



AMERICAN JOURNAL OF MULTIDISCIPLINARY RESEARCH AND INNOVATION (AJMRI)

ISSN: 2158-8155 (ONLINE), 2832-4854 (PRINT)

VOLUME 2 ISSUE 2 (2023)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

Inspection and Evaluation Services as Determinants of Teacher Effectiveness in Public Secondary Schools in Southwest, Nigeria

Fakunle Adewunmi Francis¹, Togunloju Taiwo^{2*}, Adedapo Adesina Ajayi¹

Article Information

Received: December 07, 2022

Accepted: March 08, 2023

Published: March 31, 2023

Keywords

Inspection, Evaluation, Teacher Effectiveness, Secondary Schools, Nigeria

ABSTRACT

The study investigated inspection and evaluation services as determinants of teacher effectiveness in public Secondary Schools in Southwest, Nigeria. Descriptive research design of the survey type was adopted in this study. A total of 1800 teachers and 90 principals participated in the study. The samples were selected following a multi stage sampling procedure. Two instruments: inspection and evaluation Services Questionnaire (IESQ) and Teacher Effectiveness Questionnaire (TEQ) were used to collect data for this study. The face, and content validity of the instruments were ascertained and has reliability co-efficients of 0.83 and 0.82 for IESQ and TEQ respectively. The null hypotheses were analyzed using Pearson product moment correlation at 0.05-point significant level. The findings of the study revealed that there was significant relationship between inspection and teacher effectiveness. The findings further showed that evaluation was significant to determining teacher effectiveness in public secondary schools in southwest Nigeria. Based on the findings, it was recommended that schools should be frequently inspected by the inspectorate division of the ministry of education through supervising teachers' activities, teachers' regularities and punctuality using the time book, regularity and punctuality in their lesson and ensuring the use of up to date materials for teaching, and teachers should be evaluated based through regular rating and ascertaining the value of teachers' record keeping, teaching methods, coverage of the scheme of work, students' internal and external examination results.

INTRODUCTION

Education is globally viewed as a powerful instrument for introducing and sustaining social change in human societies, as well as shaping its destiny. Apart from serving as a vehicle for enhancing upward social and economic mobility, education is regarded as a key to social reconstruction and an instrument for conserving, transmitting and renewing culture. Education is the process by which students acquire the relevant knowledge, skills, and values to ensure proper intellectual and character development of individuals for self-reliance and responsible citizenship. Yusuf and Yinusa (2016) opined that education is widely regarded as a basic human right, key to enlightenment, and a great tool for human and societal development. Teachers plays an important role in the social, economic, political and cultural development of a nation. However, secondary education goals and objectives in Nigeria cannot be achieved without an efficient and committed teachers. It is believed that the realization of secondary education depends on teacher's effectiveness.

According to Bal & De Jong (2007), A teacher is said to be effective if he possesses the knowledge and skills needed to attain the school pre – stated goals and must be able to use that knowledge and those skills appropriately if these goals are to be achieved. It seems that teacher effectiveness is in doubt presently in Southwest, Nigeria secondary schools as teachers who are trained and expected to produce a host of cherished societal virtues such as honesty, fairness, integrity, punctuality, and patriotism

appears not to be dedicated and committed to their job as expected. It could mean that there is a problem with teacher effectiveness, most especially, in secondary schools which harbor a great number of adolescents. There seem to be increasing evidence of student indiscipline in public secondary due to perceived teacher ineffectiveness. This is supported by the submission of Arogundade (2009) that a close consideration of the recent happenings shows that societal vices like cultism, religious intolerance, indiscipline, drug addiction and absenteeism are among the indicators of teacher ineffectiveness since secondary school students now dominated those that perpetrated the evils.

Observation has shown that teachers in public secondary schools in Southwest Nigeria are not paying serious attention to the checking, marking and endorsement of student work. All these seems to have negative impacts on teaching and learning. Observation has also shown that discipline among secondary school students today is a ruse as teachers are no more interested in maintaining it. Earlier before now, students discipline is one of the yardsticks considered when measuring teacher effectiveness but due to the worn out of teacher effectiveness, student discipline has been jeopardized. This is in line with the submission of Botha (2010) that effective classroom discipline in secondary schools is falling continually due to deteriorating nature of teacher effectiveness and uprightness. It appears some teachers do not even care to monitor and supervise students during classroom activities. By implication the students

¹ Department of Educational Management, Faculty of Education, Ekiti State University, Ado-Ekiti, Nigeria.

² Department of Educational Management and Business Studies, Faculty of Education, Federal University, Oye-Ekiti, Nigeria

* Corresponding author's e-mail: adewunmi.fakunle@eksu.edu.ng

will eventually carry these errors into public examination precipitating their mass failure.

It has also been observed that some teachers appear not to have the good mastery of the subject matter of the lesson taught leading to poor and low quality lesson delivery. This is due to inadequate preparation for the lesson on the part of some teachers. The way the students perceive the teaching in terms of their (teachers) knowledge of content of subject matter may significantly affect the students' academic performance. Adediwura & Bada (2007) stated in their study that there is a high correlation between what teachers know and what they teach. Thus, the ability to teach effectively depends on the teachers' knowledge of the subject matter. It seems teachers in public secondary schools in Southwest Nigeria are not covering the syllabus in a given term or session making the students to be at disadvantage while facing internal and external examination. Teachers who do not teach the number of periods allocated to them on timetable and who do not keep teaching records properly are not effective (Adesina, 2013). The observed teachers ineffectiveness could be attributed to inadequate inspection and evaluation services provided by the ministry of education.

Inspection services play a crucial role in attaining educational goals and objectives. It can be seen as a means of exercising control than helping to raise standards and promote desirable change. It is a formally designated behavioral system that interacts with the teacher behavioral system in order to improve the probability that the goals of teaching will be achieved and boost teacher effectiveness.

It is unfortunate to say that most inspectors mostly performed administrative duties. They routinely visit secondary schools to collect administrative data which is a requisite for any administrative functions of posting, transfer, settling disciplinary issues and disputes. The researcher observed that the Inspector who ought to be constantly presence in schools to curb incessant late comings and perpetual absentees from classes seems to lack total commitment to duties leading to teacher ineffectiveness. It appears that most of the inspectors only use their office title to create fears in the minds of teachers through their actions without any meaningful contribution to teacher effectiveness. It appears that Inspectors pay little attention to the level of teachers' compliance with ethical standards that should guide their relationship with students, colleagues and other stakeholders within the school system. It also appears that necessary interaction that could promote effective learning are not taking place and this is often attributed to irregular conduct of full inspection, short inspection, routine inspection, investigatory inspection among others. The neglect of these responsibilities seems to affect teacher effectiveness within the school system.

Evaluation is part of the services rendered by the inspectorate unit of the ministry of education. The inspectorate is expected to perform both formative

and summative evaluation with the view to enhancing the quality of teaching-learning process in the school. Teachers are expected to be observed directly in the classroom in order to make meaningful observations that could enhance their effective utilization of tangible and intangible education resources. Also, the result of such observations is often communicated or discussed with such teacher immediately after the formative evaluation activity showing the areas of strength, weakness and necessary adjustment to be made. Summative evaluations are frequently relied upon for making informed decision on teacher's career. Such evaluation is used for the purpose of promotion, posting and appointment for administrative positions. The recommendation of teachers for further study or training in a particular field always finds its foundation in the report of summative evaluation. In addition, Inspectorate unit is expected to evaluate the learning outcome and use it to measure teacher effectiveness. Evaluation of materials and facilities that are capable of enhancing teacher effectiveness are parts of the services expected of the inspectorate units to serves as evaluation of standard. It appears that teachers' evaluation services are not been rendered by the inspectorate in such a way that could make teachers become effective.

Classroom observation carried out by inspectors seems to be ineffective because their observations about the strengths, weaknesses and adjustment required are not communicated or discussed with the teachers after the exercise. This appears to have rendered this service inconsequential. According to Folamin (2015) Evaluation of teacher performance can be used to determine career advancement, award performance rewards or establish sanctions for underperforming teachers. It constitutes an opportunity to recognize and reward teaching competence and performance, which is essential to retain effective teachers in schools as well as to make teaching an attractive career choice. Evaluation of Teachers refers to the formal process a school uses to review and rate teachers' effectiveness in the classroom (Sawchuk, 2015). Meaningful teacher evaluation involves an accurate appraisal of the effectiveness of teaching, its strengths and areas for development, followed by feedback, coaching, support and opportunities for professional development. Evaluation gives an insight on how teachers perform their roles as facilitator of learning inside the classroom which translates into students' learning achievement and their progress towards the desired skills and abilities.

The performance of evaluation roles by the Inspectorate units are meant to facilitate the actualization of curricular objective as well as the general education goals. The seemingly neglect of evaluation of record keeping, teaching methods, coverage of scheme of work by teachers could have negative impact on teacher effectiveness in the public secondary schools. More so, when the results of students in internal and external examinations are not evaluated and communicated to teachers by the Inspectorate Unit of Ministry of Education, the teachers

may not see any need for adjustment and improvement in the performance of their job.

Statement of the Problem

There seems to be increasing incidence of teacher ineffectiveness presently in public secondary schools in southwest, Nigeria as teachers who are trained and expected to produce a host of cherished societal virtues such as honesty, fairness, integrity, punctuality and patriotism appears not to be dedicated and committed to their job as expected. Some teachers seem not to perform their major responsibility in the area of marking of students' assignment, coverage of the syllabus, keeping of students' records of academic performance and mastering of the subject matter. These seems to have contributed to students' abysmal performance in both internal and external examination. These may be as a result of poor inspectorate services in the area of inspection and evaluation services which were not adequately rendered in public secondary schools in southwest Nigeria.

From the foregoing, it is clear that teacher effectiveness in public secondary schools in Southwest, Nigeria has been deteriorating and it seems it is calling for remediation through the inspectorate services. It appears some of the inspectorate services needed to ensure teacher effectiveness such as inspection and evaluation are not adequately rendered in public secondary schools in southwest, Nigeria. It appears that inspectors pay little attention to the level of teacher compliance with ethical standards that should guide their relationship with students, colleagues and other stakeholders within the school system. There seems to be neglect of evaluation in regular rating and ascertaining the value of teachers' record keeping, coverage of scheme of work, students' internal and external results. It seems the neglect of these responsibilities seems to affect teacher effectiveness within the school system. It is against this background that this study intends to investigate the relationship between inspectorate services in the area of inspection and evaluation services and teacher effectiveness in public secondary schools in southwest Nigeria.

Purpose of the Study

- i. The purpose of this study is to examine the relationship between the inspection and evaluation services and teacher effectiveness in secondary schools in South West, Nigeria.
- ii. level of secondary school teacher effectiveness in southwest, Nigeria.

Research Questions

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

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

Research Hypotheses

The following research hypotheses were formulated to pilot the study:

1. There is no significant relationship between the inspection services and Secondary school teacher effectiveness in South west Nigeria.
2. There is no significant relationship between evaluation services and Secondary school teacher effectiveness.

METHODOLOGY

The study adopted descriptive design of survey type. The descriptive research design was relevant to the study because the study describes various aspects of inspection and evaluation services that seem to affect the secondary school teacher effectiveness in Southwest, Nigeria without manipulating any of the variables. The rationale for adopting survey design describes the fact that the study hinges on eliciting data from teachers and principals that would be randomly selected across six states. The sample comprised of 90 principals and 1800 teachers, selected from ninety schools within 3 states in southwest, Nigeria using multistage sampling procedures. The instruments adopted for data collection was questionnaire tagged Inspection and Evaluation Services Questionnaire (IESQ) which was completed by the teachers, Teachers Effectiveness Questionnaire (TEQ) was completed by the principals. The face, and content validity of the instruments were ascertained and has a reliability co-efficients of 0.83 and 0.82 for IESQ and TEQ respectively. The research questions were answered using frequency counts and percentage score while hypotheses 1 and 2 were tested using Pearson Product Moment correlation. All hypotheses were tested at 0.05 level of significance.

RESULTS

Research Question 1: What is the level of Teacher Effectiveness in Secondary Schools in South West Nigeria?

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

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

Table 1 revealed the level of Teacher Effectiveness in secondary schools in South West Nigeria. The result showed that out of 1800 respondents, 653 respondents representing 36.3 percent had low level of Teacher Effectiveness. Those who had moderate level of Teacher Effectiveness were 825 respondents representing 45.8 percent while only 322 respondents representing 17.9

percent had high level of Teacher Effectiveness. This showed that the level of Teacher Effectiveness in secondary schools was moderate. The result is presented using bar chart in figure 1.

Research Question 2: To what extent are inspection and evaluation services rendered in secondary schools in Southwest Nigeria? Table 2 shows the extent to

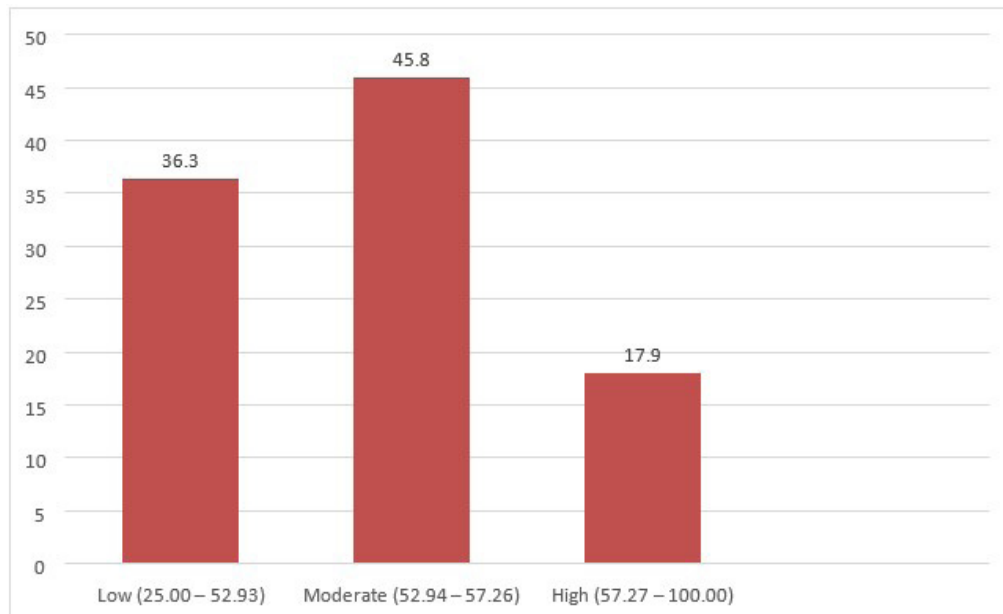


Figure 1: Level of Teacher Effectiveness in Secondary School in Southwest, Nigeria

Table 2: Extent to which inspection and evaluation services are rendered

S/N	Inspectorate Services	Frequently		Occasionally		Rarely		Never		Remark
		10 – 15 times		5 – 9 times		1 – 4 times		0		
		f	%	f	%	f	%	f	%	
1.	Inspection	231	12.83	939	52.17	603	33.50	27	1.50	Occasionally
2.	Evaluation	119	6.61	1373	76.28	247	13.72	61	3.39	Occasionally

which inspection and evaluation services are rendered in secondary school in southwest, Nigeria. The results indicated that 231 representing 12.83 per cent, 939 representing 52.17 per cent, 603 representing 33.50 per cent and 27 representing 1.50 per cent of the respondents rated the rendering of inspection services frequently, occasionally, rarely and never respectively. On evaluation services, 119 representing 6.61 per cent, 1373 representing

76.28 per cent, 247 representing 13.72 per cent and 61 representing 3.39 per cent of the respondents rated it frequently, occasionally, rarely and never respectively. This implies that inspection and evaluation services are occasionally rendered in public secondary schools in southwest, Nigeria.

Hypothesis 1: There is no significant relationship between inspection and teacher effectiveness

Table 3: Relationship between inspection and teacher effectiveness

Variables	N	Mean	SD	r-cal	r-tab
Inspection	1800	44.96	5.47	0.519*	0.046
Teacher Effectiveness	1800	56.37	6.26		

* $p < 0.05$

Table 3 showed that r-cal (0.519) is greater than r-table (0.046) at 0.05 level of significance. The null hypothesis is rejected. This implies that there is significant relationship between inspection and Teacher Effectiveness in

Secondary School in Southwest, Nigeria.

Hypothesis 2: There is no significant relationship between evaluation and teacher effectiveness

Table 4 showed that r-cal (0.241) is greater than r-table

Table 3: Relationship between evaluation and Teacher Effectiveness

Variables	N	Mean	SD	r-cal	r-tab
Evaluation	1800	49.61	3.55	0.241*	0.046
Teacher Effectiveness	1800	56.37	6.26		

* $p < 0.05$

(0.046) at 0.05 level of significance. The null hypothesis is rejected. This implies that there is significant relationship between evaluation and Teacher Effectiveness in Secondary School in Southwest, Nigeria.

DISCUSSION

The study showed that the level of teacher effectiveness in public Secondary Schools in Southwest, Nigeria was moderate. This implied that teachers were averagely effective in terms of teaching method, preparation of lesson plan, marking of students' assignment, mastery of the subject matter, coverage of the syllabus and keeping of students' record. The probable reason why teacher effectiveness was moderate might be as a result of some teachers who have developed the habits of working efficiently without been supervised. This finding supports the conclusion of Lefgreen (2016) that teachers' productivity was above average but it contradicted the findings of Igwe, Uzoka & Rufia (2013) who concluded in their study that teachers' productivity was low in Nigeria. When there are effective teaching and learning activities in schools, good academic performance of the students will be guaranteed.

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

The study revealed that there was significant relationship between Inspection Services and teacher effectiveness in public Secondary School in Southwest, Nigeria. This implies that Inspectorate Services such as; checking of teachers' punctuality using the time book, teachers' regularity in the school using the time book, teachers' punctuality in their lessons, teachers' activities in the classroom, teachers' movement book, teachers mark book and ensuring the use of up to date materials for teaching could be associated with teacher effectiveness. The relationship between inspection and teacher effectiveness could be alluded to the fact that Inspection facilitate teachers' compliance with the standards of the teaching profession. These findings agree with that of Walker

(2016) who found out that external supervision is highly effective because teachers regard external supervisors as people with sound knowledge and who have power to punish teachers by surcharging their salaries, delaying their promotions and issuance of queries. Also, in support of the result, Ughamadu (2015) found out that external supervision has helped the teacher to handle the pupils effectively, and that it has great impact in improving not only teaching and academic environment, but also promotes effective learning for both their pupils. This high regard forced teachers to always be prepared and organized in their work behaviors, so that they would avoid the wrath of these external supervisors which might lead to retardation of their professional growth through promotions. Government should also implement the recommendation from inspection reports as corroborated by the findings of Onasanya (2017) that educational activities need inspection to achieve educational objectives.

The study revealed that there was significant relationship between evaluation services and teacher effectiveness in public Secondary Schools in Southwest, Nigeria. This implies that Inspectorate services such as regular evaluation of teachers' record keeping, teaching methods, coverage of scheme of work, students' internal and external examination results are positively related to teacher effectiveness. The similarity of opinion between principals and teachers indicate that the impact of evaluation contributes to the effectiveness of the inspectorate division in secondary schools. It also proved that inspectors make the impact of evaluation felt in secondary schools. As a result of constant evaluation, teachers realize their weakness and improve themselves in the area of teaching. evaluation can the qualities of teachers, leadership and personality. The finding is in support of Shaheen (2013) who found out that there was significant relationship between evaluation and teacher effectiveness in secondary schools in Gongola state, Nigeria. The significant relationship could be attributed to the fact that the report of teachers' evaluation often forms the basis for their promotion and career progression.

CONCLUSION AND RECOMMENDATIONS

Based on the results of this study, it was concluded that Inspection and evaluation services rendered in public secondary schools in south west Nigeria were not sufficient even though the level of teacher effectiveness was moderate. it was also concluded that inspection and evaluation services exert influence on teacher effectiveness. The following recommendations were made:

1. Teachers should be more effective in the teaching and learning activities, especially in terms of lesson plan preparations and teaching method so as to influence students' academic performance positively.

2. The inspectorate services in terms of inspection and evaluation should be rendered frequently in public secondary schools in southwest Nigeria so that teachers can be more effective in the teaching and learning activities.

3. Schools should be frequently inspected by the ministry of education through supervising teachers' activities, teachers' regularities and punctuality using the time book, regularity and punctuality in their lesson and ensuring the use of up to date materials for teaching and teachers should be evaluated through regular rating and ascertaining the value of teachers' record keeping, teaching methods, coverage of the scheme of work, student's internal and external examination results.

REFERENCES

- Adediwura, A. A., & Bada, T. (2007). Perception of teachers' knowledge, attitude and teaching skills as predictor of academic performance in Nigerian secondary schools. *Ile-Ife, Nigeria Academic Journals*, 7(2), 165-171.
- Adesina, S. (2013). *Some Aspects of School Management*. Ibadan: Board Publication Ltd.
- Arogundade, B. B. (2009). *Work Environment and Job Performance of Academic Staff in South West Nigerian Universities*. An Unpublished Research Thesis submitted to the Department of Educational Foundations and Management, Faculty of Education, University of Ado-Ekiti, Nigeria.
- Bal, J., & de Jong, J. (2007). *Improving School Leadership -OECD Review, Background Report for the Netherlands*, prepared for the Ministry of Education, Culture and Science, Netherlands. Retrieved from www.oecd.org/edu/schoolleadership.
- Botha, R. J. (2010). School effectiveness: Conceptualizing divergent assessment approaches, *South African Journal of Education*, 30, 605-620.
- Federal Republic of Nigeria (2004). *National Policy on Education* (4th edn.), Lagos: NERDC Press.
- Folamin, J. (2015). Secondary School students' ratings of teacher effectiveness. *Child Study Journal*, 75(3), 168-178.
- Igwe, R. O., Uzoka, N.E., & Rufai, S. A. (2013). Reflective Effects of Microteaching and Field Experiences on Pre – Service Teachers in Nigeria. *Asian Journal of Teaching in Higher Education*, 5(1), 57-68.
- Lafgren, L. (2016). When Principals Rate Teachers. *Education Next*. Hoover Institution. Retrieved on March 5, 2017, from <http://www.educationnext.org/2016/58.html>.
- Onasanya, S. A. (2017). The Concept and Practice of Supervision/Inspection in Kwara State Public Primary Schools, *Journal of Education*, 4, 40-55.
- Sawchuk, S. (2015). Issues A-Z: Teacher evaluation: An issue overview. *Education Week*. Retrieved on April, 24, 2019. <http://www.edweek.org/ew/section/multimedia/teacherperformanceevaluation-issue-overview.html>
- Shaheen, Z. (2013). Role and Effectiveness of Academic monitoring in the Development of schools. *Journal of Academic Research International*, 4(5), 571-579.
- Sheppard, B. (2006). Exploring the Transformational Nature of Instructional Leadership. *Review of Literature. The Alberta Journal of Educational Research*, 42(4), 325-344.
- Ughamadu, U. (2015). The influence of supervision of instruction on teacher effectiveness: A focus on primary schools in Anambra state. *Journal of Educational Leadership*, 4(4), 178-184.
- Walker, J.W. (2016). *Supervision of instruction and school management*. Boston: Houghton Mifflin Co.
- Yusuf, F.A., & Yinusa, R.O. (2016). Teachers' characteristics as determinant of academic performance of junior secondary school students in Osun State Nigeria.