IMPACT OF SCHOOL SUPERVISION ON THE MANAGEMENT OF PRIMARY SCHOOLS IN NORTHERN KADUNA STATE.

BY

SALAMATU BELLO (NCE, BA A.B.U) (2006)
MED/EDUC/18845/2007-2008

A THESIS SUBMITED TO THE SCHOOL OF POSTGRADUATE STUDIES AHMADU BELLO UNIVERSITY, ZARIA - NIGERIA

IN PARTIAL FULFILMENT OF THE AWARD OF DEGREE OF MASTER IN EDUATIONAL ADMINISTRATION AND PLANNING

DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY, ZARIA - NIGERIA.

APRIL, 2012

DECLARATION

I wish to declare that this thesis titled "Impact of School Supervision on the Management of Primary Schools in Northern Kaduna State has been conducted by me in the Department of Educational Foundation and Curriculum under the supervision of Dr. B.A. Maina and Dr. A. A. Igunnu.

The information derived from the literature was duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at any university.

_____	_____	_____
Name of student	Signature	Date

CERTIFICATION

This thesis, titled "Impact of School Supervision on the Management of Primary Schools in Northern Kaduna State" by Salamatu Bello, has been read and approved as meeting the requirements for the award of Master of Education Degree in Educational Administration and Planning of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

_____ _____
Dr. B.A Maina Date
Chairman, Supervisory Committee

_____ _____
Dr. M.O. Dare Date
Member

_____ _____
Dr. B.A Maina Date
Head of Department

_____ _____
Prof. A.A Joshua Date
Dean, Postgraduate school

DEDICATION

This work is dedicated to my beloved husband Alhaji Sule Bello, my children: Bello, Hadiza, Abubakar and Muhammad Sule Bello as well as my sisters especially Aisha Shehu Sulaiman.

ACKNOWLEDGEMENTS

All praise be to Allah, the Lord of the Worlds; the Beneficent the Merciful. Really, I must praise the Almighty God first for making me among the masters degree graduates and for giving me the heart to stand on my feet and bear all the stress to see the end of this work. I thank You Allah for all that You did to me. I must, without mincing words acknowledge my husband who encouraged and supported me through his numerous contributions. My family members are also pillars of support for the success of this work. I must also not forget my lecturers, without whose help and encouragement I would not have fulfilled dreams. They are Dr. Bashir Maina, and Dr. A. A. Igunnu, who supervised the work and my lecturers Dr. M.O. Dare, Dr. M.I. Makoju, Prof. D.O. Otu, Prof. M. Ben Yunus, M. Haruna, Musa Harbau and Dr. Ibrahim H. Usman, who assisted me in overcoming the challenges of the work. My profound gratitudes also go to Dr. G.Y. Sadiq, Malam Saminu and Hauwa M. Sani from Dept of English and Literary Studies, A.B.U., Zaria.

I also wish to thank my colleagues who encouraged me during the time of happiness and sorrow and helped in the progress of the work; they are Fatima Isa, Mrs Jenifer, Mrs Kuri, Mal. Mukhtar, Kazaure, Mrs Ameh and many others.I cannot forget the courage and help I have received, especially from

Muhammed Jumare and Abbas Mahmud, without whom I cannot be where I am today. Thank you all.

ABSTRACT

This study was designed in order to find out the impact of supervision on the management of primary schools in Northern Kaduna State. The designed objectives were to determine the impact of supervision on the management of instructional work, school records, school environment, school and community relationship, school funding, and staff development. These were properly achieved by descriptive research method. Data were collected with the use of questionnaire. A total of 234 supervisors and teachers responded to the questionnaire, the data were analysed and interpreted through the use of t-test statistics. There was hypothesis testing where p>0.05, means that any t – value that is below 0.05 was rejected. The research discovered that there is need for more provision of facilities for teaching and learning; record keeping needs to be improved. There is need for constant supervision of instructional work. This helps in achieving primary school aims and objectives. It is recommended among others that workshops and conferences be organized to teachers from time to time. School facilities must be provided to school and more percentages be given to State Universal Basic Education Board (SUBEB).

TABLE OF CONTENTS

Title page……...i

Declaration..……..ii

Certification……..iii

Dedication……iv

Acknowledgements…..……v

Abstract……vi

Table of contents……vii

List of tables……xi

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study…….……1

1.2 Statement of the Problem…….3

1.3 Objectives of the Study…….…….....7

1.4 Research Questions……..8

1.5 Research Hypotheses…….…….....9

1.6 Basic Assumptions……..……10

1.7 Significance of the Study…… ……..11

1.8 Delimitation of the Study…….……..12

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction…….…….....13

2.2 Conceptual Framework…….....13

2.3 Overview of the Concept of Supervision……..……...15

2.4 Supervision on the Management of Instructional Work (Materials)……23

2.5 Supervision on Management of School Records……..…….…….....34

2.6 Supervision of the Management of School Environment……41

2.7 Supervision of Management of School and Community Relationship.....53

2.8 Supervision of the Management of School facilities……..…….61

2.9 Supervision of the Management of Staff Development …….65

2.10 Supervision of Management of School Funding…….……..75

CHAPTER THTREE: RESEARCH METHODOLOGY

3.1 Introduction……..…....87

3.2 Research Design……...…....87

3.3 Population …….…...…87

3.4 Sample and Sampling Technique……..……..88

3.5 Instrumentation…….. …….……...89

3.6 Validity of the Instrument…….……....90

3.7 Reliability of the Instrument……..90

3.8 Pilot Study……91

3.9 Procedure for Data Collection…….91

3.10 Method of Data Analysis……...92

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 Introduction……..93

4.2 Presentation of Table and Interpretation…….....94

4.3 Hypotheses Testing……121

4.4 Summary of Findings…….……126

4.5 Discussion of Findings…….……..128

4.6 Summary of Tested Hypotheses…….……..…….130

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction…….……131

5.2 Summary……....131

5.3 Conclusions.....134

5.4 Recommendations.....134

5.5 Suggestions for further studies.....136

REFERENCES.....137

APPENDIX.....142

LIST OF TABLES

Table 2.1: Statutory release as at October, 31, 2005……...82

Table 2.2: UBEC Zonal Supervisors Offices……...84

Table 2.3: KAUNDA SUBEB Supervisory Department LIST of Zones, ZIEs LGEAs…...85

Table 3.1: Population of the Study……88

Table 3.2: Sample of the Study……..88

Table 3.3: Summary of the Sampled Population……..89

Table 4.2.1: Opinions of Supervisors and Head Teachers on Impact of Supervision on the Management of Instructional Materials in Primary Schools in Northern part of Kaduna State……..95

Table 4.2.2: Opinions of Supervisors and Head Teachers on Impact of Supervision on the Management of School Records in Primary Schools in Northern part of Kaduna State……99

Table 4.2.3: Opinions of Supervisors and Head Teachers on Impact of Supervision on the Management of School Facilities in Primary Schools in Northern part of Kaduna State……..102

Table 4.2.4: Opinions of Supervisors and Head Teachers on Impact of on the Management of School Facilities in Primary Schools in Northern part of Kaduna State……...…107

Table 4.2.5: Opinions of Supervisors and Head Teachers on Impact of Supervision on the Management of School and Community relationship in Primary Schools in Northern part of Kaduna State……...…111

Table 4.2.6: Opinions of Supervisors and Head Teachers on Impact of Supervision on the Management of Staff Development in Primary Schools in Northern part of Kaduna State.....115

Table 4.2.7: Opinions of Supervisors and Head Teachers on Impact of Supervisions on the Management of Funding in Primary Schools in Northern part of Kaduna State……118

Table 4.3.1: T-Test Showing no Significant Difference in the Opinions of Head-Teachers and Supervisors……121

Table 4.3.6: T-Test Showing Significant Difference between the Opinion of Head Teachers and Supervisors……..125

Table 4.3.7: T-Test Showing Significant Difference in the Opinion of Head Teachers and Supervisors……126

Table 4.6.1: Summary of Tested Hypotheses……130

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Kaduna State is in the northern part of Nigeria; and it shares boarders with Katsina State by the north, Kano and Plateau by the east and Federal Capital Abuja, Niger, Nasarawa states by the South. Education is the bedrock of any developing country, and Nigeria is not an exception. It is a formal system with a special design which is called the school. The Nigerian educational system is designed based on levels, according to the current educational reform; the levels consist of primary, secondary and tertiary. The basic level is made up of primary and junior secondary level. There are both private and public schools. The primary schools were supported by public funds (i.e by government) with other support from nongovernmental organizations.

Public primary schools are for all the children in various communities. Primary school is a social system as it is a collection of people with contribution towards the achievement of self and the country goals. The children at that level are between six to seven years of age, whom are expected to be taught for at least six years in the schools. Teachers, head teachers and other none teaching staff are provided in such schools. School supervision was provided by the government to the schools in order to monitor, assess, guide, improve and help stimulate the teachers in order to perform their duties for the achievement of primary educational aims and objectives.

Primary schools are the basic step taken by all the Nigerian children in order to be trained and prepared for the next step of educational level. Therefore, it is very necessary to make primary school organized since it is the educational foundation for all Nigerian children. It is very important to make sure that primary schools are run the way it supposed to be. In order to achieve the aims and objectives of primary schools, school supervision must be constant and proper, so that the teacher will be motivated and work harder. School supervisors do not only monitor teachers but it also give them chance to discuss their problems and provide ways to handle them. In addition, it gives room to improve teachers' development in terms of promotion issues by identifying those that are due for promotion or those that are supposed to go for studies, workshop and conferences. School supervision is very important for the benefit of both teachers and pupils.

Supervision is a way of stimulating, guiding, refreshing, encouraging teachers with the hope of achieving the educational set goals. Supervision is an age-long device for improving teachers' skills (Ogunsaju, 1993). Supervision is one among the many responsibilities of an educational administration performed by school heads, teachers and pupils. Since education is very necessary in our country, supervision must be given a high priority. This is because supervision deals with the basic needs of schools and it helps in provision, maintenance, assisting and proper placement of both human and nonhuman materials in schools.

Areas where supervisors assess in school include, the resources (fund), environment, school and community development, records, staff development, and

school instructional material. All these areas are vital which such schools will not remain as schools without them. Therefore, these are areas which if much attention is not given to; the educational goals will never be achieved or cannot be realized. Thus, this research attempts to study if there is any impact on the management of these areas.

1.2 Statement of the Problem

As a result of inadequate and improper supervision, education lacks its quality, rather schools are graduating half-baked graduates, because there are inadequate facilities, no harmony and good relationship between school and the community, no proper maintenance and availability of school records and also the instructional works were not given maximum attention. A careful observation of current trends in Nigeria, in terms of teaching and learning issues in schools shows that there is need for this research in order to study whether school supervision has impact on the school management. It appears that schools are facing a lot of problems which cause the backwardness in educational sector. There is need for this research so as to find out if lack of proper school supervision is one factor among others which cause the school problems.

In Nigeria, Local Education Authority takes charge of primary education supervision and inspection. The most alarming area is that of the personnel. Trained supervisors and inspectors are the most bottle neck in the school system. These trained personnel are not only inadequate, but in some cases do not exist. The few that

exist are never trained on the skills of supervision and inspection. This certainly could be the beginning of no control on the available resources (both human and material). Cases of inspectors attempting to use personal interest are many. This indicates lack of knowledge and technical knowhow of the aim of the school inspection.

Related to the above, is the non-availability of facilities supervision. Facilities such as vehicles, writing materials and allowances are inadequate in most inspection division in Kaduna state. This is also found within the school inspection. The school head masters mostly complain of equipment such as files, papers and other materials that aid their effort in an internal supervision of both human and material resources.

More so, in some schools where there is the availability of some of the materials, the maintenance culture is mostly lacking. Some of these equipment help in review of the last supervision and inspection. There could be document for teachers' evaluation, pupil's records, school inventory records to mention but a few. These document help to trace the past supervision for improvement and decision making. Unfortunately, these could hardly be found in most schools today due to inadequate maintenance of facilities. In fact, in some schools, the erring school head keeps records in his personal house, which is never correct in a normal situation.

The most powerful force be deviling education as a system is funding. This cankerworm did not spare school supervision. As mentioned above, an inadequate fund disallows school to conduct several of its activities and programmes. For example inspection suffers due to non staff development, most school heads supervise school activities on the basis of tacit knowledge, in other words, supervision is made

on the basis of unconscious experience not through formal training. Also, a problem made by inadequate funds is the inability of schools to procure facilities for record storage. In many schools files are inadequate let alone shelves for documenting records for future uses and decision making. This results to several fake results and claims by nonexistent students.

In relation to supervision of school environment; schools nowadays are in court with their host communities for claim and disclaim of lands. Most school territorial lands are not known, may be due to lose of records and inadequate supervision of the lands. This problem has resulted to several disagreements and conflict which result to having bad school-community relationship. The bad school-community relationship result to hostility and affect students' moral control. In fact, in some cases result to theft of the school's properties. Moreover, inadequate environmental supervision results to schools becoming bushy, thereby making the school prone to fire disaster and snake bite. Most of these problems are associated with the inadequate school managerial skills and funds for managing primary schools in Kaduna State.

In a study conducted in Lagos State schools, Adesina (1971) finds that out of the 38 schools surveyed, only 7 were within the preceding five years and one the preceding two years; the rest had no record of inspectional visitors. All these problems arise because of the exceeding pupils' population. And also the new introduced basic system of education does not function properly. In order to attain the educational aims and objectives in the country, school supervision must be given

more attention on the aspect of instructional work because it is the heart of the school. Teachers' activities and class activities will be assessed to find out the teachers level of skills, knowledge and ideas. And also to observe the pupils' capacity on learning activities and to realize whether the instruments provided by the government were adequate and used by both the pupils and the teachers.

Supervisors will make sure that there is provision of proper school environment with good surroundings, proper cites and area, play ground equipments and garden with good colorful flowers that will beautify the school, proper arrangement of water devices. All these and many more make and encourage teaching and learning in schools.

Another area to be well supervised is the school facilities, the supervisors were expected to investigate the provision, maintenance and functioning of school facilities provided by the school management. School facilities involve; library equipments, tables, chairs, lab equipments, play ground facilities, toilets, and urinary materials. The supervisors help in the provision of school facilities and maintenance.

The last but not the least area is the inspection of school records. This is a very important way of having the historical, references, documentation and evaluation of teachers, head teachers and the pupils of the school. School records involves functioning, availability, and maintenance of the school records. If there is proper and regular supervision in this mentioned areas, in our primary school basically, education in Nigeria will be improved and the aims and objectives will be attained not only in

primary school but also in the higher academic level of education and the output or the graduates will be more qualitative in terms of skills and knowledge, because primary school is the foundation of any knowledge if there is concrete foundation.

1.3 Objectives of the Study

The study was set to achieve the following objectives:

i. determine the impact of supervision on the management of instructional work in primary school of northern part of Kaduna State;
ii. assess the impact of supervision on the management of school funding of primary schools in northern Kaduna State;
iii. determine the impact of supervision on the management of staff development in the schools of northern part of Kaduna state;
iv. determine the impact of supervision on the management of school and community relationship in primary schools of northern part of Kaduna State;
v. Determine the impact of supervision on the management of school environment in primary schools of northern part of Kaduna State;
vi. determine the impact of supervision on the management of school facilities in primary schools of northern part of Kaduna State; and
vii. determine the impact of supervision on the management of school records in primary schools of northern part of Kaduna State.

1.4 Research Questions

i. What is the impact of supervision on the management of instructional materials in primary schools of northern part of Kaduna State?

ii. What is the impact of supervision on the management of school funding in primary schools of northern part of Kaduna State?

iii. What is the impact of supervision on the management of staff development in primary schools of northern part of Kaduna State?

iv. What is the impact of supervision on the management of school & community relationship in primary schools of northern part of Kaduna State?

v. What is the impact of supervision on the management of school environment in primary schools of northern part of Kaduna State?

vi. What is the impact of supervision on the management of school facilities in primary schools of northern part of Kaduna State?

viii. What is the impact of supervision on the management of school records in primary schools of northern part of Kaduna State?

1.5 Research Hypotheses

The study formulated the following hypotheses:

i. There is no significant difference in the opinions of head teachers and supervisors on the impact of supervision on the management of instructional materials in primary schools of northern part of Kaduna State.

ii. There is no significant difference in the opinions of head teachers and supervisors on the impact of supervision on the management of school funding in primary schools of northern part of Kaduna State.

iii. There is no significant difference in the opinions of head teachers and supervisors on the impact of supervision on the management of staff development in primary schools of northern part of Kaduna State.

iv. There is no significant difference in the opinions of head teachers and supervisors on the impact of supervision on the management of school and community relationship in primary schools of northern part of Kaduna State.

v. There is no significant difference in the opinions of head teachers and supervisors on the impact of supervision on the management of school environment in primary schools of northern part of Kaduna State.

vi. There is no significant difference in the opinions of head teachers and supervisors on the impact of supervision on the management of school facilities in primary schools of northern part of Kaduna State.

vii. There is no significant difference in the opinions of head teachers and supervisors on the impact of supervision on the management of school records in primary schools of northern part of Kaduna State.

1.6 Basic Assumptions

The study was based on the following assumptions:

i. Supervision has no impact on the management of instructional work in primary schools of northern Kaduna State.
ii. Supervision has no impact on the management of school funding in primary schools of northern Kaduna State.
iii. Supervision has impact on the management of staff development in primary schools of northern Kaduna State.
iv. Supervision has great impact on the management of school and community relationship of primary schools of northern Kaduna State.
v. Supervision has impact on the management of school environment in primary schools in northern Kaduna State.
vi. Supervision has impact on the management of school facilities of primary schools in northern Kaduna State.
vii. Supervision of school records has impact on the management of primary schools in northern part of Kaduna State.

1.7 Significance of the Study

i. It is expected to contribute to knowledge as a reference material for scholars in the research field.
ii. It is expected to draw the government attention toward the funding of schools and assessing the resource management.

iii. It is expected to draw the supervisor's attention to the needs for proper supervision.

iv. It expected that the management of primary schools will be able to realize the level in which school supervision has impact on them.

v. It is expected that the government will be able to realize the need for constant and proper supervisions in primary schools

vi. It is expected that the primary school government will be able to realize the effect of primary schools as the basic and foundation of all the educational levels

vii. It is expected that supervision will be regards as an engine for moving education either supervisions and teachers backwardness or there lapses.

1.8 Delimitation of the Study

The study was designed on impact of school supervision on the management of primary schools in north Kaduna State only. The research is limited to the primary schools located at the northern part which involve eight local government S/Gari with 55 primary schools, Lere with 166 primary schools, Kabau with 242 primary schools, Ikara with 122 primary schools Kudan with 81 primary school, Zaria with 114 primary schools, Sabo with 230, and Makarfi with 116 primary schools. The study will focus on the respondent of head teachers and supervisors of the schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed studies relevant to the present study, which entailed consultations of textbooks, journals, reports and other writings pertaining to the research topic. Some of the areas of concern in this chapter include the conceptual framework, concept of supervision, management structure of Kaduna State Universal Basic Education Board; supervision in primary schools, supervision of instructional materials, school records, school facilities, school environment, school and community relationship, staff development and school funding.

2.2 Conceptual Framework.

Supervision is a form of motivation for teachers. It makes them satisfied and have a sense of belonging in order to make them perform their duties very well and put more effort to the work. Many scholars have agreed that supervision is purposely carried out in order to stimulate, guide and co-ordinate teachers' growth and development. And it is believed that supervision encourages teachers and makes them ready for any criticism that may arise from the supervisors and will be dedicated to their work since they may not know supervisors' arrival to schools.

Herzberg (1957) in Peretomode (1992) identifies two factors of motivation and job satisfaction. The two factors are referred to by various names such as 'dissatisfies-

satisfies' or 'hygiene – motivator' or 'the extrinsic-intrinsic' factors. These two factors grew out of a research conducted by Herzberg (who worked in different companies in Pitts Burgh, U. S). These two factors try to examine the relationship between job satisfaction and productivity. They were critical in their research (inter-views were carried out) asking their respondents to recall a time when each of them felt good about his or her job and times when each felt bad, about his described events associated with feeling.

Result of analysis of the accumulated data was the emergence of the two factors. Supervisions is among the 10 other factors listed under number two factors in the research conducted (dissatisfies or hygiene). Herzberg mentioned that these maintenance factors among which supervision is related to the environment context of the job. They are referred to as, extrinsic factors of motivation. If they are presented in the work satisfaction, the employees will not necessarily be only satisfied or motivated, he or she will simply not be dissatisfied (he will not feel that he is not pleased). Generally the result means that lack of supervision in work makes the employee feels dissatisfied. This means he will feel that he is not pleased and satisfied with his working place. If supervision and the remaining nine factors are not forth coming in a working place the employee will be dissatisfied.

School supervision according to Herzberg makes teachers pleased and satisfied, while lack of supervision will make teachers to be dissatisfied

2.3 Overview of the Concept of Supervision

Definitions of supervision have been suggested in the past but there has not been one single and universally accepted definition of the term supervision. However, scholars have given attention to what the real word of supervision means in this section. Selected statements from key authors in the field of supervision are provided to shed light on the essential components of supervision. Statements are followed by editorial comments. Good's dictionary of education (1945) quoted by Ogunsaju (1983) defines supervision as all efforts of designated school officials towards providing leadership to the teachers and other educational workers in the improvement of instruction. According to good, (1945) supervision involves stimulation of professional growth and development of a selection and revision of educational objectives; materials of instruction, methods of teaching, and evaluation of instruction.

Moorer (1952) sees "supervision as series of activities which are primarily and directly concerned with studying and improving the conditions surrounding the learning and growth of pupils and teachers". This definition reveals that supervision is based upon studying the learning environment (curriculum, physical plant and equipment) understanding it and improving in order to facilitate learning, so that bother the pupils and teachers can release their energies in creative ways to solve individual and common problems. Dickey (1953:24) defines supervision as the process of manipulating all elements and conditions surrounding teaching and learning to produce better learning and the functions of providing the learning

necessary to effect improvement in the work of teachers. This involves the appraisal of the general achievement of students, the evolution of methods used by teachers, the observation of the general management of schools for the betterment of teaching and learning. Flurries (1976) viewed supervision as those activities that are designated to improve instruction at all levels of the school enterprises. Okumbe (1998) also shares a similar view when he views supervision as that instructional effectiveness.

Wiles et al (1975) defined instructional supervision as an instructional behavior assumed to be additional behavior system formally provided by the organization for the purpose of interaction with the teaching behavior system to maintain change and improve the learning opportunities for the students. The idea is to directed students toward ensuring that teaching and learning are getting on properly in the classroom and teachers are assisted to improve themselves by promoting a conducive atmosphere for the classroom interactions.

Aims of Nigerian Education

The five main national goals of Nigeria, which were endorsed as the foundation of education in national policy on education are :

(a) a free and democratic society

(b) a just and egalitarian society

(c) a united strong and self-reliant nation

(d) a great and dynamic economy

(e) a land full of bright opportunities for all citizens

This being the case, the goals of primary education are to:

(a) inculcate permanent literacy and numeracy and ability to communicate effectively

(b) lay a sound basis for scientific and reflective thinking

(c) give citizenship education a basis for effective participation in and contribution to the life of the society.

(d) mould the character and develop sound attitude and morals in the child.

(e) develop in the ability to adapt to the child's changing environment.

(i) give the opportunities for developing manipulative skills that will enable child function effectively in the society within the limits of the child's capacity.

(f) provided the child with basic tools for further educational advancement, including preparation for trades and crafts of the locality.

History of Supervision in Primary Schools

Supervision as a field of educational practice with clearly stated rules and regulations did not fall from the sky fully formed. It emerged slowly as any field in educational activities. Supervision is related to the educational profession dynamics that have historically generated with a very complicated issue in concerning with the Nigeria educational system. According to Musaazi (1982) a formal instituted supervision was said to have started in the 1654 in the United States of America.

Where the general court of Massachusetts Bay colony law authorized schools representatives to inspect schools. While in Britain, supervision of schools started early as 1847 at the time the Queen appointed educational supervision who were named as her majesty's supervisors. In both two colonies and many other place at that time, supervision was been practicing in autocratic form of leadership directly to the teachers in other to monitor their ability to teach and help them on how to improve their work.

Moreover, at that time there was a general belief that methods of teaching were directly fixed which could be identified and judged through belief observation of teachers during their work. In Nigeria western education was introduced to the Nigerian around 1842, by the missionaries in Badagri (Fafunwa, 1995). The missionaries were the supervisors at that time, using the administrative supervision approaches, where the cathedral was the teachers and the laymen on the church served as the supervisors. The first education ordinance was announced when the colony of logos was still jointly administered with gold coast, sierra-Leone and Gambia. The ordinance provided a general board of education that will take care of all the education development in the territory. It was the board that established an inspectorate which covered all the British West African territories. The chief inspectors of schools who headed the inspectorate were known as her majesty's inspectorate for West African colonies. It further provided for three Africa sub-inspectors, one for the Gold coast and Lagos, one for sierra – Leone and one for Gambia. These sub- inspectors were responsible to the chief inspector. Later the same

year 1882 the reverend Metcalfe Sunter was appointed as her majesty's inspector (HMI) of school for West African colonies. Though the area was too large for one inspector and very little was achieved by the appointment.

Supervision and Administration in Primary Schools

There are many scholars in supervision field that tries to look at the relationship between supervision and administration in educational aspects in many dimensions. Gatawa G.S in his project at the education department A.B.U Zaria August 1988, PP 42-51, brings out some of these scholars ideas concerning the relationship, differences of the two words they became inspirable to each other. The related aspects of the two words: According to his explanations Netzer and Kneys (1971) definition of supervision as a phase of school administration, is based upon the major assumptions, which are: in support of these assumption Mbiti (1994) describe supervision as one of the basic requirement in that concern the tactics of efficient and proper management. Thus it can be said it's the "Nervous system" of an organization.

Supervision is subordinate to administration and it can be regarded and subjected to other direction of administering. However, Dunn (1923) in Garba (1988) considered supervision "a more general term than administration as implied her assertion that instructional supervision and their work. It is the province of administrative supervision to provide as adequately as possible for conditions for effective instructional". Moreover, Burton(1940) P2 10 as quoted Rober (1942) P18, stated that administrative supervision is secondary to the institution.

Eye Netzer and Kney (1971) in Garba (1988) defined supervision as "that phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectations of educational systems. However, if this definition is critically examined, it will be noticed that the definitions of administration and supervision are embedded and this shows the relationships between supervision and administration. These assumptions are: (a) supervision is a phase of administration (b) supervision is concerned with the appropriateness of instructional expectations. (c) supervision is that phase of administration which has particular pertinence or the expectations (products) of educational systems. Some overlapping of supervisory and administrative functions is inevitable and not altogether undesirable.

Effect of Supervision on the Management of Primary Schools

Udo (2005) clearly demonstrates the dynamic nature of supervision under the following definitions:

1. ***Supervision for the improvement of teaching***.

   In words of C. Fred Ayer, "the function of supervision is for the improvement of teaching. Since schools exist in order to give learning opportunities, which is better in schools than those given elsewhere.

2. ***Supervision for encouragement.***

   Report in India, has pointed out that "chief duty of inspector is to inspect schools. He must do this sympathetically and tactfully, give advice based on his knowledge and experience which will help the teacher to make their school

enlightened and humanize institutions. He should be free and also qualify to praise or criticize, but his criticism should be calculated to encourage not to intimidate.

3. ***Supervision for stimulating professional leadership***.

The America association of school administrator has observed, "Undoubtedly stimulating professional leadership from fair and sympathetic administrators and supervisors in one of the most important ingredient in the satisfaction of classroom teacher and other staff members.

T.H Briggs and Joseph Justman, think that "in general, supervising means to coordinate stimulate and direct the growth of teachers in the power and that of every individual pupil through the exercise of his talents towards the richest and the mist intelligent participation in the civilization in which he lives.

4. ***Supervising Educational Advancement and Improvement***

A publication of the central institute of education stated that "the modem forward looking school inspectors fill the role of liaison officer and human engineer as well as education by interpreting the problems of principals, teacher and higher school authorities and each group and by working cooperative with them for educational advancement and improvement.

5. ***Supervision for improvement of service***

The international conference on public education in Geneva resolution stated that "Inspection should be considered as a service to interpret to teachers and

the public, the educational policies of the authorities, the experiences, needs and aspiration of teachers and local communities.

6. ***Supervision-A co-operative enterprise***

Programmes for secondary education concept of inspecting and supervising demand has outlined the nature of supervising as "the democratic concept of inspecting and supervising demands constant efforts on the part of the inspecting officer to stimulate, co-coordinate and guide the continued growth of the teacher in school, both individually and collectively in better understanding and more effective performance of all the functions, so that they may be better and able to stimulate and guide the continued growth of every pupil towards the richest and most society, for the new concept is base on the belief that inspection and supervision is a cooperation enterprises in which both the teacher and the inspecting officers have to participate actively. They should be acquainted with the problems of each other work as a team.

In summary, supervision is advising, assisting, collaborating, considerate, considerate, development, discovery, disseminating, dynamic, encouragement, experiment, growth, guidance, helping, noble, promotion scientific and service.

2.4 Supervision on the Management of Instructional Work (Materials)

Supervision in fact, is a planned programme for the improvement of instruction. The supervisor is expected to supervise the following: methods of teaching (Group method, individual method, and Dalton plan method,) the

audiovisual aids used by the teacher to make teaching interesting and effective. The time-table which enforced to carry out the instructional work, distribution of work among the members of the staff, distribution of the prescribed curriculum, term written work done by the students, any experiment Conducted and project taken up to improve teaching. The checks up the teacher's diaries to find their daily planned activities. Thus, the first and the most important areas of supervision is the management of instructional work. Instruction work supervisor's roles listed by Okobiah (1979) are:

- Helping teachers to identify new skill as being needed to improved instructional efficiency
- Working with the individual teacher to generate alternative ways of development new identified skills.
- Working cooperatively with individual teachers to established innovative instructional skills
- Reinforcing individuals or groups who are making attempts to contribute towards achieving the goals for instruction in school or schools assigned.

The supervisor has to find out how effective and useful the teachers school activities were designed and carried out. And also how the teachers use and apply their teaching skills and ability towards teaching and learning as professionals. In and outside the classroom. Also from this aspect of school supervision the supervisors will be able to determine if the teachers where using the school designed curriculum as directed by the government and if the tools to use were available and the time to use is

manage properly. Thakur (1980) described supervision of instructional work as a planned program for the improvement of instructions. MacDonald (1966) quoted Gatawa (1988) explain the word instruction as the interaction between person, materials, ideas performances and objectives of the contrived curriculum environment". It is the activities or interactions between the learners and the teachers, as the part of the schooling environment it includes human as well as material variables so that while the teacher may not be physically present, instruction through materials or other group experiences can go on. Supervisors of school instructional work are specially trained supervisors assigned to schools on routine day-to-day duty, and charged with the responsibility for supervising the management instructional work in the schools.

Okabiah (1979) explained that supervision of instructional work was by those who are specially trained and assigned to a number of schools in a given geographical area, and charged with the full responsibilities for instructional supervision of the schools assigned to them. He further explained that the instructional supervisor is the person who guides, advices and sources ideas to teachers and observes the teaching and learning processes in the classrooms. Supervisions is not for the purpose of criticism or ritual evolution or victimization, but for the improvement and efficiency of instruction in order to upgrade the academic standards. Moreover, Lovel et al (1975) described the work of instructional work supervisory team in local school level as those who participate in coordinating the continued development and evaluation of educational goals at the local school level. They also provide the psychological and

technological support system for teachers for examples experimentation development, supervision of new programs and sharing of new educational ideas with other schools in the district. They give room for the continuation of education for the professional staff; they design the curriculum and coordinate the various specialized sub-systems in the local schools so as to maintain balance and common direction in schools. Selection procurement, allocation and deployment of materials and equipment of instruction for educational planning and utilization are all proposed tasks of the local (primary) school instruction supervisory team.

Supervision of instructional work is vey essential. Its objectives is to always help in the provision of community expectation, because both the teachers and learners will be motivated and become inquisitive so that at the end the aims and objectives of education will be achieved and the community will be developed. On the other hand, teachers' and pupils' concerns, interests and needs are catered for. Since the supervisors will find out all the problems and provide solution to them. One key to the effectiveness of supervision of school instructional work is that it provides broad base participation; the instructional materials will be supervised with the cooperation of the teachers always. This will give an understanding and support services and consultation.

Some other aims and objectives of supervision of instructional work also provide direction, provision and activation of engagement opportunities for students, and also provide a basis for evaluation as well as development of instrument and procedures for evaluation. The teachers have to be closely involved, since they need

to develop goals and objectives of their own instructional activities which is very important it gives more contribution to their achievements.

This type of supervision is said to be channeled toward the development of teacher and the total instructional improvement. Because this kind of supervision involves curriculum classroom integrations and the planning schedules regarding teaching and learning in and outside the classroom. Mussazi (1982:77) has also noted that "typical school supervisors are concerned with responsible for curriculum and instructing negotiation and compromises. This is another comment which draws attention on important of supervision of instructional work. This shows that it is a crucial issue concerning the improvement and development of education, which need more attention from the Government.

According to Uduje at-el (1992), in Nigeria more supervision of instruction has become necessity because of the fast increment in interest for education and size of our schools, which make the attendance and opportunities for education increased. While the facilities for education are in short supply, this problem and many more compound in hiking the need for effective supervision. He further more explained that instructional supervision aims at helping teachers to become self directive, developing the necessary positive attitudes skills and information that will make them prepared to willingly contribute to the solute of educations and instructional problems. And make the school a favorable setting for student's learning, that aims at the integrating with teaching behavior system in such a way provision and actualization of learning

opportunities will be developed for students. Afolabi (2001) listed some functions of supervisors on instructional improvements.

1. In evaluating the data related to the educational product in terms of the accepted goals of education and the objectives of instruction, the following should be taken into consideration:
    a. determining goals of education and objectives of instruction;
    b. selecting means of appraisal analysis of goals; and
    c. analyzing data so as to discover straight and weakness in the product.
2. Conducting a critical analysis of active teaching learning situation so as to determine the antecedents of satisfactory (anticipated) and satisfactory student growth as reflected in observable behavioral charges and operationally defined capabilities.
    a. studying the course of curriculum in operation
    b. studying the materials of instruction, the equipment and the socio-physical environment of learning and development.
    c. studding the factors related to instruction, use of materials methods and techniques of instruction and other factors.
3. Improving the entire teaching and learning situation which involves:
    a. improving the course of study and the curriculum in operation
    b. improving materials of instruction, the equipments and the socio-physical environment of learning and development.

c. improving those factors relating directly to instruction, this may be dealt by the supervisory team.

d. improving such factors as may be present in the learning which may affect pupils development and achievement which may attached in the school situation.

4. Evaluating the objectives, methods and outcomes of supervision.

a. discovery and applying the technique of evaluation

b. evaluating the result of given supervisor programs including the factors which may tend to limit the success of those programs

c. evaluating and improving the performance of all who compose the supervisory teams.

From this explanation we can understand that supervision of instructional work plays a vital role in teaching and learning situation. It is very important to have frequent instructional supervision, by professional supervisors in our primary schools. Okabiah suggested that special training and recruitment of supervisors of instruction will have to be a permanent feature of supervisor system in the schools. Therefore the inspectoral divisions must try their efforts in the development of instructional supervisory staff. Coordinate and organized training, workshops, seminars and conference for the purposes of instructional work. Some of the instructional work includes:

Classroom Management

This is the area where the teacher must use his skills in controlling the classroom. It should be well organized and pupils attention must be aroused by the teacher when the teaching is taking place, some other things to consider in classroom management are:

i. Sufficient attention was given to the lightening and ventilation of the classroom
ii. Safety and arrangement of the classroom equipments were well arranged and they are not harmful to the students e.g. desk, chairs, blackboard etc.
iii. The supplementary materials were effective
iv. Useful and sufficient of audio visual aids
v. Teacher's voice and pronunciation must be clear and pleasant to the students.
vi. Suitable mode of teachers dressing
vii. Suitable and conducive teacher's manners
viii. Teacher's self control
ix. Teacher's sympathy and fair-mindedness must be required in the classroom
x. Handling of teaching acids efficiently
xi. Arrangement of the pupil's seat in order to help those with hearing or sighing deficiency.
xii. Pupils must enter, leave or move about the classroom in an appropriate manner
xiii. Responding and interaction of students with teacher's questions.

xiv. Attention of the whole classroom must be keen and continuous.

Arrangement of Subject Matter

The teacher will try and make sure that the time given was effectively divided in this order:

i. testing and drilling;
ii. new assignment and new material;
iii. the subject matter must also involve activity of pupils;
iv. a proper balance must be arranged between the teacher activity and pupil's activity;
v. and also a well arranged subject matter must be prepared to make pupils busy throughout the entire period of the lesson;
vi. and all the students must participate in the lesson. Based on their own understanding, spontaneously; and
vii. the lesson taught by the teacher must affect the children performance and behaviors on how they attack and solve problems.

Planning of Lessons and Lesson Delivery

It is good for a teacher to plan his or her lesson before going to class. This plays a vital role in making teaching to be effective. A well planned lesson prepares the mind of the teacher on knowing how to deal with the difficulties in the part of the learners. It also guarantees that adequate provision made for the items needs in

teaching. And also its help in selecting a way or ways needs to measure the lesson e.g. do the teacher want the students to describe, select, identify or define at the end of the lesson. It is also given the teacher free mind when handling the class activities. In delivering a lesson certain things must be observed:

i. Time given must be divided effectively in the introduction of the lesson, main body of the lesson and the conclusion of the lesson.
ii. Pupils must be kept busy throughout the entire period of the lesson
iii. Proper balance must be made between teacher activities and the pupils activities
iv. The questions must be suitable
v. The questions must be distributed and give to the pupils thoroughly
vi. Pupils were to ask questions in their area of difficulties spontaneously
vii. Pupils must realize how to attack and solve problems regards to a particular lesson
viii. The aims and objectives of the lesson must be attained etc.

Teaching Aids

Teaching aids are those materials or resources used by the teacher when teaching for the purpose of enhancing teaching and learning. Teaching aids can be classified into visual aids, audio aids and audio visual aids. Visual aids are those materials that appeal to the sense of sight and they include amongst several diagrams, maps, charts, globes, specimens, pictures, workbooks, models, chalkboards, etc.

Audio aids are those materials that appeal to the sense of hearing and they include tape-recorders, radio. Audio visual aids are those materials that appeal to both auditory and visual senses at the same time e.g video tapes, computers, television, movies projector. Teaching aids enable you appeal to their various senses in a way that will facilitate effective teaching and learning. Nigerian Educational Research and Development Council (NERDC) "Guidebook for LGEA Teacher (2009).

Curriculum

The curriculum content was basically built based on the needs and, interest it is reflecting the norms and changes of the community children. It serves as guidance to the teachers in other to determine what to teach, who to teach and learn. Supervisors encourage teachers to be creative, to feel free and think for themselves in matters pertaining curriculum. They sit together and select, assess or reject, share ideas and knowledge about what the children are going to be taught. Both teachers and supervisors were expected to corporate, work as team in order to determine the successes or failure of programs. Teachers were needed when analyzing administering, evaluating and developing the curriculum. There variations in the objectives and organizing the curriculum, which will lead to recasting the curriculum toward the improvement of the instructions. The teachers and supervisors are expected to find out if:

i. The curriculum and co-curricular are child-centered
ii. If the curriculum concentrate on the experiences of the human life as a whole

iii. If the curriculum is based on principles of reality and utility

iv. If the curriculum was build in order to bring flexible changes in children

v. If the curriculum posses continuity articulation and integration

vi. If the curriculum, provided was flexible to suit the individual differences among children

vii. And if it consists purposeful activities and meaningful experience

viii. And if it can promote democratic values.

ix. And also if it can help in all round the growth and development of child

These and many more are what the teachers and supervisors may look on to in order to build and improve the curriculum content that can be useful to the child and the society in general.

2.5 Supervision of Management of School Records

School records are the report kept in schools for the historical as well as contemporary information. The record written and kept safely provides information of what happened previously and what is happening now. This will enable the organization to ensure its continuity. Ukeja et al (1992) explained that records may assume the form of:

i. Memorandum, directive, work sheet, and reports of work in progress

ii. Official reports, and

iii. Formal and permanent records. He said there should be a written description of the records system as individual reports should be numbered, named and dated.

Records forms should be designed in accordance with accepted criteria. The following criteria were suggested in 1992 by American National Education Association Committee. The records should be;

- Cumulative in nature
- Uniform when used for comparing data between individual schools
- Should be made of durable materials
- Free from duplicate entries
- Organized systematically
- Adequate in scope to serve the purpose intended.
- Available for use by the proper school officials.
- Filed so that frequently used materials can be located and inspected quickly.
- Maintained separately for primary and secondary where necessary for effective use.

According to Otu (1999) school records are account of facts, events and activities set down in a book of reference or pressured from further use. A record is a book of information on different aspects of the school. It shows the occurrences of past events activities in the school with their dates. Record serves as a good source of information and historical facts, for researchers and historians. They are also vital sources of information about the school which assist the headmaster and other staff to assess the progress made in the school. Records should be where they cannot be destroyed and also to be maintained and be valuable, made use of it as the need arises.

Records are essential part of school organization. It is important that school heads and teachers take the responsibility of keeping these records. When parents want to know the progress of their children in school teachers simply get necessary information with school records. Students also further their education or seek employment with the use of record (certificate) from the school they attended. And the state ministry of education often needs information in various forms for planning purposes. Accurate information of school was preserved by proper records keeping for the purpose of future or immediate use.

Records can be used for planning and financing education. These records can be kept in form of facts or figures (Data). Records easily supply data that can be used for planning. The law of the education demands that every education institution should keep certain school records. It is obligatory for both headmasters and teachers to keep important records in their schools. Record keeping is part of the duties of head teachers and teachers. Whenever supervisors come to in school they ask of records they help them get information they require. Records kept by teacher serve as a weapon of defense for the teachers. Records are in different categories every head of school must provide records for his officers usage. Some records are for the teachers while some are for the students. The school records involve.

- ***Attendance Register***, this contained all the pupils' name, age, address and his day to day class attendance.
- ***Teacher's Lesson Notes Books***, this is the daily class activities and lesson plans by the teacher.

- ***Record of Work Book***: this is the book which contains the weekly lessons carried out by the teacher and the activities or assignment given by the teacher.
- ***Class Time Table,*** this kind of record was in two forms there is a general time table for the whole school which was press at the notice board on the wall inside the staff room and at the headmasters office while the other one small was meant for a class which is kept by the teacher for his or her own use only.
- ***C.A Result Sheet***, this is another type of record which consist the result of the pupils continues assessment, or any activity carried out for the purpose of assessing.
- ***Admission Register and Withdrawal***: this is purposely kept accordingly as the school admitted, withdraws or transfers any student. The schools head will fill the record and kept with him for future reference and enable him know the number of students in the school.
- ***Log Book***: This is a record provided by the school authority and kept by the head teacher. It was meant to record staff transfer or staffing absent without permission or any negligence of duty by staffs or any reports of inspectors on the school or the staff. The dates which exams or holidays started. Or any important activities hold in the school was all recorded.

- ***Visitors Book,*** this is purposely meant to record all the Visitors come to the school as the name indicated. It contains space for name, address and purpose of the visit. Signed with green pen normally.
- ***Punishment Book***: This book is to record the punishment given to staff or students due to offence committed. The type of the offence and the punishment given must be all recorded.
- ***Store Record Book***: this book was meant to record all the equipment and facilities bought or given to the school and whenever the school makes use of them it will be recorded and the name of teacher, class and number and amount used.
- ***Staff Meeting Minutes Book***: this book purposely meant to record the date time and important issues discoursed in meeting held by the school.
- ***Syllabus/Scheme*:** syllabus is the whole work to be covered for the term. While scheme was the term work breaks into weekly.
- ***Reports Card***: this is a record which is meant to writes the result or scores of pupils. It stated the progress of pupils for the whole term. Columns where created for first C.A, second C.A and exams results, which at the end of the term the teacher will calculated and compare the percentage of the child performances with the other find out his rate or position. Report card also contains the rate of child attendance per term and his physical and social development. This area is where by the supervisor examines all sorts of school records, such as admission books, withdrawal register, log book,

visitors, cash, staff movement book, time table, duty roster, C.A. result, hospital report file, PTA, attendance register, and time book. Peretomode (2004) defined school records as the documents inside which the daily events, equipments, transition, and ceremonies that affect the schools are recorded. This forms the history of the happenings in the school and contribute to the meaningful development of the school.

NTI Hand book explains records keeping that 'it is mandatory for the school to keep vital records to its existence and for the benefit of pupils. Records are meant to be used as occasions demand and are equally meant to assist the teacher to perform his duties efficiently'. A well kept school record is an instrument to build a history of the pupils and as the society all over the world is becoming more and more complex, accurate record keeping in schools will be in the interest of the state, the teachers as well as the students. For these reasons, he must keep records for the ongoing work of his class and for the progress of individuals within. Record keeping is guided by these four questions:

(i) What do I need to record?

(ii) Why do I consider these things worth recording?

(iii) What use am I going to make of the information?

(iv) How can it be collected efficiently?

Purposes of Keeping School Records

a) It ensures that the Head teacher keeps strictly to the education regulations as directed by the state government
b) It provided necessary information for the educational development in school
c) It provides means of assessing progress in education
d) It provides useful information about the students and staff
e) It can be used as history if properly documented

It is responsibility of a supervisor to insist on the proper keeping of these vital records. Lack of record keeping in a school affects the school administration. We should not mind the time it costs, inspector has to explain the penalties attached to non-keep f records in school to the teachers.

2.6 Supervision of the Management of School Environment

School environment is a place that affects the behavior and development of something belonging to that environment or surroundings, which means everything that is around or near the environment. As described by Oxford Advanced Dictionary (seventh edition, 2006). Yoma (2004) explained the school area (environment) is made up classrooms, laboratories, workshops and libraries. It is sometimes categorized into building and open space. Such buildings include premises used for teaching/learning and administration or those premises that are used for other related purpose. It is the open space in the school area made up of play grounds, sport fields and parking lots. The housing area and the area where accommodation is provided for

both students and staff members. In some other schools, dispensaries or clinics and stores are also located in the housing areas.

Moreover, the school site (environment) must be selected with references to the population that is to serve. Consideration should be given to things as topography, nature of soil, accessibility to safe distance from main high-ways, infrastructural connections (light, water and roads) and development potential for beauty and usefulness. Supervision on the management of school environment is very necessary because the supervisors will try to find out about the important aspects in schools which deal with the life of the students and other staff surroundings, classrooms, libraries, laboratories, workshops, school fields, and many others. All these were to be inspected to ensure proper cleanliness and the condition of the necessary materials used in this aspect. Such as kitchen utensils, tap, well or bore holes, and many others. Some other things that may harm the students include obscene pictures and writings, should be removed and children nails, teeth clothes, shoes or sandals should be thoroughly examined by the teachers at the assembly ground. All these are part of cleanliness for the students' health benefit. It should all be remembered that many lives are gone through fire, floods, collapse building, contaminated food, and bad drinking water. It is important to make necessary arrangement in the school environment to prevent such accident e.g loosing of life indicate and provide emergency exists and many more.

Advantages of Cleaning and Clearing of School Environment

- Clearing promotes the health of the pupils
- Pupils will be able to realize the value and importance of clearing
- The environment will be free from germs
- The school will look beautiful and tidy, which can attract the other people, and the students also will look beautiful and happy
- There will be less separation of diseases
- Teachers and pupils will be motivated, teaching and learning will be carried out properly.
- There will be a very good ventilation
- The students will be proud
- Awards will be given to the school after inspection
- It helps to prevent infections and diseases
- Conducive place for play and games
- It promotes personal hygiene

Physical appearance of the school means a lot in motivating both teachers and pupils and it encourages, poorly and untidy school environment discourages the teachers and pupils and also give other people feelings that school may be a proper and conducive place for learning or they may feel that the school cannot give standard education. Operation of school includes those activities connected with keeping the physical plant open and ready to use which include cleaning, and clearing furniture,

caring for grounds and other housekeeping activities that are repeated regularly. We suggested that every school must have as part of its core staff maintenance and people who fix and repair structures and equipment as well as operational personnel who the Americans call janitors and custodians for the housekeeping and cleaning purposes. Perhaps, the greatest problem in our schools is with the technical aspects of plants operations and maintenance. Even the ordinary job cleaning, requires some knowledge of chemicals. Cleaning is not just wetting surface. Proper use under right conditions of cleaners, waxes, soaps, disinfectants, deodorants, windows cleaners can make a world of difference. The greatest problem we are facing in schools is dumping the unwanted or broken down and dusty materials in the school premises. It is necessary to all schools to have staff, who will take care of these problems. As we all know that we are not only talking of cleaning schools for the benefit of beautifying the school environment, but because of our health. Health is very important in human existence, and providing ways to take care of it is very necessary. Provision of proper water supply and hygienic food arrangement is a vital issue in the school environment because of the students.

"A healthy mind is found in a healthy body". He also explained that issue of food in schools is very important in education because of its effect on the health and well-being of the students and food is a major fact in the maintenance of good health. The major elements in food services in the school environment include buying, storing, planning menu preparing and food serving and cleaning up after food is consumed. In this case the school environment must consist school canteen, school

shop, kitchen and other buildings. It is, therefore, necessary to make proper arrangements for the benefit of the students.

Safety Water Devices

Provision of school water bore hole may not only guarantee clean and safe source of drinking water but it would equally help in other school plant usage like toilets, kitchen, lab, etc. and it can serve as handy means of controlling polluted drainage area and fighting any fire outbreak in the school. It must be built in the proper place of the environment school facilities such as buildings consisting of classrooms, assembly halls, laboratories, workshops, generator room, off quarters staffrooms, toilets, admin block, library among others need to be properly build in the environment. Facilities within the school fields, such as football, seesaw playing objects, were all expected to be arranged in the school environment. The teaching aids either man made or hardwires such as projector, radio, television, among others must be properly connected and be well cleaned. The school compound must be cleared and the grasses were to be cut, and broken facilities were supposed to be in their appropriate places. The dirt and waste should be packed. There should be urinary and bowl for students and concrete floors which can easily be washed. Where water system is available, there should be regular supply of water, in the school environment.

Ventilation and the School Environment

Ventilation is the provision of allowing air to enter and move around. Ventilation is very necessary and important in schools. All human being need fresh air in order to survive; a school is a crowd place because of the population of the students and lack of fresh air can harm the students, school is a dangerous place which diseases can be transmitted easier. The school environment must provide the means of ventilation both artificial and non artificial ventilation in the school environment. Supervisors are expected to find out if there is enough ventilation in schools.

Importance of Ventilation

- Children with special need or respiratory problem find it easy to survive. Effective learning and teaching will take place if there is proper ventilation.
- Good ventilation prevents diseases.
- Windows built in the classes for enough ventilation help in providing light.
- Over crowd can be controlled when there is ventilation
- Fresh air make children happy and free which can develop their thinking ability
- It encourages the teachers and five them more energy

In order to have ventilation in school site and location must be far away from crowd area, the class's size should be 20 by 30 feet. Windows at least 3 by each side facing each other, there must be a door opening outside. There should be ceiling fan

in the classes for proper ventilation, labs and libraries are expected to have enough ventilation also. The computer room needs more ventilation because of electronic devices. Planting of flowers and other plants in the environment around the classes provide fresh air in schools.

Beautification of the School Environment

It is generally agreed that environment has an important influence upon the development of personality. The school, being part of the environment of the child in his formative years should therefore be a beautiful place because of the influence it will have upon him. The influences that beautiful school surroundings have upon children may be broadly classified in four groups, according to Joseph (1981). School environment affects moral development, improve school attendance, and influence of school has effect on later home life of children. A school supervisor must supervise the management of school beautification.

Effect of Beautification of Schools Environment to children.

When children attend schools that are well maintained and beautiful, they grow to be upon of their school, and proud to be associated with it. When the training in the appreciation of the beauty has taken a firm root, the children will willingly cooperate to improve the appearance of the school and classrooms. Some other ways in which beauty affect children include:

1. Moral Development

When children in their formative years live in clean and beautiful environment, they will find it easier to develop purer thoughts and perform nobler deeds than if they were reared in an ugly and unattractive environment. A child that attends a school which has flowers and pictures, which has nicely decorated buildings and which everybody else is proud of, will soon learn to respect both the school and its surroundings. He will learn not to destroy things, deface the walls, break his desk or chair, or tear pictures off the wall. In this way, the child develops the concepts of good and bad, wrong, which are of great importance in one's life. Some colleges in this country like King's College Lagos, Women Teachers College Zaria, Barewa College Zaria. A beautiful school can positively affect the children's moral development, and an ugly school can equally negatively affect children.

2. Improving School Attendance

When children are proud of their school, they will love to be there everyday to enjoy its beauty. A beautiful environment acts as an attraction or magnetic force to all children alike, and for children who come from poor homes, being in such an environment gives them a sense of relief and a pleasant change. Such children may even cry when school closes for the term because they are resentful of conditions at home. To children who come from good homes a beautiful school is a good equivalent and so there is no reason from them to want to run back home.

Therefore, in order to promote regularity in attendance, teachers should make sure that there are more of the things that children love to see in their schools than there are of those they hate to see.

3. Influence of School on Later home Life

It is not only what the teachers teach that affects children in their lives, but other such untaught things as the general social environment that prevails among teachers, the tone of the school, the state of surroundings. These are all silently picked up by children and carried into their homes and later life. If, therefore, the school surroundings are beautiful, children will want to see a similar environment around their own homes. It is common to see children from such beautiful schools voluntarily planting flowers around their homes and in bottles, decorating their homes with pictures (if they have any).

Ways of Beautifying the School Environment

Having discussed the purpose of beautifying schools, we shall now enumerate some of the ways in which the school supervisor will take note includes:

i. General Cleanliness

The school grounds, the classrooms, the school walls and furniture need to be kept clean always. One of the simplest ways of doing this effectively is to involve the children, as much as possible, in their up-keep.

ii. Pictures

A few pictures hung on classrooms walls, and replaced often with a new ones add to the beauty of the classroom. Children may be eager to see which new pictures are coming up on their walls, and will study and admire the such pictures more than they would if there were a set of pictures displayed therefore for a whole term or year. For the normal classrooms size, four or five of such attractive pictures will be enough at a time.

iii. Flowers

A few attractive flowers planted at appropriate points around the school premises usually add more to the beauty of the school. Appropriating planting spots may include the main road leading to the school, along the paths. In pots along school corridors and in bottles on classroom windows. Some climbing flowers may be planted at desired corners of the classroom walls. Once planted, they should be taken care by the children. Pupils must be given the opportunity to plant and tender flowers in schools.

iv. Tree planting

Suitable trees planted around the premises can be both ornamental and serve as wind breaks. As ornamental trees they provide shade for children to play under during hot weather and help to cool the air. Trees add more to the beauty and usefulness of school leisure area. Some trees, in addition to providing shade and natural beauty for schools, produce fruits that children enjoy sucking or eating. Popular among this group are the mango, orange, guava, chestnut, bread fruit, and pawpaw trees. Shrubs plants are better planted along school walks, at the sides of playgrounds, as a fence

around the boundary, and in the school's leisure areas. Common shrubs that schools can easily include privet hedge, whistling pine, gamboges, croton pride of Barbados, bougainvillea, etc. The types that will grow best in a school will depend upon the climate of the area in which the school is situated. If in doubt, consult the Forestry Division of the Ministry of Agriculture attached to your Local Government Area for advice.

v. ***Incinerators***

An incinerator is a place where any rubbish swept from the classrooms and pieces of paper collected within the school premises are burnt. The easiest way of improving one is to use an empty coal-tar drum. Open the drum at one end and made a few holes around its sides. Place alternative incinerator can be made upper classes in their craft periods using mud or mud blocks.

School Play Ground located at the School Environment

Exercise and health education is among the school curriculum activities (physical education) P.E, children need energy. A healthy child is energetic and strong and continues to grow healthier and faster when he plays. Children are not yet ready for any type of work to build their body the only way for them to gain energy and growth development is playing. Therefore, it is very necessary to prepare a play ground for children. All children play, but the type of play which they engage themselves depends on the environment they play in, this means that a well proper large play ground must be designed and provided for children in the school

environment. Most play in school helps in monitoring and boosting the children ideas and courage because they received prices and praises in most games or plays they perform. A school supervisor was expected to advice and check on the provision of a school play ground. He is, therefore, expected to make some suggestion for the schools that has no play ground.

Suggestion for Play Ground

Bello Y.T suggested that every school should have play ground space. The overall size would largely depend upon the situation of the land and the number of pupils. At any rate about 2.78 square meters (30 square feet) of playground per pupil is about the minimum expectant. When it comes to surfacing one of the most economical materials to use is Bahama grass. It costs less and prevents soil erosion. It is also easy to transplant it spreads to cover the surface fast. Moreover, it protects the children from unnecessary bruises and other injuries when they fall during playing.

Where possible play grounds are better fenced. The reasons being to avoid possible disturbance, to mark off the boundary to be free from damage done by animals like cattle, and to help easy supervision. A useful way of fencing is to plant round the playground and keep it trimmed at about the height of four feet above the ground. Play in children is also hygienic because it helps in building the body structures and develops the muscles which make them function properly. Most children play and games encourage perspiration which is useful way of eliminating some of the waste product from the body. Washing after play opens the pores in the

skin. This allows free discharge of used air and keeps us fresh and healthy. The brain will be functioning properly when there is regular exercise. In schools teachers should teach children to cooperate with one another, and make them learn to be fair and make good judgment.

2.7 Supervision of Management of School and Community Relationship

The supervision examines the various steps taken by the school to serve the locality in which it is situated. He also finds out the progress achieved in establishing vital rapport between the school and the community, and how much the school has developed in various aspects, ways to interact with the community e.g. P.T.A management, subcommittee of the people within the community environment where the school was build gives room for proper interaction between the people, teacher, pupils and all the community as a whole. Primary schools in particular are located in the local community and they are therefore preparing the children for life in the kind of community they belong to. The people in the community usually feel that they have common interest and they can trust other concerning matters in the schools. The school as well as the community will respect their views similarly the village heads will be respected for their opinions and social and political matters. Primary school aim and objectives were to teach children to discover and use the resources of the local community in their educational programs. Education is an activity which involves the cooperation of teachers, parents, children and the community as a whole, especially primary schools which is the beginning and foundation of education and it

involves small children who need special care, attention and the kind of education that will lead them into a desired direction. That is why primary schools need the community attention and cooperation. Some other reasons are:

- Because the school is located in the local community where people interact personally and everybody knows each other. They will be able to trust each other. They also have common ideas and interest.
- The school on the other hand needs to be chosen and in good relationship with the community. Because of the moral, financial and material support they have from the community.
- The school tries to help the children who normally helped their parents after schools if there is cordial relationship between the school and the community. They can build the school curriculum and timetable, in such a way that it can suit the children school and their home activities.
- The school and the community need to work hand in hand because both the two sides play a vital role in building and developing good behaviors in children in other to be tomorrow's good leaders.
- In Nigeria, community has given a special and official role to play in primary school level. There is a District committee which is formed in order to serve as a bridge before the school authority and the community. Out (1999) mentioned that members of the community, which the district head it the chairman involve Religious leaders village head, women and the Parents Teachers Association. Some community organization in which cases participate in

primary school activities. They give their own contributions and advice whenever the need arises. Such organizations include:

- The State Women group
- The youth organization
- The Parents Teachers Association
- The state wing Nigerian Union of Teachers
- The Religious Organization etc

These will help the school authority to develop the child in order to become a good member of the community.

Community Contribution to the Development of Primary Schools

Peretomede (2004) listed some of the ways in which community can contribute to the school development.

1. Provision of infrastructural facilities. The society could provide infrastructural facilities such as building, equipment and other school needs which can facilitate children's learning.
2. Provision of school material by parents can provide their children with learning materials such as pencils, books, chalk, text books etc.
3. Provision of conveniences in the home for the pupils that make for healthy living. The society has to provide good shelter, feeding and proper dresses for their children so that they could be healthy and thus able to learn well in school.

4. Provision of land for the building of schools and where possible helps in clearing it.
5. Organization of communal labor to aid the school. The society, from time to time, may organize communal labor to aid the school in the provision of such amenities as play grounds, games, pitch access, roads, plastering and painting school buildings etc.
6. Donations to the school by the community and individuals. The community or individuals within the community could give donations to the school for the purchase of library books teaching aids, laboratory equipments etc.
7. Provision of funds by the P.T.A to aid the school. Through the P.T.A, the community could help the school by providing it with items needed, such as first aid drugs, school buses, desk, chairs etc.
8. Provision of security services to the school. The society could provide security services to the school in hours of need or when occasion demand the protection of lives of both the students and teachers.
9. Keen interest in the school. The society takes active interest in what goes in their school.

Benefits of School to the Community

Some benefits of school building to the community listed by Edward Wilkins (1975) include:

1. Play Centers

Some called “nursery classes” or “pre school centers”, these are places where children below school age get together and enjoy wider social contracts.

2. Literacy Classes

In the more remote parts of a country illiteracy is probably still prevalent. If there is a demand from people deprived of schooling to learn to read and write, courses could be recognized for them. Teachers running the courses would themselves, require training adult literacy work.

3. Vocational and Leisure Courses

If the school has the facilities and the staff are ready to help, evening course are possible in dressmaking, cooking, woodwork, typesetting bookkeeping, first aid, home nursing etc.

4. Education Extension Classes

Pupils learning primary school returning to rural homes can lose much they learnt at school through lack of practices. Most primary schools could run evening classes for them, if a demand was created, in some educational topic at primary school levels. Additionally, schools could recognize two-or three year every

courses leading to a junior secondary school certificate. It might be possible to do leading this in conjunction with the correspondence course units of the university. Schools are obviously suitable centers for university extra moral.

5. Public Library

The majority of homes contain very few books and school leavers, especially those living far from towns will get very little opportunity to read. Each village school could be linked with a National Library Service and supplied with a box of books, regarded and varied in contents, and charged quarterly. The library might be opened for an hour each week (say from five p.m) when book are put on display and may be borrowed by the public. At all other times the book are stored securely in the locked box. A constant supply of reading material would thus be made available to people living within reach of the school.

School and Community Co-operation for the Benefit of Schools

1. Provision of classrooms
2. Building laboratories
3. Supply of school items
4. Purchase of school bus/van
5. Repair of school building
6. Collection of levis

7. Maintenance of discipline
8. Posting teachers
9. Curriculum planning
10. Transfer of teachers
11. Organization of school activities
12. Managing the school

Various ways in which the headmaster organizes for school interpretation to the community. Primary schools provide a public program headed by a school officer in other to have a circulation of information among the school organization and the community and other organization. This is an important issue because it will be helpful for the school to inform the community about the progress, problems, achievements of the school. Tocobson B. Paul et-al (1973) quoted the Pennsylvanian Department of Education Booklet, describes the duties and qualification for the North Penn. School District. The key duties of the staff are:

- To disseminate information to the public in a systematic fashion
- To disseminate information to the staff of the school district
- To process request for use of school facilities by community groups
- To edict curriculum publications

Ways of transmitting school information to the community includes:

- Newspaper publication
- Radio and television
- Annual reports

- Letter writing
- Open House
- School visitation
- Education week
- Parent Organization e.t.c

Some various ways in which the community participates in the school activities are:

Speech and Prize Giving Days:

Career Days and Conferences:

Launching of Books Written by the School Staff

Modification of the curriculum:

Provision of Games' Equipment:

Examination Malpractice

2.8 Supervision of the Management of School Facilities

School facilities are human and non human material resources provided in the school to use for the attainment of the started educational goals. Ovwigho classified school facilities into three groups; school plant and instrument. The school plant consist of buildings, playgrounds sport field and outdoor equipment. The school plant can be seen in the school areas housing areas and open space areas. The school area is made up of classrooms laboratories, workshops and libraries. Here the supervisor try to investigate the availability of these housing areas where they equipped? Are they functioning? And were they maintained regularly? The buildings was standard with

ventilation and lighting. School area also consists the dispensary or sickbay, stores administrative block. The school area is where the actual teaching and learning takes place and where the day to day running of school takes place. Open space in the school area is made up playgrounds, sport fields and parking lots. While the housing area on the other hand cost of the areas where accommodation is provided for both students and staff members.

Instruments

These are generally considered as the items use for teaching and learning which consist of books, furniture, laboratories equipments, and visual aids, teachers chairs and tables and other aids used when teaching. The supervisor is expected to find the availability, standardization, quality, quantity, utilization, function and maintenance of these items. Some other physical facilities find in the school include, school vehicles, school generators, boreholes and many more depending on the capability of the school. And also he will be able to determine the list of current text books and any additional for each class and the teachers copy. Availability of teaching aids the reference library books. The number and streams of classes, staff rooms their condition the general sanitation and furniture conditions, others are school form/garden livestock, school facilities includes:

The classroom

It should be adequately well ventilated, since a constant supply of fresh air is a pre-requisite for healthy living. A classroom should also contain certain basic equipments. This includes desk or chairs, a chalkboard, pictures, wall – map, tables, and cupboard.

Staff room

A room should be made available to teachers where they can meet each other, they work together or individually. This room should have cupboard, in wall or lockers, lockers may be there where they may keep their things.

Sanitary/Toilet

There should be one urinal and bowl for 60 students. These should be regularly inspected to assure proper cleanliness and working condition. Toilet room should have moisture proof concrete floors which can be easily washed. In addition, a good site for a generator would not disturb the students. An expert man should be employed to take care of it.

School Library

The school library is the hub of the academic life of a school. With the new technologies of teaching,. Library should be the centre of the school educational program. When resource permit, reading room should be separated from the library.

Science laboratory

The school must possess well-planned and equipped science rooms and laboratories to aid instruction and stimulate greater interest in science courses.

Workshops and Sheds

Education being vocational number of trades like carpentry, metal fittings, electric works, repairs of households gadgets, etc have been introduced. All these necessitate well build workshops and sheds. These should be located on the school area.

Administration Block

The administrative office for the principal and his staff is very important in school. The administrative block should be planned to feature needs, pleasant abd attractive designed.

Cafeteria/Dining Hall

Cafeteria is so important in schools. The site of the cafeteria and the equipment needed vary according to the population and site of the school.

Medical Examination Room or Clinic

There is room for medical check-up in schools which it should be eqjuiped with running water and electric power outlets.

Storage and Supply Room

Some rooms should be built for storing tools, furniture, or laboratory, workshop and office equipments.

The Hostel

Hostels should be properly built with good sanitary arrangement. The hostel should be constructed in the school compound and be in a quiet corner, away from the main road.

Staff Quarters

The teachers' quarters should be considered as an integral part of the school plant. A minimum of three roomed quarters with some open space should be provided to every teacher on the campus.

School Bus

Movement and transporting of pupils for their daily activities. Therefore, in planning of every school, school bus is an important factor. There should be a stand by driver and stand by diesel for any emergency.

Borehole

In planning of any school water is the most important requirement. Therefore, a borehole has to be constructed at side of the school premise.

2.9 Supervision of the Management of Staff Development

School supervision enables the school authority to realize the development of their teachers, it helps in discovery on the level in which the teachers were developed and also identify the areas where the teachers where left behind in terms of the contemporary issues regarding the educational perspective. School is the center for ensuring the necessary framework conditions for professional development of staff, with the help of supervision quality assurance will be measure through self – evaluation. The supervisors instrument in measuring the quality of teachers were interviews between teachers and supervisions analysis and comparison of curricula, focused evaluation involving extractable experts, gathering and assessing data and reports for valid result with the help of experts the experiences and findings will be considered the official joint meetings of the school supervisors and used in the activities regarding the educational and professional development of teachers. School supervision affects the quality of education for children as much as staff selection and arranging. The educational program is always changing with the needs of students and the conceptual technical and human skills of the teachers in other to be more professional. The school supervisors helped to find out the staff defiance and the positive measures to enhance their development The staff development in education is continuous and comprehensive process which utilize human learning in service selecting additional staff members with appropriate competence, reassignment of staff members and replacement and many more. Some of the areas which the supervisor is expected to assess includes:

Quality of Teachers as an Ingredient for Staff Development

Quality is a means of providing staff development in educational organization the teachers deserve to be more qualitative. Lassa, (2001) stated a report that teachers are the main determinant of quality in education, if they are apathetic uncarpeted of quality, uncommitted, immoral, and antisocial, the whole nation will be doomed. If they are ignorant in their discipline and gives wrong information, they are not only useless but also dangerous in the society. ”the kind of teachers trained determines what the next generation will be”. This views directly stated that the kind of teachers we have is the kind of people we are to have in the next generation “.What students learn is directly related to what and how teacher teach, how and what teachers teach depends on the knowledge, skills and commitments they bring in their teaching. This brought the idea that the quality of teachers depends on the training institutes and colleges where the quality of impute dictated the quality of output.

Lassa, (2001). Identifies three factors that determine standard in teachers education namely (1) selection of entrants (2) programmers of study (3) and factors related to the teacher preparation in institutions. He is assuring that were the minimum acceptable standards related to these factors are reasonably high and the degree of conformity with the standard is satisfactory, people predict the products of qualitative and competed teachers which could be well developed in terms of teaching profession.

1- **Selection of entrants:** Watts (1989) identified four points that could be serve as criteria for electing entrants into teachers colleges which areas

a- Oriental and proneness to change

b- Knowledge and ethnic values (content and methods].

c- Communication: inter personal relationship and professional report and language skills

d- Decision –making in the classroom in the school system and in the community

2. **Teacher preparation programmer:** Balogun (1987) indentifies four major programs described as the users pattern in good teacher education which are

a- General studies

b- Professional studies (history philosophy sociology of education comparative education school administrative and methods of teaching various subjects

c- Studies related to the students intended fields of teaching

d- Teaching practice

3. **Conditions of teacher preparative:** Balogum (1987) also outline these variables which he said influences leering in formed education contract. These are:-

a- The environmental variable (physical and infrastructural facilities, social system needs and values priorities) as they affect curricular activities.

This is taking about staffing which is employing the quality and dedicated ones and those who are abiding the condition of service. The facilities are expected to be provided, adequate utilization and maintenance where all necessary, then administrative in terms of discipline leadership and good communication network must be maintained among student and teachers. In school supervision the supervisors

try to identify the quality of teachers through an assessment sheet, which is provided in form of a questioner. It is expected to be completed by the supervisors in the school the result will determine the quality of the teachers or head teachers, and a report will be provided to the zonal offices by the supervisors which will show the level of each staff development. Some of the content of these assessment sheets include:

- Readiness for responsibility of a teacher was it good, fear or poor
- Maturity, knowledge and expertise in education were also identified and many more. The complete examples of this assessment sheet can be found in the appendix section.

A teacher that is qualitative was expected to carry his assignment perfectly with logic and styles which were always going along with the global change and the societal needs of the pupils. School supervision is the engine of transforming new trends and issues in teachers in other to acquire the contemporary ideas and knowledge skills that will suit the pupils contemporary world. A qualitative teacher must serve as a guidance, counselor and supervisor in school, as well as a tutor with the ability of transforming knowledge also a manger with the skills of managing human and nonhuman resources effectively.

Motivation as a Way of Enhancing Staff Development.

The school supervisors try as much as possible to supervise the various ways to motivate the teacher and also identify some various ways which the school authority will motivate the teachers as well. A teacher needs to be less stressful. He ideally is

expected to be happy in order to make others happy among which his pupils were included, motivation is the process of arousing action and interest of teachers in other to perform their duty well. It is a process of making the teachers realize that the made a job well done or thanking them. The supervisor employs some various ways of motivating the teachers in other to make them perform their duty effectively and efficiently. According to Otu, (1999) suggested the following means through which moral and maturity can be enhanced are as follows

- Establishing of fair policies and administrative regulative and apply them fairly and justly.
- Encourage staff members to discuss problems and discontent and to hasten to them sympathetically giving the staff the assurance that he is genuinely,
- By means of committees, staff meetings announcement and conversely, help the staff to self and value group goals and build a sense of meaningful team work.
- Demonstrate his appreciation of group efforts and arrange public recognition such as comments or rewards
- Be friendly always through a few staff members may sometimes friendliness as license to loaf nevertheless a group generally respond with an enlarged sense of appreciation and responsibility
- Apply appropriate disciplinary measures unless where unavoidable harsh punishment such as recommendation for dismissal
- Assign staff job to areas in which they can best demonstrate their talents and

- Determine realistic standards of competence taking in to consideration individual differences in capacity for competence.

A school supervisor can make use of these ways and many more in order to enhance development of teacher for the achievement of educational objectives in Nigeria.

Training and Retraining as a Tool for Staff Development.

Staff training is often very necessary for both the organization and the staff. In education, teachers need to be trained before and after their appointment. There are many ways of grooming the staff in order to make the staff more competent and development so that they will be able to put more of their best with new skills gained and they will feel happy with their organization. Supervisors try to find out if the teachers were having training the way they suppose to have and also find those that suppose to go for training after the supervision some of the ways to train and retrain in school education includes:

1. **Orientation:** This is a very necessary part after the recruitment exercise. Once a teacher has been appointed it is expected he is practically and positively oriented in order to be aware on how the vision and aspiration of the school is basically affected to his job and also a fresh intake or new teacher will be able to understand the rules and principles existed in his new school, orientation is normally taken place within the school
2. **On Job Training:** This is a kind of training which involves the following

i. **Coaching:** New teacher will be attached to the old teacher other to have more experience and acquire new knowledge and idea on his new assignment.

ii. **Job Rotation :**This is a training that involves movement of teachers for this class to another or from this department to another for the purpose of having different knowledge and ideas and realize new skills and having additional responsibilities as a result of performing different aspect of work within the school.

iii. **In- House Training:** This is the areas in which the teachers impact various skills within the school organization towards updating the workers which involves formal strategy on job training such as seminars and workshops

3. **Service Training**: Involve training teachers outside the working place (school). In some higher institutions of learning or vocational centre under the sponsorship of the educational organization or traveling outside the country to other university or educational institutions in other to pursue education under the sponsorship of your employee (educational organization).
4. **Committee/Work Group Strategy:** This is another means of development to staff teacher where they can be involve in school meeting, group discussion, presentation of peppers in a group committee or carrying out assignment as a teacher or group of teachers for the purpose of research and acquire more ideas on issues related to the school, teachers and pupils in other hand is to enhance

the knowledge and ideas between themselves and solve any related problem mostly this method of training was carried out by the heads of school units

5. **Vestibule Training Strategy:** This kind of training method was carried out purposely to enable perfection among the school teachers. It is where by the science teachers practice their skills with their practical's equipment, to bring out something new for the benefit of the entire educational teachers (science teachers)
6. **Apprenticeship Strategy:** Now that there are no grade II colleges you can find out that teacher was appointed without educational methods and skills. It is therefore, very necessary for the new appointed teacher to go urgently for educational training in colleges of education that us PGDE (post graduate diploma in education) this will enable the new teacher to be professional in teaching his field. This method of training is usually carried out immediately after recruitment.
7. **Conference Seminar and Workshop**: This is a form of training that was prepared by the educational organization for all teachers within the territory. They are allowed to attend, to be part of the scholars, papers are presented by experts, discussions and they will be examined and the participants will be encouraged, ask questions and express their views for the improvement of staff teachers.

8. **Assisting:** This kind of training was gained by the head teachers where by assistant were assigned for them to be expose in different management functions. He learns the procedure through the head teachers.

Promotion of Staff as a Means for Staff Development

Promotion is a way of rewarding staff. This simply means that promotion increment in responsibilities to a higher grade or position and increment of net pay which lead to the development of staff when ever supervisors visited a school they were expected to check and review the promotion list in other to find out if there are staff who are entitled for promotions or if there is any problem regards to the promotion of teachers they will be able to identify various solution to any problem regards to promotion of staff and often the supervisor will give a report to the state education board, to view and promote the teachers that are entitled to.

Usually promotion is based on confirmation of staff appointment which has effect two years of continued satisfactory performance by a teacher. It is after completing the annually Performance Evaluation Form every staff is expected to complete and recommended by head of school, promotion includes:

- Qualification
- Seniority
- Competence and productively
- Attitude to work

- Present salary scale and date of last appointment judgment and quality of leadership responsibility and work load of the position in question
- Creatively including ability to organize people and projects
- Length of service in the establishment

However promotion in the Nigeria service is determine by factors such as number of year in the grade level, performance in the promotion exercising or interviews (FRN 2004) and availability of vacancies or jobs for higher level.

2.10 Supervision of Management of School Funding

Among the purpose of supervision is to ensure that public funds are put to proper uses in the school system. Government provides fund for the development of education to handle the necessary educational activities and to provide human and non-human materials concerning education. In primary, education tuition is free. Decree 96 of 1993 which reestablished the National Primary Education Commission (NPEC) providing the arrangement for funding at primary level of education. By this Decree, the Federal Government is responsible for the running costs of NPEC. It also provides funds for the general improvement of primary education and for the primary school materials. Furthermore, the Federal Government provides funds for the rehabilitation of buildings and new infrastructure. On the other hand, the State Government are responsible for running costs of the Universal Basic Education Board (UBEB), while the Local Government Councils are responsible for running cost of primary schools in their areas of jurisdiction. Teachers' salaries and allowances of

teaching and nonteaching staff are paid from the funds disbursed by UPEC to the Local Government through SUBEB.

Functions of Fund Supervisors

- Quarterly monitoring of the utilization of funds disbursed to SUBEB
- Monitoring the compliance of the 50% counterpart fund requirement by the state and FCT.
- Advising the Government through the Federal Ministry of Education on the funding of Basic Education in Nigeria.
- Presentation of periodic financial progress report on the implementation of educational programs.
- Keeping records of local and international donor agencies grants sourcing of other funds to education.
- Liaising with other department on matters supervised related to school funding
- Detecting the basis of allocation of funds to local governments education office
- Providing the financial records of the educational activities
- Helping with SUBEB preoperational presentation of Annual Budget.
- Providing report for auditing of the accounts of SUBEB to FGN UBE intervention funds
- Providing records for the commission for annual financial statement.
- Ensuring probity and transparency and accountability regarding school funding
- Providing reports for the development of financial plan for the commission
- Processing of payment of staff monthly salaries and wages/other financial entitlements.
- Assessing the utilization of school materials
- Assessing the school activities and materials/project

- Assessing the quality and quantity of the materials and project provided by the commission
- Assessment of the level of expenditure
- Assessment of Teachers professional development expenses
- Assessment of developmental/procurement expenses

Sources: 2005 UBEB Annual report

Roles of Local Government in Funding Primary Education

Local governments play a vital role in funding of primary education. They are responsible for the arrangement and payment of teachers and other staff salaries, allowance and benefits. They collect and approved dues and finance other development projects in schools. Furthermore, they submit annual estimates, annual accounts and general maintenance of primary school buildings and infrastructure in their areas. They supervised the local government educational committees in their areas. They contributed some percentages used for payment of staff to lower overhead costs at the educational authorities.

Criteria of Fund Utilization

The federal executive council approved the criteria for fund utilization in UBE intervention fund to the states and FCT as follows:

1. **Expenditure by components of UBE**
    a. Pre-primary education – 5%
    b. Primary education – 60%

c. Junior secondary school – 35%

2. Expenditure by activities in each components

a. Infrastructural development – 70% Includes:

- Classroom construction
- Class furniture
- Classroom renovation
- School library materials
- School laboratory equipment
- Technological materials
- Water supply
- Toilets and toilet facilities

b. Textbook and working materials – 15% This includes:-

- Developmental/procurement of textbooks
- Library books
- Teachers guide and manuals

c. Teachers professional development – 15% This includes:-

- Training and retraining of teachers

Total = 100%

Sources of Primary Education Fund

In ability of the state and local government education to cope with the financing of primary education, the federal government in 1988 decided to pay salaries of primary school teachers central from the federal account to relieve the state

and local government from their burden. Decree No 31 of August 17th 1988 stated that the federal government would contribute 65% of the total annual salary of teachers and nonteaching staff of primary schools, while the state government will contribute 25% and the local government will give the remaining 10%. The State Ministry is the organ responsible for the administration of educational schools, in controlling and funding of schools. It also provides scholarship for the pupils of primary schools. It contributed to teachers' training schools in the state and some other joint organized workshop, seminars and conferences for both primary and secondary schools. It also contributed in provision of land, school materials and maintenance apart from the annual contribution of salary to primary school staff.

The fund is received directly from the Ministry of Education through the UBEC, and distributed to various states primary education Board (SUBEB). Local government major source of providing primary school funding, they contributed 10% out of the 100% given to primary education. The funds contributed by local government, state government and the federation are used for the payment of staff basic salary, allowances, leave grants and to cover over-head costs at the local government primary education authorities level.

Stakeholders are another source of primary education funding. They contributed in order to help Nigerian education to reach limits and to meet with other developing countries educationally. They also give more of their attention to primary schools because it is the foundation of all level of educations. Among the stakeholder were World Bank Organization, UNESCO, UNCEF, UNDP, UNFP, USAID and

many more. There are other countries that give the Nigerian education contributions, among which are United Kingdom, United States, Canada and many more. Other stakeholders includes parents, oil companies, non-governmental organizations, large corporations and P.T.A.

Fund Management Regarding Primary Education

The fund given to primary education was managed by both state and local government. The State Universal Primary Education Board received the budget and estimate from the local Government level and submitted to the federal level while the federal level will designed the yearly budget based on the submission from all the states. From Universal Basic Education Committee, (UBEC). The amount given by the federation will go directly to UBEC and the commission will distribute it to all the states, while the state will put its own share and transfer it to the Department of Financial and Accounts office. The department is headed by a Director and assisted by a Deputy Director. It consist of four Units, namely

- Expenditure Control Unit
- State accounts Units
- Fund and Budget Unit
- Final accounts Unit

In addition, the department supervises the finances and expenses of the special project reports, (2005).

Example of Primary School Budget for the Year 2005

The UBEC presented a budget estimate of ₦29,349,000,00 to the National Assembly for 2005 fiscal year. The estimate was lower by 16% than that of 2004 budget estimate of ₦34,976,066,277.00. The National Assembly appropriated the sum of ₦29,442,158,822.00. While the federal ministry of finance harmonized figure was ₦27,800,000,000.00, i.e lower by 5.5% (₦1,642,158,822.00)

Table 2.1: Statutory release as at October, 31, 2005.

SNO	Component	%	Amount budgeted	Amount released	% Achievement
1.	Matching grants to states	75	20,850,000,000	15,637,500,000	75
2.	Rectifying educational imbalance	14	3,892,000,000	2,919,000,000	75
3.	Good performance	5	1,390,000,000	1,042,500,000	75
4.	Support physically mentally challenged	2	556,000,000	417,000,000	75
5.	School feeding program	2	556,000,000	417,000,000	75
6.	UBE, implementation	2	556,000,000	417,000,000	75
	Total	100	27,800,000,000	20,850,000,000	75

Source: UBEC Annual Report 2005

Fund Management According to Departments

Department of Administration and Supply

The department assists the chief executive in the day to day administration of the commission and through effective management of the available human and material resources, it creates a favorable working environment, mobilizes and motivates the entire workforce toward attaining the goals and objectives of SUBEB,

and to provide the pupils necessary needs. They develop and enhance staff, and provide opportunities and harmonious relationship among staff with feelings of mutual trust and developed fair and equal opportunities.

Department of Academic Services

The department deals with the provision and enhancement of curriculum delivery and instructional materials development, promotes educational services including guidance and counseling, sports and library services.

Department of Planning and Information Management

Planning and information management department provide technical and professional support for Basic Education planning infrastructural development and education management information. Some of its activities includes

- Drawing and updating the National Strategic master plan for Basic Education
- Provision of technical support for the preparation of Annual capital budget and rolling plan for UBEC
- Coordinating all building industry consultants rendering services to UBEC etc

Department of Monitoring and Evaluation

The department is charged with the responsibility of ensuring that all resources and activities of the Universal Basic Education Commission are geared at all times, to keep the UBE programs on course. Other activities of this department involves:

- Designing and implementing monitoring/supervising activities
- Monitoring and supervising the implementation of the UBE programme in state, local government and schools.
- Setting standard and indices for evaluation of projects. And evaluation of other activities.
- This department is in charge of provision of school supervision of all school activities including supervision of fund. A table was designed to show the 18 zonal offices and the states they supervised.

Table 2.2: UBEC Zonal Supervisors Offices

S/N	Geopolitical zone	Zonal office	States covered
1.	Southwest	1. Abeokuta 2. Ade Ekiti 3. Ibadan	Ogun and Lagos Ekiti and Ondo Osun and Oyo
2.	Southwest	1. Enugu 2. Owerri	Anambara, Ebonyi and Enugu Abia and Imo
3.	South-South	1. Benin 2. Port Harcourt 3. Uyo	Delta and Edo Bayelsa and Rivers A/Ibom and C/Rivers
4.	North East	1. Bauchi 2. Maiguduri 3. Yola	Bauchi and Gombe Borno and Yobe Adamawa and Taraba
5.	North-Central	1. Ilorin 2. Jos 3. Sokoto Makurdi	Kwara and Niger Nasarawa and Plateau Benue and Kogi
6.	North West	1. Kaduna 2. Kano 3. Sokoto	Kaduna and Katsina Jigawa and Kano Kebbi, Sokoto, Zamfara

Sources: UBEC Annual Report 2005

Table 2.3: KAUNDA SUBEB Supervisory Department LIST of Zones, ZIEs LGEAs

S/NO	ZONES	ZIEs	LGEAs	INSPECTORS
1.	KADUNA	YAHAYA KHALID	KAD. NORTH B.GWARI IGABI	THADDEUS JOSEPH BABANGIDA M. ALIYU GARBA H. BABAJO
2.	CHIKUN	SAMBO UMAR	CHIKUN KADUNA SOUTH KAJURU	ISHAYA B. DOGO TANKO S.M. ALIYU SANI IBRAHIM
3.	ZARIA	ABUBAKAR MOHAMMED	ZARIA S/GARI GIWA	SULEIMAN DANTSOHO SAMSON OLAIYA MAMUDA YAHAYA NASIRU JIBRIN
4.	MAKARFI	MOHAMMED ADAMU	MAKARFI IKARA KUDAN	KHALID ISA IBRAHIM B. AHMED
5.	ANCHAU	DAUDA MUSA	KUBAU SOBA	SABIU BALA ADAMU .Y. UMAR MUSA D. YAKUBU
6.	LERE	SURAJO YUSUF	LERE KAURU	MATHIAS ABRAHAM ALHASSAN YAU PHILIBUS BAHAGO
7.	KACHIA	SIMON TACHIO	KACHIA KAGARKO JABA	MICHEAL AMISHE DANIEL M. PISKY DAVID N. MATO
8.	ZONKWA	NWOSU A. OKEZIE	ZANGON KATAF KAURA	AHMED BURTI BATHALOMEW ANGA ZAKARI ADAMU MATHEW JOSPEH YALI
9.	KAFANCHAN	PAUL L. MUZHA	JAMA'A SANGA	ISHAYA B. DUTSE BABA M. IBRAHIM MONDAY BALA BULUS DANIEL JOSEPH KYARI

Source: SUBEB 2009

The Department of Social Mobilization

The roles of this department, are to carry out mass mobilization, advocacy and sensitization of the general public, going in to partnership with stakeholders in Basic Education, with the aim of achieving the overall objectives of the compulsory, free

UBE in Nigeria, as well as giving information and messages of UBE to the general public for increase awareness and participation.

The Department of Finance and Accounts

The mission of this department is to source efficient manner for the implementation of the UBE program. These are the departments that manage fund of education. One interesting thing is that the UBEC departments were designed in the same vain with the other SUBEB departments in state and local government education offices. The department practices the same work and activities for the attainment of each level in order to achieve the educational aims and objectives.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, population, sample and sampling techniques. Other segments include instruments for data collection, validity of the instrument, reliability of the instrument and procedures for data analysis.

3.2 Research Design

This type of research is descriptive in nature. The research design is a sample survey because it involves collection of information about the entire population, and collection of data from representative sample drawn from the entire population. According to Nworgu (1991:pp58-59), "descriptive survey aims at collecting data and describing it in a systematic manner, the characteristics, features or facts about a given population." Thus sample best suits the purpose of our study.

3.3 Population

The population for this study comprises supervisors, head teachers of the northern Kaduna. It was out of this target population that a respective sample (accessible population) was drawn for this study. Table 3.1 captures the details.

Population of the Study

Table 3.1 below shows number of mother population of the Head Teachers vis - a -vis number of schools.

Table 3.1: Population of the Study

S/N	L.G.A	No of schools	No of Head Teachers
1.	Zaria	114	114
2.	Makarfi	116	116
3.	Ikara	122	122
4.	Kudan	81	81
5.	Kubau	242	242
6.	Sabon gari	55	55
7.	Lere	166	166
8.	Soba	230	230
	Total	1,126	1,126

Source: Kaduna State Universal Basic Education Board (SUBEB, 2009)

The table below shows the number of supervisors in L.G.E.A zones.

Table 3.2: Sample of the Study

S/N	Zones	L.G.E.A	No of Inspectors
1	Zaria	Zaria Sabon gari	10
2	Makarfi	Makarfi Ikara Kudan	13
3	Anchau	Kubau Sabo	14
4	Lere	Lere	3
	Total		40

Source: Kaduna SUBEB(2006)

3.4 Sample and Sampling Technique

The total number of the supervisors in northern Kaduna State are 40, while the head teachers are 1126. According to Morgan's (1971) table of determining sample size, any population that is above five hundred, 10% is enough for a sample size. This

could serve to make generalization over the mother population. Therefore, Table 3.2 shows the sample of the study

Table 3.3 shows the samples of the number of Head Teachers and Supervisors.

Table 3.3: Summary of the Sampled Population.

	POPULATION			**SAMPLE**		
	MALE	**FEMALE**	**TOTAL**	**MALE**	**FEMALE**	**TOTAL**
Supervisors	33	7	40	8	1	9
Head Teachers	800	326	1126	200	37	237
Total						

3.5 Instrumentation

For the purpose of this research work, the use of questionnaire was employed for data collection. Being a self administered instrument, the respondents completed and returned the questionnaire through the research assistants who were trained for that purpose. This made the collection and collation of completed questionnaires easy. The questionnaire were administered to teachers, school Heads and supervisors. The items in the questionnaires were centered on efficiency of school management, supervision of instructional works, school records, school/community development, school environment and school facilities, staff development, and school funding.

A four – point rating scale was used to measure, the subjects responses as

- Strongly Agree (SA) – (4)
- Agree (A) – (3)
- Disagree (DA) – (2)
- Strongly Disagree (SD)- (1)

3.6 Validity of the Instruments

Validity aims at verifying the content and free validity of the instrument. The aim of the content and free validity is to make sure the instrument is made strong to test what it is meant to test. The instrument of this research was validated by experts in educational administration and planning and my supervisors on the relevance of the items in relation to the topic under research. The expert made suggestions, adjustment and changes where necessary. Also, the instrument was subjected to language validation by expert in English language, also input and adjustment were made.

The above were done in respect of the opinion of Kerlinger (1973) and Gray (1976) whom considered validating of research instrument by expert as a pre-requisite for collecting data and analysis for a valid result.

3.7 Reliability of the Instruments

The reliability of the instruments was computed using split-half method. Afolabi (1998) explained that reliability is the consistency and dependability of the instruments, to measure what it was meant to measure. Pearson Product Moment co-

efficient of correlation was adopted to determine the reliability of instruments. The result was r = 0.82, this indicated that the instruments are reliable.

3.8 Pilot Test

Due to the importance of pilot study in conducting researches, this research organized and conducted a pilot study out of the mother population in Giwa Local Government Area which is out of the sample population in order to validate the instrument. A total of 50 copies of questionnaire were administered to head teachers and supervisors in the area. However, 46 copies were returned. The result of the pilot study assured that the research result was authentic at the end of the study.

3.9 Procedure for Data Collection

The administration of the instruments and collection of data were done personally by the researcher and two research assistants, trained by the researcher. Choice of this method of administration and collection was based on the following reasons:

- The researcher was certain that the copies of questionnaire reached their destination i.e being received by the respondents
- There was no opportunity for respondents to check with each other and thereby falsify or doctor their responses

The researcher was in full control of how long the data collection exercise lasted, this is because the researcher has planned the time schedule himself. It gave

opportunity for the respondents to obtain clarification for questions he/she doubts about.

3.10 Method of Data Analysis

The data collected from the field were subjected to statistical analysis for appropriate interpretations to achieve the set items and objectives of the study. A t-test of independent statistical total was used to analyze the set objectives.

CHAPTER FOUR

PRESENTATION OF DATA ANALYSIS

4.1 Introduction

The chapter presented and analysed the data collected for the study. The presentation and analysis were based on the responses to the items for this study. Two hundred and thirty seven (237) copies of questionnaire were distributed to Head Masters, while two hundred and twenty six (226) were retuned. Also eighty (8) copies were distributed to eighty (80) supervisors and all of them were retuned, this means that, a total of two hundred and forty five (245) copies of questionnaire were distributed but 234 were returned altogether. Therefore, the analysis was based on this number of respondents. Tables were designed to show the items drawn from the hypotheses in tables 4.2.1 – 4.2.5 serial number, item statement and category of responses which either agreed or disagreed and undecided where all included together with the frequencies (f) and percentages (%). All the tables and interpretations follow below and hypothesis testing, t-test was used to indicate whether the hypothesis is to be accepted or rejected.

4.2 Presentation of Table and Interpretation

4.2.1 Opinion of Head Teachers and Supervisors on the Impact of Supervision on Management of Instructional Materials in Primary Schools of Northern part of Kaduna State

Table 4.2.1 shows the opinion of head teachers and supervisors on the impact of supervision on management of instructional materials in primary schools of northern Kaduna state. Items in this section were from 1,2,3,4,5,6,7,8,9, and 10. Each item was formed in order to find out the management supervision of instruction in primary school in northern Kaduna state. On the process of finding the impacts of supervision on management of instruction, item statement was formed, e.g mastering of subject matter by the teacher was adequate. While item two (2) attempts to find out if supervision has any impact on the lesson presentation by the teachers, items three (3) and four (4) were attempts to find out if the management, provision and usage of teaching aids by the teachers were improved after supervision of instruction. Item five (5) was on time management by the teachers, while item six (6) was formed on class management. Item seven (7) was on teaching methodology related to the subject matter and item eight (8) was formed on lesson note and item nine (9) was on the usage of chalkboard, while question ten (10) was on presentable and efficient communication in teaching. Table 4.2.1 below shows the respondents views on all the items 1 – 10 in questions.

Table 4.2.1: Opinions of Respondents on Impact of Supervision on the Management of Instructional Materials in Primary Schools in Northern Part of Kaduna State

S/No	Item stated	Categories of respondents	Agreed		Disagreed		Undecided	
			F	%	F	%	F	%
1.	Mastering and accuracy of subject is adequate by the school teachers	Supervisors	5	62.5	2	25.0	1	12.5
		H/Teachers	163	69.7	59	25.2	12	5.1
2.	Teachers lesson presentation is presentable	Supervisors	3	37.5	5	25.0	NIL	NIL
		H/Teachers	160	68.4	28	11.9	6	2.5
3.	There is adequate provision of teaching aids in primary schools	Supervisors	3	37.5	5	62.5	NIL	NIL
		H/Teachers	70	29.9	155	66.2	9	3.8
4.	Using of teaching aids is effective and efficient in schools of instructional work	Supervisors	3	37.5	5	62.5	NIL	NIL
		H/Teachers	161	68.8	68	29	5	2.1
5.	Lessons is conducted within the time given by the school teachers	Supervisors	5	62.5	3	37.5	NIL	NIL
		H/Teachers	186	79.4	44	18.8	4	1.7
6.	Class management is effective and efficient in primary schools.	Supervisors	3	37.5	4	50.0	1	12.5
		H/Teachers	192	82.1	35	14.9	7	2.9
7.	Teaching methodology is related to the subject matter	Supervisors	3	37.5	4	50.0	1	12.5
		H/Teachers	192	82.0	53	22.6	5	2.1
8.	Lesson note is presentable and efficient in the schools.	Supervisors	4	50.0	3	37.5	1	12.5
		H/Teachers	185	79.0	42	17.9	7	2.9
9.	Usage of chalkboard was perfect in the primary schools.	Supervisors	7	87.5	1	12.5	NIL	NIL
		H/Teachers	183	78.2	31	13.2	10	4.3
10	Language and communication skills is qualitative in the primary schools	Supervisors	4	50.0	4	50.0	NIL	NIL
		H/Teachers	145	61.9	83	35.4	6	2.5

Table 4.2.1; the responses of head teachers and supervisors vary in item 1 which states that mastery and accuracy of subject matter was adequate by the school teachers in Northern Kaduna state. Opinion of headmasters and supervisors in response to the stated item is that, a total of 69.9% of the headmasters and 62.5% supervisors agreed that teachers of primary schools in Northern Kaduna state have adequately mastered their subject matter due to supervision of instruction. This means that, supervision of instruction helps the teachers in terms of subject matter. There is also a consensus between the headmasters and supervisors in response to item two (2) in Table 4.2.1 which seeks the opinion of the respondents on whether teachers' lesson presentation was presentable. 75.0% of supervisors and 85.4% of head teachers are of the view that teachers' lesson presentation was presentable in primary schools of northern Kaduna state. Also in item three (3) of table 4.2.1; states the opinion of respondents on the provision of teaching aids. It appears that a total of 37.5% of supervision and 29.9% of the head teachers indicates that management and provision of adequate teaching aids to schools is not proper. While the total number of 37.5% of supervisors and 68.8% of school head teachers agreed on item four (4) which the opinion of respondents whether using of teaching aids by the teachers was effective and efficient in the primary schools.

Items five (5) in table 4.2.1 shows that total number of 62,5% of supervisors and a total of 79.5% head teachers agreed that lesson was conducted within the time given by the school teachers in northern Kaduna state. More over in item 6 of table 4.2.1, 37.5% of supervisors and 75.2% of head teachers agreed that class management

in primary schools in northern Kaduna state was effective and efficient by the teachers. Meanwhile, item seven (7) of the above table 4.2.1 shows that 37.5% of the supervisors and 82.1% of head teachers agreed that the teachers of primary schools in northern Kaduna state relate their teaching methodology to their subject matter. Also in item eight (8) in table 4.2.1 which solicited the opinion of respondents whether lesson notes was presentable and efficient by the school teachers in primary schools of northern Kaduna state, 50.0% of the supervisors and a number of 79.1% of the head teachers agreed with the statement. Item nine (9) of table 4.2.1 also shows a total of 87.5% of the supervisors and 82.4% of head teachers agreed with the statement which says usage of chalkboard was perform perfectly in primary schools of northern Kaduna state. In item ten (10), table 4.2.1 shows the opinion of supervisors and head teachers varied in the sense that a total number of 49.5% of supervisors and 62.0% of head teachers agreed that language communications between the pupils, teachers and the management was effective in primary schools of northern Kaduna State. This means that supervision of instruction in northern part of Kaduna State has a great impact on the primary school management.

4.2.2 Impact of Supervision on Management of School Records in Primary Schools in Northern Part of Kaduna State

Table 4.2.2 is the opinion of head teachers and supervisions on the management of primary schools in northern Kaduna state. The items in this section are 1,2,3,4,5,6,7,8,9 and 10.The items formed in this section were purposely to find out if management of school records in primary school were 1. Functioning, 2. Available, 3. Enough, 4. Maintained by the school management and also to find out if the aims of keeping the records in schools was achieved. Item 1 is to find out if examination and C.A serve their purposes, while item 2 was formed to ask if the school records were well kept. Item 3, is asking if time book is available in the school while item 4 is to find out if P.T.A was functioning, item 5 is to find out if lesson note and attendance registers were assessed by the school head teachers regularly, item 6 find out the availability of movement book, and item 7 is to find out if scheme and record of work is functioning, while item 8 is to find out if records keeping was maintained regularly and item 9 and 10 are to find out if school records serve as historical reference documentation and evaluation sources in primary schools. Table below shows how the respondents attempt to answer the stated items.

Table 4.2.2: Opinions of Respondents Impact of Supervision on the Management of School Records in Primary Schools in Northern Part of Kaduna State.

S/No	Items stated	Categories of respondents	Agreed		Disagreed		Undecided	
			F	%	F	%	F	%
1.	Records of test and examination serve their purposes in primary school	Supervisors	6	75	2	25	NIL	
		H/Teachers	210	89.7	21	8.9	3	1.2
2.	School records were kept perfectly	Supervisors	2	25	5	62.5	1	12.5
		H/Teachers	179	76.4	48	20.5	7	2.9
3.	Time book is functioning in the schools	Supervisors	4	50	4	50		
		H/Teachers	215	91.8	18	7.6	1	0.4
4.	P.T.A book is functioning in primary schools	Supervisors	2	25	6	75		
		H/Teachers	193	82.4	36	15.3	5	2.1
5.	Lesson note and attendance register were assessed regularly	Supervisors	3	37.5	5	62.5		
		H/Teachers	137	58.5	18	7.6		
6.	Staff movement book is available in the school	Supervisors	3	37.5	5	62.5		
		H/Teachers	214	91.5	16	6.8	4	1.7
7.	Scheme record of work is functioning in the school	Supervisors	4	50	4	50.0		
		H/Teachers	174	74.3	54	23.1	6	2.5
8.	Records keeping is regularly maintain by the management	Supervisors	2	25	6	75		
		H/Teachers	202	86.3	28	11.9	4	1.7
9.	Punishment book in primary schools serve it purposes	Supervisors	8	100				
		H/Teachers	176	75.2	48	20.5	10	4.2
10	Historical, reference, documentation and evaluation was gained due to supervision of school records in primary schools.	Supervisors	8	100				
		H/Teachers	167	71.3	60	25.6	7	2.9

There is consensus of opinions between the supervisors and school head teachers of the primary schools of northern Kaduna state in the question 2 which seeks the opinion of respondents on the extent to which supervision of school records was attained in primary schools of northern Kaduna state. The item of the table 4.2.2 which solicits the opinion of the respondents on records on C.A test and examination serve their purpose in the primary schools a total number of 125 of the supervisors and 89.7 of the head teacher agreed.

Item 3 of the above table shows that there is also a consensus on the opinion of head teachers and supervisors on the stated item which is trying to find out if time book was available in all primary schools in northern Kaduna state, a total number of 100.0 of the supervisors and 91.9 of the school head teachers have agreed with the stated item. Moreover, in the opinion of the respondents of the stated item 4 which is asking if P.T.A was functioning in the schools a total number of 75.0% of the supervisors and 82.4 of the head teacher agreed with the stated item. Also item 5 on the above table a total number of 92.3 of the school head teachers and 87.5 of the supervisors agreed with the statement that ask of lesson notes and attendance registers were assess regularly in primary schools of northern Kaduna state. This shows that there is a great impact on keeping of records on supervision of management of school records.

In item 6 which is asking staff movement book is available in all the primary schools of northern Kaduna state, a total number of 92.3% of the supervisors agreed with this stated item. And in item 7 of the above table also a total number of 54.3% of the head teachers and 75.0 of the school supervisors agreed with the stated item which says that scheme and record of work was functioning in the primary schools of northern Kaduna state. Item 8 in table 4.2.2 shows that a total number of 86.3 of the school head teachers and 87.5% of supervisors have agreed with the stated item that stated in order to find out if record keeping is regularly maintained by the management. But in item 9 in the same table the opinion if the respondents differs in

such a way that a number of 71.4% of the school head teachers and 75.0% of the school supervisors agreed with the stated item that was formed to find out if punishment book in the primary schools of northern Kaduna state serve its purposes. While item 10 of the same table shows that a total number of 75.2% of head teachers and 12.5 of the supervisors agreed that historical, reference, documentation and evaluation was gained due to supervision of school records in northern Kaduna state primary schools.

4.2.3 Opinion of Head Teachers and Supervisors on the Impact of Supervision on Management of School Facilities in Primary Schools in Northern Kaduna State.

Table 4.2.3 is an opinion of the respondents on the extent to which the management of supervision of school facilities in primary school in northern Kaduna state. The items stated in this section were, 1,2,3,4,5,6,7,8,9,10 all these items were formed in order to find out the extend in which supervision of management of school facilities affected the primary schools in northern Kaduna state. Item 1 was formed in order to find out if the class rooms structure were standard and item 2 is asking of the libraries if they exist, equipped and functioning. Items stated in number 3,4,5,6, and 7 were formed to find out if there is provision maintaining of chairs, tables, staff rooms, play ground facilities, toilets and urinary materials by the school. Item 8 and 9 were asking whether there are laboratories in primary school and also if they were used by the pupils. While item 10 was formed to find out generally the school facilities in

primary schools of northern Kaduna state were available, functioning and maintained regularly by the government.

Table 4.2.3: Opinions of Head Teachers and Supervisors on the Impact of Supervision on Management of School Facilities in Primary Schools in Northern part of Kaduna State.

S/No	Items stated	Categories of respondents	Agreed		Disagreed		Undecided	
			F	%	F	%	F	%
1.	The classroom structure is standard in primary schools	Supervisors	8	100	NIL	NIL	NIL	NIL
		H/Teachers	137	58.5	92	39.3	7	2.9
2.	School libraries were equipped and functional	Supervisors	6	75.0	2	25.0	NIL	NIL
		H/Teachers	56	23.9	168	71.7	10	4.2
3.	Chairs, tables for both teachers and pupils were provided and maintained regularly in primary schools	Supervisors	8	100	NIL	NIL	NIL	NIL
		H/Teachers	80	34.1	149	63.6	5	2.1
4.	There is staff room in all the primary schools	Supervisors	6	77.9	2	25.0	NIL	NIL
		H/Teachers	42	18.0	184	78.6	8	3.4
5.	Play ground and its facilities were provided and maintained in primary schools	Supervisors	7	87.5	1	12.5	NIL	NIL
		H/Teachers	72	30.7	146	62.3	6	2.5
6.	Toilet and urinary materials were provided by the government adequately	Supervisors	7	87.5	1	12.5	NIL	NIL
		H/Teachers	89	38	139	29.5	6	2.6
7.	Supervision of facilities help in the provision and maintenance of facilities successfully.	Supervisors	6	75.0	2	25.0	NIL	NIL
		H/Teachers	159	67.9	69	29.4	6	2.5
8.	Classrooms and laboratories equipments were functioning in primary schools	Supervisors	7	87.5	1	12.5	NIL	NIL
		H/Teachers	61	26.0	161	68.8	12	5.1
9.	All the primary schools in the state have laboratories and libraries	Supervisors	6	75.0	2	25.0	NIL	NIL
		H/Teachers	27	11.5	199	85.0	8	3.4
10.	Facilities in primary schools are available, functioning and maintained regularly by the government	Supervisors	1	12.5	5	62.5	2	25.0
		H/Teachers	66	28.2	167	71.3	1	0.4

Table 4.2.3, stated items were formed in order to find out the opinion of the respondents on the question stated on what is the extent in which supervision of management school facilities has affected the management of primary schools in

northern Kaduna state. Item of the table has shown that 75.0% of the supervisors and 57.7% of the head teachers has agreed with the stated item formed in order to find out if the classroom structure was standard in primary schools of northern Kaduna state. While a number of 25.0% percent of the supervisors and 24% of the head teachers agreed that school libraries were equipped and functioning in the northern state primary schools in the stated item 2 in the same table. According to item 3 of the same table 2.4.3, it shows that a total number of 34.2 of the head teachers and 50.0% of the supervisors agreed with the stated items, which was formed in order to find out if chairs and tables are available for both teachers and pupils by the school management in the schools.

Also in item 4 of the table the opinion of the respondents differs because a total number of 18% of head teachers and 25.0 of the supervisors agreed that there is staffroom in all the primary school of northern part of the state. Also in item 5 of the same table a total number of 30.7% of the head teachers and 37.5 of the supervisors agreed that playground and its facilities were provided and maintained by the school. Item 6 of the table indicated that 38% of the school head teachers and 37.5 of the supervisors agreed on the stated item that was formed to find out if toilet and urinary materials were provided by the school. Moreover, in item of the same table it shows that 68.0% of the school head teachers and 50.0% of the supervisors agreed that supervision of the school facilities help in the provision and maintenance of the school facilities successfully. While in item 8 of the table it has appeared that 26.1%

of the head teachers and 25.0% of supervisors agreed that classroom and laboratories equipments were functioning by the teachers and the pupils of primary schools in northern Kaduna state. But in item 9 of the table 2.4.3 none of the supervisors and a total number of 11.5 agreed with the stated item which says all the primary school in northern part of the Kaduna state have laboratories and libraries. In item 10 also 28.2 head teachers and none among the supervisors agreed that facilities were available, functioning and maintained regularly in primary school of northern part of Kaduna state. As we can see from the result of this table there is need for more facilities and maintenance by the school management while on the other hand there is need for making use of the one provided in order to enhance teaching and learning with the necessary facilities in northern part of Kaduna state primary schools.

Table 4.2.4: Opinion of Head Teachers and Supervisors on the Impact of Supervision on Management of School Facilities in Primary Schools in Northern Kaduna State.

The table was designed in order to show the result of the opinion of the respondents on the stated question on if supervision of environmental aspect of primary schools has any impact on the management of primary schools in northern Kaduna state. The item 1 stated that supervision of environment helps in maintaining neatness of the school compound of primary schools in northern Kaduna state in response to this item a total number of 85.9% head teachers and 12.5% of the supervisors agreed with the statement item. This shows that the head teacher's percentage was higher than those of supervisors agreed that classroom and

laboratories equipments were functioning by the head teachers and the pupils of primary schools in northern Kaduna state. But in item 9 of the table 2.4.3 none of the supervisors and a total number of 11.5% agree with the stated items which says all the primary school in northern part of the Kaduna state have laboratories and libraries. In item 10 also 28.2 head teachers and none among the supervisors agreed that facilities were available, functioning and maintained regularly in primary school of northern part of Kaduna state. As we can see from the result of this table there is need for more other hand there is need for making use of the ones provided in other to enhance teaching and learning with the necessary facilities in northern part Kaduna state primary schools.

Table 4.2.4 is an opinion of the respondents on the impact of supervision of environmental aspect on the management of primary schools in northern Kaduna. The item state in this section were 1,2,3,4,5,6,7,8,9 and 10. These items were formed in order to find out the effect of supervision of environmental aspect in primary schools, item number 1 and 4 were formed to find out if he supervision of school environment provide neatness in the school. While item 2 was formed to find if the school was built in side accordingly. And items 3 and 4 were formed to find out if there are play ground and flower gardens in the school surroundings and if they are functioning. Item 5 and 6 on the supervision of hygiene condition of the surrounding and the drinking water arrangement. Item 7 was formed to find out the provision and function of safety and security devices and other. While item 8 was formed to find out if the

neatness of school environment help in stimulating and encouraging both the teachers and pupils. Item number 9 and 10 were formed to find out if the school cited where conducive teaching and learning.

Table below shows how the respondents attempted to answer the stated items.

Table 4.2.4: Opinions of Supervisors and Head Teachers on Impact of Supervision on the Management of School Facilities in Primary Schools in Northern Kaduna State.

S/No	Items stated	Categories of respondents	Agreed		Disagreed		Undecided	
			F	%	F	%	F	%
1.	Supervision of environmental helps in maintaining neatness of the schools surrounding	Supervisors	1	12.5	7	87.5	NIL	NIL
		H/Teachers	181	77.3	31	13.2	2	0.8
2.	The primary schools cited in the proper area perfectly	Supervisors	6	75	2	25	NIL	NIL
		H/Teachers	158	67.5	60	25.6	16	6.8
3.	All the primary schools play ground were functioning	Supervisors	3	37.5	4	50	1	12.5
		H/Teachers	93	39.7	132	56.4	9	3.8
4.	There are gardens and flowers in the school surroundings	Supervisors	3	37.5	5	62.5	NIL	NIL
		H/Teachers	39	16.6	183	78.2	12	5.1
5.	The school surrounding condition is hygienic	Supervisors	4	50	4	50	NIL	NIL
		H/Teachers	128	54.7	95	40.5	11	4.7
6.	Proper drinking water arrangement was provided in each primary school	Supervisors	3	37.5	5	62.5	NIL	NIL
		H/Teachers	69	29.4	156	66.6	9	3.8
7.	Safety and security devices was functioning in primary schools adequately	Supervisors	3	37.5	5	62.5	NIL	NIL
		H/Teachers	100	42.7	126	53.8	8	3.4
8.	School surroundings provide encouraging and it stimulates teachers and pupils	Supervisors	4	50	4	50	NIL	NIL
		H/Teachers	122	52.1	84	35.8	8	3.4
9.	School cited at a place provided for conducive teaching and learning	Supervisors	6	75	2	25	NIL	NIL
		H/Teachers	165	70.5	60	25.6	9	3.8
10	Schools were far away from market and factories environment	Supervisors	6	75	2	25	NIL	NIL
		H/Teachers	188	80.3	41	17.5	5	2.1

Table 4.2.4; the table was designed in order to show the result of the opinion of the respondents on the stated question on if supervision of environmental aspect of primary schools has any impact in the management of primary schools in northern Kaduna state in response to this item a total number of 85.9 head teachers and 12.5%

of the supervisors agreed with the statement item. This shows that the head teacher's percentage was higher than those of supervisors. But item 2 in the same table was trying to find out if the primary schools in northern Kaduna state were cited in the proper area, in response to this, a total number of 67.5 of the head teachers and 75.0 of the supervisors agreed. This shows that they both agreed if we consider the percentages of the respondents from both two sides. Moreover, item 3 of table 4.2.4 was formed in order to find out if all the primary schools play ground were functioning, that is if the pupils make use of it. A total number 39.8 and 37.5 agreed with the stated item. These result shows that there is less usage of those playground by the pupils. In this case the management must encourage the teachers to make the pupils make us of the playgrounds. Also item 4 was formed to find out if there are gardens and flowers in the school surroundings a total number of 16.7% of head teachers and 37.5% of the supervisors agreed with this stated item, this result show that there are less gardens and flowers in the schools, there is need for the management to provide more gardens and flowers in primary schools of northern Kaduna state in order to have a conducive learning place for the pupils. While item statement number 5 was to find out the school surrounding condition and healthiness. A total number of 54.7% of the head teachers and 50.0% of the supervisors agreed, this means that from the result shows on this stated item, both agreed that primary schools surroundings in northern Kaduna were hygienic.

There are different opinions from the two sides on items 6 which is asking if proper water arrangement was provided in primary schools. A total number of 83.5% and a number of 37.5 agreed with the stated item, this result shows that the head teachers agreed while only few numbers of the supervisors agreed. But there is consensus of opinion between the head teachers and the supervisors on the statement in item 7 which was formed to find out if safety and security devices were functioning in the primary schools of northern Kaduna state. A total number of 42.7% of head teachers and 37.5% of supervisors agreed with the stated item, this means there is need for the management to provide more of security and safety devices in primary schools of northern Kaduna state.

Also a number of 60.7 of the head teachers and 50.0% of supervisors agreed on item 8 which was formed to find out if the school surroundings provide encouragement and stimulates teachers and pupils. Form the opinion of the respondents there is need for more provision by the management in other to make the school surrounding a conducive place which encourages and stimulate both teachers and pupils. There is consensus of opinion between two sides in item 9 which 70.5% of the head teachers and 75.0% of the supervisors agreed with the stated item which was formed to find out if the schools cited provided a conducive teaching and learning. And also in item 10 a number of 80.4% of head teachers and 75.0% of supervisors agreed with the statement which was formed to find out the schools were not close to market and factories. The result in table 4.2.4 shows that there is need for more

supervision of school environment in order to find other schools that need more provision of necessary things that can make other schools environment a proper and conducive place for teaching and learning.

4.2.5: Impact of Supervision on Management of Schools and Community Relationship in Primary Schools in Northern Part of Kaduna State.

Table 4.2.5 is an opinion of the respondents on the level to which supervision of school and community has affected the management of primary school in northern Kaduna state. The item stated in this section were 1,2,3,4,5,6,7,8,9 and 10. These items were purposely formed in order to find out the level to which supervision of school community development aspects has affected the management of primary schools in northern Kaduna state. Item 1,3 and 6 were stated to find out if the school item such as hall well, libraries, play grounds and classes provided by the management were used by the school community for polling, matches, festival and post schooling etc. items stated in number 2,4 and 5 were formed to find out if the community gives its own contribution in the development of primary schools such as provision of land and the security for the school while item 7,8,9 and 10 were formed to find out if the school community relationship in primary school levels provided discipline, harmony vital rapport in both the primary school management and the establishment development.

Table 4.2.5 shows how the respondents attempt to answer to stated items.

Table 4.2.5: Opinion of Supervisors and Head Teachers on Impact of Supervision on the Management of Schools and Community Relationship in Primary Schools in Northern Part of Kaduna State.

S/No	Items stated	Categories of respondents	Agreed		Disagreed		Undecided	
			F	%	F	%	F	%
1.	The classroom halls, wells, libraries provided by primary school management	Supervisors	5	62.5	2	25	1	12.5
		H/Teachers	106	45.2	132	56.4	6	2.5
2.	The community provide resident venue for the management of primary school fields provided by the school management	Supervisors	7	87.5	5	62.5	1	12.5
		H/Teachers	65	27.7	160	68.3	9	3.8
3.	Community people hold matches, festival and political aspect in primary school fields provided by the school management	Supervisors	7	87.5	1	12.5	NIL	NIL
		H/Teachers	130	55.5	73	31.1	11	4.7
4.	Community people land and labor contributions in primary schools	Supervisors	3	37.5	4	50	1	12.5
		H/Teachers	123	52.5	102	43.5	9	3.8
5.	Community people maintain and provide security in primary premises	Supervisors	5	62.5	3	37.5	NIL	NIL
		H/Teachers	104	44.4	123	52.5	7	2.9
6.	Post-school training carried out in primary school premises	Supervisors	5	62.5	2	25.0	1	12.5
		H/Teachers	125	53.4	86	36.7	23	9.8
7.	Primary school management and the community provide discipline and harmony in pupils	Supervisors	5	62.5	3	37.5	NIL	NIL
		H/Teachers	187	79.9	40	17.0	7	2.9
8.	PTA gives pupils encouragement and develop their intelligent	Supervisors	6	75	2	25	NIL	NIL
		H/Teachers	182	77.7	48	20.5	8	3.4
9.	PTA progress the achievement of schools establishing vital rapport between them	Supervisors	5	62.5	2	25	1	12.5
		H/Teachers	168	71.7	56	23.9	10	4.2
10.	Supervision of community and school development aspect serves its purposes.	Supervisors	3	37.5	4	50	1	12.5
		H/Teachers	181	77.3	49	20.9	4	1.7

Table 4.2.5, the responses of head teachers and supervisors varied in the question of what was the level in which supervision of primary schools and community development, the stated item 1 of this question shows that, a total of 45.3% of the headmasters and of the supervisors agreed on the items statement which was formed in order to find out if the classrooms halls, well and libraries provided by the school management was used by the community. But in item 2 of table 4.2.5 which was stated in order to find out if the community provide resident venue for the management of primary schools, a total number of 27.9% of the head teachers and 25.0% of supervisors agreed on this statement. This result shows that there is need for the community to be providing resident for teachers and supervisors if it is necessary. While item 3 was formed to find out if community people hold matches, festival and political activities in primary school fields. The opinion of both side was consensus between them. A total number of 87.5% of the school supervisors and 59.8% of the head teachers agree with the stated item.

While in item 4 in the table was formed to find out if the community provide land and labor contributions in primary schools, a total number of 37.5% of the supervisors and 52.5 of the head teachers agreed with the stated item, this result shows that there is need for more cooperation of the community to the primary school of northern Kaduna state. But item 5 result shows that a certain 44.4% head teachers and 37.5% of supervisors agreed on the statement that was formed to find out if the community people maintain and provide securing in primary schools. And in

item 6 the result of the stated item which was formed in order to find out if post-schools training was carried out in primary schools premises, a total number of 62.5% of supervisors and 53.4% of head teachers have agreed on the statement. Also item 7 Table 4.2.5 was formed in order to find out if primary management and community provide description and harmony in pupils, a total number of 62.5% of supervisors and 79.9% of head teachers agreed with the stated item.

In item number 8 on the same table the result shows that a total number of 77.8% of head teachers and 62.5 of supervisors agreed that PTA gives pupils encouragement and develop their intelligence, which item 9 of the table shows that 77.4% of head teachers and 75.0 of supervisions agreed that PTA progress the achievement of schools and established vital rapport between them but item 10 which was formed in order to find out if supervision of school and community .development serve its purpose, shows that 62.5% of supervisors and 78.0% of head teachers agreed with the stated item. From all the results of the items we can see that there is need for more provisions of unity between schools and community in order to progress the necessary school activities which will led to the achievement of the education aims and objectives.

4.2.6 Opinions of respondents on the impact of supervision on the management of staff development.

The item stated in this section were from 1,2,3,4,5,6,7,8,9 and 10. These items were purposely formed to find out the impact of staff development on the management of staff development; item 1 and 2 were purposely stated in order to find out if motivating teachers and quality in them enhance their development. While item 3 was stated to find out if discussion after supervising between teachers and supervisors, improve their development. And item 4 was stated to find out if lack of constant supervision causes educational backwardness. Similarly, item 5 was stared to find out if teachers were promoted regularly due to submission of supervisory reports. While item 6 was stated to find out if good salary packages developed motivation in teachers, and item 7 was to find out if the necessary training and retraining of teachers was attain as a result of supervision. Item 8 was stated to find out if the educational development depends on the constant of supervision. Item was to find out if attainment of educational aims and objectives depends on development of teachers.

Table 4.2.6: Opinions of Supervisors and Head Teachers on Impact of Supervision on the Management of Staff Development in Primary Schools in Northern Part of Kaduna State.

S/No	Items stated	Categories of respondents	Agreed		Disagreed		Undecided	
			F	%	F	%	F	%
1	Supervision of staff development enhances the quality of teachers Provision of motivation in teachers promote their development	Supervisors	5	62.5	2	25	1	12.5
		H/Teachers	106	45.2	132	56.4	6	2.5
2	Discussion between supervisors and teachers enhance their development, Lack of quality supervisions on teachers causes educational backwardness	Supervisors	2	87.5	5	62.5	1	12.5
		H/Teachers	65	27.7	160	68.3	9	3.8
3	Teachers were promoted regularly due to supervising reports Teachers development depends on the government and supervision reports	Supervisors	7	81.5	1	12.5	NIL	NIL
		H/Teachers	130	55.5	73	31.1	11	4.7
4	Good salary package develop teachers motivation in Nigeria Teachers are having the necessary training as a result of constant supervision	Supervisors	3	37.5	4	50	1	12.5
		H/Teachers	123	52.5	102	43.5	9	3.8
5	Educational development depends on the quality of teachers supervision	Supervisors	5	62.5	3	31.5	NIL	NIL
		H/Teachers	104	44.4	123	52.5	7	2.9
6	Supervision of staff development enhances the quality of teachers Provision of motivation in teachers promote their development	Supervisors	5	62.5	2	25	1	12.5
		H/Teachers	125	53.4	86	36.7	23	9.8
7	Supervisory, discussion between supervisors and teachers enhance their development. Lack of quality supervisions on teachers causes educational backwardness	Supervisors	5	62.5	3	37.5	NIL	NIL
		H/Teachers	187	79.9	40	17.0	7	2.9
8	Teachers were promoted regularly due to supervising reports. Teachers development depends on the government and supervision reports	Supervisors	6	75	2	25	NIL	NIL
		H/Teachers	182	77.7	48	20.5	4	3.4
9	Good salary package develop teachers motivation in Nigeria. Teachers are having the necessary training as a result of constant supervision	Supervisors	5	62.5	2	25	1	12.5
		H/Teachers	168	71.7	56	23.9	10	4.2
10	Educational development depends on the quality of teachers supervision	Supervisors	3	37.5	4	50	1	12.5
		H/Teachers	181	77.3	49	20.9	4	1.7

Table 4.2.6: The response of head teachers and supervisors varied on the question of what is the impact of supervision on the management of staff development in northern part of Kaduna state. Item 1 of this question result shows that 62.5% of supervisors and 45.3% of the head teachers agreed; this means that supervision enhances the quality of teachers. Item 2 in the same vain 25% of supervisors and 27.9% of head teachers agree. This means that provision of motivation ways to teachers promote their developments, while item 3 result shows that 81.5% of supervisors and 59.8% of head teachers agree, this result means that discussion about the reports after supervision between supervisors and teachers, enhances teachers development. Meanwhile 37.5% of supervisors and 52.5% of head teachers agree with the stated item 4 which means that lack of constant supervision of teachers causes educational backwardness. But 62.5% of supervisors and 44.4% of head teachers agree with the stated item 5, this means that supervision has effect on promotion of teachers. 62.5% of supervisors and 53.4% head teachers agree with the stated item 6, this means that; teachers development depends on the submitted reports of the supervisors.

62.5% of supervisors and 79.9% of head teachers agree with item 7, this result shows that; Good salary packages developed motivation in teachers. And 75% of supervisors and 77.8% of head teachers agree with item 8. This result means that: Constant supervision affected the development of education. The result in item 9 shows that 62.5% of supervisors and 7.8% of head teachers agree. This result means that: Educational development depends on quality of teachers while item 10 results

shows that 37.4% of supervisors and 77.4% of head teachers agree with the stated item, which means that attainment of Educational aims and objectives depends on development of teachers.

4.2.7: Opinion of head teachers and supervisors on the impact of school funding on the management of primary schools

Table 4.2.7 is the opinion of respondents on the impact of supervision of school funding of primary schools on the management of primary schools. Item 1,2,3,4,5,6,7,8,9 and 10 were to find out if school supervision reduces mismanagement, proper utilization of the approved budget provided by the government. While item 4 was to find out if provision of financial Annual reports by the supervisors help in reducing over-head costs. And item number 5 was formed in order to find out if standardization of primary schools depends on supervision of school funding. Item 6 and 7 were stated in order to find out if supervision of school funding enhances teachers' salaries and teachers and pupils performance. Item 8 was stated to find out if liaising of supervisors and other education departments improve educational activities. While item 9 was stated to find out if supervision of school funding encourages donation from other NGOs. Finally, item 10 try to find out if teachers' development were attained due to supervision of school funding.

Table 4.2.7: Opinions of respondents on the impact of supervision of school funding

S/No	Items stated	Categories of respondents	Agreed		Disagreed		Undecided	
			F	%	F	%	F	%
1.	Standardization of primary schools depends on supervision of school funding.	Supervisors	5	62.5	2	25	1	12.5
		H/Teachers	163	69.7	59	25.2	12	5.1
2.	Supervision of school funding reduces mismanagement of funding in primary education	Supervisors	6	75.0	2	25.0		
		H/Teachers	160	68.4	28	11.9	6	2.5
3.	Proper utilization of fund enhances teachers and pupils performance.	Supervisors	3	37.5	5	66.5	NIL	NIL
		H/Teachers	70	29.9	155	66.5	9	3.8
4.	Primary teachers have their salaries and other allowances due to supervision of fund	Supervisors	3	37.5	5	62.5	NIL	NIL
		H/Teachers	161	68.8	68	29	5	2.1
5.	School supervision provides enough budgets to educational expenses.	Supervisors	5	62.5	3	37.5	NIL	NIL
		H/Teachers	186	79.4	44	18.8	4	1.7
6.	Supervisors of funding liaising with other education departments on matters supervised make them work harder	Supervisors	3	37.5	4	50.0	1	12.5
		H/Teachers	173	25.2	53	22.6	5	2.1
7.	Annual financial reports provided by the supervisors help in reducing over-head costs.	Supervisors	3	37.5	3	50.0	1	12.5
		H/Teachers	192	82.0	35	14.9	7	3.0
8.	Supervision of school funding encourages donation from other nongovernmental agencies	Supervisors	4	50.0	3	37.5	1	12.5
		H/Teachers	185	79.0	42	17.9	7	2.9
9.	Teachers development and school expenditure were attained due to supervision of school funding	Supervisors	7	87.5	1	12.5	NIL	NIL
		H/Teachers	183	78.2	31	13.2	10	4.2
10.	Annual financial reports provided by other educational departments encourages both teachers and pupils	Supervisors	4	50.0	4	50.0	NIL	NIL
		H/Teachers	145	61.9	83	35.4	6	2.5

The responses of head teachers and supervisors varied in items 1 and 2, which were stated to find out if supervision enhances primary teachers and pupils performances, the result shows that 62.5% of the supervisors and 69.9% of the head teachers agreed on the stated item. There is also a consensus between the school head

teachers and supervisors in the response to item 3 which was stated to find out if primary school teachers have their salaries and allowances in time due to supervision of school funding. 37.5% of the supervisors and 29.9% of the head teachers agreed on this item. This shows that teachers do not get their salaries and allowances in time in northern part of Kaduna State. Item 4 was stated to find out if school supervision help in providing enough budget to educational expenses. 37.5% of the supervisors and 68.8% of the head teachers agreed that enough budget was given to educational expenses due to supervision of funding in northern part of Kaduna State. The result shows that the supervisors do not agree with stated item while the head teachers agreed.

Stated item 5 was to find out if the supervisors and other educational departments liaison, on matters supervised to make the department work harder. A number of 62.5% of the supervisors and 79.5% of the head teachers agreed with this statement, the result shows that, liaising with educational department and school fund supervisors make them to understand their problems and work much harder. Item 6 was to find out if the report provided by the school funding supervisors reduces over-head cost. 37.5% of the supervisors and 25.2% of the head teachers agreed with the stated item. The result shows that both supervisors and head teachers do not agree that the financial reports provided by the supervisors do not help in reducing over-head cost in educational expenses.

While item 7 was stated to find out if supervision of school funding encourages donation from other NGOs. 37.5% of the supervisors and 32.1% of the head teachers agree with this stated item. This result shows that supervision of school funding do not encourages the NGOs for more donations to primary school in northern part of Kaduna State. Also item 8 was stated to find out if supervision of school funding helps in provision of teachers development and school expenditure. 50.0% of supervisors and 79.1% of head teachers agreed with the stated item. This result show that supervision of school funding in primary schools of northern part of Kaduna State helps in provision of teachers development and school expenditure.

Item 9 was stated to find out if standardization of primary school depends on supervision of school funding. 87.5% of the supervisors and 82.4% of the head teachers agreed with this stated item. This result shows that if there is frequent supervision of school funding there will be standardability in primary school of northern part of Kaduna State. Item 10 was stated to find out if supervision of school funding helps in providing enough budgets to primary schools. 49.5% of supervisors and 62.0% of head teachers agreed with the stated item. This result shows that supervision of school funding help in providing enough budgets to primary schools in northern part of Kaduna State.

4.3 HYPOTHESES TESTING

4.3.1 Hypothesis I

There is no significant difference in the opinions of head teachers and supervisors on the impact of supervision on instructional facilities management in northern part of Kaduna State.

Table 4.3.1: T-Test showing no significant difference in the opinions of head-teachers and supervisors

Variables	N	X	SD	SE	T	DF	P	T-critical
Head teachers	234	37.6709	4.6646	3049	1.423	240	0.156	1.96
Supervisors	8	35.2500	6.5846	2.3280	-	-	-	-

$p>0.05$

Table 4.3.1 the t-calculated of (1.423) is less than the t-critical value (1.96) at 0.05 level of significance and at degree of freedom 240. The observed level of significance (0.156) is greater than 0.05 which means that there is no significant difference in the opinions of head masters and supervisors on the impact of supervision on instructional facilities of primary schools as related to curriculum work. Therefore, the null hypothesis is accepted.

4.3.2 Hypothesis II

There is no significant difference in the opinions of head teachers and supervisors on the impact of supervision on the management of records in northern Kaduna state.

Table 4.3.2: Showing no significant difference

Variables	N	X	SD	SE	T	DF	P	T-critical
Head teachers	234	40.2436	4.4283	0.2895	0.942	240	0.347	1.96
Supervisors	8	38.7500	3.8079	1.3463	-	-	-	-

P > 0.05

Table 4.3.2 revealed that t-calculated (0.942) is less than the t-critical value (1.96)) at 0.05 level of significance at degree of freedom 240. The observed level of significance p (0.347) is greater that than 0.05 which shows that there is no significant difference in the opinions of head teachers and supervisors on the impact of supervision on the management of school records. Therefore the null hypothesis is retained or accepted.

4.3.3 Hypothesis III

There is no significant difference in the opinions of head teachers and supervisor on the impact of supervision on the management of school facilities in primary schools in northern Kaduna state.

Table 4.3.3: T-test showing no significant difference in the opinions of head teachers and supervisor on the impact of supervision on the management of school facilities

Variables	N	X	SD	SE	T	DF	P	T-critical
Head teachers	234	31.445	5.1396	0.3360	0.383	240	0.702	1.96
Supervisors	8	32.1250	5.894	2.0826	-	-	-	-

p>0.05

Table 4.3.3 showed that the t-calculated (0.383) is less than the t-critical value (1.96) at 0.05 level of significance at degree of freedom 250. The observed level of significance (0.702) is greater than 0.05 which indicates that there is no significance difference in the opinions of head teachers and supervisors on the impact of supervision on the management of school facilities. Therefore the null hypothesis in accepted.

4.3.4 Hypothesis IV

There is no significant difference in the opinions of head teachers and supervisors on the impact of supervision on the management of school environment in primary schools in northern part of Kaduna State.

Table 4.3.4: T-test showing no significance difference between opinion of Head teachers and supervisor

Variables	N	X	SD	SE	T	DF	P	T-critical
Head teachers	234	34.9487	4.5583	0.2980	0.335	240	0.738	1.96
Supervisors	8	35.500	4.9570	2.0826	-	-	-	-

p>0.05

From Table 4.3.4 revealed that t-calculated (0.335) in less than critical value (1.96) at 0.05 level of significance at degree of freedom 240. The above level of significance P(0.738) is greater than 0.05 which means that there is no significance in the opinions head teachers, supervisors on the impact of supervision on the management of school environment in primary school. Therefore the null hypothesis which states that there is the significance is hereby accepted.

4.3.5 Hypothesis V

There is no significant difference in opinions of head teachers and supervisors on the impact of supervision on schools and community relationship in northern part of Kaduna State.

Table 4.3.5: T-test showing significance difference between opinion of Head teachers and supervisors.

Variables	N	X	SD	SE	T	DF	P	T-critical
Head teachers	234	35.3504	3.8676	0.2528	0.683	240	0.495	1.96
Supervisors	8	34.2750	6.5233	2.3063	-	-	-	-

p>0.05

Table 4.3.5 showed that t-calculated (0.683) is less than the critical value (1.96) at 0.05 level of significance at degree of freedom 240. The observed level of significance P (0.738) is greater than 0.05 which indicates that there is no significant difference in the opinion of head teachers and supervisors on the impact of

supervision on schools and community relationship. Therefore, the null hypothesis is hereby accepted.

4.3.6 Hypothesis VI

There is no significant difference in the opinions of head teachers and supervisors on the impact of supervision on primary schools in northern part of Kaduna State.

Table 4.3.6: T-test showing significant difference between the opinion of Head teachers and supervisors.

Variables	N	X	S/D	SE	T-cal	DF	P	T-critical
Head teachers	234	35.3504	3.8676	2528	0.683	240	0.495	1.96
Supervisors	8	34.2750	6.5233	2.3063	-	-	-	-

p>0.05

Table 4.3.6 shows that t-calculated (0.683) is less than critical value (1.96) at 0.05 level of significance at degree of freedom on 240. Level of significance p (0.738) is greater than 0.05. This indicated that, there is no significant difference in the opinion of head teachers and inspectors on the impact of supervision on staff development. Therefore, the Null Hypothesis is accepted.

4.3.7 Hypotheses VII

Table 4.3.7: T-test showing significant difference in the opinion of head teachers and supervisors

Variables	N	X	SD	SE	T	DF	P	T-critical
Head teachers	434	37.6709	4.6646	3049	1.423	240	0.156	1.96
Supervisors	8	35.2500	6.5846	2.3280	-	-	-	-

Table 4.3.7 shows that t-calculated of (1.423) is less than the t-critical value (1.96) at 0.05 level of significance (0.156) is greater than 0.05 which means that there is no significant difference in the opinion of head teachers and supervisors on the impact of supervision on school funding management. Therefore, the null hypothesis is accepted.

4.4 Summary of Findings

After interpretations of the data for this research, the findings of the study are summarized below.

- The study revealed that supervisions of instructional work is very necessary, because it involves the essential needs in teaching and learning aspect. It is what makes the school to be a school. It involves the class interaction activities between teachers and pupils such as subject matter, lesson delivery provision and usage of teaching aids, time management, class management, methods of teaching usage of lesson note, usage of chalk board, and the language

communication skills in the class room and many more. All these are what make teaching to be teaching. It is a must for every teacher to know and make instructional work effectively and efficiently.

- The study also agreed that supervision of school records has a great impact in primary school of northern Kaduna state. According to the result, it shows that teachers and head teachers try their best in keeping of essential records in primary schools.
- The study agreed that there is impact of supervision as related to the provision and maintenance of school facilities. This means that due to supervision of school facilities the management of primary schools in northern Kaduna state; provide and maintained school facilities successfully.
- The study agreed that supervision of school environment in primary schools of northern Kaduna state, help in the minding the neatness of the school surroundings properly, the hygienic condition, the safety and security devices, where all been provided by the management adequately.
- The study agreed that supervision of school in primary schools of northern Kaduna state provided a good relationship between the school and the community, where the school was located. It shows that, both of them work hand in hand towards the attainment of educational development.

4.5 Discussion of Findings

This section presented discussion on the findings of the study.

- The study revealed that supervision has impact on the management of instructional materials in primary schools of northern part of Kaduna state. The supervisors and head teachers agreed with this.

- The study also revealed that supervision of primary schools in northern part of Kaduna state has impact on the management of school records, it shows that there is provision and maintenance of school records in the schools.

- The study also revealed that supervision of schools in northern part of Kaduna state has impact on the management of school facilities. There is provision and maintenance of the school facilities by the management.

- The result of this study revealed that supervision has impact on management of primary school environment; it shows that the schools has good and beautiful environments for conducive learning.

- Meanwhile, the study revealed that supervision has impact on the school and community relationship. It revealed that they work hand in hand for the attainment of educational objectives

- Also the study revealed that supervision has impact on the management of school funding in primary schools of northern part of Kaduna state. There is a

proper an standard sources and management of primary school funding in the part of the state from the Federal level down to the local government level.

- Similarly, the study also revealed that supervision has a great impact on management of staff/teachers development in primary schools of northern part of Kaduna State, the result shows that training and retraining of staff were functioning, due to supervision and motivational ways were created for the teachers.

The discussion on the opinions of the school head teachers and the school supervisors shows that supervision has impact on the management of primary schools, the study was conducted accordingly, the data were analyzed by the statisticians successfully and the result shows that supervision has great impact on the management but yet the primary pupils graduate with default of lack of qualitative education. Our concern now where the problem is.

4.6 Summary of Tested Hypotheses

Table 4.6.1: Summary of Tested Hypotheses

S/N	Hypothesis	Stat.	Sign	Results	Restated
1.	There is no significant difference in the opinions of head teachers and supervisors on the impact of supervision on management of instructional facilities in primary schools in northern part of Kaduna state.	t-test	0.05	Accepted	There is no significant difference in the opinions of head teachers and supervisors on the impact of supervision on management of instructional facilities in primary schools in northern part of Kaduna state.
2.	There is no significant difference in the head teacher's and supervisor's opinions on the impact of school supervision on management of school reports in primary schools in northern part of Kaduna state.	t-test	0.05	Accepted	There is no significant difference in the head teacher's and supervisor's opinions on the impact of school supervision on management of school reports in primary schools in northern part of Kaduna state.
3.	There is no significant difference of opinion in the head teacher's and supervisor's opinion on the impact of supervision on the of school facilities in primary schools in northern part of Kaduna state.	t-test	0.05	Accepted	There is no significant difference of opinion in the head teacher's and supervisor's opinion on the impact of supervision on the of school facilities in primary schools in northern part of Kaduna state.
4.	There is no significant difference in head teacher's and supervisors opinions on the impact of supervision on management of school environment in primary schools in northern part of Kaduna state.	t-test	0.05	Accepted	There is no significant difference in head teacher's and supervisors opinions on the impact of supervision on management of school environment in primary schools in northern part of Kaduna state.
5.	There is no significant difference in the head teacher's and supervisor's opinion on the impact of supervision on management of school and community relationship in primary schools in northern part of Kaduna state.	t-test	0.05	Accepted	There is no significant difference in the head teacher's and supervisor's opinion on the impact of supervision on management of school and community relationship in primary schools in northern part of Kaduna state.
6.	There is no significant difference in head teacher's and supervisor's opinion on the impact of supervision on management of staff development in primary schools in northern part of Kaduna state.	t-test	0.05	Accepted	There is no significant difference in head teacher's and supervisor's opinion on the impact of supervision on management of staff development in primary schools in northern part of Kaduna state.
7.	There is no significant difference in head teacher's and supervisor's opinion on the impact of supervision on management of school funding in primary schools in northern part of Kaduna state.	t-test	0.05	Accepted	There is no significant difference in head teacher's and supervisor's opinion on the impact of supervision on management of school funding in primary schools in northern part of Kaduna state.

CHAPTER FIVE

Summary, Conclusion and Recommendations

5.1 Introduction

This chapter presents summary, conclusion and recommendations of the research findings. The study was set to establish the impact of school supervision on the management of primary schools in northern part of Kaduna state.

5.2 Summary

The study was set out basically to find out the impact of school supervision on the management of primary schools in northern Kaduna state. Questions in some areas such as school supervision of instructional material, supervision of school records, supervision of school facilities, supervision of school environment and supervision of school and community relationship, supervision of staff development and supervision of school funding, it was formed in order to find out the impact of school supervision in general. The problem was stated based on the activities carried out within and outside the school. The observation shows that effective teaching and learning in public primary school need an effective and constant supervision.

Some of the objectives of this research were in order to guide the researcher. Moreover seven (7) research questions and research hypotheses were formulated based on the areas of school supervision in order to find out if supervision has any

impact on management of primary school in the northern part of Kaduna State. There are seven (7) hypotheses tested. After the data analysis, all of the hypotheses were accepted. This signified that there is no significant difference on the opinions of both the two respondents which were the head-teacher and the school supervisors. The opinion of the two respondents and the hypotheses tested are as summarized below:

- The outcome stated that the teachers present their lessons within the time given by the use of chalkboard and teaching aids. And the teachers try their possible best in using the teaching methods and also the language and communication skills were used accordingly.
- The study shows that the teachers and the school management keep their records and maintained them perfectly. The time book, lesson note books, P.T.A book, staff movement box, and scheme of work were all functioning in the schools, though the punishment books were not functioning in the schools according to the answers given by the respondents.
- The study also revealed that there are provision of school facilities such as the chairs, tables, playground facilities, toilet facilities by the management. But according to other responses there is less of provision of science and library facilities by the management.
- The study also indicated that primary schools in northern Kaduna state were built in a conducive places for teaching and learning while the provision of

proper drinking water were made but not adequate and also the safety and security devices were provided by the management.

- The study also revealed that due to school supervision and community relationship in primary schools in northern part of Kaduna state. There are cooperation between the schools and the community. This means that the community provides some essential needs for the school such as land, security, wells and encouragement by P.T.A organizations. While on the other hand the school management gives the community opportunity to use the school halls, classes and the school surroundings whenever they want it. The result shows that there is need for more assistance from the community in terms of books, tables, chairs and other day to day facilities for their young ones.
- It is intended to find out if the Government provides the means of development to the staff of primary school workshops and courses where organized from time to time, there is provision of furthering teachers education and some other forms of motivation are provided.
- The study also intended to find out if supervision of school funding has any impact on the management; the item stated were 10 and the respondents answered. Some of the items were based on source of funding and management of findings.

5.3 Conclusion

The study concluded that, supervision has impact on the management of primary schools in northern part of Kaduna state. The questions have been answered and the analyzed data showed that

- Supervision of instructional materials has impact on the management of primary schools.
- Supervision has impact on the management of school records
- Supervision has impact on the management of school environment
- Supervision has impact on the management of school and community relationship.
- Supervision has impact on the management staff development
- Supervision has impact on management of school funding.

The result of the stated 7 hypotheses were all retained. This means that supervision has impact on the management of primary schools in northern part of Kaduna State.

5.4 Recommendations

The following recommendations were made based on the result of the findings of the research work;

i. Workshops and conferences on supervision of instructional work should be provided for the teachers in order to have current knowledge that will help them to give their best for the new millennium trends in education. The supervisors should

be having constant supervision in public schools. There is need for more provision of school facilities that will help in teaching and learning.

ii. Keeping of test and examination scripts is very essential in schools, that is why the supervisors must make sure that they emphasize on keeping them. Provision of school facilities is a crucial issue, school management should always try their best in producing more, while on the other hand, the pupils should join hand on maintaining them.

iii. There is need for more supervisory staff in Kaduna state especially in the northern part of the state. Supervision of school environment should be punctual in order to help the management in finding out if there is any weakness regards to it. Because the surrounding stimulates the teachers terms of teaching and learning. The school needs the community's help in terms of provision of discipline and encouragement in the development of pupils' intelligence. While the community needs the school's assistance in using the school compounds for election activities, festivals, post-school training and many more activities.

iv. Effective funding and proper implementation action in education most be in consideration by the government. At least 25% of the annual budget should be allocated, disbursed and spent on education. Universal basic commission has a well arranged plan if it can be fully implemented, primary schools product will be more efficient to compute with other private primary school pupils.

v. The federal government should be adding more percentage on the UBEC budget instead of deduction. Education has many programs and procedures that generate money, the government should provide enough fund to educational sector.

vi. It is obvious for the government to use experts in utilization for Teacher training is mandatory and it requires a lot of fund the government should provide more fund in training for their development. Proper educational knowledge comes from the well develop teachers the is expected to provide the necessary arrangement for the development of teachers.

vii. Lack of uniformity in salary scale of Nigerian workers make teachers to be under develop, salary scale should be uniform for primary secondary and higher institution teachers in all the governmental level. There is need to have more scholars in this aspect of school supervision, so that enough books will be provided in libraries.

5.5 Suggestion for Further Studies

- Encouragement should be given to students who had undertaken a research under this aspect of school supervision or all the level of education by the government particularly the education sector for further research.
- A study could be furthered on this aspect of supervision specifically on assessment of availability of infrastructural facilities for school supervision

REFERENCES

Adams, H.P. (1953). *Basic Principles of Supervision*. American Book Company New York

Adem, D.A. (1982). *Introduction to Educational Administration in Nigeria*: Spectrum Books Limited.

Adeoye, T.K. (2002). Revitilizing Education in Northern States. Vol. II. A Manual on Inspection. Northern Education; A Resource Project (NERP) Kaduna Area House.

Adesin, S. (1980). *Some Aspect of School Management*. Lagos Educational Industries Ltd.

Adesina, S. (1983). *Nigerian Education Trend and Issues*. Ibadan: University of Ife Press Ltd.

Adesine, S.A (1971) Need for National Commission for Teachers' Educations. Daily Times January 4th pg 10

Afolabi, A.S (2001). *Essential of Management Administration, Planning and Supervision*. Ave Maria Printers

Albert, O.O (1977). *A handbook on school Administration and Management*. Published by Macmillan Education Ltd London.

Ayer, F.C. (1954). *Fundamental of Institutional Supervision*. New York. Harper and Brothers, Ring Road Ibadan.

Baikie, T.A. (1988). *Recurrent Issues in Nigerian education Zaria*. Tamaza publishing company

Balogun, D.A., Okon, S.E., Musaazi, J.C.S., Thakur, A.S. (1981) *Principles and Practice of Education.* Macmillian Nigeria Publication ltd. Ilupeju Industrial Estate Yaba.

Beach D.S. (1980). *Personnel the Management of People at Work (4th Ed)*. New York: Macmillan Publishing Co, Inc

Bello, Y. and Joseph (1981). *Basic Principles of Teaching Ibadan*. Spectrum Books Limited Jubilee House, Ring Road Ibadan.

Berbard . (1992). *Fundamental Clinical Supervision Boston*. Mad Allen and bacon http:/www.eridigests. Org/1995-1/models htm.

Bolagun, D.A. (1981). *Principles and Practice of Education*. Lagos: Macmillan Nigeria Publishers Ltd.

Bucher, M.J. (1962). *A Hand Book for Inspectors*, *Kaduna*. Printed by the Government Printer Kaduna.

Budgeting and Financial Management in Education. National Open University of Nigeria Jos Midland Press ltd.

Corgan, M.L. (1973). *Clinical Supervision Boston Houghton*, Miffin Company. http://www.ericdigests.org /1995-5/ models htm.

Dicky F.G and H.P Adams (1953) *Basic Principles of Supervisio.* American Book Company, New York.

Fagbamiye, D.O. (2000). *Education and Productivity in Nigeria*. A publication of the Nigerian Association for Education Administration and Productivity in Nigeria. Ilorin Hatee press and publishing company Ltd.

Fagunwa, A.B. (2004). *History of Education in Nigeria*. Onitsha: NPS Educational Publishing Ltd.

Federal Republic of Nigeria (1979&1999). *Constitution*. Abuja Government Press

Federal Republic of Nigeria (2004). *National Policy on Education*. (New Edition). Printed by: NERDC Press Yaba Lagos Nigeria.

Federal Republic of Nigeria (2005). *National Policy on Education Lagos*: Government Press.

Federal Republic of Nigeria (FRN. 2004). *Schemes of Service Office of Head of Service of the Federal Abuja*. Federal Government Press

Flurries, I and Farrant, J.S. (1976). Principles and Practice of Education. London and Edinburgh. Morissan and Lubb ltd.

Folayan J. (). *Personal Management Theories and Issues*. Lagos PAN of Publishing inc.

Garba S. G. (1988). *The Role of the Supervisory Headmaster in Instructional Supervision in Isa Local Government Sokoto*. Unpublished.

Ijaya N.Y.S (1991). Practicum-Based Supervision in Teacher Education. *Journal of Education Today.* June 1991 Vol. 11.

International Bureau for Education, world data on education and educational article www.google .com and www.africanecono.canalysis .org

Jacobson B. P. (1973). *The Principalship New Perspectives*. Prentice-Hall, Inc. Englewood Gigs, New Jersey.

Kaduna State Government Publisher Service Rule (2005) Government Printer, Kaduna.

Khanna S.D. (2005). *Educational Administration and Finance*. Doaba House, Book Sellers and Publishers New Sara Delhi.

Kochier S.K. (2002) *Secondary School Administration*. New Delhi, Starling Publishers Ltd.

Lassa, P.N. (1992). *Marketing Quality in Higher Education in Nigeria Post Present in Lagos*. Macmillan Nigeria Pub. Ltd.

Lassa, P.N. (2001) *Teacher Production*. A focus in Nigerian Universal Basic Education for Nigeria presented at education min summit, Zaria, A.B.U press

Longman Dictionary of Contemporary English (1978). *Longman House, Burent Mill, Larlow Essex*, CM 20 2JE England and Associated companies throughout the world.

Lovell, K. Willes J.T. (1925). *Supervision for Better Schools*. Fourth diction, prentice hall, inc. Englewood Doffs, New Jersey

Maduewesi E.J. (1990). *General Methodology for Primary Schools*. African publishers limited. Gidan Juna 3 main road S/Gari Zaria.

Millar D.C., (1968). *Handbook of Research Design and Social Measurement*. New York. David Makay co. Inc.

Minor G. J. (1968). *Theory and Practice of Supervision*. Dodd mead and company publishers. New York, Toronto.

Mooral, S.H (1956). *Supervision, the key tone to education progress*, Florida: bulletin state department of education Tallahassee.

Morpet, E. (1959). *Educational administration concepts, practices and lass use*. Funglewood, Chiffs prentice hall Inc.

Murray, L.J. (1968). *Elementary Education today and tomorrow*. Library of congress American.

Mussaazi, J.C.S (1982). *The Theory and practice of education*. Macmillan Nigeria publishers.

National Policy on Education (2004) Lagos; 4th ed NERDC press.

National Policy on Education (2004). *Federal Republic of Nigeria, Lagos*. NERDC

National Teachers' Institute (2008). *Manual for re-training of head teachers and supervising of care subject*.

Natural Policy Education (2005). Federal Government Official Document. NERDC Press Lagos

NEED (200). Federal Government Document. Federal Ministry of Information. Federal Government Press.

New Orientation for inspector in schools in Nigeria, a paper presented at the 5th annual conference for inspectors of education in Nigeria, held at Ibadan 1979

Nwaogu, J.I (1980). *A guide to effective supervision of instruction in Nigerian schools.* Enugu first dimension publishers.

Obanga, P. (1981). *Trends in the training of teachers for the lower secondary schools is Nigeria* in Segun S., Akinyemi K. Ajayi K. (ed) *Nigerian education trends and issues*. The Ife University Press ltd

Ogunsajo, O. (1993). Factors that Influence the Child's educational achievement. Business and Educational Research.

Ogusanju, S. (1983). Improving teacher effectiveness in the classroom through the use of incentives. *Education today*. *A quarterly journal of Federal Ministry of Education*. Oxford advance learner dictionary seventh edition (2006) oxford university press

Okobiah, O.S; (1979). Some features of supervision of teacher in Nigerian school. *Quarterly journal in administration in press*.

Okunbe, J. and Ogbodo, C.M. (1998). Managing Education Facilities. In Petromode, V. F (Ed). Introduction to Educational Planning and Supervision. Lagos, Joya Educational Resource and Publishers Ltd.

Otuand, A. (1999) *Introduction to primary education studies*. Makurdi: Aro- Afola Association.

Peretomode, F.O (2004). *Education law, principles, cases and material on schools*. International universal publishers 52, kajols-Araroni- Olode Area New Ife road Adegayi Ibadan.

Peretomode, V.F. (1992). *Educational administration*. Joje educational research and publishers limited Maryland logos

Sam, H. M. (1956). *Supervision the key stone to educational progress*. Florida: bulletin state department of education Tallahassee.

Tahir, G. (2001). Federal government intervention in universal basic education in FGN. *UBE forum vol.1 no1*

Thakur, A.S. (1980). *A short history of education in Nigeria*. DC Ayo publications thadam

The dictionary of good (1945).

Udeja, B.O, G.C.. Kedohu, A. Ndu (1992) *Education administration*. Fourth Ed. Dimension Publishing co. ltd, plot 46A city. Layout P.M.B 01164,

Udo, S.U.(1990) Therapy and practice of education administration in Nigeria, Jos university press.

United Nations Educational, Scientific and Cultural Organization (UNESCO) (2000). *Management Structure and Financing of Education from the staff of education in Nigeria*. Lagos excellence systems ltd.

Watts R. (1970). *Administration of Federal System*. London Hutchinson educational ltd

Wiles, K. (1955). *Supervision for better schools*. 2nd ed. Englewood cliff N.J prentice hall, inc.

Wilkins E. (1975). *Education in practice*. Evans brothers limited montage house, Russell square London. WC, B5 Bx.

William, H. Burton and Bruckner's (1955). *Supervision social process*. Appleton. Country-crafts inc. New York.

Yoma M. O. (1991). *The theory and practice of educational administration in Nigeria*. Published by Justice – Jeco press publishers limited. 58 1st east circular road Benin city.

APENDIX I

A QUESTIONNAIRE ON THE IMPACT OF SCHOOL SUPERVISION ON THE MANAGEMENT OF PRIMARY SCHOOLS IN NORTHERN PART OF KADUNA STATE.

SECTION A

Faculty of Education
Department Education
Ahmadu Bello University
Zaria.
22/03/2011

Dear Respondents,

I am a post graduate student of the above mention institution undertaking a research study on the topic "**Impact of School Supervision on the Management of Primary School in Northern Kaduna State".**

I hope you will respond objectively to the questions provided below. Your responses are needed for academic purpose only and would be treated confidentially. Thank you.

Yours faithfully,

Salamatu Bello

SECTION B

BIODATA

Tick appropriate in the section

1- Category of respondents
   a. Headmaster [ ]
   b. Supervisor [ ]
2- Working experience
   a. 5-10 years [ ]
   b. 11-15 years [ ]
   c. 16-20 years [ ]
   d. 21-25 years [ ]
   e. 26-30 years [ ]
   f. 31 and above [ ]
3- Highest qualification
   a. Grade two [ ]
   b. NCE [ ]
   c. Diploma [ ]
   d. First degree [ ]
   e. P.G.D.E [ ]
   f. Masters and above [ ]

Guide: please " **Tick"** the appropriate option among the options provided from section C to I. the options are with the following rating

A. Strongly Agree (SA)
B. Agree (AG)
C. Disagree (DA)
D. Strongly Disagree (SD)
E. Undecided (UD)

Name of the school_____

_____

SECTION C

1) **Opinion of respondents on the Impact of Supervision on instructional Facilities management in primary schools in Northern Kaduna?**

S/N	Item stated	Strongly agree	Agreed	Disagree	Strongly disagree
1.	Mastry and delivery of subject is adequate by the school teachers				
2.	Teachers lesson presentation is adequate.				
3.	There is adequate provision of teaching aids by the management of primary schools				
4.	Using of teaching aids is effective and efficient in schools after supervision of instructional work				
5.	Lessons is conducted within the time given by the school teachers				
6.	Class management is effective and efficient in primary schools.				
7.	Teaching methodology is related to the subject matter				
8.	Lesson note is presentable and efficient in the schools.				
9.	Usage of chalkboard performed perfectly in the primary schools.				
10.	Language and communication skills and qualitative in the primary schools				

SECTION D

2. Opinion of respondents on the Impact of supervision on the Management of Primary School in Northern Part of Kaduna state.

S/N	Item stated	Strongly agree	Agreed	Disagree	Strongly disagree
11.	Records of test and examination serve their purposes in primary school				
12.	School records in primary schools in northern Kaduna were kept perfectly				
13.	Time book is functioning in the schools				
14.	P.T.A book is functioning in primary schools				
15.	Lesson note and attendance register assess regularly				
16.	Staff movement book is available in the school				
17.	Scheme record of work is functioning in the school				
18.	Records keeping is regularly maintain by the management				
19.	Punishment book in primary schools serve it purposes				
20.	Historical, reference, documentation and evaluation was gained due to supervision of school records in primary schools.				

SECTION E

3. Opinion of respondents on the Impact of supervision on management of school facilities in primary schools in northern Kaduna state.

S/N	Item stated	Strongly agree	Agreed	Disagree	Strongly disagree
1.	The classroom structure is standard in primary schools				
2.	School libraries were equipped and functional				
3.	Chairs, tables for both teachers and pupils were provided and maintained regularly in primary schools				
4.	There is staff room in all the primary schools				
5.	Play ground and its facilities were provided and maintained in primary schools				
6.	Toilet and urinary materials were provided by the government adequately				
7.	Supervision of facilities help in the provision and maintenance of facilities successfully.				
8.	Classrooms and laboratories equipments were functioning in primary schools				
9.	All the primary schools in the state have laboratories and libraries				
10.	Facilities in primary schools are available, functioning and maintained regularly by the government				

SECTION F

4. Opinion of respondents on the Impact of Supervision on the management of environment in primary schools in Northern Kaduna state?

S/N	Item stated	Strongly agree	Agreed	Disagree	Strongly disagree
1.	Supervision of environment helps in maintaining neatness of the schools surrounding				
2.	The primary schools cited in the proper area perfectly				
3.	All the primary schools play ground were functioning				
4.	There are gardens and flowers in the school surroundings				
5.	The school surrounding condition is hygienic				
6.	Proper drinking water arrangement was provided in each primary school				
7.	Safety and security devices was functioning in primary schools adequately				
8.	School surroundings provide encouraging and it stimulates teachers and pupils				
9.	School cited at a place provided for conducive teaching and learning				
10.	Schools were far away from market and factories environment				

SECTION G

5. Opinion of respondents on the Impact of supervision on primary schools and community relationship in northern Kaduna state.

S/N	Item stated	Strongly agree	Agreed	Disagree	Strongly disagree
1.	The classroom halls, wells, libraries provided by primary school management				
2.	The community provide resident venue for the management of primary school fields provided by the school management				
3.	Community people hold matches, festival and political aspect in primary school fields provided by the school management				
4.	Community people land and labour contributions in primary schools				
5.	Community people maintain and provide security in primary premises				
6.	Post-school training carried out in primary school premises				
7.	Primary school management and the community provide discipline and harmony in pupils				
8.	PTA gives pupils encouragement and develop their intelligent				
9.	PTA progress the achievement of schools establishing vital rapport between them				
10.	Supervision of community and school development aspect serves its purposes.				

SECTION H

6. Opinion of respondents on the impact of supervision on staff of primary schools in Northern part of Kaduna state.

S/N	Item statement	Strongly agree	Agreed	Disagree	Strongly disagree	Strongly agree
1.	Supervision of staff development enhances the quality of teachers					
2.	Provision of motivation in teachers promote their development					
3.	Supervisory, discussion between supervisors and teachers enhance their development					
4.	Lack of quality supervisions on teachers causes educational backwardness					
5.	Teachers were promoted regularly due to supervising reports					
6.	Teachers development depends on the government and supervision reports					
7.	Good salary package develop teachers motivation in Nigeria					
8.	Teachers are having the necessary training as a result of constant supervision					
9.	Educational development depends on the quality of teachers supervision					
10.	Teachers were giving chance to further their education when identified through supervision.					

SECTION I

7. Opinion of respondents on the impact of supervision on school funding management in primary schools in northern Kaduna state.

S/N	Item statement	Strongly agree	Agreed	Disagree	Strongly disagree	Strongly agree
1.	Standardization of primary schools depends on supervision of school funding					
2.	Supervision of school funding reduces mismanagement of funding in education					
3.	Proper utilization of fund enhance teachers and pupils performance					
4.	Primary teachers have their salaries and other allowances due to supervision of fund					
5.	School supervision provides enough budget to educational expenses					
6.	Supervisors of funding liaising with other education departments on matters supervised make them work harder					
7.	Annual financial reports provided by the supervisors help in reducing over-head costs					
8.	Supervision of school funding increases donation from other nongovernmental agencies					
9.	Teachers development and school expenditure were attained due to supervision of school funding					
10.	Fund supervision provides quality and quantity materials/projects in primary schools.					