

# The Challenges Facing Schools' Inspection Amid Universal Basic Education (UBE) Implementation In Nigeria

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## Abstract

In 1999, Universal Basic Education (UBE) programme was inaugurated in Nigeria, to increase the access of the citizens to basic education and correct other loopholes inherent in its provision. Since the inception of the programme however, there have been massive commitments of human, materials, and financial resources to its implementation, amid the parlous state of the economy. Over the years, inspection has been an activity which is geared towards the improvement of the quality of education in schools. In spite of the role it can play in achieving this feat and the objectives of Universal Basic Education (UBE) programme, inspection is ineffectively carried out in Nigeria. This paper examines the challenges facing inspection in Nigeria such as inadequate resources, inadequate inspectors, limited time, uncooperative attitude of schools' administrators and teachers, corruption, among others. To achieve this feat, reports of authors and statistics as well as findings of researches in literature, were explored. To improve the state of inspection in the country, adequate funding, recruitment of more inspectors, regular training and re-training of inspectors, among others, are imperative.

**Keywords:** Challenge, School, Inspection, School inspection, Education, Basic Education, Universal Basic Education, Implementation

## 1.0 Introduction

Many issues, call for serious attention to be paid to inspection in Nigeria educational system. Of particular interest is the fact that there has been an explosion in the enrolment of schools. As at 1960, total enrolment in primary schools, was 2,942,618 as against 168,309 in the secondary (Ukeje, 1991). Enrolment however increased to 21,294,517 and 6,625,943 respectively in 2008 (Federal Republic of Nigeria, 2009). The growth in enrolment as a result of the increase in the demand for education, has led to over population and high class size in schools (i.e. beyond the stipulated standard in National Policy on Education) (Federal Ministry of Education, 2007; Federal Republic of Nigeria, 2009a). Enrolment in schools, has also not kept pace with teacher supply. Statistics (Federal Republic of Nigeria, 2009) revealed that as at 2008, there were 586,930 teachers in primary schools in Nigeria, with teacher-pupil ratio 36, as against 270,650 in the secondary, with teacher-pupil ratio 24 (although incomplete data), thus making teachers to face the challenge of having to cope with too much pupils in class. It is also important to note that the expenditure on education sector has continued to grow in value (Central Bank of Nigeria, 2010) even though this has proved to be inadequate for the needs of the sector. According to Ogunnu (2000), the greater the amount of money expended on

education, the greater the need for accountability to ensure that the fund is judiciously utilized to achieve its objectives.

In spite of their roles in the educational system, the quality and effectiveness of teachers in Nigeria, leaves much to be desired. In Nigeria's National Policy of Education (Federal Republic of Nigeria, 2004), it is stipulated that Nigerian Certificate in Education (NCE) is the minimum qualification for teaching. Statistics (Federal Ministry of Education, 2007; Federal Republic of Nigeria, 2009a) however confirms that many teachers in Nigeria are yet to acquire this basic teaching qualification. The preponderance of many unqualified teachers in schools thus calls into question the quality of education being provided for pupils/students. Many discrepancies could also be noticed in the training of teachers in Nigeria (Ige, 2011; Kaju, (1999) cited in Eweniyi (2002). Over the years, tertiary institutions in Nigeria (where teachers are trained) have been facing many challenges such as the incessant staff strike, students unrest, cultism, inadequate and decayed infrastructural facilities, inadequate as well as loss of academic staff (i.e. brain drain), just to mention few (Okebukola, 2002; Ajayi, I.A., Hastrup, T.E., & Osalusi, F.M (2010). All these have contributed to the declining quality of their graduates (Dabaleen, Oni & Adekola, 2000; Saint, Hartnett & Strassner, 2003).

It is also disturbing to note that the attitudes of many teachers to teaching in Nigeria have not been encouraging. Many teachers are absentees and perpetual latecomers in Nigeria (Achimugu, 2005) while many are traders, drivers, and businessmen/women (Ajayi & Shofoyeke, 2003; Famade, 2001) at the expense of their primary assignment, which implies that many teachers in Nigeria are ineffective, which is reflecting in increasing trend of failures in examinations (Federal Ministry of Education, 2007; Punch, 2010, 17<sup>th</sup> March), examinations malpractices (Awe, 2004; Olatubosun, 2009), and poor quality of outputs of educational institutions (Adeyemi & Ige, 2002).

## **2.0. Basic Education, in Nigeria's context**

Obayan (2000) describes 'basic education' as that level, type, and form of learning needed to build firm root for literacy and numeracy, to inculcate basic life skills and more importantly, how to learn. It is the kind of education which can expose a child to the education process. It provides the foundation on which the advanced education rests and can enable a child to live comfortably in the society even his/her education is terminated at that stage. According to Universal Basic Education Act (Federal Republic of Nigeria, 2004b), basic education comprises Early Childhood Care, Development and Education (ECCDE); the nine years of formal schooling (including the 6 years in the primary and 3 years in junior secondary school); adult literacy and non-formal education, skills acquisition programmes, and education of the special groups of individuals such as the nomads and migrants, girl-child and women, 'almajiris' (street children), and the disabled groups.

## **3.0. Universal Basic Education Programme in Nigeria: Scope and Objectives**

Universal Basic Education (UBE) is a reform programme, which was launched by federal government of Nigeria on 30<sup>th</sup> September, 1999 at Sokoto State. It is meant to eradicate illiteracy, ignorance, and poverty among the citizens as well as stimulating and accelerating national development, political consciousness, and national integration (Educational Research Network for West and Central Africa, 2003). It is also meant to provide free and compulsory basic education for all school-aged children, irrespective of their physical and gender status. It was launched as an evidence of Nigeria's commitment to increase the access of the citizens to basic education, in line with the global crusade of Education for All (EFA) and the Millennium Development Goals (MDG). The scope and objectives of the programme are indicated in Table 1.

**Table 1: Scope and Objectives of Universal Basic Education Programme in Nigeria**

SCOPE	OBJECTIVES
<ul style="list-style-type: none"> <li>-Programmes/initiatives for early childhood care and social mobilization.</li> <li>-Education programmes for the acquisition of functional literacy, numeracy, and life-skills especially for adults (persons aged 15 and above).</li> <li>-Out-of-school, non-formal programmes for updating the knowledge and skills of persons who left school before acquiring the basics needed for lifelong learning.</li> <li>-Special programmes for nomadic populations.</li> <li>-Non-formal skills and apprenticeship training for adolescents and youths who have not had the benefit of formal education.</li> <li>-The formal school system, from the beginning of primary education to the end of junior secondary school.</li> </ul>	<ul style="list-style-type: none"> <li>-Developing in the entire citizenry, a strong consciousness for education and a strong commitment to its vigorous promotion.</li> <li>-The provision of free, compulsory and Universal Basic Education for every Nigerian child of school-going age.</li> <li>-Reducing drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency).</li> <li>-Catering for the learning needs of young persons who, for one reason or another, have interrupted their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education.</li> <li>-Ensuring the acquisition of the appropriate levels of literacy, numeracy, manipulative, communicative, and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for lifelong learning.</li> </ul>

Source: Federal Republic of Nigeria (2004b). Universal Basic Education Act

#### 4.0. Rationale for Universal Basic Education Programme in Nigeria

Prior to the inauguration of Universal Basic Education (UBE) programme in Nigeria in September, 1999, many issues were at stake in the provision of basic education. Many children that supposed to be in school then could not gain admission. According to Alabi (2005), out of the 21 million children of school-age in Nigeria as at 1996, only 14.1 million children were in schools. The completion rate was 64% while the transition to secondary school rate was 43.5%. It was also evident (Okoro, 1998) that there was disparity in the provision of basic education on gender and geographical location bases (i.e. in favour of the southern part). Infrastructural facilities were also inadequate while most of those available were in a state of decay (Okoro, 1998). The poor state of education then, necessitated the introduction of Universal Basic Education programme, to strengthen the nation's basic education, remove the distortions and the inconsistencies in basic education delivery, as well as reinforce the implementation of the National Policy on Education.

#### 5.0. Inspection and Inspectors, in Nigeria's Context

The concept 'inspection' takes its root from the word 'inspect', which according to Oxford Dictionary of English is 'to make official visit to an organization or check on standards'. Adetula (2010) defines it as the assessment of the state of educational system, to ascertain its acceptable standard. It thus implies from these definitions and others still in literature that inspection is a process of monitoring school's activities, to ensure that they are carried out according to standard and in such a way that can ensure the achievement of the stated schools' objectives and education in general. It is carried out by individuals who are referred to as the 'inspectors'. In Nigeria, inspectors are Education Officers who have been trained in the field of education. They abound in the Inspectorate Department of the federal and states Ministries of Education and also in the Teaching Service Commission, Area Education Offices, Local Government Education Authority (LGEA), State Universal Basic Education

Board (SUBEB), and other education inclined government parastatals. Although, due to dearth of qualified personnel, many staff of these parastatals, are usually co-opted as inspectors, to visit schools. They are concerned with curriculum development, effective utilization of grants and materials allocated to schools, stimulation of teachers, and ensuring that schools adhere strictly to educational objectives, standards, and policies of government (Badare, 2007).

### **6.0. Purposes of Inspection**

Inspection serves many purposes in the educational system. The purposes of inspection can however be appreciated by drawing experiences from few countries that had imbibed it. According to Clegg & Billington (1994), while reflecting on the practice of inspection by the Office of Standards in Education (OFSTED) in Britain, the major purpose of inspection is to collect a range of evidence, march these against a statutory set of criteria, arrive at judgments and make those judgments known to the public. According to Maw (1996), while reflecting on the British Education Act of 1992, noted that the role of inspection in Britain is to monitor the standards, quality, efficiency, and ethos of schools and inform government and the general public on these matters. McGlyn & Stalker (1995) also attributed the purposes of inspection in Scotland to be: the report on effectiveness of education in schools and other educational institutions; recommend action for improvement; evaluate the arrangements for assuring quality in schools; and provide frank and objective advice to the higher education authorities, as well as to ensure that educational initiatives are implemented effectively.

Wilcox & Gray (1964) added that inspection: gives the inspectors an opportunity to observe classrooms and thereby serves as a better basis for discussing the development of the school with head teachers; gives schools' inspectors an opportunity to learn about the schools, head teachers, teachers, the curriculum, students, and indicates which way forward; provides useful information for parents in their choice of schools; leads to better understanding of schools; enhances staff cooperation and public recognition that the school is basically on the right track; boosts staff morale. According to Hargreaves (1995), inspection serves as a powerful way of monitoring the educational system, tracking standards and performance levels over a period of time, and identifying schools failures. McGlyn & Stalker (1996) are also of the opinion that the findings of inspection are used to identify aspects requiring attention and improvement in individual schools to clarify performance of educational system and to inform national and regional educational policy, practice and development.

Apart from the aforementioned, inspection has on the spot information on the type of method and materials a teacher is adopting during teaching thus helps to know whether this is appropriate for a lesson or not so that a better and appropriate method and materials can be used. It also helps in detecting teachers that are not committed and put them on the path of correction. The report of inspection exposes the shortcomings of teachers and creates opportunity for improvement to ensure effective lesson delivery. It also helps to improve the quality of lesson of teachers and helps in developing a teacher professionally. The report of inspection further exposes the level of performance of a teacher in class and in school and enables one to know whether a school is performing well or not. It also helps in knowing the needs of a school, in terms of instructional materials, teachers, and infrastructural facilities while it can as well be used as yardstick for promoting a school from one status to another.

### **7.0. Challenges facing Schools' Inspection in Nigeria**

In Nigeria, schools inspection has been criticized for its inability to assist classroom teachers to improve their performance (Tuoyo, 1999). Many factors are however affecting the effectiveness of inspection in Nigeria, which include the following:

**7.1. Inadequate Resources:** Money is believed to be the 'vehicle of evangelism'. Effective inspection requires adequate fund to purchase and maintain the vehicles that will convey the

inspectors to and from schools, the stationery as well as other logistics during the exercise. The issue of lack of stationery makes it difficult for meaningful reports to be prepared after inspection. In an ideal situation, inspection supposes to be carried out regularly, in view of the number and population of schools, as well as the prevailing cases of misdemeanors in schools in Nigeria. Unfortunately, inspection of schools has been irregular in view of inadequate fund to achieve this feat. This has been making many schools not to be visited in a term or session thus contributing to the rots that can be observed in many schools these days. Inspectors are also facing the problem of lack of means of transportation especially those that have to go to the rural areas (Mwanzia, 1985; Olembo et al, 1992). This is compounded by the fact that some schools are located in the remote areas which are non motorable while some are in the difficult terrains such as water side, hill top and island. There is also lack of sufficient funds such as travelling and subsistence allowances for inspectors to meet expenses associated with transport and accommodation.

**7.2. Inadequate qualified Inspectors:** There is dearth of qualified personnel for inspection in Nigeria. Many of the so called inspectors are incompetent, lacking the skill and pedagogical training which are requisite for the task. Available Inspectors are also inadequate for the growing number of schools and enrolment. Schools inspectors are also saddled with heavy workloads thus making it difficult for them to carry out effective inspection. Ogunnu (2000) reported that in Edo state, there were 1,008 primary and 145 secondary schools, compared to fifteen (15) staff at the Inspectorate Division of the Ministry of Education, and Post-Primary Schools Board. It is quite disturbing that out of the fifteen inspectors, only six had degree in education while none had specialized training in inspection/supervision. What this implies is that most inspectors are misfits. What then can one expect from such unqualified inspectors? In most schools, the parochiarness of inspectors is reflecting in many ways. Most of the vital areas that need to be addressed are often left out by the inspectors.

**7.3. Lack of Orientation for Inspectors:** Many personnel that are involved in inspection in Nigeria cannot see beyond their noses, being deficient in the required skill, pedagogy, and orientation for the task. Due to their incompetency, most vital areas are left out during inspection thus making it difficult for quality control, which is the main objective of the exercise to be achieved. There are also many unprofessional attitudes of school inspectors such as harshness to and even harassment of teachers even in the front of pupils/students (Kamuyu, 2001; Masara, 1987). According to Isolo (2000), many inspectors are fond of looking down upon teachers with resentment and suspicion while some are dictatorial and work with unsmiling determination, which often lead to cold war between them, teachers and schools' administrators. All these attitudes have led to poor relationship between inspectors and teachers (Masara, 1987).

**7.4. Limited Time for Inspection:** The time being scheduled for inspection of schools in Nigeria, is inadequate. In an ideal situation, inspection of schools supposes to be carried out on regular basis in view of the fact that there are many issues that manifest in schools daily, which require the attention of government or its agent. Unfortunately, there is lack of sufficient time for adequate and meaningful inspection of schools thus making it difficult for the inspectors to have a true and clear picture of schools being inspected before leaving them. (Nakitare, 1980; Wilcow & Gray, 1994). Due to inadequate time, inspection in schools is superficial and mere formality. Inspection these days is carried out periodically. In some cases, schools are inspected when negative reports about such schools, had been received by the Ministry of Education, Teaching Service Commission, Zonal/Area Education Offices or any other agency in charge of education. Also, most inspection lasts for few hours instead of days or weeks. There is thus 'fire brigade approach' to inspection in schools in Nigeria. The limited time for inspection thus makes many inspectors to ignore vital areas in schools. The busy schedules of

many inspectors who are mostly civil servants, also limits the time being devoted for inspection.

**7.5 Attitudes of Teachers and Schools' Administrators:** In Nigeria, many teachers are skeptical of inspection and are thus fond of showing uncooperative attitude(s) during the exercise. Due to years of experience, qualifications, and status, some teachers believe that they are above inspection. Such teachers often fail to submit records when it is time for inspection. Some teachers are even fond of running into bushes during inspection, particularly if it caught them unawares. Some schools' administrators dislike inspection and often refuse to submit relevant records and provide necessary information for the inspectors when they are around in their schools. Many teachers also address inspectors using foul languages while many teachers often fail to submit records to the inspectors, particularly when they are improperly kept. In an ideal situation, records after preparation, are supposed to be scrutinized by the authorities of school such as the Head of Department, Vice-Principal Academics and at times, the Principal/Headmaster/Headmistress. In many schools, some teachers do fail to submit records to higher authorities for scrutiny and endorsement, particularly when there is conflict of personality between them. Observation of the author reveals that issue of promotion has been causing rancour in many schools in Nigeria. If a teacher believes that he/she is a senior to an appointed Head of Department, such teacher will avoid the HOD when it is time for scrutinisation and endorsement of records. It is thus not surprising that some teachers are fond of writing lesson notes and endorse these themselves just to satisfy the gullible inspectors. All these acts make many teachers' records to be errors laden thus making them unreliable and invalid.

**7.6. 'Window Dressing' in Schools:** In an ideal situation, a school and teacher suppose to prepare for inspection at all time. In the past, inspection used to be an impromptu exercise. Teachers and schools' administrators were then fond of preparing for inspection at all time so as not to be caught unaware and to avoid the embarrassment from the inspectors. Most inspection visits to schools these days, are carried out after the notification of the management of schools. What has been a norm is the last minute tidying up of schools' environment by schools' administrators, as well as the preparation of records by teachers. As soon as the inspection is over, such schools' administrators and teachers often return to the old practices. The 'camouflage' nature of many schools and teachers thus makes many inspectors to write false report of the situation in schools.

**7.7. Non implementation of inspection Reports and Non provision of Feedback and follow up on inspection:** One of the characteristics of a good inspection is the prompt submission of reports with recommendations to the appropriate and relevant authorities such as school authorities, Permanent Secretary, Ministry of Education, Teaching Service Commission among others that have the power to exercise disciplinary measures on the teachers and administrators found to have displayed act of dereliction of duty so that they can take necessary action aiming at improving the situation in such schools. In Nigeria, most inspection reports are kept away from teachers and schools' administrators and even when submitted, are kept in files without action taken on them. Negative inspection reports from schools are often blocked from reaching the appropriate quarters, for fear of reprisal action that might be taken by government against such schools. Some schools' administrators are also highly influential to the extent that they do influence the reports of inspection, particularly when such report is negative and concerns their favourites and community. It is not a gainsaying that feedback and follow up initiatives are essential in inspection but unfortunately, these are ineffective in Nigeria. In most cases, inspectors do not follow up and create opportunity for feedback, to ensure that their recommendations for improvement are followed.

**7.8. Corruption among Teachers, Schools' Administrators and Inspectors:** It is obvious that corruption is a demon with more than a thousand faces in Nigeria. It is a menace that has crept into all activities and touches all sectors of the economy including education. Money meant for educational programmes are often diverted into private coffers by some of those in corridors of power. In Nigeria, government money is 'national cake'. Every individual thus wishes to cut his/her share of the cake. Cases of misappropriation of education funds now dominate the print and electronic media. A report in the Nation of Friday, 7<sup>th</sup> March, 2008 as example, indicates that between 2005 and 2006, some States in Nigeria, diverted the sum of N3.3 billion out of the N54.7 billion released for the development of primary education nationwide. The menace of corruption is also having its toll on inspection exercise. Many inspectors believe in the amount they hope to make from the exercise. In most cases, Inspectors and schools' administrators have to agree, prior to the commencement of inspection, particularly if a good report is expected at the end of the exercise. During inspection, it has even been a norm for inspectors to be served different kinds of meal and drinks by school's administrators. At times, gifts such as yam, plantain, foodstuff, among others, are offered to inspectors to make them compromise their integrity and write good report of inspection. It is thus not surprising that most reports of inspection these days are 'pseudo' rather than being real.

Another aspect of corruption noticed during inspection in Nigeria borders on the falsification of records such as Time Book, Class Attendance Register, Diaries, Teachers' Marks Book, Lesson notes, among others to inspectors. It has been a norm in many schools for teachers to submit false records which they hurriedly prepared to the inspectors. This habit is prevalent because they believe that if they submit the real records, they might be indicted by the inspectors or schools' authorities. A Director in the Ministry of Education in one of the States in the Southwest of Nigeria discovered during an inspection of primary schools in the state capital, cases of teachers who arrived late in school but signed the timesheet as arriving on time (Adelabu, 2005). Such attitude is least expected from teachers who the pupils consider as role models and symbols of morality.

### **7.9. Suggested Solutions**

It is not a gainsaying that government has committed a lot of resources to the implementation of Universal Basic Education (UBE) programme in Nigeria. To who so much is given therefore, so much is expected. It is expected that the investment of government on the UBE programme will pay off through the achievement of its objectives. Situation where teachers that suppose to teach the pupils and students, are ineffective will lead to poor training of the pupils and students, which might lead to poor academic performance. When pupils and students are improperly taught in schools, this can lead to their dropping out from schools. High dropout rate will however be a waste of the resources of government on education and those of the parents on the training of the pupils and students. In view of the fact that inspection plays vital role in schools, it is imperative for the exercise to be overhauled in Nigeria so that it can achieve its objectives. To achieve this feat call for the following:

**8.0. Need for Inspectors to be Professional:** Schools' inspectors should be professional in their practices. They should: provide objective judgment of teachers, head teachers and principals' performance; establish friendly and interactive atmosphere with teachers and head teachers and cultivate harmonious working relationship with teachers and head teachers. They should stop their bullying attitude towards teachers and head teachers and do their work objectively and with courtesy.

**8.1. Recruitment of more Inspectors:** In view of the increasing growth in the number and enrolment of schools in Nigeria, there is need for Government to recruit more Education Officers to strengthen the existing stock of inspectors.

**8.2. Training and Retraining of Inspectors:** Many deficiencies could be noticed during inspection process in schools ranging from poor interaction of inspectors with teachers and schools' administrators, poor communication strategy in the course of inspection. Inspectors thus need to train in all aspects of schools administration and in the area of inspection. They also need to be well informed about the modern methods in their disciplines. Training in effective communication is thus imperative for them to discharge their duties conscientiously. Specialist in different aspects of schools administration thus need to be recruited to train the inspectors rather than mediocre. Also, inspectors should be given the opportunity to attend conferences, seminars and workshop to make them more effective in the discharge of their duties.

**8.3. Provision of Adequate Fund and Facilities for Inspection:** There should be adequate provision of fund and prompt release of fund to the inspectors by government to encourage them towards effective discharge of their duties. It has been observed that in most states in Nigeria, vehicles for inspection exercise are inadequate while most of the available ones are in bad state thus making it impossible for inspectors to carry out regular inspection. There is thus the need for Government to purchase more vehicles for inspection exercise and overhaul the existing ones in the Inspectorate Unit of the federal and state's Ministry of Education and other parastatals.

**8.4. Motivation of Inspectors:** Ogunnu (2000) reiterated that inspectors are the most neglected sector of the education workforce in Nigeria. In spite of the fact that teachers are receiving more attention of government in Nigeria, the story is different with regards to the inspectors. There is thus the need for Inspectors to be highly motivated through regular payment of their salaries and allowances, provision of decent accommodation for them when they are in schools, provision of effective transport facilities to enable them carry out inspection regularly. Imprest can also be provided for the inspectors for them to purchase the needed items and meeting the other logistics and to discourage them from corrupt practices.

**8.5. Change of Attitudes towards Inspection:** There is need for inspectors, teachers and head teachers to develop positive attitudes towards inspection

**8.6. Provision of Feedback and Follow-up visit after inspection:** There is need for feedback and follow up after inspection. The need for feedback on findings of inspection has been expressed in few studies, for example, Dean (1995) in a study that explored primary and secondary teachers and head teachers perceptions regarding school inspection in 5 local authorities in UK, reported that participant studied felt very strongly about the importance of feedback, especially verbal feedback on lessons observed by inspectors. The participants also felt the need for follow-up in terms of support for working on the findings of inspection and reviews of progress later. There should be feedback to head teachers, teachers and to other school personnel with opportunities for discussion and reflections with the key stakeholders. Trethwan (1991), cited in Thomas (1996) however advised inspectors to give feedback very soon to stop the teacher wondering whether some action was wrong or right in the appraiser's eye and boost the morale of teachers.

**8.7. Cooperation between Teachers, Schools' Administrators, and Inspectors:** Schools' personnel such the principals/headmasters/headmistress should always cooperate with the inspectors to achieve their goals. According to Wanga (1988), teachers should be encouraged to participate in developing assessment procedures employed by inspectors to evaluate teachers, to enable them understand the criteria on which the inspectors commonly judge them which will facilitate understanding of what constitutes effectiveness in education and school inspection in particular. According to Olembo et al (1992), teachers should be adequately involved in inspectoral activities and should be informed about all aspects of inspection.



Inspectors should be given guidelines by the administrative unit of Inspectorate to enable them know what to look for and what type of advice, corrections etc. to give.

**8.8. Adequate Training of Inspectors:** Findings of some studies, have expressed the need for in-service training of head teachers. Nakitare (1980), in a critical study of supervisory practices in Kimilli Division of Bungoma District, Kenya reported that 18% of the teachers studied felt that head teachers should be given in-service training to update their knowledge of the subjects taught in schools and enable them provide objective and realistic feedback to external school inspectors. Mwanzia (1985) also observed that training of school inspectors was essential as a means of providing them with the necessary skills unique to supervision and to facilitate understanding of the modern methods and tone regarding inspection. There is thus the need for training of inspectors in Nigeria to acquire the principles and techniques of objective inspection and evaluation and the procedures of fostering self evaluation by teachers. The inspectors should be mandated to upgrade their qualifications so as to gather more skills and knowledge and become better equipped for inspection and enable them to meet the new challenges of education and shoulder with coincidence the responsibilities they are expected to perform. Inspectors should be encouraged to visit other countries on exchange programs to enable them acquire additional knowledge about inspection.

**8.9. Provision of means of Transportation:** Nakitare (1980), in a critical study of supervisory practices in Kimili division of Bungoma District, Kenya also reported that the supervisors' studies recommended a need to provide them with vehicles to facilitate inspection of schools. Mwanzia (1985) also suggested the need to improve and maintain roads to facilitate inspection visits to schools. In view of the bad road networks and lack of access to many schools in Nigeria, government should improve the state of roads to the schools for easy transportation of inspectors to and from the schools, and for the performance of their duties.

**8.10. Provision of Resources for Inspection:** There is need to provide adequate resources such as funds, office accommodation and sectarian services to enable them discharge their duties effectively.

**8.11. Prompt writing of Inspection Reports:** Gray and Wilcox (1995) explored the extent to which Local Education Authority (LEA) primary schools in UK had implemented the key issues of the main recommendations of the inspection reports. He observed that the inspection and subsequent reports were considered to have had a generally beneficial effect particularly on those recommendations which staff considered to have already been in mind before the inspection. The head teachers thus saw inspection recommendations as a means of furthering their own aspirations for their schools. There is need for reports of inspection to be prepared in a meaningful and credible manner in Nigeria. Findings of reports should be made public and available to parents and other stakeholders such as the PTA, Board of governors, School Committees and the Area Education Officers.

**8.12. Monitoring of Inspectors:** Inspectors should always be monitored by higher authorities while there is need to ascertain the authenticity of their reports

## **9.0. Summary and Conclusion**

It is not a gainsaying that Universal Basic Education (UBE) is an important programme whose introduction in 1999 marked a turning point in the history of Nigeria, particularly its education development. Achievement of the objectives of the programme is paramount to government in view of the resources (financial, human and materials) being committed to its implementation. The role of inspection in the achievement of quality education, particularly, the objectives of this programme, cannot be over emphasised. In this paper, the challenges facing inspection which are undermining its effectiveness in Nigeria were examined. In the light of these challenges, the paper suggested possible solutions to achieve effectiveness of inspection in schools. It is however noteworthy that schools' administrators, government,

inspectors, and teachers have roles to play towards improving the state of inspection in Nigeria. With their stakeholders, there is high hope of achieving effective inspection and the objectives of Universal Basic Education (UBE) programme in Nigeria, as laid down by the planners.

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