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INSPECTORY TECHNIQUES AND QUALITY TEACHING IN JUNIOR SECONDARY SCHOOLS IN BAUCHI STATE

***RASHID MOH'D MUKHTAR; **LAMI SALEH; & *UMAR SA'AD TILDE**

*Department of Islamic Studies, Adamu Tafawa Balewa College of Education Kangere.
**Department of Educational Foundation, Adamu Tafawa Balewa College of Education Kangere.
mukhtarrashid45@gmail.com

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Abstract

The study investigates the relationship between inspector techniques and quality of teaching in Junior Schools in Bauchi State. The research adopted a descriptive survey design. The population comprised Junior Secondary Schools' headteachers, teachers, pupils and inspectors. Stratified random sampling technique was used to select 200 respondents among the headteachers, teachers, inspectors and local government area staff. Three research questions and three research hypotheses were used to guide the study. The instrument used for data collection was Inspector Techniques for Quality Teaching Questionnaire (ITQTQ) and was validated by experts. Test-retest reliability method was adopted and was tested using spearman ranking order statistics while three research hypotheses were tested using independent t-test statistic at 0.5 significance level. The three research questions were analysed using mean and mean difference. However, the findings revealed that high significant relationship exist between inspectory techniques and the quality teaching variables like record keeping and students' academic performance and examination ethics. It was however recommended that adequate instructional facilities should be adequately provided in the interest of enhancing quality teaching of Junior Secondary Schools in Bauchi State.

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Introduction

Education is a social process and medium of acquisition of relevant knowledge, skills, and attitude for survival in changing world (Musa, 2015). The changing world is in line with the invention due to advancement in science and technology. Solomon, Ngufan and David (2017) see such education as that involves the acquisition of techniques and application of such knowledge for improvement of man's surroundings as vital area of emphases at all educational levels. Based on the system of education in Nigeria, education is divided into primary, secondary and tertiary level of education. Since the paper concern with the primary level which was known to be six years' primary education, but now is 9 years' basic education (National Policy in Education, 2004). It is the fundamental level of education in which children obtain basic skills, knowledge, attitude, belief and the values of society. Amadi (2015) outlined the following as objectives of teaching at primary schools:

1. Smooth transition from home to school.
2. Preparing for secondary level of education.
3. Providing adequate care and supervision while the parents are at home.
4. Inculcating social values and norms.
5. Inculcating the spirit of inquiry and creativities.
6. Develop the sense of cooperation and team work.
7. Learning good habit and especially good health habit.
8. Teaching the rudiment of numbers, words, colours, shapes and forms

To handle these effectively, primary school teachers should have an in depth knowledge of philosophy, sociology, psychology and curriculum in addition to methodology of education. These are the basic pre-requisite to achieve the level of inculcating moral values, and skills to pupils at primary schools' level. Amadi (2015) added that learning should be built on the following:

1. Good learning environment.
2. Well-taught curriculum.
3. An appropriate starting age with emphasis on mental and physical development.
4. Provision of physical space that is safe with certain specialized facilities.
5. Piloting the affairs of primary school should be given to a professional care giver.

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6. There should be specialist teachers who are attentive to individual needs and progress of Junior Secondary School.

It is based on these that Federal Government of Nigeria (2013) came up with objectives of producing qualified teachers that can handle Nigeria curriculum. The objectives are as follows:

1. Produce highly motivated, conscientious and efficient classroom teachers for all educational levels of our educational system.
2. To encourage the spirit of enquiry and creativity in teachers.
3. To help teachers fit into the social life of community and society at large and enhance their commitment the national goals.
4. To provide teachers with intellectual and professional background adequate for their assignment and make them adaptive to changing situation.
5. To enhance teaching commitment to the teaching profession.

The actualization of these objectives called for strict inspection. Inspection of education in Nigeria was traced to the government's attempt at monitoring school programmes in West Africa with the promulgation of education ordinances in 1882. The ordinance covered inspection of grant-in-aids to schools building of classrooms, teachers' salaries, school discipline and available funds for the schools. The ordinance however called for the establishment of advisory Board on Education and Inspectorate which served colonies of sierra Leone and Gold Coast (now Ghana). While school's inspection was authoritarian and fault finding exercise during colonial era, the supervisory technique adopted did not give the desired objective of education. Abdul'aziz (2013) added that quality inspection is an essential practice of monitoring the performance of school staff, noting the merits and demerits, using befitting and amicable techniques to ameliorate the flows while improving the merits, thereby increasing the standard of school and achieving the desire educational goal.

Abdul-Aziz (2013) sees inspection in schools as vital process and combination of activities which are concerned with teaching and improved teaching in school framework. it is based on this that inspection aimed at enhancing staff and pupils' performance through a collegial effort between the supervisory agent and field staff. Abdul-Aziz (2021) went further to state that inspectors are expected to be aware of the school problems and level of professional competencies of different

categories of staff with the aim of correcting the available discrepancies in the staff.

Musa (2014) see inspection less formal, focus on maintaining and improving performance usually carried out by head of schools with the aims of changing the instructional methods and techniques affecting teaching, learning, works in the school for the improvement of instruction, curriculum development, professional growth and encouraging teachers' competence through selection and revision of education objectives, materials and method of teaching and evaluation of instructions.

Musa (2014) added that school inspection aimed to explore, encourage, support teaching and learning activities frequently not planned as an individual at ensuring that the quality of education is high and to update the teachers' performance. Ogundele (2008) stated that in the school quality education is one of the central issues according priority to the recent educational reforms that is going on worldwide and inspection as one of the mechanism used in achieving acceptable standards and predetermined specifications in education.

Whitley (2001) defined quality in education as all policies, processes and actions through which adequate instructional strategies are provided towards enhancing quality. Musa (2014) sees inspection as a systematic effort to help students understand themselves, get in touch with their own feeling and monitor their behavior, persuading students to desist from applying wrong procedures in carrying out certain functions on their jobs and at the same time try to emphasize the importance of good human relations in an organisation. Inspection is therefore day to day guidance of all education work and cultivation good working relation, inter-personal relations among all the people that re involved in the teaching learning process. Fasasi (2014) aimed at the following: Ensuring that teaches re performing their duties as expected, improving the incompetence teachers, providing the school organisation patterns and materials to enhance education growth.

Determining special abilities possessed by teachers and deciding who to be transferred, retained, promoted or disengaged, improving teachers' effectiveness determining the 'tone' of the school, deciding the nature and content of the curriculum and maintenance of the performance of the school staff. According to Dare (2013), quality assurance can be defined as the process of ensuring that quality of learning opportunities is appropriate to enable students meet the

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academic standard and award for their study. Dare (2013) also stated that quality can be viewed from different perspectives and by different people, professionals. According to Amadi (2011), quality assurance is the process of meeting or conforming to generally accepted standards commitment and appropriate academic and professional development in educational setting. Abdulkareem, Ogundele and Etejere (2012) described quality assurance in education as a systematic measurement, comparison with standard, monitoring of processes and associate feedback loop that confers error preventions, quality control that focused on output.

Ogundele and Oparinde (2012) also identified three quality control mechanisms to be put in place in order to enhance quality assurance in education. Among the control mechanisms are: time table, examination ethics, and supervision of instructions, students' academic performance, staff motivation and record keeping. The authors however stressed the important supervisory techniques that could be put in place like micro teacher, clinical supervision, and classroom visitation, external and internal supervision. Ogundele and Sambo and Bwoi (2014) however describe effective supervisory practice as an effective tool for enhancing educational goals achievement in Nigeria. The rationale for this study is to examine the types of supervisory techniques put in place towards enhancing quality assurance junior secondary schools in Bauchi State.

STATEMENT OF THE PROBLEM

The research carried out by Abdul-Aziz (2013) was able to identify problems of supervision in junior secondary schools in Nigeria. Among the problems identified are teachers, students, governments, community and the societal related problems in general. The poor supervision was also one of the reasons that teaches tend to neglect their primary assignment which in turns affect the general standard of education (Bwoi, 2014).

PURPOSE OF THE STUDY

The study focuses on the relationship between the inspectory techniques and teaching quality in junior secondary schools in Bauchi State Nigeria. Specifically, the study is to:

- Find out the types of inspectory techniques used for enhancing quality teaching in junior secondary schools.

- Investigate the mechanisms of quality teaching in junior secondary schools in Bauchi State.
- Examine the impacts of inspectory techniques on pupils' academic performance of junior secondary schools in Bauchi State.

RESEARCH QUESTIONS

1. What are the inspectory techniques used for quality teaching in junior secondary schools?
2. What is the mechanism of quality teaching in junior secondary schools in Bauchi State?
3. What are the impacts of inspectory techniques on pupil's academic performance?

HYPOTHESES

1. There is no significant relationship between inspectory techniques used and the quality of teaching in junior secondary schools.
2. There is no significant mechanism of quality teaching in junior secondary schools in Bauchi State.
3. There are no significant impacts of inspectory techniques on pupil's academic performance.

RESEARCH METHODOLOGY

The population for this study comprised teachers and students. There are 650 junior secondary schools in Bauchi State, out of which 60 were used sing stratified random sampling technique. The sampled schools were selected from each of the three senatorial districts. Also, stratified random sampling techniques was used to select 200 teachers compromising of head teachers, district inspectors, head of department examination officers from each of the selected schools.

The instrument used for data collection was a questionnaire tagged "Inspection Techniques and Quality Teaching Questionnaires" (ITQTQs) which was self-designed to gather data from the respondents. The questionnaire dealt with demographic information and items bothering on inspectory techniques and quality assurance in junior secondary education. Scoring was based on a four point Likert scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) respondents were expected tick the alternatives that best to their knowledge.

The researchers personally distributed the questionnaires to the randomly selected respondents in their schools. The completed questionnaires were

retrieved by the researchers after administration. The null hypotheses generated to guide this study were tested using Pearson product moment correlation statistics. All the research questions were analyzed using descriptive statistics like percentages.

RESULT AND DISCUSSION

Research Question One: *What are the inspectory techniques adopted for quality teaching in junior secondary schools?*

Table 1: Inspectory Techniques Used in Junior Secondary Schools of Bauchi State

S/N	Inspectory Techniques	N	Agreed Mean	Disagreed Mean	Mean Difference
1	Classroom Visitation	200	2.63	1.43	1.21
2	External Inspection		4.20	0.48	3.72
3	Inter-School Inspection		3.58	0.86	2.64
4	Clinic Inspection		1.05	2.37	1.32

Sources: Field Work, 2021.

Table 1 indicates teachers' responses to the Inspectory techniques that are used for quality teaching in junior secondary schools in Bauchi State. It can be seen that classroom visitation. External inspection and intra-school supervision are more frequently used for quality teaching in junior secondary schools with the average mean of 2.63, 4.20 and 3.58 while clinical inspections have 1.05. The result agreed with the findings of Ogundele, Sambo and Bwoi (2014) which stated that the inspectory techniques that are mostly used in junior secondary schools are classroom visitation, inter, intra and external inspection and these inspectory techniques system aids quality assurance in Nigerian educational system.

Research Question 2: *What are the Mechanisms of quality teaching in primary schools in Bauchi State?*

Table 2: Quality Teaching Mechanisms put in place in junior secondary schools of Bauchi State.

S/N	Quality Teaching Mechanism	N	Agreed Mean	Disagreed Mean	Mean Difference
1	There is frequency of inspection in school.	200	2.55	1.47	1.08

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2	The inspectors are well qualified which enhances quality of the teachers	200	3.40	0.96	2.44
3	Inspection aids teachers' commitment in the schools.	200	3.00	1.20	1.80
4	Inspectors works cooperatively with the teachers in the schools	200	4.08	0.55	3.53
5	Inspectors monitor the pupils' progress in junior secondary schools	200	2.70	1.38	1.32
6	Inspectors check teachers' records at all times	200	3.05	1.17	1.88
7	Teachers are allowed to visit other schools to acquire skills	200	2.60	1.44	1.16

Sources: Field Work, 2021.

Table 2 indicates that teachers have good teaching mechanism with average mean rating of more than 2.5 for those that agreed with the items 1 to 7. The finding reflects the fact that the relationship existing between inspectory techniques and quality teaching mechanism in junior secondary schools may be due to the fact that some of the heads and teachers cherishes their jobs and want to protect it. Also, on the relationship between inspectory techniques and quality teaching, the findings show that both the classroom visitation and internal inspection are related to the quality teaching.

This is in line with the Whitley (2001) who described the modern inspection as a technique that enhances sound educational research, effective teaching and learning environment. The junior secondary schools teachers in the state in reference to perceive inspection activities carried out by superior teachers or designated body as a technique to assist, to encourage or oversee the teaching learning in the school. This is in line with other school's views such as Ogunsaju (1982) who described supervision as "a way of advising, guiding, refreshing, encouraging, stimulating, improving and overseeing certain group of teachers".

Research Question 3*: What are the impacts of Inspectory Techniques on Pupils' academic performance?*

Table 3: The Impacts of Inspectory Techniques on Pupil's Academic Performance.

S/N	Impact of Inspectory Techniques	N	Agreed Mean	Disagreed Mean	Mean Difference
1	Excellence	180	4.50	0.50	4.00
2	Very Good Performance	170	4.25	0.75	3.50
3	Good	150	3.75	1.25	1.25
4	Fair	50	1.25	3.75	1.25
5	Poor	0.	0.00	0.00	0.00
	Total	**200**			

Sources: Field Work, 2021.

The table 3 indicates the level of responses on the impacts of inspectory techniques on pupil's academic performance. The average mean of 4.50, 4.25 and 3.75 agreed that inspectory technique can improve pupils academic performance with excellence, very good and good performance. While the average mean of 1.25 shows a fair performance which is less than 2.5.

HYPOTHESIS TESTING

Hypothesis One*: There is no significant relationship between inspectory techniques and quality teaching in junior secondary schools in Bauchi State.*

Table 3: Inspectory Techniques and quality teaching of junior secondary schools in Bauchi State.

S/N	Variables	N	Mean	SD	DF	t-cal	t-crict
1	Agreed	10	0.25	1.56	198	2.140	1.653
2	Not Agreed	190	4.75	29.7			
	Total	**200**	**5.00**				

Sources: Field Work, 2021.

Table 4 above shows the relationship between inspectory techniques and quality teaching in junior secondary schools in Bauchi State. The value of t-calculated is 2.140 which is greater than the table value of 1.653. Since t-cal.2.140 > t-crit. 1.653, the researcher agreed that there is a significant relationship between the inspectory techniques and quality teaching in junior secondary schools in Bauchi State. Thus, hypothesis one is not to be accepted. The result was supported by

Ogundele (2008) which states that regular class visitation by the proprietors enhance quality control and quality assurance in Nigeria educational system.

Hypothesis Two*: There is no significant mechanisms of quality teaching in junior secondary schools in Bauchi State.*

Table 5: The Table of Significant Mechanisms of quality teaching in junior secondary schools in Bauchi State.

S/N	Variables	N	Mean	SD	DF	t-cal	t-crict
1	Agreed	50	1.25	7.81	198	1.040	1.653
2	Not Agreed	150	3.75	23.4			
	Total	**200**	**5.00**				

Sources: Field Work, 2021.

The table 5 indicates the significant mechanism of quality teaching in junior secondary schools in Bauchi State. It aims at testing the null hypotheses which state that there is no significant mechanism of quality teaching in junior secondary schools in Bauchi State. The analysis using t-test indicts that t-calculated is less than t-critical (t-cal. 1.040 < 1.653). The researcher therefore agree that there is no significant mechanism for quality teaching in junior secondary schools in Bauchi State. There, the hypotheses number two is accepted.

Hypothesis Three*: There is no significant impacts of inspectory techniques on pupil's academic performance.*

Table 6: The Table of Significant Impacts of Inspectory Techniques on pupil's academic performance.

S/N	Variables	N	Mean	SD	DF	t-cal	t-crict
1	Agreed	70	0.75	7.81	198	0.965	1.653
2	Not Agreed	130	4.25	23.4			
	Total	**200**	**5.00**				

Sources: Field Work, 2021.

Table 6 shows that table significant impacts of inspectory techniques on pupil's academic performance. It aims at testing the null hypothesis at 0.05 level of significant. The outcome of analysis shows the observed t-value to be 0.965 which is less than the t-critical value of 1.653. Since the t-calculated is less than t-table (0.965 < 1.653), the hypotheses three is to be accepted. Therefore, the researcher

concluded that there is a significant impact of inspectory techniques on pupil's academic performance.

CONCLUSION AND RECOMMENDATION

Conclusively, in order for quality education to be achieved in junior secondary school level, inspection through visits to teacher at work, checking of teachers records of work classroom inspection and inspection of the teachers on the areas that may need improvement. Effectiveness of inspection techniques will aid quality teaching in junior secondary schools in Bauchi State.

RECOMMENDATION

The following recommendations on how enhance quality assurance in junior secondary schools in Bauchi State was proffered:

1. State Primary Education Board should produce benchmark for enhancing quality teaching in the schools and paste on their notice boards.
2. Professional bodies such as Nigerian Union of Teachers Conference of Primary School Heads of Nigeria and other should be visiting schools at a moderate interval to verify the quality of the curriculum contents and give advice on how to improve teaching and learning.
3. Enough means of transportation should be provided for the external inspection to ease their movement from school to school.
4. Educational facilities should be adequately provided towards enhancing quality teaching in junior secondary schools.
5. Teachers in field should see school heads or external inspectors as experienced officers having a lot of experience to share with them in term of teaching and learning.
6. Teachers and schools should imbibe the culture of good records keeping that can be used either by the inspector or quality assurance officers for assessment.
7. School inspectors should be consistent and ready to help teacher at all times, they should be sincere, approachable, and firm and always ready to improve their knowledge to be above their inspecting teachers.
8. Junior Secondary School heads should encourage inter and intra school inspection that will help them in their teaching learning process.

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