



## Supervision and Inspection: A Tool for Effective School System in Nigeria

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### Abstract

The topic under discourse "Supervision and Inspection: A tool for effective school system" aimed at revealing the place of supervision and inspection in ensuring effective school system in Nigeria. It is obvious that, supervision and inspections are seen as a veritable tool or instrument that must be put in place by the school management or any agency or ministries that are in charge of educational sector, such as ministries of education, post primary school's board and universal basic education board as in case of Rivers State. The paper x-rays the meaning of the concept of School system, supervision and inspections. Evidence shows that school system in Nigeria is decaying especially in Rivers State due to the fact that the area of Ideal supervision and inspection is ignored and the caliber of people doing the job are majorly inexperience and sometime politicized and used to witch hunt. The paper went further to elucidate the importance of supervision and inspections, types of supervision and inspection, challenges and prospects of supervision and inspection. Finally the paper made some conclusions and suggestions regarding the subject matter.

**Keywords:** System, School, Tool, Supervision, Inspection, Prospects, Challenges, Ensure and Concept.

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## INTRODUCTION

A school is an atmosphere designed for the purpose of rendering education to persons or learners, especially those who desire to learn. Major factor in this process is the school administrator (principal, Head teachers). They are traditionally assigned role in the education process, is to coordinate the human and material resources in ensuring effective school system. Be that as it may, the teaching and non-teaching staffs also perform or play a significant role in the educational process. Government invests a lot of money in education. It is therefore interested in the outcomes of school activities. As a result, government functionaries from the inspectorate division of the ministry of Education are sent to visit schools to see what is going on and how they can assist if there are any complications. Government exercise authority and regulate schools through rules, regulations, policies and administration. These measures exist to ensure effectiveness and accountability in school activities that are consistent across school globally (masters, Rowley, Ainley & khoo, Carothers & Brechenmachir in Ololube, 2017).

Obviously, supervision is one of the major functions of the school administrator who is concerned with guiding the day to day behavior of people working in the educational organization by directing, co-coordinating and stimulating their activities and creating a good working relationship to ensure that they work towards the realization of the goal, and objectives of the institution of learning. In support of this view, Nnabuo (2004) maintained that the aim of the school supervision in educational institutions is to stimulate the teaching and learning process which will lead to school effectiveness. Supervision in any institution of learning should be designed in such a way to bring about improvement in teaching and learning process to enhance quality delivery in the school system. Educational supervision is most a times seen as a complex arrangement or process and therefore it requires adequate commitment and dedication by the government in making its objectives realizable. In an Ideal situation, supervision ought to be an arrangement or understanding between supervisors and those to be supervised. Ololube (2013) opined that effective supervision occurs when the supervisee consolidates an identity separate from the supervisor, while

acknowledging the supervisor's importance and the learning that occurs through supervision. This implies that the supervisees should understand the need while he or she should be supervised.

Inspection is as old as human existence. It is an integral part of school system. It provide a criteria in which school operate to enhance effectiveness in the system. It tends to be judgmental in the performance of teachers and other administrative duties performed by the principals or head teachers. That is why Ojelabi, Olele in Ololube (2013) explained that school inspection represent a critical examination and subsequent evaluation of schools as designated places of learning. Supervision is a modern term for inspection. Inspection came into existence before supervision.

Burnham in Ololube (2013) explained that in education, teachers tend to see inspection as an external imposition and are particularly prone to reject it when inspections are given too much authority. This implies that, inspections are seen as fault finders and interrogative in nature.

Educational supervision and inspection in all ramifications, addresses the problems or challenges of the educational system, requires reliable system which supervision and inspection must play its role effectively in ensuring a dependable school system. Educational supervision and inspection is a commendable process, which enable those to be supervised to receive feedback on their performance. Through educational supervision and inspection the goals and objectives of the school system is realized. Supervision of instructions in schools is the improvement of teaching and learning process for the utmost benefit of the child who is regarded as the Centre of education. Supervision of personnel is the means by which subordinate staffs of the school are mobilized and motivated towards full attainment of the goals and objectives of the school in which they serve (Okoroma, 2016). It is against this backdrop, that school system entails an understanding and practice of the school supervision and inspection and their impact on the system for the attainment of optimizing teaching and learning. The schools principals must possess the supervisory skills to enable him achieve instructional objectives.

## **CONCEPTUAL CLARIFICATION**

### **Concept of Supervision and Inspection**

Educational Supervision is generally taken to mean the same thing as school inspection. It is imperative to understand that in the school system supervision is a broader concept than inspection. Okoroma (2016) opined that Supervision controls the conditions for improving the teaching-learning process means that supervision is closely tied to administration in the school. The word supervision and inspection are still used interchangeably but it should be noted that a lot of

difference exists. Going by Okoroma postulation on supervision, it implies that the supervisor visits the school to assist in teaching-learning improvement supervision is concerned with the total teaching learning process. This comprises development of the curriculum and supply of materials.

The supervision oversees the whole teaching learning situation. Supervision is an instrument or tool which the school administrator (principals) uses to improve the teaching and learning process in the school and this helps in achieving quality teaching and learning. It is a major function of school principals who is concerned with guiding and programming the day to day activities of people working in the school system.

But it is important to note that the word supervision has no generally accepted definition. Many authors in the field have different definitions and meanings. But the fact is that their definitions and meanings pointed at one common features and that is "realizing in structural objectives of the schools". Ololube (2013) explained that supervision is the practice of monitoring the performance of school staff, noting the merits and demerits of their work and using befitting and amicable technique to ameliorate floors which building on merits thereby increasing the standard of schools and the achievement of their goal. This assertion implies that supervision is wholly concerned with building up reliable techniques to ensure the realization of in structural objective. Bernard & Gordyew in Ololube (2013) explained that supervision is formally defined as a relationship between senior and junior member(s) of a profession that is evaluation, extend over time, serves to enhance the skills person and acts as gate keeping to the profession. This implies that supervision has to do with the most senior in a profession overseeing the activities of the junior in the same profession. This word is in line with criteria of becoming a supervisor in the schools, the most senior is deemed to have long and variety of experience it capable of supervising the used experienced one or order to improve the state of instruction in the school system.

Inspection is a process whereby an education official visits schools to check or find out their activities to see that everything is in order. The official is normally an educationist from the ministry of Education and as such, he or she is one of the people in persons who examine the standards expected from the schools. Most a times in course of visiting schools to examine the state of things, he or she tends to find a lot of faults in the schools activities. In line with this, Okumbe in Ololube (2013) maintained that inspection is an old concept in management whose basic premise is derived from an autocratic management style. This boils down to the general assertion that inspection aimed at catching workers who are ineffective and could not carry out their duties as specified. The aim is to find out whether teachers are doing what they are supposed to

be doing. Okai (2013) opined that inspection is the act of visiting an organization officially to see that the activities of the organization are in line with a set standard. The job of an inspector is to check the level of compliance as specified and make report to the superior in the office.

An inspector may not necessarily be senior official with wide range of experience but it must be a graduate. An inspector has no much to do with evaluation of instruction. They are there to check or stress strict compliance to the laid down rules and regulations.

## IMPORTANCE OF SUPERVISION AND INSPECTION

The importance of supervision and inspection cannot be overemphasized. Supervision and inspection are regarded as the benchmark in ensuring effective school system. Therefore, the importance of supervision as outlined in Ololube (2013) includes:

- Proper Guidance from experts: This has to do with providing academic guidance by an experienced teacher or expert/ specialist in different school subjects so that newer or junior teachers are able to develop their skills and capacity.
- Classroom Management: This means that supervision can help teachers to acquire better classroom management skills. Among its other aims, supervision should seek to enable teachers to develop preventive and corrective measures of discipline in the classroom.
- Planning for better instruction: In structural planning is considered to be the first step in improving classroom instruction. It is therefore recommended that supervision helps teachers to develop and improve their skills in structural design and to use models of instruction to guide this instructional planning. Instructional planning includes letters plans, unit plan and year plans.
- Use of modern methods of Teaching: Methods of teaching are important part of effective instruction in the classroom. The supervisor should thus help teachers to learn/know about modern methods of teaching and to apply these in the classroom.
- Help teachers to work together: In order to accomplish school goals and objectives, teachers must learn to work together. One of the aims of supervision is thus the enhancement to cooperation among teachers.
- Planning and Implementing: All development and planning activities need guidance and direction at every stage. The right type of supervision is thus concerned with helping teachers in planning, in the selection of strategies and resources and in monitoring and evaluating those strategies.

**Wanzere, Ojelabia and Kamnyu in Ololube (2013) explained some importance of inspection which includes:**

- Help to acquire an overview of the quality of Education: This is done in accordance with performance indications for an education system. Report findings are sent to the educational institutions involved to enable them to plan improvement strategies.
- Help to ensure minimum standard: It help to ensure minimum standard and it can be done by verifying that minimum standards are being adhered to. This thus helps to guarantee relatively equal educational opportunities for all by ensuring that the same school standards are maintained across the country.
- Help to offer purposeful and constructive advice: This is done to create a forum where purposeful and constructive advice can be given for the sake of improving the quality of teaching and learning in schools.
- Help to supervise the implementation of curriculum: This has to do with the supervision of implementation of curriculum. This they do to ensure that teachers are following the school curriculum effectively. There has been a growing concern that some schools do not implement their curriculum and that some teachers do not know what is expected of them. Curriculum must be delivered properly if it is to have impact on student learning.
- Help to identify problems of discipline: In this situation, school inspectors made an attempt to identify some of the disciplinary problems confronting the school, such as to ensure that prudence is maintained as expected and that the public funds that are provided for running schools are used responsibly.
- Help to monitor and improve teaching and learning: This is a situation where the school principals may wish to know the true position of the school's human and material resources. School inspectors in this regard determine staff strengths, the appropriateness of the teaching qualifications of teacher and the state of facilities in schools.
- Help in stimulating and providing Guidance: This has to do with making sure that schools are stimulated and guided as to how to improve and achieve educational goals through desirable practices.

## TYPES OF SUPERVISION

Okai (2013) identified three types of supervision. They are:

- Instructional Supervision
- Clinical Supervision
- General Supervision

**Instructional Supervision:** This is a situation where the supervisor is made to supervise instructions that is, designed to stimulate the teaching and learning process. That is done by adequate supervision to see if the designed objectives of education are achieved. In this process, teacher's qualifications, methods of teaching, compliance with the ethics of the profession are examined. However, the ultimate goal of this type of supervision is to improve students' learning, and its immediate objective is to improve the instructional programme.

**Clinical Supervision:** This has to do with an interface between the supervisor and supervisee. The essence of this is to observe, assist, assess, evaluate and discuss all matters concerning improvement of teaching and learning in schools. During this time, the textbooks, teaching aids, methodology of teaching and other teaching materials are examined. This type of supervision consists of five stages: the pre-observation conference, the actual observation or instructional activities, the analysis, the post conference and the evaluation of supervisor.

**Pre-observation conference:** This is when the supervisor and the supervisee meet and agree on a convenient day for the supervisor to visit the supervisee (school). In that case, the principal and teacher will make themselves available. The principal is not expected to "window dress" (present an artificial situation). Sometime arrangements are made to welcome the supervisors. This must include getting all the necessary documents for the occasion which is given to them as soon as they arrive. Such document includes:

- a. Current school time table
- b. School syllabus and scheme of work followed by record and diary.
- c. List of subjects taught and classes in which they are taught.
- d. A plan of the school.
- e. Current list of teaching staff, their qualification and teaching experience.
- f. List of duties assigned to the staff.
- g. Co-curricular activities like games, clubs.
- h. List of non-teaching staff and their duties.
- i. Staff/subject analysis, teacher's weekly load.
- j. Enrolment, class by class. (NTI Module 2000: 17-18)

**The Actual Observation:** This is the second; it is the stage where the actual observations of instructional activities in a classroom take effect. During this time the methods of teaching used by the teacher are observed, teaching aids and other materials are examined, staff or teachers qualifications also assessed.

**The Analysis:** This is the third stage whereby the supervisor analyses and assesses the observed lesson and then develops a plan for helping teacher.

**The Post-conference:** This is the feedback section with the teacher, this section; the supervisor discusses their

findings with the principals and his staff. Area of strength and weakness are highlighted and discussed. Suggestions come from both parties. Teachers are encouraged to indicate their problems. Corrections are made and advice is offered for future improvements.

**Evaluation:** This has to do with the evaluation of roles and techniques in handling all the phases, with a view to rectifying or amending lapses in the supervisory programme.

**GENERAL SUPERVISION:** The school administrator (principal) does general supervision when he goes around the school to check on the school plant and equipment and other school activities. This is to ensure that every aspect of the school activities goes smoothly.

### FORM/TYPES OF INSPECTION

The forms and types of inspection have been classified by Ojelabi in Olole (1995) as follows:

- ❖ **Clinical Visit:** In this case, the inspector analyses the data/information and discuss instructional or problems after classroom observation.
- ❖ **Creative Visit:** This seems to be the best type of inspection. This type of visit, both the academic staff (Teachers) and inspector work together evaluate and describe each other's work. Suggestions come from both parties. Teachers are encouraged to indicate their problems.
- ❖ **Follow-up Visits:** This visit is meant to find out how far things have improved due to the supervision. Sometimes he discuss that his suggestions to the ministry of education have not been carried out. Fresh reports are made and pursued by him. The inspector continues until he sees that a lot of improvement has been carried out.
- ❖ **Full Inspection:** In this case, the inspectors concern themselves with all that happens in the school. It consists of a team of inspectors visiting a school for several days for a fact-finding mission, headed by a very senior officer followed by a comprehensive report copies of which are made available to the school and ministry of education or school board.
- ❖ **Investigative Visit:** This has to do with carrying out an investigation in some certain areas of the school administration such as issue of fraud and indiscipline in the school.
- ❖ **Preventive Visit:** This is when the school inspectors anticipate challenges as such looking for a way to render assistance to the teacher to avoid occurrence of those problems or predicaments. This type of inspection assists teachers to overcome sudden challenges.
- ❖ **Routine Visit:** This usually last for one or two days, it is for a particular purpose such as checking on the punctuality level of teachers.



The report of this type of supervision is not normally published.

- ❖ **Sampling and Survey Visit:** This type of visit samples people opinion on the approval for the opening of a new school. That is gathering people suggestions and ideas about establishing or sustaining a school.
- ❖ **Special Visit:** This has to do with inspection of one or a limited number of areas of the school. It could be problems in the teaching and learning of a particular subject.

### PRINCIPLES OF EFFECTIVE SUPERVISION

Onasujaja in Olorube (2013) identified eight principles to help enhance the effectiveness of supervision in the school system. They include:

- A healthy atmosphere
- Staff orientation
- Guidance and staff training
- Immediate recognition of good work
- Constructive criticism
- Opportunity for improvement
- Motivation and encouragement

**A Healthy atmosphere:** This means that the school environment should be made free from problems. It should be a place where friendliness, mutual understanding takes lead and an atmosphere that creates motivation for outstanding work.

**Staff Orientation:** This has to do with the process you use for welcoming a new staff in the school system. In that case, new staff must be adequately be given orientation. Certain don'ts and dos must be spelt out for the new staff or employees.

**Guidance and Staff Training:** In this situation, staff should be offered any needed guidance such as how to execute their duties. Staff should have the right of access to training and support provided by government. Work specification should be set by supervisor and information on these specifications should be provided in clear term (written form) to all staff for the purpose of accountability.

**Immediate Recognition of good work:** This recognition of good work must be made in public so as to serve as a source encouragement to others. This could take the form of recommendation for promotion and winning of prizes by the supervisor.

**Constructive Criticism:** The criticism of any work should not be politicized but it should be constructive in nature. Helpful and reasonable advice should be offered to the erring staff.

**Opportunities for Improvement:** This is a way of motivating staff to work harder and take responsibility. That implies that staff should be given the right opportunity to perform the skills and display their ambition, encouragement where appropriate.

**Motivation and Encouragement:** This has to do with energizing the teacher to increase their productivity.

They should be encouraged to improve their abilities and to achieve school objectives.

### TECHNIQUES USED FOR SUPERVISION

The work of supervision is major work often performed by the most senior and in a school the principal performs most frequently the work of a supervisor. He mostly deals with instructional supervision in the school. However, Okai (2013) identified six techniques used for supervision in school system mostly by the principal of a school. They include:

- Classroom Visitation
- Inter-School Visitation
- Workshop Techniques
- Micro-Teaching
- Team Teaching
- Research Technique

**Classroom Visitation:** The School principal can employ this technique by visiting the classroom to observe the performance of the teachers at the period agreed by both of them. In this situation, the school principal will among other things assess the presentation of the lesson, the use of teaching aids, chalk board management and the lesson plan. The school principal, at the end of the lesson or class he invites the teachers privately for feedback of his performance in the classroom.

**Inter-School Visitation:** This has to do with the principal organizing inter-school visitation with the principal of another school. In this case, the method of teaching used is the demonstration method and teaching is carried out with well talented and experienced teachers while the untrained and other teachers watch in order to learn how to organize and manage the students in class. This helps teachers to improve in their job performances particularly in the area of academic and professional quality.

**Workshop Techniques:** The school principal in this situation provides resource person and materials which focus on a particular area of need. Opportunities are given to teachers to participate in this retraining exercise and the new techniques and innovation in teaching methodology in the various subjects and how to use modern teaching aids are identified and explained. This avail the teachings to be abreast and be able to take care of new challenges especially where there are changes with curriculum.

**Micro-Teaching:** This has to do with training system design to help teachers or would be teachers to partake in the practice and acquire teaching skills. It is a method of teaching. It is a modern and sophisticated method of teaching in the classroom. It involves the use of a television and tape recorder that goes on in the classroom. It helps a teacher to acquire very important basic teaching skills that will enable him to become effective teacher.

**Team Teaching:** This is a situation where the teachers engage in team teaching. That is they share a subject

matter according to their area of specification. Team Teaching is an instructional technique in which teachers get together to plan, implement and evaluate a teaching activity. The teachers may be those handling one subject or related subjects. They may be teachers of one class or a group taking a particular course or a unit of instruction. Thus, a teacher of English Language may plan and teach together with teachers of English Literature, History, Arts, and Drama etc.

**Research Technique:** This is when the teacher uses the empirical method to source the problem, by identifying, collecting and analyzing the data, recommending and making a generalization. This technique is quite important because it allows the school administrator (principal) to make a better decision which can stand the test of time.

### CHALLENGES OF SUPERVISION IN THE SCHOOL SYSTEM

Supervisors of schools are charged with some professional responsibilities to carry out the supervisory process to assess the teaching performance. However, there are challenges confronting school supervisor as identified in Okai (2013:127-128)

- Anxiety among teachers
- The timing
- Notification
- Inadequacy of fund
- Problem of rural areas
- Inadequate implementation
- The power of sanction

**Anxiety among Teachers:** This has to do with the teacher seeing supervision as a means of watching or monitoring the teachers. They believed that supervision is aimed at evaluating the top performance of the teacher and because of this, most teachers are always afraid to meet with the supervisor.

**The Timing:** This means that most time supervision is fixed when the supervisor identified the need not necessarily when the teachers themselves need it. It always affects the interaction between the supervisor and the teachers. As a result, the teachers see the situation as being unpleasant.

**Inadequacy of Fund:** The job of supervisor is capital intensive, most especially when visiting schools. Money given to them most time is inadequate and nothing to ride home about. This makes the exercise difficult that is why some of them see the exercise as a means of recovering what they have spent out of their pocket thereby rendering the work ineffective.

**Notification:** This is a situation where the supervisor does not make their visit to the classroom known to the teachers, the teacher sometime see it as undermining their personalities.

**Problem of Rural Areas:** Majority of the schools are located in the rural areas with the road not been accessible.

**Inadequate Implementation:** This has to do with inadequate implementation of comprehensive reports and recommendation after supervision.

**The Power of Sanction:** All most all situation, in term of supervision in the schools, supervisors do not have power to place sanction on the outcome of their supervision, even when the issue requires urgent attention, they are often required to write report while the situation get out of hand.

### CHALLENGES OF INSPECTIONS IN THE SCHOOL SYSTEM

One would have said that the challenges of supervision and inspections are the same but the obvious thing is that these concepts are different and the role they play in terms of discharging. Therefore it becomes pertinent to identify the challenges of inspection in the school system.

Wanzare (2002) identified the following challenges:

- Inadequacy of inspection
- Attitudes and commitment
- Lack of collaboration
- Cost of inspection
- Education system/Bureaucracy
- Feedback and follow up
- Inappropriate inspection
- Inspectors report
- Inspector recruitment, selection and deployment
- Inspectorate autonomy
- Inspectorate titles
- Inspectorate-University Partnerships
- Inspection planning
- Pre-service and in-service training
- Professionalism
- Human and Material resources
- Transport/ movement
- Evaluating inspection

**Inadequacy of inspection:** This implies that school inspections are hardly carried out at all. It has been a major concern or worry since the inspectorate division of the ministry of Education and schools board carryout effective inspection. Some time, it could be as a result of under staffing of inspectors, heavy workloads and time constraints.

**Attitude and commitment:** School inspections most time, display unpleasant attitude towards their jobs (inspection) and insensitivity for and commitment to their duties. This could be as a result of lack of motivation or incentives for inspectors.

**Lack of Collaboration:** This implies that opportunities are not always there for meaningful dialogue between teachers and inspectors. And this constitutes hindrance to effective inspection.

**Cost of inspection:** Ololube (2012) explained that allowance and benefits due inspector are rarely paid, making inspection an unattractive occupation. It is capital intensive; fund allocated to inspectorate division

is inadequate. Many inspectors always feel reluctant to implement their job effectively.

**Education system/Bureaucracy:** in the educational system, the inspectorial system is highly bureaucratic. Okorie (2009) explained that bureaucracy is the most efficient predictable, impersonal and impartial characteristics of a complex organization. Despite the fact that bureaucracy is been appraised to be effective in an organization. It is pertinent to understand that bureaucratic tendencies found in inspectorial system have created communication problems between school inspectors and education authorities. Most times, inspectors are unable to make decision on matters relating to school inspection without consulting authorities.

**Feedback and Follow-up:** Fruitful feedback and follow-up are lacking in the inspectorial system. One will say that when there is no adequate feedback and follow-up, teachers may be frustrated and that will retard their effort toward improving the system.

**Inappropriate Inspection:** Ololube (2013) maintained that many school inspections lack a proper, appropriate and uniform structure and school inspectors have the tendency to focus on school buildings and other physical facilities rather than in teaching and learning this as a result of minimal attention being paid to the identification and improvement of educational standards.

**Inspectors' reports:** School inspectors are expected to prepare inspection reports with detailed recommendation and to submit these reports to school authorities, the permanent secretary at the ministry of Education. But there is no clear indication of the accessibility of these reports by teachers, parents and other interested parties (Wilcox & Gray in Wanzare, 2002).

**Inspector Recruitment, Selection and Deployment:** Ololube (2013) explained that there is no clear policy for identifying suitable candidates to be recruited as school inspectors and so many unsuitable personnel find their way into the inspectorate thereby rendering the integrity of entire system questionable.

**Inspectorate Autonomy:** This implies that the inspectorate department lacks autonomy to implement its services and at such is unable to carryout recommendation as related to inspections. This has posed a major challenge in the job of an inspector.

**Inspectorate Titles:** The titles are always associated with harsh and master-servant relationship and need to be changed.

**Inspectorate-University Partnership:** Ololube (2013) Explained that there is no clear formal relationship between College of Education, Universities and Inspectorate of the ministry of Education or Schools boards on matter related to school inspection. Given the lack of collaboration between the ministry of Education and University, the inspectorate tends to only involve

University teaching personnel as facilitators during the inspection in-service training programmes.

**Inspection planning:** Inadequate planning has destroyed many school inspection services.

**Pre-service and In-service training:** There are no courses that specifically address programs and in-service training opportunities for school inspector and teacher on the subject of school inspection are completely inadequate (Ololube, 2013).

**Professionalism:** it is a common knowledge that most of school inspectors are not professionally qualified.

**Human and Material Resources:** This has to do with inadequate Human and material recourses.

**Transportation/Movement:** this has to do with inadequate transport system, most especially those inspectors assigned to rural areas.

**Evaluating Inspection:** Ololube(2013) opined that there is a lack of appropriate post-inspection evaluation by school inspectors at the end of each inspection to gather the views of head teachers and other school personnel on the practice and process of inspection.

### **Prospects of Supervision and Inspection in the school system**

The ministry of Education should sincerely ensure that an adequate step is taken to ensure that instructional and management supervision is often carried out at the junior secondary schools level. Going by the mission statement of all activities of the universal basic education (UBE) programme as identified by Obanya (2002:90) that:

**“To be prepared, at all times, to give a correct indication of the extent to which we are moving towards our targets, to identify likely constraints (well before they become Obstacles) and to take appropriate steps to counteract such potential obstacles”**

The above assertion implies that to be able to achieve the mission statement as outlined above, the supervisory and inspectorate department of the ministries of Education should be empowered in the area of adequate funding, tools, training and re-training to update their knowledge to meet up the current realities or demand in the educational system.

The prospect of supervision and inspection can be viewed in different ways. First, over the years, the supervisory and inspectorate department were filled with unprofessional and lack of experience in classroom teaching. Nwana (2003) explained that it's like a case of the blind leading the blind and perhaps also blind leading the sighted. But, nowadays, there is a little professionalism and some are academically qualified and also in terms of experience in classroom teaching, it is hopeful that teaching and learning will improve, it is by determining the staff strengths, the appropriateness of the teaching qualifications of teachers and the state of facilities in schools. It is also believed that, quality

education delivery is guaranteed, this is achieved in line with performance indications for an education system. The report findings are sent to the ministry to enable them plan better strategies. Adequate supervisor and inspector enhance the implementation of curriculum. This they do by supervising its implementation of curriculum. Ornstein & Hunkin in Ololube (2013) maintained that supervision of its implementation ensures that teachers are following the school curriculum effectively. Adequate implementation of curriculum creates positive impact on student learning.

## CONCLUSION

Supervision and inspection are two different concepts but are inseparable in term of operation in the school system. Supervision is often embarked by the most senior in the system that have acquired experience and also educated in the field. Inspection could be carried out by any official irrespective of his grade but must be a graduate, their duties are specified and template. Supervision and inspection have been seen as a mechanism for achieving quality education system. The supervisors and inspectors should be abreast with the various techniques available and apply the appropriate one to ensure that goals and objectives of the school system are achieved.

## SUGGESTION

### The followings are suggested:

- There should be room for in-service training programmers for inspectors and supervisor to make them more current and effective in the performance of their jobs.
- Adequate transport facilities should be provided for supervision and inspection visit to enable them cover all the concerned schools no matter their location
- There should be room for a follow up inspection to ensure that inspection recommendations are implemented.

- Government should ensure adequate provision of human and material resources needed for effective supervision and inspection of schools.
- There should be adequate motivation through provision of appropriate incentives.

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