THE ROLES AND FUNCTIONS OF DISTRICT SCHOOL SUPERVISORS IN KANO STATE

BY

INUWA, TIJJANI BABURA

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DECLARATION

I hereby declare that this thesis was written by me and that it is a record of my own research work. It has not been presented in any previous application for higher degree. All quotations are indicated by quotation marks and the sources of information are specifically acknowledged by means of reference.

INUWA, TIJJANI BABURA

CERTIFICATION

This project work ertitled "The Roles and Functions of District School Supervisors in Kano State" a(as a descriptive survey) by INUWA, Tijjani Babura, meets the regulations governing the award of the degree of Master of Education in Educational Administration and Planning in the Department of Education, Ahmadu Bello University, Zari and is approved for its contribution to knowledge and lite presentation.

DR. TONY D. ALABI
Chairmar, Supervisory Committee — Date 16-07-93

PROF. J.C.S. MUSAAZI
Member, Supervisory Committee — Date 16/7/93

DR. (MRS.) M.G. DI-IBOR
Member, Supervisory Committee — Date

DR. F. O. OGUNLADE
Head of Education Department — Date 13/8/93

PROFESSOR DALHATU MOHAMMED
Dean, Post-graduate School — Date 15/5/96

DEDICATION

To Inuwa Dan-Shimali, my late father, for his fatherly affection, and my mother Hajiya Hassana Lami. Also, to my late grand-father and grand mother, Alhaji Usman and Hajiya Amina. May their souls rest in peace.

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INUWA, TIJJANI BABURA
Department of Education
Ahmadu Bello University
Zaria

ABSTRACT

The purpose of this study was to determine the extent to which the roles and functions of District school supervisors contribute to the improved condition of primary schools required in Kano State.

A sample of 11 District Education Officers and 22 District School Supervisors was drawn for the purpose of collecting data for the study, one hundred and four Headmasters with 456 teachers in Kano State participated in the study. Four different sets of questionnaires were administered for data collection. However, the sample was adopted by way of using the method suggested by Borg and Gall (1971).

The collected data were interpreted using frequencies and simple percentages. The findings showed that the schools are lacking in accommodation and other instructional facilities. Furthermore, it was discovered that communication between the supervisor, the Teachers and the Headmasters is

not effective. Along this line, the provision of transportation facilities to the supervisors, for the discharge of their duties was found to be inadequate. It was found that headmasters do not give instructional leadership especially on staff development, seminar and workshop, induction and refresher courses.

The study then recommends that since the quality of the teaching force is the backbone of effective teaching and learning, the supervisors should on their own part ensure that the teachers are given access to in-service courses on either-part-time or full-time basis, on the provision of adequate facilities for teaching the District School supervisor should act as a liaison agent between the school, the teacher and the administ-rator, in this regard, the supervisor has to understand the problems of the teachers and also try to be familiar with the sources of help for the teachers, the headmasters and the schools. The researcher further recommends that there is the need for permanent vehicle and a fixed typist/ clerk to the office of the D.S.S.

TABLE OF CONTENTS

		PAGE
TITLE PAGE ...	... ...	i
DECLARATION ...	... ...	ii
CERTIFICATION	... ...	iii
DEDICATION ...	... ...	iv
ACKNOWLEDGEMENT	... ...	v
ABSTRACT ...	... ...	vii
LIST OF TABLES	... ...	ix
DEFINITION OF TERMS AND ABBREVIATIONS	...	xiv

CHAPTER 1

1.0	THE PROBLEM	1
1.1	Background to the Study ...	1
1.2	Statement of the Problem ...	8
1.3	Research Questions	9
1.4	Significance of the Study ...	10
1.5	Scope of the Study	12

CHAPTER 2

2.0	REVIEW OF RELATED LITERATURE ...	14
2.1	Introduction	
2.2	The Concept of Supervision in Education	24
2.3	The Purpose of Supervision ...	30
2.4	The Need for Supervision ...	34
2.5	Techniques of Supervision ...	43
2.6	Types of Supervision ...	49
2.7	Description of the District Administrative Structure ...	53
2.8	Summary	59

		PAGE
CHAPTER 3		
3.0	RESEARCH DESIGN AND PROCEDURE ...	60
3.1	Introduction	60
3.2	The Population	60
3.3	Sampling Procedures	61
3.4	Instrumentation	62
3.5	Administration of the Questionnaire ...	67
3.6	Methods of Data Analysis ...	67
3.7	Summary	67
CHAPTER 4		
4.0	DATA PRESENTATION AND DISCUSSION ...	69
4.1	Introduction	69
4.2	Respondents Personal Information ...	70
4.3	The Research Questions ...	74
4.4	Summary	121
CHAPTER 5		
5.0	SUMMARY, CONCLUSION AND RECOMMENDATIONS	123
5.1	Introduction	123
5.2	Summary	123
5.3	Recommendations	131
5.4	Areas of Further Research ...	133
BIBLIOGRAPHY	... ...	134
APPENDICES	... ...	140

LIST OF TABLES

TABLE		PAGE
3.1	population of Schools and Teachers of the selected Districts in Kano State	62
4.1	Gender of Respondents	70
4.2	Years of Experience of Respondents	72
4.3	Educational Qualifications of the Groups	73
4.4	Responses of the District Education Officers to research question No. 1 which states that: What are the various ways through which the District Schools Supervisiors carry out their functions?	76
4.5	Responses of the District School Supervisors to research question No. 1 which states that: What are the various ways through which the District School Supervisors carry out their functions?	78
4.6	Responses of the Teachers to Research question No. 1 which states that: What are the various ways through which the District School Supervisors carry out their functions	81
4.7	Responses of the Headmasters to Research Question No. 1 which states that: What are the various ways through which the District School Supervisors carry out their functions?	86
4.8	Responses of the District Education Officers to research question No. 2 which states: What are the supervisor's roles in the instructional leadership of the headmasters in schools?	94
4.9	Responses of the District School Supervisors to research question No. 2 which states that: What are the supervisor's role in the instructional leadership of the Headmasters in schools?	97
4.10	Responses of the teachers to research question No. 2 which states that: What are the supervisor's role in the instructional leadership of the Headmasters in schools?	99

4.18 Responses of the Teachers to research question No. 4 which states that: What are the supervisory methods used by the supervisors in the State? (In relation to communication and transportation facilities). 117

4.19 Responses of the Headmasters to re-research question No. 4 which states that: What are the supervisory methods used by the supervisors in the State (In relation to communication and transportation facilities) 119

DEFINITION OF TERMS AND ABBREVIATIONS

LOCAL EDUCATION DEPARTMENT - This is the department in the Local Government Authority directly responsible for primary education and its administration.

PRIMARY EDUCATION - It is the first level of the education system where children are expected to start at the age of six years and finish at the age of 12 years.

EVALUATION - Appraising or determining the extent to which one is succeeding in achieving one's objectives in a given task.

ROLE - The part played by an individual or group towards the realization of a specified or set of objectives.

FUNCTION - IS the process through which the role incumbent exercises and or carries out the task assigned to him which is geared towards the stated goal.

Chapter 1

THE PROBLEM

1.1 Background to the Study

In Kano State, before the introduction of Universal Primary Education in 1976 by the Federal Government, primary schools were being administered by the Local Education Authorities. It is worth mentioning here that, the Commission which was appointed on the issue of running of primary schools under the chairmanship of H. Oldman (1961), made the recommendation that there is need for the establishment of Local Education Authority and that it should help to maintain efficient administrative and inspectorate system to provide for meaningful expansion of education and also help in the training of good educational administrators and inspectors/supervisors among others. (Report of Northern Nigeria Government, 1961).

After the Local Government Reform of 1976, a Local Education Authority which was autonomous in both administration and financial matters was replaced with Local Education Department under the Direct Control of the particular Local Government Council operating in the area.

Since the establishment of the new local Education Areas a lot of side talks have been going on by the general populace in Kano about the possibility of obtaining the required number of qualified teaching staff, erecting sufficient physical structures, su[illegible] of teaching/learning materials and equipment, but little or even nothing had been said about whether the present administrative system is adequate to meet the needs of the erlarged school system. Consequently, there are complaints about the administration or the people operating them, to effectively control the activities of teachers to ensure that they perform their duties effectively in the State. This clearly shows that the Administrative Structure and financing of primary education were suffering at various stages of development since the State came into being in 1968.

In view of the above, various moves were initi[illegible] to salvage primary education from the deepening crisis it was gulfed in over the years. For example, in the later part of 1975, an Education Review Committee was appointed under the Chairmanship of M.K.M. Galadanchi

by the State goverrment. The Committee made some recommendations on three major areas as follows: (a) provision of teaching and learning materials and equipments; (b) proper maintenance of school buildings; (c) and that the state goverrment should provide full grants for primary education. (Kano State Ministry of Education Progress Report, 1968-1979). However, the idea of adequate funding to primary schools by the State government was interrupted by the introduction of Universal Primary Education in the following year 1976. Moreso, a decision was reached in 1983 by the then civilian administration for the state goverrment to take over primary education from the local goverrment. Additionally, a directive was given for the establishment of Teachers Service Commission which was to start operation in February, 1984. Unfortunately, for the plan, the government was toppled by the military in the year 1983.

Despite all these, several calls were also made in order to find ways for rectifying the situations in schools in the State. To this effect a seminar was held at Rumfa College, Kano

in 1984 where the chief Inspector of Education urged the then Education Officers and the Senior Education Officers to put in their best towards seeing to the betterment of the schools in the State. Moreover, the State Secretary of the Nigerian Union of Teachers made such calls to the teachers of the State to put in their best to teaching and learning in the schools.

It is of paramount importance to note at this juncture that the Ministry of Education is basically one of the service units of Kano State Government whose main function is to educate the citizens of the State for the purpose of achieving the fundamental educational objectives of the State. When the State and consequently the Ministry of Education was established in 1968, the the State had only 241 primary schools; 1,374 class rooms and an enrolment of 49,586 pupils. The creation of States facilitated the rapid development of education in Kano thereby making it possible to establish new schools in the State. As a result x of this, education in Kano has grown very rapidly to the extent that the State now has 3,400 primary

schools with over 20,000 classrooms and an enrolment of about 1,200,290 out of which 406,453 are girls. (Directorate of Information, Ministry of Information and Culture, Kano).

The problem of supervision becomes more apparent because of the complexities and expansions in the number of primary schools. It is the opinion of the researcher that, the increasing number of primary schools may likely pave way for the recruitment of teachers who were unqualified and untrained to form the teaching force. Moreover, more challenge is posed to supervision considering the size of the population of the state, the State's educational disadvantage which is evident in the people of the state's attitude towards Western education and their refusal to send their children to school especially girls.

In the light of this, in 1973 for example, primary inspectorate unit was created in the Ministry of Education to bring about better foundation at the primary level. Moreso, in

order to upgrade the standard of teachers, a total of 598 teachers were sponsored on in-service training programme for various professional courses.

In addition to this, it is of importance to note that the defunct primary Schools Management Board had designed a special training programme, and admission of 3,500 secular and Arabic teachers as remedial and sandwich candidates to make them professional teachers. Also in an attempt to further enhance educational standards at the primary school level, the Board has recruited 3,000 degree, Diploma and N.C.E. holders and posted them as educational administrators, supervisors, inspectors, headmasters and teachers. (Director, Planning and Statistics Unit, Kano State P.S.M.B).

However, lack of effective supervision could be one of the major factors that brought about the collapse of primary education throughout the State. This is evident in the acute shortage of textbooks and other essential teaching equipments which had characterised the primary school system. But realising the importance of primary

education, the Board established the Inspectorate and Supervision Unit and the establishmert of the Office of District School Supervisor. To complement this effort further, Monitoring and Evaluation Unit was created and charged with the responsibility of overseeing the activities of the supervisors.

Despite all these efforts, the general populace are still crying on the deplorable conditions of primary schools in Kano State. This means that there is lack of quality education.

In addition to that, the absence of adequate supervision in Kano State could be a contri buting factor to problems of inadequate provision of infra-structural facilities to the schools, the absence of accurate data and relevant information about the schools' and the pupils' and the preponderance of unqualified and untrained teachers. This clearly indicates the

ineffectiveness of the D.S.S. instructional responsibilities. In this regard, in order to achieve quality education, a high level of supervision must be maintained. This shows that a part of the supervisor's job is to help teachers of varying age groups to adjust and work together for the best they can give to the children whom they teach. This calls for the provision of effective supervision so as to enhance the quality of teaching and learning process in our schools. To this end, it is necessary to assess the situation which this research sets out to do in order to recommend some measures towards effective supervision for qualitative educational standards to be achieved.

1.3 Statement of the problem

Supervisors at all levels address the problem of quality. This study is intended to look into the roles and functions of District schools Supervisors' in primary schools in Kano State. The appointment of the District Schools

Supervisors in the Local Education Authorities in Kano State is an indication of the recognition of the importance of the high standard required in the provision of education throughout the State because it brings supervision to the lower level. The study is a descriptive work on the supervisory role's and functions of the Kano State District School Supervisors. Specifically, this study examines the following:

1. The technicalities involved in the educational supervisory practices in Kano State.

2. Supervisor's role in the instructional leadership of the headmasters.

3. The supervisor's role in the provision of educational facilities in terms of textbooks, furniture and structures in the primary schools for ensuring quality.

4. Supervisory methods used in the State.

1.3 Research questions

The following are the research questions

to guide this study:

1. What are the various ways through which the District School Supervisors carry out their functions?

2. What are the supervisor's role in instructional leadership of headmasters in the schools?

3. What role does the District School Supervisor play in the provision of educational facilities in the primary schools?

4. What are the supervisory methods used by the supervisors in the State? (In relation to communication and transportation facilities).

1.4 Significance of the Study

The need for an effective supervision cannot be over-emphasized now that the general populace and the consumers of education are talking about accountability.

The study should enable the supervisors to work more closely with the teachers' who in turn will help the pupils' in achieving realistic goals in education. It will enable both the supervisors and the teachers to keep abreast with new knowledge for improved performance on the pupils. Along this line, it is hoped that the study will, contribute immensely towards rectifying the deplorable conditions in schools in order to ensure qualitative education and maintainable standards.

The study should be of great importance to educational planners and policy makers with the hope that efforts will be geared towards making sure that the right calibre of people are recruited as Teachers', Administrators' as well as Supervisors'. The study should also be of immense importance to inspectors of education and the District Schools Supervisors so that they visit schools regularly and make sure that educational facilities are available.

Matters relating to the schools should be reported to the appropriate authority. Moreso, it will enable them to check the activities of the teachers and the head teachers in order to ensure that work in the schools does not go in a careless manner. Similarly, the study will also provide a format for effective supervision of the classroom teachers in Kano State as useful recommendations are anticipated from the findings.

1.5 Scope of the Study

This study is limited to Kano State. It intends to look into the roles and functions of the District School Supervisors in the State towards the improvement of the teaching-learning process in primary schools.

Kano State has 54 Districts with 108 District School Supervisors spread all over the Districts. It has 54 District Education Officers and 46 Assistant Chief Inspectors of Education in the 46 Local Education Authorities. A research

of this kind cannot cover the whole of these officials. In this regard a sample was selected to represent the entire population. This will ensure that each group is adequately represented.

Chapter 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews the related literature and similar findings related to supervisory roles and functions. They will help generate useful ideas for the design of the instruments and illuminate practices that relate to supervision. The chapter has been organised to cover the following headings; the concept of supervision; the purpose of supervision; the need for supervision; techniques of supervision; types of supervision; and description of the district structure.

2.2 The Concept of Supervision in Education

The concept of supervision in education is to make a school an ideal place for learning where the teachers are happy, where all the necessary facilities are available in adequate quantity; where pupils are given the right curriculum and

and where everybody including the community, in which the school is located, is working with a common purpose to make the school the best in every respect. To this end, supervision of instruction by the supervisors is a vital process, which by means of advice, direction and discussion helps to see that available resource, manpower, finance and capital equipment are utilised for the achievement of educational objectives.

Supervision is a new concept in the Nigerian education system. people are more familiar with inspection. The words 'inspection' and 'supervision' are at times used interchangeably. Musaazi (1982:223) shared the same view, when he concluded that the concept of 'inspection' has in effect, been replaced by that of supervision. This researcher considers this opinion to be true only in other countries of the world but not Nigeria. In Nigeria, for example, both offices exist. In the Federal and State Ministries of Education the office of the 'Director' and 'Chief Inspectors' of Education respectively are

familiar, whereas that of the supervisor is more at a local level. Surprisingly, even primary schools now patronise the office of the inspector and not supervisor. Locally, at the school level, the headmaster or principal or his deputy or any head of department is considered as a supervisor to the teachers in the school, although the principal could be said to be doing inspection when he periodically checks the students achievements. This goes along with the fact that supervision guides and gives corrections instantly.

Cameron, (1970:68) made the following distinction between 'inspection' and 'supervision': by inspection, we mean detailed and comprehensive review of all aspects of the organisation work, and life of an institution. By supervision, we mean the more personal guidance to sound practice. However, the distinction made by Alabi, (1982:23-24) was found useful to the work by the researcher, hence it was adopted. In it, Adams and Dickey (1953) defined supervision as a planned program for the improvement of instruction. Uruh and Turner (1970) maintained that "it is a technical

service", designed to improve learning situation and make it more meaningful for the children". It therefore, carries no authority. Hagman (1951) sees supervision as those functions of administration concerned with the provision of instruction, its overall organisation, its general planning and its evaluation. This means that the improvement of instruction is the ultimate goal of supervision. To this end, supervision of instruction by the supervisors is a vital process, which by means of advice, direction and discussion helps to see that available resources, manpower, finance and capital equipment are utitlised for the achievement of educational objectives. Accordi..g to Briggs and Justman (1952) "to supervise means to co-ordinate, stimulate and direct the growth of teachers". Landers and Myers (1977), see it as the process aimed at improving classroom instruction". It is this process which supervisors should undertake in Kano if supervisory practices were to improve the standards of education in schools.

Supervision focuses upon the improvement of instruction; "it is concerned with the continuous redefinition of goals, with the wider realisation of the human dynamic for learning and for

cooperative efforts, and with nurturing of a creative approach to the problem of teaching and learning". (Swearingean, 1982).

In his opinion, Knezewich (1969) says: "teachers should be directed to improve teaching methods and techniques, utilize newly discovered principles of group dynamics, provide for individual differences, locate and utilize community resources and evaluate their teaching competence". According to Good (1945:46), supervision is "all efforts of designated school officials toward providing leadership to teachers and other educational workers in the improvement of teaching and learning. It involves the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction and methods of teaching, and the evaluation of instruction". Harmes (1959:169) opines that supervision may be broadly defined as "services provided for the improvement of instruction". He further suggests that because the teacher is the most important agent of instruction, his improvement is also a legitimate goal of supervision. In Wiles view

(1967:399), it is assistance in the development of a better teaching/learning situation, while according to Dickey (1953:85), it is the process of manipulating all elements and conditions surrounding teaching and learning to produce better learning and the function of providing the leadership necessary to effect improvement in the work of teachers.

Burton and Bruckner (1975) contend that: "under the concept of supervision, teachers are meant to be helped in identifying and solving their professional problems for the purpose of improving the teaching learning situation".

In this regard, (Otu and Afolayan, 1989) maintained that: "It is good to spot problems, but if nothing is done, about solving them or improving the school practices, it is of no use. Therefore, the need for providing continuous instructional guidance to individual schools through supervision becomes imperative".

It is of paramount importance to note at this juncture that, in a bid to maintain standards

in the schools throughout Kano State, the former Chairman of the Kano State PSMB stressed that:

> The State in general has 3,147 primary schools... the promotion of quality in our primary schools system will depend largely on such factors as teacher preparation and commitment, curriculum offerings and their relevance, adequate equipment and teaching aids, school management and administration and quality control through frequent supervision (Triumph Newspapers, November 13th, 1990:5).

Otu, (1989:121) evaluated the concept of supervision as a 'formative' stage which is a continuous process. "Supervision therefore, attempts to look into the organization of the learning programme, the growing of pupils', the organization of the school, the method of evaluating, reporting and determining pupils progress, the content of the curriculum, the teaching methods, the philosophy and practice of discipline, and the study and use of community resources. All these and others should be questioned, evaluated and discussed in the attempt to improve the learning and growth of the pupils'.

Misner et al (1963:5) contends that: in "supervision programme", head teachers and supervisors, serve as skilled resource persons possessing skills which aid administrators, teachers, parents and children in providing an educational programme which will eventually improve the quality of living in the communities in which they live and work.

Adaralegbe (1980) reported that: "perhaps the standard of instruction in our schools can be raised if only there is more concrete supervision and evaluation of performance devoid of fault finding and scape-goating.

Burton and Brucker (1975) said: "under the concept of supervision, teachers are meant to be helped in identifying and solving their professional problems for the purpose of improving the teaching learning situation". In the light of this statement, it could be observed that, the concept of supervision requires the supervisors to assess and report on the efficiency of an institution, they should also,

a) Offer all possible assistance to teachers in maintaining educational progress.

b) Supervise, assess and report on the arrangements for the training or retraining of teachers.

c) Possess thorough knowledge of educational development through study, research, colleagues and associations both at federal, state and local levels and travelling.

d) Advance educational progress by the compilation of pamphlets and handbooks on general or particular aspects of education; and

e) Assist the teachers in the use of books and materials, in the planning and organising of their lessons, in the organisation of extra-curricular activities and by informing them about recent research and new teaching methods.

In line with the above view, it is the researcher's opinion that, a supervisor therefore, is a leader because he guides the actions of others. He is a 'teacher' of teachers because he helps the teacher do his job better. However, to be a teacher of teachers, he has to understand the problem of the teachers. To be a resource person, he has to be familiar with the sources of help for teachers and schools, for all specialists and for the headmasters. Moreover, he is a link between the school teachers and the L.E.A. or headquarters. He liaises between the headquarters and the school teachers and an overseer in the school situation. It is therefore one of the major responsibilities of the supervisor to help the administrator and other personnel to provide the best possible learning for pupils.

Supervision as a concept could be considered under three main processes namely; social process, psychological process and educational process.

(a) Under the social process approach,

since the supervisor, in his own capacity is regarded as an instructional leader, he has to be true to "his own ideals, flexible, loyal, respectful of the beliefs, rights and dignity of those around him. He must be strong willed, consistent and fair in his dealings with other people". (Gwynn, 1972). Along this line, this researcher is of the opinion that for the District School supervisor to be successful in his undertakings he has to be friendly, loving, dedicated, cooperative and motivating in nature if the goals of the schools is to be realised. These if really possessed by the supervisor will cut down human problems in organizations thereby creating what is called a 'linking pin' concept which recognises every member as part of the enterprise.

Damachi (in Ngu 1989:17) stated that:

> Human problems in an organization occur because people who are more or less healthy or mature are asked to participate in work situations which make them operate as dependents, subordinates and submissive individuals and do not allow them to use more than a few of their (as Agyris puts it) skin surface abilities.

It is the opinion of this researcher that for the supervisor to enjoy this idea of "supportive relationships", it is duty bound on him to cater for the needs and motives of the teachers and all concerned with education. He has to through his recommendations ensure that promotion is given when due, preparing for their training on either in-service or part-time basis, make adequate provision of instructional materials for effective teaching and learning. In short, the different ways the teachers' need and problems are solved the more motivated they become in carrying out their duties.

Along thisline Chris Agyris in Ngu (1989) stressed that: "continuous identification of workers sets of needs is a pre-requisite for workers motivation, workers motivation is a pre-requisite for integration; and integration is a pre-requisite for cooperation, stability and higher productivity in organisations."

To this end, the supervisor is the despatching station at the centre of the educational endeavour

planning, operating and evaluating.

(b) The psychological process of Supervision

Supervision as a psychological process includes problem solving, the feeling's and emotion's of teachers' and the various kinds of psychological mechanisms employed to cater for them. Viewing supervision as a psychological process, Otu (1989:65) says:

> The changing of behaviour is dependent upon the learning process which is another aspect of psychology. Successful supervisors must know how to assist teachers to eliminate undesirable behavioural pattern and to learn more appropriate teaching techniques based on a good learning process.

personal problems of teachers do not stem only from the classroom. They may arise from pressures and influences and or could be attributed or traced to either social, emotional, economic or community situation in which the teacher finds himself, it is of importance for the supervisor to be aware that such problems exist and that they may complicate supervisor-teacher relationships, or the teacher's teaching, whether or not the

supervisor actually plays a part in the solutions of such problems. The supervisor can help at times in the solution of some of these problems provided that: (1) he is well balanced himself, and usually capable of solving his own personal problems and (2) he does not profess to "know all the answers" to other peoples problems. (Gwynn, 1972:296). However, the supervisor for whom teachers turn naturally for help in the solution of their personal problems is not only a well balanced person, he is expected to be an excellent listener, a person who never betrays a confidence, a tolerant person, a keen student of human nature and behaviour and a truly modest person, (Ibid, 1972:307).

The psychological process involved in supervision considers the principle of human relations in the supervisor's activities. Beginning from the human relations movement organizations' become aware of the implications of the principle that "the worker must be seen first as human being and then as a worker".

Since most of the supervisors time is spent with or for human beings, who have individual needs,

expectations, backgrounds, feelings, emotions and interests; the supervisor must learn how best to relate to the individuals in order to make the best out of them.

(c) Educational Process

As an educational process however, every good supervisory programme provides for the continuing education of teachers. This process requires that more needs to be known about how to improve teaching methods and how to devise challenging learning situations.

In this regard, Beeby in Bray (1981) emphasised that: "There are two (2) strictly professional factors which determine the ability of an educational system to move from one stage to a higher one, namely, the level of general education of the teacher in the system, and the amount and kind of training he has received".

Speaking on the professional growth of teachers, Dent (1947:76) said: "the training should at least

touch each of what have been called 'the three inevitable areas of man's life' and knowledge, the physical world, man's corporate life, his inner visions and standards".

It is noteworthy here that, apart from helping the teachers to develop through training of various kinds, the nature of supervision under the educational process also recognises the importance of the supply of instructional materials and other tools necessary for learning. In addition to this, the art of teaching is the learning process for the professional person when he searches for better instructional methods and relevant materials. In the light of this, "supervisors and teachers must constantly seek ways to make the curriculum more relevant for pupils and make provision for greater depth and understanding" (Otu and Afolayan, 1989). In view of this, therefore, it should be understood that the effectiveness of the transmission of knowledge (in the classroom) depends on the quality of the teacher academically and

professionally. Academically he should possess the adequate knowledge of what he is to impart to the pupils. Professionally, he should possess the right method of imparting the knowledge to the pupils. In short, the training of teachers should be devoted to the theory and practice of education, since we are in dire need of well qualified and trainined not half-trained teachers.

2.3 The Purpose of Supervision

Supervision aims at helping professional growth and cooperation thereby making teachers become self directive, creative and more productive. It is to ensure that each individual teacher within the school system has been performing the duties for which he was scheduled. It is also the purpose of supervision to improve the "effectiveness of teachers so that they can contribute maximally to the attainment of the systems goals". Adesina (1981:98) perceived the purpose of supervision to include the following: to know the performance of the teachers recruited to teach in the school system and determine whether a teacher should be promoted, retained, transferred or

discover special abilities or qualities possessed by the teachers in the schools; to provide a guide for staff development and to know the effectiveness of classroom management by the teachers; to know the direction, assess the tone and identify some of the most urgent needs of the school.

According to Sergiovanni, (1971:547): "a major effort of any supervisory activity is the changing of some aspect of a person's concept of self, way of behaving and attitude to the school and within the school as an organization".

Fasanmi (1982:25) says: "since the solution of teacher's problems enhances better input in the teaching learning process, the purpose of supervision could be said to be the promotion and development of a favourable setting for teaching and learning. This view is also shared by Harmes, (1959:169); Wiles (1967:399 and Dickey 1953: 85).

Supervision exists for the purpose of improving instruction through necessary concern for the teaching and learning conditions of pupils. It is also to ensure that educational policies and laws

are properly enforced in order to improve the learners performances and to develop education for youths. Kyte (1980:17) says one of the main purposes of supervision is to render a teacher disposed to improve, and to convince him that he can through self-improvement. Thus, it offers guidance to the teacher so that he can become competent in self analysis, self criticism, self improving, and in turn enable the teacher to have confidence in himself as a professor in the school system. In his own case, Knezevich (1969:18) perceived the purpose of supervision as stimulating, overseeing and appraisal of activities leading to an achievement of instructional goals at a specified quality level. In his own opinion, "teachers should be dedicated to improve teaching methods and teaching". It could be observed from the foregone literature that the purpose of supervision is basically concerned with anything that furthers the development and improvement of the teaching/learning situations in the school system. It is concerned with the ways and means of making teachers work effectively and also making pupils learn so that the school system can achieve the goals for which it is set up.

This act or process involves using expert knowledge and experience to oversee, evaluate, and cooperative improve the conditions and methods of doing things connected with the teaching-learning process in the schools. The supervisor therefore, concentrates more on monitoring and harmonising all the activitie necessary to achieve the objectives set up for the school.

Nigerian educational leaders believe that evaluation in supervision does much to improve the quality of teaching learning process. However, one of the major problems here is that, the supervisors only evaluate certain aspects of the teaching learning process as it affects the teacher's work and neglects the evaluation of the subject matter, teaching methods, philosophy of the school, etc. Along this line, the National policy on Education (Section 11 sub-section 94) said:

> Local boards of management will be responsible for local daily administration, management and quality control of schools within their jurisdiction. In addition, they will serve as feedback institutions to the State and Federal Ministries with respect to curriculum and materials development, techniques of teaching and evluation procedures.

To this end, the purpose of such supervision and evaluation should be to help teacher improve and for the overall improvement of teaching and learning in the schools. However, it is of paramount importance to note that, such an objective could only be realised when there is adequate provision of personnel in person of supervisors with long standing teaching experience coupled with both academic and professional training to enable him or her handle the most important task of guiding, promoting, directing and stimulating teaching-learning situations.

2.4 The Need for Supervision

A number of existing conditions place supervision in an ever more strategic position in the school. These include poor performance of pupils which has evoked complaints from parents and guardians, lack of qualified teaching personnel, lack of materials and equipment and lack of buildings among others. Hamman, (1985:162) observed that there was the serious lack of teaching aids in primary schools in Gongola State. Ahmad (1988:151) confirmed from his research work that supervisors, headmasters do not adequately

supervise teaching for the improvement of instruction. Sadauki (1984:98) recorded a consensus of opinion among his sample that the cause of the deteriorating condition of the primary schools in Kano State was lack of supervision and supply of teaching facilities. He went further to say that: "The increase in number of schools and pupil enrolment in the state has not been matched by a corresponding increase in teacher supply both in terms of quantity and quality." The resultant effect is that most schools are operating with not only inadequate but also low quality teaching staff; hence the importance of effective supervision within the system for a productive work to go on within the system.

Moreover, in the 33rd meeting of the National Council of Education held in Bauchi on the 21st of January, 1988, the then Minister of Education professor Jibril Aminu said: "As we all know the standard of primary education, the foundation upon which our entire educational system is built is, to put it mildly very unsatisfactory due to lack of adequate supervision".

A preliminary survey conducted on primary education by a team from the World Bank in this country confirmed the shortage of everything especially of classrooms, books, teachers and supervisors (Education Today, March, 1988 Vol. 1 No. 2, page 26).

For instance, in Kano State, in particular, most of the schools are characterized by dilapidated buildings, leading to afternoon shifts, or giving the pupils' instruction under the shades or inside a thatched hut. Not only that, there is also the prevalence of mud buildings, shops, garages and classes made of cardboards; in this regard joint site inspection was carried out by the staff of both the Kano State Ministry of Works, Education and the various Local Government Areas for an effective and correct assessment. A detailed document was prepared in 1986 by the Ministry of Works in the State titled: "Covering Report and Grand Summary of Bill of Quantities" which gave details of the work to be effected on 2,538 damaged primary schools and toilets, construction of new classrooms blocks as replacements in all the then twenty local government areas of the State", (Hamza 1986:37)

The Director of the National Teachers' Institute disclosed that; "about every two out of three teachers in Nigeria primary schools are either under-qualified or not qualified at all". There was a committee appointed by the former civilian governor of Kano State, Alhaji Muhammadu Abubakar Rimi, in 1982 which reported, inter-alia:

> As a result of UPE programme many unqualified teachers were employed to teach in primary schools. For example, in 1975-1976 eleven percent were Grade II failures. However, in 1976-77 only eight percent had grade two certificate, while 23 percent of them had failed Grade II. In the following year, that is 1977-78, only six percent and 20 percent were certificated and uncertificated Grade II respectively. (Kano State in Brief, Ministry of information, Youths, Sports and Culture, Kano, November 1988:11).

This poor quality of teachers resulted into indiscipline and poor standards in schools. It is this state of affairs that requires the attention of supervisors to be constantly in touch with the schools. On this same issue of indiscipline, Musaazi (1982: 255) expressed similar view and lamented on the quality of candidates admitted into schools who, he said "are almost semi-illiterates

and incompetent, which is very dangerous for the children education at this critical early state of development in their lives". In light of this, therefore, the above mentioned conditions make supervision imperative if quality is to be achieved. However, the promotion of quality in our primary schools in the state will depend largely on such factors as teacher preparation and commitment, curriculum offerings and their relevance, adequate equipment and teaching aids, school management and administration and quality control through frequent supervision of schools.

N.P.E. (1985:44) stressed that: "The success of any system of education is hinged on proper planning, efficient administration and adequate financing, administration includes organisation and structure, proprietorship and control, inspection and supervision." Apart from the adoption of constant supervision of all primary schools including the use of surprise checks by specially trained primary school supervisors or visiting teachers, the situation also calls for the adequate provision of "teachers and books" (Sadauki, 1984:79). Along the same line

Akosile (1990:18) asserted that there is still the need for "more qualified and experienced teachers and adequate professional, able, intelligent and honest people in person of supervisors".

According to Raju (1978:136), the most fruitful supervisory services are creative and to produce an improved ways of educating pupils and teachers". Creative supervision therefore stimulates and encourages teachers to feel free to think for themselves in matters pertaining to objectives, curriculum, methods of teaching and methods of evaluation". Adesina (1981:95), maintained that for the improvement of the effectiveness of teachers so that he/they can contribute maximally to the attainment of the system goals training i highly required. Gwynn (1972:211) say that "all categories of teachers need to be supervised and where possible to recommend for their training and professional growth".

Apart from helping the teachers to develop through training of various kinds, the nature of supervision also recognises the importance of the supply of

instructional materials and other tools necessary for learning. Not only that, the supervisor should try to see that there is a conducive atmosphere for the pupils to learn through the provision of furnitures, books, accommodation etc. Similarly with the new trends in the educational system of the country, it is necessary to provide effective supervision so as to enhance the quality of teaching and learning process in our schools. This shows that there is still the need for effective monitoring and supervision of the entire education system; it is of importance to note that the situations of our schools led to the promulgation of Decree No. 31 of 1988 establishing the National Primary Education Commission and states primary schools Management Boards in order to salvage primary education from the deepening crises it was gulfed in through the years. The provision of this decree make the state government to establish what is known as "Kano State Primary Schools Management Board" which came into being in January 1987". Upon realising the importance of primary education and the fact that lack of effective supervision is one

of the major factors that brought about the collaps of primary education throughout the State, the Board in its desire to achieve the desired goals established the inspectorate/supervision section and the creation of the section of District Schools Supervision. Along this line it carefully selected 340 Arabic and secular Inspectors/Supervisors to effectively supervise the 3,147 primary schools in the State, with an average of twenty schools per Inspector/Supervisor (Kano State P.S.M.B. Annual Report, 1987:20).

In a similar development, "in view of the condition of the schools in the State, the defunct Primary School Management Board in the State spent N45.6 million on the construction of 1004 classroom and 512 office rooms for schools in the year 1990". (Chairman, PSMB, Weekend Triumph, Saturday November 24th, 1990:12).

As regards the provision of instructional materials which are necessary working tools for any serious educational system, the situation drew much attention which made the then PSMB to interven in attacking the situation thus:

> Within the period in question, the Board has purchased and distributed classroom furniture as well as well as teaching materials and equipment worth more than ₦8 million to the schools in the State. Books in the category of both textbooks and exercise books worth ₦7.5 million were purchased and distributed to the primary pupils. (Director, Planning and Statistics, PSMB, Kano, 1990).

In addition to this, the aspects of staff development through training and retraining was taken care of by the Monitoring and Evaluation Unit of the Kano State PSMB. This is in a bid to ensure that all categories of staff benefit from one type of training or the other whose main aim is to improve the quality of administration and raise the standard of teaching in the primary schools.

> Immediately after the take off of the Board, the Section, organised no less that eight courses ranging from 3-day to one month particularly when it was realised that majority of the former L.E.D. Staff have never had any type of course in the last ten years or so. (PSMB Annual Report 1987:25).

It is important to note that, all these measure were intended to make adequate provision of primary education sector in the State so that much of its

problems would be alleviated. It is a well known fact that inspection/supervision of schools was not always effective for lack of essential things, like transport, stationaries and follow-up. In the case of this one, Sadauki (1984:18) observed that inspectors should visit schools and give advise as well as instruct teachers; organise refresher courses, seminars, symposia and conferences constantly.

The Board (Kano State P.S.M.B.) made successful efforts to improve the situation only to be dissolved by the Federal Military Government at the end of 1990. The dissolution was done without a strong reason from the government, but only to make local governments responsible, in all respects for primary education.

2.5 Techniques of Supervision

Techniques are ways of doing things. Is the ability to direct the work of others, to organise and integrate activities so that the goal of the work group can be obtained. This shows

that there are many ways available for effectively supervising instructional personnel within the school system, all of which are geared towards making them render more productive service. Some of these ways are briefly discussed below.

i) Committees

This is a constructive method of improving teachers in-service. Here, teachers are divided into small committees each handling different aspects of teaching learning process and gathering further information of much use to improving the teacher's performance. Such committees might be those dealing with routine matters which demand attention from time to time, such as committees on reports to parents' and on pupil's progress. Others might be committees on audio-visual materials, or improvement of curriculum, on improving teaching methodology, etc. Such reports of the committees can then be used effectively by the supervisor in improving the teaching/learning process within the school system.

(ii) Curriculum Laboratory/Library

This is a form of resource centre which every school head should endeavour to provide in his school. Currently, most school libraries are nothing to write home about, hence teachers are unable to be conversant with new and modern trends in their fields thus perpetuating the same old method and content from year to year. With the establishment of a resource centre, this ugly situation is bound to disappear. In this centre, professional books and periodicals should be kept, the same for instructional materials of many kinds like pictures, posters, charts, maps, pamphlets, audiovisual aids, teaching guides, manuals and work books, projection facilities etc., with the effective running of such centres, the teaching/learning process will be improved upon since such materials serve as effective aids to children's learning and are thus readily available for the teachers use.

(iii) Demonstration Teaching

There are two aspects to demonstration teaching. In the first place, the head or a designated experienced teacher could take charge of a room or class with

several teachers present to illustrate good teaching. On the other hand, the head or visiting teacher or designated experienced teacher could take over a class from a teacher upon his (the teacher's) request and illustrate good teaching techniques for one teacher with his own class. Either of these two aspects should be furnished with an opportunity to see new or different methods of teaching. Gwynn (1972:330), maintained that: "good demonstration teaching is not 'hit or miss', it is carefully planned and has a definite goal or goals. The observing teacher should be aware of the processes of the demonstration and should take notes carefully on it".

(iv) Classroom observation

Since the objective of supervision is to improve the learning situation, it then become necessary for the supervisor to spend a great deal of time in the places where the learning is taking place. Crosby (1957), emphasizes this point when she asserted that "observation throws new light upon the qualities of the learning experiences present in a teaching situation. The kinds of experiences

provided, the relationship between and among the various experiences, the roles of the teacher and the children in planning and evaluating their experiences and the quality revealed are factors which must be analysed when teacher and supervisor work together to help the teacher provide for more effective curriculum building with children".
This is likely akin to the issue of demonstration teaching. It is however, commonly used only when teachers are still undergoing training and need to be supervised for the purpose of grading. It is my contention, however, that it is not only student teachers that need to be observed. School heads and heads of departments - should endeavour occassionally to observe their teachers teaching with a view to commending good work done or pointing out errors of teaching so that such teachers could improve in their performance. To do this effectively, however there is need for the establishment of a good rapport between the teachers and the supervisors and a clear understanding of the purpose of such observation. Such observations should be planned jointly with the teacher and followed by a discussion of findings and recommendations for improvement.

(v) Inductions and Seminars

The continuing education of teachers of all types (categories) is now recognised as a high priority if the quality of education is to be improved. The responsibility is primarily that of the supervisor whose efforts are geared towards improving the quality of education generally in the schools. Inductions and seminars are usually arranged during the long vacation for teachers of all grades and in all subjects, and are concerned with finding solutions to problems and making available to teachers modern techniques both in the art of teaching and in the preparation of teaching aids.

(vi) Inter-school visitation

This is a method whereby teachers in a particular school are encouraged to visit their colleagues in other schools, watch them teach and exchange ideas. Through this, they gain valuable insight into new methods and techniques, and correct old methods, thereby help to improve their classroom performance.

(vii) Conferences and Addresses

Experienced and seasoned teachers from neighbouring schools and specialists from our institutions of higher learning could be invited occasionally to schools to address teachers on current problems or new methods or on professional topics. Knowledge gained from such lectures would go a long way towards making such teachers better able to grapple with the problems of classroom situation. According to Taba, In Fasanmi (1982), "the central problems of a curriculum design are to determine the scope of expected learning, to establish a continuity of learning and a proper sequence of content and to unify ideas from diverse areas".

In view of the above, it is the researcher's opinion that the District School Supervisors should try all possible ways to see to it that the competence of the teacher is raised to a maximal level in order to achieve the desired goals.

2.6 Types of Supervision

School supervision, whether within a school or between schools is the art of working cooperatively

within a group of school members over whom some authority is exercised by the Supervisor in such a way as to achieve the greatest objectives of the school and its members.

Supervisors' can be classified as either resident or non-resident. The resident type is the one that is located in a particular District (attached to some schools) whose main task is to see to the activities of Some schools within that District. The non-resident on the other hand is located at the headquarters office of the Ministry of Education and Local Education Authority.

(a) Full Inspection or Inspection for Government Approval

This is a situation where the general aspect of the school is being inspected. Such aspects include: (a) General Administration; (b) Facilities including classrooms and play grounds; (c) School subjects and cleanliness; (d) classroom teaching; (e) record keeping and a host of others.

(b) Brief Visits

These are visits by the inspectors to a school

for a particular purpose e.g. an inspection of the teaching of a particular subject in a school.

(c) Follow-up Visits

These are paid to schools following full inspection to investigate what action had been taken on the recommendations made in the report of the full inspection.

(d) Sampling and Survey Visits

These are intended to survey one aspect of education in the schools e.g. the attitude of teachers to an innovation or the teaching of a particular subject, such visits have more bearings on planning and decision making at the headquarters.

2.5.1 Objectives/Purpose

These various ways devised to look into schools are meant to satisfy the following conditions:

i) To provide a basis for an effective dessimination of concrete and

constructive education advice and ideas designed to improve the quality of the teaching ability of the teachers and the education of the pupils ultimately.

ii) To ensure minimum standards so as to provide nearly equal opportunity for pupils in the area by preventing decline of efforts in the schools.

iii) To establish desirable educational practices and suppress undesirable ones from surfacing.

iv) To ensure that regulations and directives are complied with and that public funds for education are wisely and validly spent.

v) To furnish materials for accurate on the spot reports on the schools.

Such reports will enlighten decision makers on the special problems of the schools (e.g. large class enrolment, lack of classrooms and the need for supply

of furniture and equipment). Such reports also form the basis for action on the part of the teachers, the administrator(s), the inspectors and the Ministry of Education. However, some of the measures discussed above are not fully adopted in Kano State, e.g. ways such as 'follow up visits', are hardly carried out due to lack of adequate transportation facilities to the supervisors.

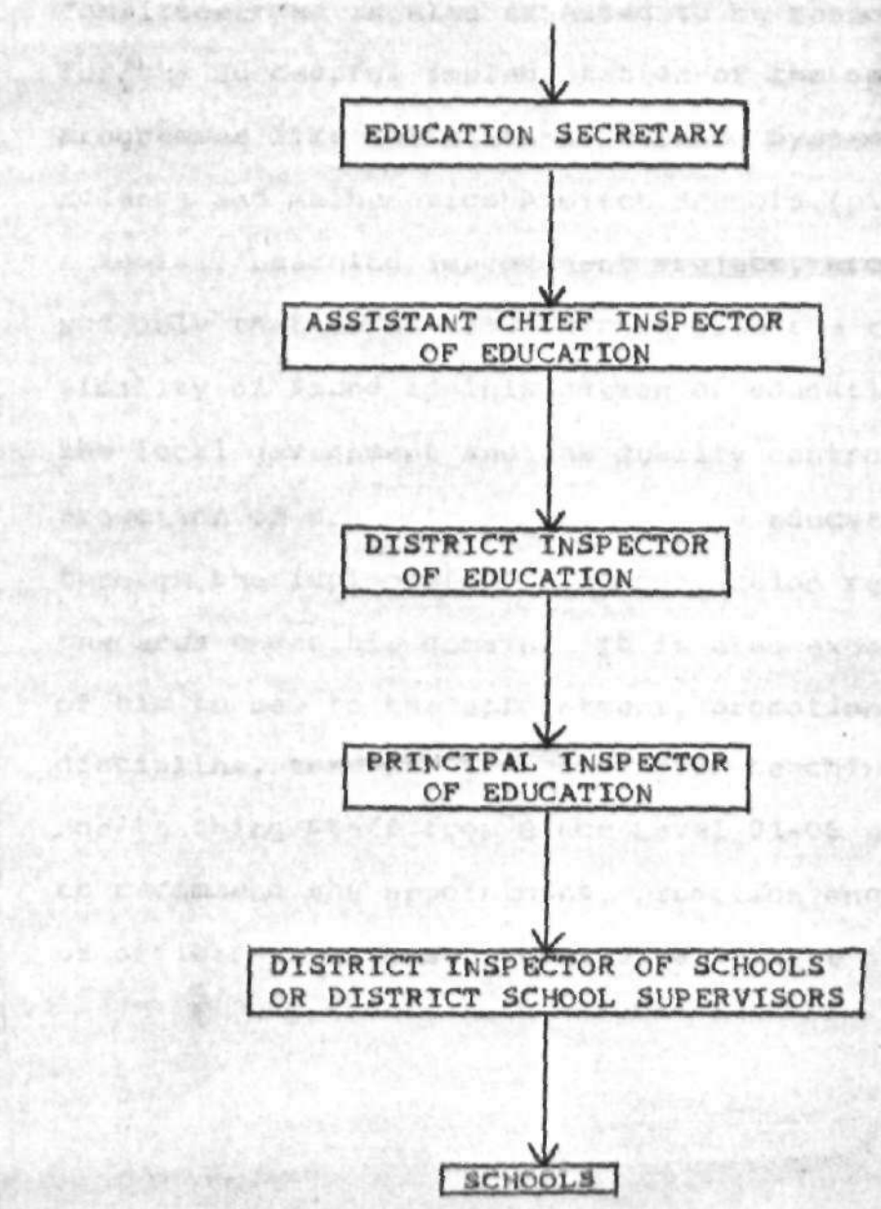
It is the researcher's opinion that for the purpose of supervision of instruction there is the need for a re-orientation of all officials in the Inspectorate Branch and the teachers in the field on the role of supervision in schools.

2.7 Description of the District Administrative Structure and the Supervisory

The Local Education Authority is the centre where all primary school activities are coordinated and carried out which is accountable to the state's primary Schools Management Board. The structure defines the limits of authority and responsibility which can enhance accountability and supervision. The super-ordinate-subordinate relations are clearly

marked to define the scope of interaction.

ORGANISATIONAL CHART OF THE INSPECTORATE IN (L.E.A.)
LOCAL EDUCATION AUTHORITY



The most senior person in the Local Education Authority is the Education Secretary (as could be seen from the Administrative Chart) whose main function is to ensure full enrolment and attendance in the primary schools through the assistance of the Local Education Authority Committee, District Education Committee and the Village Education Committee. He is also expected to be responsible for the successful implementation of the special programmes like the Distant Learning System, Science and Mathematics project Schools (pilot schools), Learning Improvement project, etc. Not only that he is also charged with the responsibility of sound administration of education within the local government and the quality control and promotion of pre-primary and primary education through the implementation of inspection reports in the area under his domain. It is also expected of him to see to the appointment, promotion, discipline, transfer and posting of teaching and non-teaching staff from Grade Level 01-06 and also to recommend the appointment, promotion and discipline of officers from grade level 07 and above in his

area. In short his duties/job is more or less administrative in nature.

Assistant Chief Inspector of Education - being the next most senior officer in the local education authority he is charged with the responsibility of inspection and supervision of pre-primary and primary schools in his area. It is also expected of the A.C.I.E. to ensure the full implementation of continuous assessment programme and the successful implementation of LIP/DLS programme, science and mathematics projects and such other programmes.

For the purpose of ensuring quality control he is expected to participate at interviews organized to employ or select primary school teachers and also monitor the activities of all inspectors in the local education authority and by so doing to report such to the education secretary of the local education authority.

Next to the A.C.I.E. is the District Inspector of Education. His main duty is to see to the quality of schools within the district. Being the Secretary to the District Education Committee, he is vested

with the power to initiate and coordinate parent teachers association and active community participation in the running of the schools. He is also expected to be responsible for the distribution and proper utilization of teaching equipment and materials in his area. He is also to see to the repairs of school buildings in his area by his recommendations and submit reports on furniture requirements for schools to the Assistant Chief Inspector of Education.

Next to the D.I.E. is the Principal Inspector of Education who is charged with the responsibility of compiling up to date records of individual staff and the recieving and distribution of materials and equipment as donated by organisations and also assist in book review for classroom use. He is also expected to conduct courses, seminars and workshops for inspectors for their professional development.

Next to the P.I.E. on the Inspectorate Structure is the District Inspector of Schools. He is usually charged with the sole responsibility of inspection and supervision of schools within the District. The District Inspectors may be many (in

a particular district) depending on the size of the district and the number of schools. The district supervisors are of two types including those concerned with secular education and those responsible for Arabic/IRK education. According to the regulation that obtains in Kano State, a District School Supervisor/Inspector may be responsible for a specific number of schools. The number of schools to be supervised varies from 3 to 5 or even more depending on the number of schools in a particular district. For the discharge of their duties, they are obliged to prepare inspection schedules and conduct both scheduled and unscheduled inspections of schools in the area. For the purpose of ensuring quality, they are vested with the power of preparing refresher courses for headmasters and teachers and the full implementation of continuous assessment in the area, not only that, they should also submit periodic reports on each school and the progressive achievements made to the Assistant Chief Inspector of Education.

The various components of the administrative structure show that the ultimate responsibility for control, programme implementation and supervision rests with the A.C.I.E. in the Local Education

Authority and assisted by the District Inspector of Education, Principal Inspector of Education and the District Inspector of Schools. This type of structure is what is obtained in the whole of the 46 Local Education Authorities in the State.

2.8 Summary

This chapter reviewed the related literature, and similar findings related to supervisory roles and functions. It cut across the concept of supervision in education in which distinction was made between supervision and inspection. The processes involved in supervision were also reviewed, i.e. social, psychological and educational processes.

The purpose of supervision, the need that calls for supervision, the techniques involved in supervision, types of supervision and the discription of the District Administrative Structure is also discussed.

Chapter 3

RESEARCH DESIGN AND PROCEDURE

3.1 Introduction

This chapter presents the design and procedure for the study. It discusses the population and attempts to justify the sample used for the study. It discusses the instruments employed in gathering the data and the basis for the analysis employed in the interpretation of data.

3.2 The Population

The population of this study was composed of five sub-groups:

(i) All the 46 Assistant Chief Inspectors of Education of the 46 Local Education Authorities in the State.

(ii) All the 54 District Education Officers of the 54 District Areas in the State.

(iii) All the 108 District School Supervisors in the State.

iv) All the Headmasters' of the 3,276 primary schools in the State.

v) All the 24,061 primary school teachers in the State.

3.3 Sampling Procedures

It was not possible to deal with every aspect of the population. Some details of the population are shown in Table 3.1. For the purpose of ensuring representativeness therefore, the sampling method suggested by Borg and Gall (1971) was adopted for the purpose of this study. In it, 20% was suggested for a population of 1-1,000; 15% up to 5,000 population size and five percent up to 10,000 population. Going by this sampling technique, nine Assistant Chief Inspectors of Education, 11 Districts with their District Education Officers', 22 District School Supervisors', 124 Schools and 497 teachers were used for the purpose of the study. This means that 663 people participated in the study.

Table 3.1: Population of Schools and Teachers of the Selected Districts in Karo State

SELECTED DISTRICTS	NUMBER OF SCHOOLS	NUMBER OF SELECTED SCHOOLS	NUMBER OF TEACHERS
1. Bichi	55	11	540
2. Bagwai	37	8	250
3. Babura	78	17	550
4. D/Kudu	47	9	916
5. Garki	69	13	381
6. Gabasawa	57	12	461
7. Gezawa	54	10	344
8. Kazaure	48	7	319
9. D/Tofa	44	7	254
10. M/Madori	96	22	622
11. Kumbotso	31	8	340
TOTAL	619	124	4977

3.4 Irstrumentation

For this study, four different sets of questionnaires were distributed to four sets of persons, namely, the District Education Officers, the District School Supervisor, the Headmasters and the Teachers.

Likert Scale type of item was used in the construction of the questionnaires for the collection of data. These items required the respondents to choose among two or more alternatives. Subjects were asked to respond to each item in terms of ranging from Strongly Agree; Agree; Disagree; Strongly Disagree to Undecided. The most definite response was given the highest number of points; thus: Strongly Agree (5); Agree (4); Disagree (3); Strongly Disagree (2): and Undecided (1). These alternatives act as a guide to the respondent so that answers will fit the response categories already established. This paved way for easy coding of the responses.

In addition to this the questionnaire contained two broad sections of A and B respectively. Under Section A, personal information of the respondents were sought of in relation to their sex, year's of experience and qualification.

Section B formed the main body of the questionnaires. Under this section, specific questions were asked and or advanced to the

various respondents involved in the study in order to help the researcher determine the degree of 'agreement' or 'disagreement' of their (the respondents) responses to a particular research question. In light of this, four different research questions were established to guide the study.

In relation to the above, the D.E.OS questionnaire contained 14 items, that of the D.S.S. 16, while that of the headmasters and the teachers contained 19 items each respectively. This clearly indicated that the questionnaires were not uniform - in both quantity and the wordings. The respondents were required to respond with a degree of agreement or disagreement. The score of each item was added to an individual's opinion score. The Likert-Scale was used in order to place each respondent on an agreement continuum of the tested opinion.

In view of this, items number one to four on the D.E.O.s questionnaire; one to six on the D.S.S. questionnaire; one to nine on the teachers questionnaire, and one to seven on that of the headmasters formed the basis for making judgement on research question number one in

relation to the various ways through which the D.S.S. carry out their functions. On the supervisor's roles in the instructional leadership of headmasters in the schools (which formed research question number two). However, items number five to eight on the D. E.Os questionnaire seven to nine on the D.S.S. questionnaire; ten to twelve on the Teachers questionnaire and eight to eleven on the Headmasters questionnaire were adopted as the tool for making judgement as well.

Additionally, research question number three asked as to what role do the D.S.S. play in the provision of educational facilities in the primary schools? In the light of this therefore, items number nine to twelve on the D.E.Os questionnaire; 10-13 on the D.S.S. questionnaire; 13-17 on the teachers questionnaires and 12-16 on that of the headmasters were employed to answer the research question.

In relation to research question number four, the researcher sought to know the supervisory metho

used by the supervisors in the State (in relation to communication and transportation facilities). In light of this, items number 13-14 on the D.E.Os questionnaire, 14-16 on the D.S.S. questionnaire, while items 18-19 and 17-19 were advanced to the teachers and the headmasters respectively. These questions were employed due to the fact that, without proper and effective communication between the supervisors and the schools there would not be any meaningful results concerning the supervisory roles. This is more so because, it is by way of knowing the problems affecting the schools that proper measures could be taken towards solving them.

On the provision of transportation facilities the situation is the same, because, it is with the availability of such facilities that, the supervisors could be able to carry out the task of supervision. Therefore, the degree of agreement or disagreement of the various respondents was the main basis established for making judgements in relation to the

questions being established to answer the research question.

3.5 Administration of the Questionnaire

For the purpose of providing an avenue for more explanation on the purpose and significance of the study coupled with the avoidance of partial responses or the refusal of some of the subjects to respond, the questionnaires were personally administered by the researcher. Moreso, answering questiors posed by the responderts had motivated them to answer the questions or the questionnaire carefully and truthfully. Additiorally, the permissior was sought from the A.C.I.E. and the Headmasters to administer the questionnaires or the D.E.Os, the D.S.S. and the teachers respectively.

3.6 Methods of Data Analysis

The data were collected using questionnaires. The responses were tabulated and analysed using frequencies and simple percentages. This was adopted because the questionnaires were not uniform. Moreso, the

frequency distribution and simple percentages determined the extent to which the roles and functions of the District School Supervisors achieve the objectives of the supervisory functions in the schools.

3.7
x 3.7

Summary

This study was designed to look into the roles and functions of the D.S.S. in Kano State. The population of the study was composed of all the Assistant Chief Inspectors of Education, District Education Officers, District School Supervisors, Headmasters and Teachers in the primary school system in the State.

Considering the number of subjects involved in the study, Borg and Gall (1971) suggested method of sampling technique was employed to determine the sample. The main instrument employed for the study was questionnaire while the analysis of the data gathered was made by means of frequencies and simple percentages.

Chapter 4

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

Four research questions were established for this study aimed at determining the extent to which D.S.S. discharge their functions. The research questions were treated into Viz:

A. What are the various ways through which the D.S.S. carry out their functions?

B. What are the supervisor's role in the instructional leadership of headmasters in the schools?

C. What role does the D.S.S. play in the provision of educational facilities in the primary schools?

D. What are the supervisory methods used by the supervisors' in the State? (In relation to communication and transportation facilities).

The data gathered for the study are reported using frequencies and simple percentages. In addition to that, the data arepresented in the order of the questionnaire. The discussion of the data is taken simultaneously with the tables (data) for easy comprehension.

4.2 Respondents personal Information

This section deals with the various respondents' biodata i.e. their gender, years of working experience and qualifications.

Table 4.1: Gender of Respondents

SEX	D.E.O.		D.S.S.		HEAD-MASTERS		TEACHERS	
	NO.	%	NO.	%	NO.	%	NO.	%
Male	11	100	22	100	95	91	345	76
Female	0	0	0	0	9	9	111	24
TOTAL	11	100	22	100	104	100	456	100

Based on the information contained in the table it could be seen that there was not a single .

female officer in the case of District Education Officers and District School Supervisors respectively. However, 95 out of 104 headmasters involved in the study representing 91% were males and 345 teachers representing 76% were males; whereas only nine representing 9% out of 104 headmasters were females and 111 teachers representing 24% were females.

The reason for this great disparity between the education of male and female children, is the non-challant attitude of the parents about the education of their female children, so much that they give them out to early marriage.

Table 4.2: Years of Experience

YEARS OF EXPERIENCE	D.E.O.		D.S.S.		HEAD-MASTERS		TEACHERS	
	NO.	%	NO.	%	NO.	%	NO.	%
1-2 years	0	0	0	0	4	4	103	22
3-4 years	0	0	2	9	10	10	130	29
5-6 years	2	18	4	18	21	20	95	21
7-9 years	3	27	7	32	40	38	80	17
10 years and above	6	55	9	41	29	28	48	11
TOTAL	11	100	22	100	104	100	456	100

Table 4.2 indicates that out of the total of 456 teachers covered by the study only 48 (11%) had more than ten years of working experience, whereas a total of 233 (51%) had less than five years working experience. The inference that could be drawn from Table 4.2 is that a considerable number of teachers did not stay long in the teaching profession which m be due to expansion.

Unlike the teachers, 29 (28%) of the Headmaster covered by the study had more than ten years of wor

experience. The table further shows that 41% and 55% of the D.S.S. and D.E.Os, covered by the study had more than ten years of working experience.

The above inferences therefore indicated a positive consequences because the more the years of one's experience, it could be assumed the better the level of his productivity.

4.3 Educational qualifications

The educational qualification of the respondents is presented in Table 4.3.

Table 4.3: Educational Qualifications of the Groups

QUALIFICATION	D.E.O.		D.S.S.		HEAD-MASTERS		TEACHERS	
	NO.	%	NO.	%	NO.	%	NO.	%
Degree	0	0	6	27	0	0	0	0
P.G.D.E.	0	0	3	14	0	0	0	0
N.C.E.	7	64	8	36	30	29	20	4
Diploma	4	36	5	23	5	5	15	3
Grade II	0	0	0	0	60	58	340	75
H.I.S.	0	0	0	0	9	9	28	6
Grade III	0	0	0	0	0	0	53	12
TOTAL	11	100	22	100	104	100	456	100

Table 4.3 shows that majority (64%) of the District Education Officers have N.C.E. qualification while 36% have a diploma in education. Unlike the D.E.Os, 27% and 36% of the District School Supervisors have first degree and N.C.E. as their highest qualifications. The table further shows that majority (58%) and (75%) of the Headmasters and the teachers have grade II as their highest educational qualification. Furthermore, 29% of the Headmasters had N.C.E. qualification while 12% of the teachers had higher Islamic Studies (H.I.S.) educational qualification.

4.3 The Research Questions

Four research questions were established for this study aimed at determining the extent to which D.S.S. discharge their functions. The analyses of the data gathered for the study was done by use of frequencies and simple percentages. Based on this, the responses of all categories of respondents involved on the different items of the questions for answering any of the research questions meant for a particular respondent were tabulated.

It is of importance to note that, the degree of 'agreement' or 'disagreement' of the respondents involved in the study was the main basis established by the researcher on making judgements on any of the research questions meant for the study. In light of this the data are hereby being presented in form of 'Agree, Undecided and Disagree' format.

Research Question NO. 1 - This research question states : What are the various ways through which the District School Supervisors carry out their functions?

The main concern of this research question was to seek for the various respondents views and or responses regarding some of the technicalities that are expected from the supervisor to employ in discharging his role of supervision for the improvement of the schools.

Table 4.4 shows the responses of the District Education Officers to research question NO. 1. which states: What are the various ways through which the District School Supervisors carry out their functions?

From Table 4,4 it was revealed that the categories of teachers who are qualified enough to handle the task of teaching and learning effectively are 27.2% while 72.7% are unqualified. There are serious implications attached to the fact that majority of the teachers are not qualified. In other words, teachers need sound educational background in order to carry out their duties effectively.

The table also showed that 45.5% of the teachers make adequate use of teaching aids in their lessons while 54.5% do not make adequate use of teaching aids in their lessons. An examination of the table also showed that only 18.1% of the District Education Officers are satisfied with the roles played by the supervisors in creating a conducive atmosphere for the improvement of teaching and learning situations in the schools. While 81.8% are not satisfied with the supervisory roles. Closely related to this, is the view of the District Education Officers concerning constant visit of the supervisors to the schools for supervision purposes where 63.6% were found in disagreement whereas only

36.3% agreed that they (the supervisors) play constant visit to the schools.

Table 4.5 shows the responses of the District school supervisors to research question number 1 which states: What are the various ways through which the D.S.S. carry out their functions?

Table 4.5: The Various Ways Through Which the Supervisors Carry out their Function

	A	%	U	%	D	%
You assist the teachers with their instructional problems for the improvement of teaching and learning situations in schools	16	72.7	-	-	6	27.2
You check records of work of the teachers regularly	15	68.1	-	-	7	31.8
You look into their lesson plans and give guidance	13	59	-	-	9	40.9
You arrange for the professional growth of the teachers through in-service courses	12	54.5	0	-	10	45.4
You organise induction courses for beginning teachers in your district	8	36.3	4	18.1	10	45.4
You arrange for the professional growth of the older teachers through refresher courses	14	63.6	-	-	8	36.3

The data shown on table 4.5 indicate that 16 (72.7%) District Schools Supervisors sampled for this study agreed that they assist the teachers with their instructional problems while only 6 (27.2%) disagreed. It also revealed that 68.1% of the supervisors do check the teachers record of work regularly whereas 31.8% were found in disagreement with the statement. Similarly, an examination of the table also revealed that 59.0% check the teachers lesson plans and give guidance while 40.9% were to the contrary.

Going by the information contained in the table, it was noticed that 54.5% of the District School Supervisors do arrange for the professional growth of the teachers through in-service courses while 45.4% don't. In terms of induction courses for beginning teachers the table revealed that 36.3% of the supervisors do make such provision. While 18.1% are at the Undecided position, 45.4% were found in disagreement. Closely related to this, the Table also showed that 63.6% of the District School Supervisors do arrange for the professional growth of the older teachers through refresher courses while 36.3% do not arrange for the teachers professional growth through refresher courses.

Looking at the table, the inferences drawn indicated a positive stand on the part of the supervisors. This could be seen by looking at the results of their responses to the items that answered the research question. To this end therefore, unlike the District Education Officers who showed dissatisfaction on the performance of the teachers due to lack of adequate knowledge the District School Supervisors indicated that they do arrange for in-service courses, induction courses and refresher courses to the teachers for their professional growth. Impliedly therefore, according to them, the teachers involved in the teaching profession are competent in dealing with classroom problems due to the provisions given to them by the supervisors.

Table 4.6 indicates the responses of the teachers to research question No. 1 which states:

What are the various ways through which the D.S.S. carry out their functions?

Table 4.6: The Various Ways Through Which the Supervisors Carry out their functions

	A	%	U	%	D	%
You have enough teachers in your school	248	54.3	9	1.9	199	43.6
The teachers are competent in dealing with classroom problems	351	76.9	-	-	105	23.0
The supervisor creates a conducive atmosphere for effective teaching and learning in your school	167	36.6	14	3.0	275	60.3
You get help from the supervisor with your classroom problems on visit	323	70.8	-	-	133	29.1
You are supervised constantly by the supervisor	194	42.5	-	-	2 2	57.4
Supervisors arrange in-service courses for your professional growth	213	46.7	-	-	243	53.2
Your records of work are being checked by the supervisor on visit	368	80.7	-	-	88	19.2
Lesson plans are also checked by the supervisor	362	79.3	-	-	94	20.6
The supervisors activities contribute to the availability of qaulified teachers in the schools	194	42.5	-	-	262	57.4

From the table, it was revealed that the teachers who responded to the agreement side in the case of having enough teachers in the school were 54.3% while 1.9% and 43.6% took the Undecided and Disagreement position respectively. It also showed that 76.9% of the teachers believed that the teachers are competent in dealing with classroom problems while only 23.0% do not have the same belief. However, this could be seen as a way of keeping and protecting their own personality and at the same time safe-guarding their own interest when compared with the views expressed by the District Education Officers where 72.7% of them showed that the teachers are not competent in dealing with classroom problems. An examination of the table also showed that only 36.6% of the teachers are satisfied that the supervisors create a conducive atmosphere for effective teaching and learning, in the schools whereas 3.0% and 60.3% took the undecided and agreement position. This clearly indicated that the supervisors are incapacitated in creating a conducive atmosphere for effective teaching and learning in the schools.

This premise can be supported when one looks at the stand taken by the District Education Officers on the same item where 81.8% of them showed their dissatisfaction and disagreement. However, 72.7% of the supervisors indicated that they do assist the teachers and also create a conducive atmosphere for effective teaching and learning in the schools. On the other side, the table showed that 70.8% of the teachers were convinced that they get help from the supervisor with their classroom problems but only on visit while 29.1% were not. However, the visits being paid by the supervisors is not constant as revealed in the table, where 42.5% agreed while 57.4% of the respondents were found in disagreement.

Closely related to this was the position taken by the District Education Officers where only 36.3% agreed that the supervisors pay constant visits to the schools while 63.6% disagreed.

On the issue of in-service courses for the professional growth of the teachers, only 46.7% responded to the affirmative while 53.2% took the

disagreement position. It was also revealed in the table that 80.7% and 79.3% of the teachers believed that the supervisors do check their records of work and lesson plans on visit while only 19.2% and 20.6% do not believe. It is of importance at this juncture to note that 68.1% and 59.0% of the supervisors responded positively to the issue of checking of records' and lessons plans' of the teacher's.

The inferences drawn from the table indicates that the supervisors are weak in areas relating to creation of good atmosphere for effective teaching and learning in the schools, seeing to the availability of qualified teachers and constant supervision to the schools respectively as the responses of the teachers shows.

The responses' of the teacher's also revealed that arrangement of their professional growth through in-service courses by the supervisors is not functional.

Based on the foregone discussion, it is the researcher's view that the supervisors need to

tighten their belt in order to discharge their duties more effectively for the achievement of the desired goals in relation to the development of maintainable standards in the schools. Not only that all issues relating to the supervisory functions have to be taken care of seriously and with sense of direction and fore-sight. Though the teachers have indicated that they are enough and competent in handling the task of teaching and learning it could be seen as a way of self protection. Impliedly therefore, the need for their guidance becomes imperative while their level of competency could be raised through in-service courses, induction courses and refresher courses which ought to be arranged by the supervisors.

Table 4.7 shows the responses of the Headmasters to research question No. 1 which states: What are the various ways through which the D.S.S. carry out their functions?

Table 4.7: The Various Ways Trhough Which the Supervisors carry Out Their Functions

	A	%	U	%	A	%
That teachers are enough to teach the pupils in the school	52	50.0	-	-	52	50.0
Teachers in your school are qualified due to the role played by the supervisor	52	50.0	-	-	52	50.0
Teachers prepare lesson notes in your school regularly	85	81.7	-	-	19	18.2
The teachers keep proper records	82	78.8	-	-	22	21.1
Supervisors play effective role in improving the quality of teaching in the classrooms	71	68.2	-	-	33	31.1
You have direct contact with the supervisor for discussing problems affecting your school	60	57.6	-	-	44	42.3
problems discussed receive most urgent attention	46	44.2	-	-	58	55.7

Out of 104 headmasters involved in this study, the table revealed that the categories of the respondents who pointed to the agreement and disagreement direction were 50%. This showed that 50% believed that the teachers are enough to teach the pupils in the school and same 50% disbelieved with the statement. Along this line, same percentage of 50% of the respondents indicated that the teachers are qualified due to the roles played by the supervisor and another 50% indicated that the teachers are not qualified due to the supervisory roles. Going by the information as contained in the table, one observed that the headmasters took the neutral position of not totally being favourable or unfavourable to both the quality and availability of the teachers in their schools. On the other hand, the teachers on their own part agreed strongly that they are enough and at the same time qualified as well as competent. This situation explained itself more where 248 (54.3%) out of 456 teachers involved in the study and 351 (76.9%) out of the same number of 456 agreed that they are enough and qualified.

However, unlike the teachers and the Headmasters 72.7% of the District Education officers disagreed that the teachers are qualified enough to teach in the schools. In this regard, it could be deduced that the stand taken by both the teachers and the headmasters could be viewed as a cover in order to protect their job, since they are the ones to be blamed for any inadequacy.

The table also showed that 81.7% of the teachers prepare lessons notes in the schools while only 18.2% do not prepare lesson notes in the schools regularly. An examination of the table also showed that 78.8% of the teachers keep proper records whereas only 21.1% do not keep proper records.

In the light of the above it could be said that this issue of lesson notes preparation and records keeping cannot be unconnected with the supervisor's activities towards looking and checking them (the plans and records) whenever they (the supervisors) pay visit to the schools. In a similar development, the responses' recorded on the teachers' shows' that 80.7% and 79.3% responded positively that the supervisors do check them whenever they

visit a school for supervision purpose. In a similar development, the supervisors too on their own part agreed to that where 68.1% and 59.0% of them (the supervisors) pointed to the same direction.

In terms of improving the quality of teaching in the classrooms 68.2% of the Headmasters showed that the supervisors play effective role while 31.7% were not satisfied with the supervisory role. Similar view was also shared by the supervisors where 72.7% agreed that they see to the improvement of the quality of teaching and learning in the schools by way of assisting the teachers with their instructional problem.

On the contrary, 81.8% of the District Education Officers and 60.3% of the teachers involved in this study showed their dissatisfaction as regards the role being played by the supervisor in terms of improving the quality of teaching and learning in the schools.

On the issue of having direct contact with the supervisor for discussion of problems affecting the school 57.6% of the headmasters as indicated in the table showed that they have direct contact with the

Moreover, 81.8% of the District Education Officers and 60.3% of the teachers involved in this study showed lack of satisfaction as regards the roles the supervisors play towards the improvement of teaching and learning situations in the schools. Closely related to this was the inability of the supervisors to constantly visit the schools for supervision purposes. Similarly, 57.4% of the teachers and 63.6% of the District Education Officers were found in disagreement with the statement that the supervisors visit the schools constantly.

On the issue of adequacy and quality of the teaching force, 54.5% of the District Education Officers and 57.4% of the teachers indicated that the activities of the supervisors' do not handle the issue as it is expected of them. Despite the fact that the teacher's responses showed that they get help from the supervisor with their classroom problems and that he checked their lesson's plans' and records of work (on visit) the supervisory is still incapcitated because its activities are not geared towards ensuring the availability of qualified personnel in the schools for the achievement of

maintainable standards in the schools.

Similarly, though the teacher's responses have indicated that they have enough and competent teachers, (representing about 54.3% and 76.9% respectively) this could be seen as an attempt to protect and safeguard their own image and maintain their personality and selfish interest.

Despite the fact that the supervisor's responses concerning the professional growth of the teachers through various means were all positive, representing 54.5% and 63.6% respectively, the responses of the teachers concerning in-service programmes was at the negative position representing 53.2%. This situation also calls for urgent attention, since the role of the teacher in teaching and learning cannot be over-emphasized.

RESEARCH QUESTION NO. 2: The main concern of this research question was to seek for the various respondents' views regarding the role being played by the supervisors in the instructional leadership of the headmasters in the schools. This was established in order to check and see the activities

of the headmasters in the schools towards the improvement of teaching and learning situations.

Research Question No. 2 - What are the supervisor's role in the instructional leadership of headmasters in the schools?

Table 4.8: The Responses of the District Education Officers to Research Question No. 2 which says: What are the supervisor's role in the Instructional Leadership of Headmasters in schools?

	A	%	U	%	D	%
You are highly satisfied with the role the headmasters play in the improvement of teaching and learning situations in the schools	6	54.5	-	-	5	45.4
Headmasters in your district assist the teachers in overcoming most of their problems in the classroom	7	63.6	-	-	4	36.3
Headmasters in your district look into the teachers lesson plans and give guidance	8	72.7	-	-	3	27.2
The Headmasters ensure that records are kept properly in the school	5	45.4	-	-	6	54.5

The data shown on Table 4.8 indicate 6 (54.5%) District Education Officers sampled for this study agreed that they are highly satisfied with the roles being played by the Headmasters towards the improvement of teaching and learning situations in the schools while 5 (45.4%) disagreed.

An examination of the table also revealed that 63.6% of the District Education Officers were also found in agreement with the view that the headmasters assist the teachers in overcoming most of their problems, in the classrooms while only 36.3% disagreed. In addition to this, the table further shows that 72.7% of the District Education Officers were to the affirmative side as regards the issue of looking into the teacher's lesson plans; while only 27.2% disagreed.

Closely related with lesson plans/notes preparation was the issue of proper keeping of records in the schools. In this regard, the District Education Officers were found to be at the disagreement position where 54.5% of them (the District Education Officers) responses clearly

indicated, while 45.4% shared the agreement position.

Based on the foregone discussion, it could be observed that of the various ways adopted by the headmasters regarding their instructional leadership, the issue of proper record keeping was found incapacitated as the responses of the District Education Officers has revealed.

Table 4.9 shows the responses of the District School Supervisors to research question No. 2. which states: What are the supervisors role in the instructional leadership of Headmasters in the schools?

Table 4.9: What are the Supervisors Roles in the Instructional Leadership of Headmasters in the Schools?

	A	%	U	%	D	%
The Headmaster your district help the teachers with their instructional problems for the improvement of teaching and learning situations in the schools	12	54.5	-	-	10	45.4
The headmasters assist the teachers in keeping records in the school	13	59.0	-	-	9	40.9
The headmaster ensures that teachers make adequqte use of teaching aids in the classrooms during lessons	14	63.6	-	-	8	36.3

From Table 4.9 it was revealed that the categories of supervisors who agreed that the

headmasters help the teachers with their instructional problems for the improvement of teaching and learning in the schools were 12 representing 54.5% while 10 of the supervisors representing 45.4% were found to be in disagreement.

The table also shows that 59.0% of the District School Supervisors hold the view that the headmasters help the teachers immensely in keeping proper records in the schools.

On the issue of the activities of the headmasters towards seeing to the proper and adequate use of teaching aids by the teachers in the classrooms during lessons however 63.6% of the District School Supervisors disagreed while only 36.3% agreed. The inferences drawn from these opinions therefore indicated that there may be the possibility of lack of adequate teaching aids in the schools. It is the researcher's view that the teachers, the supervisors and the headmasters must see to the proper use of the teaching aids during lessons because of their immense contribution towards effective teaching and learning. Therefore, both the Headmasters and the supervisors should know the sources of help for

the teachers in addition to helping the teachers do their job better.

Table 4.10 shows the responses of the teachers to research question no. 2. which states that: What are the supervisors roles in the instructional leadership of Headmasters in schools?

Table 4.10: What are the Supervisors Role in the Instructional Leadership of Headmasters in the schools?

	A	%	U	%	D	%
The headmaster make the environment conducive for learning in your school	313	68.6	-	-	143	31.3
The headmaster assist you in overcoming most of your problems in the classroom	300	65.7	-	-	156	34.2
The Headmaster look into your record of work and lesson plans	320	70.1	-	-	136	29.8

The table indicates that out of the total of 456 teachers covered by the study only 143 (31.3%)

disagreed that the headmasters make the environment conducive for learning in the schools, whereas a total of 313 (68.6%) were found to be in agreement. An examination of the table further revealed that 65.7% of the teachers agreed that the headmasters assist them in overcoming most of their problems in the classroom.

In relation to looking into records of work and lesson plans of the teachers by the Headmasters, 70.1% of the teachers involved in this study indicated their agreement while only 29.8% of the teachers pointed to the disagreement direction.

Based on the foregone discussion, it could be observed that of the various ways adopted by the headmasters in carrying out their instructional responsibilities all the teachers concerned showed positive responses towards them (the ways).

Table 4.11 shows the responses of the Headmasters to research question No. 2 which states; What are the supervisor's role in the instructional leadership of Headmasters in schools?

Table 4.11: What are the Supervisor's Role in the Instructional Leadership of Headmasters in Schools?

	A	%	U	%	D	%
You periodically check the lesson notes of the teachers	92	88.4	-	-	12	11.5
You check children's record regularly	80	76.9	-	-	24	23.0
Teachers make use of variety of teaching aids during lesson (in school)	68	65.3	-	-	36	34.6
You organise in-service courses for teachers of all categories in your school for the maintenance of their professional growth	54	51.9	-	-	50	48.0

The data in Table 4.11 indicated that the Headmasters do check the teacher's lesson notes and records of work with maximal level of seriousness. This is evident in their responses which showed that 88.4% and 76.9% indicated their agreement while only 11.5% and 23.0% respectively disagreed.

The table further revealed that 65.3% of the headmasters involved in this study agreed that the teachers make use of teaching aids in their lessons while 34.6% disagreed. For maintenance of the professional growth of the teachers through in-service programmes in any form, a close examination of the table showed that 51.9% of the headmasters agreed that they do organise courses for the teachers while 48.0% were found to be in disagreement.

Research Question No. 3: In this research question, the various respondents views were sought in relation to how the supervisors role affect the provision of educational facilities in the primary schools.

Therefore, the main concern of the research question was to get the responses of the respondents in relation to the supply and availability of infra-structural facilities in the schools. The degree of agreement or disagreement was the main basis established for making judgement in relation to the questions being established to answer the research question.

Research question No. 3: How does the supervisor's roles affect the provision of educational facilities in the primary schools?

Table 4.12: Shows the Responses of the District Education Officers to Research Question No. 3.

	A	%	U	%	D	%
There is adequate supply of teachers in your district	5	45.4	-	-	6	54.5
There are enough teaching aids in the schools	5	45.4	-	-	6	54.5
Classrooms and furnitures are adequate in the schools	3	27.2	-	-	8	72.7
There is adequate supply of books which are relevant to the curriculum	4	36.3	-	-	7	63.6

From Table 4.12, it was revealed that out of the 11 District Education Officers involved in the study five representing 45.4% agreed that there is adequate supply of teachers in the schools (for the imrpovement of teaching and learning) while six out of the 11 District Education Officers representing 54.5% were found to be in disagreement. The table further indicated that 45.4% agreed while 54.5% disagreed that there are erough teaching aids in the schools. An examiration of the table further revealed that 72.7% of the District Education Officers disagreed that classroom and furnitures are adequate in the schools while only 27.2% agreed.

Similarly, the table shows that 63.6% of the District Education Officers responses indicated that the schools are lacking adequate supply of textbooks while only 36.3% agreed that textbooks are adequately supplied to the schools.

Research question Number 3 - How does the supervisor's roles affect the provision of educational facilities in the primary schools?

Table 4.13: Shows the responses of the District School Supervisors to Research Question No. 3 which states that how does the supervisors role affect the provision of educational facilities in primary schools?

	A	%	U	%	D	%
There is adequate accommodation in terms of classrooms in the schools in your district	5	22.7	-	-	17	77.2
Textbooks are enough and relevant to the curriculum	20	90.9	-	-	2	9.0
The Schools have enough and variety of teaching aids	11	50.0	-	-	11	50.00
There are qualified teachers in your district	16	72.7	-	-	6	27.2

From Table 4.13, out of the total number of 22 district School Supervisors only five representing 22.7% agreed that the schools have adequate accommodation in terms of classrooms while 17

representing 77.2% disagreed. The table further indicated that 90.9% of the supervisors agreed that there are enough textbooks which are also relevant to the curriculum while only 9.0% disagreed. An examination of the table further revealed that 50% of the District School Supervisors indicated that the schools have enough teaching aids while another 50% showed their disagreement respectively. This clearly indicated that the level of agreement and disagreement have equal strength of 50% each on the side of the supervisors.

On the issue of quality of the teachers in the schools, the table shows that 72.7% of the supervisors agreed that the teachers are qualified while only 27.2% disagreed.

Research question No. 3 - How does the supervisor's roles affect the provision of educational facilities in the primary schools?

Table 4.14: Shows the responses of the teachers to research question No. 3 which states that: How does the supervisors role affect the provision of educational facilities in the primary schools?

	A	%	U	%	D	%
There are adequate class-rooms in the school you teach	169	37.0	-	-	287	62.9
There is availability of furniture in the schools	98	21.4	-	-	358	78.5
The supervisor helps in seeing to the availa-bility of teaching aids in the school	115	25.2	-	-	341	74.7
There are enough textbooks in the school	110	24.1	-	-	346	75.8
The books are relevant to the curriculum	105	23.0	-	-	351	76.9

The table shows that out of 456 teachers involved in the study only 169 representing 37.0% agreed that

there are adequate classrooms in the schools while 287 representing 62.9% disagreed. On the issue of supply of furnitures, 78.5% disagreed that furnitures are available in the schools while 21.4% were found to be in agreement. Closely related to the issue of classrooms and furnitures was the issue regarding the availability of teaching aids in the school. An examination of the table further revealed that 74.7% of the teachers involved in this study were found to be in disagreement whereas only 25.2% agreed.

The table has also shown that 75.8% and 76.9% of the teachers disagreed that there are enough textbooks in the schools and that the books are relevant for the curriculum while only 24.1% and 23.0% have agreed.

Research question No. 3 - How does the supervisor's roles affect the provision of educational facilities in the primary schools?

Table 4.15: Shows the responses of the Headmasters to Research Question NO. 3 which states that: How does the supervisors role affect the provision of educational facilities in the primary schools?

Y	A	%	U	%	D	%
The supervisors ensures that classrooms are adequate in your school	42	40.3	-	-	62	59.6
There are enough furnitures in the schools	44	42.3	-	-	60	57.6
There is sufficient supply of teaching aids in your school	34	32.6	-	-	70	67.3
Textbooks are suf sufficient in your school	41	39.4	-	-	63	60.5
The books are relevant to the curriculum	33	31.7	-	-	71	68.2

From Table 4.15 it was revealed that the categories of headmasters who agreed that the supervisors ensure the adequacy of classrooms and furnitures

were 40.3% and 42.3% respectively, whereas 59.6% and 57.6% of the headmasters responses indicated their disagreement.

The table also shows that only 32.6% of the headmasters agreed that there is sufficient supply of teaching aids in the schools while 67.3% do not agree. An examination of the table also showed that out of the 104 headmasters involved in the study only 41 representing 39.4% and 33 representing 31.7% agreed that there are enough textbooks which are also relevant to the curriculum in the schools, while 60.5% and 68.2% disagreed.

Based on what was obtained from the various respondents regarding the roles of the supervisors in relation to the supply of educational facilities in the schools, we found out that they were more on the disagreeing position. The supply of textbooks, furniture, teaching aids, classrooms among others was below expectation in the state. On the issue of supply of textbooks, Salihu (1989:30), pointed out in his study that more than 70% of the books used by pupils are supplied by individual parents.

It is worth mentioning at this juncture that, even during the time when the primary schools management Board was in existence same idea was shared by Koki (1989:52) where he stated that: "On the supply of teaching materials to schools by the P.S.M.B. only 5 or 12.5% of the respondents agreed that the P.S.M.B. supplied the materials constantly to their schools while 87.4% of them said no or disagreed". This further clearly indicated that the supply of teaching materials to our primary schools was inadequate. In a similar vein, Otu (1976:25) in her study titled "The U.P.E. Planning in Kano State", summarised the problems facing the state as: Manpower, facilities, suitable curriculum and lack of physical accommodations to house the pupils among others.

Research Question No. 4: This research question states: what are the supervisory method used by the supervisors in the State? (In relation to communication and transportation facilities).

Research Question NO. 4 - The main concern of this research question is to seek the views of the various categories of respondents involved in this study in relation to the supervisory methods being employed by the supervisors for the purpose of supervision.

In this regard, opinions of the respondents were obtained in relation to communication (between the schools and of course the supervisors) and transportation facilities. These questions were employed due to the fact that without proper and effective communication between the supervisors and the schools there would not be any meaningful results concerning the supervisory roles. This is so because, it is by way of knowing the problems affecting the schools that proper measures could be taken towards solving them.

On the issue of transportation facilities provision, the situation is the same, because it is with the availability of such facilities that the supervisors could be able to carry out the task of supervision. To this end, the degree of agreement or disagreement of the various respondents

was the main basis established for making judgements in relation to the questions being established to answer the research questions.

Research question no. 4 - What are the supervisory methods used by the supervisors in the State? (In relation to communication and transportation facilities).

Table 4.16: Shows the responses of the District Education officers to Research question no. 4 - which states that: What are the supervisory methods used by the supervisors in the State? (In relation to communication and transportation facilities).

	A	%	U	%	D	%
There is good communication flow between you and the supervisors in your District	8	72.7	-	-	3	27.2
Transportation facilities is very sufficient for the supervisors to carry out their activities in the district	2	18.1	-	-	9	81.8

From the table, it is indicated that 72.7% of the District Education Officers agreed that communication flow between them and the supervisors is effective while only 27.2% disagreed. An examination of the table further revealed that 81.8% of the District Education Officers were found to be in disagreement with the statement that there is sufficient transportation facilities for the supervisors to carry out their activities whereas only 18.1% agreed.

RESEARCH QUESTION NO. 4 - What are the supervisory methods used by the supervisors' in the State (in relation to communication and transportation facilities).

Table 4.17: Shows the responses of the District School Supervisors to research question No. 4 which states that: What are the supervisory methods used by the supervisors in the State? (In relation to communication and transportation facilities).

	A	%	U	%	D	%
There is good communication flow between you, the teacher and the headmasters in the schools for the improvement of the schools	5	22.7	-	-	17	77.2
Transport system is available for the discharge of your duties of supervision	2	9.0	-	-	20	90.1
You visit the schools for supervision purpose constantly	20	90.1	-	-	2	9.0

The Table indicated that only 22.7% of the supervisors agreed that there is good communication flow between them, the teachers and the headmasters while 77.2% have disagreed. Looking closely at the table it was also revealed that only 2 (two) out

of the 22 District School Supervisors representing 9.0% indicated their agreement in relation to the availability of transportation facilities for the discharge of their duties, whereas 20 representing 90.1% showed their disagreement. An examination of the table have shown that 90.1% of the supervisors agreed that they visit the schools constantly while 9.0% disagreed.

Despite the fact that both the supervisors and the district education officers responses showed disagreement in relation to transportation system in the districts yet their responses indicated that they visit the schools constantly. In this regard, 90.1% agreed while only 9.0% disagreed. The inference to be drawn from here is that, it may be a cover on their own side or that they pay visits to the schools that are easily accessible to them within their area of jurisdiction. In a way of denouncing the opinion that the supervisors do visit the schools constantly, the views or opinions expressed by the District Education Officers could be brought forward to be in support. Based on this 7 (Seven) out of the 11 District Education Officers involved

in the study representing 63.6% disagreed that the supervisors do visit the schools for supervision purposes while only four representing 36.3% agreed.

Table 4.18: Shows the responses of the Teachers to Research Question No. 4.

Research Question No. 4 - What are the supervisory methods used by the supervisors' in the State (in relation to communication and transportation facilities).

	A	%	U	%	D	%
You communicate easily with the supervisors on anything related to the school	125	27.4	-	-	331	72.5
Transportation facilities is made available to the supervisors for supervision purpose in your district	98	21.2	-	-	359	78.7

Table 4.18 has indicated that only 27.4% of the teachers agreed that they communicate easily with the supervisors for anything related to the school while 72.5% disagreed. The table further revealed that only 21.2% were found to be in agreement with the issue concerning transportation facilities to the supervisors for the purpose of supervision whereas 78.7% disagreed. This clearly show that there is a great disparity in terms of interaction between the supervisors and the teachers.

Table 4.19: Shows the responses' of the Headmasters to Research Question No. 4

Research Question No. 4 - What are the supervisory methods used by the supervisors' in the State (In relation to communication and transportation facilities).

	A	%	U	%	D	%
Communication between your school and the supervisor is effective	40	38.4	-	-	64	61.5
There is availability of transportation facilities in your district to the supervisors	22	21.1	-	-	82	78.8
The Availability of the transportation system make your school to be supervised (and or visited) by the supervisor constantly	29	27.8	-	-	75	72.1

The table revealed that 38.4% of the headmasters agreed that there is effective communication between them and the supervisor while 61.5% disagreed. On the issue of transportation facilities to the supervisors, the responses of the headmasters further revealed that only 21.1% agreed whereas 78.8% disagreed. Closely related to the availability of transport to the supervisors was the question in relation to whether the schools are being supervised by the supervisor constantly or not. In this regard, the responses of the headmasters involved in the study showed that only 27.8% agreed and 72.1% were found to be in disagreement.

On the whole therefore, it could be said that the issue of transportation to the supervisors is in totality absent because all the various categories of respondents involved in the study have shown their disagreement.

As regards to the issue of communication, it was only the District Education Officers who were found to be in agreement that they communicate with the supervisors on things related to the school.

4.4 Summary

This chapter presented the analyses of data collected for the study. Four research questions were established for the purpose of the study aimed at determining the extent to which the D.S.S. discharge their functions. Questionnaire was the main instrument used in collecting the data and was administered to four different categories of respondents namely: the D.E.Os; the D.S.S., the Headmasters and the Teachers.

The questionnaire was designed into two broad sections comprising of Section 'A' and Section 'B'. Section 'A' deals with the various respondents personal information in relation to gender, years of experience and educational qualifications while Section 'B' formed the main body of the questionnaire. The analysis is done with the use of frequencies and simple percentages.

The results indicated that there was not a single female officer in the case of D.E.O. and D.S.S. respectively. While majority of the D.E.Os and D.S.S. have N.C.E. as their highest educational

qualification, the Headmasters and the Teachers have Grade II as their highest educational qualifications.

It was found in the study that the D.S.S. do not visit the schools constantly and that the headmasters were not performing their instructional leadership (in the schools) in the area of staff development in relation to the organisations of seminars, symposia, workshops and arrangement of in-service courses for the teachers. The results further revealed that, with the exception of the D.E.Os, all the various respondents involved in the study shows that there was the proper keeping of records, lesson preparation and the use of teaching aids in the schools by the teachers.

However, the study shows that the schools are lacking in adequate provision of infrastructural facilities and that the provision of sufficient and effective transportation facilities to the supervisors was also found to be inadequate.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to look into the roles and functions of the District School Supervisors towards the improvement of teaching and learning in primary Schools in Kano State of Nigeria. Frequencies and simple percentages were used as the main basis for making judgement in relation to the role being played by the supervisors and on the improvement of the conditions of the schools in the state.

5.2 Summary

This summary will be presented in two parts, the biographic information and the main research question. After considering the various' respondent's biodata, the researcher framed the main body of the questionnaire which formed 'Section B' to include various items on the questionnaires of the different categories of respondents involved. For the purpose of carrying out the study, four different research questions were established into:

i) What are the various ways through which the D.S.S. carry out their functions?

ii) What are the supervisor's role in the instructional leadership of headmasters in the schools?

iii) What role does the District School Supervisors play in the provision of educational facilities in the primary schools?

iv) What are the supervisory methods used by the supervisors in the State? (in relation to communication and transportation facilities).

For the purpose of this study, the questionnaire was the main instrument used for the collection of data while the reporting of the data was done with the use of frequencies and simple percentages. The questionnaire was designed for four different categories of respondents, namely, the District Education Officers; District School Supervisors; Headmasters and the Teachers. On the whole 593 respondents participated in the study. The questionnaire

contained two broad sections.

In Section 'A', personal information of the respondents was sought for while Section 'B' formed the main body of the questionnaire in relation to the research questions guiding the study.

The study found out that the D.E.Os and the D.S.S. were all males at the time this study was carried out. It was reasoned this great discrepancy in gender against females may be largely due to the educational backwardness of the State in general and of the female in particular. Similarly, 95 headmasters out of 104 representing 91%, 345 teachers out of 456 representing 76% were all males.

It was further found out that out of a total of 456 teachers covered by the study, 233 representing 51% had less than four years working experience while only 48 teachers representing 11% had more than ten (10) years of working experience.

Unlike the teachers, 29 out of the 104 headmasters representing 28% had more than 10 years of working experience while only four and 10 of them (the

headmasters) representing 4% and 10% respectively have between 1-2 years and 3-4 years working experience. Closely related to the headmasters working experience, was the D.S.S. and the D.E.Os in which nine / out of 22 and six / out of 11 representing 41% and 55% of the District School Supervisors and District Education Officers covered by the study had 10 years and above working experiences. On the other hand two / of the D.E.Os. and four / of the D.S.S. representing 18% each has between 5-6 years of experience.

The study further revealed that majority of the D.E.Os have N.C.E. qualification, while four (36%) have diploma certificates. However, their level of preparedness could only be determined by how best they put in the education system. Unlike the D.E.Os, where nobody had obtained a degree, six of the 22 D.S.S. involved in the study representing 27% and three representing 14% had 1st degree and P.G.D.E. qualification respectively. Implicitly therefore, this inference had indicated that, while years of working experience determined the appointment

of D.E.Os the D.S.S. were to some extent appointed based on their educational qualifications. This method which makes it possible for the appointment of D.S.S. based on qualification deserve encouragement.

Based on this, it is the researcher's opinion that the appointment of the D.E.Os, should not only be on experience but rather on the ground of posessing the required educational qualification as well. However, this does not mean that the D.E.Os do not have any qualification that can lead to their appointment to that post.

In addition to this, the study further revealed that 30 out of the 104 headmasters involved in the study representing 29% have N.C.E. as their highest educational qualification while 60 representing 58% have Grade II qualification. On the part of the teachers however, it was revealed that 340 out of 456 of them (the teachers) representing 75% were grade II passed. Along this line, 28 representing 6% have H.I.S. qualification which is equivalent to Grade II, and are charged with the responsibility of Islamic Studies instruction in the schools.

It was found that the District Education Officers were dissatisfied with the activities of the supervisors towards the quality of the teaching force, use of teaching aids by the teachers and the visits the supervisors pay to the schools for the purpose of supervision. On the part of the supervisors however, their disagreement was found to be in the issue of organising induction courses for beginning teachers. In connection to this, 45.4% were found to disagree. Similarly, 57.4% and 53.2% of the teachers responses indicated that they are not visited constantly by the supervisor in addition to the organisation of in-service courses. While the teachers responses shows that they do not have direct contact with the supervisors for discussing issues related to the schools, 57.6% of the headmasters responses indicated that they (the headmasters) have direct contact with the supervisors. On the contrary however, 55.7% of the headmasters disagreed that the problems discussed received most urgent attention. It is worth mentioning here that, the teacher's and the headmaster's responses' have only indicated agreement in relation to lesson preparation, record keeping and the quality of the teaching force.

In relation to the role being played by the supervisor in the instructional leadership of the headmasters, it was found that the headmasters assist the teachers in overcoming most of their problems in the schools side by side with the issue of checking lesson plans. In this regard, 63.6% and 72.7% of the District Education Officer's responses' were found to be in agreement. However, 54.5% of the D.E.O's, disagreed over seeing to the proper keeping of records in the schools by the headmasters.

On the contrary, 59% of the D.S.S. responses have shown that the headmasters do help the teachers in keeping of records in the school in addition to ensuring that the teachers make adequate use of teaching aids in the schools. This view is also shared by the teachers and the headmasters in addition to the assistance the headmasters give to the teachers in overcoming classroom problems.

Looking at the issue of the provision of educational facilities in the schools however, it was found that the schools' lack infrastructural facilities'. Things like class

room accommodation, furnitures, teaching aids and the supply of books to the schools as found to be inadequate. While all the various respondents namely, the D.E.Os., the teachers and the headmasters showed that the books being supplied to the schools are not relevant, 90.9% of the D.S.S. have indicated that books are available and relevant to the curriculum.

As regards to the supervisory methods being adopted by the supervisors' in relation to communication and transportation facilities, it as found that there was good communication flow between the D.E.Os and the D.S.S. in this regard, 72.7% of the D.E.Os responded to the agreement position while 72.5% of the teachers and 61.5% of the headmasters responses shows their disagreement.

On the issue relating to the provision of transportation facilities to the supervisors for the purpose of supervision, 81.0% of the D.E.Os, 90.1% of the D.S.S; 78.7% of the teachers and 78.8% of the headmasters have indicated their disagreement.

5.3 Recommendations

Based on the result obtained in this study, the following recommendations can be made.

1. The quality of the teaching force is the backbone of effective teaching and learning, the supervisors should on their own part ensure that the teachers are given access to in-service courses on either part time or full-time basis. In relation to this, the supervisors should endeavour to be arranging for the professional growth of the teachers through symposia, seminars and lectures occasionally. Similarly, for our supervisors to be in a better position to perform their jobs, there is need for their training in modern trends of supervision. To this end, the supervisors themselves should be compelled to undergo undergraduate and post-graduate programmes on supervision and administration or courses of a similar nature offered by the Institutes of Education in the country.

2. For the provision of adequate facilities for teaching in order to provide the best possible

learning for the pupils, the supervisors should act as a liaison agent making communication between the teacher and the administrator. In connection with this, the authority concerned should try to ensure that there are adequate classrooms, supply of teaching aids, textbooks and furniture for the achievement of the desired objectives.

3. The provision of sufficient and effective transportation facilities are the backbone of undertaking the numerous journeys for supervision purpose by the supervisor, the supervisors must have vehicles attached to their offices in order to discharge their duties effectively. At this juncture, it is the opinion of the researcher that the type of vehicle to be given thas to be Lard Rover or Nissar Patrol (Jeep) so that it can suit the Sahel nature of the State. Side by side with the issue of transportation is the issue relating to

appointment of a typist/clerk to the office of the supervisor so that reports of supervision can get into the office of the A.C.I.E. at the L.E.A. on time for immediate action.

5.4 Areas of Further Research

A) This study may be repeated for some other States in order to help identify specific roles of the District Schools' Supervisors' in other States of the Federation.

B) An evaluative study should be carried out on the organizational structure and functions of the Local Education Authority's (L.E.A.) Inspectorate Division in the State.

C) There is need for a study to be carried out on the roles of Education Secretaries towards the improvement of primary education.

D) A study should be carried out on the nature of communication flow between the inspectorate division of L.E.A. and that of the State's Ministry of Education for the purpose of seeing to the improved conditions in the Schools.

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Appendix I: QUESTIONNAIRE FOR DISTRICT EDUCATION OFFICERS, DISTRICT SCHOOL SUPERVISORS TEACHERS AND HEADMASTERS

I am a post-graduate student interested on the Roles and Functions of District School Supervisors towards the Improvement of Teaching and Learning in the primary Schools in Kano State. This questionnaire is designed to obtain data from you on or about how you think the role being played by the supervisors contributes to the achievement of better conditions of schools in the state.

It is in response to this that the researcher is committed to studying the extent to which the role being played by the supervisors contribute to the improvement of teaching and learning situations in schools.

In light of this, the success of this study depends upon your cooperation in answering the questions as objectively as possible. All individual responses will be treated confidentially and only grouped data will be reported.

Thanking you for your anticipated cooperation.

Yours faithfully,

INUWA, T.B.

Appendix I: QUESTIONNAIRE FOR DISTRICT EDUCATION OFFICER

Dear respondent,

The information required in this questionnaire is purely for academic purpose. Any information given will be held with specific confidence.

The researcher is investigating into the roles and functions of District school supervisors in Kano state towards the improvement of primary education.

Your cooperation in filling the questionnaire thus is highly solicited.

Please kindly, fill in or tick your responses in the space provided:

PERSONAL DATA

a) L.E.A. _____

b) District _____

c) sex: Male ☐ Female ☐

d) Experience:

i) 1-2 years ☐

ii) 3-4 years ☐

iii) 5-6 years ☐

IV) 7-9 years ☐

v) 10 years and above ☐

e) Qualification:

i) University degree ☐

ii) P.G.D.E. ☐

iii) N.C.E. ☐

iv) Diploma ☐

v) Grade II ☐

vi) H.I.S. ☐

vii) Grade III ☐

viii) Others (specify)_____

Tick (✓) your responses in the most appropriate column. NOTE that:

SA - Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

UD = Undecided

Alternatively - 5, 4, 3, 2 and 1.

		5 SA	4 A	3 D	2 SD	1 U
1.	The supervisor ensures that teachers in your District are qualified enough to handle the task of teaching and learning effectively.					
2.	The supervisor ensures that teachers make adequate use of teaching aids in their lessons					
3.	You are highly satisfied with the roles the supervisors play in creating a conducive atmosphere for the improvement of teaching and leaving situations in the schools in your District.					
4.	supervisors in your district visit the schools for the purpose of supervision constantly.					
5.	You are highly satisfied with the role the headmasters play in the improvement of teaching and learning situations in the schools					
6.	Headmasters in your district assist the teachers in overcoming most of their problems in the classroom.					
7.	Headmasters in your district look into the teachers lesson plans and give guidance.					

		5 SA	4 A	3 D	2 SD	1 U
8.	The headmasters ensure that records are kept properly in the school.					
9.	There is adequate supply of teachers in your district.					
10.	There is enough teaching aids in the schools					
11.	Classrooms and furnitures are adequate in the schools.					
12.	There is adequate supply of books which are relevant to the curriculum.					
13.	There is good communication flow between you and the supervisors in your District					
14.	Transportation facilities is very sufficient for the supervisors to carry out their activities in the District.					

Appendix II: QUESTIONNAIRE OF DISTRICT SCHOOL SUPERVISORS

Dear respondent,

The information required in this questionnaire is purely for academic purpose. Any information given will be held with specific confidence.

The researcher is investigating into the roles and functions of District school supervisors in Kano state towards the improvement of primary education.

Your cooperation in filling the questionnaire thus is highly solicited.

Please kindly fill in/tick your responses in the space provided.

PERSONAL DATA

a) L.E.A. _____

b) District _____

c) Sex: Male _____ Female _____

d) Experience:

i) 1-2 years ___

ii) 3-4 years ___

iii) 5-6 years ___

iv) 7-9 years _____

v) 10 years and above _____

e) Qualification:

i) University degree _____

ii) P.G.D.E. _____

iii) N.C.E. _____

iv) Diploma _____

v) Grade II _____

vi) H.I.S. _____

vii) Grade III _____

viii) Others (specify) _____

g) How is the nature of your supervision in the District?

i) Individual _____

ii) Team work _____

Tick (✓) your responses in the most appropriate column. NOTE that:

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

UD = Undecided

Alternatively, 5, 4, 3, 2 and 1

		5 SA	4 A	3 D	2 SD	1 UD
1.	You assist the teachers with their instructional problems for the improvement of teaching and learning situations in schools					
2.	You check records of work of the teachers regularly					
3.	You look into their lesson plans and give guidance.					
4.	You arrange for the professional growth of the teachers through in-service courses					
5.	You organise induction courses for beginning teachers in your district.					
6.	You arrange for the professional growth of the older teachers through refresher courses.					
7.	The headmasters in your district help the teachers with their instructional problems for the improvement of teaching and learning situations in the schools					
8.	The headmasters assist the teachers in keeping records in the school.					
9.	The headmaster ensures that teachers make adequate use of teaching aids in the classrooms during lessons					

		5 SA	4 A	3 D	2 SD	1 UD
10.	There is adequate accommodation in terms of classrooms in the schools in your district					
11.	Textbooks are enough and relevant to the curriculum					
12.	The schools have enough and variety of teaching aids					
13.	There are qualified teachers in the schools in your district					
14.	There is good communication flow between you, the teachers and the headmasters in the schools for the improvement of the schools					
15.	Transport system is available for the discharge of your duties of supervision					
16.	You visit the schools for supervision purpose constantly.					

Appendix III: QUESTIONNAIRE FOR THE HEADMASTERS

Dear respondent,

The information required in this questionnaire is purely for academic purpose. Any information given will be held with specific confidence.

The researcher is investigating into the roles and functions of District School supervisors in Kano state towards the improvement of primary education.

Your co-operation in filling the questionnaire thus is highly solicited.

Please kindly fill in or tick your responses in the space provided.

PERSONAL DATA

a) L.E.A. _____

b) District _____

c) Sex: Male ____ Female _____

d) Experience:

i) 1-2 years ____

ii) 3-4 years ____

iii) 5-6 years ____

iv) 7-9 years ____

v) 10 years and above ____

e) Qualification

i) University degree _____

ii) P.G.D.E. _____

iii) N.C.E. _____

iv) Diploma _____

v) Grade II _____

vi) H.I.S. _____

vii) Grade III _____

viii) Others (specify) _____

Please tick (✓) in the most appropriate column.

NOTE that:

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

UD = Undecided

Alternatively, 5, 4, 3, 2, and 1

		5 SA	4 A	3 D	2 SD	1 UD
1.	That teachers are enough to teach the pupils in the school					
2.	Teachers in your school are qualified due to the role played by the supervisors					
3.	Teachers prepare lesson notes in your school regularly					
4.	The teachers keep proper records.					
5.	supervisors play effective role in improving the quality of teaching in the classrooms					
6.	You have direct contact with the supervisor for discussing problems affecting your school					
7.	Problems discussed receive most urgent attention.					
8.	You periodically check the lesson notes of the teachers					
9.	You check children's record regularly.					
10.	Teachers make use of variety of teaching aids during lesson (in the school)					
11.	You organise in-service courses for teachers of all categories in your school for the maintainance of their professional growth.					

	5 SA	4 A	3 D	2 SD	1 UD
12. The supervisor ensures that classrooms are adequate in your school					
13. There are enough furnitures in the school					
14. There is sufficient supply of teaching aids in your school					
15. Textbooks are sufficient in your school					
16. The books are relevant to the curriculum					
17. Communication between your school and the supervisor is effective					
18. There is availability of transportation facilities in your district to the supervisors					
19. The availability of the transportation system make your school to be supervised (and or visited) by the supervisor constantly					

Appendix IV: QUESTIONNAIRE FOR THE TEACHERS

Dear respondent,

The information required in this questionnaire is purely for academic purpose. Any information given will be held with specific confidence. The researcher is investigating into the role and function of District school supervisors in Kano state towards the improvement of primary education. Your co-operation in filling the questionnaire thus is highly solicited.

Please kindly, fill in or tick your responses in the space provided.

PERSONAL DATA

a) L.E.A. _____

b) District _____

c) Sex Male _____ Female _____

d) Experience:

i) 1-2 years _____

ii) 3-4 years _____

iii) 5-6 years _____

iv) 7-9 years _____

v) 10 years and above _____

e) Qualification:

i) University degree ____

ii) P.G.D.E. ____

iii) N.C.E. ____

iv) Diploma ____

v) Grade II ____

vi) H.I.S. ____

vii) Grade III ____

viii) Others (specify)_____

Tick (✓) in the most appropriate column. NOTE that:

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

D = Disagree

UD = Undecided

Alternatively, 5, 4, 3, 2 and 1

		5 SA	4 A	3 D	2 SD	1 UD
1.	You have enough teachers in your school					
2.	The teachers are competent in dealing with classroom problems					
3.	The supervisor create a conducive atmosphere for effective teaching and learning in your school.					
4.	You get help from the supervisor with your classroom problems on visit.					
5.	You are supervised constantly by the supervisor					
6.	supervisors arrange in-service courses for your professional growth.					
7.	You records of work are being checked by the supervisor on visit.					
8.	Lesson plans are also checked by the supervisor					
9.	The supervisors activities contribute to the availability of qualified teachers in the schools.					
10.	The headmaster make the environment conducive for learning in your school					

	5 SA	4 A	3 D	2 SD	1 UD
11. The headmaster assist you in overcoming most of your problems in the classroom					
12. The headmaster look into your record of work and lesson plans					
13. There are adequate classroom in the school you teach					
14. There is availability of furnitures in the schools					
15. The supervisor helps in seeing to the availability of teaching aids in the school.					
16. There are enough textbooks in the school.					
17. The books are relevant to the curriculum.					
18. You communicate easily with the supervisors on anything related to the school					
19. Transportation facilities is made available to the supervisors for supervision purpose in your district					

Appendix V: SCHEDULE OF DUTY OF THE DISTRICT SCHOOL SUPERVISOR

1. To conduct scheduled and unscheduled inspection of schools in his area.

2. To prepare and submit inspection report to the ACIE of the L.E.A.

3. To assist in the preparation of refresher courses for Headmasters and teachers in his area of jurisdiction.

4. To ensure the full implementation of Continuous Assessment in schools in his area.

5. To ensure for the implementation of L.I.P. and Science and Mathematics projects in Schools in his area.

6. To recommend for disciplinary action against erring teachers and headmasters.

7. To supervise all nursery schools in his area and recommend for recognition or closure.

8. To submit a comprehensive periodic report on each school and progressive achievements made.

9. To advise on quality control

10. To ensure the implementation of policy matters at school level.

11. To supervise the conduct of National and State Common Entrance Examinations.

12. Any other duty that may be assigned to him by the superior officers.

Appendix VI: LOCAL GOVERNMENT EDUCATION AUTHORITY INSPECTORATE UNIT: CHECK-UP, BRIEF, ADVISORY INSPECTION REPORT FORMS

Name of School.....

District.....

Name of Headmaster.....

Qualifications.....

Date of Inspection.....

No. of Building.....

No. of Classrooms.....

Classes.....

No. of Staff Room.....

Office.....

Library.....

Store.....

Latrines.....

Playground.....

Garden.....

General Compound.....

AMENITIES

Pipeborne Water.....

Electricity.....

First Aid Kit.....

ADMINISTRATIVE ORGANIZATION

Visitors Book.....

Log Book.....

Admission Register.....

Attendance Register.....

Store Book.....

Punishment Book.....

Time Table.....

PTA Meeting Book.....

TEACHING STATE

Number of Teachers.....

Present.....

Number of Teachers Absent.....

Attitude to Work.....

Teachers/Pupil Relationship.....

Appedix VII

KANO STATE MAP
SHOWING THE DISTRICTS



KEY

W = WAJE
C = CITY
KBT = KUMBOTSO
UN = UNGOGO
N = NASARAWA