.com).

In order to have relevant and high quality education there is a need for implementers of the developed curricula to complement this commendable effort so as to uplift the system. The attention and focus of curriculum developers should not be centered on the production side only, therefore, a comprehensive and deliberate efforts should be put in place to ensure the implementation of curriculum is achieved. Curriculum implementation is a paramount aspect of curriculum development process and a very prominent platform in the educational process because it involves the actualization of the curriculum, Kosgey (2011). Further, Kobia, (2009), and Mampura, (2001) contend that curriculum implementation is the most challenging phase of curriculum development, but the most desired since it is at this stage that curriculum is utilized by its consumers especially the learners. Thus, special efforts by relevant agencies in the Nigerian educational sector must take this into cognizance.

The inspectorate wing of the Ministry of Education exercises a major role as a Supervising agency of Government. According to Oyedeji (2008), the Ministry of Education pays regular visits to schools in order to identify challenges of each school;
where new schools are established inspectors may render an advisory visit in order to
give necessary advice. The Ministry may also conduct full inspection of schools; in
this exercise, the buildings, furniture, equipment, sanitation, water, lighting, library
facilities, students and staff records are inspected, teachers’ lesson plans and audio
visual aids are also checked, also records such as attendance register, log book,
visitors’ book, cash book, ledgers, scheme of work, lessons notes, minutes of
meetings by Board of Governors and Parents Teachers’ Associations are also
examined. Visits to the classrooms, library and laboratories are conducted to assess
the general atmosphere of the school to ensure they are in line with the educational
objectives. It will be very difficult to attain the standard that is set if inspection is
irregular or not undertaken at all. Therefore, regular inspection would help raise the
quality of education in Nigerian schools.

According to Harris (1996), much of the work of the inspectors from the ministry of
education deals with professional management of teachers, pinpointing challenges in
schools, proposing solutions and helping teachers so that standard of education will be
improved. To achieve the foregoing objectives, inspectors in Nigeria should possess
the required training so that they can help guide teachers to improve the curriculum
implementation in the schools.

The inspectors or supervisors from the Ministry communicate policies to teachers and
receive feedback on the adequacy of resources implemented from the teachers. They
also monitor the development within the system; more so, when measureable
expansion is embarked upon within the system. The inspectorate service intimates the
government on factors militating against government’s high expenditure in education.
The Inspectorate personnel from the Ministry of Education also provide professional
advice on challenges encountered by teachers in the schools as informed by the teachers themselves. They ensure that uniform and high standard of education are maintained in the schools. For the purpose of supervision, the Ministry of Education makes use of career inspectors and honorary inspectors. They conduct full inspections and routine checks or pastoral visits. While a full inspection is supported by complete reports after inspection; on the other hand, pastoral visits may be carried out only for the purpose of guiding and advising the school administration and staff Oyedeji (2008).

In line with the above, the inspectors also perform the roles of supervision of the implementation of the national policy on education in the schools. Inspection is a process which strikes to stimulate the schools towards greater achievement of productivity. 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, organizing in-service-training to ensure professional growth and development of teachers. The most crucial supervisory activities include giving direction and advice, control and stimulation 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, (1989).

According to Adetula (2010), inspection is an assessment of the state of education system to ascertain its purported standard. It thus indicates that, inspection is a means of monitoring schools activities to make sure that they are carried out according to standard in such a way that can ensure the attainment of the stated schools objectives
and education in general. This is carried out by individual who are known as the inspectors. In Nigeria, inspectors are officers trained in the field of education. They are found in the inspectorate department of the federal and states ministries of education and also in the teaching service commission, area education offices, Local Government Education Authorities (LGEA), State Universal Basic Education Board (SUBEB), and in other educational service providers. Although, due to the scarcity of qualified personnel many staff of these parastatals are usually co-opted as inspectors to visit schools. They are concerned with curriculum development, effective utilization of grants and materials allocated to schools, stimulation of teachers and making sure that schools are strictly complying with educational objectives, standards, and policies of government (Badare, 2007).

The inspectors should endeavour to guide and direct efforts of teachers towards the realization of the goals. This involves understanding about various factors that motivate teachers and acquiring the principles and methods of inspection that are known to be effective in assisting teaching and learning processes. Aiyepoku (1987) 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 monitors the system in order to provide a feedback 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.

Wilcox (2000) defined inspection as the procedure for measuring the quality and/or performance of institution services, programs and projects by those inspections, who are not directly included and who are usually specially appointed to fulfill these responsibilities. The Nigerian Federal Inspectorate Services of the Federal Ministry of
Education is directly responsible for quality control and maintenance of standards in institutions below the tertiary level.

Studies that have been carried out in relation to school inspection and school improvements mostly in England and Wales, The Netherlands and in some African countries, however, portray conflict thinking. That is inspectors expectation is in conflict with that of teachers’. Some studies have argued that school inspectors simply find faults in their many inspections visit to schools but, with no or slight impact in teaching or learning (Early, 1998; Ehren & Visscher, 2006; Nkinyangi, 2006). This similarly happens with Nigerian education system in relation to school inspections. However, others contend that school inspection is a mechanism that press unnecessary additional burden upon the teachers; while teachers themselves know what to do in their profession and that emphasis has been on accountability at the expense of professional growth (Chapman, 2001b; Richards, 2001; Webb & Vulliamy, 1996). Some studies have further argued that school inspection brings about tension and fear to teachers and it diverts their concentration from teaching as their core role to record keeping in order to impress the inspectors (Hakkinen and Hamalainen 1998; Webb & Vulliamy, 1996). In Nigeria teachers tend to prepare lesson plans and other records when they are aware of inspectors visit.

West-Burnharm (1994) also sees inspection as an external burden which is likely to be rejected by teachers. Teachers see inspectors as intruders into their career and professional conduct. This is more so when inspectors behave like tin-gods (Ijaiya, 1991). In the same vein, most inspectors in Nigeria when on school inspection are particularly criticized, because of the inspection’s limitations as a post-mortem examination of certain school activities, searches for lapses and wastages rather than
preventing them and then seeking confirmation which is often more costly (West-Burnham, 1994) in terms of time, money and energy to the students, government, teachers and parents.

In Kenya, Quality assurance and standards officer (QASO), is formed recently to refer to the education personnel accountable for supervision of curriculum implementation in schools. This is a newly created term commonly used in place of the traditional name of “inspector”. The term “inspector” described the QASO as an officer who comes from the top to see that policies developed at the central education office are being implemented in schools. This notion created a conflict between the inspectors and the teachers. Teachers tend to shy away from interacting freely with the “inspector” for fear of fault finding and victimization (Wanzare, 2006). The new term of QASO is supposed to remove the stigma associated with the inspector and to portray the officers as people concerned with improving quality and standards of education by working as partners with the teachers.

On the other hand, Nigeria has experienced massive growth in aspect of quantitative population, with poor quality education. Without quality, education becomes wastage and even poses danger to individual beneficiary and the society. The quality of education in Nigeria being provided for children has been a source of serious concern for a long time as reported by Nwangwu, et al., (2000). A number of factors determine the level of performance in the Nigerian school system especially staff development, the quality of the input and school implementation of the target policies. Obayan P.A.I (2000) opined that aims of education can only be realized with well-organized school system that would ensure that all aspects of school life are well organized and effectively coordinated. For the education system to carry out its roles
of developing quality human capital, there is need for all hands to be on deck by regular and effective supervision and inspection. Hence, inspectors will need more time and support from Government to prepare before embarking on the inspection exercise.

In Bauchi State however, many teachers are wary of inspection and are thus skeptical exercise which leads them showing uncooperative attitude(s) during the inspectors visit. This is not unconnected with their years of experience, qualifications and status; some teachers believe that they are above inspection. In many occasions such teachers often fail to submit records when it is time for inspection. Some teachers are even fond of running into bushes during inspection, particularly if they are ill-prepared. Likewise, some school administrators dislike inspection and often refuse to submit relevant records.

Another alarming report says that there has been a public complain on the continual nosedive in the standards of education in Nigeria especially as indicated in the outcome of National Examinations. For instance, Federal Ministry of Education (2012) reported that an average of 13.8 percent and 20.2 percent of candidates who sat for the West African Senior School Certificates Examinations (WASSCE) and National Examination Council (NECO) between 2006 and 2010 had five credits (including mathematics and English).
Table 1.1: Breakdown of WAEC and NECO May/June 2011 Results for Bauchi State

<table>
<thead>
<tr>
<th>Bauchi state WAEC and NECO candidates</th>
<th>No. of candidates</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total WAEC results released</td>
<td>11,506</td>
<td>98</td>
</tr>
<tr>
<td>Candidates with five credit or more including English</td>
<td>89</td>
<td>0.77</td>
</tr>
<tr>
<td>Total NECO results released</td>
<td>21,690</td>
<td>96</td>
</tr>
<tr>
<td>Candidates with five credit or more including mathematics</td>
<td>24</td>
<td>0.11</td>
</tr>
<tr>
<td>Total</td>
<td>33309</td>
<td></td>
</tr>
</tbody>
</table>

Table 1.2: Breakdown of WAEC and NECO May/June 2012 Results for Bauchi State

<table>
<thead>
<tr>
<th>Bauchi state WAEC and NECO candidates</th>
<th>No. of candidates</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total WAEC results released</td>
<td>12,376</td>
<td>98.7</td>
</tr>
<tr>
<td>Candidates with five credit or more including English</td>
<td>91</td>
<td>0.81</td>
</tr>
<tr>
<td>Total NECO results released</td>
<td>21,721</td>
<td>97</td>
</tr>
<tr>
<td>Candidates with five credit or more including mathematics</td>
<td>28</td>
<td>0.12</td>
</tr>
<tr>
<td>Total</td>
<td>34216</td>
<td></td>
</tr>
</tbody>
</table>


One must note that educational stakeholders have been complaining on the role of school inspectors as far as academic results are concerned, therefore, the above table clearly shows that very few candidates had five credits (including mathematics and English) making it difficult for them to secure admissions in Nigerian Universities. In 2011, 11,506 candidates sat for WAEC, that is 98% of the total number of candidates who registered, but only 0.77% of them passed with five credits or more, including English; while those that sat for the same examination in 2012 were 12,376, which is 98.7%, and only 0.81% candidates had five credits or more including English.
On the other hand, candidates who sat for NECO in 2011 were 21,690, that is 96%, but only 0.11% managed to get five credits or more including Mathematics; while in 2012, 21,721 candidates registered, which is 97%, but only 0.12% got five credits or more including mathematics. Thus we notice that the standard of education remains slightly the same.

The Senior Secondary Certificate (SSC) is awarded by the West Africa Examination Council (WAEC) or the National Examination Council (NECO) base on the examination board used. A candidate is expected to pass with an average grade of credit level (C6) or better is required for access to study in Nigerian universities. The standard and the grading system of the two examinations bodies are essentially the same. Students register for a maximum of nine and a minimum of seven subjects with mathematics and English as core subjects; failure in one or both disqualifies a candidate.

A student must get at least a ‘C’ in English and four courses relevant to his or her major area of studies in order to sit for the University Tertiary Matriculation Examination. A student applying for admission to study medicine, computer science, or accounting, for instance, is required to pass with a minimum of a C in mathematics as well as in English respectively; whereas, a student applying for a program in history will not necessary require a C in mathematics.

Unfortunately, the inspectorate services in Nigeria both state and federal levels have not achieved their expected objectives. This is because the inspectorate service is riddled with a number of issues and challenges which make it difficult for the inspectors to effectively conduct their assignments. As such, advocating educational
accountability through school inspection has been the strategy towards enhancement and attaining quality education, by fostering the national goals, provision of responses to the government and policy makers. Also, educational practices, upholding their responsibility and accountability, controlling the environment in which education is provided for their full participation in the society are equally paramount. Based on the above background, the study will assess the role of education inspections to curriculum implementation in secondary schools of Bauchi State, Nigeria.

1.3 Statement of the Problem

The primary objective of inspection is to raise the standard of the schools. It aims at critically examining and evaluating the school as a place for teaching-learning endeavour. Because of its emphasis on monitoring and evaluation of academic performance and development of schools, Inspection is always conducted with the aim of maintaining and improving the quality of learning of students. It intends to improve all factors that affect teaching and learning in school systems. (F.E Arong; M, A Ogbada/Canadian social science 2010). School inspection in education system is geared towards ensuring that teachers work within proper strategies. School inspectors should ensure that teachers conform to the Nigerian curriculum that the nation instills into pupils with accordance to the educational needs of the society setting. Unfortunately school inspection has been criticized for its shortcoming to assist classroom teachers to improve their performance (Tuayo, 1999).

The academic performances in most Nigerian secondary schools have been declining over the years. In Bauchi state for example, there have been poor academic results in both West African Senior School Certificates Examination (WASSCE) and National Examination Council (NECO). The free education system is consuming a lot of
resources yet, the standard is still unimpressive. The question baffling minds then is to what extent inspectors’ roles contribute to effective curriculum implementation in secondary schools of Bauchi State?

1.4 Purpose of the Study

The study intends to assess the role of the secondary school inspections to curriculum implementation in Bauchi State secondary schools in order to make suggestions as to ways in which school inspections can have a more positive role on teachers’ performance.

1.5 Objectives of the Study

i. To establish the inspectors’ professional preparedness to assist teachers in curriculum implementation.

ii. To determine the extent to which inspection-teacher relationship influence implementation of the curriculum.

iii. Find out how best school inspections should be carried out so as to have effective curriculum implementation

1.6 Research Questions

i. What professional preparedness do inspectors require to help teachers implement curriculum?

ii. To what extent does inspector-teacher relationship influence implementation of curriculum?

iii. How school inspections be organized so as to make curriculum implementation more effective?
1.7 **Significance of the Study**

Curriculum implementation is an area that has been oversight in many secondary schools in Nigeria. The research will attempt to assess the preparedness of school inspectors in carrying out their responsibilities in assisting teachers towards curriculum implementation which may enable the policy makers to inject more resources towards the training, and focusing on effective curriculum implementation. The study also explores how the inspectors understand their roles in curriculum implementations with the aims of providing essential information as curriculum supervisors. The research also helps inspectors on how best to prepare and support teachers to be able to handle curriculum implementation in their respective schools.

1.8 **Limitations of the Study**

The sample used for this study posed a limitation in the ability to generalize the findings of this study to all schools in Nigeria, although it was the initial intentions to make generalizations different work settings and differences in how schools are managed in six geopolitical regions of Nigeria may further limit the ability to generalize the findings of this study to the larger populations of schools.

1.9 **Delimitations of the Study**

The study was confined to secondary schools in Bauchi Local Government Area Bauchi State of Nigeria. This is because working with a large sample size will be difficult for the researcher. However the study focuses only on the crucial roles of the inspectors in curriculum implementation. The study also sought information from zonal education office inspectorate division of Bauchi State Ministry of Education. The focus on this office was based on the fact that it was the one responsible for supervision of curriculum implementation in secondary schools.

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1.10 Assumption of the Study

The study assumes that teachers of Bauchi State know that inspectors’ roles are beneficial to them and the educational sector; the joint efforts of the teachers and inspectors in curriculum implementation faces problems, the research also assumes that the respondents in the study were truthful and gave information to the best of their knowledge.

1.11 Theoretical Framework of the Study

The theoretical framework of the study was based on Fullan’s curriculum implementation model. Fullan curriculum implementation model identifies six premises which are necessary for effective curriculum implementation. These premises are vision building, initiative taking and empowering, staff development/resources provision, restructuring, monitoring, problem solving and planning. In successful modifications these premises provide a strategy for both the tasks and approach that facilitate improvement (Fullan, 1991). The stated premises are briefly highlighted below.

Vision building is the way in which organization establishes a shared vision which creates the direction and plans for appropriate implementation. Fullan’s model proposes that vision building should involve all users of the curriculum so as to create a sense of ownership, which encourages commitment and development. In this case, school inspectors need to be creative people who can engage all the stakeholders including teachers, parents and the community so that the standard of the school and general performance of the students will be uplifted.
Fullan argues that curriculum leaders must be conversant with the innovations requirement. He further states out the successful schools are guided by focused administrators throughout the implementation process. School inspectors in this case should be professionals and possess the requisite academic qualification to be able to understand and communicate the curriculum to the teachers in a very simple way.

Fullan’s model asserts that staff development is a key to successful adjustment to practice. There is a call for both training before implementation and continuous training during the implementation process. Time should be allocated to allow for both workshop and interaction of teachers. School inspectors also need to promote in service training which will facilitate better implementation of the curriculum. Observation is significant for effective implementation because it provides the limitation and the suitability of new ideas during the implementation process (Fullan 1991). Through observation, school inspectors can find out whether activities are being implemented as planned and whether they are producing desired results. All school activities should also be monitored through careful observations and assessment. Also observation can assist the inspectors to restructure the teachers’ activities to comply with new ideas and innovation.

According to Fulla’s model schools that are targeted for improvement restructure their activities through management, and organizational arrangements. Curriculum is a dynamic instrument that improves over time to cater for country’s needs. In this case school inspectors should be flexible and innovative to restructure their inspections plans as per the changes.
1.12 Conceptual Framework of the Study

The study conceptualizes the roles of educational inspectors as the independent variables while the curriculum implementation as the dependent variable. The independent variable includes educational inspectors’ preparedness (training, resource, attitudes, working experience), educational inspectors-teachers relationship, and educational inspectors effective school inspection(classroom observation, teachers advisory, and proper feedback) while Independent variable includes improved teaching and learning which may lead to high achievement. These variables are conceptually tied together as shown in Figure 1.1.

INDEPENDENT VARIABLES

- Educational Inspectors’ preparedness
  - Training
  - Resources
  - Attitude
  - Working experience

- Educational Inspectors-Teachers’ Relationship

- Effective School Inspection
  - Classroom observation
  - Teachers advisory
  - Proper feedback

DEPENDENT VARIABLE

- Improved teaching and learning
- High achievement

INTERVENING VARIABLES

Figure 1: Conceptual Framework Showing the Role of Inspectors to Curriculum Implementation

Source: Researcher, 2015
Figure 1.1 shows the relationship between independent variables Education inspectors’ preparedness, Inspector-Teacher relationship, Effective school inspection and dependent variable Effective curriculum implementation. For school inspection to have effective role on teaching and learning, teachers need to collaborate and be prepared so as the discussion between them and the school inspectors to be reasonable (Early, 1998; Chapman, 2001a). Teachers also need to be committed towards work improvement and take the advantage of the recommendations given by school inspectors. If teachers are not willing and they do not put into practice the advices given by school inspectors then it may be difficult to improve teaching and learning in a particular school (Chapman, 2001b)

The expected outcome can be mutual understanding between teachers, school inspectors, and ministry of education. The ministry of education will respect and value what schools inspectors are recommending because of the positive out-look between them, and the teachers will act upon the school inspection recommendations which may lead to improvements of teaching and learning processes and hence higher academic achievements of the pupils.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Literature was reviewed in this chapter on school inspectors' professional preparedness, Nigerian school inspectors’ professional preparedness, influence of school inspector-teacher relationship on implementation of school curriculum, effective school inspection for effective curriculum implementation, and empirical studies on effective inspections for effective school curriculum implementation.

2.2 School Inspectors’ Professional Preparedness

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 the states. Subject specialists are always drawn from classroom teachers for inspection especially for a full scale type. This probably is not the ideal situation for objectivity demands qualified 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 level against them, traditional supervision was said to be coercive, witch-hunting and unhelpful to teachers. Ijaiya (1997), Mwanzi (1985) observed that training of school inspectors was essential as a means of providing them with the necessary skills unique to supervise and to facilitate understanding of the modern method and tone of inspection.
Inspectors thus, need to be trained in all aspects of schools 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 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 environment on difficult problems and school needs such as teachers and facilities. They improve the performance of teachers by offering professional encouragement guidance and counseling and by seeing to it that they get whatever in service training they need to do their job effectively. They are not supposed to make promises they cannot fulfill to schools (Okafor, 2005).

2.3 Nigerian School Inspectors’ Professional Preparedness

The time being allocated for inspection of schools in Nigeria, is not enough. In ideal situation, inspection of schools supposed to be carried out on regular basis in view of the fact that there are many issues that manifest in schools daily, which require the attention of government or its agent. Unfortunately, there is insufficient time for adequate and meaningful inspection of schools thus making it difficult for the inspectors to have a true and clear picture of schools being inspected before leaving them (Nakitare, 1980; Wilcox and Gray1994). Due to inadequate time, inspection in schools is shallow and mere formality. Inspection these days is carried out periodically in some cases; schools are inspected when negative reports about schools
had been received by the Ministry of Education, Teaching Service Commission, Zonal/Area Education offices or any other agency in charge of education. Also most inspections last for few hours instead of days or weeks.

Another problem is that most inspection reports in Nigeria are kept away from teachers and schools’ administrators and even when submitted are kept in files without action taken on them. Negative inspection reports from schools are often blocked from reaching the appropriate quarters for fear of reprisal action that might be taken by government against such schools (Mathew 2012).

2.4 Influence of School Inspectors-Teachers’ Relationship on Implementation of the School Curriculum

Formerly, the inspector-teacher relationship was often uneasy, unhappy, and may occasionally be so even today, making the word inspector unpopular in many countries with its implications or prying and bullying (Canham, 1983). The view has been resounded by many others (Ajayi; Blumberg, 1988 Ogunsaju, 1983; Stones, 1984). In Blumberg’s (1988) opinion, certain factors contribute to the stressful situation in spite of the good intention behind school inspection. First inspection involves evaluation which is annoying to teachers. To cope teachers mostly create physical and social distance between them and the inspectors (Blumberg, 1988). For example, some teachers avoid coming to school during inspection. Teachers also create methods (e.g. whistling) or notifying each other when there is an inspection as if a detective has arrived. Negative arguments have also been informally reported between inspectors and teachers. Second the fact that such an inspection is external to the school some teachers tend to regard it with mistrust. They believe inspectors are not familiar enough with their pupils and so cannot be of much help. In sum,
traditional supervision is regarded as a tension-socked, undemocratic encounter which both the inspector and the teacher spend most of the time to cope with instead of concentrating on tangible issues which are critical to pupils’ learning (Stone, 1984). As a better alternative to traditional supervision, the human relation school of thought suggested cooperative and collaborative supervision. “Which emphasized a tension-free positive affective climate in which the teacher feels free to interact with school inspectors (Ijaiya, 1991); it further emphasizes skills like fairness, firmness, openness, acceptance, and empathy for the purpose of acquiring the teachers’ cooperation (Sergiovanni and Starratt, 1979).

UNESCO (2005) stated that teachers had a lot to say on the role of inspectors and other Educational Officers; many teachers were unhappy with inspectors because they were more of “fault finders” than professional advisors. The teachers said the officers intimidated them instead. However, many researchers have indicated that the working relations between inspectors and teachers have been characterized at best by fear and suspicion. In the light of this, inspections of schools in the past have been viewed by teachers with reservations and this may be to the detriment of effective instruction in schools. The ministry of education has been conducting in-service training for inspectors with a view to improving professionalism in the way they performed their duties. Therefore the study investigated whether there still the same fear and suspicion.

Admittedly, school inspection is not the only possible source of stress that teachers have to consider within their teaching career. Poor attitude to study and indiscipline by pupils, overloaded timetable, poor working condition etc. are some of the courses
of stress to teachers which can sometimes contribute to additional problem (Sutcliffe, 1978 cite by Kyriacou, 1986; Alege, 1988).

### 2.5 Effective School Inspections for Effective School Curriculum Implementation

Any government in this world has its own unique goals and objectives that have been embedded to the philosophical foundations of the nation. What the nation wants to transmit to its people, it has to be put in schools curriculum. This is done through various educational policies, directives and seculars. 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 was education to foster the worth development, of the individual, for each individual’s sake 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 attained.

In general terms, in all parts of the world and in Nigeria in particular school inspectors have no direct control over the entire process of school improvements (Wilcox, 2000; Ehren & Visscher, 2006). They are external agents and instruments of accountability (Wilcox, 2000). But, they provide the feedback to the school and to the government. They also induce some of interventions through the publication of school reports that are expected to lead into school improvements in teaching and learning (Ehren & Visscher, 2006). The appealing question is, to what extent this assumption on school inspection in Nigeria is correct? Some studies mainly carried out in England (Mathew
& Smith, 1995; Wilcox, 2000; Learn month, 2000) indicate that there is improved quality especially among the weakest schools. Head teachers and staff tend to see the recommendations from the school inspectors as a great support for the existing ideas and desire to change.

However, Ehren and Visscher (2006) and Nkinyangi (2006) in their views see that school inspection sometimes lead into unintended negative effects. To them it can lead to stress and to higher workload for school staff, window dressing and being afraid to innovate because they fear that it will conflict with the school inspectors’ criteria. Again, schools are much more likely to anticipate the inspection visits and behave in a different ways as they usually do. For example, it has been argued that teachers tend to prepare and structure their lessons better when school inspectors visit the schools (Hargreaves, 1995) (Ehren and Visscher 2006:53) sees school inspection as means in which teachers tend to manipulate data so as to be evaluated positively. According to Hargreaves (1995:120) “only the naive do nothing in the run-up to the inspection and adopt a take-us-as-you-find-us approach.” To Hargreaves, no school actively draws its weaknesses to the attention of school inspectors.

Therefore, school inspection can be viewed as a process of assessing, examining, collecting information, and analyzing the performance of schools, so as to see if it meets the educational system. As argued by Richard (2000 I b), school inspection involves making evaluations about the significance and value of what is observed, collected and reported. It is not simply means of finding a school’s compliance with government objectives or directives in any direct way. In this case, school inspection should be developmental and not judgmental (Dimmocks and Walker, 2005; Wilcox
It means that it should help the teacher to improve and not just pinpointing his/her weaknesses.

School inspectors are also expected to provide a continuous checking, reviewing and assessing the attainment and progress of pupils (Nkinyangi, 2006). Just as teaching and learning activities are the teachers’ core functions, school inspectors’ core function is to inspect the school. It is meaningless for 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.

In this regard, Nigerian school inspectors have to play that role by ensuring the quality of pupils’ learning. They also need to assess whether the school successfully meets its targets in terms of learning outcomes and pupils experiences that lie at the heart of quality assurance in schools (Mathew & Smith, 1995). The area of concern of school inspectors should be on teaching and learning and direct classroom observation in order to witness how learning is being carried out (Mathew & Smith, 1995; Chapman, 2001b). But, this should be done with care as school inspectors cannot change teachers in few days of their stay in school inspections.

As argued by Black and William (2001) classroom is a black box where someone may not see what takes place inside until she/he goes in. This is the borrowing of the knowledge from the engineering and business world, of inputs, process and outputs into classroom setting (Neave, 1987; Black & William, 2001). Stressing the importance of classroom observation Black and William (2001) argue that learning is driven by the activities of teachers and pupils in classrooms. A focus on standards and
accountability that ignores the processes of teaching and learning in classrooms will not provide the direction that teachers need in their quest to improve.

Although the statement faces the problem as learning does not necessarily take place in classroom setting alone. Pupils learn in various ways such as through emulation on what is considered good behavior from teachers and other members in the society. Yet, it is admitted that school inspectors are to fulfill this obligation of making classroom observation so as to offer a support to teachers where they can discern the need to improve and the areas of weakness. This does not mean that school inspectors know better than teachers, but it is argued that the process will enhance the sharing of what should be the solutions of the identified problems.

Moreover, school inspection is designed to assess whether the school successfully meets its targets in terms of learning outcomes and pupils experiences (Mathew & Smith, 1995). To Mathew and Smith, assessment in classroom lies at the heart of quality assurance in schools. For that purpose, the emphasis is stressed on classroom evaluation and the way teaching and learning is carried out to ensure the quality of what is delivered to the pupils by teachers.

School inspectors, in whichever education system, and in Nigeria education system in particular, are expected to provide professional support to teachers. They are also supposed to ensure that teachers use different teaching and learning approaches appropriate to the Nigerian pupils’ needs. Moreover, they are to develop pupils’ knowledge, understanding and skills in all curriculum areas (Nkinyangi, 2006). In addition, they need to inspire pupils to be creative and develop a positive attitude towards learning. In this regard, pupils should be encouraged to learn how to study
The school inspectors should have the opportunity to talk with pupils. The process may encourage the pupils to learn so as to unfold their fullest potentiality rather than concentrating too much upon teachers. Since learning involves pupils then talking with them too may reveal some of the ways in which their learning could be improved.

However, as observed by Nkinyangi (2006) school inspectors and quality assurance bodies have been limited in terms of professional support to teachers. To Nkinyangi, quality assurance officers go about their duties as fault finders, seeking to find mistakes rather than checking if there are problems affecting curriculum implementation and suggesting the way to overcome them. Also, Nolan and Hoover (2005) contend that many school inspectors tend to emphasize accountability at the expense of professional growth which results in poor or marginal teacher performance. It is the role of school inspectors in Nigeria that they become facilitators and supportive agents in the curriculum implementation and not concentrating on the weak points of teachers without supporting them on how to solve problems.

Various studies like that of Collie & Taylor, (2004) and Lopez, 2007 suggest the need for school inspectors to encourage the staff to build a team work spirit so as the core function of the school to be realized. They also need to advise teachers to make the best use of the available facilities both within the school and in the wider community and encourage self-evaluation with the support of teaching and learning process. Ehren and Visscher (2006:53) contend that, if the primary aim of school inspection is school improvement, the school inspectors are more likely to act as “critical friends”, getting to know well and offering advice and strategies for development. The challenge as well is to what extent Nigerian schools inspectors provide the
constructive recommendations and not just mere comments. Their credibility and acceptance to teachers will heavily be dependent upon their reliable and attainable comments (Chapman, 2001b).

Early (1998) witnesses that teachers tend to value inspectors who behave professionally and who are in tune with school’s aims, purposes and values and who can understand the context. Although this as well should not be taken for granted for school inspector to comply with whatever the teachers have. They need a critical self, wider understanding and wisdom when dealing with teachers. Also, it will be of value if inspectors illustrate both the causes of bad performance as well as its remedy as suggested by (Eheren et al., 2005). This could be the value-added kind of support as argued by Earley (1998), MacBeath and Martimore (2001) and Wilcox (2005). Teachers will be able to respond to the findings and track the strategies for change and improvement when their problems are clearly pinpointed and supported. In case the likelihood that a school will succeed in teaching and learning depends on such internal features such as cooperation between teachers and the organization of learning and the context of the school (Ehren et al., 2005).

In actual sense school inspectors have the responsibility to provide feedback both to the government and the school stakeholders. These are school owners, teachers, parents and other people responsible for education in a particular setting. Various scholars have diverse views on how feedback from the school inspection can be of use for school improvement purpose (Ehren et al., 2005; Wilcox, 2000). It has been argued that; the feedback provided by the school inspectors do not necessarily lead to school improvement, there are a number of pre-requisites for feedback to have positive results. These include among other things that; the school needs to experience
the feedback as relevant, understandable, clear and useful. Again, it is argued by Gray and Wilcox, (1995) that the “feedback from the school inspectors has a larger chance of being used when teachers are involved in recommendations and when support is given to school”, rather than recommending without any support. According to Chapman (2001b), for feedback from school inspectors to impact on classroom improvements, it relies heavily on three factors. First, the ability of school inspectors to identify areas for improvement, second, the effective communication with the teachers during interaction and third, the teachers should be willing to abide by the suggestions and be able to implement the recommendations.

In principle, feedback will work towards improvements in teaching and learning when schools have an insight in their own strengths and weaknesses. This is why scholars such as Ehren et al., (2005), MacBeath and Martimore (2001) and Webb et al., (1998) advocate the self-assessment and evaluation for the schools. However, studies like that of Hargreaves (1995), Learmonth (2000) and Wilcox (2000) share the common view about what type of school inspection that should be carried out. To them the most effective school inspection of a school comes by neither internal self-evaluation nor external inspection. Some combination of both probably serves the purpose and does the job better in promoting school improvement than either alone. Moreover, Mathew and Smith (1995) and Learmonth (2000) consider school inspection as external evaluation monitoring/evaluation as the mechanism to complement the internal procedures such as self-evaluation and staff appraisal. Both promote school improvement and satisfy the demands for accountability. For a government to be true to its educational philosophy, school inspectors should report on how schools see themselves, not just on how the school inspectors judge the schools (Hargreaves, 1995). Although it is very difficult sometimes for a person to reveal all his/her
weakness when he/she knows that his/her work is evaluated. To MacBeath (2006) in order to have a standardized perspective of determining a successful school, there is a need for an external evaluation to provide the criteria that can aid the comparison with internal self-evaluation. According to MacBeath (2006) self-evaluation should be a servant of school inspection (external) that set a comparative standardized perspective.

It has been the efforts towards providing education to meet societal needs, including the challenges of the MDGs. Indeed, school inspection has been regarded as an instrument through which the government can confirm how financial resources injected in education yield desired results (Levin, 1989; 1991; Neave, 1987; Learmonth, 2000).

To Coombe, Kelly and Carr-hill (2006) teaching and learning is what ultimately make a difference in the mind of the pupil and thus affecting knowledge, skills, attitudes and the capacity of young people to contribute to the contemporary society. From this viewpoint then, the role of educational policy in Nigeria should be to provide guidance, resources and accountability to support high quality of teaching and learning in the country. Can school inspection in Nigeria achieve this goal?

The Inspectors are assigned duties to supervise teachers and ensure proper curriculum implementation. However, if teachers are not well organized to handle curriculum, the inspectors’ effort become useless. Various scholars in curriculum studies like Hawes (1972), Bishop (1995), and Syomwene (2003) substantiate the important role of teachers in curriculum implementation. For teachers to effectively carry out the role of curriculum implementation, adequate and professional training is a must. Despite
the important role a teacher plays in curriculum implementation, most teachers lack thorough training and in-service (Kobia, 2002). Inspectors are bound to be frustrated in supervision implementation of the curriculum, if no instrument is put in place to explain syllabus changes or revisions to teachers, and to train them in new techniques (Kennedy, 1987).

According to Jackson, M. (2005) teachers development planning improves the professional role of teachers and upgrades their professional development. It helps to ensure that teachers are empowered to contribute decisively to the development of the school especially performance of pupils; it also enabled teachers to exercise a greater degree of possession over the central issues that influence their work; thereby enhancing their being in control of the tasks of teaching and learning; they are also opportune to engage in collaborative policy-making, planning and teamwork and to participate in the leadership and management of development work are also involved in the identification of their own professional development needs and the specification of provision to meet those needs. The teachers also have the advantage of extending their professional skills and are encouraged to reflect on and learn from their professional experiences. Their work is being supported through creation of spirit of collegially and cooperation.

2.6 Empirical Studies on Effective Inspections for Effective School Curriculum Implementation

School inspection has been a controversial issue both regionally and internationally. In South Africa, quality education has been compromised with high number of learners compared to teachers. However, the country has expressed its seriousness in managing quality education. There are several concerns on the problems the
Inspectors are facing. These problems include inadequate time and short notice, unavailability of transport and shortage of assessment tools, (Horsolm, 2002).

In Kenya, education reforms often fail to achieve desired outcomes due to ineffective and inefficient supervision (ROK, 1999: 2000). This has led to call for the strengthening of the Directorate of Quality Assurance and Standard (DQAS) particularly improving the knowledge, skills, and attitudes of the officers who play the role of the supervision of education in educational institutions. According to (Ajuoga, 2010) in writing from a Kenyan perspective, inspection is an obsolete notion in management whose basic concept is that of undemocratic approach targeted at catching the teachers red-handed, a fault finding exercise, and a onetime fact-finding activity. Therefore, in Kenya school inspections seem to be viewed as a process of checking other people’s work to ensure that bureaucratic regulations and procedures are followed and that loyalty to the higher authorities are maintained. This view of inspection overlooks the professional interests and needs of personnel. Inspection process conducted with this view in mind may not be effective in facilitating educational development or improving teaching and learning in schools.

In Botswana, school inspectors are members of committees and panel that take part in curriculum development, teacher training and examinations. School inspectors visit schools and source information relevant to educational advancement (Grauwe, 2001). In Botswana school inspection reports are disseminated and acted upon by the different recipients (Grauwe, 2001). Schools are informed before the visits. The main aim is to encourage transparency and justice so that teachers should consider school inspectors as their co-workers and not people who go from school to school for criticism (Grauwe, 2001; 2007). Again, in Botswana staff development committees
are established in schools to carry out needs assessment and organize programmes for school based training using expertise drawn from within or outside the school (Grauwe, 2007). This has not been necessarily the case in Nigerian inspection system. Most of the assessments for schools in Nigeria are carried out by school inspectors and not based on needs assessment. In Botswana every promotional post in educational leadership including school inspection post is advertised (Gaynor, 1998).

As in Botswana, in Zimbabwe, the recruitment of school inspectors had been also transparent. They use system advertisement of vacant posts and interview of candidates (Gaynor, 1998; Gauwe, 2001). The convening of a promotion committee involves all regional directors (Grauwe, 2007). In Zimbabwe, all head teachers of both primary and secondary schools receive training in school management (Grauwe, 2007). In Zimbabwe each school has a board with members of the administration and teacher representatives. Also, the concept of cluster schools has been introduced in Zimbabwe, which consists of ten to fifteen schools, where teachers are provided with pedagogical support and administrative supervision (Gaynor, 1998). Also the Ministry of Education receives a copy of all supervisory visits reports carried out by the district (Gaynor, 1998). The school board in Zimbabwe has to supervise, assist, assess and recommend promotions for teachers, also civil societies and school community are gradually being given an increased role in monitoring the functions of the schools (Grauwe, 2001). Furthermore, school inspectors in Zimbabwe are employed as resource persons in training and they participate in writing tests items, marking examinations and preparing evaluation reports (Grauwe, 2007).

In England and Wales school inspection was introduced in the education (school) Act of 1992 which set up OFSTED (learmonth, 2000; Webb &Vulliamy, 1996). It
operates under the direction of Her Majesty’s Chief Inspector (HMCI) and it is a non-ministerial government agent dedicated to control inspection of schools (Lee, 1997). OFSTED has its roots in the parent’s Character of 1991 (Learmonth, 2000, Webb and Vulliamy, 1996). In this charter parents were pledged access to open school inspection reports so that their choice of schools for education of their children could be informed by clear up-to-date information. The government of the time believed that standards in schools would be raised by parents using their choices in an open market system (Learmonth, 2000).

Schools visit take place once in four years to allow time for recommendations to be implemented (Lee, 1997). The school inspectors carry out the organized and timetabled classroom observation and the inspection findings are published in the internet for the public consumption (Lee, 1997; Ehren & Visscher, 2008). This helps the public to identify the schools with poor performance initially termed as failing schools later, termed schools that require special measures or schools with serious weaknesses (Sammons, 2006). Accordingly, the identification of weaker schools and publications of performance tables lead to considerable pressure to improve the weaker schools.

In the inspection system of England and Wales, the preparation of action plans are obligatory and schools are supported to plan for an appropriate range of measures to improve teaching and learning (Ehren & Visscher, 2008). The education authority should prepare an action plan highlighting how they would address the major points for action identified in the inspection feedback. More interventions and close follow ups points for action identified in the inspection feedback. More interventions and close follow ups are aimed at weaker schools after assessment (Ehren, et al., 2005;
Sammons, 2006). If the school does not improve within a specified period of time, the sanction of closure is applied. It has been argued that the practice has helped to narrow the gap between the school at the top and bottom of the achievement distribution (Sammons, 2006).

Also, OFSTED transparency of school inspection procedures exemplifies the experience. The school inspection guidelines have been widely distributed among schools to be used for self-evaluation (Wilcox, 2000). However, such improvement in pupils’ academic achievement has been argued to have been contributed by a combination of various factors (Thrupp, 1998; Sammons, 2006 Wilcox; 2000; Earley, 1998). Some of the significant factors as outlined by Sammons (2006) include the additional investments in education such as the provision of teaching and learning materials, staff development, changes in initial teacher education and the reduction of the numbers of children living in poverty through a wider welfare changes.

The major criticism upon OFSTED has been directed towards its failure to make bad school good (Thrupp, 1998; Hargreaves, 1995; Wilcox, 2000; Earley, 1998). In rural areas for example, there is little evidence that parents will find alternatives to an exposed failing school (Hargreaves, 1995). According to Hargreaves, even where alternative choices are in place, parents may not necessarily be influenced by inspection reports. Factors such as distance from home, travelling costs and fear of a child for loosing friends may constrain the change of school.

As in England and Wales, school inspections in the Netherlands are given a special status. In the Netherlands, when a school is designated to be underperforming the school inspectors have a legal right to take actions provided the school fail to comply
with the legal regulations (Ehren & Visscher, 2008). This is different from what is practiced in England and Wales where the responsibility is left in the hands of the education authority. Also, the Dutch system of inspection indicates a special experience, as literature indicates that school inspectors in many countries of the world have no direct control over the teacher (Wilcox, 2000; Ehren & Visscher, 2006). Their role is limited on the supervision and provision of the advices both for the schools and for the educational authorities. As in England, school inspection reports, in the Netherlands are published on the Internet.

Similarly, in the Dutch system of inspection, poor performing schools are to be supervised more intensively and more frequently than other schools like what is practiced in England (Ehren, Leeuw & Scheerens, 2005; Ehren & Visscher, 2008). Furthermore, as shown by Ehren and Visscher (2008); school inspectors should enter into a written agreement with the schools about the improvement required. The schools may also be requested to describe how they will attempt to implement the school improvement action plans and these plans are to be monitored by school inspectors. This implies that in the Netherlands, action plans are optional unlike in England where it is obligatory. The approach is hoped that it will enable the schools to learn about their strengths and weaknesses, and if underachieving, to improve (Ehren & Visscher, 2008).

2.7 Research Gaps

It is indicated that prime role of school inspectors that it should be professional support and not just mere criticism to teachers. The literature also suggested that if school inspection is to lead to school improvements; there should be a combination of both external and internal evaluation so that teachers have the opportunity to evaluate
themselves upon their strengths and weaknesses. Again the literature stressed its emphasis on the classroom observation as a core function of school inspectors. This is because a classroom is a place where the teacher can fulfill his/her obligation of educating the pupils and since schools inspections main target is to monitor the quality of education provided, classroom observation is argued to be the prime focus of any inspection process.

The studies did not outline the areas in which the school inspections role had contributed effectively in teaching and learning. The studies had not assessed the problems facing the co-operation of the school inspectors and teachers in curriculum implementation. Hence this study will assess the role of school inspectors in curriculum implementation as well as the problems facing the co-operation of the school inspectors and teachers.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter was organized under the following subsections, research design, study locale, target population, sample and sampling techniques, research instruments, piloting of instruments, validity of instruments, and reliability of instruments, data analysis, logistic and ethical consideration.

3.2 Research Design

The survey research design was used in this study because the research is descriptive in nature. This design was chosen because it involves collection of data in order to answer questions concerning the current status of the subjects of the study. Descriptive method is widely used to obtain data and it is also useful in evaluating present practices. It equally provides a basis for decision making. Survey design was appropriate for this study because it helped the researcher to access information concerning the current situation in public secondary schools in Bauchi State as regards to the roles of school inspectors in curriculum implementation and made conclusions from the findings of the study.

3.3 Study Locale

The study was conducted in Bauchi Local Government Area of Bauchi State. Bauchi local Government is the largest local Government with the highest concentration of public schools in the State. The main reason why the study centered in Bauchi Local Government was because despite the high number of schools and qualified teachers the performance of students is still not impressive; Senior School Certificate
Examinations (SSCE) results are usually poor. The total number of candidates who meet the minimum university entry requirement is usually low. Moreover, the Local Government Area is chosen because the researcher is concerned with the development of education in the area. Therefore this study has looked at the roles of school inspectors in this locality. Bauchi State is located in the North-Eastern Region of the Federal Republic of Nigeria. Bauchi State covers 45,837 square kilometers; Bauchi State is bounded by Kano and Jigawa to the north, Yobe and Gombe to the east and Kaduna State to the west and Plateau and Taraba States to the south.

3.4 Target Population

In this study, the target population consisted of all the 212 public secondary schools in the Bauchi State, all the 212 principals, 1093 teachers and 50 school inspectors from zonal inspectorate service of the Ministry of Education. The choice of teachers as part of the target population was essential, because they are the key players in curriculum implementation, while principals were chosen because they are the ones who are shouldered with the overseeing of teachers in curriculum implementation. The School inspectors were included because they are very important as they offer support and supervise curriculum implementation. At the state level, school inspectors provide information on the expected role of the school principals as curriculum implementers as stated by the federal ministry of education policies.

3.5 Sample and Sampling Techniques

Sampling means selecting a given number of subjects from a defined population as representative of that population. Systematic sampling technique was used to select 20 public secondary schools in Bauchi Local Government, five teachers from each sampled schools were selected using simple random sampling (total 113). Simple
random sampling enhances equal and independent chance of being selected as a member of the sample. To select five teachers from ten teachers in a school, the researcher wrote numbers 1, 2, 3, 4 and 5 on five folded pieces paper and left the rest unwritten. The teachers who picked papers with the numbers were included in the sample. All the principals of the selected schools were included in the study as respondents. Five inspectors were selected from zonal inspectorate service of the Ministry of Education using purposive sampling technique. The research drew a total sample of 1567 respondents. The sample size consisted of five school inspectors, 20 principals and 113 class teachers.

### Table 3.1: Sample distribution

<table>
<thead>
<tr>
<th>Target population</th>
<th>F</th>
<th>Sample size</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>212</td>
<td>20</td>
<td>9.43</td>
</tr>
<tr>
<td>Principals</td>
<td>212</td>
<td>20</td>
<td>9.43</td>
</tr>
<tr>
<td>Teachers</td>
<td>1093</td>
<td>113</td>
<td>10.34</td>
</tr>
<tr>
<td>Inspectors</td>
<td>50</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1567</strong></td>
<td><strong>158</strong></td>
<td><strong>10.08</strong></td>
</tr>
</tbody>
</table>

3.6 **Research Instruments**

The main tool of data collection for this study was questionnaire. In this study questionnaire is convenient because all the teachers in the sample were literates and were able to fill the questionnaire without difficulty. The questionnaire was used to collect data from principals, teachers, and school inspectors. Questionnaires containing open-ended and closed-ended questions were issued to the principals and the teachers of the selected secondary schools in the sample. Open-ended and closed-ended questionnaires were also given to school inspectors who were part of the study. The open-ended questionnaire gave the respondents a chance to give their
perspectives. The respondents were given some time to respond to the questions, and the researcher later went round to collect the feedback.

3.7 Piloting of the Instruments

A pre-test study was carried out in one school that was not part of the selected schools. The pilot study was useful because, it provides the researcher with the opportunity to clarify whether there are flaws and ambiguities in the questionnaires and also the feasibility of the proposed procedures for coding responses. After checking for possible correction, a date was set with the respondents for the actual date of collection of questionnaires used in the study.

3.7.1 Validity of the Instruments

During the questionnaire construction quality control and validity was ensured through face validity, where the instruments were subjected to researcher’s supervisors to check whether it measured what it was intended for; while in the case of content validity, the instrument was designed according to the study variables and their respective indicators of measurement; Construct validity, which was maintained through restricting the questions to conceptualizations of the variables and ensuring that the indicators of a particular variable was within the same construct.

3.7.2 Reliability of the Instruments

Reliability is the extent to which results are consistent over time. It is a measurement of the degree of consistent results or data after repeated trials. The reliability of a measurement is defined by how closely the ratings will be identical when the measurement is retaken at different times. In this study test-retest method was used since it was the only feasible approach to determine the reliability of the results. The
questionnaire was administered twice to the same group of teachers in the selected schools for the pilot study at an interval of one week. The two were correlated using Pearson Product Moment correlation coefficient. A correlation coefficient of 0.89 was obtained.

3.8 Data Analysis

After the data collection, the researcher checked for the instrument completeness, accuracy and uniformity. The next step was coding of the data information. The purpose of coding was to classify the answers from the questionnaires into meaningful categories so as to bring out the essential pattern. A code state was prepared in the statistical Package for Social Science (SPSS) computer package. Then the data collected was entered in to the computer using (SPSS). Both quantitative and qualitative techniques of data analysis were used. Data was then presented using tables. Afterwards, short descriptions and discussions were followed, so as to report the findings in detail.

3.9 Logistical and Ethical Considerations

The study sought an approval from Kenyatta University Graduate School. A permit was obtained from Bauchi State Ministry of Education in Nigeria and further clearance from Zonal Education office in Bauchi before the commencement of the study. Permission was also sought from the Principals to conduct study in their institutions. A covering letter explaining the purpose of the study was attached to the questionnaire. The covering letter introduced the study to the respondents. At the top of the questionnaire was an introductory statement which gave direction to the respondents on how to complete the questionnaires and gave assurance on the confidentiality of the information that was provided. This was done to motivate the
respondents to give the information that was sought during the data collection the researcher visited the schools selected two times. During the first visit, the researcher distributed the questionnaires to the respondents and made arrangements with them on the convenient time as to when the completed questionnaires will be collected. The second visit to the schools was made after one week when the researcher went round to collect the completed questionnaires. The one week duration given was enough time for the respondents to complete the questionnaires.

The sensitive nature of the study raised important ethical issues which were carefully considered during the research process. Consideration was taken to adhere strictly to ethical measures as outlined by university ethics regulations. For instance, written permission was obtained from Kenyatta University Graduate School and thereafter written and verbal permission was sought from Bauchi State Ministry of Education before conducting the study. The researcher respected the rights and dignity of the respondents by elaborating that their participation was voluntary and were at liberty to leave the study at any time if they wish to. All participants were assured of complete confidentiality and their institutions will remain concealed.
CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

The study sought to assess the role of education inspectors in curriculum implementation in public secondary schools of Bauchi State, Nigeria. This chapter presents the data, makes interpretations and then discusses the findings. The data was presented according to the objectives of the study. The objectives of the study are: to establish the inspectors’ professional preparedness to assist teachers in curriculum implementation; to determine the extent to which inspector-teacher relationship influences implementation of the curriculum; and to find out how school inspections should be carried out so as to have effective curriculum implementation. A total of 113 teachers, 20 school principals and five school inspectors participated in the study.

4.2 School Inspectors’ Professional Preparedness to Assist Teachers in Curriculum Implementation

The first objective of the study was to establish the school inspectors’ professional preparedness to assist the teachers in curriculum implementation. The study considered the following measures in school inspectors’ professional preparedness: professional qualifications, working experience, training and attitude towards school inspection.

4.2.1 Professional Qualifications of the School Inspectors

The study sought to establish the professional qualifications of the school inspectors. This was based on the premise that those who are professionally qualified are likely to
assist the teachers in implementation of the curriculum. The findings are presented in Table 4.1.

**Table 4.1: Professional Qualifications of the School Inspectors**

<table>
<thead>
<tr>
<th>Highest Educational level</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>*NCE</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Degree</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

*National Certificate of Education

Table 4.1 shows that most of the school inspectors, (80.0%) had a degree level of education whereas 20% had National Certificate of Education (NCE) certificate. It was important to note that, school inspectors’ appointments met the basic requirements since all of them had worked as principals before their appointments as inspectors. Educational level of school inspectors may also encourage teachers to cooperate with them. Teachers may be convinced that school inspectors who supervise them possess knowledge about what they would like to advise them about. Ehren and Visscher (2006) contend that school inspectors should have knowledge base and good understanding on how the school is being managed. That is why school inspectors should be subject specialists as they cannot offer advice and support in a subject that they have not studied. Wilcox (2000) further recommends that a professional school inspector should have applicable qualification and experience in a subject area. According to Wilcox, the teacher may not value the capability of the school inspectors who have little or no experience in the subject area.
4.2.2 Working Experience of the School Inspectors

The study was also designed to establish the working experience of the school inspectors that is important for them to assist the teachers in curriculum implementation. The findings on this item are presented in Table 4.2.

Table 4.2: Distribution of the School Inspectors by Working Experience

<table>
<thead>
<tr>
<th>Working Experience (years)</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 – 15</td>
<td>4</td>
<td>75.0</td>
</tr>
<tr>
<td>More than 15 years</td>
<td>1</td>
<td>25.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.2 shows that four of the school inspectors (75%) had a working experience of 11-15 years while only one inspector (25%) had worked for more than 15 years. The importance of year of experience as a parameter for inspectors’ professional preparedness is based on the fact that the longer the period one has worked as an inspector, the higher the possibility to provide advice, assistance, and feedback to schools and teachers. According to Wilcox (2000) School inspectors’ recruitment criteria need to balance between qualification and experience.

Adesina (1981) suggests that a supervisor should have experience and helpful attitude that makes him/her develop interest about the job, Posses zeal and courage to be able to handle problems occurring in schools. The study also sought to establish how many years the school inspectors had served as principals. The findings are presented in Table 4.3.
Table 4.3: Distribution of the School Inspectors by Working Experience as School Principals

<table>
<thead>
<tr>
<th>Working Experience (year)</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 – 15</td>
<td>3</td>
<td>60.0</td>
</tr>
<tr>
<td>More than 15 years</td>
<td>2</td>
<td>40.0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.3 shows that three of the school inspectors (60%) had worked as school principals for a period of 10 – 14 years before they were elevated to school inspectors. Two school inspectors (40%) had worked as Principals for more than 15 years. The importance of previous experiences of school inspectors denotes not only their credibility but, also enough experience in curriculum management. Inspectors who have worked for many years as principals have not only acquired training but have experiences and skills to assist teachers in their areas of weaknesses, especially as regards to teaching and learning, through careful observation. Their advice and recommendations may be accepted by teachers who will, therefore, be willing to implement them as stated by Early (1998), Chapman (2001b) and Ehren and Visscher (2006).

4.2.3 Training of the School Inspectors

The study also aimed at establishing the training of the school inspectors. The results are presented in Table 4.4.

Table 4.4: Training of School Inspectors

<table>
<thead>
<tr>
<th>Induction seminar organized</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>80.0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.4 shows that majority, of the school inspectors (80%) were not given induction training on appointment while only one (20%) had undergone induction training. According to Mathew (2012), inspectors should be given a chance to participate in conferences, seminars and workshops so that their skills in all aspects of schools administration and in the area of inspection can be improved. Mwanzi (1985) states that training for school inspectors is paramount as a process of equipping them with necessary skills and techniques that are relevant to school supervision and modern technique for school inspection.

### 4.2.4 Attitude on School Inspections

The study also aimed at establishing the attitude on school inspection. The results are presented in table 4.5.

<table>
<thead>
<tr>
<th>Attitudes of school Principals</th>
<th>F</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient time for inspection</td>
<td>8</td>
<td>40.0</td>
</tr>
<tr>
<td>Classroom observation</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Opportunity to talk with pupils</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>Irregular visit</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Eight principals (40%) indicated that school inspectors did not have enough time for interaction with teachers. According to Mathew (2012), the inspection is being conducted for short period instead of days or weeks. Therefore there is no serious commitment to inspection in Nigerian schools. Five of the school principals (25%) indicated that school inspection was irregular. Adesina (1981) asserts that school inspectors’ visits from the Ministry of Education have been irregular and when inspection is done it is not comprehensive.
Four of the principals (20%) indicated that school inspectors did not communicate with pupils. According to school inspection hand book (2015), school inspectors must devote as much time as possible generating evidence on teaching and learning, observing lessons and examining pupils’ work, talking to pupils about their work, assessing both understanding and their engagement in learning. Three of the principals (15%) stated that school inspectors did not put much emphasis on the activities of teachers in the classrooms. This contradicts studies by Mathew & smith’s (1995) and ‘Chapman’s (2000) in which they state that school inspection should put more emphasis on the activities of teachers and learners in the classrooms so as to witness how learning is being carried out. Neave, (1987), and Black and Williams (2001) assert that pupil performance is improved by the activities of teachers and pupils in the classroom. Thus, if there is no classroom observation by school inspectors, the direction that the teachers need for improvement will not be realized.

4.3 Extent to Which school Inspectors-Teachers’ Relationship Influences Implementation of the Curriculum

The second objective of the study was to determine the extent to which school inspectors-teachers’ relationship influences the implementation of the curriculum. The teachers rated their relationship with school inspectors.

4.3.1 Extent to which School Inspectors-teachers’ Relationship Influences the Implementation of the Curriculum

Table 4.6 shows the rating of the relationship between school inspectors-teachers by the Teachers.
Table 4.6: Rating of the School Inspectors-Teachers’ Relationship by the Teachers

<table>
<thead>
<tr>
<th>Rate</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairly good</td>
<td>30</td>
<td>26.5</td>
</tr>
<tr>
<td>Good</td>
<td>63</td>
<td>55.8</td>
</tr>
<tr>
<td>Very good</td>
<td>16</td>
<td>14.2</td>
</tr>
<tr>
<td>Bad</td>
<td>4</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>113</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings show that most of the teachers (55.8%) felt that their relationship with the school inspectors was good; this indicates that negative relationship between teachers and school inspectors can be managed as majority of the teachers indicated. For school inspectors to work effectively there is need for a lot of cooperation and positive attitude. Wilcox (2000) and Chapman (2001b) contend that for the teacher to be willing (or not) to act on the issues raised by school inspectors, mutual understanding plays a significant role rather than diplomatic and administrative bureaucratic. To Ehren and Visscher (2008), a good relationship between teachers and school inspectors may probably have more positive bearing on teaching and learning as teachers would be free to accept advice raised by inspectors with regards to their strengths and weaknesses.

The study also sought the teachers’ opinions on the intention of the visits by the school inspectors. The results are presented in Table 4.7.
Table 4.7: Teachers Views on the Intention of the Visits by the School Inspectors

<table>
<thead>
<tr>
<th>Intension of the visits</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routine inspection</td>
<td>67</td>
<td>59.3</td>
</tr>
<tr>
<td>Administrative</td>
<td>12</td>
<td>10.6</td>
</tr>
<tr>
<td>Advisory visits</td>
<td>30</td>
<td>26.6</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>113</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority of the teachers (59.3%) indicated that the school Inspection was a routine. Inspection, (26.6%) indicated that the purpose of the visit was advisory; (10.6%) indicated that the visit was for administration purposes whereas (3.5%) of the teachers indicated that the visit was for other purposes. The findings concurred with Ehren and Visscher’s (2008) findings who assert that the relationship between school inspections and school improvements was ethical as most of inspectorate of education aimed to contribute to some kind of school improvement. The study also sought the teachers’ opinions towards inspection. Their opinions were both negative and positive. Opinions are presented in Table 4.8 and 4.9 respectively.

Table 4.8: Teachers Negative Opinions towards school Inspection

<table>
<thead>
<tr>
<th>Teachers Opinions</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are out to punish</td>
<td>30</td>
<td>26.5</td>
</tr>
<tr>
<td>They come to harass and victimize</td>
<td>73</td>
<td>64.6</td>
</tr>
<tr>
<td>They have no contribution to make</td>
<td>10</td>
<td>8.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>113</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.8 shows that most of the teachers (64.6%) had a feeling that school inspectors come to harass and victimize them, (26.5%) viewed the inspection as punitive and they were out to punish them. However (8.8) of them felt that school inspections had no contribution to make. This indicated that there was negative opinion about school
inspection by majority of the teachers. The findings also concurred with Masara(1987), and Kamayu (2001), in which they state that there are many ideas of school inspectors that are contrary to the expected standard of the profession such as harassment of teachers even in the front of pupils. According to Isolo (2000), many school inspectors are too fond of speaking harshly to teachers with hatred and mistrust while some are autocratic and work with unsmiling determination, which often lead to misunderstanding between them and the teachers.

Table 4.9: Teachers’ Positive Opinions (Benefits) from the School Inspections

<table>
<thead>
<tr>
<th>Benefits</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional material development</td>
<td>11</td>
<td>9.7</td>
</tr>
<tr>
<td>Development of work plans, lesson notes and records of work</td>
<td>41</td>
<td>36.3</td>
</tr>
<tr>
<td>Improving actual class room instructions</td>
<td>21</td>
<td>18.6</td>
</tr>
<tr>
<td>Maintaining quality instruction</td>
<td>34</td>
<td>30.1</td>
</tr>
<tr>
<td>All the above benefits</td>
<td>6</td>
<td>0.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>113</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.9 shows majority of the teachers (36.3%) admitted that they had benefited in the development of work plans, lesson notes and record of work. Thirty four of the teachers (30.1%) had benefited by maintaining quality instruction while six of them (0.9%) had benefited through instructional material development, improving actual class room and maintaining quality instructions. The findings concurred with Kinaya (2010) who states that teachers had positive opinion towards school inspection in spite of facing resistance from teachers.

The study also sought the Principals’ opinions towards the intent of the school inspection. The findings are presented in Table 4.10.
Table 4.10: Principals’ Views on the Intention of the Visits by the School Inspectors

<table>
<thead>
<tr>
<th>Intension of the visits</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspect preparation of lesson plans and implementation</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>To stress on syllabus coverage</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Advise on proper selection of teaching and learning aids</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Majority of the principals (60%) indicated that the intention of inspectors’ visits was to inspect teachers’ preparation of lesson plans. According to Farrat (1980), the roles of the inspectorate are two. The first one is to act as administrative supervisors with the intention of making sure that education systems work effectively and standards are maintained. The second one is to make sure that the performance of teachers is improved.

The study then sought school principals’ benefits of the school inspections. The results are presented in Table 4.11.

Table 4.11: School Principals’ Benefits from the Inspections made to the Schools

<table>
<thead>
<tr>
<th>Benefits</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management through giving advice</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td>Guide and counsel teachers</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Management issues and management of resources</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td>Utilization of materials</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Curriculum implementation techniques</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.11 shows that the main areas in which the principals benefited from the inspectors were: management through giving advice as indicated by (25.0%) of the principals, management issues in management of resources (25.0%); and curriculum
implementation (25.0%). Other benefits are; utilization of materials and, curriculum implementation technique. According to Wafula’s (2010), findings revealed that principals had opinion that school inspections were important in the area of improving the actual teaching. The findings indicated that school principals admitted that school inspections is important even though there is constraint in inspector-teacher relationship.

4.3.2 Constraint of the School Inspectors-Teachers’ Relationship

The study also sought the constraint of the Inspectors-Teachers relationship. All the teachers were ready to cooperate with the school inspectors. However, there are some hindrances noted by the teachers that make it difficult to cooperate with the inspectors. These findings are presented in Table 4.12 below;

<table>
<thead>
<tr>
<th>Reasons for constraint</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harassment of the teachers</td>
<td>49</td>
<td>42.5</td>
</tr>
<tr>
<td>Insufficient teaching materials</td>
<td>10</td>
<td>8.8</td>
</tr>
<tr>
<td>Fear to meet inspectors</td>
<td>12</td>
<td>10.6</td>
</tr>
<tr>
<td>Once-a while inspection</td>
<td>19</td>
<td>16.8</td>
</tr>
<tr>
<td>Unfriendly approach and quarrelling teachers</td>
<td>14</td>
<td>12.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>113</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.12 shows that majority of the teachers (42.5%) stated that the major constraint to the school Inspectors-Teachers relationship was the harassment of teachers. According to Mathew (2012), it is a tradition for teachers in Nigerian schools to tender false records to school inspectors which they hurriedly prepared, because they believe that if they submit the actual records, they might be accused. This finding
concurred with Nkiyangi (2006), in which she states that school inspection lacks professional support, as the School inspectors go to school as fault finders.

4.4 Inspection Strategies for Effective Curriculum Implementation

The last objective was to establish how: Inspection can be carried out so as to have effective curriculum implementation.

4.4.1 Teachers’ Recommendations on How They Could Work with Inspectors

Table 4.13 Recommendation on the best way for the inspectors to cooperate with the teachers

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The inspectors to have positive attitude towards teachers and show readiness in guiding and assisting teachers</td>
<td>47</td>
<td>41.6</td>
</tr>
<tr>
<td>Organize consultations</td>
<td>14</td>
<td>12.4</td>
</tr>
<tr>
<td>Give room to teachers to state their problems in implementing the curriculum</td>
<td>12</td>
<td>10.6</td>
</tr>
<tr>
<td>There is need for a teamwork in preparation of teaching and learning</td>
<td>10</td>
<td>8.8</td>
</tr>
<tr>
<td>The inspectors to follow inspection guidelines and do their work effectively</td>
<td>20</td>
<td>17.7</td>
</tr>
<tr>
<td>Organize workshop and seminars</td>
<td>10</td>
<td>8.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>113</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.13 shows that majority of the teachers (41.6%) indicated that the best way for the school inspectors to work with the teachers was for them to have positive attitude towards teachers and also show readiness in guiding them. Twenty of the teachers (17.7%) indicated that they could work with them if the inspectors could stick to inspection guidelines and do their work effectively.
Wanga (1998) asserts that teachers should be motivated to take part in the process of assessment developed by school inspectors to evaluate them. This will help them to understand the procedures in which the inspectors commonly pass opinion on them and make it clear for understanding what constitutes effectiveness in education and school inspection in particular. Early (1998), states that teachers tend to value inspectors who behave professionally and who follow the school’s aims, purposes and values, and who can understand the context.

4.4.2 Principals’ Recommendations on How They Could Work with the Inspectors

The school Principals also gave their strategies for effective inspection. The findings are presented in Table 4.14.

Table 4.14: Principal Recommendations on How Best They Could Work with the Inspectors in Implementing the Curriculum

<table>
<thead>
<tr>
<th>Opinion</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizing seminars and workshops for teachers</td>
<td>8</td>
<td>40.0</td>
</tr>
<tr>
<td>Creating good relationship</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>Identifying cases of weakness</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>Making frequent visits</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.14 shows that Eight of the school principals (40%) indicated that the best way to work with school inspectors in curriculum implementation was through organizing seminars and workshops for teachers. Six other principals (30%) stated the curriculum implementation would be better done if the cases of their weaknesses could be identified and worked on. Four other principals (20%) stated that curriculum would be implemented better with good relationship between the school inspectors
and them. The findings indicated that school principals want to see that teaching skills of their teachers are improved through in service training. This concurred with Wilcox (2000), who states that school inspection should help teachers to develop their academic skills.

4.4.3 School Inspectors’ Strategies on Effective Inspection for Effective Curriculum Implementation

The school principals cited professional supports as most the effective strategy for effective inspection of schools. The kind of professional support that can be offered are presented in Table 4.15.

Table 4.15: Kinds of Professional Support that Can be Offered by the Inspectors to Teachers

<table>
<thead>
<tr>
<th>Professional support</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice on how to make or prepare the schemes of work and lesson plan</td>
<td>8</td>
<td>40.0</td>
</tr>
<tr>
<td>Advice on syllabus coverage</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td>Advice on how to use teaching and learning materials</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>Offer advice on curriculum implementation techniques</td>
<td>3</td>
<td>15.8</td>
</tr>
</tbody>
</table>

Eight of the school principals (40%) indicated that the advice should be offered to teachers to improve their preparation of the schemes of work and lesson plans: Similarly, five of the principals (25%) indicated that advice on syllabus coverage was important whereas four others (20%) indicated that advice on how to use teaching and learning materials was vital.
A classroom observation is one of the important roles of the school inspectors. It gives them an opportunity to learn about school performance, principals, teachers, and pupils; to provide professional encouragement, guidance and counseling and to make sure that the performance of teachers is improved through provision of professional encouragement. The findings indicated that principals and teachers knew the importance of school inspectors. However, for school inspection to be effective, many challenges have to be dealt with. School inspectors have to witness the interaction of teachers and pupils in the classrooms. Nkinyangi (2006) states that it is meaningless for school inspectors to visit the school, without observing what is going on in the classroom’s settings.

Based on the findings, it is evident that sometimes school inspectors do not conduct classroom observations, even though some of the principals noted that they had opportunity to talk with pupils. School inspectors collected pupils’ exercise books, schemes of work and lesson plans to evaluate teachers. It can be concluded that lack of proper support to school inspectors is one of the major challenges faced by the inspectors in their role of curriculum implementation in the secondary schools.

### 4.4.4 Areas in which the Teachers Can Work with the Inspectors

The teachers cited a number of areas in which they can work with the inspectors for effective school inspections. The results are presented in Table 4.16.
Table 4.16: Teachers’ Recommended Areas in which They Can Work with the Inspectors for Effective Inspection

<table>
<thead>
<tr>
<th>Areas where the teachers work with inspectors</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>In preparation of lesson plan and implementation</td>
<td>45</td>
<td>39.8</td>
</tr>
<tr>
<td>Stressing syllabus coverage in time</td>
<td>22</td>
<td>19.5</td>
</tr>
<tr>
<td>In preparation of teaching and learning aids</td>
<td>16</td>
<td>14.2</td>
</tr>
<tr>
<td>In disciplinary e.g. guidance and counseling</td>
<td>12</td>
<td>10.6</td>
</tr>
<tr>
<td>In proper selection of teaching and learning resources</td>
<td>10</td>
<td>8.8</td>
</tr>
<tr>
<td>In assessment of pupils work and progress</td>
<td>8</td>
<td>7.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>113</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Majority of the teachers (39.8%) indicated that they could work with school inspectors for effective implementation of the curriculum in the area of preparation of lesson plans and implementation. According to Mathew & Smith (1995), and Chapman (2001), school inspection should put more emphasis on teaching and learning and should be centered on classroom observations so as to witness how learning is being carried out. Neave (1987) and Black & Williams (2001) assert that learning is improved by the activities of teachers and pupils in the classroom. If there is no classroom observation by school inspectors, then the direction that a teacher needs for improvement will not be realized.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, a summary of the findings, conclusions recommendations and suggestions for further study are presented.

5.2 Summary of the Findings of the Study

5.2.1 Professional Preparedness to Assist Teachers in Curriculum Implementations

The findings revealed that the school inspectors had necessary working experience and requirement for school inspection as majority of them had a Degree similarly, majority of them had already served for 11-15 years as principals. This gives them opportunity to possess requisite experience and opportunity to provide assistance to teachers for improvement of teaching and learning in schools. Majority of the school principals stated that school inspectors had insufficient time for inspection as they had no time for interaction with teachers and pupils. Similarly, majority of the school inspectors were not given opportunity to upgrade their pedagogical skills.

5.2.2 Inspector-Teacher Relationship

The findings revealed that most of the teachers had a feeling that school inspector were out to harass and victimize, similarly teachers and principals admitted that they benefited from school inspectors’ professional advice. Majority of teachers also pointed out the major constraint of Inspectors-Teachers’ relationship was harassment of teachers. Inspectors-Teachers relationship can be managed if school inspectors could behave professionally as most of the teachers indicated that they had good relationship with school inspectors.
5.2.3 How School Inspection can be Carried Out to have Effective Curriculum Implementation

To cope with challenges cited by school principals and teachers, most of the teachers recommended that the best way school inspectors can cooperate with them was to have positive attitude toward them. Similarly most of the school principals recommended that the best way they can work with school inspectors was through organizing seminars and workshops for teachers, also majority of principals suggested that advice should be offered for teachers to improve their preparation of schemes of work and lesson plan.

5.3 Conclusions of the Study

The conclusion of the findings of the study was summarized as per the research questions that guided the study as follows:

i. The roles of school inspectors is to visit schools frequently and to assist with professional guidance, identifying problems in schools suggesting solutions and helping teachers to maintain the required and adequate standard through classroom observation, and organizing workshops. Yet, it is admitted in this study that school inspectors are to fulfil this obligation of making class room observation so as to offer a support to teachers where they can detect the need to improve and the areas of weakness. It emerges from the findings that school inspectors were qualified but, their pedagogical skills were not being updated.

ii. It is however indicated by most of the teachers in the findings of this study that there was a negative response in relation to school inspectors’ negative interactive communication that could not help teachers improve their performances therefore,
it emerges from the findings that school inspectors need training on effective communication as they harassed teachers during inspection.

iii. The findings also indicated that school inspectors faced with some challenges like inadequate time for inspection, irregular visit to schools, and inadequate classroom observation. The findings also highlighted the challenges of school inspectors and their capacity to deliver full and detailed inspection as a process of providing feedback to the teachers. School inspectors need a mechanism that will help them pass objective judgment of teachers, and cultivate harmonious working relation with teachers and school principals.

5.4 Recommendations

i. Many Deficiencies could be witnessed during school inspection procedures ranging from inadequate classroom observations, poor communication strategy, and irregular visit among others. School inspectors thus need to be trained in all aspect of school management and in communication strategy; they also need to be updated about modern method in their profession through conferences, seminars and workshop.

ii. The findings also recommend that positive attitude should be developed among school inspectors, principals, and teachers so that meaningful discussion would be realised. Teachers also need to be involved in inspectoral activities so that all aspect of inspection would be communicated to them.

iii. School inspection is being organised to influence the performances of schools improvement thus, the findings recommends that school inspectors should visit schools regularly to identify cases of schools’ weaknesses. School inspection reports should also be implemented so that proper feedback to the schools and to the policy makers would be established.
5.5 Suggestion for Further Study

Although this study has come up with some findings on the roles played by school inspectors in curriculum implementation further research could be carried out on the role of teachers and principals for effective curriculum implementation in Bauchi State Nigeria.
REFERENCES


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www.waecdirect.org
APPENDICES

APPENDIX I: CONSENT LETTER

School of Education
Kenyatta University

Dear respondent,

REF: CONSENT LETTER

I am a student in the school of education, Kenyatta University. I am currently conducting a research for my masters of education degree. My research objective is to investigate Role of inspection to curriculum implementation in secondary schools of Bauchi local government area of Bauchi State, Nigeria.

I kindly request you to participate in my study by honestly and accurately responding to all items in the questionnaire. The information you provide will be used for the purposes of the research and will be held in strict confidence. Do not write your name or the name of your school in the questionnaire. You may ask the researcher to inform you about the findings of the study.

Thank you very much for participating in this study

Yours faithfully

BABA IBRAHIM MOHAMMED
E55F/23991/2012
APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Instruction: Answer the following questions as free as possible. The answers provided will be kept confidentially and will only be used for the purpose of this study.

Background information

1. Gender
   Male [ ]    Female [ ]

2. What is your relationship with inspectors?
   Fairly good [ ] Good [ ] very good [ ] bad [ ]

3. How long have you served as a teacher?
   Less than 5 years [ ] 5 – 10 years [ ] 10 – 5 years [ ]
   more than 15 years [ ]

The role of inspectors in curriculum implementation

1. (i) Have you been visited by inspectors at any given time?
   Yes [ ] No [ ]

(ii) If yes how frequent in a term?
   Once a term [ ] Twice a term [ ]
   Three times a term [ ] More than three times a term [ ]

(iii) What was the intention of the visit?
   Routine inspection [ ] Administration [ ]
   Advisory visit [ ]
   Any other (specify)...........................................................................................................
2. What is your feeling towards inspectors

   They are out to punish [ ]
   They are helpful in my work [ ]
   They have no contribution to make in my work [ ]

3. In which of the following areas have you benefited from the inspectors?

   Instructional materials development [ ]
   Development of work plan, lesson note plans and records of work [ ]
   Improving actual classroom instruction [ ]
   Maintaining quality instruction [ ]
   None [ ]

4. In which areas can you work with the inspectors to effectively implement the curriculum?

   In preparation of lesson plan and implementation [ ]
   Stressing syllabus coverage in time [ ]
   In preparation of teaching learning aids [ ]
   In disciplinary e.g. guidance and counselling [ ]
   In proper selection of teaching/learning materials/resource [ ]
   Assessment of pupils work and progress [ ]
Problems facing the cooperation of teachers with the inspectors

1. Are you always ready to cooperate with the inspectors?
   
   Yes [ ] No [ ]

2. What are the hindrances that make it difficult for you to cooperate with these inspectors?
   
   Teachers harassment [ ]
   Insufficient teaching materials [ ]
   Inspectors once in a while visit to schools [ ]
   Fear to meet inspectors due to lack of preparation [ ]
   Unfriendly approach [ ]
   Quarrelling teachers [ ]

3. What are your opinions on how best you can cooperate with inspectors?
   
   When they have positive attitude towards teachers and show readiness in guiding and assisting [ ]
   By organizing time for consultation [ ]
   By giving room for teachers to state their problems in implementing the curriculum [ ]
   When there is teamwork in preparation of teaching and learning materials. [ ]
   Following the guidelines and doing their work effectively [ ]
   By organizing workshop and seminars for teachers [ ]
APPENDIX III: QUESTIONNAIRE FOR PRINCIPALS

1. Personal information
   - Sex; Female [ ] Male [ ]
   - Professional qualification
     BA [ ] BA(ed) [ ] Bsc (ed) [ ] Bsc [ ]
     NCE [ ]

2. Length of service as a principal
   1 -5 [ ] 6 – 10 [ ] 11 – 15 [ ] 16 -20 [ ]

3. What do you understand by school inspection?
   Visiting schools regularly and assist in organising workshop on
   teaching methodology [ ]
   They give advice and ideas and ways of implementing the curriculum [ ]
   See that the curriculum is fully implemented [ ]
   They update teachers on change in the curriculum and in preparation of
   schemes of work. [ ]

4. Comment on the frequency of visit of the inspectors
   They visit regularly [ ] They visit once in a while [ ]
   They never visit [ ]

5. When you were appointed as principal, did the inspectors organize an induction
   seminar for you?
   Yes [ ] No [ ]
6. What are the areas in which you have benefited from the inspectors?

- Management through giving advice
- Guide and counsel teachers
- Management issues and management of resources
- Utilization of materials and covering syllabus
- Curriculum implementation technique

7. Which are the problems that you face in interacting with the inspectors?

- Once in a while visit
- Inadequate time for interacting with inspectors
- Lack of friendly environment
- Deficiency in preparation and schemes of work

8. What are your opinions on how best you can co-operate with inspectors in implementing the curriculum?

- Organising seminars and workshop for teachers
- Creating good relationship
- Identifying areas of weakness
- Making frequent visit

9. Is there any professional support that school inspectors offer when they visit your school? Yes [ ] No [ ]

If yes, what kind of professional support do they provide?

- They offer advice on how to make or prepare the scheme of work and lesson plan
- They offer advice on how to use teaching and learning materials.
- They offer advice in curriculum implementation techniques.
- They offer advice on syllabus coverage

10. Do school inspectors have the opportunity to talk with pupil when they visit your school? Yes [ ] No [ ]
APPENDIX IV: QUESTIONNAIRE FOR SCHOOL INSPECTORS

1. Sex
   Male [ ]
   Female [ ]

2. Educational level
   BA [ ]
   BA(ed) [ ]
   Bsc [ ]
   Bsc (ed) [ ]
   N.CE [ ]

3. Work experience as principal
   0 - 4 [ ]
   5 – 9 [ ]
   10 – 14 [ ]
   15 – 19 [ ]

4. Work experience as inspector
   0 - 4 [ ]
   5 – 9 [ ]
   10 – 14 [ ]
   15 – 19 [ ]

5. When you were appointed as an inspector have you attended any induction seminar?
   Yes [ ]
   No [ ]

6. How many times do you visit schools per academic term?
   Once per academic year [ ]
   Twice per academic year [ ]
   Once after one year [ ]
   Once after two years [ ]

7. How many schools do you visit in a day?
   One school [ ]
   Two schools [ ]
   Three schools [ ]
   Four schools [ ]
   Five schools [ ]

8. What is the most important thing to do when you visit the schools?
   Preparation of lesson plan and implementation [ ]
   Stressing syllabus coverage [ ]
   Preparation of teaching learning aids [ ]
   Assessment of pupils work [ ]
   Proper selection of teaching aids [ ]
9. What kind of support do you offer to the teachers to help them improve in teaching and learning?
   Development of work plans, lessons plans and record of work [ ]
   Maintaining quality instruction [ ]
   Improving actual classroom instruction [ ]
   Instructional materials development [ ]

10. What challenges do you face when visiting schools?
    Limited time for inspection [ ]
    Lack of field allowance [ ]
    Inadequate transportation [ ]
    Inadequate resource [ ]
APPENDIX V: RESEARCH AUTHORIZATION

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 020-8704150

Our Ref: E55F/23991/12
DATE: 6th August, 2015

Ministry of Education,
Bauchi State,
Nigeria

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR BABA IBRAHIM MOHAMMED—REG. NO. E55F/23991/2012

I write to introduce Mr. Baba Ibrahim Mohammed who is a Postgraduate Student of this University. He is registered for M.Ed degree programme in the Department of Educational management, Policy & Curriculum Studies.

Mr. Baba Ibrahim intends to conduct research for a M.Ed. Proposal entitled, “The Role of Educational Inspectors in Curriculum Implementation in Public Secondary Schools: A Case of Bauchi State Nigeria”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. KEMAVU
FOR: DEAN, GRADUATE SCHOOL
APPENDIX VI: MAP OF BAUCHI STATE