The Role of the Inspectors/Supervisors in Educational Development in Kaduna State

by

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This study is an attempt to encourage Kaduna State Government to redefine the role and function of a school inspector with a view to improve the quality of teaching-learning in our primary schools. At present there is no clear definition of a professional Primary school inspector's role. An Inspector is looked upon as a multi-purpose man carrying out administrative and professional responsibilities between schools and Ministry. Inspectors spend an undue proportion of their time in routine administrative tasks. In consequence they are unable to fulfil their professional role in the schools.

To find reasons behind the misconception of role and function of inspectors and to put forth some recommendations for improvement of the quality of education in our schools, the following hypothesis have been advanced:

1. The concept of supervision is not clearly understood by the inspectors and teachers.
2. The Ministry has not adequately defined the role and functions of inspectors.

3. A clear definition of role plus adequate professional training of inspectors would tremendously enhance the quality of teaching and learning in our schools.

With the first hypothesis 48% of 325 respondents in the state agreed that the concept of supervision is not clear to both the inspectors and teachers.

In the second place 58% of 116 respondents affirmatively agreed with the statement. The third hypothesis shows an overwhelming affirmative answer, 83% of the questionnaire returns agree, 9% disagree and 8% undecided.

In conclusion, the writer has made some recommendations which it is hoped would improve the effectiveness of inspectors and hence the quality of education in our schools. The highlights of these can be stated as follows:-

1. That the seperation of professional and administrative functions of inspectors will tremendously improve the quality of school supervision.

2. That in the appointment of inspectors proof of outstanding teaching and organizing ability are essential and that they should have B.Ed, or N.C.E. as a basic qualification.

3. That pre-service and in-service training are very vital for effective supervision.

4. That the Ministry should clearly define the role and functions of inspectors.

5. That the ratio of inspectors to teachers should he I:300 with view to allow for concentrated and effective supervision.

6. That inspectors should be fully informed of the policy decisions of the Ministry and that the Ministry should encourage attachments both within and outside the country.

The success of any system of education is hinged on efficient inspection and supervision of schools. In order to ensure quality control through regular inspection and continuous supervision of instructional and other educational services it is essential that ambiguities and misconception in inspectors role should be removed. To up-grade, improve and make the supervisory work effective the Ministry of Education should re-define the role and functions of schools inspectors.

APPROVAL PAGE

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The undersigned certify that they have read and recommend to the Faculty Board of Education for acceptance, a project entitled: The Role of the Inspectors/Supervisors In Educational Development in Kaduna State, submitted by MUSA HASSAN in partial fulfilment of the requirements for the degree of Master of Education (Administration and Planning).

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DEDICATION

This book is dedicated to my late father M. HASSAN whose tremendous love, support and persistent advice for hard-work have been great sources of inspiration and guidance in my life.

ACKNOWLEDGEMENTS

I wish to register my sincere gratitude to the Ministry of Education for sponsoring my studies. It is my great pleasure to express my thanks to the Faculty of Education A.B.U. for giving me a place to further my education; and specifically to Professor Adamu Bakie for his support. I am greatly indebted to Dr. B. Raju whose invaluable advice and guidance have tremendously helped me. Her continued interest in my work has been a frequent source of inspiration to me, her willingness to spend much of her valuable time in reading my drafts and discussion of my points have been greatly appreciated. I am also grateful to Dr. Edem for his invaluable advice and fruitful guidance and Dr. Adeyanju for his advice and encouragement.

My heartfelt gratitude goes specifically to all inspectors, Chief Education Officers of the L.E.A.s, headmasters, teachers, parents and community leaders who

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CHAPTER I

THE PROBLEM

INTRODUCTION

Supervision is the pith and marrow of education; where there is an effective supervision effective learning will take place. The ideal role of an inspector is to remove all necessary obstacles on the path of effective learning. In pursuance of this noble goal, the National Policy on Education stipulates the fact that any existing contradictions and ambiguities in the educational system of the country should be removed to ensure orderly development of the nation. The services of the inspectorate are harnessed to the task of improving the quality of education. But the present role of school inspectors is ambiguous and unclear to the inspectors themselves and many other people. Eradication of the source of misconception of the role is imperative if high quality of education is required.

Most of the professional educators, parents and the community generally understand the roles of teachers, but the same cannot be said for the inspectors/supervisors.

What the school inspector is, what he does, what he should be are clouded with misunderstandings. Inspectors themselves do not fully understand what their roles are. Supervision too, is not how like it used to be. Tremendous changes in schools and the country as a whole have been varied and so rapid that inspectors roles and responsibilities are less clear today than a decade ago. In this rapidly expanding educational system all sorts of personnel are employed in every sector of the system but little attention is given to the clarification of roles and responsibilities. In such cases, personnel are so busy coping with operational survival that little attention is devoted to organizational structure or to instructional improvement, in such case supervisors find themselves doing any and everything much of which may be related to instruction or instructional improvement.

In the light of the above, it therefore becomes imperative to endeavour to make inspectors understand their modern roles. In the modern age, the inspectors role is complex and complicated, he is required to advise, assess and administer.

His modern role should be based on persuasive leadership and guidance. The old authoritarian and inquisitional methods of fulfilling ones role are now outmoded and retrogressive. Inspectors are also required to engage themselves in giving meaning and impetus to the translation of policies and plans into implemented programmes and activities in the field. They should also ensure that governmental investment in education are productive and meaningful in the formulated direction. They should endeavour to lay a sound foundation for full understanding and positive cooperation between planners and administrators on the one hand and the practising teachers on the other. If the inspectors understand their role, the local education authorities, the parents, the teachers and the populace do likewise, the quality of teaching learning would considerably improve.

Any attempt directed towards professionalization of the inspectorate, any endeavour to bring about excellence in instruction requires clear understanding of roles and responsibilities by both the incubent and the people.

This study is aimed at examining the roles perception of inspectors, role expectations of inspectors and roles of teachers, parents and the Ministry with a view to increasing the professional competency of inspectors so that the effectiveness of teachers, the teaching learning quality in our schools can be considerably improved.

STATEMENT OF THE PROBLEM

At present there is no ideal definition of a professional Primary School Inspector. Currently an inspector is looked upon as a multi-purpose man carrying out administrative and professional responsibilities between schools and Ministry. Inspectors spend an undue proportion of their time on routine tasks of an administrative nature.

In consequence, they are less able to fulfil their professional role in the school, with teachers and their students, observing, assessing and giving useful and constructive advice and help, and in working with teachers on courses, workshops and seminars. This study attempts to define the professional role of a functional Primary School Inspector of Kaduna State in the light of new concepts of education

administration and supervision for the feasibility of adapting it to the specific needs of primary schools education in Kaduna State.

QUESTIONS TO BE ANSWERED:

1. To what extent do inspectors perceive their role as facilitators of teaching and learning in schools?

2. How far do they perceive their role and function as professional education improvement agents as distinct from administrators?

3. To what extent should inspectors involve themselves in administrative duties?

4. How can the Ministry make the substantive nature of the inspectors role clear?

5. What are the modern roles that are appropriate to inspectors?

6. What are the techniques of instructional supervision that are used in schools for improvement of teaching and learning?

7. What will be the role of inspectors in advancing teachers' knowledge and creating and sustaining better understanding and helpful relationships between the schools and the L.E.A. and between the Ministry and the community?

BASIC ASSUMPTIONS:

1. That an inspector who possesses the relevant competencies, information, skills of human relations will gain recognition and acceptance by the people and hence improve the efficiency of schools.

2. That the improvement of the supervisory qualities of inspectors would immensely improve the professional competence of teachers.

3. That careful planning, and improved evaluation procedures of supervisory and teaching programmes enhance better understanding of ones roles and his accomplishments.

4. That the ability to create and sustain a harmonious atmosphere in schools and the society helps in creating better understanding among individuals and hence job maximum output.

5. That the quality of education in our schools is bound to improve if inspectors recognize and accept their roles as planners, evaluators, experimenters and teachers' educators.

HYPOTHESIS

1. The concept of supervision is not clearly understood by inspectors and teachers

2. The Ministry has not adequately defined the role and function of inspectors.

3. A clear definition of role, plus adequate professional training of inspectors, would tremendously enhance the quality of teaching and learning in our schools.

SCOPE AND DELIMITATION OF THE STUDY:

The research is concerned with unclear roles of inspectors as agents of change and improvement of teaching learning in the Primary schools in the Kaduna State. The study therefore covers selected

primary schools in Daura, Katsina, Kaduna, Jema'a, and Zaria Local Government areas of Kaduna State.

SIGNIFICANCE OF THE STUDY:

It is hoped that the result of this study will provide useful literature in the field of education administration. The study is also intended to help professional inspectors to discover, define and understand their roles, their purpose and goals as they strive to improve the instructional programme. It will also help teachers understand the roles of Inspectors meaningfully, direct their efforts and energies towards the meaningful improvement of the learning experiences and skills of the pupils. It is also an endeavour towards self realization, self-improvement and upliftment of professional competence, recognition of and acceptance of the invaluable contribution of inspectors in the development of education in the State, which is also a vital instrument of nation building.

DEFINITION OF TERMS:

1. "ROLE" is the behaviour expected of the occupant of a given position or status.

2. "ROLE EXPECTATIONS" may be viewed as actions or qualities expected of the occupant of a position. Role expectations can be explained as beliefs, cognitions held by people in regard to the behaviours that are appropriate for the occupant of a given position.

3. "ROLE STRAINS" refers to misconception of role between two or more actors. Incompatibility of expectations or lack of clarity in the role expectations may cause strains.

4. "SUPERVISION" is all efforts of designated school official towards providing leadership to teachers and other education workers in the improvement of instruction, involves the stimulation and professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction and methods of teaching and evaluation of instruction.

5. "PRIMARY SCHOOL INSPECTION" (Dodd, 1968 p.2) is the constant and continous process of more personal guidance based on frequent visits when attention is directed to one or more aspects of the school and its organization.

6. "PRIMARY SCHOOL INSPECTOR" is an experienced teacher employed by the government to be responsible for the inspection of all the subjects and activities of a primary school.

7. "PRIMARY SCHOOL" is an institution which offers formal education for children who have attained the age of six and not more than 13, and who receive instruction in the subjects specified by the State Education Law.

8. "TEACHING" is what teachers do to help their pupils learn new ideas, attitudes, values and the rational ways of solving their problems. It is concerned with the adoption of methods appropriate to the development of knowledge and understanding.

9. "TEACHER" refers to someone with one or two of the following qualifications, Grades III, II, Grade I certificate or N.C.E.

10. "LOCAL EDUCATION AUTHORITY" means the authority charged with administration and control of education in the Kaduna State.

11. "CHIEF EDUCATION OFFICER" means the Chief Executive Officer of one of L.E.A's. or a sectional head in the Ministry of Education in the State as for instance, C.E.O. Primary, C,E.O. Teacher Training, etc.

12. "VOLUNTARY AGENCY" means a person, mission, company, society or any other, corporate or incorporate body of person or persons other than the Local Authority which is the proprietor of a school or schools in the State.

13. "PRIVATE INSTITUTION" refers to an institution which does not enjoy government financial support (grants) but its curriculum is supervised by the government inspectors.

14. "DIVISIONAL INSPECTOR" is an education administrator in charge of a division who represents the government on educational matters that concern the division both primary and post-primary institutions of learning. He is the commissioner's

ambassador in the Division.

15. "PARENT-TEACHERS ASSOCIATION" an association of parents of children or guardians of children of a particular school with the teachers of that school.

RESEARCH PROCEDURE:

The data required for my study will be collected in the following ways:-

1. Administration of Questionnaire.

   (a) Local Education Authorities.
   (b) Primary Teachers.
   (c) Ministry of Education.
   (d) Community Leaders.
   (e) Inspectors.

2. Interviews.

3. Library Resources: Books, Journals, Reports, etc.

PROCEDURE.

In some areas, I will hold discussions with education administrators, L.E.A. Officials, Community Leaders, Parents, School Teachers with view to collect relevant information to my study.

To study relevant documentary materials in the libraries and archives relating to school inspection and supervision in Nigeria and outside Nigeria with view to arrive at conclusion that will improve the present system.

The data collection exercise will be done by me, employed inspectors or students and through correspondence and the procedure will be executed in the following ways:-

(a) Questionnaires will be served to some Primary Schools' teachers of various categories.

(b) Parents: Literate and illiterate parents estimate of schools and role of inspectors.

(c) Community leaders: Village heads, District heads, and District Officers views towards education and inspectors role will be collected.

(d) All the inspectors, assistant inspectors of education in the State will be served with some questionnaires to find their views about the roles of inspectors.

(e) LEA Education Officers.

The L.E.A., E.O.s and C.E.O.s will be interviewed about the effectiveness of the current system of inspection and supervision in schools.

(f) The Ministry's Officials

The C.E.O. Primary Schools and other professional educators will be served with questionnaires. The central theme here will be their feelings about the inspection and supervision of primary schools.

COLLECTION OF DATA FROM DOCUMENTS

Data will be collected from Primary and Secondary sources relating to inspection and supervision of primary schools in Nigeria and other countries such as Britain, France, U.S.A. U.S.S.R.

1. Archival work will have to be done, to study documents relating to the topic.

2. Inspection Reports and minutes of inspectors conferences will be consulted, collected and studied.

3. Books relating to supervision and inspection of schools will be consulted.

INTERVIEWS.

It is fully realised from experience that many people prefer to communicate orally than to commit themselves in writing. In view of this interview will have to be conducted to collect information from the people. I will seek their permission and make an appointment to meet them. I will employ some inspectors to conduct the interview for me in some places.

CLASSIFICATION, PRESENTING AND INTERPRETATION OF DATA:

The data collected from various respondents

can most profitably work to help teachers in self-evaluation. "[2] The desire for effective and useful learning in schools led to abundant studies of various techniques of supervision and therefore profusion of literature.

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2. Institute of Education, A.B.U. Inspectors Handbook. 1973, p.1,

But this study is mostly done in America and the literature on this subject are mostly American. In Nigeria the significance of supervision is realized and various studies; although of peripheral nature are being made.

In the U.S.A. literature abounds on the subject of school supervison. Antell Henry, describes the teachers attitudes towards supervisors. While Mort and Carnwell examined the sources of ideas for improvement of instruction in schools. Maining Wallan in his D. Philon. study of teachers' satisfaction with supervision found out that rural teachers were more satisfied than the urban teachers.[3] Indeed this is an area worthy of examination in Kaduna State, for we encounter a lot of difficulties in posting and retaining rural teachers. Kimbell Whiles examines the efficacy of different supervisory techniques to teachers in their work for developing children.[4] Germanacos in his paper emphasized the fact that no educational system can make

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3. Encyclopaedia of Educational Research. 1960. page 1445.

4. Ibid., 1445.

evolutionary strides forward if there is no in-built system of supervision. The supervisor should make his impact through persuasive leadership, consultation and guidance.[5]

Useful literature abounds in American market to mention a few of them. "Theory and Practice of Supervision" by J.M Gwynn and "Supervision" by William H.L. & John D.M. provide necessary and useful insight into the affairs of supervision.

Education in the six Northern States of Nigeria 1962-73 is of crucial importance to this study. The publication contains sections of Primary, Secondary, Teachers and Technical educational problems facing the North are touched.

Research, papers relevant to the field are increasing in number and importance. Ikuponyi examines the role of Inspectors in the in-service

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5. C.L. Germanacos, The Advisory or Supervisory Services of a Ministry of Education in the TORCH.

training of teachers.[6] Egherearba study of three teachers' Colleges in Zaria revealed that entry qualification, instability of the teaching staff, educational facilities among other things affected the performances of students in Grade II teachers Exam.

Yahaya Hamza an experienced administrator has contributed many papers on school supervision. He examines the relationship between Inspectors L.E.A.: The implication of U.P.E. on School Administration and supervision, the Role of the Federal Government on the U.P.E. In this paper, he emphasized the fact that School inspection and supervision is a specialist job and people need training in it. Seminar papers on the subject are being contributed by University lecturers to help school inspectors, but to my knowledge no detailed and comprehensive study has so far been made in Nigeria on the subject. It is therefore an important area which education administrators should face.

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6. Ikuponiyi: The role of Inspectors in the In-service Training of Teachers. 1972.

7. Egherearba V. Performance in Grade II Teachers Exam. by students in Teachers Training College, Zaria, 1971. A.B.U. Dip. THESIS.

However, the Role of Inspectors in the educational Development of North Central State has been studied at some length by Musa Hassan in the University of Oxford. [8] Comparative and evaluative studies have been made of four systems. Britain, U.S.A., France and U.S.S.R. and that of Kaduna State of Nigeria and suggestions on how to improve the supervisory techniques with a view to effect improved learning in primary schools have been made by the author. This study is an attempt to elaborate on what had been done in Oxford. "Inspectors Handbook" to guide primary school inspectors. The book is an improvement on the former one, but surprisingly enough it still encourages the writing of lengthy reports which in my view and views of many inspectors has very little significance to the L.E.A. or the teachers. The reports are not read and inspectors recommendations not implemented. Its system of report writing should therefore be reviewed.

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8. Musa Hassan: The Role of the Inspectorate in the Educational Development of North Central State. Oxford ACE. THESIS. 1973.

There are many useful articles on supervision in the educational leadership, which is a Journal of the Association for Supervision and Curriculum Development. The articles deal with different aspects of supervision, such as the supervisor's view, institutional constraints on professional growth,[9] humanistic supervisors enhances growth and improves instruction, [10] the supervisory role etc.

The improvement of supervisory programme and development related to the role of the supervision has received increased attention in recent years. Probest pointed to us that, the discussion of role theory suggest the influence that the perception of role exerts on the functioning of the individual. He observed that basic to understanding the perception of role is the realization that individual filling a role will tend to temper his actions to fill his own personality needs, while striving to function in line with the expectations others hold for his performance.[11] This brings us to the theory of role.

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9. Ronald E. Comfort, Larry S. Bowar Vol.31, No.7, April, 1974.
10. Ronald L. Abrell: Vol.32. No.3. December, 1974.
11. R.E. Probest, Vol.30, 1972.

The concept of role came into psychology through the cross disciplinary efforts of number of social and clinical psychologists.[12] The first of these was George Herbert Mead in his socialization theory he delineated three stages in the development of self which he called play, games and the generalised others. After Mead came Ralph Linton who contributes more upon what Mead had done. Linton was the first man to emerge with a distinction between role and status. To him status is a position in a particular pattern thus individual has many statuses. The status of an individual represents his position with relation to the total society. He describes role as a dynamic aspect of status. Robert Merton further contributed to the theory with his role set. Goffman developed a framework for analysis of social interaction based on an analogy to a theatrical performance.

Goffman like Mead Linton, and Merton makes important contribution to our understanding of the role relations by his emphasis on the fact that the assessment of proper role behaviour is based not on

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12. Educational Leadership, Vol. 30, 1972.

conscientious enactment of the roles requirements but rather a person in a given role must give the appearance of discharging the role requirements.

The concept studies such as industrial and bureaucratic organisation, group interaction, behaviour modification, attitude changes etc. The study of the concept of role has great relevance to the study of the role of inspectors. There are many literature on this subject.

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13. Edited Daurd L. Sills: International Encyclopaedia of the Social Sciences. Page 546.

CHAPTER II

EDUCATION AND ROLE PERFORMANCE OF INSPECTORS IN NORTHERN NIGERIA WITH SPECIAL REFERENCE TO KADUNA STATE

The propagation and development of Western education in Nigeria was due to the indefatigable efforts of the Missionaries, this could be dated from 1890s when they made their contact with the Southern people. But education to the Missionaries was the instrument for Christian evangelization and this was restricted to the four R's.

The British administration in the country was mainly concerned with the establishment of an effective presence. The promotion of education was given low priority and perfunctory attention yet the few schools established produced the elite of the nation especially in the North.

Education in the North, unlike the South, was essentially government sponsored, and mainly secular. The story of this begins with Lugard the first Governor. The Lugardian educational programmes for the North were to all intents and purposes concerned with the idea of insulating the North from the corrupting

influences of the South. Lugard hoped, the schools might become centres of mutual understanding and co-operation rather than centres of anti-European feeling antagonistic to British rule.[1] The first formal government institution for Western education in Northern Nigeria was built in 1909, at Nasarawa in Kano. The school was a complex of schools the school for the "sons of chief" that for training of teachers, craft school and elementary school.

In 1912, provincial schools were opened at Sokoto and Katsina, where previously there had been schools run unofficially by Residents. Provincial schools were established in other provinces. Side by side with the provincial schools were craft schools, established in 1920, where carpentry, bricklaying, etc. were taught. The schools were fed with pupils by the newly established Native Authorities. The N.As also provided

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1. S.O. Osoba and A. Fajana: Educational and Social Development During the 20th Century. Historical Society of Nigeria 17th Annual Conference. Page 6, 1971.

funds, Mallams and moral support.

Elementary schools were gradually established. Elementary education was a four year course from classes I to IV. The system persisted up to 1953, and the pupils on completion of class IV would sit for Middle School entrance examinations. The Middle school course was a five-year one remove class, Middle I, II, III, IV.[2]

MIDDLE SCHOOLS

In 1929 the Provincial Schools were replaced by the Middle schools. They recruited their students from elementary class 4 and were primarily boys

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2. We cannot do a full justice to the study of the Role of Inspectors in Kaduna State without delving briefly into the historical development of education in the State. The various categories of inspectors ranging from Visiting Teachers, Superintendents of schools, Assistant Inspectors to the Divisional Inspectors were products of a particular level of education obtained during a specific period of educational development. Much of what has to be examined about the role of Inspectors is therefore conditioned in no small measure by the educational system and its development and hence the desirability of treating briefly the historical aspect of education in the State.

schools although a few girls were admitted. The middle schools were mainly Native Authorities institutions and each province had at least one. Boys could leave at any stage, but Middle Class II was a recognized learning point for entry into sub-clerical grades and for admission to the Government Secondary Schools. Those who were brilliant complete Middle IV course at the end of which the students sat externally marked examination being supervised by the Northern Education Department. The successful candidates were issued with a certificate of attainment known as the Middle IV School Certificate. Those who failed to pass the examination were sometimes styled "Middle III pass".

From Middle Class IV, boys entered the standard clerical grades, the Grade III teacher training colleges and other forms of sub-professional training; Middle class IV is equalled with Secondary Class II.

Conversion to Primary School

In 1953 the Middle Schools shed their bottom classes to form the nucleus of Senior Primary School. The author is one of the products. In the same year the Middle school nomenclature was abolished and

replaced with provincial Secondary Schools and Junior Primary Course of four years and a Senior Primary Course of three years' duration.

In 1961, however, the Northern Nigerian Government issued a white paper on Educational Development in which it stated that the normal basis of planning in future will be the seven class educational primary day school. The artificial division between Junior Primary Schools and Senior Primary Schools must disappear and every primary school be looked upon as a potential full primary school.[2] This policy statement by the Government has ensured unbroken seven year course of primary education in the North.

SECONDARY SCHOOLS

The first secondary school, Kaduna College, was developed out of the Katsina College in 1938. In the 1940 other secondary schools were opened, and the period 1953-1960 the N.A. Secondary schools were fully established. At the end of the fifth form pupils take school certificate examination.

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2. A.R. Allen and W.J. Miller: Educational Terminology Guide for Northern Nigeria. Institute of Education, A.B.U. Page 9. 1965.

TEACHERS EDUCATION

Teachers education in Nigeria throughout the year has resulted in a number of different certificates being issued. The recepients however, teach at varying levels of our educational system.

Vernacular Teachers' (Grade IV) Certificate 1928-1957

The formal training of teachers who would work in the vernacular began in 1928 at Toro in Bauchi Province and was developed in Maru and in other centres. These centres provided training in Hausa for pupils who had completed the first four years of elementary education. The course was of four-year duration and after successful completion of the course at the centres, students were qualified to teach in the elementary schools. The training of the vernacular teacher was finally discontinued after the intake of 1957.

Elementary Teachers' (Grade III) Certificates 1930-1962

The training for grade III teachers who qualify to teach in the first five primary classes, began in Katsina Training College in the 1920s and later at Bauchi in 1937. During the 1930s and early 1940s

the certificate was obtained after a four-year course, later the entry qualification for the course was Middle II or School Leaving Certificate. Entrants with this qualification were required to undergo a three-year course of study before being awarded the Grade III Certificate.

BRIDGE COURSE

In 1950s, a course was established which enable holders of the vernacular Teacher's (Grade IV) certificate to obtain the Grade III certificate after courses of study of one and a half or two yers' duration. This type of conversion course, which was known as a Bridge Course, continued to operate until 1963.

Teachers' Higher Elementary (Grade II) Certificate 1960-1962

This teaching qualification was obtained through various courses and with a variety of entry qualifications. Teachers who obtain this certificate are permitted to teach in all seven Primary classes and also in the first two classes of a Secondary School.

In the 1940s the certificate was awarded after a two-year course in Katsina Training College. The entry qualification to the course varied, Secondary School Certificate or teacher Grade III certificate.

With effect from 1962, the policy of the Government of Northern Nigeria is that all teachers' Colleges will eventually embark upon a five-year training course to produce teachers of the Grade II Certificate status. Entry to these courses will be from Primary 7.

There is also the Senior Teacher's (Grade I) certificate usually obtained after having obtained two A' Level papers (G.C.E.) and passed teaching test.

Nigerian Certificate in Education

At the investigation of the Ashby Commission on Post-School Certificate and Higher Education in Nigeria, a college was established in Zaria in 1962 to provide a full time course of training for q qualification which is of a higher academic value than the Senior Teacher's (Grade I) Certificate. (The Northern Secondary Teachers College, provides a three-year course of training for the award of the Nigerian Certificate in Education - (NCE).

To gain admission to this course, a student must have the West African School Certificate or its equivalent, or have obtained the Teachers' higher Elementary (Grade II) certificate and have shown some evidence of ability to pursue an intensive course of study. Successful students will be available for duty in all secondary school classes and in Teacher training colleges. The first output from this college was in June, 1965.

The Management of Schools

Education in Kaduna State is a function of the Ministry of Education in conjunction with the Ministry of Local Government in so far as education at Local level is concerned. The ministry controls the administration, and control such power of post primary education; such powers have been delegated to the LEA but under the supervision of the Chief Education Officer (Primary) and the Divisional Inspector of Education. The Ministry therefore exercises supervisory function over the LEA through its inspectors who are liaison officers between the Ministry and LEAs.

The State has fourteen LGAs with 14 LEAs and therefore 14 Divisional Inspectorate Areas as opposed to 5 previously in existence.

The development of the supervisory system in Kaduna was connected with the British educational policy in Tropical Africa. To see the present inspectoral system in clear perspective one needs to examine its historical development.

Educational Policy in British Tropical Africa.

The Secretary of State in 1923 set up Advisory Committee on Education in British Tropical Africa. The committee however came out with a number of proposals, the first was co-operation between government and other educational agencies should be promoted in every way. Education should be adapted to the mentality and aptitudes, occupations and traditions of the various peoples...etc.[3] Out of this came the policy of establishing supervisors for the local and government schools.

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3. The Nuffied Foundation and the Colonial Office: African Education, A study and Practice in British Tropical Africa Oxford Press. Page 19. 1953.

Visiting Teachers

Visiting teachers were the Local Authority (N.A.) Schools Supervisors. They were responsible for improvement of instruction in elementary schools (Primary I-IV) and general administration of the N.A. Schools. They were cryptically called V.Ts.

As means of improving village schools and of continuing the training of their teachers, the system (of itinerant) teachers or trained Visiting teacher is strongly to be commended. Such teachers must be qualified to enter sympathetically into the problems of education in rural areas. They should show to the Local Teachers how particular tasks should be done or better method introduced. By bringing to the village schools new ideas and fresh inspiration and encouragement into the village, they infuse vitality into the system. The V.Ts should be of the same tribe as the pupils in the group of schools he visits, knowing their language and customs. The visiting teacher should be prepared to learn as well as to teach. They should be brought

together annually for conference and exchange of experience.[4]

The paragraph needs reproduction as it clearly defined the role and functions of the V.Ts and how they should be selected and appointed. As regards inspectors and inspection of schools, the colonial government's intention was an effective supervision of schools.

VISITING TEACHERS 1934 TO 1962

The instruments for effective supervision of schools especially the Native Authority and Voluntary Schools were vested in the Visiting Teachers and Supervisors of Schools in the case of the Voluntary Agency Schools. The first crop of VT was introduced in 1934 and the system came to an end in 1964. The VT as they were popularly called were men of long experience and proven worth; and in effect they constituted an embryo inspectorate.

Before one was appointed a visiting teacher in those days, one should be a man of considerable

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4. L. Gray and G. Scalon: Education and Nation Building in Africa. Page 50. 1965.

experience in the field of local education. In effect he had to acquire teaching experience of not less than ten years. He must have a good record both as a teacher and as a man. He must be a first class teacher, willing and able to keep up with all new and improved methods and always willing to learn something more about education. He must be known and respected amongst his fellow workers; people would accept guidance and assistance from someone with proven knowledge and integrity. (See Appendix A for detail).

Character.

Another quality required was good character. He had to be well known for his integrity and honesty, respected locally and a man to whom teachers, parents District and Village Heads would willingly go to for advice on all educational matters. He should also be a courageous, strong and a hardworking man who could shoulder the strenuous journey of supervision.

Knowledge of Psychology

A successful VT. must have a good knowledge

and understanding of human nature. He must be able to form a good judgement of a teacher's ability and character and give unbiased opinions. He should investigate happennings thoroughly before condemning or praising anyone, as very often important decisions have to be based on his opinions and judgement.

Above all a V.T. must be a man whom teachers would genuinely welcome into their schools. If his visit was feared or treated with contempt, he is either not the right man for the job or he is not doing the job properly. In short, a V.T. was a guide, counseller and friend to the staff of all schools.

The Early Visiting Teachers of Katsina and Zaria.

In 1934 Katsina and Zaria were one province having one superintendent of schools. In January 1934 Katsina became a separate educational entity and in August 1934 it became a political entity and henceforth called Katsina Province. The first visiting teachers appointed in the year 1934 were M. Ahmadu Coomassie and M. Gwammazo. M. Coommassie gradually rose to the rank of Permanent Secretary

in the old North, and he is at present a director with Nigerian Tabacco Company. M. Iro is now Iyan Katsina; later M. Jabiru Abdullahi, M. Muhammadu Kwabo and M. Garba Kaita.

In Zaria, M. Nuhu was the first V.T. appointed in 1934. He together with Ahmadu Coomassie and other Mallams from other northern provinces attended Visiting Teachers Course at Katsina in 1934, the first of its kind to be held. Mr. Herbert and Batten conducted the course for a month. Later, M. Tabari (1941-1958) Mr. Shehu Dan-mahe and M. M. Tanimu were appointed as VTs.

The Work of the Visiting Teachers.

Alhaji Nuhu an ex V.T, described V.T. as "an ordinary teacher doing a specialist job." Part of the duty of a visiting teacher is to keep teacher up to date with new methods of instruction, new syllabuses, new publications and all the literature appertaining to education.

2. V.T. should organise courses for teachers.

3. He should interpret carefully the education policy as he goes round and seeks to maintain good relationships with leading members of the community.

4. The visiting Teacher is also concerned to a certain extent with the physical conditions of the school.

5. He should bear in mind the importance of a neat appearance, good manners and tact in dealing with government officials, Missions Authority and teachers.

6. He should maintain a high standard of written and spoken English and keep himself up to date with regard to new methods of teaching, etc.

Visiting Teachers were concerned with total activities of Schools, and the Schools' relation with the Community. The work and functions of V.Ts. are fully spelt out in (Appendix a and b). The duties of supervisors of Voluntary Agencies called their V.Ts supervisors.

Inspection and Reports of Visiting Teachers

The duties of visiting teachers were really arduous, especially in the days when most of the schools were inaccessible. Visits to schools were done on foot, horses, donkeys, rail or road. A new V.T. was initiated into the job by serving in the office for few months to acquaint himself with office routine and later he should accompany the older one to the field.

School inspection took between one day to one week depending on the needs of the V.T. In all things the V.T's report should be honest, factual, and true picture of the state of the school. Visiting teachers must say what they actually find during their visit; mistakes or slackness must not be covered up, neither should a word of praise be omitted if it is really merited, four copies of report of visit were prepared. One copy in the file, one to the school and two copies to the Area Inspector of Education, he in turn, would send a copy to the Ministry (See Appendix D for a specimen of a report of a V.T.)

Role Inadequacy of Visiting Teachers

An important factor for educational development in any country is effective supervision and where this is lacking the quality of education will be adversely affected. Some V.Ts played a significant role in the progress of education and the state as a whole. But others developed a lackadaisical attitude to their duty. They developed a bad habit of visiting easily reached schools and the difficult

ones were never visited but "inspected". The V.Ts would choose a big town and send for the Headteachers to bring their record books, Visitors' book and children's exercise books for inpsection and report writing.

This abuse of office contributed to stagnation in educational progress in the State especially in the rural areas. The deterioration of the situation led the Minister of Education (Alhaji Isa Kaita) to warn the V.Ts (See Appendix E).

With the rapid expansion of education in then Northern Nigeria and with the need for better qualified school supervisors the visiting teachers' system was abolished in 1964 and replaced with Assistant Inspectors of Education.

Inspection and Supervisions

The committee set up by the Secretary of State suggested in its report that a thorough system of supervision is indispensable for the vitality and efficiency of the educational system. The Government inspectors must make the educational aim understood and give friendly advice and help in

carrying them out. With this aim the Government appointed school inspectors known in the 1930s and 1940s as superintendents of education and in the 1950s and 1960s variously called Area Inspectors of Education or Provincial Inspector of Education.

The inspectors did a tremendous job in the educational development of the State. Their school visits and reports provided an abundant light which guided the Government in the formulation of its education policy. Mr. G. Graham's report on the Development of Education in Zaria Province from 1932 to 1948 deals with all aspects of education in the Province. It would be a worthwhile reading if one reads the report (See Appendix F).

The Area Inspectors and Their Duties.[5]

As the value of the Western Education was being realized the thirst for education was on the increase. The growing amount of educational demand

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5. Area Inspectors were appointed to be incharge of Provinces, hence the name Area Inspector.

The following passages were fully quoted from the Ministry's circulars because they were explicit on the subject under discussion. Circular Nos GD/3 and 13 of 1663-65 and 1964-66.

and development made it essential to fit the inspector more firmly into the organization of the Ministry, the Ministry therefore defines the duties of the inspector in its circular No.CIC/21/8 of 21st May, 1959 thus:-

2. Inspectorate Areas. The following are the new Inspectorate Areas:-

(I)	Title	Area
	Inspector of Education, Z a r i a.	Sokoto, Katsina, Kano and Zaria Provinces.
	Inspector of Education, B a u c h i.	Bauchi, Bornu and Adamawa Provinces.
	Inspector of Education, I l o r i n.	Niger and Ilorin Provinces and Kabba Province less Igala Division.
	Inspector of Education, J o s.	Plateau and Benue Provinces and the Igala Division of Kabba Province.

3. The Place in the Ministry of the Area Inspector and his Staff.

(I) The Area Inspector is a Headquarters officer stationed outside Kaduna, responsible to the Chief Inspector of Education but acting, of course, on behalf of the Permanent Secretary in all aspects of education in his area and he will be free to visit all schools and institutions in pursuit of this objective, no matter under whose aegis they operate or which Division of the Ministry is responsible for them. Clearly, in the more specialised fields of education, it is unlikely that the Inspector's knowledge or experience will be as great as in the field of general education and will, naturally, always bear this in mind. It is important, also, that all officers should bear in mind that the value to them and to the Minister of an Inspector with a wide acquaintance with every aspect of education in his area is immense.

(II) It is likely that before long an S.W.E.O. will be posted to each Area Inspector with the primary, but not exclusive, duty of caring for women's and Girls' education. The Senior Woman Education Officer will be a member of the Area Inspectors' staff and it will be in his name that she will operate. Her letter from Kaduna will normally go from the Inspector of Education (Women) - who is in the Inspectorate Division of the Ministry under the Chief Inspector- and they will be addressed to the Area Inspector. He in many cases will, no doubt, send the letter to the Senior Woman Education Officer for her to deal with them.

4. Specific Functions of the Area Inspector.

So that the Area Inspector can more easily fill this new and enlarged role now planned for him the following arrangements will in future be followed:-

(i) Routine of Correspondence

It is clearly undesirable and impracticable to route all letters through the Area Inspector's office; at the same time, it is equally clear that he must be informed on matters of major importance, which must be done by the exercise of individual officers' discretion, the following steps will be taken:-

(a) All circulars from Ministry Headquarters will be sent to the Area Inspector;

(b) All letters touching changes of policy, wither emanating from Headquarters or outside, will be copied to the Area Inspector; instructions have already been issued in Headquarters to this effect. Officers in the provinces will also comply, please.

(ii) Confidential Reports

The Area Inspector will in future:-

(a) Write an annual confidential report on each officer in his area who is the subject of an annual report, who is junior to the Inspector in rank, and who is not reported on by a superior officer in the area (e.g. on Provincial Education Officer, Officers in charge Trade centres, Schools, Teacher Training Centres and Craft Schools).

(b) See the reports written on subordinates by officers in carge of institutions and Provincial Education Officers and

have the opportunity to comment on them but not to alter them. (The exception to this is that Principals of Government Colleges will, however, report direct to Headquarters, as they do now.)

I wish to emphasize that these report, or comments on reports, by the Area Inspectors will not be the final report that goes forward from Headquarters to the Public Service Commission. The final report will continue to be submitted from here, as before, by the responsible officer (in most cases the Adviser): but the reports or comments of the Area Inspector will be invaluable to the Adviser in writing his report. Instructions will in due course be issued on the submission of these reports by the Area Inspector.

(iii) Emergency Decisions.

The Area Inspector is authorised (in cases of emergency) to make on-the-spot decisions on matters that would normally be referred to Headquarters. The number of occasions on which he will use this authority will be little. Only in the most extreme circumstances should it be used on Staff or establishment matters which nowadays unfortunately are intricate, and seldom susceptible to ad hoc treatment.

(iv) Attendance at Committee Meetings.

The Area Inspector will attend Provincial and Local Education Committee meeting as an observer whenever he can. He will normally be a member of the Advisory Boards of Government and Native Authority Institutions. He will not be

a member of the Boards of Governors of Voluntary Agency institutions but will try to attend occasional meeting as an observer.

Seperate instructions will in due course be issued on this subject.

(v) Checking of New Entries to Schools and Institutions

In the course of his touring the Area Inspector will pay attention to the quality and type of entrants to institutions, particularly those of Voluntary Agencies, to ensure that an adequate proportion of Northerners receive training.

(iv) Headquarter Officers and Area Inspectors.

It is clearly important that officers on tour from Headquarters shall not go to work in an Inspector's area without informing him well in advance of their plans. Instructions to this effect have been issued here.

(vii) Native Authority Senior Primary Schools

It is also important, in view of the Northernisation policy, that Area Inspectors pay particular attention to the Native Authority Senior Primary Schools, especially in the far North, which feed the Provincial Secondary Schools and other Government post-primary institutions. From the Northernisation point of view, hardly anything is more important than the Senior Education Officers in charge of Provincial Secondary schools should have a reasonably

wide choice of boys of the correct age whose knowledge of English and Arithmetic fulfils the requirements of the Senior Primary School syllabus.

Even short visits are beneficial, especially if the Inspector gives the top class sums to work and takes the class himself in English. "Little Audu's" keenness is stimulated if he is given a chance to show the Inspector what he can do.

(viii) Moral and Liaison between Headquarters and Officer in Provinces and Institutions.

It is more important now, perhaps, than ever before, that Ministry Headquarters should be in touch not only with professional progress in the field, but also with those personal imponderables which, collectively, determine the state of esprit de corps. Area Inspectors have an important part to play in this, and so that it shall be regularly played they will augment their normal touring notes by confidential general appreciations, which should when appropriate, include a section on morale. The Inspector should also as a routine matter, hold a staff meeting at the conclusion of his visit to an institution or school in which Government Officers are serving.

5. In conclusion, I wish to make it plain that I attach great importance to the part the Area Inspector must play in the comming years, and I am particularly anxious that the arrangements set out in this circular shall be success fully implemented.

DISTRIBUTION: A - N.

Independence and the Reorganization of the Inspectorate System

Nigeria achieved its independence in 1960 and immediately after "Northernisation policy"was introduced. This policy stipulates that Northerners should shoulder the responsibility of running the affairs of the North both in Government and private sector. The policy therefore accelerated the tempo of educational development both qualitatively and quantitavely. In 1959 there were four inspectorate areas and in 1960 Provincial Inspectors' posts had been created for effective supervision, and the functions of the area Inspectors transfered to Provincial Inspectors.

Provincial Inspectors and Provincial Education Secretaries April, 1962.

The year 1962 was of considerable significance as far as the administration and supervision of primary schools are concerned. The oldman report recommended a separation of the inspectorate and administrative functions of the Provincial Inspectors. In April, 1962 the post of Provincial Education

Secretaries were created and in July 1962 the Permanent Secretary clearly defined the functions of the two officers. The two circulars issued by the Ministry of Education give one a clear picture of the administration and supervision of primary schools up to 1968 when the new states took off.

Provincial Inspectors and Provincial Education Secretaries Demarcation of Duties. 6

The Oldman report recommended a separation of the inspectorate and administrative functions of the Provincial Education Officer and that each province should have a Provincial Inspector and a Provincial Education Secretary. Posts have accordingly been provided in Estimates for Provincial Inspectors (Scale AI Upper Segment) and Provincial Education Secretaries (Scale BI-4).

It may not prove possible to appoint the full complement of Provincial Inspectors and Provincial Education Secretaries before mid-1963. By the time, the first administrators will have completed their course in Education administration. Meanwhile the

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6. The entire of this page is a quotation of a circular demarcating the duties of Provincial Inspectors and their Education Secretaries.

Hon. Minister has approved the following postings:

	Provincial Inspector	Provincial Secretary
Adamawa	M. Shehu Omar	Mr. Samuel Iyorkar
Bauchi	Miss E. Tyrer	Mr. Aleiyideino
Benue	M. Shehu Bakari leave Mr. Young taking over	"
Bornu	M. Hamidu Erubu	----------
Kano	M.M. Hibberd	Mr. Adebiyi
Katsina	Mr. Ogunsola	Mrs. MacEmara
Niger	Mr. R. Roy	----------
Plateau	Miss M.G. Utting	M. Mohammed Muhtari
Sardauna	Mr. P.D. Maynard M.B.E.	M. Adamu Gadu
Sokoto	Mr. Afolayan	M. Sa'idu Gwarzo
Zaria	Miss M. Russell M.B.E.	M. Adamu Fika
Kaduna	C.T.M. Nuhu Zaria	----------

(Note: One post of Provincial Inspector will be a supernumary S.E.O.). Each Provincial Inspector will, in due course, be provided with a small staff of Assistant Inspector. In some provinces the post of Inspector of Education Secretary will have to be carried out by one man for some time. For some time, too, this will also happen when Provincial Inspectors go on leave.

2. The duties of the Provincial Inspectors will be:-

(a) Education of Primary Schools, giving advice to teachers and writing inspection reports.

The Provincial Inspectors will "follow up" their own inspection reports.

(b) Preparation of progressive records relating to experience, knowledge and competence of the teachers within their provinces. These records, properly maintained, will enable the Provincial Inspector to recommend the most suitable men and women for posts of Headmaster, and to give special help to outstanding teachers who will eventually fill posts of responsibility.

(c) Advice to Provincial Education Secretary in relation to the planning of new schools (i.e. when new schools are being planned, the Provincial Inspector should be asked how efficiently the providers concerned are conducting their existing schools.)

(d) Organization of vacation and in-service courses for teachers. This will be done in liaison with the training colleges.

(e) Periodic review of the Handbook of suggestions for Teachers.

(f) Recommendations for the upgrading of teachers (e.g. recommendation for the award of honorary certificates.

(g) The promotion and maintenance of satisfactory standards in the primary schools of the province and liaison in professional matters between primary school teachers and the Senior Inspector Primary Schools.

(h) Representation of the Ministry of Education on all Boards of Government and Advisory Boards of post-primary Institutions

except when a Ministry's representative attends from Kaduna.

3. The duties of the Provincial Education Secretaries will be:-

(a) All staff matters including salaries, allowances, leave passages and housing. Heads of post-primary institutions however, continue to correspond directly with the Education.

(b) Preparation of estimates for grant-in-aid and local transport and travelling. Estimates for transport and travelling should be made in consultation with the Provincial Inspector who will not have a separate allocation.

(c) Calculation and payment of grant-in aid of primay education.

(d) Processing for application for permission to establish new schools (in consultation with the Provincial Inspector).

(e) Development plans. (in consultation with the Provincial Inspector).

(f) Registration of teachers.

(g) Capital grants.

(h) Organisation of examinations for entrance to government and Native Authority post-primary institutions.

(i) Membership of local education committees.

(j) Arrangements for the conduct of public examinations (e.g. General Certificate of Education).

(k) Advice to providers on the staffing, financing, management and maintenance of schools.

(l) Liaison with providers on non-professional matters including administration organisation.

4. Provincial Inspectors will write their report from the Provincial Education Secretary's files on individual school. Their own files be kept to a minimum and it is important that unnecessary duplication of files be avoided. Circulars on non professional matters should be shown to the Inspectors by the Education Secretaries. Circulars on professional matters will be sent to both the Education Secretary and the Provincial Inspector, but this must not lead to proliferation of files by the Provincial Inspector. The Provincial Inspector will have a clerk of his own so that reports can be typed without having to call upon the clerks of the Education Secretary. When the Provincial Inspector's touring programmes, however, the inspector's clerk must prepare to help out in the Provincial Education Secretary's office. Adjoining offices are desirable normally.

5. Inspector should not become involved with visitors other than those with a professional interest in primary school. Arrangement for visitors will be the concern of the Provincial Education Secretary. Provincial Inspectors, it is anticipated, will wish to spend half their time on tour and they will be unlikely to achieve this if they are heavily committed to "showing people round".

6. In the past, provincial Education Officers were often the most senior education officers in their province. Resident and others often turned to them for information and action on

matters affecting all facets of education. The result was that primary schools were often neglected. The reason for the existence of the Provincial Inspector and the Provincial Education Secretary is primary education. They liaise with Principals of post-primary institutions and those Principals will doubtless wish to liaise with them, but the sphere of their work is primary education.

7. This demarcation is not final one and the duties assigned to the Provincial Inspector and Education Secretary will probably have to be changed in the era when there are sufficient post-primary institutions to make some desirable devolution of their control to provinces. Part of the demarcation will also be changed from time to time as we learn from experience. Any difficulties should be brought to my attention.

8. There are no longer Area Inspectors at Jos, Bauchi or Ilorin. The offices of Area Inspector Zaria will close when Mr. Dickson goes on leave and will not reopen. Offices will, of course be required for the poor Inspector.

2. <u>The Inspector and Administration of Primary Education</u>

The purpose of this circular is to explain to Native Authorities certain changes in the inspection and administration of education which have taken place, or will take place, as the result of recommendations made by Mr. Oldman in his report. In brief, these changes are coming because it has become clear in recent years that the organisation of Primary Education as it is at present has failed to maintain or achieve adequate standards in the primary schools. Residents are requested to forward a copy of the circular to each Native Authority.

3. Establishment of a Training Course in the Administration of Education

(a) A course lasting one academic year will begin at the Institute of Administration in August. It will train government and Native Authority staff on an equal footing. It will not be possible to allocate places on the first course to every native authority but it is hoped that there will be new courses in succeeding years.

(b) Separation of the Administrative and Inspectorate Functions of the Provincial Education Officer:

(i) In some provinces, a Provincial Inspector of Education and Provincial Education Secretary have been appointed. In other provinces the two posts may have to be filled by one man until the first graduates from the course in Administration of Education become available.

(ii) Duties of the Provincial Inspector of Education

The Provincial Inspector of Education will be responsible for the professional inspection and evaluation of primary schools, for advice to teachers and for the writing and "follow-up" of inspection reports. He will also maintain progressive records relating to the experience, knowledge and competence of the teachers within his province and will thus be able to make recommendations when posts of Headmasters become vacant. He will also be able to give professional advice to Native Authorities and Voluntary Agencies. When Provincial Education Secretaries are dealing with applications

for permission to establish new schools, they will be expected to consult Provincial Inspectors of Education on any relevant professional matters. In cases where the Senior Inspector Primary Schools deems it necessary, the Provincial Inspector will give guidance and oversight to the Provincial Education Secretary but it is not envisaged that this will be a permanent feature of the system. The post of Provincial Inspector will be very much a touring post and his office will not be developed in such a way that it can handle a large volume of correspondence. The Provincial Inspector will be assisted by a staff of inspectors and assistant inspectors and, in due course, there will be something of the order of one inspector or assistant inspector for every 5,000 pupils in primary school. The Provincial Inspector's responsibilities with regard to the in-service training of teachers will be set out in detail at a later date. He will represent the Ministry on Advisory Boards and Boards of Governors of post-primary institutions except when a member of the inspectorate attends from Kaduna.

(iii) Duties of Provincial Education Secretaries

The post of Provincial Education Secretary will be mainly an office post though, until native authorities obtain staff trained on the education administrators' course at Zaria, he may be required to carry out liaison on non-professional matters such as administrative organisation and to give advice on staffing, finance and management. His duties will include all government

staff matters including salaries, allowances, leave, passages and staff housing. Heads of Secondary Schools, teacher Training Colleges etc. will however, continue to correspond directly with the Ministry of Education. The Provincial Education Secretary will carry out all the financial duties which formerly fell to the Provincial Education Officer and he will also be responsible for all examination arrangements except for the internal examinations of Secondary Schools and training colleges. He will also be the representative of the Ministry of Education on local education committees until such time as these are replaced by committees of education authorities. Registration of teachers will be among his duties and the correspondence on non-professional matters formerly addressed to the Provincial Education Officer should be sent to him. In order to avoid possible confusion with other addresses, letters to him should be addressed,

Provincial Education Secretary,
Ministry of Education
(name of town: Yola, Zaria,
Lokoja, etc.)

(iv) Seniority

Provincial Inspectors by the virtue of their grading are the senior education officers in the sphere of primary education. In the event of irreconcilable disagreements between the Provincial Education Secretary and Provincial Inspector the Inspector's view should prevail. Nevertheless their functions are separate and in the event of a dispute it may be desirable to call in an officer from this headquarters to resolve the matter.

It is not intended that Provincial Inspectors should have any jurisdiction over Secondary Schools or Training Colleges or Craft Schools. Very frequently a Principal will in fact, by virtue of his grading, be senior to a Provincial Inspector. It is very desirable that officials and native authorities should deal direct with the Principal in the case of an emergency in a particular institution or in all matters p ertaining to the sphere of education with which the Principal is concerned. Again in the event of an emergency it may be found convenient to call in an officer from this headquarters who will be "briefed" on Government policy on any particular matter. It may also be convenient to call in the appropriate Senior headquarters officer of this Ministry to advise when important decisions requiring consideration of all forms of education in an N.A. Area or Province. The Ministry is now adequately staffed to provide this advice at short notice.

(c) Inspection of Schools:

With effect from April 1st 1963, all professional inspection of Primary Schools will become the responsibility of the Ministry of Education in the same way as the Ministry is already responsible for all professional inspection of Secondary Schools and Teacher Training Colleges. The effect of this policy will be that in the new financial year, Visiting Teachers, who are the substantive holders of their posts, will be absorbed in one of four ways:-

(a) by selection for the government inspectorate. Relatively high qualifications will be necessary for this;

(b) by selection for the course of education administration;

(c) by selection for the course of education administration by their Native Authorities;

(d) by employment on personal salaries as heads of Primary Schools.

The promotion prospects for those teachers falling into categories (a), (b) and (c) and who have a flair for administration are obviously very good. I have already asked Provincial Education Secretaries for a list of all Visiting Teachers and the Senior Inspector of Primary Schools will consult with Native Authorities on how best use can be made of the services of these Visiting Teachers in other posts.

(d) <u>The Formation of Education Authorities</u>

It is hoped to establish a small number of Education Authorities, responsible for <u>all</u> Primary Schools in the Native Authority Area, in January, 1964. When a Native Authority constitutes itself as an education authority, a great burden will be placed on its staff engaged on the administration of education. Nevertheless it is believed that the Northern Nigerian Native Authority system can undertake this new task efficiently provided that the pioneer authorities have staff experienced in, or trained in, the administration of education.

(e) Channel of Correspondence with Native Authorities:

> Correspondence for the attention of Native Authorities from this Ministry or any other Government Officer will continue to be sent through the appropriate Provincial Officer concerned, with the particular aspect of education under correspondence.

The Era of the Divisional Inspectors of Education

The development of education in State has close relation with the expansion of the supervisory system in the State. In July 1975, when divisions were created, the posts of the Area Inspector of Education was replaced with that of Divisional Inspector of Education.

The functions remain the same. But clear definitions and thorough training of inspectors have not yet been attempted. Indeed, neither the teachers who are the real clients of inspectors, nor the L.E.A. Administrators have clearly understood the real role of inspectors. Their conception is still that of fault finders not as an advisee. The misconception of role is the subject of further examination in the next chapter.

CHAPTER III

THE PROBLEMS OF INSPECTION AFTER INDEPENDENCE IN KADUNA STATE

Inspection in Kaduna State

The major function of educational administration is to provide the best possible programme of instruction for children. All other functions are subordinate to this objective. Educational supervision is assistance in the development of a better teaching-learning situation. Indeed, individual differences exist in teachers, just as in pupils, and if supervision is effective teachers will attempt to make some improvement. The inefficiency in the schools is due in a large measure, to the lack of effective supervision. In Kaduna State like the rest of the States in Nigeria, supervisors are called inspectors.

The first concern of an inspector is the school and the most important one is the children. In the school the inspector expects the teacher to impart relevant knowledge and skills as well as establish certain values and attitudes and see all these are being taught to the required standard. Inspector's Handbook points out that

the major role of an Inspector is that of a knowledgeable and sympathetic professional advisor. W.A. Dodd adds, he is there to provide by every possible means concrete and constructive advice to teacher so that the quality of education in Primary Schools may be improved.[1] He is

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1. W.A. Dodd: Primary School Inspection in New Developing Countries. London University Press. 1968. Page 4.

a person who by his attitude and approach so wins the respect and confidence of teachers that they are encouraged and stimulated to improve their work. He is somewhat a mobile teacher' College and his work is an extension of that done by the Colleges themselves.

His further role is that of providing honest, accurate and definite reports on the schools he inspects, on the teachers he observes, on the educational value obtained from the expenditure of public fund. Inspectors reports are of considerable value to the Schools and their staff's education authorities and to the inspectors themselves.

An inspector is predominantly an adviser to teachers, preoccupied with the need to raise educational standards in schools, and on the other hand he is a reporter acting on what he sees and what he recommends.

Purposes of Inspection

One of the major objectives of school inspection in Nigeria is to improve the quality of education at all levels. G.O. Oyesola in his thesis has neatly summerised the needs for school inspection in Nigeria.[2]

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2. G.O. Oyesola: A Survey of the Administration and Supervision of Primary School System in North Central State of Nigeria and some suggestions for its improvement. 1974. page 114-115.

1. To provide guidance and help to teachers.

2. To keep abreast with time thereby keeping in touch with modern techniques of teaching.

3. To bring the school and the Ministry closer together so that the problems of the former are constantly brought to the knowledge of the latter.

4. It is the purpose of inspection to see that central and local funds are used properly.

5. To check that minimum standards are maintained in schools.

6. Inspection enables the Ministry, local Education Authorities, Teachers and Public to know the progress of the School.

7. Through inspection, teachers are helped to make possible appraisals of the pupils.

8. To co-ordinate and make available instructional materials - textbooks, etc.

9. Through inspection, sensible curriculum re-organization and improvement can be effected.

10. Inspection affords opportunity for better educational planning.

Types of School Inspection in the State

By the provision of education law, the inspectorate has a right of access to school, at all times for the purpose of inspection. School inspector is required to undertake different types of inspection and this will fall under the following categories:

1. Full Inspection

This is a full and detailed inspection of all aspects of school, its staff, all subjects in all classes, its equipments and its organization. In a full inspection, an inspector may spend from one to seven days in a school depending on the number of classes the school has. After the inspection a full report has to be submitted for the use of the school, L.E.A. and Ministry. Follow up visit to a school may be done, after three to six months have elapsed to discover how far their recommendations and suggestions have been carried out, and to help teachers solve their problems.

2. A Partial Inspection or Routine Visit

This constitutes an inspection of some aspects of the school; for example, the teaching of one subject, or some special problems such as discipline or health.

Furthermore, inspectors are required to undertake advisory visits to schools with the view to advise and help teachers on pedagogical and other related problems.

3. Inspection for Government Grants or Take-over of Schools

This is done to voluntary Agency Schools for payment of grants by the government. If Voluntary Agency wishes the LEA to take over their schools, inspection is done for the purpose. But this is normally a team inspection comprising inspectors, LEA Education Officers and representatives of the Voluntary Agency.

4. Building Inspection

Is done to ensure properly constructed standard classrooms or any school building are put up. The inspector although a laymen on building, has to certify that a building is satisfactorily completed before payment is affected.

5. Certification Inspection

This is the type of inspection for individual teacher requiring certificates in the following areas:

(i) Honorary certificates for Grade III or II teachers,

(ii) Grade I teacher's certificate. The certificate is awarded to Grade II certificate holders with not less than three years satisfactory teaching experience and who obtains G.C.E. A/Level in two teaching subjects plus English O/Level. Such person should submit himself for teaching test in three subjects being conducted by inspectors.

(iii) Inspectors participate fully in moderation of teaching tests of final year students of training Colleges.

The frequency of different types of inspection depends on many factors, the size of schools, distances between them, the state of roads, etc. However, full inspection is done once every three years, and one of the shorter inspections once every year.

Types of Inspectors

The State Ministry of Education had two categories of inspectors.

(a) Headquarters - Staff inspectors who are subject specialists; each inspector is only responsible for one are of specialisation. These inspectors are responsible for inspection of post-primary schools.

(b) The field Inspectors:

(1) Area Inspector of Education now call Divisional Inspector of Education.

(2) Inspectors of Education.

(3) Assistant Inspector of Education.

(4) Religious Inspector of Education for both C.R.K. and I.R.K.

Qualification and Experience

The academic and professional qualifications of staff inspector in the State are by policy degrees with many years of teaching and administrative experiences. Each inspector must be a master in his or her own right.

The primary School Inspectors are also by policy N.C.E. (National Certificate in Education) holders plus Grade II Teachers' of Education. For the Area of Inspector degree is required in addition to the above qualification.

Pre-service Courses are not given before appointment but induction courses may be arranged by the Area or Divisional Inspector at his own discretion. The salary and seniority of both inspectors and teachers can be the same. Inspectors can be transfered to classroom and teacher to the field as inspectors.

Inspection Procedure

Inspection of schools is carried out by individual inspector or by a small team of inspectors depending on the size of the School. Before a full inspection is undertaken, the proprietor and the head-teacher are informed at least a month ahead of the date of a proposed full inspection. In fact, monthly or termly itineraries (see Appendix G) are sent to the EEO. of the L.E.A. for onward transmission to the Schools.

To give adequate notice of inspection is more considerate and more likely to secure a better relationship with teacher and proprietors, despite the attempt of some schools to make a window dressing work of the visit. In fact, any improvements made for the sake of the inspection do, infact, benefit the School. On the other hand the advocate for unannounced inspection argue that school can be seen in its true colours without special preparation designed to impress when visits are unannounced.

Prior to full inspection proformas designed to elicit information of the School is sent to the Head-teacher.

The proformas (see Appendix H) will be completed by the Headteacher and handed over to the inspector on his arrival.

The inspector on arrival at the School visits the Local Chief to find out to what extent the School is meeting the needs for which it was established and what part the Local community is playing in furthering the aim and purpose of the School. This contact will accord the inspector opportunity to assess the degree of the School's acceptability in the Community.

Within the School the inspector observes the academic and non academic work of the school and towards the end of the visits, he discusses those tentative findings and recommendations which he feels worthy of the attention of the staff and Headteacher.

The Inspection

W.A. Dodd said the inspection of schools is only one of many methods of improving the quality of education and will not even contribute to that result

unless it is appropriately constructive in approach.[3] An Inspector ought to be fully aware of what is going on in the schools his advice and other activity will be wastefully unreal, because every school has its problems and peculiarities and can only be diagnosed and treated by actual visit. Therefore inspection is carried out to provide a basis for concrete and constructive advice designed to improve the quality of education of the children, to furnish material for accurate and honest reports upon schools and to provide a basis for action.

If these are the purpose of inspection, the inspectors should therefore endeavour to fulfil their obligations with determination and zest. But inspections are sometimes irregular, inadequate and time-wasting because attentions were being paid to trivial things such as physical appearance of the school such as buildings, staffing, furniture, etc., while little attention was being paid to the children's work, health, discipline, etc,

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3. W.A. Dodd: Primary School Inspection In New Developing Countries. 1968. Page 30.

The Role Conception of the Inspectors

The connotation of supervision and inspection of schools is not clear to many Assistant Inspectors. The old outmoded concept of the Inspector as someone in an elevated position with inflated authority who deserves unqualified respect still persists in the minds of many. The school inspection tends to be teacher-centred, and involve assessment which will lead to healthy relations and consequently improvement of the teaching/learning process. Furthermore undue emphasis is laid on the physical side of the schools, i.e. building, latrines, etc. This emphasis leads to irrational recommendations in some inspectors' reports. The recommendations could neither be implemented by the teachers nor the L. E. A. because of limited resources. Role-misconception is bound to arise where there is lack of initial training, superficial experience and where there is lack of pride. An inspector should always remember that classroom teacher is his colleague... and should take pains to ensure that at all times he treats him with impeccable courtesy and consideration.[4]

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4. Handbook for Inspectors, Institute of Education, A.B.U. 1972. page 9

However, the existence of inspectors who are preoccupied with their own importance calls for re-examination of roles. It is therefore necessary in the light of existing practices and conceptions to re-examine the roles, suggest ways and means of rationalising and modernising the system so that schools, their teachers, and inspectors can work harmoniously to the best interest of education.

Problems of Inspectors

On the other hand, inspectors in trying to execute their roles efficiently are bound to meet with problems of varying magnitude. The biggest problem has to do with the means of improving quality in schools. Pupils leaving Primary Schools are believed by many to be ill-equipped academically to face the rigours of life as the percentage of pupils gaining admission into post-primary schools is low. Many begin to question the idea of school and some even go further to attribute the corrupt practices of the modern society to the education. The question of poor enrolment, attendance and unemployment also present grave problems to inspectors whose duty it is to clarify many of the misconceptions and enlighten the general public

Associated with the school problems is the great need for improvement of teachers effectiveness. If schools are ill-staffed with untrained and poorly

equipped teachers as well as teachers who are apathetic to their profession, soundeducation can hardly be expected.

Healthy relations between teachers and inspectors depend to a large extent on understanding and mutual recognition of the professional status of each. Teachers recognize inspectors not only as knowledgeable professionals but also as those who are conversant with government policies and new trends in education. In-wardly some inspectors believe that they are not competent to explain policies on education to teachers as they are not briefed or supplied with up-to-date information on policies.

This is a problem of communication. There is therefore the need to establish an effective channel of communication between the inspectors and their supervisors, the L.E.A. and the teachers. On the other hand many of the teachers are hesitant to air their views to the inspector or ask for his advice on how to improve their teaching techniques. Their main concern is centred on personal interests, teachers conditions of service and opportunities for furthering their education.

Frequent changes and transfers in the inspectorate staff hamper proper understanding and appreciation of the needs and problems of the inspectors area of jurisdiction, and therefore add more to the pool of the problem. Considering the present problems one can clearly see the great need for alleciation of the problems and reorientation of thought if the needs of education are to be fulfilled.

The Role of Inspector in the Community

Inspector has a dual role that of a civil servant and a citizen and the two calls for maturity and judgement. The duties being discharged by inspectors are a combination of academic and non-academic work. The inspector is a bridge builder between the school and the co mmunity. As most of the communities are in the process of development, the need for their enlightenment and co-operation is great. Inspector tries to secure as much as possible the ¢ community's participation for developing and improving educational institutions. He informs the community through P.T.A., Village or Town Council meetings and other occasions what the role of the school is and how school can help the community.

One of his major roles is the enlightenment of the people about the value of education and eradication of the false belief that education is synonymous with unbelief or deviation from the right path. Inspector should create sufficient opportunity for the people in the community to come together for discussion of their problems especially educational and those that can hinder the progress of the community.

But if the inspector is to carry out his duty successfully he should be closely identified with his community and have first hand knowledge of its educational, social, religious and economic needs. In the light of these he can prepare plans for development. He can initiate and participate in communal projects that can promote development. Worthwhile projects such as adult education, building of recreation centres, mosques, churches, public health and host of others, are indeed very helpful to the people.

One of the major roles of inspector is to make the people in a community education conscious.

Consciousness gradually grow through the fulfilment of the people's expectation. One of these is gainful employment and freedom from hardship and privations of life. The role of the inspector is circumscribed by the fact that he is not in a position to ensure employment for all school leavers but he can advise them to make the best use of their acquired knowledge. The community attaches great value to inculcation of high moral value and attitudes in its children, and inspector as educational leader in the society is expected to ensure this is efficiently done.

The co-operation of community leaders in improvement of both attendance and enrolment might go far to remove many of the school problems. Parents are not willing to send their children to school. Truancy is encouraged by some parents. Truancy is at its peak during the rainy season when farmers need helping hands on their farms. The role of the inspector in this respect is difficult, caution and persuasion are the guide words of inspector. To tackle these twin problems he often seeks the help and co-operation of local dignitaries as well as the local authority.

There is a general lack of enthusiasm in some communities for the education of girls. A major factor which affects girls' full participations in education is the traditional attitudes of the society.

Some members of the society feel that girls' education tends to disturb the established order of the society as such they will not subscribe to its development. Inspectors role here is that of a persuader and enlightener. Girls' work should be fully shown to parents and their friends during open days; and the worthiness of their education is demonstrated by their participation in general enlightenment of the community. Inspectors are doing their best to eradicate old beliefs about girls' education.

Inspectors and the Administrators

Inspectors and administrators are truly dependent upon each other. Where they liaise and cooperate, the schools will benefit; where they are in conflict, the schools and therefore the children, will suffer.[5]

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5. W.A.Dodd: Primary School Inspector in New Developing Countries. 1968. page 14.

Dodd has successfuly described the relationship between administrators and inspectors. The L.E.A. is the proprietor of schools and its major role is that of a provider.[6] The inspector on the one hand is concerned with the general progress of schools. The success of this depends so much on his ability to establish a sense of responsibility in both the teachers and the L.E.A.s and in fostering good understanding and trust between teachers and their bosses.

As the dependence between inspector and administrators is obvious, therefore their duties must be complementary. One of the duties of the inspector is to ensure that the L.E.A.s appoint the most suitable men and women as teachers and Headteachers; and that the schools are properly built and adequately maintained. The L,E,A,s on the other hand would like to be furnished with accurate information on the schools, and advice for their improvement. The inspector too would be pleased to see that his recommendations are implemeted and in many cases this encourages the inspector to put more

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6. Yahaya Hamza; "Inspection Procedure". A paper delivered during Orientation Course for Inspectors 1972. Yahaya is now the Chief Inspector of Education Kaduna State Ministry of Education.

effort in his work. The inspector is a liaison officer between the Ministry, the L.E.A.s and Schools; he interprets government policies to L.E.A.s and furnishes government with needs of the school and L.E.A.'s. In this role there is a great need for the inspector to keep himself up to date in new educational trends and policy decision of his Ministry. If an inspector is to succeed, he must handle the administrators with tack and understanding.

Another aspect of the inspectors duty is the establishment and maintainance of healthy relations between all parties that are concerned with education. Teacher-L.E.A.s' relations are much to be desired. The root cause of this can be seen in the attitudes of some L.E.A. officials and that of the teachers on the other hand. Some teachers felt that they were not being treated with due respect by their superior officers. Conversely, some teachers were not polite in their approach and often displayed blatant disregard for authority, the schools stand to lose a great deal and of course, children can suffer. In situations like this inspector should try to harmonize the relationships.

Another area where inspector has a great part to play is the Local Authority's part in educational development. Some L.A. officials have developed a cool and uncooperative attitude towards educational development. This attitude stems from partly their ignorance on the effects of education on culture and beliefs of the people. Education to them will have to be recieved with caution as it is potent enough to disturb the status quo. As a catalyst for progress and the agent of change the inspector should through persuasion and guidance show the light and make both the L.E.A. understand their educational roles to their children and the community as a whole.

Basically, administration is a device for ensuring that the most appropriate means are available to further the development of self-active individuals and fully cooperative and contributive members of the community. In this regard the administrators and inspectors should therefore cooperate and contribute collectively and efficiently towards the mental, spiritual and physical development of the whole society by ensuring that education is made avilable

to all irrespective of their sex and beliefs.

Obstacles that face Inspectors

Although the inspector is required to create and sustain conducive atmosphere to learning in schools, help teachers and community, his work load seems to be heavy. He is also faced with some obstacles of no small importance. One of the obstacles is the grave shortage of trained teachers. There is an increasing vast expansion of schools which is not followed by a corresponding production of fully equipped teachers. In this situation the inspector can do little to increase the supply. In addition to the shortage of teachers there is lack of proper and experienced supervision caused by inexperienced headmasters who are unavoidable in the expanding system. This is further aggravated by the lack of genuine interest shown in the teaching profession by many teachers because of inadequate material incentives and prestige in teaching as compared with the other professions.

Related to this is the stand of the L.E.A.s. There is often some reluctance on the part of L.E.A.

to implement inspectors recommendations and test his new ideas. But it must be observed that they too have their limitations; in terms of financial resources and trained staff.

Furthermore, the inspector is often bogged down with administrative work that provides little time for professional work. Apart from writing of many reports, people daily throng his office for advice and solution of their problems. To put a stop to this means to kill the people's interest in education and the trust they have in him, the price of which will be too great to his.

Our schools are dispersed in a wide area, accessibility to them is difficult and sometimes impossible during the rainy season as our roads are not all weather roads. This is further exarcerbated by inadequate transport facilities for inspectors which will enable them to face the school problems squarely and urgently.

In the light of these facts it is abundantly clear that inspectors are faced with great obstacles which need co-operative efforts and time in order to overcome them.

CHAPTER lV

EMERGING CONCEPTS OF SUPERVISION AS AN INSTRUMENT FOR IMPROVING TEACHING AND LEARNING

Supervision is one of the oldest forms of educational programme. However, there is considerable divergence of function from country to country and there is inevitably conflict in role. Basically an inspector's functions fall into three main categories; those of administration and management, those of assessment or evaluation, and those of advice, guidance and training.[1] The functions interlock, but a study of the history of inspection reveals the importance attached to two of these main functions: the inspector seen as a figure of authority, the "watchdog" of educational standards in the public interest, concerned with keeping schools and teachers up to date, and inspection viewed mainly as judicial exercise. The new function or role emphasises particularly inspector's function of giving constructive advice and support to the schools and teachers and contributing to development.

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1. Mervyn W. Pritenard: Primary School Inspection in Nigeria UNESCO 1975. page 4.

Throughout many centuries teaching and learning had been going on with supervision hand in hand. Supervision had therefore, developed as an adjunct to School administration. Supervision in a technical sense began in 800 A.D. with the begining of Cathedral Schools. The emphasis in these schools was primarily upon religious and moral development. The responsibility of supervising instruction devolved upon a man called a SCHOLASTICUS in England whose duties included the selection of teachers, admission of pupils, development of courses of study, and conduct of examinations.[2] Inspectors role in the developed world was mainly to promote sound education and in this their reports could be used to promote or demote teachers, hire or fire them.

In British West Africa, School inspection began in 1882 by the appointment of Revd. Metcalfe Sunter as H.M. I of West African Schools. His assignment was really gigantic for one man and very little was achieved by this appointment. In 1889 Henry Carr (1863-1945) became the first Nigerian Inspector of

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2. J.M.Gwynn: Theory and practice of Supervision. 1972, page 4.

Schools.

The development of supervision through the development of our school system in Nigeria has some similarity with that of the United States. J.M. Gwynn has graphically illustrated the development of the supervisory position in the States and this is worthy of reproduction at this stage.[3] See Figure 1.

The concept of supervision through many ages had undergone tremendous changes. In the twentieth century however, three important factors have conspicuously emerged to give rise to several concepts of supervision. Research and experimentation in the field of education culminated in the development of "Changes in ideas of how children learn. Closely related to the first factor is the major advances in methods of teaching. Bruner has boasted that every subject under the sun can be taught effectively in some intellectually honest form to any child at any stage of development provided, right method is used. The third important factor is the tremendous growth in amount and variety of textbooks and teaching materials.

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3. Ibid page 6.

However, research in the field of supervision had resulted in the change in supervision from an inspectional operation into a position of instructional leadership that demanded creative qualifications.[4] Six concepts played major roles in this transition and these can be succintly illustrated graphically: Figure II.

Scientific Supervision in its early stages had to do with achievement testings such as teachers rating, rating of courses of study etc. Today the emphasis is on research and the scientific method as tools for improving the teaching learning situation. The concept accepts supervision as an art which employs the findings of science to its use. J.M. Gwynn has touched on the other types of concept.[5]

Nigeria

In Nigeria as in most of the developing countries the old concept of inspection was mainly based on inspection of schools and submission of reports to the department for implementation. The inspector was looked upon by teachers as fault-finders and a rigid

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4. Ibid page 10

5. Ibid pages 13-15

"4. Since it is difficult to accept help until one has identified his own problems, teachers should be encouraged to divulge their greatest challenges without being required to admit failure.

"5. Supervision is committed to the concept of shared responsibility.

"6. A recognition of individual differences is an essential factor in effective supervision.

"7. Effective supervisory effort is closely related to functional problems which exist among staff members.

"8. Supervision places high relative value on the involvement of individual members of the group in cooperative planning, decision-making and problem solving.

"9. Effective supervision is dedicated to a continual search for improved educational techniques.

"10. Effective supervision is based on continuous evaluation.

The Supervisory Functions

The primary function of supervision is the improvement of instruction, and helping teachers and school personnel to solve problems that arise or are concerned with a desireable learning situation for children. Therefore it is the responsibility of a supervisor to assist teachers in all their instructional endeavours; he should also coordinate and make available to all personnel the instructional services

of the school. The supervisor should become an interpreter of the school and its programme both to the school personnel and the public, The function can be broken down into major tasks like:[6&7]

"1. To administer the development and maintenance of an educational programme designed to meet the needs of the community.

"2. To promote among the staff of the schools an understanding of the problems and policies of the school system.

"3. To direct a public relation programme designed to enlist the understanding, support and participation of the community in solving the major problems of the school system.

"4. To enforce all provisions of law and all rules and regulations of the Ministry.

"5. To help teachers develop greater competence in teaching.

"6. To help teachers to identify and analyse learning difficulties of pupils and also help them to plan for an effective remedial instruction.

"7. To build strong and workable group morale and securing effective team work.

"8. To evaluate teachers results in terms of pupils growth and educational objectives.

"9. To provide guidance and advisory services in all school matters.

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6. Raju B. Fundamentals of Economics of Education. Faculty of Education, A.B.U. 1976. page 274.
7. R.E.Clabaugh: School Superintendents' Guide. Principles and Practices for effective Administration. 1966. page 73.

"10. To assist and guide beginner teachers to translate theory learnt in training colleges into classroom practices.

"11. To help teachers achieve poise and sense of security in their work and in the community.

"12. To keep ministry and the LEAs continuously informed on the progress and conditions of the schools.

The most modern and fruitful supervisory services are the creative ones.[8] Creative supervision stimulates and encourages teachers to feel free to think for themselves in matters partaining to objectives, curriculum, methods of teaching and methods of evaluating. Creative supervision encourages cooperative endeavours between teachers and the supervisors, inspires them, gives them self confidence and consequently leads to professional growth.

Success in supervision Dr. Raju pointed out is based on cooperative relationships and cooperative planning. Cooperation does not mean getting along with each other without occasional disagreements. It does not mean acceptance of all that is said. But it is based on clearly understood and accepted purposes, functions and responsibilities.

8. Ibid Raju page 275.

Techniques of Supervision

Supervision techniques or devices are various, and many of these devices have been in use for many years and up to the present day are as sound and very valuable as ever; examples of these are classroom visitations, individual interviews or group meetings. New useful techniques have been found and more will be found in due course. Some of the newer techniques are workshop or work conference, curriculum study, action research etc. The devices, however, have been divided into two categories: group devices and individual devices and these devices are equally useful depending on the circumstance used.

Individual Devices

1. Classroom Visitation.

This is the technique which has been in use for decades for the improvement of teaching. It is done on the initiative of the supervisor or invitation of the teachers. Here an inspector will observe the teaching process or observe and study pupils in their immediate environment and to be followed by discussion or conference.

2. Classroom Experimentation.

Through experimentation the teacher develops new techniques, new approaches, new materials for teaching.[9] Armed with this device, the supervisor will involve teachers in conducting classroom experiments, research on school problems, operational research, action reserch, survey and case study, etc. This device can also help in evaluation of both the work of the pupils and the effectiveness of the teacher.

3. Giving demonstration lesson.

4. Organizing professional study groups and conferences.

5. Guiding professional readings.

6. Participating in Staff meeting or parent Teachers Association meetings.

7. Planning for inter-school visits by teachers. This method is very valuable, in that it helps teachers to see new methods or materials in use, to observe the use of new equipments, to see a "master teacher" in action who is successful in those aspects which a particular teacher is weak or ineffective.

8. Arranging exhibition of books and illustrative instructional materials.

9. Searching for ways by which schools and community may be integrated.

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9. Op.cit: JM. Gwynn. 1972. page 339.

10. Help teachers especially new ones to select suitable materials for teaching.

Group Devices

1. Committees

   This is a fact-finding device for the school or group. The committee method is used for exhaustive study of some aspect of a project for the benefits of a group.

2. Working co-operatively on projects in curriculum constructions, methods, community relations, child development, etc.

3. Institutes lectures addresses. This involves talks or lectures by special speakers to talk on current problems or new methods, etc.

4. Workshop or work conference.

5. Field trips for staff. This is done during a course organized by supervisors to places of educational values capable of stimulating teachers and widening their horizons.

6. Team inspection followed by supervisors teachers conference to discuss the findings of the teams and the problems of the school etc.

Effective Supervision

Educational supervision is for continuous development of teaching learning in schools. A good supervisor can achieve much if he stimulates both the teachers and the taught to learn and develop interest in learning. Raju B. has thrown abundant light on effective supervision and the entire part is worthy of reproduction.

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10. Raji B. Fundamentals of Economics of Education. Faculty of Education, A.B.U. 1976. page 277

is worthy of reproduction.[10]

1. Supervision should establish such relationship with the principals and teachers that they invite him to help them improve their work.

2. The supervisor's presence should be as normal as possible to avoid embarrassement self-consciosness on the part of teachers.

3. After observing a lesson, the supervisor must comment on it, with constructive suggestions.

4. He must maintain a system of record of teachers progress.

5. He should develop such relations with teachers that they would feel free to invite supervisors to participate freely and actively in democratic and intelligent discussion of problems of common concern.

6. He should make teachers fully aware of their interest in pupils rather than merely finding out what is wrong with pupils.

7. There must be a follow-up of the classroom observation of teachers work.

8. The supervisor must be prepared for the staff meeting.

9. He should stimulate teachers to present their own problems and help them find solutions for them. The staff should be guided to participate freely and actively in democratic and intelligent discussion of problems of common concern.

10. He should stimulate group thinking in thrashing out problems posed by teachers.

11. The principal should have a programme or a plan for supervision. He should note the problem areas and follow-up.

12. Let teachers talk and the supervisor guide discussions in teachers meetings. Raise questions to cause thinking.

13. A healthy relationship between staff and the Principal and supervisor will result in cooperative attitudes and efforsts.

14. If the supervisor or the principal does not know the answer, he should admit it and try to get help on it.

15. Supervision should respect each teacher's personality.

In about half of the developing countries, officers have been appointed in the education departments who are entrusted with somewhat similar functions. These officers are known as supervisors. In some countries this practice is emerging slowly but surely, while in other countries the need for functional officers such as supervisors is badly felt but due to lack of information and administrative difficulties, it is still undecided.

Supervision is a skill - there is no formula for performing its various functions. Supervisors have to deal with people - teachers and heads of schools - and not with files and finances, buildings and commodities alone, They must focus on teachers to get the best possible school instruction out of them and maintain quality of education .

Therefore, one of the most important needs at present is the training of supervisors. The supervisors need to be equiped with the following skills:-

1. Techniques of supervision
2. Leadership role of supervisors
3. Interpretation of educational plans and their implementation at the primary and secondary and Technical School levels.
4. Techniques of disseminating recent research findings and reports of successful educational experiments.
5. Setting up of an up-to date library for teachers.
6. Skill in sensing and solving the current problems that hinder school progress.
7. Techniques of stimulating interest in heads of schools to desire professional growth and encourage them to work for it.
8. Developing skills in working with those above him and the school staff.
8. Conducting teacher orientation programmes.
10. Techniques of planning projects, pilot projects and classroom experiments.

Global problems of Supervision

1. Misconception of the Role

One of the serious problems of supervisors is the confusion among educators and lay citizens about

Their roles and responsibilities. The roles of supervisor tend to be unclear for many reasons. The changing needs of the society, the tasks assigned to them, and the ways schools are organized are contributory factors worthy of further illustration.[11]

(a) Product Visibility

Neither the teachers nor the authority or even the supervisors themselves can adequately identify the supervisor's accomplishments.

(b) Client Specificity

The lawyer, doctor, judge, etc, have specific clients but the same cannot be said to a supervisor The client of a supervisor is not clearly defined. Some will say the client is a teacher, sometimes the school authority, at other times a mixed group; sometimes the public, other times the Ministry or the LEA.

(C) Responsibilities

The responsibilities of a supervisor are often shared with principals, teachers and others. Hence, the supervisor has difficulty in assigning priorities to tasks and getting them accepted.

(d) Change Orientation

The emphasis of the supervisor on change in existing practice produces resistance from various sources. Ambivalence is created regarding the work of the supervisor.

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11. Roy Patric Wahle: Toward Professional Maturity of supervisors and curriculum Workers. 1967. Page 10.

(e) Specialised Tools

The procedures and techniques employed by supervisor do not tend to be as distinctive as those of some other specialists.

(f) Locus of Operation

The supervisor has no distinctive location where he operates, like the principal, teacher, libration or others. He, however works in classrooms, offices, laboratories and various buildings whereever task requirements may lead.

(g) Hybrid Image

The exclusive concern for instruction causes the supervisor to concentrate on the work of teachers, but the need for change requires a focus on organizational structure. The supervisor is never quite free of involvement in administration, hence his role as instructional leader remains unclear.

The seven sources converge to create confusion, and place supervisors under a cross-fire of conflicting perception and expectations from other educators and can frustrate efforts at development of supervisory competencies.

2. Problems Relating to the Improvement of Instruction in Schools

In most of the developing countries the world over, schools are beset with major problems of instruction. There is now a growing realization of the importance of education, consequently classes are overcrowded.

In some schools there are 40 to 60 students per teacher. Allied to this is the large number of failures in schools each year. One can say with some measure of justification that the percentage reach 50% in some countries. The curriculum of instruction in most cases outmoded, the teachers majority of whom are untrained and ill educated. It therefore becomes necessary to equip supervisors or inspectors with the required know-how to take remedial measures to ease the tense situation. Teaching methods are old and outdated, the supervisors should keep abreast with new findings of applied research and educational experiments and transmit them to schools. Raju advised that teaching methods should involve students activity, class participation and creativity and should be based on a problem solving approach. Effective instructional aids should be encouraged to stimulate the sensory channels of children both gifted and backward.

3. Problems of School Organization

Under this rubric a number of problems arises.

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12. Op.cit Raju B. page 279.

current problems that hinder school progress, such as school supplies and equipments, lack of school personnel, inadequate and unsuitable school buildings, health services, libraries etc. Allied to these are bottlenecks, red-tapism and considerable delays in solving school problems by the School Authorities. It usually takes months to decide and sanction requirements for schools.

These problems discourage the supervisors and teachers, create more problems dull enthusiasm and retard school progress. Supervisors should be mindful of the problems and should persist in finding their solutions. They should also be given powers to avoid such unnecessary bottlenecks.

4. Health and Guidance Prbblems in Schools

   (a) Guiding teachers to maintain cumulative records of students, interpretation of these records and follow-up.

   (b) Education of gifted and backward children.

   (c) Remedial work with slow learners.

   (d) Community participation in school programme.

Problems Relating to the Organizational Structure of The Supervisory Machinery

For an effective supervision there is a need for

a clear definition or roles. In each headquarters there should be a chart of supervisory functions and number of schools for operation.

There is a strong need for clerical staff and other ancillary staff to relieve supervisors of petty jobs and allow them to concentrate on supervisory functions.

Supervisors themselves sensing skills, abilities and understanding needed in the field may organize programmes of in-service training for supervisors. They may have discussions on various problems they find difficult to handle, exchange ideas on solution of these problems, exchange new approaches to stimulate professional interests in teachers etc.

On the other hand, the need for in-service training for teachers cannot be over-emphasized.

The supervisor is in a better position to know the problems of schools and teachers and it is his role to remove such hurdles that weaken professional performance in schools. This can be done through workshops, discussion group, practical work on problem areas etc. Specialists from teachers' Colleges and University can render assistance.

both the supervisory and teachers levels, there is the urgent need to stimulate research, experiments and projects at schools with a view to improve practices at schools and at the supervisory levels.

Effective and stimulating teaching takes place when teaching aids are used. Inspectors therefore should encourage teachers to device and prepare their own teaching aids and study kits. These can be obtained from our farms, backyards, firms and factories and even on the streets.

6. Problems of Effective Implementation of Supervisory Programmes

One of the major problems facing supervisors today is lack of coordination between the field supervisors and his senior at headquarters. The field supervisor in most cases is ignorant of the new policies of education and the working of the minds of the Ministry. The field supervisors on the other hand do not keep the headquarters fully informed of the current school problems. The headquarters staff needs information and the field officers understanding and assistance. Effective supervision depends on understanding, assistance and good human relationships.

CHAPTER V

ANALYSIS OF RESEARCH DATA

The Federal Government of Nigeria has adopted education as an instrument par excellence for effecting national development. It is Government's wish that any existing contradictions, ambiguities, and lack of uniformity in educational practices in the different parts of the Fedration should be removed to ensure an even and orderly development of the Country. The success of any system of education is hinged on efficient administration which includes control, inspection and supervision of school. The Nigerian policy on education states that the objective of administration and supervision are:-

1. To provide efficient adminstrative and management control for the maintenance and improvement of the system.

2. To ensure quality control through regular inspection and continuous supervision of instructional and other educational services. The accomplishment of this policy has been vested in the inspectorate division of the Ministry of Education. This study is in line with the policy as it endeavours to remove misconception, contradictions and ambiguities of inspectors role in order to ensure effective learning at the Primary levels so that strong and viable foundation can be built for effective development

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1. Federal Republic of Nigeria: National Policy on Education - 1977. Page 31.

The Local Education Authority

The Management and Administration of Primary Schools in the State have been vested in the LEA of which there are fourteen at present. The establishment of the LEAs came as a result of the Oldman's recommendations which called for separation of the inspectorate and administrative functions with a view to improve the quality of education in our schools and accelerate the wheel of its progress. Henceforth the two organs of Schools administration and supervision went on with some strains and stresses yet moving with great strides and strength.

This research endeavours to bring to light the feelings of all those who have interest in education with a view to improve the teaching-learning in our schools. Sixteen LEA Education Officers have answered the questionnaire and at a glance this appears to be their feelings.

Questions	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	1	1	1	11	2
2	2	2	1	8	3
3	3	5	2	6	-
4	2	-	1	6	7
5	5	7	1	1	1
6	9	5	0	1	1
7	1	5	5	2	2
8	7	7	1	1	-
9	9	5	-	-	1
10	6	-	1	6	3
11	1	5	-	10	1
12	2	4	7	2	2
13	-	8	-	4	1
14	6	3	-	5	2
15	1	1	-	10	5
16	1	3	2	3	7
17	6	10	-	-	-
18	4	4	4	-	3
19	12	3	1	-	-
20	10	6	-	-	-
21	1	10	1	1	2
	89	94	28	77	43 (331)

55.1% agree, 36.1% disagree and 8.4% undecided

LEA Inspectorate Relationship

Elizabeth and Francis Jennings clearly pointed to us that the ultimate success or failure of any attempt to lay the foundation for common understanding depends on how people are

valued.[2] One will tend to agree with their contention that society which fails to meet man's basic needs will perish. Some of these needs are: sense of dignity, the noble aims of his nature, the overall purpose of his life, and his destiny in God's plan for the universe. Frederick C. Dyer gives us what he calls the Platinum Rule of Human Relations: Treat another person as you would like to be treated if you were that person - really that person, not just yourself telling him how he ought to want to be treated.[3] This rule agrees completely with the tradition of the Prophet Mohammed, Good human relation is fundamental to the success of any organization.

Inspectors and Local Education Authorities are both concerned with the education of the child. Their relationship should be one of good and effective partnership. The LEA is the proprietor of Schools and its major role is that of a provider. The inspector is an agent through which the LEA gets a feedback as to the quality of education she is providing. LEA

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2. Elizabeth and Francis Jennings: Making Human Relations Work in Harvard Business Review. Vol. XXIX No. 1 January 1951. Page 1.
3. Frederick C. Dyer: Executive Techniques for Handling People. Vol. II 1964. Page II

Inspector relationship is very vital for children education; if their relationship is strained it is the child who suffers most.

There are six relevant questions on LEA inspectors relationship.

The results stand thus:

Questions	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
7	1	5	5	2	2 (15)
11	1	5	-	10	1 (17)
12	2	4	7	2	2 (17)
15	1	1	-	10	5 (17)
17	6	10	-	-	- (16)
19	12	3	1	-	- (16)

Question 7 deals with the appointment of the right type of inspectors. 15 LEA education officers answered the question. 40% of them agreed that the right type of people are not appointed as inspectors, 33% disagree and 27% undecided. One will tend to emphasize the fact that better people should be appointed as inspectors. 35% of the E.Os agreed with the question, 41% undecided and 24% disagree; this shows that the LEA/Inspectors' relationship is peripheral in the sense that there is very little

contact between the two officers. But in the real situation, the LEA officers feel that the inspectors are fault-finders. In fact, during the research exercise, the researcher came across some strained relationship and was openly told that the inspectors are "fault-finders". As regard status of inspectors 80% affirmed the high social status of inspectors and 100% affirmatively agreed that they get on well with their inspectors. As regard approach 94% of the LEA E.Os are satisfied with the approach.

On the whole the results show that the relationship is cordial and warm but on the real situation there has never been full understanding between the two educationists. The main factors behind it are lack of clear definition of role and the high social status of LEA E.Os

Inspection and Report Writing

Question	No.	Agree	Disagree	Undecided
2	16	25%	69%	6%
10	16	38	56	6
13	13	62	38	-
20	16	100	-	-

The attempt here is to find out the LEA's reaction towards the present system of inspection and report writing. For years LEAs have been complaining bitterly about lengthy reports and impossible recommendations being issued to them by inspectors. The findings show clearly that LEAs over the whole State are satisfied with the system and the reports.

Effectiveness of Inspectors

Question	No. of Respondents	Agree	Disagree	Undecided
1	16	13%	81%	6%
8	16	88	6	6
9	15	93	7	-
14	16	56	44	-
18	15	53	20	27

One of the major roles of inspectors is that of "a knowledgeable and sympathetic professional adviser", who should be proficient in modern educational trends and up-to-date in policy decisions of his ministry. One needs to ask, are the inspectors of schools effective in the discharge of their duties? 81% of the LEA officers agreed that they are effective. But most of them 88% are ignorant of the professional

background of inspectors and indeed ignorant of the actual role or duties of inspectors.

Teachers.

Today, there is an increasing demand from many quarters in our society for good quality education for our children in Schools. This pressure and outcry from the people create a climate not only for improvement but also for innovations. Inspectors will therefore have to become more aware of the educational problems and must also seek and attain management positions as planners, evaluators and teachers' educators.

Questions have been asked to elicit information regarding professional growth of teachers, improvement of class instruction which is vital for upgrading our educational system and so on.

Professional Growth

One of the duties of inspectors is to arouse and sustain the interest of teachers in the teaching profession.

Question	No. of Respondents	Agree	Disagree	Undecided
1	235	51%	34%	5%
2	231	50	38	15
3	223	43	48	9
4	219	39	43	18
5	224	44	43	13
6	214	30	60	9

As regards the stimulation and sustenance of interest the result shows that 51% agreed with the view that inspectors are playing a vital role and also are encouraging teachers to further their education. As regards confidence and competence 44% agreed and 43% disagreed. On the whole, one would conclude that inspectors do discharge their duty of promoting professional growth pf their teachers. If they play this important role, is there any good understanding between teachers and inspectors?

Teachers/Inspectors Relation

Question	No.	Agreed	Disagree	Undecided
7	235	60%	24%	16%
8	228	36	49	15
9	225	65	26	13
10	234	66	24	10
11	225	24	58	18
12	218	50	24	26

The result of the first question shows positive answer. This indicates that there is a good understanding between the two educationists. Furthermore, teachers regard inspectors as advisors, helpers and colleagues not as fault finders and policemen. This is a good departure from the old authoritarian concept of supervision. Teachers generally feel free to approach their inspectors for help and guidance and they normally find their comments useful.

One of the fundamental problems of schools inspectors is their failure to help teachers use physical facilities available in the school and locality. They were in the past accused by the school authorities of not encouraging teachers to make use of the local materials for construction of teaching aids. 51% of 229 teachers indicated that they were helped to find and use effectively instructional materials such as maps, globes, teaching aids, etc. 13% were undecided and 36% showed negative attitude to the question.

One interesting question with surprising answer is on the teaching aids. Many teachers expressed their

acceptance of the fact that they were encouraged to make teaching aids from the local materials. Experience had clearly shown that teachers hardly use teaching aids and indeed they bothered not to utilize local materials for teaching aids. But 61% of 227 teachers positively agreed that they were encouraged by their inspectors whilst 29% disagreed and 10% undecided. Probably the affirmative answer stemmed from the often quoted recommendation that local materials should be used for making teaching aids which neither the teachers nor their LEAs implement the recommendation. Since the teachers expressed clearly the inspectors encouragement on this line, it therefore becomes imperative on the part of inspectors to see that teachers actually make and utilize aids for instructional improvement.

Improvement of Class Instruction

Question	No. Of Respondents	Agree	Disagree	Undecided
15	231	58%	39%	3%
16	228	51	40	9
17	228	64	19	17
18	237	62	29	9
19	228	47	42	11
20	223	37	43	20

One of the fundamental roles of inspectors is the improvement of class instruction so that the quality of education being transmitted to our young generation would tremendously improve. It is the major responsibility of the inspectors to provide teachers with the useful expertise, help and encouragement to do an excellent job. Improvement of instruction is closely related to keeping in touch with teachers in their schools. Many of our teachers especially in this age of rapid educational expansion, are untrained and therefore require the expertise and the skills of inspectors. Furthermore, many schools are located in isolated districts quite remote from libraries. To help teachers effectively there should be frequent visits. Inspectors are accused in many quarters that they seldom visit schools and even if they do the visits were often cursory and leisurely. Inspectors on the other hand do often complain of heavy load, caused by paucity of inspectors in the field.

On the question of frequency of visits of inspectors to schools, out of 231 respondents 58% agreed that inspectors visited them during the year,

39% disagree while 3% undecided. If one carefully scrutinizes the answers one would find out that many inspectors do not pay regular visits to schools, as question 16 clearly indicates. On the question of usefulness of the visits, the generality of teachers found the inspectors' visits useful for improvement of instruction. 62% of 237 respondents agreed that inspectors usually offer useful suggestions where they thought they are needed but always allow teachers to use the methods that worked best for them. The present inspectors therefore are democratic and not dogmatic as those of the yester-years. But the response to question 19 shows that inspectors were not helping teachers to meet the needs of individual child. In the realm of assessment of children they played very little part. One can say with some measure of justification that effective learning takes place with effective assessment of the learner.

On the applicability of supervisory practice, ten practices were listed, the one that has the highest score is the "recognition of good work" followed by teachers participation in professional organization

and the supervisors classroom visit action". Inspectors should therefore note that teachers need the recognition of their work. This should be the starting point of the improvement of class instruction.

Question 21 indicates that the most effective source of ideas for improvement of instruction is "contact with other teachers, and ideas from professional literature". Out of 272 respondents 108 are for contact with other teachers and only 41 registered their agreement with the "idea from supervisors". In fact, the six variables listed are all important media through which teachers can improve themselves and hence their students. Teachers should be encouraged to utilize various avenue for acquisition of useful knowledge which would help them promote and improve the children's knowledge.

As regard teachers-community relation the research reveals that inspectors were not helping teachers to identify themselves with the problems and aspirations of the community where they are teaching. This is a serious omission on the part of inspectors. Teachers and inspectors are working for the people and should

therefore identify themselves with the people.

It has been alleged that teaching profession is non-prestigious. The root cause for this, one will argue, can be found in the recruitment policy, which some say has been haphazard, others attribute it to low salary, while others contend that there is no such thing as promotion by merit and efficiency. Loan and transport facilities as existed in other professions are absent in teaching profession.

Out of 219 respondents 24 associate low prestige of teachers with low salary, 123 with lack of promotion, 41 with haphazard employment, 75 with lack of social amenities. On the question of improvement of social status of teachers out of 231 responses, 123 agreed that if teachers' salaries are increased and harmonised with those with equivalent qualification and experience their status will improve. 49 associate status improvement with proper training, 41 with loan facilities.

As regards salary satisfaction 220 teachers answered the question 115 were satisfied with their salary and 105 were not satisfied.

As regards conditions two factors emerged most glaringly as contributory factors towards low prestige of teaching profession, and these are low salary and lack of promotion. Salary harmonization had been done but creations of promotion ladder is not yet affect. There is therefore, the great need for the government to look into this important affair. Although one will tend to say teachers are promoted to headmasters grade II and I, but the classroom teachers know no promotion.

Teachers' Assessment of Inspectors

It is the general practice that inspectors have the prerogative of rating and assessing teachers but not the other way round. Job performance of teachers is rated or assessed in the light of those knowledge, skills, and characteristics which one must possess in order to do the job. The teachers assessment of their inspectors will help the Ministry to know if it had made an appropriate choice and to know if the inspectors are fulfilling their obligations. Twelve variables have been used to elicit information on inspectors and the result is as follow: 1-5 indicates

the degree of appropriateness or acceptability to the lowest degree which is 5. Questions 11 and 12 show that 1 is the lowest while 5 the highest.

	VARIABLES	1	2	3	4	5	Total
1	Appearance	113	62	52	11	1	239
2	Dependability	75	79	51	23	1	229
3	Industry	66	96	24	22	7	215
4	Cooperation	75	112	28	2	4	221
5	Initiative	54	57	80	17	16	224
6	Leadership	60	52	48	55	8	223
7	Emotional Control	56	119	26	18	1	220
8	Sense of Humour	73	76	29	24	13	215
9	Resourcefulness	54	48	98	11	3	214
10	Social Acceptability	20	123	28	35	10	216
11	Ability to Present Ideas	7	51	136	28	-	222
12	Judgement	12	39	160	33	-	244

The result is most satisfactory on the part of the inspectors. The generality of teachers strongly believed that their inspectors were dependable, cooperative, socially acceptable and have high sense of judgement. The Ministry of Education Kaduna State had made a good choice in the appointment of its inspectors.

Inspectors/Supervisors

Characteristics of Supervisors

	No. of Respondents	Agree	Disagree	Undecided%
1	18	61	39	-
2	18	67	11	22
3	17	76	6	18
4	17	82	6	12
5	17	88	-	12
6	18	11	78	11
7	18	50	28	22
8	17	29	65	6
9	18	33	50	17
10	18	28	56	17
11	16	56	25	19

In this age of explosion of knowledge in all its ramifications, one would ask several questions to determine the characteristics of inspectors and ascertain whether they are relevant to the current trends in educational thinking. Are inspectors democratic in their procedures, and have they both the determination and fearlessness to questions theirs, and others assumptions and convictions? Do they have firm belief in supervision as one of the viable means of contributing to human progress? The 18 inspectors who answered the questionnaire indicated affirmatively that they are democratic in thinking and have the

enthusiasm for supervision. But 50% of them agreed that their work was rendered ineffective by the uncooperative attitude of some of the Ministry officials. Indeed, one of the cries of inspectors is the dilemma in their role created by the uncooperative attitude of the officials in the Ministry. They were often frustrated in their efforts to improve the quality of education in their areas of jurisdiction by the direct dealings of some Ministry officials with the LEA, ignoring the inspectors who work with the LEAs. Inspectors were sometimes kept ignorant of the new thinking in the Ministry, and if they are out of date in the policy decisions of the Ministry they could not function effectively. Furthermore, the achievements of inspectors in their areas are not often being realized by the Ministry. One of the reasons behind this unfortunate situation is the influence of the Chief Education Officer LEA in the Ministry. The CEOs of LEAs often unmake the good work of inspectors.

Perception

	No. of Respondents	Agree %	Disagree %	Undecided %
12	18	56	27	17
13	18	22	56	17
14	18	6	83	11
15	17	18	47	35
16	18	17	72	11
17	18	94	-	6
18	18	100	-	-
19	18	89	5	6
20	18	72	22	6
21	18	61	22	17

What is the role perception of inspectors? To 55% of our supervisors their role is mainly maintenance of standards while 27% disagree. On the other hand, supervision to 56% of the supervisors aims at the growth of pupils, teachers, parents and therefore the community.

On the question of role, 83% felt that their role is clear to them, but 61% clearly stated that the Ministry has not yet defined their role and functions. If their role is clear to them, then it follows that the Ministry which appointed them had clearly defined their role, without which they would not have understood their role.

The need for appointment of qualified inspectors and their subsequent training is further accentuated by the expression of 89% of the inspectors.

Performance

The results of the research on performance of inspectors show that they were most satisfied with their output. But 71% of them lamented the fact that their LEAs ignored most of their recommendations. One would not accuse them of self-praise and self adulation, but would need to see accurate and unbiased self assessment. This has not been done.

On supervisory techniques the inspectors are still interested in inspection and report writing. No doubt there is a great need in departure from the old system. Persistence leads to stagnation and indeed retrogression. Neither the LEA nor the teachers would have much time to study the lengthy reports of inspection. What they need is on the spot guidance followed by tacit synopsis. Inspectors favour inspection and report writing but lengthy one. 71% are against this.

Expectations.

Inspectors like other professionals have their expectations and aspirations. Some have chosen inspectorate line to acquire prestige or boost their social stand others with an intention of improving the education of the children and to assist the people generally. Indeed, each individual has his ulterior motive for accepting or rejecting things.

The first question under this topic attempts to find out why inspectors join the profession. Most of the inspectors (33%) indicated that their main motive is to

help people, 28% are for intrinsic satisfaction while 11% are for status, 6% for pay while the rest are undecided.

The two worst things about inspectoral role are the inspectors' ideas are not being implemented by teachers and LEA officials and that there is no opportunity for professional training. As regards training there is no institution in the country which trains inspectors to become real professionals. This is an area worthy of examiniation by the Ministries and institutions of learning.

90% of the inspectors in the State would like to make school supervision their career; and 98% of them emphasised the fact that inspectors should receive thorough training before they become inspectors. In other words, they called for pre-service training which is an effective instrument for effective supervision. 90% of the supervisors agreed that clear role definition is an essential factor for a high quality of work in schools. 88% of inspectors confirmed that even if teachers are adequately trained and schools adequately equipped, supervision is still necessary.

Effective job performance is a crucial factor in the success of any organisation. Some of the vital prerequisites of job proficiency are specialised job knowledge, interest in learning, and willingness to help others learn, cordial relations with peers and the public and ability to work effectively in a hazardous, unpleasnat environment. Do inspectors realize and have these important attributes? As far as willingness to help others is concerned 89% of the inspectors believed strongly

that they do help both LEA and teachers in their educational endeavours.

As regards relations with the public only 53% of the public according to inspectors, understand the work of supervisors. It then follows that 47% of the public are ignorant of what inspectors do, then there is a great need of putting more efforts in the general enlightenment of the parents and in the improvement of relations between inspectors and the general public.

Community Leaders

One hundred questionnaires had been distributed to Chiefs, District Heads, Councillors, Judges and influential Community Leaders to register their feelings about inspectors. 71 answered the questionnaires.

	Yes	No	I don't know	Total
1	66	2	3	71
2	57	9	3	69
3	34	27	9	70
4	42	19	8	69
5	26	29	13	68
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
9	46	21	3	70

The most crucial factor in the realisation of the value of the Western Education and its acceptance by the people in this part of Nigeria is the belief in the usefulness of the Western Education. In the past Western Education was associated with Christianity and therefore disbelief in Islam. There is now a change of heart and

acceptance of education as a useful instrument for improvement of the children has now become an established fact. 93% of the elite of Kaduna State society agreed that education is useful and therefore they are very willing to educate their children as opposed to their former rejection of it. 83% of our leaders claim to know the role of inspectors and 61% of them agreed that inspectors help children and teachers in their educational efforts. But 51% of them felt that inspectors do not indentify themselves with aspirations and the problems of the society and that inspectors also make very little effort to enthuse parents to take keen interest in the educational welfare of their children through P.T.A. or other media.

As regards the usefulness of inspectors to the society, the community leaders were presented with five different types of inspectors.

Out of 69 leaders who answered the question, 38 indicate that inspectors of education are most useful to the society, and 14 sided with inspectors of police, II with Price Control Inspectors 5 with Produce Inspectors and one with Inspector of Court. It

is abundantly clear that Western Education has now been fully accepted by our leaders. The inspectors would have to redouble their efforts to improve the quality of education.

Our intelligent leaders do grasp the role of inspector which 82% of them say is the "supervision of school activities." 77% of them indicate that the most helpful supervisory techniques to teachers are classroom visitation coupled with discussion, and organization of courses for teachers. To the Leaders the Ministry has defined the role of inspectors (66%) but 77% of them agreed that adequate training of inspectors would enhance a high quality teaching learning in our schools.

Ministry of Education, Headquarters

The questionnaire presented to the headquarters was an attempt to elicite information on three areas; selection, appointment and training of inspectors, (b) effectiveness of inspectors (c) and clear Role perception.

20 questionnaires were distributed and 13 were answered, and the responses in terms of percentage are:-

No.	of Respondents	Agree	Disagree	Undecided
1	13	56%	22	22
2	13	85	8	7
3	13	15	38	46
4	13	100	-	-
5	13	92	-	8
6	13	54	23	23
7	13	54	15	31
8	13	92	8	-
9	12	17	42	41
10	12	92	8	-
11	-	-	-	-
12	12	100	-	-

The Ministry agrees with most of the question. Question two deals with qualification most suitable for an appointment into the inspectorate cadre. 46% of the Ministry officials had chosen someone with B.Ed, Primary Education as the most suitable primary School inspector. This is a credit to the Faculty of Education A.B.U Zaria which initiated the course. N.C.E. plus post graduate teaching experience scores 38%. Indeed most of the State Assistant Inspectors are N.C.E. holders. But the Ministry is looking forward to have more qualified people. 100 of the officials overwhelmingly agreed that pre-service training of inspectors consequently promotes quality and effective school supervision. One would further ask, does the Ministry of Education train its inspectors before service? The

answer is emphatically No. But since they realized the importance of pre-service training, it is therefore absolutely imperative to make provision for some sort of pre-service training of newly recruited inspectors. Acquisition of experience in the field should be further accentuated if the officers are adequately briefed of what they are expected to do.

Effectiveness of Inspectors

To be very effective one needs good knowledge, experience and requisite attitude for supervision. But in this age of rapid educational expansion and availability of many opportunities, the field of education is woefully short of the capable and competent professionals (56% agreed). For an inspector to be effective he should realise that his role should be a catalysing one rather than a directing one.

54% of the officials, agreed that inspectors should engage in research, research interpretation and writing of educative literature instead of the present form of inspection and writing lengthy reports.

To the headquarters officials, the supervisory techniques that help teachers most are classroom

visitation which should be followed by discussion, organization of professional study groups and conferences; and 92% strongly believed in close association between teachers colleges and inspectors as a useful instrument of improving teaching/learning.

Clear Role Perception

On this there is a glaring inconsistency in responses born perhaps out of a desire to defend oneself or the organisation. 54% of the officials agreed with a suggestion that the present supervisors lack clear role and therefore a redefinition of role is necessary. 15% disagreed and 31% undecided. But when a categorical statement was made that the Ministry has not clearly defined the role of inspectors only 17% agree, 42% disagree and 41% undecided. In the final analysis 100% of the respondents unanimously agreed that clear role perception plus adequate training enhances effective supervision and hence a high quality of teaching/learning in schools. The 100% response indicates belief in role perception and adequate training. It will be of tremendous assistance to the schools generally and inspectors in particular if the ministry

translates belief into reality.

Role

Earlier it has been stated that misconception of the concept of supervision by supervisors contributes to low productivity. What the school inspector is, what he does, what he should be are somewhat clouded with misunderstanding. Indeed it has been hypothesised in this project that the concept of supervision is not clearly understood by inspectors and teachers. A question purported to clarify the situations was put forward to the teachers, inspectors, community leaders and the LEAs and below is the response:

	Agree	Disagree	Undecided	Total
LEA	2	13	1	16
Teachers	95	109	19	223
Inspectors	3	8	6	17
Community	57	3	9	69
	157	133	35	325
Percentage	48%	41%	11%	

48% of 325 respondents in the State agreed that the concept is not clear to both the inspectors and teachers, 41% disagree. If the concept is not clear one needs to

find why and how this can be clarified. This study sheds some light on the basic reasons behind the misconception. In the first place, inspectors who have been recruited into the job were not initially briefed or adequately trained by the Ministry. A posting is done and the person posted is expected to know the tools of his trade and hence utilize them effectively without initial guidance. Pre-service, in-servide training are still scarce. Precise definition of role, and to clothe it in the Civil Service jargon, schedule of duty is not availabe, and where it is available it is not read or understood by the majority of inspectors.

I also put forth an assumption that the improvement of the supervisory qualities of inspectors would improve the professional competence of teachers. The improvement of qualities come about with acquisition of skills and experience; and these are acquired through training. With this in mind, I put forth this hypothesis: III 'A clear definition of role plus adequate professional training of inspectors would tremendously enhance the quality of teaching and learning in our schools, and the following is the people's views.

	Agree	Disagree	Undecided	Total
LEA E.O.	14	2	-	16
Teachers	-	-	-	-
Inspectors	15	1	-	16
Community Leaders	54	7	9	70
Ministry Officials	12	-	-	12
	95	10	9	114
Percentage	83%	9%	8%	

The result shows an overwhelming unanimity (83%) in the desirability for clear definition of role and professional training. The response from the ministry is 100% and the inspectors 94%. But the ministry has not yet clearly defined the role as shown by the response of the second hypothesis 58%, The hypotheses so far advanced, have clearly proved that the concept of supervision is not clear, the ministry has not adequately defined the role of inspectors and that there is no in-built system of either pre-service or in-service training of inspectors,

Furthermore, school inspection is synonymous with schcol adminstration, professional adherence and competencies are submerged under the heavy carpet of administration. Little attention is paid to instruc-

tional improvement of the quality of education of teachers, pupils or even that of the inspectors. The separation of administration and supervision recommended by Oldman, has not been fully comprehended.

Clear understanding of concept leads to the comprehension of role and hence a fulfilment of the requirements of role. Do inspectors understand these requirements? This question leads us to the second hypothesis:- II "The Ministry has not adequately defined the role and function of inspectors." The people decide thus:

	Agree	Disagree	Undecided	Total
LEA, Education Officer	8	6	2	16
Inspectors	11	4	3	18
Community Leaders	46	21	3	70
Ministry Officials	2	5	5	12
	67%	36	13	11
Percentage	58%	31%	11%	

It is abundantly clear from the findings that the Ministry has not yet defined the role of inspectors. 58% agree, 31% disagree and 11% undecided. It is now

highly desirable and indeed imperative to the Ministry to clearly define the functions and role of its inspectors. If this is done, it will in no small measure, help in the improvement of standard of education in our schools.

In this study I asked: 'how can they (inspectors) improve their competencies as catalysts of improving instruction and alleviating the problems of Schools?

The research also shows to us that competencies, skills and experience of inspectors will improve considerably if they receive training and attend seminars and conferences. It is also realized that ability to create and sustain a healthy atmosphere in schools and society helps in creating better understanding among individuals and hence job satisfaction which is a prerequisite for a maximum output.

Conclusively, the study reveals to us that clear understanding of one's role plus adequate training enhances a high quality of teaching and learning in our schools. With the findings before us, one needs to give adequate guidance and recommendations to help both the authorities charged with responsibility of schools

administration and supervision and the people in their endeavours to upgrade our educational system. The next chapter takes care of this.

CHAPTER VI

SUMMARY CONCLUSION AND RECOMMENDATIONS

SUMMARY

Roles and responsibilities of inspectors tend to be unclear in this rapidly expanding educational system. Little attention is given to clarification of roles and responsibilities with the result that inspectors find themselves doing any and everything much of which may be related to instruction or instructional improvement. The increasing size and complexity of education have resulted in added confusion for the role and functions of inspectors. The confusion and the unclear role definition place the supervisors under a cross-fire of conflicting, perception and expectations from other educators and frustrate efforts of in-service development of supervisory competencies, the confusion also prevents effective preservice preparation, make selection, placement and retention of inspectors haphazard.

This study had abundantly illustrated and proved the fact that the concept of supervision is not clearly understood by both the teachers and inspectors them-

selves and that the Minstry has not defined the role and functions of inspectors. The study further illustrated the fact that clear role definition plus adequate professional training would enhance a high quality education. With this fact in mind, what should the Ministry, the inspectors and the general public do to overcome the confusion? Clear role definition appear not only possible, feasible but also expeditious. Supervision of schools is the path and marrow of education and therefore a clear definition of role of supervisors is necessary.

What is the role perception of inspectors? A great number of school inspectors massively demonstrated during interviews and in their responses to the questionnaires that they perceived their role as facilitators of teaching and learning in schools. 60% of the respondents believed that supervision aims at the growth of pupils and teachers and therefore the community at large.

One of the factors which would facilitate the improvement of teaching-learning in schools is the drawing of a demarcating line between the role of

inspectors as professional education improvement agents and inspectors as administrators. School inspection to many is synonymous with school administration, professional adherence and competencies are submerged under the heavy carpet of administration. One can argue to some extent that not much attention is paid to instructional improvement. The Oldman recommendations for separation of administration from supervision has not been fully comprehended and implemented. To many LEA Education Officers, inspectors, do involve themselves too much into LEAs domain which is school administration. 93% of the LEA Officers would like inspectors to dwelve on courses organization, and giving of professional guidance to teachers, rather than administration. One would like to ask, to what extent should inspectors involve themselves in administrative duties?.

Inspectors should in the first instance, be professional pure and simple, administration should be left to the LEAs. Inspectors should involve themselves in administration on consultative capacity, giving LEAs advice on staffing and physical improvement

of schools. Non instruction related tasks should be eliminated from their schedule. If this is to succeed separation of administration from professional work then becomes necessary.

SEPARATION OF PROFESSIONAL AND ADMINISTRATIVE FUNCTIONS OF INSPECTORS

The modern role of supervisors calls for separation of supervision role from administrative duties of inspectors. An inspector as defined earlier is an experienced teacher employed by the government to be responsible for the inspection of all subjects and activities of a primary school. This does not include Principals or Headmasters of schools whose administrative strategies include administration and supervision.

The essence of the inspectorate should be concentrated exclusively on inspection and professional advancement of education, such as curriculum planning and development not administration except in a consultative capacity.

The interview with LEA Education Officers revealed that 93% of them were not happy with inspectors' intrusion into their domain which is school administration. Indeed, the researcher met with

five cases of strained relations between Inspectors and LEA Chief Education Officers. The researcher himself had experienced conflicting role relations between his office of inspector and that of the LEA. 98% of the inspectors interviewed, strongly believed that the LEAs render their work ineffective through the support they received from the Ministry; as a result of no clear cut definition of role.

The study, therefore reveals clearly that there is a great need for the separation of duties and clear definition of the boundary of each domain. Relieving inspector of administrative duties will remove ambiquities and role conflict which currently hinder effective and qualitative development of teachers and education. Separation allows inspector abundant opportunity for shouldering the responsibility for giving constructive and creative advice and guidance in his visits to schools and through inservice training.

How can the Ministry make the substantive nature of the inspectors role clear?

CLEAR ROLE DEFINITION

The role of inspector is proved by this study to be unclear, the confusion places inspector in the position of a jack of all trades. 61% of the inspectors in the state felt that the Ministry has not yet defined their role; 90% of them strongly agreed that clear role definition is an essential factor for a high quality of work in schools. As regards the top notch of the Ministry officials (professionals) 54% of them called for redefinition of role. On the whole, 83% of the people in the State overwhelmingly called for clear definition of the role of inspector as an instrument for improvement of teaching learning in our schools. One should therefore call the Ministry with strong voice to redefine the role.

The domain of inspector is instructional improvement, therefore, non instruction related tasks should be eliminated from their responsibilities. Ben Harris has succinctly described instruction related tasks as the development of curriculum, the provision of in-service education opportunities, and the evaluation

of instruction. Similarly, teaching staffing, and organizing for instruction are tasks which are instruction related. Other tasks are the development of public relations, the orientation of new staff, the provision of special pupil services, and the development of facilities. If the Ministry make the inspectors concentrate their attention on these tasks, teaching learning will be tremendously enhanced, and LEA - inspectors' role conflict will be clarified and solved. Furthermore, the Ministry should draw a comprehensive schedule of duties of inspectors, and all necessary assistance should be given them to understand their modern role.

WHAT ARE THE MODERN ROLES THAT ARE APPROPRIATE TO INSPECTORS, AND WHAT ARE THE MOST SUITABLE SUPERVISORY TECHNIQUES FOR IMPROVEMENT OF TEACHING LEARNING?

This study hinges on role of inspector and techniques of supervision which will facilitate learning. On the two relevant questions, the findings reveal that 54% of the Ministry of Education Officials, agreed that inspectors should engage themselves in research and its interpretation and writing of educative literature. To them the supervisory techniques that help

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Roy Patrick Walile: Towards Professional Maturity of Supervisors and curriculum Workers. 1967 Page 5.

teachers most are classroom visitation, which should be followed by discussion, organization of professional study groups and conferences. These facts received the blessings of 77% of the Community Leaders, the teachers on the other hand, support this idea, but the practice they prefered most is the recognition of good work of teachers. The inspectors on the other hand prefered the present practice of inspection and report writing.

With these facts in mind, one would put forth the followings as the most suitable supervisory techniques for improvement of teaching learning in schools.

(i) New Role for Inspectors

In this age of explosion of knowledge, inspectors must assume new roles which are relevant and condusive to the improvement of the total operation of the school programme. School is one of the chief agents of change, its purpose is to help change the behaviour of its occupants in such a way that they can contribute to the progress of the society.

Inspectors by nature of their calling are responsible for development of school practices:

(a) Curriculum Development:

This is a task directed toward the development of new designs for guiding instructional practice; and can take the form of planning seminars, unit construction, pilot projects, course of study writing, concept developing or writing etc.

(b) Evaluation of Instruction:

This is one of the endeavours directed towards providing information regarding the relationship of programme elements to instructional outcomes. These endeavours may include classroom observations, interviewing children, action research, etc. The emphasis is upon the improvement of instruction.

(c) Media and Materials Development:

This is an attempt to provide most suitable materials at the right time to facilitate instructional practices. Teaching aids as observed in the study are rarely used by teachers. Teachers prefer to use chalk and talk methods. Inspectors should endeavour to continuously educate teachers on the production,

selection, source and effective improvement instruments.

(d) In-service Education:

This is one of the endeavours to improve the competencies of staff on the job. These endeavours may include formal courses, workshops, demonstrations, intervisitations field trips, organized by inspectors and purpoted to help teachers change in ways that promise instructional improvements; the importance of in-service education cannot be over-emphasized. The four tasks however constitute the core of inspector's job. However, some working relationships are required for inspectors to function effectively as instructional improvement agents.

Inspectors need access to sources of information. The position of inspectors should be designated as relatively high in status in order to guarantee them access and freedom of communications with community leaders, principals and representatives of higher institutions. High status supervisors can command scarce resources and respect. Personal acceptance of inspectors is an added asset.

(ii) Competencies Required:

Inspectors require certain competencies for execution of their duties. In the first place they need to be intelligent, motivated, honest and sympathetic. They are required to be instructional planners. They therefore require certain new knowledge and skills which will help them influence the direction in which instructional programmes move.

(a) Observing, Analyzing and Evaluating:

Inspectors must be able to stimulate, influence, coordinate and lead. They must be skilled in discerning self control. Skills in recording and analyzing data is important so also skills in evaluation of programme.

(b) Communication:

Communication ability is a very significant asset. He should be able to present extremely complex ideas to other people in ways that stimulate thinking, clarify misunderstanding and impart new knowledge. The skills in expository, analytical and formal lecturing and the use of visualizing techniques are useful.

(c) Research and its Interpretation:

Inspectors should be knowledgeable about a great variety of information sources, and skilled in efficient library utilization techniques. Of great importance is the ability to read rapidly interprete research findings and critically assess information for significance and relevance.

If our supervisors have these competencies and assume the new roles the quality of education in our schools is bound to improve considerably.

(iii)Advisory Role:

Inspectors have often been criticised in the past as fault finders, too bossy and authoritarian. 65% of the teachers, however regarded inspectors as advisors, helpers not policemen. 37% of the LEAs' E.O. felt that inspectors were bossy. The modern role of inspectors, however, calls for persuasive advice rather than imposition of ones ideas on teachers.

The Inspectors' role is indeed complex and complicated, he is often called upon to advise, assess and administer. His modern role should be based on persuasive leadership and guidance. The old authorita-

rian and inquisitional methods of fulfilling ones role are now outmoded and retrogressive; prescription and enforcement may be necessary in some cases, but his influence is bound to permeate all the schools if he establishes a rapport with all his teachers based on the esteem due to recognized knowledge and experience and the acceptance of advice following upon mutual acknowledgement of the complementary role of the supervisors and of the teachers in the achievement of the same objective.

The advisory role of the inspedtors should not be interpreted by teachers as a dimunition of inspector's professional status and therefore a latitude on their part to engage on activities that are inimical to educational growth. No one should deny the teacher's individual initiative and independence, but these should be within the boundary of rationality. Conversely advice given under the mantle of authority and with air of superiority is non-conducive to professional growth. The study reveals the democratic nature of our inspectors, yet the advisory role has not yet gained strong acceptance, it therefore becomes

necessary to emphasise the need at this age of educational expansion.

The laying of emphasis on advice in our State will no doubt relieve our inspectors of voluminous report writing and turn their energy to a more constructive work of assisting the development of education. 71% of the Inspectors indicated massively that their reports and recommendations were not read and implemented by the LEAs. The reasons behind LEA's laxity lie in the enormity of literature they are required to consume, digest and implement. With U.P.E. the number of schools are on the increase at phenomonal rate, both the LEAs and inspectors cannot cope up with the great paper work. Emphasis on the advisory role is necessary which should be followed by short, tacit, and precise report with implementable recommendations. This leads us to the next question. "What will be the roles of inspectors in advancing teachers knowledge and in creating and sustaining better understanding and helpful relationship between the schools and the LEA and between the Ministry and the community?

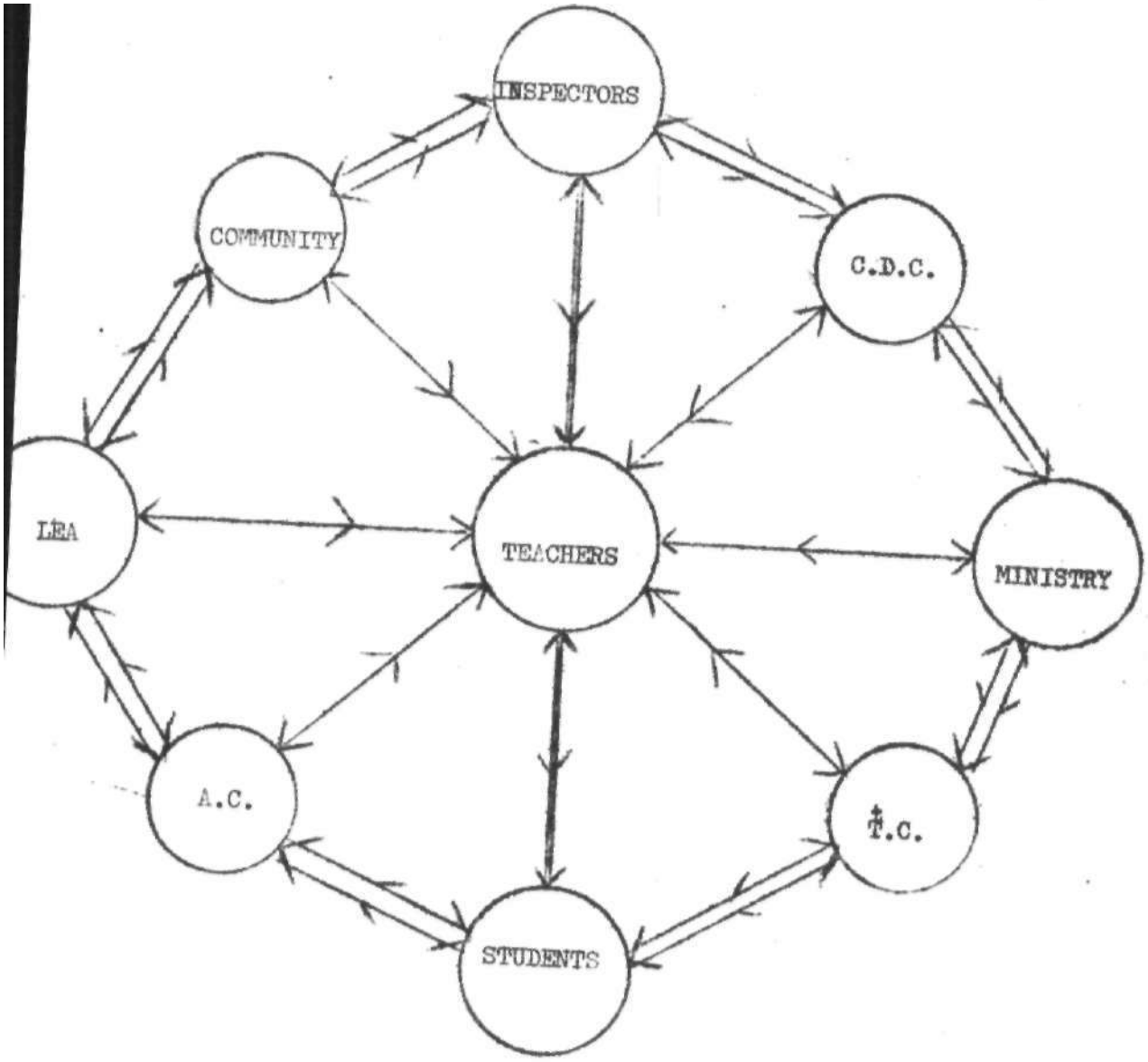
51% of the teachers in the State strongly believed in the stimulation of teachers' interest and in encouraging them to further their education and that there is a good relation, the research reveals that inspectors were not helping teachers to identify themselves with the problems and aspiration of the community where they were teaching. It is therefore vital that inspectors should encourage their teachers to identify themselves with the facilitators of teaching learning (See Figure III). The association would tremendously help teachers to enrich their experiences.

(i) Role of Inspectors in Advancing Teachers Knowledge:

Teachers are the mainstay of the school and there-fore their quality must be improved. The virtue of teaching is in continuous learning and the realisation that it must continue from "womb to tomb". Inspectors must provide ample opportunities for progressive enrichment of experience. In fact, there are various ways of doing this, but it suffice to say in-service training, workshops, research work, teacher's annual conferences, seminars can go a long way in improving teachers and teaching quality. This fact has been emphasized by 92% of the Ministry Officials who called for close association between teachers' colleges and inspectors as a useful instrument of

Figure III

INFLUENCE AND FACILITATORS OF TEACHERS AND LEARNING



T.C. Teacher Colleges

A.C. Academic community (ATCs, University)

LEA Local Education Authority

C.D.C. Curriculum Development Centre

improving teaching learning.

Inspectors should be competent to advise teachers on matters of class organisation and management, syllabus construction, general teaching methods, etc. Inspectors could call in colleagues to advise other teachers in areas outside their competence.

It is very important that close and informed liaison between inspectors and teachers colleges should be developed, out of which full understanding of each other tasks, problems and potentialities can develop. Various devices can be used to develop understanding such as periodic visits to schools, colleges by both inspectors and College tutors, lecturing in colleges by inspectors, periodic joint conferences and seminars between inspectors and tutors will go a long way to improve teaching effectiveness in our schools[1]. Both inspectors and teachers' colleges are in the same business and should therefore join hands to ensure high academic competence and

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1. Musa Hassan:

   The role of the inspectors in Educational Development in Kaduna State of Nigeria:

   1973 Page 41

productive professional know-how. Then each should be aware of the others activities, needs, ideas and problems. This area of co-operation is imperative.

(ii) Qualitative Improvement of Inspection:

How can insepctors improve their competencies, as catalysts of improving instruction and alleviating the problems of schools?

If our expanding educational system is to be improved, the improvement of supervisory quality of inspectors is necessary. Inspectors must be exposed to current educational thoughts; provision for continuous training, conferences, symposiums and attachments.

In view of the present work-load of inspectors and desirability for their improvement, in the future the ratio of inspectors to teachers should be 1:300. This will allow them to concentrate more on their work by ways of research and experiments as well as enabling more time to visit schools. Frequency of inspector's visits to school will increase as opposed to the present lack of regular visits.

Furthermore, inspectors need supporting staff such as trained and experienced clerical staff. They

need also decent housing facilities. The research reveals to us that competencies, skills and experience of inspectors can improve considerably if they receive traing and attend seminars and conferences.

(iii)Human Relations in Education:

Interpersonal relation in schools is deteriorating, poor staff relations between inspectors and LEA Offic-cial as well as between teachers and LEA Officials have featured prominently in this study. Poor relations will affect school work in all its branches and the image of the school is bound to suffer. The establish-ment and maintenace of good human relations should be part of inspectors' duty. The inspector should try to establish rapport between staff and the community in which the school is located. This is necessary for technical competence and personal development. Furthermore, sprit of team work increases productivity, also team work tends to increase a sense of partnership and morale and decrease isolation. In school, the inspector and the headmaster should create a healthy atmosphere in which realistic job satisfac-tion can be achieved. Satisfaction can be created by

trust, understanding and allocation of responsibility to individual members of the school. Good relations tend to make possible cross fertilization of ideas from teachers to teachers and even from school to school.

Inspectors indicated that they were not adequately informed of the policy decision of the Ministry and that they were over-stepped when dealing with LEAs. Informed liasion between inspector and his superior Officers at head-quarters and adequate communication channel if maintained would in no small measures increase the confidence of inspector in dealing with teachers and LEAs and also increase his effectiveness as a representative of the Ministry.

CONCLUSION:

This project has been set to investigate the problems of primary schools' inspectors in Kaduna State. The modern concept of inspection requires inspectors to provide professional expertise and leadership to teachers in the development innovation and improvement of school curriculum[1]. But the present role of primary school inspectors in Kaduna State i s ambigous and unclear to inspectors, teachers and parents. Inspectors spend undue proportion of their time on routine tasks of an administrative nature. In consequence, they are less able to fulfil their professional role in the schools of giving teachers useful and constructive advice and helping them on courses, workshops and seminars.

To find reasons behind the misconception of role and inadequate functions of inspectors; and to put forth some recommendations for improvement of the quality of education in the State, three hypothesis

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1. Dr. Edem, in a paper entitled "Inspection for Curriculum Development" delivered to the conference of inspector of Education in Zaria, September, 1973.

have been advanced:

1. The concept of supervision is not clearly understood by inspectors and teachers.

2. The Ministry has not adequately defined the role and function of inspectors.

3. A clear definition of role plus adequate professional training of inspectors would tremendously enhance the quality of teaching and learning in our schools.

The responses from the Ministry Officials, teachers, inspectors, community leaders and L.G.A. Officials confirmed the hypothesis the first one, shows that 48% agreed that the concept is not clear to both inspectors and teachers. 41% disagreed and 11% undecided. As regard the second hypothesis, 58% agreed, 31% disagreed and 11% were undecided. The third one, however, shows an overwhelming affirmative answer; 83% of the respondents agreed, 9% disagreed and 8% were undecided .

The hypothesis so far advanced have clearly confirmed that the concept of supervision is not clear, the Ministry has not yet adequately defined the

role of inspectors and that there is no in-built system of either pre-service or in-service training of inspectors. With these facts in mind, one needs to give adequate guidance and recommendations to help improve the quality of education in our schools.

RECOMMENDATIONS

Re-definition of Role:

1. The role of inspectors is proved by this study to be unclear. The Ministry should clearly define the role and functions of inspectors. Inspectors rôle should be instruction related tasks, such as the development of curriculum, the provision of in-service education opportunities, evaluation of instruction, orientation of new staff and the development of instruction, orientation of new staff and the development of facilities. School administration should be left to the LEAs.

2. Separation of Professional and Administrative Functions of Inspectors:

Relieving inspector of administrative duties unconnected with supervisory duties will remove ambiguities and role conflict which currently hinder

effective and qualitative development of teachers and education. The separation, if effectively done would give inspectors abundant opportunities for giving teachers constructive and creative advice and guidance. It would on the other hand remove the perennial problem of conflicts, friction and mistrust between the LEA Education Officers and Inspectors.

Selection and Training of Inspectors

(a) Appointment:

Inspectors are appointed as professional advisors to school authorities, as such the best of the experienced teachers should be chosen. The present practice of direct appointment of teachers from classroom into the cadre without pretraining should be revised. In the appointment, proof of outstanding teaching and organizing ability and promise of inspirational quality are essential. An energetic and experienced young men and women will be a great asset to the profession.

(b) Qualification:

The minimum qualification for entry into the cadre should generally be B.Ed, as indicated by most

respondents. Experienced N.C.E. holders who received thorough training could be appointed to look after Primary Schools. For effective supervision inspectors need some knowledge of the educational system and philosophy behind it of their country. They must know the latest theories in learning processes and the sociological approach to education - its scope and limitation. Specialist knowledge in some section of education is of importance, for instance, humanities, and examine research findings and current theory is an asset for all inspectors. Above all knowledge of school administration and supervision is very vital to all inspectors.

(c) Training and Probation:

In the present set up, inspectors do not receive pre-service training for their job. Preparatory training is not only desirable but essential for it will equip the inspectors with his tools of the trade. Duration of the course depends on entry qualification and should range from six months for graduate to one year for N.C.E. holders. During this period principles of

education, elements and techniques of research, education law, Government Regulations etc., should be taught. The trainee should then work under different experienced inspectors at least for six months during which period they are required to show evidence of aptitude and power to adapt themselves to the damands of inspectoral activities. New ideas in education today proceed at phenomenal rate, the inspector must keep abreast of this change through attendance of short courses, seminars and conferences organised by Universities, Ministries and inspectors themselves. Indeed, Inspectors need more opportunities for training and professional self-development.

3. Advisory Role:

Modern inspectors role shouls be based on persuasive leadship and guidance not on imposition of his ideas on teachers. Inspectors indicated massively in this study that their lengthly reports and recommendations were neither fully read by the LEAs nor were the recommendations implemented by many teachers. As the number of schools are on the increase at phenomenal rate, the LEAs and inspectors

cannot cope up with the great paper work. Emphasis on the advisory role is therefore necessary which should be followed by short precise reports with implementable recommendations.

4. Inspection and Report Writing:

Inspection is always accompanied by report writing. The reports are usually detailed and contain admissions of shortcomings of teachers and pupils rather then good work. The reports generally lack constructive advice on principles of teaching and learning, common to all subjects, that might lead the teachers to involve their pupils more actively in the whole process.

Lengthy report writing with general and unimplementable recommendations should be replaced with short and constructive reports, which should be readable, digestable and helpful to both teachers and the local education authority officials.

5. Quality of Inspection:

As there is explosion of schools all over the State, as well as outory for quality education for our children, more inspectors should be appointed. The

ratio of inspectors to teachers should be 1:300; this would allow concentrated and effective supervision as well as awakening the teachers from their slumber and lethargy.

6. Adequate Communication, and Attachment:

Inspectors should be fully informed of the policy decisions of the Ministry so that they can effectively advice their teachers on this matter and that the Ministry should endeavour not to overstep inspectors when dealing with LEAs. The Ministry should also encourage attachment of Inspectors both within and outside the country in order to enrich their experience and competence as inspectors.

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APPENDIX A

Notes For The Guidance of Visiting Teachers

1. What is a Visiting Teacher?

A visiting Teacher is essentially a man of considerable experience in the field of local education whose job it is to help and encourage other teachers; to guide the young members of the profession and cheer the older ones, some of whom may be losing their enthusiasm. He is a guide, a counsellor and a friend to the staff of all schools which it is his duty to visit.

2. How is a Visiting Teacher Chosen?

Experience. A Visiting Teacher must have a good record both as a teacher and as a man. He must be a first-class teacher, willing and able to keep up with all new and impproved methods and always willing to learn something more about education. He must be known and respected amongst his fellow workers as a good teacher otherwise it is pointless for him to give demonstration lessons or advice. People will only accept guidance from those whose knowledge and wisdom they have come to trust and value.

3. Character. A Visting Teacher must be well known for his honesty and integrity, respected locally and a man to whom teachers, parents, District and Village heads will willingly go to for advice on all educational matters.

4. Age. A Visting Teacher must be young enough in mind and body to tour extensively and maintain regular contact with all his schools, teachers and pupils. After a strenuous journey he should be able to come to grips immediately with all the problems confronting him; a tired Visiting Teacher cannot do his job well and, such is often the ingratitude of human nature, those with whom he comes in contact will soon lose faith in his ability, however noble his intentions are.

5. Knowledge of Psychology. A successful Visiting Teacher must have a good knowledge and understanding of human nature. He must be able to form a good judgement of a teacher's ability and character and give unbiased opinions. If something is wrong in a school or with a particular teacher he should be able to put his finger on the trouble. He should investigate thoroughly before condemning or praising anyone as, very often important decisions have to be based on his opinions and judgement.

6. Above all a Visiting Teacher must be a man whom teachers will genuinely welcome into their schools. If his visit is feared or treated with contempt, he is either not the right man for the job or he is not doing the job properly.

7. Why are Visiting Teachers necessary?

A new and inexperienced teacher fresh from Training College or a probationary teacher who has only just left school, is in need of guidance from and older and more experienced man. He should, ideally, be placed under a Head Teacher who is capable of giving him help and advice and who should see that he does not make the mistakes common to many young teachers. In Northern Nigeria, such is the state of educational development at the present time, that this is not always possible; in the majority of cases, due to the acute shortage of trained staff and the rapid expansion envisaged by the Native Authorities of most provinces in primary education newly certificates teachers are called upon to take immediate charge of a school, often with subordinate staff, e.g. Arabists, Craft Teachers and other untrained or probationary staff. Who is then to help these young teachers? Many of them are in isolated bush schools with no regular contact with members of their own profession. The Visiting Teacher therefore is the person who has to act as their guide; he is, in fact, the acting Headmaster of several schools.

8. As already stated in paragraph 7, the teachers in the smaller village schools have very little contact with their professional colleagues. Only infrequently can they meet other teachers and discuss mutual problems and teaching methods when they attend refresher courses. It may well be that the teacher in charge of a bush school is the only really educated person in the village and as a result, he may feel lonely and isolated from kindred spirits. Everyone from time to time needs to air his grievances and seek advice on his work. The only available person in this case is the Visiting Teacher who must be a sympathetic listener in the first place and ready with advice in the second. The particular problem will be examined in greater detail later in these notes.

9. Part of the duty of a Visiting Teacher is to keep teachers up to date with new methods of instruction, new sylabuses, new publications and all the literature appertaining to education. Once a teacher has finished his course at the Training College he has not reached the end of his journey. New and improved methods of teaching are discovered from time to time which all teachers should know about and, if suitable, put them into practice. Once again this is part of your duty to implement.

10. Teachers should be told about what is happening in other schools in your area. You may go to school and discover that the teacher in charge has some sound ideas on the running of the school farm, the garden, buildings, the time-table, Parents' Committees or some other topic. If you consider that these are good and worthy of expansion, it is your job to ensure that when you go to school B, such ideas are covered to the teacher in charge there. By this means all teachers and schemes for the general improvement of everything connected with the business of education.

11. The Visiting Teacher is also concerned to a certain extent with the physical conditions of the school. He should notice whether or not the Manager is doing his job efficiently. The Manager and Visiting Teacher should always work in close co-operation.

12. Close contact with the District and Village Heads should always be maintained. Quite often, lack of support for a school is because the people do not understand what is going on; they do not see how they can all play a part however, small. It is always easier to give support to a course if one is fully aware of its aim and meaning and the Visiting Teacher can do a great deal in this direction by attending parents' Committee meetings with the Village Head and explaining in very simple terms what we are trying to do.

13. The Visiting Teacher is the teacher's friend, but, when he finds that a teacher is quite definitely not doing his best, is lazy, lacks interest or is consciously slack in running the school, it is also the duty of the Visiting Teacher to take the offender to task whilst he is in the school. Severity is sometimes equally necessary with friendly counsel. You have to decide which type of approach is likely to have the best effect.

14. The Work of a Visiting Teacher

In all things the Visiting Teacher's report must be honest, factual and a true picture of the state of the school. Visiting Teachers must say what they actually find during their visit; mistakes or slackness must not be covered up, neither should a word of praise be omitted if it is really merited.

15. Attendance

The attendance Register is very important and must be accurate. It is the only present means of checking the health of the children and all teachers should take registration extremely serious. We assume that all trained teachers have been taught how to mark a register; if they fail to do it correctly, a reprimand is very necessary.

16. You should find out why the children are absent, visit the parents when ever possible and talk to the Dispensary Attendant. Inspect the children yourself and make them feel that they are being cared for in the school; adopt a paternal attitude in this case - you can do this where the teacher cannot since, if he is too gentle or a easy going, his classroom discipline may be undermined.

17. Classwork.

It is not the intention here to mention all the hundred and one things to look for inside the classroom. You know how to teach well, otherwise you would not be a Visiting teacher and when it is merely listening and repeating "Na ji" at frequent intervals. The essential to look for is the effect of the teacher on his class. Sit in the room and listen yourself, imagine you are a member of Junior

Primary 1 or 4 as the case may be. Then decide whether what is being taught is also being learnt - two essentially different things: Is the teacher's method correct? What is his aim in the lesson? Is he attaining it? Do you really feel that the children know a little more at the end of thirty minutes than they did at the beginning? If the answer is an honest "Yes", the teacher is good. If, subsequently you hear another three or four lessons with the same result you may be reasonably sure that the school is running satisfactorily and that progress is being made.

18. If not; in other words if the answer is not an honest "Yes" or a decided "NO" it is then your task to find out the reason, which is nearly always embodied in the teacher. It may be that he has not prepared his lesson, he may not himself understand the subject very well, he may start off with the false assumption that the pupils know more than in fact is the case, he may go too quickly - or too slowly - his blackboard work may be poor, his teaching manner may be all wrong, his voice may be too loud or too soft etc etc. Decide for yourself what is wrong with the lesson and then tell the teacher and make double sure that HE understands and does not, in turn, merely say "Na ji".

19. At this point, however, you must be careful that you adopt the right manner in explaining the teacher's faults to him. For this purpose there are two main categories of teachers. (a) beginners and (b) older men and women.

20. (a) Beginners.

Unless you decide that the teacher is an utter rogue, your approach should be kindly, helpful, persuasive, bearing in mind that the teacher is still learning how to teach. He does not know the tricks of the trade and he has not yet had time to discover which method of teaching best suits himself and his class. In nine cases out of ten a young teacher will, if handled correctly, respond to advice and practical hints. If he doesn't he will never make a teacher. He needs encouragement. Do not bully him or you may do irresparable harm and his enthusiasm may be killed on the spot.

If he is keen but on the wrong lines, do not immediately condemn him thereby evoking resentment on his part. Give him your advice, show him what he ought to do, give a demonstration lesson, go through his lesson preparation notes and comment where necessary. Then, in your report, explain what advice you gave and what you did so that the teacher can make future reference to the report for his own guidance and the next inspecting officer can check up and see whether or not the teacher is carrying out your recommendations.

21. (b) Older teachers

Great tact is often needed here. Remember that the teachers may be older than yourself and probably equally experienced in his years of service. If the school is running well and the results are all satisfactory - leave it alone. Do not upset a well-oiled machine; such things are precious and as yet very rare in this country. If the teacher is lazy, disillusioned and lacking in drive you should first endeavour to find out the cause try and discover why the teacher is not making the necessary effort. He may be worried financially (most teachers are), his family may be causing trouble, his health may be poor or there may be a lack of local support or managerial cooperation. If there is anything that you can do to help, do it there and then. If not, it may not be advisable to include such information in your open inspection report and you should inform the Provincial Education Officer either verbally or in a confidential letter. In the event of a teacher's slackness arising from such external causes as outlined above, assure that, prove to him that now he should do his best, everything possible will be done to try and smooth out his troubles.

22. On the other hand the teacher may be hundred per-cent idle. Tell him that such is your opinion and warn him that in the absence of an improved attitude and a vast increase in work he will be brought before his Native Authority and possibly forfeit an increment - or worse.

23. In all cases use great tact and judgement. Decide on the best way to approach an individual Teacher before you start to criticise but never hesitate to point out that which is wrong. You cannot afford to let your personal feeling influence your work. A teacher may be a classmate of yours but if he is not a good teacher you should do all you can to correct him for his own sake and for the sake of the children in his school. If you do not, it may be all the harder for him when an Education Officer inspects his school.

24. Craftwork

This is an important aspect of Junior Primary school work. Very few craft instructors earn their salary at the moment and the children suffer as a result. In nearly all cases craft instructors are not teachers and few have any skill in handling young children. This is not their fault. As yet the trained craft teachers is a rare bird in this region. A lot can be done, however, by giving hints to these men on how to maintain the children's interest, how to organise their work, how to sell the finished articles in the local market and buy more materials with the money so obtained. You should see that the Head Teacher is taking an intelligent interest in craftwork in the school and supervising the programme of the instructor. Parents should be encouraged to inspect the children's work periodically.

25. Health.

This has already been refered to in paragraphs 15 and 16. There is nothing more vital to educational development than that the schools should be full of clean, healthy children. Cleanliness is next to godliness. The occassions are rate that a dirty child produces good work or develops into a worthy citizen.

26. The Visiting Teacher should look for and check the following points:-

(a) Are the children healthy? Check the register, see the Dispenser, ask the children themselves if they feel well and are getting enough food.

(b) Are the children properly treated when they are ill? Remember that it is not part of the Education Department's job to criticise the work of the Medical Department but if you discover any dispenser who is obviously not making the necessary effort to treat the children with due care you should mention it in your inspection notes and Provincial Education Officer will contact the Doctor on the matter.

(c) Are the children clean - bodies and clothes?

(d) Are the children receiving adequate food or do they look undernourished? There is little you can do about this except by holding Parent's Committee meetings and explaining the value of good and regular food to a growing boy or girl and encouraging parents to provide the best they can. You should also point out the benefits of adequate sleep and early nights for children. A young boy who is allowed to roam the village streets until midnight after a long day at school and at play is unlikely to be very attentive in class at 7 O'clock the next morning.

(e) Are there adequate latrines and are they properly looked after? Very few people are as yet conscious of the necessity of good latrine accommodation where large numbers of people gather together or of the fact that many illnesses can result from lack of attention to this matter.

27. Records and equipment. You should always check the following:-

(a) Attendance register.
(b) Admission register.
(c) Cash Book.
(d) School Diary.
(e) Stores register. Farm accounts.
(f) Visitor's Book.
(g) Comments Book.
(h) Parents' Committee Minute book.

(i) Pictures and time-tables on the classroom walls to see that they are up-to-date and suitably placed.
(j) Desks. Check with the number of pupils in the class.
(k) Readers. Are there enough?
(l) Arithmetic Books. Are there enough?
(m) Exercise Books and writing materials?
(n) Blackboards, clocks, Rural Science equipment.
(o) State of the building desirable? Has this been brought to the notice of the Manager?

28. Teacher's Preparation of Work

No man can teach efficiently or obtain satisfactory results without adequate preparation. He must know how much the class should cover in (a) a year, (b) a term, (c) a month, (d) a week. This ensures that all his lessons have a definite aim and that there is a purpose behind the syllabus. He may have a poor ckass incapable of keeping up with his previously prepared plan; no matter - he should cover as much ground as possible making sure that what he has taught has been learnt by the pupils. This is most important and the Visiting Teacher should check every time and be very severe with any teacher who records work has delete been "done" when in fact the class has no idea of its content. It is preferable to go tooslowly than too quickly with children of all ages up to 90 and this applied to any subject.

29. An inspecting officer can tell in a few minute whether or not a lesson has been prepared and teachers are judged accordingly. So many teachers do not or will realise this and the Visiting Teacher should strive to convince them and advise them of the necessity for detailed preparation.

30 Conclusion

It would appear that a Visiting Teacher has a large task, that he must be a mine of information, a positive Hercules, a solomon and a guide, philosopher and friend to all.

He holds a very responsible position at this stage of educational development in Northern Nigeria and only the best can hope to succeed. On the other hand there is surely no other work that offers in such abundant measure the scope, the variety of experience, the pleasure of direct contact with people of all ages and walks of life or the innate satisfaction of doing such a worthwhile task. The reward is great.

APPENDIX B

NOTE ON SUPERVISING AND VISITING TEACHERS

The increasing complexities of educational administration in the Territory have reached a point where a Provincial Education Officer has to combine the functions of a County Director of Education and His Majesty's Inspector in the United Kingdom. As a first step towards remedying this situation Government has sanctioned the creation of a cadre of supervising Teachers. These are men of long experience and proved worth who do not possess the specific qualifications laid down in Sessional paper No.10/1938. In effect they constitute an embryo inspectorate.

2. A departmental circular on the subject of supervising Teachers sets out their duties in the following terms:-

(a) A Supervising Teacher should reside at Provincial (or Group) Headquarters.

(b) He should assist in the inspection of Assisted Primary Schools in company with the Education Officer; he may also, at the discretion of the Education Officer inspect alone assisted and Native Administration schools going up to Standard IV. At the same time he will continue to inspect Non-Assisted Schools.

(c) He should coordinate the work of the Visiting Teacher in his province (or Group) by means of conferences and discussions with them.

(d) He should organize, with the Visiting Teachers, Teachers' courses for junior teachers.

(e) He should keep in close touch with Mission Visiting Teachers and with his 'opposite numbers' in the Agricultural, Health and Cooperative Departments.

(f) He should interpret carefully the Education Officer's policy as he boes round and seek to maintain good relations with leading members of the community both African and European.

(g) He should bear in mind the importance of a neat appearance, good manners and tact in dealing with regard to new methods of teaching, modern schemes of education and matters of general interest by means of reading - both educational and general.

3. Visiting teachers are employed by Government, Native Authorities and the Voluntary Agencies. "Travelling" or "Visiting Teacher" is not a recognized permanent post. Travelling or Visiting Teacher is simply a teacher detailed to perform special duties. He may revert to normal teaching at the discretion of the employing agency and should revert when this is considered to be in the public interest. Such a reversion should not necessarily imply any inefficiency on the part of the teacher concerned or any reflection on his future prospects. The duties of a visiting Teacher are ardous and man may well grow tired after a number of years. Again, as the experience gained by a visiting Teacher is useful for promotion it is reasonable that men, possibly younger, who show talent and initiative should have an opportunity of travelling.

4. In general, it is considered that Supervising Teachers should be employed by Government but that Visiting Teachers should be employed by all agencies engaged in educational activities. In cases where there is proved need for the services of a Visiting Teacher to cover a group of Native Authority schools and where the Native Authority cannot afford the salary of such a teacher it is suggested that Government should provide (on secondment) and pay for such a teacher.

No.D.E.1473/29
Education Department,
Headquarters,
Lagos,
27th November, 1946

The Deputy Director of Education Northern Provinces, Kaduna.
The Deputy Director of Education, Western Provinces, Ibadan.
The Deputy Director of Education, Eastern Provinces, Enugu.

New Constitution

I enclose for your information copies of four notes prepared at Mr. Phillipson's request in connexion with his recent investigation. You may wish to persue them in conjunction with my letter No.D.E.1473/25 of the 25th of November, 1946.

(Sgd) R.A. Mol Davidson,

Director of Education.

APPENDIX C

PROPOSED EDUCATION ADMINISTRATION FOR THE DIOCESE OF LAGOS

Diocesan Edcn. Committee....	Chairman:	The Bishop of Lagos.
	Secretary:	The Diocesan Edcn. Secretary.
Archdeaconry, Edcn. Committee..	Chairman:	The Archdeacon
	Secretary:	The Archdeaconry. Edcn. Secretary.
District Edcn. Committee....	Chairman:	The Chairman of D.C.C.
	Secretary:	District Supervisor of Schools.

A. All educational work to be organised at three levels. At the top - the Diocesan Educational Council with the Diocesan as Chairman and the Diocesan Education Secretary as Secretary.

The Function of the Diocesan Education Council: (for Proprietorship see section B) to be the final authority in diocesan educational matters: to deal with the appointment of archdeaconry educational secretaries; to frame policy for the diocese bearing in mind the requirements of the Education Department; to appoint representatives to the Board of Education and to deal with appointment of District Supervisors on nomination from the District Church Councils.

The Duties of the Diocesan Education Secretary: to be responsible to the Council for the smooth working of the administration; to see that educational policy is correctly interpreted throughout the diocese: to supervise and co-ordinate the work of the Archdeaconry Educational Secretaries; to maintain the highest possible level of contact and co-operation with the Government Education Department; to summon a meeting to the Council at least twice a year, preferable in May and November, to present an annual report to the Diocesan Board.

The composition of the Council: Chairman: The Bishop of Lagos; Secretary; the Dicesan Education Secretary, (ex-officio), the Assistant Bishops, the Archdeacons, the Assistant Diocesan Secretary for Education, the Archdeaconry Education Secretaries, the C.M.S. Secretary, the Synod Secretary, the Principals of Training Institutions, the Chancellor of the Diocese, the Diocesan Financial Secretary, 5 teachers, one from each Archdeaconry; with power to co-opt two other members.

The Diocesan Education Secretary will need an Assistant Secretary and a clerk. In the case of a European to be nominated by the C.M.S. but appointed by the Bishop of Lagos. He should also be responsible to the C.M.S. for purely C.M.S. Institutions.

2. At the next level - the Archdeaconry Education Committee with the Archdeacon as Chairman and the Archdeaconry Education Secretary as (new appointment) as Secretary.

The function of the Archdeaconry Education Committee: to be responsible for the educational welfare and development of the Districts which comprise the Archdeaconry; (for Deputy Proprietorship see section B2).

The duties of the Archdeaconry Educational Secretary: to be responsible to the Archdeaconry Education Committee for the overall administration of the districts comprising the Archdeaconry; to supervise and order the work of the District Supervisors and to see that a good level of contact is maintained between their work and that of the Government Visiting Teachers; to forward adequate reports and statistics to the Diocesan Office; to summon at least twice a year meetings of the Archdeaconry Education Committee; to be the main channel of contact between the Government Education Department and the individual schools within the archdeaconry and in this relation to preserve the highest possible degree of cooperation with the Education Department, to appoint, subject to the approval of the Archdeaconry Education Committee, representatives to the Government sponsored Local Education Committees and through these to see that the Educational policy and development of this particular voluntary body (the Anglican Church) fits harmoniously into the larger Department pattern.

The Composition of the Archdeaconry Education Committees; Chairman: The Archdeacon; Secretary: The Archdeaconry Education Secretary; all Chairmen of District Church Council Education Committees; all District Supervisors; the Principals of Church Secondary Schools within the Archdeaconry; one teacher from each District selected by the teachers in the District: with power to co-opt fiver other members.

3. At the third level - each District within the Archdeaconry to have an Education Committee, whose Chairman will be the Chairman of the District Church Council and whose Secretary will be the District Supervisor.

The function of the District C.C. Education Committee: to promote the development and welfare of all schools, assisted and non-assisted, within the District; (for management of Schools see Section B).

The duties of the District Supervisor: to be responsible to the D.C.C. Education Committee for the supervision and administration of all schools within the Districts, i.e. to act as the liaison between the local school and the Education Department in matters where a direct relationship is necessary, to deal with all matters relating to the staffing of schools, subject to the approval of the D.C.C.E.C.; to forward all returns submitted by the Local Managers; to summon a meeting of the D.C.C.E.C. at least once a quarter and forward regular reports and/or minutes to the Archdeaconry Education Secretary; to effect the highest possible level of cooperation regarding the work of the Government Travelling Teachers and the plans of the Government-sponsored Local Education Committee.

The composition of the District Church Council Education Committee: Chairman: the Chairman of the D.C.C., Secretary, the District Supervisor; all Local Managers of Schools; the headmasters of all assisted school in the District; two headmasters of unassisted schools selected by the District Supervisor; with power to co-opt five lay-persons other than teachers employed by the Diocese.

B. Proprietorship and Management of Schools:

1. The Proprietor: The Proprietorship of all schools should be vested in the Diocesan Education Council. All correspondence intended for the Proprietor shall be dealt with by the Diocesan Education Secretary.

2. The Deputy Proprietor: The Deputy Proprietorship of Schools should be vested in the Archdeaconry Education Committee. All correspondence intended for the Deputy Proprietor shall be dealt with by the Archdeaconry Education Secretary.

3. The Manager: The management of all schools should be vested in the D.C.C. Education Committee. All Correspondence intended for the Manager shall be dealt with by the District Supervisor.

The existing managers shall be known as Local Managers and shall remain responsible for the business management (see addendum) only of schools. The District Supervisor of Schools shall be responsible to D.C.C.E.C. for the Educational Management of schools (see para. 3 section A for definition).

C. General. It is fundamental to this scheme that, in its relation it should seek to create not a 'duality' of control but a working efficiency within the framework of Government policy and administration which at the same time allows for the natural development of traditional interests. It is hoped to commence the scheme in 1947.

ADDENDUM

Business Management Of Schools:- The following may be regarded as business management for which the Local Manager is responsible.

(a) The maintenance of a good tone and spiritual life within the school and happy felationship between the school and the community.

(b) He should see to it that school Fees are duly collected and that they are accurately accounted for.

(c) He should check the Registers from time to time and see to it that adequate equipment is provided for the school.

(d) He should arrange for the regular payment of the Teacher's salaries.

(e) Should necessity arise, he should help to raise funds for the use of the school from the members of the Church from Church Funds.

(f) He should check the Annual Returns submitted to him by Headmaster before handling them to the District Supervisor who is to forward them to the Education Department.

(g) Appointment of C/D Teachers.

APPENDIX D

P'KI ELEMENTARY SCHOOL

Visited 5th - 7th May, 1949 by M.A. Tabari V.T.

1. Staff (i) M. Ibrahim Makarfi. Bauchi E.T.C. Certificate Salary £84 p.a.
(ii) M. Muhammadu Arabist. Salary £30 p.a.

2. Pupils. Class I. On roll 23 boys 12 girls fr: 23. 12
" III. On roll 21 boys 10 girls fr: 19. 10
On roll 44 boys 22 girls fr: 42. 22

The attendance has been very good, only two boys were absent. One was suffering from small pox and the other from malaria fever. Class I entered April 1949. This class is a well selected group by the teacher i/c and the Wakili.

3. Hygeine and Sanitation. The children are healthy. The cleanliness of the children has improved than before. Latrines are well kept clean.

4. Buildings. The southern wall of the school needs plastering (Yabe), white washing, new flooor. And re-thatching (Gudnn-biri). Three latrines need new thatching,. A note was sent to Turaki for necessary action.

5. Class-work. Class III. Reading is fair. The pupils pause for a long time every now and then in their reading. I myself read a short paragraph so that the pupils can have a good example of how a piece should be read.

Writing. Handwriting is very poor. I warned the teacher to pay attention to their writing and his own writing on B.B.

Arithmetic. The Mental-work is good.

Written Work. The work in the exercise books is not very neat and the figures are not good enough.

Geography & History. Have just been in Elem. IV syllabus.

English. From "First year English." Just been started and the pupils are progressing well.

Class I. Reading and writing are done in a single period (Look and Say Method) Arithmetic counting counters up to 100 and making figures from 1-9 on the sand . Geography. Foodstuff as per syllabus.

6. Requirement. Hausa Readers. Magana Jari Volume 1-3 each volume 36. Rulers 36. First year English 36.

7. Crafts. Boys do knitting and girls do spinning.

8. General. I found 3 boys who spent four years in the school. They were hopeless. So I have instructed the teacher to strike out their names out of the register since their retention will not benefit them in any way.

Mal. Tabri

APPENDIX E

NO. CEO/(G) 9/1/292.

The Ministry of Education,
Northern Region,
KADUNA.

18th June, 1960.

Dear Visiting Teacher,

For some time I have heard criticisms that the Primary schools are not as good as they should be. A substantial part of the blame for this must be ascribed to shortcomings in school supervision. In more leisurely days when there were fewer schools the Visiting Teacher was the friend and counsellor of the schoolmaster and could perhaps spend a week at one school helping with the classroom teaching. He was told that his duty was not to inspect. Nowadays a Visiting Teacher's first loyalty is still to his employer and he must still guide and counsell but he must also act indirectly as the eyes and ears of the Ministry which has approved his appointment as part of an integrated and cooperating system of inspection. Despite criticisms of our schools by parents and legislators, I know of no school in which a Visiting Teacher has made an adverse report. Certainly no such report has reached the local representative of this Ministry, the Provincial Eduction Officer. Neither do I know of a recent case of a teacher's increment being stopped. Yet all our schoolmasters cannot be paragons. I realise that, in the past, your instructions have been ambiguous, but theonly justification for the post you hold is the need to keep up standards in Primary Schools and to ensure that the pupils attending them get a good start in life.

The average teacher is no better and no worse than other men. Except for those exceptional teachers who have a fervent vocation and who lets nothing deter them, a teacher needs to feel that the man who works hard will get commendation. This system of spervision is particularly frustrating to the good teacher who ought to be singled out at an early stage for a Headmastership, for further training or for a post in the local or regional inspectorate. I am distressed to learn of a new kind of absenteeism; not absenteeism by pupils but absenteeism

pupils but absenteeism by teachers. Now it is proper that a teacher should be respected for his learning but he is nevetheless a servant of the public and , if he absents himself or is habitually unpuctual wit out sufficient excuse, you should encourage parents to complain to the appropriate authority. If you find a teacher absent when you visit a school you must bring the matter immediately to the attention of the Manager as a major disciplinary offence. Direct and indirect taxes paid by the parents pay the teacher's salary and the parents are entitled to a fair return for their money.

I am told that there is too much sitting down by teachers, too little correction of written work, too much telling the class to get on with something while the teacher studies for his next examination. Now I have seen these teachers in their training College when they were keen young men inspired with the ideal of making war on ignorance. Is it not a pity that they should so rapidly lose heart and courage? Can you not remove some of the causes of their disillusion and loss of morale?

And you, yourself, what is your attitude to your work You are called a Visiting Teacher. How much do you in fact visit or are you tied to your headquarters by routine work which might properly be delegated to a clerk? I know that touring is uncomfortable and something of a hardship but that is part of the price you pay for a job which, when well done, is constructive and infinitely rewarding. I hope that you try to keep up-to-date in educational matters. It is reasonable to expect you to place a regular order for "The Nigerian Teacher." I recommend, too, that you persuade your employer to purchase for the Visiting Teachers' Library, books like Downes snf Ealing's "The Teaching of Arithmetic in Tropical Primary Schools." Yours is a job which cannot be done without keeping up-to-date with modern method. You must have constant access to reference books. If you would like to spend a few days at a Training College and examine new methods in use, every member of this Ministry will be pleased to give you every facility.

There is one kind of Visiting Teacher who, having discovered that a primary school has no Arithmetic textbooks, makes a note in his report and leaves it at that. He had probably forgotten to ask the Manager to indent for textbooks anyway ! But the better kind of Visiting Teacher will go and stand over the Storekeeper until he has seen the textbooks despatched to the school. Nothing is more frustrating than to have to work without adequate tools. You should take a pride in ensuring that no teacher in one of your schools is short of any items necessary for the practice of his profession. You may feel that the fact that a school is without the right textbooks or without nibs for two or three months is a minor administrative mishap and that I am wrong to regard it as most serious. No one can predict where outstanding talent will develop and any pupil in a primary school may turn out to be a distinguished doctor, scientist, philosopher, writer or politician who may do much to make his country a better place. A set-back at the primary stage might well be fatal to that potential. That is why a lazy teacher, an inadequately equipped school, a Visiting Teacher without a vocation should make responsible citizens angry.

One last charge I must lay upon you and that is to do all you can to persuade parents to send their daughters to school. And when they come to school, do see that the teachers do not confine their teaching to the male member of the class.

It takes moral courage to make a bad report on a school which deserves it. It takes even more to tell a teacher that you are dissatisfied with his work. If, however, you cannot do this - and do it completely honestly without fear or favour you should change your job. It is the penalty of all who hold posts of responsibility that they bear heavier burdens and have less freedom of action than other men. A great deal depends on all educators in this decade. You are doubtless aware of the ferment of progress going on throughout West Africa. I have been a teacher. I know the potentialities of the Northern Nigeria schoolchild. I know therefore that, if everyone puts into primary education the dedicated zeal that he should, Northern Nigeria will not merely keep up with the rest of West Africa. It will forge rapidly ahead. It is a noble challenge that we face, but so much depends on you.

Yours sincerely,



SKETCH MAP OF

ZARIA PROVINCE

SHOWING

(a) Extensive Railway System.

(b) The Influential towns of Zaria, Kaduna and Kafancan.

(c) Rough distribution of pagans and moslems.

SUGGESTIONS FOR THE DEVELOPMENT OF EDUCATION IN ZARIA PROVINCE

Introduction.

These notes are the result of rough surveys made in Zaria Province during a two year tour covering the years 1942-43. These surveys were made during the course of normal touring and were necessarily limited in extent by the time available for this sort of work. It was not possible to cover the whole of the province in these two years and it was hoped that this work could have been completed at a later date.

The material written as a result of the "exploration" of Zaria Province is scattered in the files in the Education office at Zaria but rather than add to the work of the present Education Officer thereby sending for the files I have relied upon my memory and such notes as I have with me upon the tribes. The figures as given here are substantially correct but it would be well to point out that complete accuracy when quoting the number of pupils in individual schools is not possible after an absence of a year.

Zaria Province. The population totals just over half a million people. Of this half million slightly over half are moslem Hausa, the others come under the heading "Pagans". I make no apologies for using this term as its meaning when applied to the Northern Provinces is well understood.

The sketch map shows how these two groups are distributed about the province. The northern part is predominatly moslem but islands of Mohamedanism exist throughout the whole province. For the most part the latter are District Headquarter towns, the pagans being ruled by moslem district Heads and their staff (The three independent districts of Moroa, Kagoro and Kwoi are exceptions and have pagan trival heads) Except for the three independent pagan districts and Birnin Gwari the country is under the authority of the Emir of Zaria. The degree of real loyalty to the Emir varies from tribe to tribe and depends upon historical factors. A number of scribes consider that they were never more than loosely subject to him while others have for many generations been firmly under his control. The control of the pagan areas was a military affair and the latter were always easy game for the slave raiding moslem rulers. This state of affairs has not resulted in exessive affection between the two groups. Each despises and fears the other, a fact that was once clearly expressed by the present Emir. There is domination. This may account for the otherwise inexplicable desire some of the tribes display for more and more schools. They see the emancipated Southerner in the towns of Zaria, Kaduna, Jos and Kafanchan and rightly assume that this has resulted from his schooling. I believe this to be an important point and while it is easy to exaggerate it would be equally foolish to disregard a factor that may have great

influence upon the development of the pagan regions. While the province remains divided in this way it is unlikely to develop as a unit. It will be necessary as far as Education is concerned to regard the province as a whole and to weld the teaching staff into a unified team of men with mutual confidence and understanding. Opportunities for this are not easily come by but an annual refresher course for moslem and pagan teachers is essential. Such a course held in Zaria in 1943 showed that the teacher naturally congregated into two camps, pagan and moslem. During the discussions it became obvious to the teachers that these two groups had much in common and could learn from each others experience, and there seemed no reason why in time and with careful handling they should not be merged into an effective whole.

Influences affecting the development of the Province. These are (a) An extensive railway system (b) Three large towns containing strong Southern elements. Zaria, Kaduna and Kafanchan. The latter is outside the political borders of the province but its geographical position is such that its influence on Southern Zaria cannot be neglected (c) The growing influence of the Sudan Interior Mission and Roman Catholic Mission.

Response to Education. In the moslem part of the province we have to face the fact that the mass of the people are apathetic to our schooling. During the last three or four years four moslem Elementary schools have been burnt down. It is possible that some or all of these fires were accidental but there is circumstantial evidence to suggest that in at least two cases the fires were deliberate. In January 1944 the school at Kuban had to be closed for lack of support and in January 1943 the District Head of Makarfi stated that it was useless collecting new pupils for the town school until the day before the term began as any parents who suspected that their children were going to be put to school would certainly send them to distant relations if there was a time lag between their selection and the opening of term.

Schools in Zaria Province flourish if either the people themselves are keen on having their children educated or the District Head is enthusiastic. (A sympathetic teacher goes a long way to making a success of a school but if neither of the above factors are present he is unlikely to succeed completely. M. Maino at Gadani is an exception to this generalization). In the moslem part of the province the people are not enthusiastic about Elementary Education (here we must except Kudan School) and the success or failure of our effort in this region is dependent upon the personal effort of the District Head. This of course is a variable factor.

In analysing the factors that have brought about this state of affairs in Northern Zaria it is clear that history and geography have played their parts. The Hausa Moslem of the province lie roughly between the virile

pagan area to the south and the equally virile Hausas of Kano province in the north. They are to some extent entirely dependent upon these two groups. In the towns of Soba Kuban and Ikara the main crafts and the irrigated gardening are in the hands of the Kano "masu-cin-rani", who come into the province during the dry season and ply their trades while the local population sits idly by. Almost all the repairs to house are also undertaken by the same Kano Hausa labour.

In the southern part of the province similar conditions prevail except that in this case the local labour comes from the pagan tribes. This is clearly seen at Kagarko, Zongon Katab and to a less extent at Kachiya.

Another potent factor that has helped to sap the life of these people is undoubtedly the wide spread prevalence of sleeping sickness and other diseases in the region.

The response to Education in the pagan parts of the province is more varied. On the one hand there are tribes who resent our instrusion as much as the Hausa moslems and on the other tribes where an Education Officer may be badgered while in their area to produce schools and teachers. The Kadara (Southern), Jaba and Katab, where much bicycle touring was done and where the Education Officer was known, expressed a keen desire for schools. The genuiness of their desire was regarded with considerable scepticism at first but one was forced to admit in spite of oneself, that the people had an honest desire for schools. The school at Gora in the Kadara tribe was one of the best attened schools of the province and bore witness to the testimony of the people. To explain why this school should be a success is impossible unless we admit the genuine desire of the people for schooling forthe tribe are isolated from the railway, large towns and markets and all modern influence.

To this school and that of Zongon in Katab tribe have some young men with their familes and settled nearby for periods up to two years in order to be able to attend the adult classes.

The main regret in the case of these people was that so little could be done for them. With no women workers and only one Education Officer we could do little more than provide a modicum of reading, writing and some hygiene. These people provided the weak link in the barrier of conservatism against which we are always battling and had staff been available, particularly women welfare workers, we might have staged a modest break through to the "new world".

The development of the pagan tribes that are at present apathetic to our schooling is difficult to plan. How many of them will suddenly swing over to the other extreme and when they will achieve this are

questions to which we can only guess the answers. The process may be gradual, it may be sudden. As the tribes influence each other the change will probably be in the nature of a geometrical progression. We can see the possible nature of things to come in the Katab tribe. The school opened at Zongon was the worst school in the province for the first four years of its existance, numbers dwindled and the people showed no enthusiasm. When in 1944 a new class was proposed the response was most encouraging and at a meeting of the elders when the plans for giving them five more schools were discussed they expressed themselves just satisfied, explaining that they would have been glad to have heard that they were to have ten new schools.

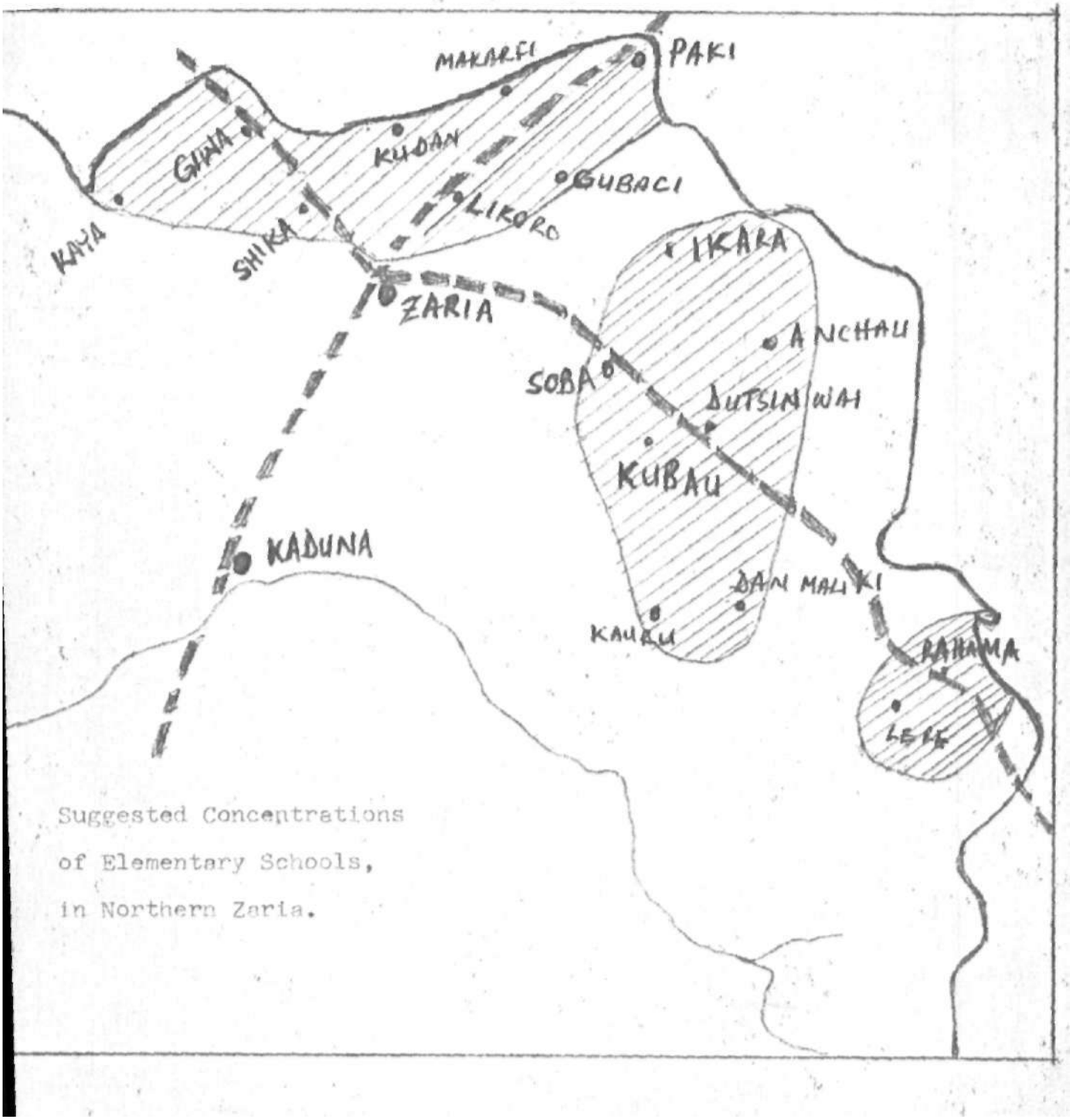
This example gives us a yard stick of four years for this change of attitude to take place and it would be safe to assume that a fair proportion of the other tribes will come over in an equally short time. To provide teachers at such short notice is obviously impossible and the plans for development of Elementary Education suggested in these notes are designed to prevent us being found wanting when the time for expansion arrives.

Development of Elementary Schools. In view of the many differences between the Moslem and Pagan peoples it is convenient to deal with these two groups separately in planning the development of rural education.

The Moslem Area. One finds oneself alternating between extreme reluctance to waste ones effort upon the apathetic Moslem Hausa and to concentrate on the more responsive pagans and an equally intense desire to overcome this dead weight of public opinion.

The fact that the present generation is not wholly responsible for their attitude to education which has been conditioned by historical and geographical factors and by sleeping sickness compells us to give this region the attention due to it on the grounds of trusteeship. We shall not succeed however without a considerable expenditure of energy and the full weight of the native authority will have to be brought to bear in dealing firmly with the people, plus a strong propaganda drive. The present Emir of Zaria once complained to the Chief Commissioner that we have not pushed them (the northerners) hard enough in the past. This gives native support for much greater presure from us but the time is past when an Education Officer can exert all his efforts on one section of the population. The native authorities must now realize that they will stand or fall by the efforts they themselves make.

In the Moslem regions of the province there were in 1944 some eighteen elementary schools. These were for the most part two classes one teacher schools. They are situated in the larger villages in the north and in Moslem District Headquarter towns in the south, Kachiya, Zongon Katab.



Suggested Concentrations
of Elementary Schools,
in Northern Zaria.

and Kagarko etc. There are many equally large towns which persuasion could support similar schools. I am unable to give this the number of such villages but I would be reluctant to attempt putting a school in a village where the inhabitants number less than a thousand. (In 1944 I considered the minimum number to be three thousand, the equivalent figures for a developing pagan tribe is only three hundred).

I think that there is much to be said for the one teacher two classes Elementary School and would recommend the expansion of this type throughout the Moslem area. As schools tend to influence each other and give mutual support I suggest the building up of concentrations of schools in Selected areas rather than indiscriminate opening according to the size of a town.

By virtue of having fairly large concentrations of population I suggest the following three areas for development:

1. Kaya, Giwa, Shika, Likoro, Kudan Makarfi and Paki.

2. Ikara, Anchau, Dustsan Wai, Zuntu, Dan Zualiki, Kauru Saba (This corresponds roughly with a large part of the auchan corridor).

3. The Lere region.

Having established the concentration expansion would be designed to link the areas eventually into one uniform whole.

These areas for concentrated effort are given as an illustration and are not exact proposals. As Education development must go hand in hand with general rural development the final selection of areas would be a matter for the provincial welfare and Development Board.

Pagan Areas. The Pagan population of the province is just short of half the total population. These people are divided into 34 seperate tribes which vary in size from the Kacacarre with 770 people to the Kaje with 19,700 people. (There may be larger and small units as my figures are incomplete). These tribes speak different languages. close neighbours do not understand each other, but Hausa provides a lingua franca in parts of the country.

The policy in the past has been to provide the larger tribes with a school and one of their own member trained as teacher. This has been a sound policy and should be continued with certain modifications. In the first place the policy was not uniformly applied and the rapidly developing and large Kaje tribe has escaped the notice of the N.A. Education. We have no schools in the area and the few pupils put into Zongon Katab Elementary schools in 1944 in an attempt to rectify this

cannot return to the tribe as teachers under seven years. The efforts of the department during 1943-44 were to make provisions for those tribes hitherto neglected and to even up the development of Elementary Education throughout the pagan areas.

It was not possible to complete this work in two years.

The Kumuku of Birnin Gwari district and the Gwari in the Kagerka region have also been neglected but Niger Province have offered Zaria a few places in their school at Kagara (?) and Gwari which should be of considerable help.

Most of Southern Zaria was toured during 1943 and 1944 and while it would be ridiculous to suggest that adequate provision had now been made for the training of teachers for this region at least a fair start was made in 1944 when the number of pupils at Toro Elem. Training Centre was increased from 10 to 22. When all these men graduate tribes like the Jaba and Kadara will have three or four Elementary Schools each.

There are two areas in the province for which no plans were made and they were not visited the Education Officer.

These are the regions called on the map "The Lere hill tribes" and the area between the old Lere-Zongon Katab road and Plateau Province (see sketch map) Dr. East and Mr. H.P. Elliott supplied a certain amount of information about these places and upon this I had formed the idea of drafting into each region a "foreign" teacher and establishing two boarding schools whose purpose would be to draw pupils from the various tribes in the areas and pass them on to Toro to be trained as teachers. The foreign teachers would be withdrawn later from the area. Without visiting these regions it is of course impossible to suggest exactly where these schools should be sited.

One of the main difficulties in planning the development of the pagan tribes is their peculiar tendency to develop almost over night an urge to be educated. This is quite unpredictable and the most that we can do at present is to keep a close watch on their development and have a supply of teachers ready when the time comes for expansion.

In making plans for the south I have not followed the principal of setting up concentrations of schools as recommended for the northern part of the province. For the present I believe that we would be better advised to work on a tribal basis. This of itself will tend towards regional concentration as groups of tribes tend to develop together.

Local Education Authority. I doubt whether any satisfactory planning can be done without taking into account the work of the missions. Their influence is already large and growing and it seems most desirable that they should be brought into the scheme for the expansion of Educational facilities in the pagan regions. There seems also no reason why if they undertake the education of Zaria people they should not have, as in Kabba, a grant from Native Administration Funds. This would go a long way to raising the efficiency of their schools and encourage them to fall in with a general plan for the province.

Any cooperation or lack of it that now exists between the mission and the Native Administration is almost entirely a personal affair between the local head of the missions and the Education Officer. This is undesirable in the long run and Zaria province has now reached the stage where a local education authority should be created, and authority composed of representatives of the Native Administration and all the Missions. I would also add that much might be gained by electing to this authority persons not belonging to normally interested bodies but who take a personal interest in Education and have knowledge of local affairs.

Number of Elementary Schools Required. In March 1944 there were 28 Elementary Schools in the province. There were thirty teachers in Training at Elementary Training Centres which will give the province a theoretical total of fifty-eight schools in 1948 or 49. This will be the greatest expansion that the Province has ever known but whether such a rate can be kept up cannot be judged.

Theoretically the number of teachers required for a province of half million (assuming that each teacher can run two classes which will not be always the case) is 900. The extent to which we fall short of this figure depends upon the funds that become available and upon the teachers of whatever form we are able to secure. There are factors beyond the ken of the Provincial Education Officer.

It is probable that between 8 and 15 new schools a year could be opened if the Native Administration were prepared to invest their money in the future. The province is fortunate in being able to draw upon two Eleme. Training Centres and has made as yet almost no use of pupil teachers.

Visiting Teachers. In 1944 there were two Visiting Teachers on the staff but the time was approaching when a third man would be required. In 1943-44 these two men resided in Zaria and went out on tours of inspection from there. This is convenient for the Education Officer who may wish to consult these men fairly frequently but I believe now that some decentralization should take place and that when a third man is appointed he should be centred on Kachia and tour the Southern Schools from there.

Higher Elementary Schools. Using the Asst. Director of Education's figure of a required annual output from these schools of 150 pupils for each Middle School Zaria would require five or six such schools. I am disinclined to recommend exactly where these schools should be built but suggest the following:

(a)	S.E. Zaria	Zongon Katab.	This could also serve Lere District.
(b)	S.W. Zaria	Kachia	
(c)	Kaduna and Zaria townships	Zaria town	
(d)	N.E. Zaria	Auchau.	
(e)	N.W. Zaria	Makarfi.	

If a sixth School was available it should be in Kaduna. Geographically this does not appear a good distribution. It does fit in however with the concentrations of population.

These schools would be open to moslem, pagans and Christians without preference or bias. (Theoretically this is the case with all elementary schools today but in practice schools tend to be predominately moslem or pagan).

Middle Schools, Secondary Schools and Training Centres are not planned provincially and are not considered here.

Girls Education. A chance opportunity of admitting girls into the Middle School in March 1943 found the Education Officer singularly unprepared and ill-equiped to undertake this form of education. In the course of time a trained woman teacher was found and a beginning made with past elementary education for girls. Opportunities for expanding this work are great but as always depend upon the teachers available.

The introduction of girls into the Middle School was not without its effect upon the number of girls in Elementary Schools and a drive was made to increase their number. The Emir has given it as his opinion that every new class of 36 pupils should contain at least 12 girls. At the pagan school of Kwai the number of girls equalled the boys. The number of girls at present attending school remains depressingly low and the curriculum is for the most part unsuited to their special needs.

There would be great opportunities for a Domestic Science Training Centre or a Marriage Training Centre in Southern Zaria (Kwoi) especially if this institution could provide itinerant teachers who would tour the villages and give demonstrations and lectures, and in particular to keep in touch with ex-school girls. I think that we would be wise to concentrate on pagan women at first as they are more likely to be responsive, but the needs of northern Zaria would not be neglected as time went on.

Extension Work. If we ask ourselves in Northern Nigeria why children should go to school and learn to read and write it is I think not easy to provide an answer because there never has been anything to read or any reason for writing. This is especially true in the case of the elementary school boy who is not on the whole of an age to get full value from the "Gaskiya", even if he should be able to secure a copy. As a result there appears to have been a great deal of lapsing back into illiteracy on the part of ex-pupils. The extent to which this has taken place is not known and it would be useful to obtain some sort of figure which could be applied to the whole province and from which it might be possible to make an estimate of the total literates now in existence. The recently closed school at Kudan would be a suitable place to test the ability of pupils that attend this school during its ten or twelve yearw of life.

The need for cheap literature for the products of our schools is very great. It had been hoped to secure the cooperation of the Agricultural and Medical Officers and start the printing of simple broad sheets on a small hand press and do experimental work on these lines during 1945. (In time this work will be undertaken on a large scale by the Literature Bureau but some interim printing might do much to check the return to illiteracy).

The greatest need in this and probably other provinces is to keep a hand upon our ex-pupils and encourage them by every means in our power to make use of their schooling. A boy leaving school at thirteen or fourteen has but little chance of surviving the strong pull back to the old ways of life without perpetual external stimulants.

The same need is apparent with the Middle School product who joins a department. This has been tackled in Borno and Bauchi I understand by arranging evening meetings between Europeans and Africans and I believe that Zaria has already developed something along the same lines.

It cannot be too strongly stressed that the Middle School and Elementary School boy is not a finished article. The most that we can claim to do in school is to take the raw human material, smelt it down, purify it a little, add a few ingredients and pour it into a mould as an ingot. This we hand back to the villager in the form of an Elementary IV boy or to a department as a Middle IV pass or fail. The shaping of the ingot into a useful object in society depends upon the influences that are then brought to bear upon it by training such printing material as the boy may come by and by contact with Europeanx and fellw Africans.

Extension work among women which is of paramount importance has been referred to above.

Agricultural Bias. For many years the Elementary Schools of Zaria Province Cultivated farms and irrigated gardens on modern lines. We had hoped by doing this to prevent the drift to the towns and to improve local agriculture. We have failed in both respects. The school boy does not drift to the towns because he has been to school and can read and write but because his schooling makes him dissatisfied with the conditions in his village. The remedy for this is not an increased agricultural bias in schools but solid rural develo ment in which village life becomes more attractive than it is today.

We have failed in the main to influence local agriculture through our schools (The Jaba Schools of Kwoi and Sabon Sarki are here expected) because the products of our schools have been too few and too young to break down tradition, and no increas in the amount of agricultural knowledge given young boys will make any real difference to the problem.

The only solution is to develop extension work among the products of our schools. They must be encouraged to try out new methods and crops, advice must e constantly at hand and they must be bombarded with pamphlets.

I am not an expert on agriculture but I believe that there are immense opportunities for agricultural development is Southern Zaria. Most of the southern fruits seem to grow well there and with the railway close by and the markets of Jos. Kafanchan, Kaduna and Zaria within easy rail distance the chances of sucess seem to be good.

The palm oil industry might also be developed. The oil palm grows in S. Zaria and the Jaba tribe ha e knowledge of the process for extracting the oil.

These are not primary the concern of the Education Department but it would play its full part in cooperating in any projects that might be started.

The Problem of Rural Develo ment by School Teachers. During the years 1942 and 43 considerable emphasis was laid upon the Rural Development side of the school teachers work. Authority for this is to be found in Colonia 103 and much of the teaching of the two Elem. Training Centres is devoted to it. To run rural development by orders from the Education Officer's office was obviously impossible and the teachers had to be taught to regard this work as something in the nature of a "call" to better the lot of their fellows rather than a troublesome extra required by a particular Education Officer. The reponse was good and a numebr of teachers made good progress, unfortunately some of the old time district heads regarded this cleaning up of towns as an ecvroachment upon their authority, possibly, too, not all the teachers were as tactful as they should have been in setting about the work which is not sufficiently well understood. Whatever mistakes

may have been made it can safely be said that appeals to the teachers of this nature do produce a response in many of them and that if this could be linked with an effective-co-operation between departmental European Officers and the whole of their African Staffs and given a strong backing from Headquarters in Zaria a great deal of rural development could be achieved. This work requires careful planning and would be worked on the project system.

The Church Schools of Kaduna and Zaria Townships. These are organized by the church of England, United Native African Church, the Roman Catholic Mission and the Baptist Mission. There are nine schools in all with a total enrolment of 3,000 pupils (c.b. the Native Administration Schools with 1,000).

These Schools cater for the foreign or Southern population of these towns, and except for the Girls Convent at Kaduna are uniformly bad. In endeavouring to change from a policy of adverse criticism to one of constructive advice we are up against the unbreakable circle of no funds-poor teachers, poor teachers-poor school, poor schools therefore no funds (from Government). Until Government comes forward with generous grants it is unlikely that any real improvement can be effected.

The C.M.S. Schools at Wusasa. In comparison with the Church Schools mentioned above the work at Wusasa is doubly blessed. This is a Mission proper and receives grants from England. In addition Government gives an annual grant of £379 p.a. and often an extra grant at the end of the year. The total number of pupils is a little more than one hundred. The influence of this mission has declined in recent years.

The following table shows the disparity between three schools in Zaria (The figure are very rough).

School	No. of Pupils	Grant
R.C.M.	500	Nil
C. of E.	450	£53
Wusasa C.M.S.	120	£370. + an extra grant on occasions.

Conclusion. There are two indispensable conditions for successful development of Education. The first is a thorough knowledge of the province and all those factors that influence education. This can only be acquired by repeated and extensive surveys of the area. The second is the linking of Education Dev. with the work of the other departments, particularly that of the Agricultural and Medical Officers. These notes have been written without taking into account the development plans of other departments, which are unknown to me, and must suffer such defects as are inherent in drawing up proposals without reference to others.

(Sgd) Education Officer,

APPENDIX G

No. PEO.11/Vol.V1/818
Ministry of Education,
Kaduna State, Zaria.

30th September, 1976.

The Divisional Inspector of Education,
Ministry of Education,
Zaria.

TEAM OF INSPECTION PROGRAMME OF PRIMARY SCHOOLS IN ZARIA LOCAL GOVERNMENT AUTHORITY OCTOBER - NOVEMBER, 1976

1. TEAM

(a)	Safiyatu Hamza	Ass. Insp. of Education	Zaria	District
(b)	J.S. Tolihi	"	"	Igabi	"
(c)	Mohammed Datti	"	"	S/Gari	"
(d)	Ishaya Banda	"	"	Soba	"

2. PURPOSE OF INSPECTION

(a) To inspect the new UPE Primary Schools with emphasis on the following:-

(i) Enrolment and attendance.

(ii) Shelter provided and equipment supplied by the L.E.A.

(iii) Teachers welfare - Correct payments, accommodation, etc.

(iv) Staffing.

(b) As (a) above and follow up to the previous inspectors recommendation.

(c) To report the findings and recommendations to the Divisional Inspector of Education.

3. First Term

4th WEEK - 5-8th October - Inspection of Primary School in Igabi Dist.
11th in the office writing reports.

5th WEEK - 12th-15th October - Inspecting of Primary Schools in Soba District.
18th in the Office writing reports.

6th WEEK - 19-22nd October Inspection of Primary Schools in Zaria District.
25th in the Office writing reports.

7th WEEK - 26-29th October - Inspection of Primary Schools in S/Gary District.
1st November in the Office writing reports.

8th WEEK - 2nd-5th October - Inspection of Primary Schools in Soba District.

4. Individual Inspectors to continue from where the team inspection stops.

5. The above schedule is subject to the alteration when needs arise.

Safiyanu Hamza .....

J.S. Toluhi .....

Nuhu Soba ..... Moh. Datti .....

Ishaya Banda .....

No. PEO.11/Vol.VI/818A

Zaria. 30th September, 1976.

Copy to:-

The Permanent Secretary,
Ministry of Education,
Kaduna State,
K A D U N A

Chief Education Officer,
Local Education Authority,
Zaria.

Overleaf for your information, please.

(DAN'AZUMI KUDARU)
Divisional Inspector of Education,
Zaria.

APPENDIX H

INSPECTOR' FIELD SHEETS

I.....Primary School.....LEA

Zaria Province: INSPECTION REPORT ON .....

The School was inspected on .....

by.....

Purpose of this Inspection: .....

The last inspection was in .....

2. (a) Location of School:

(b) Assisted/Unassisted:

(c) Code No.

3. The School was opened in .....and has.....classes

4. (a) The Pupils:

ENROLMENT				ATTENDANCE		
Class	Boys	Girls	Total	Boys	Girls	Total
1.						
2.						
3.						
4.						
5.						
6.						
7.						

(b) Comments.

(c) Admission and Withdrawals:

(d) Garding, Streaming, Environment etc.

5.

(a) Details of Staff:

NAME	GRADE	REG. NO.	EXP. YRS	SALARY	CLASS
1.					
2.					
3.					
4					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					

(b) Allocation of Staff:

(c) Comments on individual teacher:

6. Building and School Premises:

(a) Classroom - Blocks:

(b) Latrine:

(c) Premises/School Compouhd:-

7.

School equipments:

(a) Text Books and Stationery:

(b) Other equipment:

(c) Physical Education:

8. Curriculum, Organisation and Time Table:

9. Classwork and the Teaching of Individual Subject:

(a) The First Two Years:

(i) Conditions:

(ii) Relationships: i. Teacher-Pupil

Pupils - Work

(iii) Operations:

(b) Classes Three to Seven:

English .....

1. Books and Reading:

2. Written Work:

3. Oral Work:

4. Radio Lessons:

5. Library:

6. Bulletin Boards/Magazines:

(c) Arithmetic:

1. Books, tables and mental work:

2. Written work:

3. Standard of work:

4. Practical applications:

(d) Vernacular Studies:

1. Reading:

2. Written work:

4. Hygiene:

5. Science:

10. Girls' Education:

11. School Examinations:

12. School Societies and Out-of-School Activities:

13. Subsequent Careers of school leavers:

14. School Records:

(a) Visitor's Book

(b) Log Book:

(c) Stock Book:

(d) Punishment Book:

(e) Admission Register:

(f) Attendance Register:

(g) Lesson Notes:

(h) Schemes and Records of work:

(i) Records Book:

(j) Incentives:

(k) Fees:

15. General Comments:

16. Summary of Main Recommendations:

17. Conclusions:

APPENDIX I

MINISTRY OF EDUCATION NORTH CENTRAL STATE PRIMARY SCHOOLS INSPECTION

REPORTS L.E.A. ARMY BARRACKS BASSAWA

The School was inspected from 9th - 12th June 1975 by F.K. Yakubu (Mrs.) a student from Department of Education, Ahmadu Bello University, Zaria. The school has not been inspected before since it is a new school opened of recent.

1. Name of school - L.E.A. Army Barracks Bassawa.
2. Proprietor - Zaria Local Education Authority
3. Last Proprietor's visit - 4th June 1975 by Mallam Badamasi Aliyu, Education Officer.
4. Purpose of this inspection - full routine inspection.
5. a. Location of school - The school is within the army barrack's premises on Zaria/Kano road, near Bassawa T.T.C.
   b. The School is assisted by Zaria Local Education Authority.
   c. Code number - Edu/918A.
6. The School was opened on 5th March 1975 and has 8 classes. Two streams of class 1, three streams of class 2 with one stream each of classes 3 - 5.
7. a. The pupils:

	ENROLMENT			NO PRESENT			NO ABSENT		
CLASS	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1A	44	27	71	39	23	62	5	4	9
1B	34	25	50	32	24	56	2	1	3
2A	26	15	41	24	13	37	2	2	4
2B	23	18	41	22	18	40	1	-	1
2C	18	25	43	18	23	41	-	2	2
3	40	14	54	40	14	54	-	-	-
4	29	8	37	28	8	36	1	-	1
5	17	4	21	16	4	20	1	-	1
Total	231	136	367	219	127	346	12	9	21

The enrolment is satisfactory except for class 5 whose enrolment is below the number requred. There are only 21 pupils in this class. Classes 1A, 1B and 3 are too large with 71, 50 and 54 pupils respectively. The headmaster attempted dividing class 1 into three streams but due to lack of teachers and cla srooms pupils in 1C had to be shared between 1A and 1B. There is no class six. I did not advise the headmaster to recruit pupils for this class because of lack of building and teacher. Secondly the academic year for 1974/75 is almost ending. Moreover it is not advisable to withdraw pupils to class six of a new school at the eleventh hour when they will soon be taking their first school leaving certificate examiniations. I hope the L.E.A. will send more teachers and h ve more buildings ready before the 1975/76 academic session begins.

The attendance was satisfactory. The pupils were happy healthy and smartly dressed. They were in their school uniforms and almost all of them have the school badge attached to their uniforms. T hey were reasonably neat.

Most of them live in the army barracks and the school buildings forms part of its premises. The army dispensary is just about a stone's throw from the school compound. The sick pupils are always sent across there for treatment.

Although most of them live very close to the school, arrangements were made for some women to come and sell food to the pupils to avoid their coming back late from break. The standard of neatness of those selling it and of the food is fair enough but they sit in the open to sell, so pupils also eat in the open space. The headmaster's intention was to allow the pupils to eat in the cla s rooms if parents buy them a plate each.

I discouraged this idea because I think that the pupils are too young to keep the classroom neat while eating and may take part of the 1st period after breakfast in sweeping after eating. I am therefore appealing to the L.E.A. to please build a shed where the women will sell their food and pupils will eat during the break-fast. time.

There is no water in the school premises. The headmaster has just bought pots with lids and cups for each class so that pupils could bring water from home to put in the pots for use during the school hours. The L.E.A. should please come to the aid of the school by making it possible for them to get tap to ensure that pupils have access to clean water during the school hours.

As young as the school is we have cases of pupils going on transfer. This is unavoidable since soldiers are liable to be transfer more frequently than a civilian. As such it seems the school will experience continuous enrolment and transfer of pupils from time to time.

8. Details of staff

	NAME	GRADE	REG.NO.	EXPT.YRS.	SALARY	CLASS
1.	Fati Ishaya Mrs.	II	-	1	₦1370	1A
2.	Kulu Lawal Mrs.	II ref.	-	1	1130	1B
3.	K.N. Ndace Mrs.	II	-	12	1160	2A
4.	Eunice Ogunmodun	Comm. cert.	-	1 month	745	2B
5.	C.F. Obatenu	Pivoter refered	-	5	1160	2C
6.	Mairo Bukar Mrs.	II	-	4	1370	3
7.	Patricia Soyemi (Mrs.)	Pivoter	-	4	1370	4
8.	Abubakar Mohammed Asst. H/M.	II ref.	-	12	1630	5
9.	Julius O. Ajayi H./M.	II	72/NCE 1605	15	N2,000	-

All the members of staff are trained teachers except one of them who did not attend T.T.C. But I was happy with her efforts. She made her lessons practical where possible, showed interest in her pupils and went round to help them individually.

The teachers were cooperative and lived peacefully together. There was good teacher - pupil relationship too.

Teachers were active but were advised to work harder, show more interest in their pupils and to give more individual help to the pupils.

9. THE SCHOOL COMPOUND

The compound was kept clean by sweeping daily. There was no barbed wire fence to separate it from the land belonging to the neighbours nor the areas meant for the soldiers. Hence one cannot really say if the land

is specious enough to allow for expansion. At the moment the compound is bare. The headmaster attempt transplanting a mango tree and some flowers along the front of the class room. He was advised to intensify his efforts to plan more trees, flowers and hedges in the school to make it look beautiful and to provide shade.

10 The Buildings

At the moment the building consists of eight classrooms, the ninth one has been turned into headmaster's office. There was no store. The class rooms have ventilation and enough light coming into them. A new building is being erected which will likely consist of the staff room headmaster's office and a classroom. The L.E.A. is advised to complete it in time for use by the next academic year. Floors in some classes need mending such as class 5.

LATRINES

There were nine pits. Two for the teachers, 3 for girls and four for boys. The number is enough for the school but the holes are extremely small. In fact they were badly built. Already there were cracks on the walls, the roofs have been replaced twice and I doubt if the present one can resist a strong wind. I am afraid the L.E.A. may have to build a new one in the near future. I hope the L.E.A. will treat this as a matter of urgency the repair of the latrines and provide proper locks for them. Pupils can then lock it after washing them at the end of the school day to prevent outsiders from using and dirtying them.

II. SCHOOL EQUIPMENTS

The L.E.A. has tried in providing the school with desks and benches for pupil's use, cupboards and teachers tables. Although they provided text books. There are insufficient. More copies of English text-books are needed for class two together with the teacher's copies For example the whole of class 2A has no text-books nor teacher's copy, so is 2C, 2B did not have enough copies and 1B needs teacher's copy. The arithmetic textbooks for year twos are not enough. Infoact no

text-books for class 2A. Classes 2A, 4 and 5 need the teacher's copies. There were no text-books for social studies and primary science. The copies of "Mufara-karatu": Book One, the only vernacular text-book in the school are not sufficient.

The L.E.A. is advised to buy more of English, Arithmetic and Vernacular textbooks, copies of: 1.A visual-History of Africa 2. Social studies for Nigerian Primary School by A. Dahunsi, may be purchased for the school's use in social studies lessons. Efforts should be made by the L.E.A. to provide money and materials for craft. More exercise books for pupils. 2D is recommended for classes 1 and 2 as exercise books for writing.

The L.E.A. is advised to provide the Headmaster with hard cover big note books for record books such as log book, visitor's book and the reacher's notes of lesson books. At the moment they are only managing with the 2A type of exercise books. This is unsuitable for record books that are expected to last for a long time and wears out frequently when used for notes of lessons. This will discourage teachers from making more of lessons if they have to renew note books almost weekly.

P.E. EQUIPMENTS

At the moment the school has just one football, few small balls, ropes and tenniiquoit rings. I hope the school will be provided with more equipments. Such as netball, volley ball and hooks so that other skilled game could be taught. The L.E.A. is advised to see that the school has a standard field. Presently they are just managing with a piece of cleared land.

TIME TABLE AND CURRICULUM

Each class has a class copy of the time table. The master copy in the headmaster's office was neat and well analysed. It was a good time table and a teacher per class method is used except for religion and vernacular because some of the teachers cannot speak Hausa.

Although the school has no syllabuses the headmaster went to other schools to collect scheme of work of all the subjects for his school to enable them work hand in hand with other schools and as directed by the Ministry of Education.

TEACHING OF INDIVIDUAL SUBJECT AND CLASS WORK

a. Condition of classrooms - Class 1A and 1B were too crowded, infact some have no seats in 1A. Class 1B has charts showing colours days of week etc, names of objects in the class had labels on them, shopping corner home corner, number corner, were neatly labelled and there were drawings with sentences under it e.g. Ladi is running. I felt very proud entering the class. Other classes were almost bare. Absenceof charts in classes were attributed to lack of cardboards Teachers were advised to try and make more charts and I am appealing to L.E.A. to please go to their aid by supplying them with cardboards and markers. Apart from beautifying the classrooms, charts help to sustain the interest of the pupils while in class. When tired of listening to the teacher, instead of making noise or becoming restless and picture in the class may gain the child's attention. Hence if he does not gain from the teacher he will learn from pictures in class.

The school has no bulletin boards nor magazines. Teachers were advised to bring some of their old magazines to school. These could be put in a corner of each classroom for pupils to look at during their free time.

Generally speaking there was good teacher-pupil relationship and pupils were well disciplined.

ENGLISH

Class V Comprehension (two periods)

It was a continuation of a lesson they had before I entered. At this particular period they were discussing the exercises after the reading. The teacher made good use of the black-board. He was helpful and considerate to those having difficulty. He encouraged those who got up to say and could not answer the question to try.

CLASS IV - READING ALOUD

The pupils read fairly well. Teacher noted and corrected pronunciation when necessary.

CLASS III - READING

Teacher put new words on the black-board and explained them. Teacher read first and then told pupils to read silently. Teacher was advised to allow all the pupils take out and open their books to the corrent page before reading. Teachers was told to demonstrate silent reading to the class because of those moving their lips and those whispering. Since whispering and lip movement will retard the speed of their reading.

CLASS 2C - Spelling

Teacher used the words in sentences. Pupils demonstrated to show they know the meaning e.g. a child went and touched salt after the teacher used the word 'salt' in a sentence. Pupils then spelt the words orally and later in their exercise books. Teacher walked round to help them individually.

CLASS 2B - SINGULAR AND PLURAL

Teacher together with pupils first did oral work, Pupils were given written work to do. I advised the teacher to give a lot of practise in different root endings one at a time instead of doing all at the same time to avoid confusing the pupils, e.g. first give them words whose plural ends with 's' - boys, girls, then with 'es' box-boxes and later with 'y' 'ies' lady - ladies.

CLASS 2A - READING AND SPELLING

Teacher gave individual, choral and group work. A child said the word again, after spelling it correctly. After the teacher's reading, pupils read in groups as a class then individually. The individual reading was very good because pupils went to the blackboard and pointed at each word as they read the sentences. This is a good practice for word recognition skill training. Pupil were very active and seemed to enjoy the lesson.

CLASS 1B - GRAMMAR (using where in asking questions)

There was oral work then the teacher put examples on the black-board and pupil's did some written work. Teacher walked round helping them individually, but I felt they need more oral work.

CLASS IA - Word recognition skill and associating it with meaning.

The pupils were kept busy. The teacher read and pupils pinted to the picture doing the action and then say the word.

ARITHMETIC

Class V-L.C.M.

The teacher gave examples on the black-board, then the pupils did some exercises in their books. Teacher walked round to help them individually.

Class IV - Revision

Pupils worked sums on the black-board. Teacher corrected them when necessary e.g. she made sure they put the correct signs of addition or subtraction and numbers written under the correct units.

Class III - Days of the work and addition

Teacher gave examples and pupils work in their exercise books. More practical and oral work was needed before the written work e.g. 'What day of the work is it today?' What day of the week was it yesterday?

Class 2C - Telling Time

Teacher used the drawing of the cock on the wall and draw several more clocks on the black-board to tell different time. Pupils were very active and the class was lively and practical. I was pleased with the lesson.

Classes 2B and 2A - Addition and Subtraction of Naira kobo

The teachers together with the pupils worked examples on the black-board. To make things more practical 2B teacher gave her pupils bottle covers to use. This was good.

Class 1A - reading from page 31 of the Hausa text-book

Teacher put the alphabets involved in the sentences on the black-board, then the sentences. They read the alphabets then the sentences. Later as the teacher pointed to a picture in their books, pupils said the words and pointed at the same words on the black-board. It was a good lesson.

Classes 4, 2C and 2B could not take vernacular lessons because the teachers could not speak Hausa.

RELIGIOUS KNOWLEDGE

This was not taught in all the classes due to lack of religious teachers. The L.E.A. is advised to send a qualified and trained person to teach vernacular. I also advise the L.E.A. to treat as a matter of urgency the sending of both Moslem and Christian religious teachers to the school since religious doctrines still plays an important role in Nigeria society.

SOCIAL STUDIES

Class V - Revision - 'Seven Hausa States'

The teacher discussed and answered pupils' questions.

Class IV - Revision 'Why we live together'

Pupils participated well. Teacher asked questions and expanded on the pupils answer. She made good use of the black-board.

Class III - Revision 'Nigeria'

Teacher drew the map of Nigeria on the black-board and put the names of the Nigerian exports on the right places as pupils name the exports. They also discussed the duties of the village head.

Class 2C 'What people do to earn living'

Teacher asked questions and pupils answered. Pupils participation was good.

Class 2A. Revision of previous lessons

Pupils were excited and participation was good. They were always willing to answer the teacher's questions.

Class 1A and 1B - 'Carpenter and his work'

The teachers introduced the lessons with oral discussion of what a carpenter does. Teachers listed what the carpenter makes on the black-board as pupils name them, and pupil's copy in their exercise books.

PRIMARY SCIENCE

Class V - 'The importance of school Farm'

There was good teacher - pupil relationship pupil answered questions well.

Class III - ' Plants Leaves and Insects'

Pupils went out to collect plants, leaves and insects. Pupils were divided into groups but most of them were idle because the teacher was busy grouping the things brought from the outside. Teacher was advised to allow the pupils to do the grouping under her guidance. This will keep all of them busy and class lively.

Class 2C - Trees, shrubs, Herbs.

Teacher brought grass, a small branch of a tree and flower into the class. She drew the picture of those things on the black-board. She use the pictures and those things to explain the difference between trees, shrubs and herbs to the pupils. There was good classroom management and pupils participations was good.

Class 2A - Parts of a plant (revision)

Teacher drew a plant on the black board. Pupils named the parts while the teacher labelled them. Pupils were active.

Class 1A and 1B - Common birds and common Animals

Pupils together with teachers named the names of common birds and animals. Then the birds and animals were listed on the black-board by the teachers. The greater part of the lesson consisted of oral work which was good for the pupils.

ART/CREATIVE ACTIVITY

This subject was treated mainly as drawing lessons.

Class V - Headmaster's Car

The lesson was introduced by oral discussion of the parts of the headmaster's car. The pupils then drew the car while the teacher put the model on the black-board.

Class III

The teacher simply told the pupils to draw either cat, cow, car, tree, gun, grasshoper, table or lorry. I feel th t a general discussion on those things before drawing may stimulate the pupils sense of imagination. Teacher should go round giving pupils encouraging words so that those who cannot draw may be interested and will not give up.

Class 2C - Drawing of leaves

Pupils brought leaves to the class. The teacher drew the picture of her own leave on the black-board as model and asked pupils to draw their own leaves and not to copy hers.

Class 2B - Drawing of a tree

The teacher drew a tree on the black-board as example and later pupils were busy drawing their own.

Class 2A

Pupils were asked to draw anything they liked.

Class 1A

Pupils were asked to look at the classroom. Then to choose one subject they like in the class, draw and label it.

WRITING

Classes 3 - 1B. The teachers all drew lines on the black-board and wrote a sentence each. The teachers read the sentences and pupils read after them. They later copied the sentence in their exercise books several times while the teachers walked round to see their work.

Class 1A - Pattern formation

The teacher together with the pupils wrote the patterns on the black-board. Pupils wrote the patterns in their exercise books. Teacher took note of pupils not doing well and helped them while she praised those trying. This was good for a beginner writer and class 1B should adopt that method too.

However in some writing periods they should write out a whole sentence.

P.E.

Pupils really enjoyed this lesson. Teachers used tables of exercises and games from approved P.E. book. In classes 2A and 2C all the children were involved none was left idle despite the large number of pupils. In 1A the teacher later divided the class into three groups to do. The groups kept rotating and she controlled the groups well. She also demonstrated to the pupils. In 2A all the boys were in shorts white was good. Teachers were advised to see that boys remove their shirts before going for P.E. They should leave the field 5 minutes before time to enable pupils wash their hands and legs and settle down in time for the next lesson.

Since football is the only skilled game in the school, games like volley ball and net ball should be introduced so that girls will take part too.

I am made to understand that plans are underway regarding the organization of sports in the school, but the school needs a field.

FARM AND GARDEN

The farm has just been started. Nothing has been planted in any part of it. The land was very small but I am made to understand that they had problem in acquiring land. The farm of the neighbours was almost unidentifiable from the school farm. I advised that barbed wire fence be put round the land belonging to the school farm to avoid clash with the neighbours in future.

SCHOOL EXAMINATIONS

Although pupils attended classes for barely three weeks last term, they were given test. The results were collected together properly and records of pupils' assessment kept in the headmaster's office.

GIRLS' EDUCATION

Although the number of boys were more than that of girls, the number of girls were not too low. Teachers were advised to encourage the girls in

the school and to encourage the parents to send more girls. This could also be discussed during the Parent /Teachers association meeting. However, I was disappointed to see that in a school where about 90% of the staff are ladies the assistant headmaster was a man. The only men staff in that school were the headmaster and his assistant. I think to be practical in our compaign to encourage women's education, a lady teacher who is qualified should be made assistant headmistress. Seeing women in such posts in our primary schools will enable mothers to instigate their daughters and encourage their husbands to send their daughters to school.

SCHOOL SOCIETIES AND OUT-OF-SCHOOL ACTIVITIES

Debating society is the only club funtioning in the school. This is voluntary and attended by pupils in classes 4 and 5. It is held once a week during the last period on saturdays. I advised the teachers to hold it in one of the evenings and not during the school hours. Also the teachers involved in the club could do it on a rotation basis since they are not living within the school premises. They were advised to create more clubs such as Red Cross, Girls Guides and stamp collecting club. They help in developing the pupils sense of leadership making them responsible person and good for character formation in general.

The headmaster tried to call Parent/Teachers Association meeting but only very few people turned. This was because the parents who are soldiers had unexpected official duty to perform. The meeting was postponed.

SCHOOL RECORDS

The school has the following:

(i) Visitors book
(ii) Log book
(iii) Stock book
(iv) Attendance Registers
(v) Schemes and records of work.
(vi) Record books.

The record books and schemes and record of works were read and signed by the headmster regularly. The punishment book was created in my presence.

The teachers made lesson notes daily and were signed by the headmaster. However, they were advised to be more careful in planning of their notes of lessons and to see that they make it for all the subjects daily.

The school has no admission Register. They were advised to get one quickly.

The headmaster kept the record of fees paid up to date. The money collected were sent to Iya Gari and the receipt put in the record book for fees. This was well tabulated by the headmaster but he was advised to do it according to classes.

GENERAL COMMENTS

On the whole the headmaster has tried hard in running the school. Teachers discharge duties well and pupils work were up to date. I hope teachers will continue to work hard and cooperate with the headmaster. I wish the Headmaster will get the full support of the parents and L.E.A. for the progress of the school.

SUMMARY OF MAIN RECOMMENDATIONS

1. The L.E.A. is advised to send with immediate effect religious teachers to the school and a teacher for class 1C.
2. The School be provided with tap water.
3. Latrines to be repaired, more buildings needed and shade to be provided for women selling food for school children.
4. The L.E.A, to supply the school with more equipments e.g. 1 more English textbook, (ii) more arithmetic textbooks (iii) more vernacular text books, (iv) text books for social studies and Primary Science and (v) material for crafts. (vi) Exercise books for pupils and big note for record books.

5. Syllabus for each subject; equipment for skilled games and a standard field.

6. The school needs supplementary readers and a library.

7. Trees and hedges to be planted in the school compound.

8. Teachers to make their notes of lessons, daily, make more charts and work harder.

9. They should organise more clubs., such as Girl Guides, Red Cross, Boys Scouts, Netball and Foot ball club.

10. Qualified women to be given a chance of heading or assisting the headmasters in primary schools.

CONCLUSION

I strongly pleaded with the L.E.A. to please consider and supply the school with the recommended things and the teachers to put into practice the suggestions and advice given to them for the progress and smooth running of the school.

MINISTRY OF EDUCATION HEADQUARTERS:

1. Name.....

2. Age .....

3. Experience in Teaching .....

4. Qualification .....

5. Experience in Supervision .....

Answer Corner.

1. Read the statement below and put around the number that most appropriately, describes your feeling. The answers are Numbered from 1-5 indicating:-

    1. Strongly Agree
    2. Agree
    3. Undecided
    4. Disagree
    5. Strongly disagree.

1. It is alleged that the field of professional Education is woefully short on those persons who have the knowledge attitude & skills required for the types of supervision that enhances person & improves instruction. 1 2 3 4 5

2. Supervisory role should be a catalysing one rather than a directive one. 1 2 3 4 5

3. What professional knowledge is aptly suitable for an effective primary supervisor.

    1. Grade I Certificate
    2. N.C.E. plus Post Graduation Teaching experience.
    3. B. Ed. Primary Education.
    4. Diploma infant Method
    5. B. Ed. school Administration.

4. Pre-service training of inspectors consequently promotes quality and effective school supervision. 1 2 3 4 5

5. The appointment of supervisor should be subject to strict scrutiny of attitudes personality interest and sound Education. 1 2 3 4 5

6. The Ministry should and must make supervision highly productive by making the inspectors engage in research, research interpretation and writing of education literature instead of the present inspection and lengthy report writing role. 1 2 3 4 5

7. The present Supervisors lack clear role and therefor a re-definition of role is necessary. 1 2 3 4 5

8. Close association between the teachers Colleges and Supervisors in a useful instrument of improving teaching/learning 1 2 3 4 5

9. The Ministry has not clearly defined the role of inspectors. 1 2 3 4 5

10. Effective Supervision is dedicated to a Continuous search to improve education techniques 1 2 3 4 5

11. Which of the following supervisory techniques help the teachers most?

    1. Classroom visitation and discussion
    2. Inspection and report writing.
    3. Giving demonstrative lessons
    4. Organizing professional study groups and conferences.
    5. Radio and T.V. talks by inspectors
    6. Others (Please state them) if necessary.

12. Clear perception of role plus adequate training enhances effective supervision and hence a high quality of teaching learning in schools. 1 2 3 4 5

QUESTIONNAIRE FOR INSPECTORS/SUPERVISORS

1. Name .....

2. Qualification .....

3. Age .....

4. Experience .....

(in Teaching)

(1) Primary Schools .....
(2) Teachers College .....
(3) Secondary School .....

5. Experience in Inspection .....

6. Status .....

(1) Assistant Inspector of Education .....
(2)(Divisional Inspector of Education .....
(3) Staff Inspector .....
(4) Others .....

Read the statements below and put around the number that most appropriately desdribes your feeling. The answers are numbered from 1-5 indicating:-

1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree

Answer Corner

CHARACTERISTICS OF SUPERVISORS/INSPECTOR:-

1. A belief that all human beings possess the power of solving their problems. 1 2 3 4 5

2. A Commitment to democratic prodedures when working with others. 1 2 3 4 5

30. The L.E.A. ignores most of the inspectors's recommendations. 1 2 3 4 5

31. The Ministry does not seek the advice of the supervisors. 1 2 3 4 5

32. The Community understands the work of supervisors. 1 2 3 4 5

33. The Community seeks and get the assistance of supervisors in Educational Matters. 1 2 3 4 5

34. The present practice of inspecting a school and submitting a lengthy report with a number of recommendations is the best method of improving teaching and learning in schools. 1 2 3 4 5

35. Which of the following supervisory techniques or practice help the teachers most? 1 2 3 4 5

36.
1. Giving demonstration lessons
2. Inter school visits.
3. Excursions.
4. Radio and T.V. talks by inspectors.
5. Classroom visitation and discussion.
6. Organizing professional study group and conferences.
7. Working cooperatively on projects in methods curriculum construction community relations child development.
8. Inspection and report writing.

IV. EXPECTATIONS

36. What do you think is the best and second best thing is being an inspector?

1. Pay
2. Status
3. Fringe benefits
4. Security.

5. Intrinsic satisfaction.
6. Help people.
7. Nothing.
8. Don't know.

37. What are the two worst things about inspectorial role?

1. Lose Friends.
2. Has no power.
3. His ideas are not implemented.
4. Low status.
5. Low salary.
6. No prospect for promotion.
7. No opportunity for professional training.
8. Inability to help teachers in the ways one wants.
9. Right to help teachers in the way one wants.
10. Right type of people are not selected.
11. No houses for inspectors.

38. Inspection enhances my prestige and boosts my image. 1 2 3 4 5

39. Supervision is more rewarding than class teaching 1 2 3 4 5

40. I will like to make supervision my career 1 2 3 4 5

41. Inspector should receive thorough training before they are fully appointed as inspectors

42. Clear role definition and adequate training of inspectors will lead to a high quality of work in schools. 1 2 3 4 5

43. If teachers are adequately trained, and schools adequately equipped, supervision is not necessary.

QUESTIONN'IRE FOR TE'CHERS

1. Name .....Age.....

2. Qualification .....

3. Experience of E.O: ..... As a teacher .....

.....

4. Interest .....

(a) Grade IV
(b) Grade III
(c) Grade II
(d) Grade I
(e) Grade WASC
(f) Others.

Read the Statement below and put around the Number that most appropriately described your feeling. The Answers are numbered from 1-5.

1. Strongly agree
2. Agree
3. Undecided
4. Disagree
5. Strongly disagree.

5. Sex .....

6. Status .....

PROFESSION'L GROWTH.

1. Inspectors have stimulated me to become interested in teaching profession. 1 2 3 4 5

2. Inspector has inspired and encouraged me to further my education with a view to improve instruction is School. 1 2 3 4 5

3. Through inspectors I have come to realise the importance of professional organization such as NUT, Parent Teachers Association. 1 2 3 4 5

4. The role of Inspectors is not clear to me. 1 2 3 4 5

5. Inspectors have improved my competence and confidence as a teacher. 1 2 3 4 5

6. They discouraged me and therefore stifled my efforts. 1 2 3 4 5

4. Individual conferences.
5. Demonstration lessons.
6. Recognition of good work.
7. Inter School Visitations.
8. Excursions.
9. Radio and T.V. talks.
10. Teachers meeting called by the Inspectors.

22. What are your most effective sources of ideas for improvement of instructions?

1. Ideas from professional literature.
2. Observation of other systems
3. Contact with other teachers.
4. Ideas from T.V.'s and Radios
5. Ideas from Supervisors.
6. Ideas from Magazines.

5.

THE TEACHER COMMUNITY AND THE L.E.A.

23. Through the efforts of my inspectors I have become acquainted with the problems and aspirations of the community where I am teaching. 1 2 3 4 5

6.

TEACHERS CONDITIONS

24. 1. Teaching profession is alleged to be a non-prestigious one. The root cause of this lies in:-

1. Low Salary.
2. Poor qualification of teachers.
3. Lack of promotion in the profession.
4. Employment of every one who can handle chalk irrespective of their qualification.
5. Lack of social amenities or facilities (Loan scheme for purchases of vehicle, food, houses).
6. Low morality.

25. 2. Social status of teachers will improve if their/they

1. Salaries are increased and harmonised with people with equivalent qualification and experience.
2. Are all professionally trained.
3. Are allowed to enjoy loan for purchase of vehicle
4. Standard of Professional.

26. 3. How satisfied are you with your salary?

1. Very satisfied.
2. Fairly satisfied.
3. Infifferent.

4. A little satisfied.
5. Not satisfied at all.

27. TE'CHERS 'SSESSMENT OF SUPERVISORS/INSPECTORS

Please indicate your judgement of your inspector by putting a circle around the point which most clearly records your opinion about this person.

28. A P P E A R ' N C E

Very pleasing	Attractive	possible	Careless	Slovenly

29. D E P E N D ' B I L I T Y

Whole Reliable	Usually depen ndable	Dependable in routine matters	Requires follow-up	Irresponsible

30. I N D U S T R Y

Completes task promptly with enthusiasm	Usually alert	Ploddingly Industrious ot finish task	Starts but often does	Lazy and indifferent

31. C O O P E R A T I O N

Constructive-ly cooperative	works fairly well with	passive cooperation	A sole performer	Causes friction

32. I N I T I A T I V E

Purposes and develops original ideas	Self reliant in perfor-mance of assignment	Capable in routine matters	Depends upon other for all ideas	Requires detailed instruc-tion

33. L E A D E R S H I P

Recognised by group as leader	Group gene-rally accepts leadership	Can lead in easy tions	Effective as a leader	Develop antago-nism

34. E M O T I O N A L-C O N T R O L

Well poised and competent under standing	Normally self controlled	Occasiona-lly self controlled	Easily an-noyed by little things	Cons-tantly upstet

35. S E N S E O F H U M O U R

Appropriates and understands place of humour	Can sense an amusing situa-tion quickly	Can Usually take advan-tage of an amusing incident	Con Occa-sionally recognize a humourous situation	Does not respond to any amusing situation

36. RESOURCEFULNESS

Effective in different situations	Alert but some times ineffective	Reasonable skill in meeting situation	Difficulty in adjustment	Helpless without complete details

37. SOCIAL ACCEPTABILITY

Sought by others	Well liked by others	Unnoticed by others	Tolerated by others	Avoided by others

38. ABILITY TO PRESENT IDEAS

Confused and illogical	Usually gets his ideas across	Shows superior ability in expressing himself	Shows ability in expressing himself

39. JUDGEMENT

Notable lacking in balance and restraint	Shows some tendency to rest impulsively	Give reassuring evidence of soundness of judgement	Inspires usual confidence in soundness of judgement

LOCAL EDUCATION AUTHORITY OFFICIALS

Name .....

Qualification .....

Experience of E.O. .....

Interest .....

1. Read the Statement below and put around the number that most appropriately, describes your feeling. The answers are numbered from 1 - 5 indicating:-

   1. Strongly agree.
   2. Agree.
   3. Undecided.
   4. Disagree.
   5. Strongly disagree

		Answer corner
1.	Inspectors are ineffective as agent of change and improvement of Teaching Learning in School.	1 2 3 4 5
2.	Inspectors give us impossible recommendations	1 2 3 4 5
3.	The Ministry has not yet defined the role and functions of inspectors	1 2 3 4 5
4.	The roles and function of Inspectors are not clear to me.	1 2 3 4 5
5.	The majority of teachers don't know the role of Inspectors.	1 2 3 4 5
6.	A clear definition of role plus adequate professional training of Inspectors would greatly enhance the quality of teaching learning in our school.	1 2 3 4 5
7.	The right type of people are not appointed as inspectors	1 2 3 4 5
8.	Inspectors are not professionally trained therefore, there is a need for training programme before they are appointed.	1 2 3 4 5
9.	I will like inspectors to organize, courses for teachers and give professional guidance.	1 2 3 4 5
10.	The present system of inspection and report writing does not help the L.E.A. and the schools	1 2 3 4 5
11.	Inspectors are fault finders and too bossey.	1 2 3 4 5
12.	I have a complacent attitude towards the teachers who seek help from Inspectors	1 2 3 4 5

13. Inspectors should don't undertake frequent inspection of school 1 2 3 4 5

14. Inspectors should arrange educational trips for teachers and children to industries, firms and educative places to help children gain first hand knowledge and widen their experience. 1 2 3 4 5

15. Inspectors have a poor status in the society 1 2 3 4 5

16. Teaching is not a rewarding job. 1 2 3 4 5

17. Do you get on well with your Inspector?
1. Very well
2. Fairly well
3. Undifferent
4. Not quite well.
5. Not at all.

18. Are you satisfied with Supervisory competence of your Inspectors?
1. Definitely Yes
2. Probably yes.
3. Uncertain.
4. Probably no.
5. Definitely no.

19. Are you satisfied with the way your Inspector approaches you during or after supervision.
1. Definitely Yes.
2. Probably yes.
3. Uncertain.
4. Probably no.
5. Definitely no.

20. How do you find your Inspector's comments on your school?
1. Very Useful.
2. Fairly useful
3. Only a little useful
4. Uncertain
5. Not useful at all.

21. How does teaching compare with other jobs?
1. Very well.
2. Fairly well.
3. Uncertain.
4. Poorly.
5. Very pootly.

COMMUNITY LEADERS

1. Name .....
2. Profession .....
3. Qualification .....

(a) Primary .....
(b) Post Primary .....
(c) University .....
(d) Other .....

4. No. of Children in Schools
   (a) Primary .....
   (b) Post Primary .....
   (c) Tertiary .....
   (d) None .....

Please Sir, Put a circle around the answer that describes your feelings:

1. Do you believe that western education is very useful for our children?
   1. Yes
   2. No
   3. I don't know.

2. Do you know the work or role of inspectors of education?
   1. Yes
   2. No
   3. I don't know.

3. Do inspectors identify themselves with the aspirations and problems of the people?
   1. Yes
   2. No
   3. I don't know

4. Do they help the children and the teachers in their educational efforts?
   1. Yes
   2. No
   3. I don't know

5. Do Inspectors of education make you more interested in the educational welfare of your children through P.T.A. or other media?
   1. Yes
   2. No
   3. I don't know

6. Which of the following inspectors is most useful to the Society?

   1. Inspector of Police
   2. Inspector of Court
   3. Produce Inspector
   4. Inspector of Education
   5. Price Control Inspector

7. The role of an Inspector is

   1. To help parent understand what the school is doing.
   2. Supervision of school activities.
   3. Role of Inspector is planning school building.
   4. To Police the Schools.

8. Which of the following supervisory techniques help the teachers most?

   1. Classroom visitation and discussion
   2. Organisation of Courses for teachers
   3. Radio and T.V. talks by Teachers
   4. Inspection and report writing.
   5. Giving demonstration lessons
   6. Other (please state them).

9. The Ministry of Education has not clearly defined the role of Inspectors.

   1. Strongly Agree
   2. Agree
   3. Undecided
   4. Disagree
   5. Strongly disagree.

10. Clear perception of role plus adequate training enhance effective supervision and hence a high quality of teaching learning in schools.

    1. Strongly agree
    2. Agree
    3. Disagree
    4. Undecided
    5. Strongly disagree