School Inspection and Educational Supervision: Impact on Teachers' Productivity and Effective Teacher Education Programs in Nigeria

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Abstract

In this paper, we consolidated the state of academic research on the impact of school inspection educational supervision (SIES) on teachers' productivity and effective teacher education programs in Nigeria. Based on a systematic review of literature, we synthesized diverse research perspectives into a comprehensive framework on school inspection and supervision, and linking them to the meaning, concept and nature of inspection and supervision process, reasons and purpose, including the inherent problems confronting school inspection and supervision in Nigeria. We suggest measures of determining school inspection and supervision, and present implications for both research and practice.

Keywords: School, Inspection, Supervision, Teachers' productivity, Teacher education, Nigeria.

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INTRODUCTION

School inspection and educational supervision (SIES) is widely regarded as a critical source of competitive advantage in the ever changing environment of the education sector (Wanzare, 2002; Klaber, Mellon & Melville, 2010). According to educational management scholars (e.g., Ehren & Visscher, 2008; Ololube, 2013; Onasanya, 2008; West-Burnham, 1994), school inspection and supervision capability is the most important determinant of teachers productivities and teacher education performance.

The sudden increase in school enrolment coupled with the attendant increased complexity of the school management and organization of the Nigeria's educational system (6-3-3-4 or 9-3-4) has without doubt necessitate a greater attention in SIES. This is more so because SIES plays a unique role in educational systems around the world. Equally, as enrollment in our educational systems in Africa in general and Nigeria in particular increase on a daily bases, the available human and material resources may become over-stretched. The situation becomes even more fear-provoking when teachers and teacher education programs globally are been transformed towards yielding better outcomes, as a result, adequate planning of SIES is needed to address these issues. We recognize that SIES is a complex process to handle; the complexity of SIES, their constraints, possibility, and other complications also makes it a necessity. The insufficient human and material resources in schools may well be wasted if their utilization is not properly supervised (Ololube, 2013).

Colleges of Education and Faculties of Education in Nigerian universities are presumed to be openly committed to excellence in teacher education programs. Excellence in teacher education can be taken to mean effectively providing teaching and learning experiences that prepare student teachers for the challenges of today's multifaceted, ever varying, and varied workplace. The guiding philosophy of teacher education is to produce student teachers with sharp intellectual minds capable of further critical intellectual inquiry (Ololube, 2011). Colleges and Faculties of Education are among several institutions in Nigeria that offer teacher education services to students who wish to specialize in subjects including agricultural science, arts, environmental sciences, health education, humanities, information and communication, management and social sciences, the natural, applied sciences, etc (Ololube, 2014b). These specialized subject areas in teacher education programs cannot be achieved if adequate inspection and supervision mechanisms are not put in place to effectively monitor, control and manage the activities of the program givers.

Inadequate inspection and supervision in teacher preparation programs results in teachers' inability to demonstrate adequate knowledge and understanding of the structure, function and development of their disciplines (Ololube, 2014a,b). An effective teacher education program is thus a prerequisite for a reliable and resilient education which leads to confidence among teachers and students as a result of effective and professionally coordinated learning (Umunadi & Ololube, 2014).

Teacher education programs in Nigeria are under the supervision and control of governmental organizations. The National Commission for Colleges of Education (NCCE) (NCCE, 2013) has responsibility for teacher education programs in Nigeria delivered by Colleges of Education. Nigeria's 129 universities, in contrast, are under the direct supervision of the National Universities Commission (NUC) (NUC, 2013). Polytechnics, of which 9 run Nigeria Certificate in Education (NCE) programs, fall under the National Board for Vocational Colleges and Technical Education (NBTE) (NBTE, 2013).

In light of the foregoing, SIES are gaining more prominence in the affairs of agencies, parents, planners, policy makers, teachers, supervisors and inspectors in Nigeria more than ever. It is seen as a way of answering so many questions and solving a myriad of problems facing the education industry. Federal, state and local governments including the private sectors are committing additional funds into SIES (Onasanya, 2008). The maintenance of standards, quality assurance and measures of control are beginning to be the concerns of all progressive stakeholders. There is therefore a greater demand for honesty and accountability (Okumbe 1999). Consequently, it is obvious that the impact of SIES in teachers' productivity and effective teacher education programs has now come into the public domain. The terms inspection and supervision are

often used interchangeably. However, there is the need to clarify these two terms and spell their functions in education in the subsequent sections.
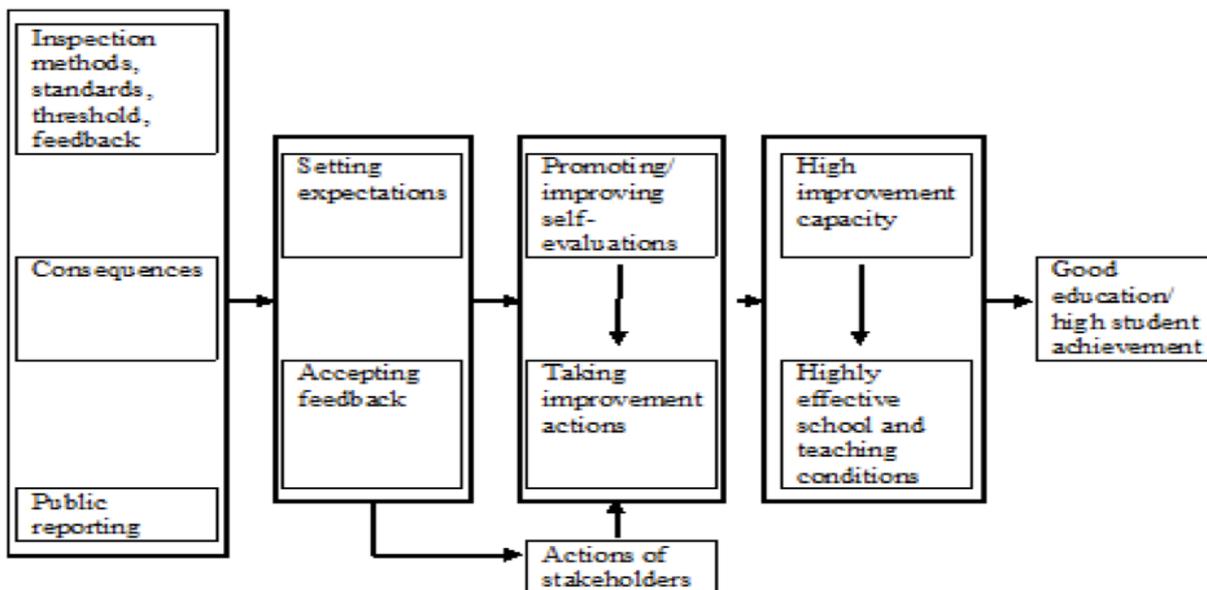
This study is based on the premise that researchers often find it difficult to differentiate between SIES. It is hoped that the researchers experience and reflection on this topical issues will contribute to a set of clear and flexible guidelines for new researchers preparing to write academic papers using qualitative/theoretical perspectives. The authors desire to write this paper is based on interest in sharing experiences with other faculty and researchers so that experienced and inexperienced researchers alike will be better prepared to sort out some of the confusion and deal with the issues that confront SIES as part of what can be a lonely, and uphill scientific writing expedition (Ololube & Kpolovie, 2012).

SCHOOL INSPECTION

Inspection is as old as human existence. Inspections are usually non-destructive. Every human tries to excel at tasks they are charged with and so requires oversight of these tasks. According to Okumbe (1999), inspection is an old concept in management whose basic premise is derived from an autocratic management style. Here, it is not aimed at catching teachers who underperform but it represents a fault-finding attitude among teachers. West-Burnham (1994) points out that in education, teachers tend to see inspection as an external imposition and are particularly prone to reject it when inspectors are given too much authority.

According to Ojelabi in Olele (1995), school inspection (SI) represents a critical examination and subsequent evaluation of schools as designated places of learning. It seeks to provide the necessary advice and support to ensure school improvement. It is an organized examination or formal evaluation exercise, which involves the measurement, testing, and evaluation of certain characteristics of activities in the school system. The results are usually compared to specified requirements and standards so as to determine whether an activity is in line with set targets. SI can also be conceptualized as a kind of management, which involves directing, controlling, reporting, commanding, and other such activities that emphasize the task at hand and assess the extent to which particular objectives have been accomplished within the confines of the school system (Wanzare, 2002). SI is expected to produce an end result of high student academic achievement. Figure 1 summarizes the mechanisms of SI.

Figure 1. Intended effects of school inspection

Source: http://schoolinspections.eu/home/conceptual-model/

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Reasons/Purpose of School Inspection

SI is an integral part of education systems globally, and has maintained the same purpose irrespective of its historical development in different parts of the world. According to Wanzare (2002), Ojelabi in Olele (1995), and Kamuyu (2001), some of the reasons that inspection is carried out in schools include:

- To acquire an overview of the quality of education: This is done in accordance with performance indicators for an education system. Report findings are sent to the educational institutions involved to enable them to plan improvement strategies.
- To ensure minimum standards: This is done to verify 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.
- 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.
- To supervise the implementation of Curriculum: Curriculum implementation is an interaction between those who have created the curriculum and those who are charged to deliver it (Ornstein & Hunkins, 1998). The supervision of its implementation ensures that teachers are following the school curriculum effectively. There have been real concerns 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.
- To identify discipline problems: In this situation, inspectors attempt to identify some of the discipline problems encountered in schools. Inspections, for example, ensure that prudence is maintained as expected and that the public funds that are provided for running schools are used responsibly.
- To monitor and improve Teaching and Learning: In this situation, school authorities may wish to know the true position of a school's human and material resources. Inspectors thus determine staff strengths, the appropriateness of the teaching qualifications of teachers, and the state of facilities in schools.
- To stimulating and providing Guidance: This is to ensure that schools are stimulated and guided as to how to improve and achieve educational goals through desirable practices.

Problems of School Inspection in Nigeria

SI is often criticized because of its limitations as an examination of school activities that searches for lapses and wastages. If it generally fails to prevent these lapses and wastages, it is often referred to as being a costly approach to problems solving. Among the many challenges facing SI in Nigeria, Ogunu (2001, 2005); and Wanzare (2002) has identified:

Inadequacy of inspection: School inspection in Nigeria is highly inadequate and does not meet the needs of schools and parents. Given the falling standard of education in Nigeria today, one might assume that SI are hardly carried out at all. The lack of SIs by the Inspectorate Department of the Ministry of Education and the many Schools Boards is indeed a major concern. Among the possible causes of inadequate inspections are the understaffing of inspectors, heavy workloads and time constraints (Wanzare, 2002) Enaigbe, 2009).

Attitudes and commitment: Over the years, school inspectors have tended to exhibit negative attitudes towards inspection and a lack of commitment to their responsibilities. According to Nakitare in Wanzare (2002), a number of teachers felt that inspectors were not dedicated to their inspectoral duties. This absence of a positive and committed approach may be attributed to a lack of appropriate incentives for inspectors.

Lack of collaboration: School inspectors tend to evaluate teachers based on their own perceptions of teaching and teacher performance without considering official standards. Teacher involvement in matters of school inspection has been minimal. Teachers do not understand and do not participate in designing the instruments that are used to evaluate them. Opportunities for meaningful dialogue between teachers and inspectors, especially after inspections, are limited (Ogunu, 2005; Enaigbe, 2009).

Cost of inspection: School inspection is expensive and has serious implications for education. Most African countries are poor and struggling economies make the funding of inspection difficult (Enaigbe, 2009). Budgetary allocations for inspections, aside from the one that is meant for the entire education system, are very limited. Allowances and benefits due inspector are rarely paid, making inspection an unattractive task (Ololube, 2013).

Education system/bureaucracy: In Nigeria, the inspectoral system is highly bureaucratic. It shares all other aspects of the education bureaucracy in that it is top-down, hierarchical, and authoritarian in character. This hierarchical set up has created communication problems between school inspectors and education authorities. Inspectors on the ground, for example, are often unable to make decisions on matters pertaining to school inspection without consulting authorities who may have little or no knowledge of the situation or school (Eya, & Chukwu, 2012).

Feedback and follow-up: Productive feedback and follow-up initiatives are lacking in the inspection system. There is thus little opportunity for discussing findings such as the need for more in-service training of teachers and whether new initiatives satisfy the identified need. Given this lack of follow-up, there is no way to ensure that inspection will contribute to school development in a cost-effective way. Dearn in Wanzare (2002) found, for example, that the lack of feedback from inspectors frustrated teachers and their efforts to improve.

Inappropriate inspection: Many school inspections lack a proper, appropriate, and uniform structure. School inspectors have the tendency to focus on school buildings and administrative systems rather than on teaching and learning (Enaigbe, 2009). This results in minimal attention being paid to the identification and improvement of educational standards. It thus seems that the present system is control-oriented rather than service-oriented and tends to focus on maintaining the status quo by regulating institutional functions and by ensuring that bureaucratic rules and regulations are adhered to (Ololube, 2013).

Inspection reports: School inspectors are expected to prepare inspection reports with detailed recommendations and to submit these reports to school authorities, the Permanent Secretary at the Ministry of Education, and the Secretary of the Teachers Service Commission. There is, however, no clear indication of the accessibility of these reports by teachers, parents, and other interested parties. Furthermore, there seems to be a deliberate neglect of school context in the process of inspection and in inspection reports (Wilcox & Gray in Wanzare, 2002).

Inspector recruitment, selection, and deployment: Nigerians, particularly teachers in Nigeria, have long criticized the recruitment, selection, and job assignment of school inspectors. Some seem to be highly incompetent and are unable to apply desired practices of school inspection and to distinguish between effective and ineffective schools (Wanzare, 2002). 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: The Inspectorate in Nigeria lacks autonomy to execute its services and as a result is unable to implement recommendations based on inspections. Presently, school inspectors inspect schools, point out concerns, make recommendations to the boards for implementation, and very little ever changes.

Inspectorate titles: Certain Inspectorate titles, such as *inspector* and *inspection*, seem to be associated with harsh, colonial overtones and a master-servant type of relationship and need to be revised.

Inspectorate-university partnerships: There is no clear formal relationship between Colleges of Education, universities and the Inspectorate of the Ministry of Education or schools boards on matters related to SI. Given the lack of collaboration between the Ministry of Education and universities, the Inspectorate

tends to only involve university teaching personnel as facilitators during the inspection in-service training programs (Wanzare, 2002). The personnel and other resources of universities should be accessed more routinely so as to enhance the training of inspectors and the inspection process (Ololube, 2013).

Inspection planning: Poor planning has marked many school inspection practices. Plans for the inspection of schools have been over-ambitious and, consequently, they are seldom carried out. Inspections have at times been marked by impromptu and irregular visits with the objective of catching teachers underperforming. In addition, some schools are visited and inspected more frequently than others (Ololube, 2013).

Pre-service and in-service training: At present, there are no courses that specifically address school inspection in the pre-service training programs for teachers at Nigerian universities and Colleges of Education. Correspondingly, in-service training opportunities for school inspectors and teachers on the subject of school inspection are completely inadequate (Wanzare, 2002).

Professionalism: The major concern here is that most inspectors are not professionally qualified as inspectors. They conduct themselves in an unprofessional manner that has serious implications for teaching and learning (Ololube, 2013). A number of inspectors have been criticized for being overly harsh with teachers and for harassing teachers in front of their students. Many teachers have, not surprisingly, developed negative attitude towards inspectors (Wanzare, 2002).

Human and material resources: School inspection, especially in rural areas, is frustrated by a lack of essential facilities, such as offices, accommodation, clerical services, support staff, equipment, and stationary. A persistent shortage of stationery and inadequate secretarial services make it difficult for the inspectors to prepare meaningful reports. Support for school inspection, especially in terms of staff, equipment, accommodation, and advisory services is often not matched to the tasks to be discharged (Wanzare, 2002).

Transport/movement: School inspectors are often faced with the problem of lack of transport, especially those inspectors deployed to rural areas. There are some geographical regions in the country where visits to schools are impossible even by most mechanized means. Additionally, there is a lack of sufficient funds, especially traveling and subsistence allowances, provided to inspectors to meet expenses associated with transport and accommodation. These challenges have affected the regular and efficient inspection of schools in different parts of the country.

Evaluating inspection: 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.

Forms/Types of Inspection

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

Clinical Visit: During and after this visit, the inspectors analyses the data/information and discuss his analysis with the teachers for the improvement of instruction.

Creative Visit: In this type of visit, both the teacher and the inspector feel open-minded. This system promotes freedom flexibility and encourages open mind. In this situation, teachers and the inspectors, work together, collaborate, evaluate and describe each other's work. This encourages teachers in all respects. This can be called the best type of inspection.

Follow-Up Visits: In follow up of previous visits. The inspector investigates whether the suggestions, corrections and recommendation made during the previous visit have been carried out by affected schools. The visit is to ascertain to what extent the corrections and suggestions provided are helped in achieving the educational objectives.

Full Inspection: Full inspection consists of a team of inspectors visiting a school for several days for a fact-finding mission. They enquire into every aspect of the school program. Such visits are usually followed

by a comprehensive report, copies of which are made available to the school and Ministry of Education or Schools Board. The interval between inspections is usually 2 to 4 years or more.

Investigative Visit: This is to investigate an aspect of administration in the school e.g. special problem of indiscipline, and/or investigation of an allegation of fraud.

Preventive Visit: In this type visit, the inspectors before hand anticipate problems, as such, try to assist teachers avoid those problems/shortfalls/deficiencies. This type of inspection helps teachers to meet situation with confidence as they predict the problems beforehand and act as friend and guide. Therefore, this type of inspection is more useful and helpful in every respect as compared to the traditional type.

Routine visits: Routine visits are short visit made to schools in which no formal reports are written but brief comments are made. The aim depends on why an inspection is made. It may be to check on the punctuality level of teachers. One of the aims of such supervisory visits is to look into what is happening, the work being done, the human relationships and the appropriate use of the school building and equipment (Onasanya, 2008).

Sampling and Survey Visits: This type of visit samples people opinion on the approval for the opening of a new school. Such visits are made to new schools to find out whether they satisfy the condition necessary to obtain approval for opening.

Special Visit: This type of visit is for the inspection of one or a limited number of aspects of the school. For example, if there is a problem in the teaching and learning of a special subject such as the teaching of English or mathematics.

SUPERVISION

Supervision is a complex process that must play a prominent function in all education systems. Ideally, supervision is a partnership between supervisors and supervisees, in which both partners are actively involved in the planning and direction taken. Feedback and guidance are essential components of learning and development and so it is vital that supervisors provide supervisees with both. In return, supervisees must demonstrate an openness and commitment to the process, along with a strong sense of self-motivation and self-improvement (Ani, 2007). This section offers a practical framework against which educational supervisions can assess their responsibilities, approaches and expectations.

Meaning, Nature and Concept of Supervision

Developmental models of supervision ascribe to the idea that supervisees' competence and needs change over time. More highly structured supervision, for example, fits the needs of the inexperienced analyst, while those with more experience tend to prefer a more collegial supervisory relationship. 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. Supervision is thus formally defined as a relationship between senior and junior member(s) of a profession that is evaluative, extends over time, serves to enhance the skills of the junior person, and monitors the quality of the services offered by the junior person, and acts as gate keeping to the profession (Bernard & Goodyear, 1998, 2004). Current developmental models of supervision, however, lack a framework that can help supervisors to manage educational relationships effectively and promote the growth and development of supervisees (Watkins, 1997).

EDUCATIONAL SUPERVISION

The sudden explosion of the nation's population coupled with the attendant increased complexity of the school organization and the introduction of the new basic education system (6-3-3-4 or 9-3-4) has

necessitated greater attention than ever before to school supervision. School supervision thus occupies a unique place in the education system (Onasanya, 2008).

Education is the most effective means that society possesses for confronting the challenges of the future. Indeed, education will shape the world of tomorrow and progress increasingly depends upon the products of educated minds *vis-à-vis* research, invention, innovation and adaptation (UNESCO, 1997). Education is recognized across the world as the most vital of public services (Mansell, James, & the Assessment Reform Group, 2009). Through education, knowledge and skills are acquired and this in turn enables a country to develop socially and economically (Ololube, 2014a).

Providing effective education requires reliable education systems. Reliability in this context means that the education system is dependable and educational supervision plays a major role in guaranteeing a dependable system (Olele, 1995). Assessment in the form of supervision is essential to enabling individuals to get the educational support they need to succeed, to reviewing and considering the merits of different educational methods and to ensuring that education budgets are spent responsibly (Whetton, 2009).

Here, an important question arises, how can we measure the effectiveness of school supervision? Evidence suggests that teachers and head teachers have difficulty assessing their own abilities. Educational supervision is a formal process that addresses this problem. It encompasses a range of activities aimed at providing guidance and feedback to less experienced educationists from the perspective of a more experienced educationist. It is underpinned by several key principles as reflected in the literature including active listening, mentoring, creating a supportive learning environment, providing constructive feedback, encouraging reflective practice and developing insightful or self-aware approaches in teachers and head teachers (Klaber, Mellon, & Melville, 2010; Ekundayo, Oyerinde & Kolawole, 2013; Geijsel, Sleegers, Stoel & Kruger, 2009).

Educational supervision is a positive process, which enables supervisees to gather feedback on their performance, to chart their continuing progress and to identify their developmental needs. It is a forward-looking process that then helps supervisees to select the most appropriate strategies for meeting these needs (UNESCO, 2007). Essentially, supervision is the practice of monitoring the performance of school staff, noting the merits and demerits of their work, and using befitting and amicable techniques to ameliorate flaws while building on merits thereby increasing the standard of schools and the achievement of their goals.

Basic Principles of Effective Supervision

Onasanya (2008) identified eight basic principles to help ensure the effectiveness of supervisory systems. These principles are comprehensive and include:

1. A Healthy Atmosphere: The school and supervisory environment should be rendered free of tension and emotional stress. It should be an atmosphere that provides incentives for outstanding work.

2. Staff Orientation: The quality and quantity of the work must be specified in clear terms to staff during their orientation. Staff must be made to understand what is and what is not expected of them. New staff must thus be given a thorough orientation. This orientation should include materials that specify how and where to get the information and materials that will help them to perform their work well.

3. Guidance and Staff Training: Staff should be offered any needed guidance, including how to carry out their assignment. Work standards should be set by supervisors and information on these standards should be provided in written form to all staff for the purposes of accountability. Schools must regularly arrange and participate in staff training and development to ensure that new techniques and approaches to education are always being introduced and understood.

4. Immediate Recognition of Good Work: Good work should be recognized. The acknowledgement of good work done must be immediate and must be made in a public way so as to serve as an incentive to others. Incentives such as public recognition and recommendation for promotion improve performances.

5. Constructive Criticism: Substandard work should be constructively criticized. Positive and helpful advice and support should be offered to the offending staff. Unlike recognition of good work, such constructive criticisms should be presented in private and should always be free of bias and/or prejudice.

6. Opportunity for Improvement: Staff should be given opportunities to demonstrate their skills and ambitions. They should be encouraged, where appropriate, to take part in making decisions that will affect their school and students. This type of empowerment or engagement will motivate staff to work harder and to take ownership over their classes and tasks.

7. Motivation and Encouragement: Staff should be motivated and encouraged to increase their productivity. They should be encouraged to improve their abilities and to achieve organizational goal.

Problems of Educational Supervision

There are various factors hindering successful educational supervision in Nigeria. Onasanya (2008) and Ekundayo, Oyerinde, & Kolawole (2013) identified these factors as:

1. Government

The majority of Nigerians (e.g., Enaigbe 2009; Eya, & Chukwu, 2012; Ekundayo et al., 2013) are of the view that the government contributes to the problems of supervision through:

- The poor remuneration of teachers
- Insufficient staffing/shortage of supervisors
- Lack of materials and resources
- Lack of facilities and resources (vehicles) for supervisors of education
- Poor road conditions
- Lack of evaluation system
- Inadequate funding
- Political instability
- Constant change in educational policies
- Lack of adequate training for supervisors
- Politicalisation of the appointment of supervisors

2. Teachers

Teachers contribute to the problem of supervision in the following ways:

- Unprofessional attitudes to work
- Lack of interest in work
- Lack of basic knowledge or formal training
- Lack of qualifications for position

3. Community and Society

Community and society contribute to the problem of supervision in the following ways:

- Poor perception of teaching as a profession
- Poor status attributed to teachers
- Lack of proper interest education

Importance of Educational Supervision

Achieving the purposes of educational supervision makes the achievement of the goals of education much easier. This becomes more imperative and pressing because of the increased cry globally about immorality and corruption in the education sector (Ojogwu 2001; Igwe, 2001; Eya, & Chukwu, 2012). The importance of educational supervision includes:

Proper guidance from experts: The purpose of supervision is to provide 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: Both teachers and school management agree that discipline is among the most serious problems in schools today. 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 (Ekundayo et al., 2013)

Planning for better instruction: Instructional planning is considered to be the first step in improving classroom instruction. It is therefore recommended that supervisors help teachers to develop and improve their skills in instructional design and to use models of instruction to guide this instructional planning. Instructional planning includes lesson plans, unit plans and year plans.

Use of modern methods of teaching: Methods of teaching are an 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.

Helps 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 of cooperation among teachers.

Planning and implementing: All developmental 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.

Differences between Inspection and Supervision

The effects of school inspections and supervision on school improvement have been outlined. The provision of feedback about weaknesses, the assessment of these weak points as satisfactory and unsatisfactory, and the agreements between inspector and supervisors regarding school improvement appear to make a difference in promoting school improvement and development (Ehren & Visscher, 2008). However, differences exist between school inspection and supervision. Nwankwo in Olele (1995) presented some difference between inspection and supervision; however, they were modified by the authors to suit the purpose of this study. They are:

1. (a) The aim of inspection is to find reasons for closing, opening or retaining a school.
   (b) The aim of supervision is to help teacher and students to carry out the teaching and learning process more effective and interesting
2. (a) School inspection is teacher and principal cantered. The fundamental aim of inspection is to serve the purpose of witch hunting.
   (a) Supervision is concerned with the general structure of the school system. It deals with anything from the school curriculum to the welfare of students and teachers.
3. (a) inspection rigidly stresses strict compliance to set down rules and regulations inspective of peculiar local conditions, which may make some of the set rules and regulations not workable.
   (b) Supervision looks at management variables such as plans, policies and programmes. In conjunction with the other participants; supervisors work out mutually accepted formula for supervision after considering all prevailing conditions in the school and immediate environment.
4. (a) inspections are normally not thorough because they are usually directed at specific occasional problems, such as investigating cases of fraud.
   (b) Supervision is usually well planned and it is not reserved for investigating occasional problem.
5. (a) Inspectors usually demand respect. They intimidate teachers, students and school heads.
   (b) Supervisors earn respect by sharing expertise. They are considerate on matters they encounter during supervision.
6. (a) Inspection is usually conducted by a person who is regarded as jack of all trade.
   (b) Supervision is usually teamwork that is characterised by division of labour. Expert advice is sort and obtained by teacher and students.
7. (a) Inspection reports are usually not written immediately after inspection.
   (b) Supervision reports are usually discussed with the teachers and students.
8. (a) There is always lack of follow-up activities after inspection
   (b) Follow-up activities normally commence at the earliest possible time.

CNCLUSION/RECOMMENDATIONS

In this paper, the purpose and dimensions of school inspection were discussed as were several deficiencies in the practice of school inspection in Nigeria. Most significantly, school inspectors are poorly supported and trained and teachers have virtually no input into the inspection process. Inspections as they occur today do not seem to fully serve the needs of the Nigerian education system. Unfortunately, this trend does not advance the Nigeria's developing democratic dispensation or its transformation agenda.

This paper has addressed several of the components of supervision. Educational activities need supervision to achieve educational objectives. Supervision increases teacher productivity, motivation, commitment and performance. In order for educational supervision to be effective, it must be intrusive, adaptive, proactive, comprehensive, and conclusive. This type of supervision is only possible if both the policy and institutional environment support the supervisory will and ability to act. Such support includes a clear and credible mandate that is free of conflicts, a legal and governance structure that promotes operational independence, adequate budgets that provide sufficient numbers of experienced supervisors, a framework of laws that allows for the effective discharge of supervisory actions, and tools commensurate with education (Viñals et al., 2010).

This study has suggested several possibilities and propositions for research and practice. These deductions pertain most directly to researchers, students, teachers and teacher education programs. At the management level in higher education, this study calls for policies to ensure balanced investments in, and increased funding for school inspection and supervision that will allow for the effective use, integration and diffusion of school inspection and supervision services in the teaching and learning processes. The significance of school inspection and supervision in teachers productivity and teacher education cannot be

over-emphasized, however, the evidence points to the fact that school inspection and supervision is critical at this stage of Nigeria's educational development and meeting the millennium development goals (MDG's), particularly in meeting Nigeria's Vision 20: 2020.

Significantly a question need to be asked, how do we work against the effects of the myriad of problems facing school inspection and supervision (e.g., corruption, inadequate funding, lack of adequate training for inspectors and supervisors)? Logical answer to this question would be that Nigerian governments need to incorporate anti-corruption actions into all aspects of corruption in the school system; provide adequate funding for school inspection, adequate training for inspectors and supervisors, and making consultancy services more transparent and making the personnel's of the Ministry of Education more accountable for their actions.

This study recommends future empirical studies that might also pursue other opportunities that will reveal further constructs that measure and propose model across different countries, by exploring the mechanisms that connect the constructs, the inherent worries that exist between the various types of education supervision and school inspection, and their underlying processes. Additionally, future research could explore the possible link and/or differences between education supervision and school inspection. Further studies might shed additional light on the nature, scope and strength of the relationships between supervision and inspection in school in Nigeria.

This study contributes to research, as much as it contributes to practice. Academic works advocating various elements of education supervision and school inspection abound, but very little are grounded in a sound and tight theoretical perspective. The authors opine that if there are shortcomings in this approach, it should be overlooked and assumed as the hallmark of the authors' oversight. Education practitioners, managers, policy makers as well as planners should see this work as a useful addition to the number of existing literature on SIES.

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