



Due Process Adaptation by Educational Inspectorate in South-South States of Nigeria

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ABSTRACT

This study examined the due process adaptation by the federal and state inspectorate of education in the South-south states of Nigeria. The descriptive survey was adopted and research questions and null hypothesis guided the study. The sample was made up of 306 respondents comprising 116 inspectors of education and 190 school heads from the South-south states of Nigeria. The data obtained were analyzed using mean scores, standard deviation and t-test statistics. The findings revealed that: the inspectors of education and school heads agreed that due process practices were adapted to in the personnel administration of the federal and state administrators service, the inspectors of education and school heads agreed that due process requirements were adapted to in the personnel administration practices of the federal and state inspectorate service, showed that involving subordinates in budget preparation and proper monitoring of projects appeared to be more sensitive than management of cash flow, cash book and obtaining receipts in inspection and research development role requirement, the result shows that high degree of priority is given to salaries of inspectors and proper monitoring than involving subordinate in budget preparation and cash management, revealed numerous challenges facing the South South zone of the inspectorate of education in due process adaptation were accommodation constraints; lack of running cost; poor road network; inadequate inspectors in some specific subject areas; monitoring the distribution of stationeries and office equipment; poor communication of information and management skills; and inability to act on complaints, the following recommendations were derived from the data analysis, findings, and conclusion of the study that: (i) Qualified professional personnel should be recruited and be motivated in the service.(ii) The ministry of education should set up orientation programmes and trainings capable of enlightening federal and state inspectorate to adapt to Due process practices in financial management activities.(iii) Conducive environment should be provided for the South-South inspectors in the day-to-day running of their legal activities. Emphasis should also be place on solving the major problems facing the South-south states of the inspectorate of education in due process adaptation.(iv) Adequate strategies for improving due process practice in educational inspectorate should be seriously embarked upon.

Keywords: Due process, Adaptation, Inspectorate, Educational administration, School head.

INTRODUCTION

Due process, a course of legal proceedings according to rules and principles that have been established in a system of jurisprudence for the enforcement and protection of private rights. In each case, due process contemplates an exercise of the powers of government as the law permits and sanctions, under recognized safeguards for the protection of individual right.

It is vivid that the Government Parastatals such as Ministry of Education is a public institution established by law and certain prescribed functions of legal consideration, they are public institutions in the sense that they are established to serve the public and can be sue or sued since there is a law establishing it as a cooperate organization with the aim of carrying out specific duties in line with the

rules and regulations as encapsulated in the various states and Federal Government Education Laws, codes, ordinances, Decrees and Edicts; (Oloko, 2014). To maintain sanity, accountability, transparency and an effective management; and to achieve an efficient planning and policy implementation in education, due process or rule of law in education is to be properly adapted to in their operations. Education laws are simply those laws that have been enacted specifically for the organization, administration and control of the education system and those who operate in the education enterprise are citizens governed by the laws of the land, criminal or civil as the case may be, they are also expected to adapt to laws designed exclusively to regulate what can do or not do in the process of teaching, learning and management (Oloko, 2015).

The Federal Government of Nigeria having adopted education as an instrument “par excellence” for effecting national development, has stated in the National Policy on Education (FRN, 2004), that any successful system of education must be hinged on proper planning, efficient administration, good organization and adequate financing. This demands the due process adaptation of the education administrator. The Public Procurement Act (2007) looked at Due Process as a mechanism for ensuring strict adaptation in other to harmonize and update the rules and procedures that should guide the implementation of educational policy and contract award with the federal government of Nigeria. Nigerian since the early 80s has been battling with magnitude of educational problems. Some of these problems include low priority accorded to inspection, Un-wanted interference in the school administration by the political leaders, multiplication of school with few inspectors, refusal to implement the laid down plan and poor financial management practices. This as a result has hampered the proper achievement of its educational goals. The goals include improving educational standard, quality assurance and reformation of the federal and state Educational Boards. It has a bottleneck for Nigeria to realize the above goals, some of the factors responsible for this are poor performance due to the following reasons: Unwillingness of stake holders in education to enforce innovation due to political instability, misplacement of priorities, shortage of basic infrastructural amenities and utilities, use of unqualified Federal inspectorate Education personnel, government refusal to use due process policy and implementation mechanism to address a number of issues. Including budget implementation service delivery, quality assurance, reformation of the educational board and several developmental concerns. Due process started by the budget monitoring and price intelligence unit under Madam Obiageli Ezekwesili (Mama due process) 2007. A number of new rules and standards have been put in place by the administrators while there have been effort at sensitizing the state branches of the federal inspectorate of the education. The Budget Monitoring and Price Intelligence Unit (BMPIU) serves as a “vanguard of ensuring federal inspectorate service transparency, strict adaptation with Federal Government guidelines on Due Process Certification as it concerns budgeting for and procurement of facilities/services/contracts at appropriate costs (Ezekwesili, 2005). The prime objective of the Due process is to harmonize and update all the federal and state inspectorate of education policies and practices on inspection. Also to strictly enforce the Due process principles of transparency, in other to ensure efficient and integrity based monitoring of the implementation of educational guide line with Due process principles. Administration and organization of education and educational agencies have been described as the spring board to rapid education growth. This has a multiplier effect on the socio-economic, intellectual and skill development in any nation. Jibrin (2006) views process as a series of things that are done in order to achieve a particular result. In this context Due Process Adaptation is a series of practices and procedures of obeying rules and regulation made by the Federal Education Board. The core ingredients of Due Process which the federal and state educational inspectorate services ensure in all states within the nation are enumerated as follows: Personnel administration, financial management practices, effective legal instrument, adequate facilities for mobility, harmonization of inspection instrument and report, welfare and promotion, training, discipline and implementation of the inspection recommendations.

Procedure for implementing educational policy as the arm of the due process must involve planning, in order to adapt with the Due process practices of the educational inspectorate there is need for adequate planning attention of those concerned with a view to bringing about remedies. The Due process practice as complied in the financial management practices of the federal and state inspectorate of education are controlled by legislation and they include federal ministry of education budgetary allocation to which the Federal Government contributes through the revenue distribution, endowment, government special grants and external aid. The management of funds in federal and

state administrator service is usually the responsibility of the zonal directors, the director finance and chief accounting officer. The bills and budget units prepare, present and defend the budget unit. Gidado (2006) there are five major problems with the federal and state inspectorate of education to include: expansion and multiplication of schools; the alarming rate of evaporation of professionalism in teaching; low priority accorded to inspection in ministry of education and its boards; occasional un-warranted interference in school administration and inadequate facilities for inspection; which affect the adaptation of the due process in the federal and state inspectorate of education. The problems that affect due process adaptation in educational system in Nigeria may be seen to include: lack of incentive and motivation, uncooperative attitude of some teachers and principals; lack of transportation; inadequate time for inspection due to other administrative burdens; lack of executive power to ensure implementation of recommendations by the inspectorate unit; and lack of in-service training opportunities. Ayangade, Wahab and Alake (2009) also opined that Due Process is geared towards infusing the needed federal inspectorate service discipline and sound economic principles to ensure transparency, accountability and rebuild public trust in governance by attacking the much abused processes in the past. The due process mechanism was conceived among other things to bring sanity to public institutions in Nigeria if properly adhered to. The challenges encountered in educational management and their attendant consequences led the researcher to develop interest in examining due process adaptation of educational inspectorate in Nigeria.

Statement of the Problem

Educational inspectorate are charged with the responsibility of ensuring that standard of education is maintained in schools and colleges. The federal inspectorate service has enormous problems in its administration which invariably affect in no small measure the realization of their goals. These problems have their roots in the various core areas of administration. Some of the major problems that tend to effect the educational inspectorate service in the country are the low priority accorded to inspection by Ministries of Education and its boards, un-warranted interference in school administration, multiplication of school with few inspectors, refusal to implement the laid down plan and poor financial management practices.. Decades of neglect have culminated in the inability of the federal and state inspectorate services to perform their statutory functions leading to the outright collapse of quality in thousands of schools, especially those that have not been regularly inspected as required offences committed by some teachers and principals which would demand immediate disciplinary action do not seem to be treated, for they keep recurring. The above situation presupposes that due process adaptation have to be evolved for the optimum performance of the educational inspectorate. Most of the known processes which were discussed in the manual as suggested for inspection of school were purely speculative. Over the years there has been public expression of worry over the organization and administrative functions of the federal administrator's service which affect the volume of activities. This study therefore sought to find out the federal and state inspectorate of education adaptation to the due process requirement in the country.

Purpose of the Study

The main purpose of this study was to identify the due process adaptation of the federal and state inspectorate of education in the country. Specifically the study tends to:

1. determine how federal and state inspectorate the adapt to due process.
2. find out how federal and state inspectorate of education adapted in the financial management.
3. find strategies to improve the extent of adaptation within the due process in inspectorate of education.

Research Questions

The study was guided by the following research questions:

1. How do the Personal Administrative of Federal and State inspectorate of education adapt to Due Process regulation.
2. What are the problems facing the federal and state inspectorate of education in the South-south states of Nigeria in the due process adaptation?
3. What strategies can improve due process adaptation in the inspectorate?

Hypotheses

The following hypotheses formulated for the study were tested at 0.05 significance level.

H0₁: There is no significant difference between the mean ratings of inspectors and school heads on the due process adaptation by federal inspectorate service and state inspectorate education in their personnel administration practices.

H0₂: There is no significant difference between the mean ratings of inspectors and school heads by the FIS and SIE on the problems facing the instructors.

H0₃: The strategies used in the inspectorate will not significantly differ between inspectors of education and school heads.

Literature Review

Conceptualization and Theorization of the Concept of Due Process Practice

Due process have been examined from different perspectives and researchers on the concept, and have given different meanings and definitions of due process according to their orientations. Itodo (2000) defined due process as series of things that are done in order to achieve a particular result. By this definition, process emphasizes the mobilization to the human efforts towards the achievements of a common goal. Rabi (2009) views process as a series of act or changes proceeding from one to the next. This study maintained that due process is a series of practices and proceedings of obeying rules and regulations made by the federal inspectorate of education. The prime objective of the Due process is to harmonize and update all the federal and state inspectorate of education policies and practices on inspection. Also to strictly enforce the Due process principles of transparency, in other to ensure efficient and integrity based monitoring of the implementation of federal inspectorate service and state inspectorate education guide line with Due process principles. It also concerns with the prevention of extra budgetary spending by the inspectorate and ensuring that only projects with due appropriation by the finance department of the inspectorate are certified Federal inspectorate Education and thus funded for execution Three important things are discernible from this definition. The first is that due process is an existing practice and this practice must be goal oriented; made by the inspectorate division. Due process on the federal and state inspectoral encompasses the administration of the inspectorate personnel services, planning and its stages and harmonization of inspection instrument and reports.

The Federal Republic of Nigeria decree No 16-22 of 16th August 1985 promulgated the operational guideline of the due process in the federal and state inspectorate of education as follows:- the maximum number of pupils or students that may occupy each class by reference to its physical dimension; the ratio of pupils or students to each teacher; the minimum number of weeks in each school year or academic session during which instruction will be given to pupils or students; the record to be maintained by the institution by reference to the total number of persons under instruction in the institution concerned and the optimum space in every classroom or lecture hall; the amenities to be maintained by the institution; the laboratories, workshops and technical drawing-rooms, type of waiting rooms, model workshops, home economic rooms, art rooms and libraries to be maintained by the institution; the administrative blocks, staff rooms, assembly halls, kitchens, dining halls and other special building to be maintained by the institution; the staff quarters and other living accommodation to be maintained for teaching; administrative, technical and other physical structures as would be required to ensure or would be conducive to the maintenance of the minimum standard prescribed in respect of any of such institution. Ogbonnaya (2000) and Ezegebe (2003) view administration of the inspectorate as the coordination of human and material resources towards the attainment of some pre-defined objectives of the Due process of the federal and state inspectorate. This implies that administration is a very crucial element in every human organization if the pre-defined objectives must be achieved. Therefore the federal inspectorate service being one of such human organizations needs effective administration to achieve its goals.

Concept of adaptation in Financial Management Practices

With the promulgation of the civil service reform decree of 1987 the federal inspectorate service was reduced to the level of a department within the main stream of federal ministry of education. The federal inspectorate service gets her funds from the federal government through federal ministry of education by budget allocation. The sources through which federal inspectorate service receives funds are controlled by legislation and they include F.M.E. budgetary allocation to which the federal government contributes through the revenue distribution, endowment, government special grants and

external aid. And this is usually the responsibility of the zonal director, the director of finance, and chief accounting officers. The finance unit keeps different kinds of accounts and sees to it that the accounts are balanced and audited by both internal and external auditors. The central purpose of financial management whether in government business or at the individuals level is the raising of funds and ensuring that the funds so mobilized are utilized in the most effective and efficient manner. This according to Ogbonnaya (2000:13) “is predicated on the fact that resources are scarce and that all efforts should be made by inspectorate and planners to ensure optimal utilization of fund”. The tenets of financial management in the F.I.S. and S.I.E. involve State Inspectorate branches of the south-south states. Based on the due process adaptation of the federal and state inspectorate service of the south-south states, which is the point of this study, was headed by a director and supported by two deputy directors, eight assistant directors and ten other inspectors; the state branches which are headed by a deputy director should perform the role of enhancing effective linkage with state and local government areas by making use of their advantages of proximity to schools; ensure that inadequacy of funding will no longer be a barrier to regular inspection.

Concept of Inspection and Inspectorate

Education has grown tremendously in content, method and management. The attendant dynamic changes pose serious challenges to education managers in the present dispensation. It has become clear to everyone who is involved or interested in the educational system of our country, that school inspection is very vital to the effectiveness and efficiency of schools, and is a key indicator for quality assurance. Arubaye and Yawa (2003) defined inspection as the act of supervising schools to check their activities and give corrective measures that will develop teachers’ instructional skills. In the view of Eneremadu (2003), inspection is the critical examination and subsequent evaluation of a school as designated place of learning so as to make it possible for the purpose of improving school inspection. The pejorative connotation for finding fault is often associated with inspection which nevertheless effectively helps individuals to sit up and institutions to keep up to laid down standards. In the view of Jibrin (2004), inspection is the act of maintaining and changing school activities in ways that will directly lead to improvement in the teaching and learning process. The overall purpose of inspection is the achievement of educational objectives. Generally therefore supervision can be defined as a process of exercising authority, responsibility of planning, controlling work, overseeing subordinates by close contacts, providing guidance and leadership to workers, directing, coordinating and motivating workers or subordinates. Hence inspection is geared towards improving the teaching and learning process. Inspection strives to enhance the satisfaction in the workers (Jibrin, 2004). The need for inspection in educational system is based on the assumption that the average human being has an inherent dislike for work and will avoid it if he can. It is upon these basic principles that inspection was instituted as an important instrument in the administration of educational institution for the purpose of achieving educational objectives. Inspectors control what is taught and also help their colleagues (teachers and principals) to work together and better as they play the role of intelligent officers for the Ministry of Education. Modern inspection is synonymous with supervision as the inspector is the teacher’s friend, his advisor, guide and counselor. Inspection goes on in all levels of education from nursery to university level.

Relationship among Personal Administration Financial Management and Due Process Adaptation of the inspectorate of Education Good personnel administration of the inspectorate of education lead to effective financial management practices. And adaptation in the financial management of the inspectorate of education improves the personnel administration and the core ingredients of Due process in the inspectorate of education are the personnel administration and financial management practices.

The procedure of due process as it applies to special education describes the legal procedures and requirements developed to protect the rights of children, parents and school districts. In respect to children suspected of having a disability, due process guarantees a free and appropriate public education in the least restrictive educational setting. For parents, due process protects their rights to have input into the educational program and placement of their child, and to have options in cases of disagreement with the recommendations of the school district. For school districts, due process offers recourse in cases of parent resistance with a request for evaluation, challenges to an independent

evaluation sought by parents at public expense or unwillingness of parents to consent to the IEP Committee recommendation.

Organization Theory: Is the study of the structure, functioning and performance of organizations. Pugh (1990) defines organization theory as a body of knowledge that addresses the issue of how to organize. According to Onwuchukwu (1994), organization theory deals with the organizational and administrative design. And organizational design is the process of choosing appropriate organizational structure for a particular organization. Structure is the framework or the arrangement of task and responsibility among organizational objective. It helps the organization to accomplish objectives, assess performance of the organization and help allocate responsibilities. The organizational theory proposed three major concepts: structure, functions and performances of an organization. Also from the view of Onwuchukwu, the theory emphasizes on design of administration and organization which will help organization to accomplish its responsibilities and achieve laid down objectives. The present study tries to evolve due process adaptation of the federal and state inspectorate of education for higher goal attainment. This study focuses on the practices and procedures of obeying rules and regulations of an organization. It further emphasizes on the mobilization of human effort towards the achievement of a common goal which has to do with administration, personnel services, planning and design. Relating to the view of Onwuchukwu (1994), both the theory and the present study focus on organizational design on the process of choosing appropriate organizational structure in order to accomplish its objectives Therefore this study is hinged on these theories because these theories are body of knowledge that addresses the issues of how to organize and encourage inspectorate to enhance the structure, characteristics of an organization. This study emphasizes on the mobilization of human effort and procedure of obeying the rules and regulation of an organization. It is also relevant to the study because the variable of the theories are the focus of this study. Therefore, these theories are considered to be a good theoretical framework upon which this work can be based.

Axiomatic Theory: Axiomatic theory is a comprehensive framework for considering relationship between organizational structures and goals. This theory is seen as assemblages of interacting human beings resembling a central coordinating system whereby organizations accomplish the purpose which they are designed to achieve. Paula (1983), one of the major proponents of this theory, states that the higher the efficiency of an organization, the higher the production. Axiomatic theory of organization encourages inspectorate to enhance the structural characteristic of organizations. The present study focuses on the due process adaptation of the federal and state inspectorate of education. Looking at the core ingredient of this study, it emphasizes on obeying the rules and regulations of an organization for goal attainment; also following laid down practices and procedure while this theory encompasses organizational structures and goals, and its central coordinating system is to accomplish the purpose which they are designed to achieve. The major proponent of this theory, Paula (1983) emphasized on the efficiency; and the more efficient the organization, the higher the production. Therefore, this theory is relevant and related to the present study, hence both the Axiomatic theory and the study on due process adaptation of federal inspectorate service and state inspectorate education are aiming at goal attainment.

METHODOLOGY

The design adopted for this study is descriptive survey, as such, answers were sought to three research questions raised and null hypotheses respectively. The population consists of 612 which consists 6 federal and state inspectorate of education from the six states in the south-south zone of Nigeria. The sample size of the study is 116 inspectors of education and 190 school heads, totaling 306 respondents representing 50% of the total population of the respondents and simple random sampling technique was used to identify the sample size of the study with balloting method was used to identify the sample size of the study. The data were collected using a 4-point instrument designed after the modified Likert Scale Mode of Strongly Agree (SA) = 4, Agree (A) = 3, Strongly Disagree (SD) = 2, Disagree (D) = 1. The research questions were analyzed using means and standard deviation scores while t-test statistic was used in testing the null hypotheses. A score of 2.50 was taken to mean that the respondents were in agreement with the option while a score of 2.49 and below showed their disagreement, with regards to the due process adaptation questionnaire (DPAQ). The results were derived from the answers from the analyses of the research questions and test null hypotheses of 0.05 level of significance.

Research Questions One

What due process practices are adapted to in the personnel administration of federal inspectorate of education and state inspectorate of education?

Table 1: Mean and Standard Deviation scores of Inspectors of Education and School Heads on the Due Process Practices Complied with in the Personnel Administration federal inspectorate education and state inspectorate education

S/N	Item Description	Inspectors of Education			School Heads		
		Mean \bar{X}	SD	Decision	Mean \bar{X}	SD	Decision
1	Recruitment of inspectorate staff is Based on qualifying exams	3.38	80	Accepted	3.26	81	Accepted
2	Posting of inspectors is based Felt need rather favoritism.	3.08	75	Accepted	3.19	73	Accepted
3	Advisory inspectional visit to schools Comes first before the school recognition and approval inspection.	3.02	95	Accepted	2.96	88	Accepted
4	Transfer of inspectors is based on Punitive grounds	3.03	1.00	Accepted	2.88	95	Accepted
5	Promotion of inspectors is based on Merit.	3.47	96	Accepted	3.18	96	Accepted
6	State inspectorate staffs are regularly Trained to cope with the demands of The job.	3.16	76	Accepted	3.05	86	Accepted
7	Directors in inspectorate unit supervise the inspectors performance.	2.96	90	Accepted	2.09	92	Accepted
8	Inspectorate staffs are motivated Productive.	2.64	1.06	Accepted	2.99	89	Accepted
9	Specialized inspectors are posed to States with special cases.	3.12	1.00	Accepted	2.97	95	Accepted
10	Planning is the criterion before Moving out to schools	3.11	52	Accepted	3.05	51	Accepted
Grand Mean		3.11	52	Accepted	3.05	51	Accepted

Key: IE =Inspectors of Education; SH = School Head

The data presented in Table 1 indicates the mean and standard deviation scores of inspectors of education and school heads on the due process practices are adapted to in the personnel administration of F.I.E and S.I.E. The data show that the inspectors had mean scores of 3.38, 3.08, 3.02, 3.03, 3.47, 3.16, 2.96, 2.6, 3.12, and 3.22 with a cluster mean of 3.11 and standard deviation of .52. The school heads had mean scores of 3.26, 3.19, 2.96, 2.88, 3.18, 3.05, 2.90, 2.99, 2.97 and 3.09 with a cluster mean of 3.05 and a standard deviation of .51. The data shows that the inspectors of education and school heads agreed that due process practices were adapted to in the personnel administration of the federal and state inspectorate service in such areas like recruitment, posting based on need, not being punitive, promotion based on year of experience, specialist posting to zones, planning, in-service training and supervision of the performance of the inspectors by stakeholders and recognition visits. Both inspectors and school heads had mean above the criterion mean of 2.50.

Research Question Two

What are the problems facing the federal and state inspectorate of education in the South-south states of Nigeria in due process adaptation?

Table 2: Mean and Standard Deviation Scores of Inspectors of Education and Heads of Schools on the Major Problems Facing the Federal and State Inspectorate of Education in South-south states of Nigeria with in complying Due Process Practices

S/N	Item Description	Inspector of Education			School Head		
		Mean \bar{X}	SD	Decision	Mean \bar{X}	SD	Decision
11	Inspectorate lack accommodation at the state level.	3.08	1.09	Accepted	3.19	.96	Accepted
12	Lack of circulating fund for daily Running of officers.	3.05	.93	Accepted	2.96	.96	Accepted
13	Inadequate inspectors in subjects Like music, Home Economics, inter Science, fine art, etc	3.08	.91	Accepted	3.01	.88	Accepted
14	Resistance of school heads to Innovation	2.81	.99	Accepted	2.94	1.00	Accepted
15	Poor road network to some State headquarters	2.95	1.06	Accepted	3.01	.97	Accepted
16	Poor communication between Inspectors and heads of schools	3.14	.92	Accepted	2.83	.98	Accepted
17	Inability to act promptly to Complaints of heads of schools By the inspectors	2.97	.95	Accepted	2.98	.98	Accepted
18	The existing guidelines for schools inspection were reviewed.	2.92	.98	Accepted	3.08	.87	Accepted
	Grand Mean	3.00	.63	Accepted	3.00	.63	Accepted

Key: I.E = Inspector of Education; SH = School Head

The data in Table 3 show the mean and standard deviation scores of inspectors of education and heads of schools on the major problems facing the federal and state inspectorate of education in the South-south states of Nigeria in due process adaptation. The data show that the inspectors had mean scores of 3.08, 3.05, 3.08, 2.81, 2.95, 3.14, 2.97 and 2.92 with a cluster mean of 3.00 and a standard deviation of .63. The school heads had mean scores of 3.19, 2.96, 3.01, 2.94, 3.01, 2.83, 2.98 and 3.08 with a cluster mean of 3.00 and a standard deviation of .63. The data therefore indicate that the inspectors of education and school heads uniformly agreed with the opinion that lack of accommodation, running cost, inadequate inspectors in some subjects, resistance of school heads to innovation, poor road network, inability to act promptly on the complaints from school heads and the existing inspectorate guidelines, as being part of the major problems facing the south-south states of the inspectorate of education in due process adaptation.

Research Question Three

What strategies can be adopted to improve due process practices for inspection?

Table 3: Mean and Standard Deviation Scores of Inspectors and School Heads with Regards to Strategies that can be Adopted to Improve Due Processes Practices for Inspection.

S/N	Item Description	Inspector			School Head		
		Mean \bar{X}	SD	Decision	Mean \bar{X}	SD	Decision
19	Inspectors are always punctual in their duty post to serve as model	2.90	1.23	Accepted	2.94	1.11	Accepted
20	There is prudence in the management of the available resources.	2.68	1.04	Accepted	2.93	.98	Accepted
21	SIE publishes annually its state of tertiary levels.	2.67	1.08	Accepted	2.72	.99	Accepted
22	Inspectors are not partial in writing reports.	2.47	1.10	Accepted	2.69	1.08	Accepted
23	Inspectors ensure that their reports are accurate and reliable.	2.85	1.15	Accepted	2.85	1.02	Accepted
24	Inspectors respect the confidentiality of information about individuals and their work.	2.66	1.13	Accepted	2.94	1.05	Accepted
Cluster B Mean		2.71	.86	Accepted	2.81	.76	Accepted

Key: I.E = Inspector of Education; S.H = School Head

The data presented in Table 5 show the mean and standard deviation scores of inspectors of education and school heads on strategies that can be adopted to improve due process practices for inspection. The data show that the inspectors had mean scores of 2.90, 2.68, 2.67, 2.85 and 2.66 with regards to items 19, 20, 21, 22,23and 24. Their clusters mean score was 2.71, with a standard deviation of .86. The school heads also had mean scores of 2.94, 2.73, 2.72, 2.69, 2.85 and 2.94 in respect of items 19 to 24. Their clusters mean score was 2.81 with a standard deviation of .76. The data also indicate that the inspectors disagreed that inspectors are not partial in their reports, have no previous connection with the school while the school heads agreed with the opinion, as indicated in item 22. Both the inspectors and school heads agreed with the opinion in the remaining five items which include: inspectors are always punctual to duty post, prudent in the management of resources, publishing annual state of education and respecting confidentiality of information about individuals and their work.

Hypotheses Tested

The following Three (3) null hypotheses were tested with t-test statistical tool at 0.05 level of significant.

Hypothesis One

There is no significant difference between the mean ratings of inspectors and school heads with regards to due process practices adapted to the personnel administration of F.I.E and S.I.E.

Table 4: Results of t-test Analysis for Equality of Means on the Due Process Practices adapted to in the Personnel Administration of F.I.E. and S.I.E. t-test for Equality of Means

Decision		T	Df	Sig,(2-tailed)	Means Dif
Item 1	Equal Variance	1.227	304	.221	.11615
NS					
Assumed					
Item 2	Equal Variance	-1.345	304	.180	-.11715
NS					
Assumed					
Item 3	Equal Variance	.505	304	.614	.05408
NS					
Assumed					
Item 4	Equal Variance	1.243	304	.215	.14165
NS					
Assumed					
Item 5	Equal Variance	2.575	304	.267	.28993
NS					
Assumed					
Item 6	Equal Variance	1.112	304	.267	.10780
NS					
Assumed					
Item 7	304	.530	304	.596	.05690
NS					
Assumed					
Item 8	Equal Variance	-3.156	304	.002	-.35681
NS					
Assumed					
Item 9	Equal Variance	1.37	304	.182	.15227
NS					
Assumed					
Item 10	Equal Variance	1.093	304	.272	.12604
Cluster A	Equal Variance	.933	304	.352	.05709

Key:-IE = Inspectors of Education; SH = School Head

The results presented in Table 1 show that there is no significant difference between the mean ratings of inspectors and school heads with regards to due process practices adapted to in the personnel administration of federal inspectorate education and state inspectorate education. The calculated t-values of 1.227, -1.345, .505, 1.243, 1.112, .530, 1.337 and 1.093 in respect of items 1, 2, 3, 4, 6, 7, 9 and 10 are significant at .221, .180, .614, .215, .267, .596, .182 and .275 level respectively and therefore not significant at .05 level of significance. The calculated t-values of 2.575 and -3.156, are however significant at .010 and .002 level respectively and therefore significant at .05 level of significance. The calculated t-value of .933 in respect of the cluster mean is significant at .05 levels of significance. The null hypothesis of no significant difference in the mean ratings of inspectors and school heads with regards to due process adapted to in personal administration is retained. Consequently, both inspectors and school heads accepted that due process practices were complied with in personnel administration of federal inspectorate education and state inspectorate education.

Hypothesis Two

There is no significant difference between the mean ratings of inspectors of education and school heads with regards to the major problems facing the F.I.S. and S.I.E in South-south states of Nigeria in due process adaptation.

Table 5: Results of t-test Analysis for Equality of Means on the Major Problems Facing the F.I.S. and S.I.E in South-south states of Nigeria in Due Process Adaptation t-test for Equality of Means

Decision		T	Df	Sig,(2-tailed)	Means Dif
Item 11	Equal Variance	-.987	304	.325	-.11189
NS Assumed					
Item 12	Equal Variance	.840	304	.402	.09383
NS Assumed					
Item 13	Equal Variance	.638	304	.524	.06706
NS Assumed					
Item 14	Equal Variance	1.082	304	.280	-.12650
NS Assumed					
Item 15	Equal Variance	-.482	304	.630	-.05699
NS Assumed					
Item 16	Equal Variance	2.707	304	.007	
NS Assumed					.30635
Item 17	Equal Variance	-.088	304	.930	-.01007
NS Assumed					
Item 18	Equal Variance	-1.505	304	.133	-.16224
Cluster B	Equal Variance	.027	304	.979	.00197

The results presented in Table 4 show that there is no significant difference between the mean ratings of inspectors of education and school heads with regards to the problems facing the F.I.S. and S.I.E in South-south states of Nigeria in due process adaptation. The calculated t-values of -.987, .840, .638, -1.082, -.482, .088 and -1.505 in respect of items 11, 12, 13, 14, 15, 17, and 18 are significant at .325, .402, .524, .280, .630, .930, and .133 level respectively and therefore not significant at .05 level of significance. The calculated t-value of 2.707 in respect of item 16 is however significant at .007 level and therefore significant at .05 level of significance. The calculated t-value of .027 for the cluster mean is also significant at .979 level and therefore not significant at .05 level of significance. Consequently, the null hypothesis of no significant difference between the mean ratings of inspectors and school heads with regards to problems facing the F.I.E. and S.I.E in the South-south states of Nigeria in due process adaptation is retained.

Hypothesis Three

The strategies adopted for improving due process practices will not significantly differ between inspectors of education and school heads.

Table 6: Results of t-test Analysis for Equality of Means on the Strategies Adopted to Improve Due Process Practices for Inspection t-test for Equality of Means

Decision		T	Df	Sig,(2-tailed)	Means Dif
Item 19	Equal Variance	.296	304	.768	
NS Assumed					.04029
Item 20	Equal Variance	-.382	304	.702	-.04528
NS Assumed					
Item 21	Equal Variance	-.404	304	.687	-.04864
NS Assumed					
Item 22	Equal Variance	-1.753	304	.081	-.22396
NS Assumed					
Item 23	Equal Variance	.006	304	.995	-.00082
NS Assumed					
Item 24	Equal Variance	-2.182	304	.030	.14673S
Cluster C		1.123	304	.262	.27831

The results presented in Table 6 indicate that there is no significant difference between the mean ratings of inspectors of education and heads of schools on strategies adopted to improve due process practices for inspection. The calculated t-values for -.296, -.382, -.404, -1.753 and .006 in respect of items 19,20, 21, 22 and 23 are significant at .768, .702, .678, .081 and .995 levels respectively and therefore not significant at .05 level of significance. The calculated t-value of -2.182 in respect of item 24 is however significant at .030 levels and therefore significant at .05 levels of significance. The calculated t-value of -1.123 in respect of the cluster mean is also significant at .262 level and therefore not significant at .05 level of significance. Since the calculated t-values for five out of the six items plus the cluster mean are not significant at .05 levels of significance, the null hypothesis of no significant difference between the inspectors and school heads on the strategies adopted to improve due process practices for inspection is upheld.

DISCUSSION OF THE FINDINGS

The findings from the research question one and hypothesis one revealed that the inspectors of education and school heads agreed that due process requirements were adapted to in the personnel administration practices of the federal and state inspectorate service in such areas like recruitment of inspectors; posting and transfer of inspectorate staff not being punitive; promotion based on year of experience; specialist posting to zones; planning; in-service training and supervision of the performance of the inspectors by stakeholders; and recognition visits. This is in line with findings of Arubaye (2006) and Abolade (2005). Although the above scholars made use of state inspectors in their study, they agreed that promotion of inspectors should be based on the years of experience and recruitment of inspectors should be based on qualifying examination. They saw it as the due process for personnel administration.

The inspectorate staff is motivated for productivity through promotion, which was not the same with the findings of Arubayi (2006) and Abolade (2005). The organization of in-service training for inspectors and supervisors to acquaint them with new skills was also supported by the inspectors and school heads. What may have accounted for this may be due to the fact that most of the inspectors were not encouraged in the south-south states. This invariably has affected their performance as inspectors of schools. The implication is that the inspection work was always assigned to some unqualified Federal inspectorate Education staff as a result of not being able to meet up with the

inspectors' right. Secondly, the research question two and hypothesis two revealed that due process practices were adapted to in financial management activities such as payment of staff salaries and other allowances; involving subordinates in budget preparation; regular conduct of yearly auditing; effective monitoring of project fund; management of cash flow; proper recording of financial matters and preparation of annual account. The present study is therefore in tandem with the work carried out by Ogunu (2001) and Olumotanmi (1999) which investigated educational inspection and supervision. The results on separate situations showed that involving subordinates in budget preparation and proper monitoring of projects appeared to be more sensitive than management of cash flow, cash book and obtaining receipts in inspection and research development role requirement. Equally Abolade (2006) opined that inspectorate of education at the federal level cannot effectively carry out its functions without prompt payment of salaries, proper recording of financial matters and effective monitoring of funds meant for project. The result shows that high degree of priority is given to salaries of inspectors and proper monitoring than involving subordinate in budget preparation and cash management. Nevertheless, the result of this study contradicts the findings of Oranu (1985), which investigated on financial management of inspectorate division found that internal and external auditing are not relevant in the financial management practices of the inspectorate of education. The finding that there should be effective monitoring of funds meant for project and that staff should be guided by government regulations on the management of cash flow in and out of the inspectorate is supported by the report of Enyi (1999) who found that expenses were made by school heads on items clearly outside the main purpose of education. In fact, the finding of this study as regards financial control and management agrees with that of Ogbonnaya (2002) who opined that there may be thousand sources of funds but if there were no proper accounting and auditing, the problem of lack of fund will still persist. This situation is capable of distorting the financial status of the federal and state inspectorate of education. The research question and hypothesis three respectively revealed numerous challenges facing the South South zone of the inspectorate of education in due process adaptation were accommodation constraints; lack of running cost; poor road network; inadequate inspectors in some specific subject areas; monitoring the distribution of stationeries and office equipment; poor communication of information and management skills; and inability to act on complaints. This finding is in accordance with the study of Adamachi and Romain (2002) which reported that lack of adequate materials, poor communication, poor road network, lack of accommodation and inability to attend to complains hinder inspection activities, which invariably lead to invalid results. The finding is however not in consonance with that of Oranu (1985), who found significant interaction effect of supervisory materials and attendance to adaptations in the Federal inspectorate Education of inspection. The researcher found that attendance to adaptations is a significant factor in the problems of the inspectorate of education. The present study also disagrees with the finding of Mbiti (1984) which examined the hypothesis that resistance to innovation and complains are the problems of federal inspectorate and reported that innovation was a significant factor in the difference of the respondents. Conclusively, in the research question four and hypothesis four it was revealed that inspectors and school heads agreed on the adequate strategies to improve due process practices for inspectors such as punctuality to duty; prudent management of fund; publishing annual state of education; accurate and reliable report; and confidentiality of information. The finding is in agreement with the study of Abolade (2006) on the confidentiality of information about individuals and their work, and reported that inspectors should report honestly and ensure that judgments are accurate and reliable, as part of the due process practices. Also Ogunu (2001) noted that accurate and correct report cannot be maintained. These, again are contrary to the current research. One can therefore reason that confidentiality of information helps to retain the ego of the individual and encourages the teachers in schools to be hard working.

CONCLUSIONS

Based on the data analyses and findings, it was concluded that:

1. The inspectors of education and school heads agreed that due process practices were adapted to in the personnel administration of the federal and state inspectorate service in such areas like recruitment of inspectors; posting and transfer of inspectorate staff not being punitive; promotion based on year of experience; specialist posting to zones; planning; in-service training and supervision of the performance of the inspectors by stakeholders; and recognition visits.

2. Due process practices were adapted to in financial management activities such as payment of staff salaries and other allowances; involving subordinates in budget preparation; regular conduct of yearly auditing; effective monitoring of project fund; management of cash flow; proper recording of financial matters and preparation of annual account.
3. The major problems facing the South-south states of the inspectorate of education in due process adaptation were accommodation constraints; lack of running cost; poor road network; inadequate inspectors in some specific subject areas; monitoring the distribution of stationeries and office equipment; poor communication of information and management skills; and inability to act on complaints.
4. Both inspectors and school heads agreed on the adequate strategies to improve due process practices for inspectors such as punctuality to duty; prudent management of fund; publishing annual state of education; accurate and reliable report; and confidentiality of information.

RECOMMENDATIONS

The following recommendations were derived from the data analysis, findings, and conclusion of the study that:

1. Qualified professional personnel should be recruited and be motivated in the service.
2. The ministry of education should set up orientation programmes and trainings capable of enlightening federal and state inspectorate to adapt to Due process practices in financial management activities.
3. Conducive environment should be provided for the South-South inspectors in the day-to-day running of their legal activities. Emphasis should also be place on solving the major problems facing the South-south states of the inspectorate of education in due process adaptation.
4. Adequate strategies for improving due process practice in educational inspectorate should be seriously embarked upon.

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