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ABSTRACT
This study investigated the attitudes of senior secondary school teachers towards secondary school inspection in Obio/Akpor Local Government Area of Rivers State. Case study approach was adopted in the study. The population for the study consisted of 1,358 public secondary school teachers in Obio/Akpor Local Government Area, Rivers State which was made up of 474 male and 884 female teachers from which the sample size of 540 (39.8%) respondents were selected using the simple random sampling technique. The instrument used for data collection was developed by the researcher titled: Attitudes of Senior Secondary School Teachers Towards School Inspection Questionnaire (ASSSTTSIQ) with 0.85 reliability coefficient using Cronbach Alpha formula. Data collected were analyzed using Mean and Standard Deviation for the research questions while z-test was used to test the null hypothesis at 0.05 level of significance. Results revealed that the extent to which senior secondary school teachers show positive attitude towards school inspection; cope with the demands of school inspection; perceive the positive impact of the inclusion of educational supervision into the teacher education curriculum and appreciates the activities and roles of school inspectors is high. Results also showed that there is significant difference between the opinions of male and female senior secondary school teachers about the extent to which they show positive attitude towards school inspection, cope with the demands of schools inspection. Result further revealed that there is no significant difference in the opinions of male and female senior secondary school teachers on the extent to which they perceive that the inclusion of supervision in the teacher education curriculum has impacted positively on the practice of school inspection and appreciation for the activities and roles of inspectors in secondary schools. It was concluded that senior secondary school teachers in Obio/Akpor Local Government Area of Rivers State exhibit the right or positive attitudes towards school inspection irrespective of their gender. It was therefore, recommended among others that the ministry of education should through the quality assurance agency or inspectorate division carry out regular and thorough inspection of schools and discipline the ailing teachers and schools where necessary, and inspectors should not be too rigid or too flexible during school inspection in order to allow teachers to exhibit right attitude towards school inspection.

Keywords: attitudes, secondary schools, inspection, teachers

INTRODUCTION
Teachers play important role in the development and implementation of the curriculum (Makoju, 2004). The knowledge, intelligence and professional skills that teachers possess have direct bearing on the quality of education provided by schools in any country. It is said that the teacher resource is one of the most important inputs into the education system. They are critical determinants of educational quality.
Quality is a major concern in education today among parents, employees and the public at large and some of the parameters for measuring quality include what, how it is learnt and examined. Inspection is part and parcel of educational administration. It is used as a tool for quality control in schools by educational managers. Essentially, school inspection is an evaluative activity which is directed at school records (academic and financial), school buildings and other teaching facilities, teachers, teaching skills, the management and tone of the school, the schools health and welfare facilities etc. It could be full inspection, follow-through or routine visit. Officers who perform these functions are referred to as inspectors. School inspection is meant to enhance school effectiveness. Through careful observation and evaluation of the schools, inspectors provide educational administrators and policy makers with necessary data with which to fine-tune the school system to serve the society better. The importance of inspection in the total education process cannot be overemphasized. Basically, attitudes are mental predispositions or tendencies to respond positively or negatively to a certain thing, such as persons, events, or attitudes to objects (McMillan, 2000). Common to most of the various definitions of attitudes is that attitudes reflect evaluations of objects on a dimension ranging from positive to negative (Fabriga, McDonald & Wegener, 2005). According to Callaham (1980) and Richardson (2003), attention to attitudes has become a growing concern in teacher education. It is believed that the potential effects of attitude are vital for the nature of commitment and resilience an individual may have. Thus, it becomes crucial to understand and examine the attitude of teachers towards school inspection in order to ascertain how the teachers adapt to inspection in secondary school. In this light, researchers had argued that positive teacher attitudes contribute to the formation of positive pupil attitudes (Relich, Way & Martin 1994). Other studies have shown that classroom strategies used to teach a subject are influenced by teacher attitudes, which in turn, influence pupil attitudes (Carpenter & Lubinski, 1990).

**Research Questions**

The following research questions are drawn up to guide the study:

1) To what extent do male and female senior secondary school teachers show positive attitude towards school inspection?

2) To what extent do male and female senior secondary school teachers cope with the demands of school inspection?

**Hypotheses**

The following null hypotheses are formulated to be tested at the 0.05 level of significance.

- **H₀₁:** There is no significant difference in the opinions of male and female senior secondary school teachers about the extent to which they show positive attitude towards school inspection.

- **H₀₂:** There is no significant difference in the opinions of male and female senior secondary school teachers about the extent to which they cope with the demands of school inspection.

**METHODOLOGY**

The research design for this study is the case study approach. This design is to examine Attitudes of senior secondary school teachers’ attitude towards school inspection in Obio/Akpor Local Government Area. According to Akaninwori (2014), this type of design is suitable for studies involving small units.

**Research Question 1:** To what extent do male and female senior secondary school teachers show positive attitude towards school inspection?
Table 1: Extent to which male and female senior secondary school teachers show positive attitude towards school inspection

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>Male Teachers</th>
<th></th>
<th>Female Teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$\bar{x}$</td>
<td>SD</td>
<td>$\bar{x}$</td>
<td>SD</td>
</tr>
<tr>
<td>1.</td>
<td>Teachers feel that school inspection will help them to know the areas they need to improve upon in their job performance.</td>
<td>3.31</td>
<td>0.95</td>
<td>3.29</td>
<td>0.96</td>
</tr>
<tr>
<td>2.</td>
<td>School inspection is usually seen by teachers as good means of correction.</td>
<td>3.30</td>
<td>0.65</td>
<td>3.28</td>
<td>0.65</td>
</tr>
<tr>
<td>3.</td>
<td>Teachers do not feel tensed whenever school inspectors are visiting the school.</td>
<td>1.80</td>
<td>0.81</td>
<td>2.01</td>
<td>1.01</td>
</tr>
<tr>
<td>4.</td>
<td>I make sure I complete my lesson notes before the visit of the supervisors.</td>
<td>3.17</td>
<td>0.81</td>
<td>3.18</td>
<td>0.81</td>
</tr>
<tr>
<td>5.</td>
<td>Most teachers like to complete their lesson notes whenever they hear of school inspection and supervision.</td>
<td>1.98</td>
<td>0.78</td>
<td>2.45</td>
<td>1.41</td>
</tr>
<tr>
<td></td>
<td>Grand $\bar{x}$ and SD</td>
<td>2.71</td>
<td>0.08</td>
<td>2.84</td>
<td>0.97</td>
</tr>
</tbody>
</table>

Mean cut off mark 2.50

From table 1 above, it can be observed that items 1, 2 and 4 have mean ratings above 2.50 and are accepted, while items 3 and 5 have mean ratings less than 250 and are rejected.

Research Question 2: To what extent do male and female senior secondary school teachers cope with the demands of school inspection?

Table 2: Extent to which male and female senior secondary school teachers cope with the demands of school inspection?

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>Male Teachers</th>
<th></th>
<th>Female Teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$\bar{x}$</td>
<td>SD</td>
<td>$\bar{x}$</td>
<td>SD</td>
</tr>
<tr>
<td>6.</td>
<td>Most teachers imbibe the spirit of hard work and dedication to duty.</td>
<td>2.91</td>
<td>0.96</td>
<td>2.90</td>
<td>0.96</td>
</tr>
<tr>
<td>7.</td>
<td>Teachers ensure that they teach and cover their scheme of work for the term.</td>
<td>2.41</td>
<td>1.23</td>
<td>1.99</td>
<td>1.11</td>
</tr>
<tr>
<td>8.</td>
<td>Teachers do go to school early especially the day that there will be school inspection.</td>
<td>3.00</td>
<td>1.02</td>
<td>2.99</td>
<td>1.03</td>
</tr>
<tr>
<td>9.</td>
<td>Teachers do ensure that the diaries and class registers are filled and updated as expected.</td>
<td>3.12</td>
<td>0.76</td>
<td>3.13</td>
<td>0.75</td>
</tr>
<tr>
<td>10.</td>
<td>Teachers always ensure that their lesson notes are up-to-date before the arrival of the school inspectors.</td>
<td>2.78</td>
<td>0.87</td>
<td>2.60</td>
<td>0.89</td>
</tr>
<tr>
<td></td>
<td>Grand $\bar{x}$ and SD</td>
<td>2.84</td>
<td>0.97</td>
<td>2.72</td>
<td>0.95</td>
</tr>
</tbody>
</table>

Mean cut off mark 2.50

From table 2 above, it can be observed that items 6, 8, 9 and 10 have mean ratings above 2.50 and are accepted, while only item 7 has mean rating less than 2.50, hence it was rejected.

Test of Hypotheses

$H_0$: There is no significant difference in the opinions of male and female senior secondary school teachers about the extent to which they show positive attitude towards school inspection.
Table 3: z-test analysis showing the difference in the opinions of male and female secondary school teachers about the extent to which they show positive attitude towards school inspection

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>P</th>
<th>Z-cal</th>
<th>Df</th>
<th>Z-crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>270</td>
<td>2.71</td>
<td>0.08</td>
<td>0.05</td>
<td>2.19</td>
<td>538</td>
<td>1.96</td>
<td>Rejected</td>
</tr>
<tr>
<td>Female</td>
<td>270</td>
<td>2.84</td>
<td>0.97</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From table 3 above, it can be observed that the z-calculated value (2.19) is greater than the z-critical value (1.96). The null hypothesis was therefore, rejected due to the fact that the z-calculated value is greater than z-critical, and this implies that there is significant difference in the opinions of male and female senior secondary school teachers about the extent to which they show positive attitude towards school inspection in Obio/Akpor Local Government Area of Rivers State.

HO2: There is significant difference in the opinions of male and female senior secondary school teachers about the extent to which they cope with the demands of school inspection.

Table 4: z-test analysis showing the difference in the opinions of male and female secondary school teachers about the extent to which they cope with the demands of school inspection.

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>P</th>
<th>Z-cal</th>
<th>Df</th>
<th>Z-crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>270</td>
<td>2.84</td>
<td>0.97</td>
<td>0.05</td>
<td>1.45</td>
<td>538</td>
<td>1.96</td>
<td>Accepted</td>
</tr>
<tr>
<td>Female</td>
<td>270</td>
<td>2.72</td>
<td>0.95</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From table 4 above, it can be observed that the z-calculated value (1.45) is less than the z-critical value (1.96). The null hypothesis was therefore accepted since the z-calculated value is less than the z-critical value. This implies that there is no significant difference in the opinions of male and female senior secondary school teachers about the extent to which they cope with the demands of school inspection in Obio/Akpor Local government Area of Rivers State.

Summary of Major Findings
The summary of major findings in this study are as follows:
1. Majority of the male and female senior secondary school teachers show positive attitudes towards school inspection in Obio/Akpor Local Government Area of Rivers State with their grand mean (2.71) and (2.84) higher than the mean cut off mark (2.50). This shows that there is no significant difference in the opinions of male and female senior secondary school teachers about the extent to which they show positive attitude towards school inspection in Obio/Akpor Local Government Area of Rivers State.
2. Mean ratings of male and female senior secondary school teachers on the extent they cope with the demands of school inspection are high. This reveals that there is significant difference in the opinions of male and female senior secondary school teachers about the extent to which they cope with the demands of school inspection.

DISCUSSION OF FINDINGS
From the results in table 1 for research question one, the extent to which male and female senior secondary school teachers show positive attitude towards school inspection can be said to be high as indicated in items 1, 2 and 4 out of the five items with the mean ratings above the mean cut-off mark of 2.50. It was also observed the grand mean of male (2.71) and female (2.84) are higher than the mean...
cut off mark (2.50) which shows that teachers to a high extent show positive attitude towards school inspection. This implies that secondary school teachers show willingness and openness to school inspection and are ever ready to accept corrections and improve where necessary. This finding corroborate the assertion of Stenitz (2009) that no matter how intelligent and well educated, individuals should have an open-mind and heart to learn from others – superiors, professional colleagues and subordinates.

The observation of Durosaro (2007) also buttress the finding of this study in his observation, he noted that supervisory services are meant to inspire, stimulate, co-ordinate and guide teachers in their professional growth, hence promoting initiative, freedom, resourcefulness, belongingness and enthusiasm among teachers, pupils and the community. This finding contradicts Bernard (2009) who argued that teachers report the most variation and inconsistencies in their relationships with inspectors. Teachers’ attitude to school inspection could affect the general performance of the school positively or negatively to an extent.

From research question 2 which investigated the extent to which male and female senior secondary school teachers cope with the demands of school inspection, it was observed that the grand mean of 2.84 for male and 2.72 for female teachers are higher than the mean cut off 2.50 showing that the research question was accepted. This shows how ready and committed the male and female senior secondary school teachers are in terms of coping, maintaining standard and quality control in secondary education. The result of this study portrays the observation of Ramin, Mohammad and Kaivan (2014) that historically, teachers saw themselves as tools that could be closely examined to ensure that they carried out their duties. Uruba (2003) as cited in Ramin, Mohammad and Kaivan (2014) who studied the perceptions of Canadian and Ukrainian beginning high school teachers reported that the Canadian and Ukrainian participant indicated the importance of supervision for their professional growth and future carrier. According to him, the participants also agreed that as beginning teachers they needed to grow and improve in order to become effective teachers.

Durosaro (2007) and Chivati (2002) seems to have offered the reason for the secondary school teachers to cope to a high extent with the demands of school inspection. This is because both researchers in their separate studies have argued that supervisory services are meant to inspire, stimulate, co-ordinate and guide teachers in their professional growth, hence promoting initiative, freedom, resourcefulness, belongingness and enthusiasm among teachers, pupils and community. Contrarily, Olagboye (2004) noted that traditional supervision is regarded as a tension soaked, undemocratic encounter which both the inspector and the teacher spend most of the time to cope with instead of concentrating on tangible issues which are critical to pupil learning.

From hypothesis 1, table 3 revealed that there is significant difference in the opinions of male and female secondary school teachers about the extent to which they show positive attitude towards school inspection. This implies that both the male and female senior secondary school teachers do not show similar positive attitudes towards school inspection. This confirms the assertion of Koles (2001) that differing attitudes in the workplace can cause considerable disruption to nature, pace and efficiency at work. Koles also noted that attitudes persist or endure, and in the absence of forces of change, the individual’s attitudes towards certain objects will remain the same. According to Falender (2004), the influence we have on other people results directly from the way we behave towards them.

The finding of this study also agrees with the study of Bernard (2009) which revealed that teachers report the most variation and inconsistencies in their relationships with inspectors. To buttress this, Farant (2004) opined that if teachers feel that inspectors or supervisors will withdraw their personal support as a result of discovering deficits in their teaching performance, they are likely to avoid situations in which they are judged or evaluated. However, in order to create an environment that will encourage teachers to exhibit desirable or positive attitudes towards school inspection, Long (2003) suggested that inspectors should enter schools as human beings prepared to compromise, negotiate and assist so as to make teachers develop a desirable attitudes towards inspection.

Results of hypothesis 2 as shown in table 4 revealed that there is no significant difference in the opinions of male and female senior secondary school teachers about the extent to which they cope with the demands of school inspection. This could mean that the method and manner which teachers adopt as to cope with the demands of school inspection is not dependant on gender. This could also means
that teachers creates or adopts methods or strategies that can favour them irrespective of gender as regards coping with the demands of school inspection. The study of Babalola (2006) laid a support to the finding of this study when he made a general observation that teachers mostly create physical and social distance between them and the inspectors. For example, according to him, some teachers avoid coming to school during inspection. He also revealed that teachers have subtle methods (e.g. whistling) of alerting each other when an inspector is around as if a detective has arrived.

According to Ajayi (1991), the human relation school of thought proposed cooperative and collaborative supervision which emphasized a tension-free, positive effective climate in which the teacher feels free to operate. Farant (2004) stated that if teachers feel that inspectors or supervisors will withdraw their personal support as a result of discovering deficits in their teaching performance, they are likely to avoid situations in which they are judged.

The summary of findings of the study show that:

1. Senior secondary school teachers show positive attitudes towards school inspection to a high extent.
2. Senior secondary school teachers cope with the demands of school inspection to a high extent.

From the findings of the study, it was observed that both the male and female secondary school teachers in Obio/Akpor Local Government Area of Rivers State show similar and high positive attitudes towards secondary school inspection. It could therefore, be concluded that secondary school teachers in Obio/Akpor Local Government Area of Rivers State exhibit the right attitudes to school inspection. If teachers all over the state could be open and exhibit the right attitude towards inspection, there will be a drastic improvement in terms of teachers’ job performance as well as students’ academic performance in the state.

**RECOMMENDATIONS**

Based on the findings of this study, the following recommendations are made:

1. Inspectors should not be too rigid or too flexible during inspection in order to allow the teachers and the school administrators as well exhibit positive or right attitude towards school inspection.
2. Teachers should see school inspection as an exercise that is geared towards making the whole school system effective for meeting the quality expectation of the stakeholders.

**REFERENCES**


