ASSESSMENT OF STAKEHOLDERS' ROLE PERFORMANCE IN THE MANAGEMENT OF PUBLIC PRIMARY SCHOOLS IN ZAMFARA STATE, NIGERIA

BY

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERISTY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING

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DECLARATION

I, Garba Ibrahim Abdul-Rahman declare that the work in this dissertation titled **"Assessment of Stakeholders' Role Performance in the Management of Public Primary Schools in Zamfara State, Nigeria"** has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been acknowledged in the text and a list of reference provided. No part of this dissertation was previously used for the award of degree at this University or any other Institution. I am responsible for mistake found in this work.

_____ _____

Garba Ibrahim Abdul-Rahman Date

P14EDFC8016

CERTIFICATION

This Dissertation titled "ASSESSMENT OF STAKEHOLDERS' ROLE PERFORMANCE IN THE MANAGEMENT OF PUBLIC PRIMARY SCHOOLS IN ZAMFARA STATE, NIGERIA" by Garba Ibrahim Abdul-Rahman, meets the regulations governing the award of a Master's Degree in Educational Administration and Planning of Ahmadu Bello University, Zaria and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to my parents and the entire family members for their tireless support throughout the period of my life and academic pursuit.

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ABSTRACT

This research titled "Assessment of Stakeholders' Role Performance in the Management of Public Primary Schools in Zamfara State, Nigeria" aimed at achieving these objectives among others: determine Inspectors and Supervisors' role performance on teaching and learning in public primary schools in Zamfara state, assess Head teachers' role performance on the maintenance of facilities in public primary schools in Zamfara state, examine Teachers' role performance on the maintenance of discipline in public primary schools in Zamfara state, ascertain Local Government Education Authorities' role performance on teachers' professional development in public primary schools in Zamfara state, assess Parent Teaches' Association's role performance on decision making in public primary schools in Zamfara state and determine Universal Basic Education Board's role performance on the provision of facilities in public primary schools in Zamfara state, Nigeria. Research questions and hypotheses were set according to the stated objectives. A descriptive survey research design was adopted to collect data from the respondents. The instrument used for the study was questionnaire. The instrument was submitted to the Supervisors of this research work for validation and it was successfully vetted, screened and verified. The sample size for this study was 303 comprising 254 teachers, 42 Head teachers and 7 Principal inspectors. Simple random sampling technique was employed for this study. The data were analyzed and interpreted through the use of analysis of variance (ANOVA). Out of the six hypotheses tested, only one was retained while five were rejected. The result showed that some aspects of primary schools management in the state such as inspection/supervision, maintenance of facilities, staff development and provision of facilities were given little attention over the years due to low level of commitment on the part of stakeholders in the state. As a matter of emergency, there is need for more efforts by the relevant stakeholders especially in the funding system of education to cover the areas of training of primary school teachers, provision of adequate and relevant teaching/learning materials and provision of qualified teachers and inspection/supervision personnel. Moreover, the in-service needs of the teachers in the state should be improved. The educational authorities should try to ensure active participation of Parent teachers' Association in all the affairs of primary and post primary institutions in the state. Irregularities in the maintenance of facilities in primary schools in the state should be addressed. The State Universal Basic Education Board and other relevant stakeholders should intensify more efforts at regular intervals in the provision of the needed facilities in primary schools in the state. Based on the recommendations made so far, it is suggested that there is need for further studies on the topic of this research but in another state. Similar research should also be conducted on the Assessment of Stakeholders' Role Performance on the Administration of Post-Primary Schools in Zamfara State. similar study should equally be conducted on specific areas of study, such could be on the Assessment of Teachers/Head teachers/Local Government Education Authorities/Parent Teachers' Association/Universal Basic Education's Role Performance on the Management of Primary Schools in Zamfara State.

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CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

The wealth of a given nation is probably determined by the quality of its education system. The quality of the nation's education system depends to a large extent on how effective the primary education is and this is because it is the foundation on which the rest of the education is built on. Primary education is the starting point for most Nigerian children and their first experience of schooling at the age of six years. In other words, it is the first tier of the 6-3-3-4 Nigerian education system which is for six years duration. It is the level of education which develops in the child the ability to read, write and calculate. It is in line with this however, the Federal Republic of Nigeria (2004) states that "primary education is the formal education given to children aged 6-11 years and above". It further stresses that since the rest of the-education is built upon it, the primary level of education is the key to the success or failure of the whole national education system.

The management of primary education therefore passed through different stages and different authorities exercised its control. Fafunwa (1974) asserted that "the universal primary education programme of 1976 indicated the government dynamic policy to favour the education of the masses on the basis that every Nigerian child has an inalienable right to a minimum of six years of education if he is to function effectively as a citizen of Nigeria. That is free and democratic, just and egalitarian, united and self-reliant with full opportunities".

By the law which resuscitated the national primary education commission (NPEC, now universal basic education commission) in 1993, the responsibility for the management of primary education is shared among the federal, state and the local government,

community, committees and school committees. Measures have been introduced which encouraged active participation of local communities in the running of the schools. In supporting the above law, Denga (1994) asserts that "in order to curtail the disillusionment of the public, our continuing failure of the public education system, those responsible for the management of primary schools such as education secretaries, inspectors/supervisors, teachers, school heads, community, parents and among others must be conversant with the management procedure that yield results".

In Nigeria today, education is regarded as an institution per excellence for effective national development. This belief is incorporated into the nation's philosophy of education which is reflected and emphasized in the objectives of each level of the education system. For this reason, therefore, the need to emphasize in making primary education more effective becomes obvious in Zamfara state because it offers a way of improving skills and enhancing productivity and quality of education in our primary schools. This in turn has a positive impact on improving the quality and standard of education in Zamfara state in particular and the country at large. After Nigeria has gotten independence in 1960, there was increased clamour for government take-over of schools from the missionaries and voluntary agencies at least to be able to revert the old system and to tailor it to meet the needs of the new nation. It is in line with the above, Beach (1977) added that "it was contended that absolute take-over of schools would improve their curriculum, teacher quality and centralized provision of instructional resources, minimize inequalities and provide a dynamic centre of leadership for educational innovation".

Adesina (1977) recommends that "the government take-over of schools from the missionaries has radically expanded public involvement in education financing and management particularly the primary education which is the bedrock of other levels of education". He further stresses that the federal government welcomes the contributions of stakeholders like, communities, parents, teachers, head teachers, and other relevant organizations with a view to promoting the standard of primary education. Ojo (1996) and Ezewu (1998) argued this assertion and state that the provision of Decrees No. 2 and 3 of 1991 vested the full responsibility of the administration and management of primary education in the hand of local government. With the decree No. 96 of 25th August 1993, the National primary education commission (NPEC) was re-established with state primary education board (SPEB) and local government education authority (LGEA) and they were once again in control of primary education in Nigeria. The local government education authority was assigned to doints out that "there are also areas of overlap in the functions of different levels of management of primary education which need to be addressed".

The National Primary Education Commission (NPEC) was the overseer to the state primary Education Board (SPEB) of all the states of the federation, but the Federal Government supervised this commission. From this arrangement, it is obvious that the management of primary education is no more one government affair, it involves all tiers of government. However, Robert (1995), Funso (1998) and Akinyemi (2001) support the assertion of Denga (1994) above where they opined that "The realization of sound management of primary education is heavily relied on the active participation and commitment of all the respective stakeholders such as the teachers, head teachers,

inspectors/supervisors, community, education secretaries and other important personalities". Moore and Peter (2001) support this assertion and recommend that "the extent to which education at all levels in Nigeria realizes its potentials for the wholesome growth and socio-economic development depends very much on the management strategy employed by the education stakeholders such as the government, teachers, school leaders and the broader community".

The focus of this research work therefore, is the assessment of stakeholders' role performance in the management of public primary schools in Zamfara state, Nigeria. The stakeholders here include: Teachers, Head teachers, Local Government Education Authority, inspectors/supervisors, Parents-Teachers' Association, and Zamfara State Universal Basic Education Board.

1.2 Statement of the Problem

The poor management of primary schools may apparently be given rise to the allegation of falling standard of education in Zamfara State. Although, this assumption was yet to be proved empirically but it has brought to the public focus the issue of who is responsible for the apparent decline of the standard of primary education in Zamfara State. Scholars like Funso (2005) observed that "In spite of all the efforts made so far to ensure that qualitative and quantitative education is given at all levels of education, the primary level of education still suffers from some seemingly intractable problems ranging from poor funding, mismanagement and control of resources as well as inadequate monitoring and evaluation. This greatly affects the entire education system in Nigeria". Funso (2005:58) supports Ortese's (2003:167) assertion and observed that "poor financing from the side of

the government is one of the key factors responsible for the collapse of primary education in Nigeria".

Primary education in Nigerian education system is very old, has the highest patronage and occupies a very important position. But uninterestingly however, it is a weak system resulting from poor management. The active involvement of the entire stakeholders such as Local Education Authorities, Teachers, Head Teachers, Community, Parents, Inspectors/Supervisors and among others become necessary to promote the standard and quality of primary education in Zamfara State and the nation at large. It is in line with above notion therefore; Ortese (2004) Adeyemi (2006) and Okumbe (2008) observed that "stakeholders' (such as government, community, parents, teachers, school leaders, voluntary agencies and others) engagement is very vital to the success and improvement of primary schools in the country".

General Babangida (1989) recommends that the poor management of primary education was part of what led to the total collapse of the 1976 free universal primary education scheme (The Guardian, Feb. 2, 1989). It is in line with the above, therefore, Fafunwa (2004) recommends that "clearly the last one decade or so has witnessed great involvement of government in the management of primary education system in Nigeria. The Federal government has the federal ministry of education that has the department of primary and secondary education. Besides, there is the Universal Basic Education commission. At the state government level, there is the ministry of education having a department that has the oversight function over primary education. At the local government level, there is the local government education authority and the district education committee. All these agencies are put in place for

the purpose of management and administration of primary schools. Hence, the primary education remained a system of low quality resulting from poor management". Specifically, this research tried to assess stakeholders' (such as: teachers, Head teachers, community, Local Government Education Authorities, Parents Teachers' Association, Universal Basic Education Board) role performance on the management of public primary schools in Zamfara State, Nigeria.

1.3 Objectives of the Study

This study was set to achieve the following objectives:

1. determine Inspectors and Supervisors' role performance in teaching and learning in public primary schools in Zamfara State.
2. assess Head teachers' role performance in the maintenance of facilities in public primary schools in Zamfara State.
3. examine Teachers' role performance in the maintenance of discipline in public primary schools in Zamfara State.
4. ascertain Local Government Education Authorities' role performance in teachers' professional development in primary schools in Zamfara State.
5. assess Parent-teachers' Association's role performance in decision making in primary schools in Zamfara State.
6. determine Zamfara state Universal Basic Education Board's role performance in the provision of facilities in primary schools in Zamfara State.

1.4 Research Questions

For the purpose of this study, the under-listed research questions were formulated:

1. what are the roles performed by Inspectors and Supervisors in teaching and learning in public primary schools in Zamfara State?
2. what are the roles performed by Head teachers in the maintenance of facilities in public primary schools in Zamfara State?
3. what are the roles performed by Teachers in the maintenance of discipline in public primary schools in Zamfara State?
4. what are the roles performed by Local Government Education Authorities in teachers' professional development in primary schools in Zamfara State?
5. what are the roles performed by Parent-teachers' Association in decision making in public primary schools in Zamfara State?
6. what are the roles performed by Zamfara State Universal Basic Education Board in the provision of facilities in primary schools in Zamfara State?

1.5 Hypotheses

The following null-hypotheses were postulated for this study:

1. there is no significant difference in the opinions of Teachers, Head teachers and Principal Inspectors on Inspectors and Supervisors' role performance in teaching and learning in public primary schools in Zamfara State.
2. there is no significant difference in the opinions of respondents on Head teachers' role performance in the maintenance of facilities in public primary schools in Zamfara State.
3. there is no significant difference in the opinions of respondents on Teachers' role

performance in the maintenance of discipline in public primary schools in Zamfara State.

4. there is no significant difference in the opinions of respondents on Local Government Education Authorities' role performance in teachers' professional development in public primary schools in Zamfara State.
5. there is no significant difference in the opinions of respondents on Parent-teachers' Association's role performance in decision making in public primary schools in Zamfara State.
6. there is no significant difference in the opinions of respondents on Zamfara state Universal Basic Education Board's role performance in the provision of facilities in public primary schools in Zamfara State.

1.6 Basic Assumptions

The following basic assumptions were highlighted:

1. regular inspection and supervision will have significant impact in teaching and learning in both primary and post primary institutions in Zamfara State.
2. the standard of facilities in our primary schools will improve, if head teachers are exposed to seminars, conferences and workshops to enable them possess the pre-requisite knowledge of management strategy because it is through their action or inaction that the success of primary education has to be judged
3. active participation of teachers in the maintenance of discipline may help to produce good and patriotic citizens that will contribute to the development of the society

4. training and re-training of primary school teachers can only be possible if Local Government Education Authorities and other relevant stakeholders are effectively involved in the process
5. the standard of primary schools will improve if Parent Teachers' Association is actively involved in all the affairs of primary education in the State
6. in this study, it is assumed that adequate provision of facilities in our primary schools will help to promote quality teaching thereby leading to the realization of educational goals of primary education.

1.7 Significance of the Study

This study is significant in that, it will suggest ways in which inspection/supervision could be improved thereby enhancing the performance of inspectors and supervisors in the state. It is also useful because it would advise and encourage the educational authorities to train and retrain the primary schools head teachers on issues relating to facilities maintenance in primary schools in the state. The study is equally important because it will help teachers to be able to apply new methods and strategies for the proper maintenance of discipline among pupils in primary schools in the state. Staff professional development is of paramount important in any given organization; this study may be useful to the Local Government Education Authorities to mobilize enough funds and resources with a view to improving the professional competency of teachers. This research is also important as it will help to motivate parent teachers' association to participate actively in decision making in primary schools in the state. The study will help to identify the areas of strength and weakness of the state Universal Basic Education Board on the area of facilities provision in primary schools

and proffer suggestions for improvement. This study will help to provide a document that will serve as an academic reference for the subsequent researchers.

1.8 Scope of the Study

The study is limited to the assessment of stakeholders' role performance in the management of primary schools in Zamfara state. Such stakeholders here include: teachers, Head teachers, inspectors and supervisors, Local Government Education Authorities, Parents Teachers' Association and Zamfara State Universal Basic Education Board. However, the study is limited to only public primary schools within the 14 local government education authorities in Zamfara state. The sample size for this study was 303 and the instrument used was questionnaire with the Likert five points scale options of Strongly Agreed, Agreed, Undecided, Strongly Disagreed and Disagreed to show the respondents' opinions in the items in the instrument. Analysis of variance (ANOVA) was used to test the postulated hypotheses. The reason for the use of analysis of variance (ANOVA) was because there were more than two categories of respondents.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed the existing literature under the following headings:

1. Assessment
2. Stakeholders
3. Management
4. Primary Education
5. Management of primary education
6. Inspectors and Supervisors' role performance in teaching and learning in public primary schools in Zamfara State
7. Head teachers' role performance in the maintenance of facilities in public primary schools in Zamfara State
8. Teachers' role performance in the maintenance of discipline in primary schools in Zamfara State
9. Local Government Education Authorities' role performance in teachers' professional development in public primary schools in Zamfara State
10. Parent Teachers' Association's role performance in decision making in public primary schools in Zamfara State
11. Universal Basic Education' role performance in the provision of facilities in primary schools in Zamfara State
12. Empirical Studies
13. Summary

2.2 Conceptual Framework of the Study

The researcher here tried to explain some concepts that are relevant to the study. This is done to guide the reader to properly understand what the research is all about.

2.2.1 Concept of Assessment

Assessment and evaluation are two different words that are used interchangeably by some experts in the field of education. But to others, the term evaluation is broader and involves making judgment about the merit or worth of something (Yusuf, 2012: 123). According to Weeler (1983), the term assessment and evaluation are often used indiscriminately and interchangeably. But for clarity, evaluation is broader term which includes not only the process of deterging what actual educational outcomes are, it also involves judgment about the nature and desirability of any demonstrated changes. And judgment cannot be made until some assessments have been carried out. This means that assessment is a pre-requisite to evaluation.

An assessment is systematic process of determining the merit in which processed educational objectives are obtained by pupils (Khanzode, 2004). Weeler (1983) opined that "assessment will be used as a term for the process of investigating the status of an individual or group, usually with reference to the expected outcomes". He added that It is some sort of scale upon which individual can be ranked with respect to what they can do or what they know. Dietel, Herman and Knuth (1991) support that "assessment can as simple as teacher's subjective judgment based on a single observation of students performance or as complex as a five hour standardized test". Assessment therefore as used in this research is defined as the process of investigating and making value judgment about the contributions of educational stakeholders on the management of primary schools in Zamfara state, Nigeria. The stakeholders to be

assessed here include: Teachers, Head teachers, inspectors/supervisors, Local Government Education Authorities, Parents-Teachers' Association and Universal Basic Education Board. The assessment will further help to determine the level of commitment of such stakeholders to the overall development of primary education in Zamfara state. The assessment will make impact in that, it will find out the areas of weakness and strength of primary education in Zamfara state and those responsible for such success and or failure.

2.2.2 Concept of Stakeholders

In education, the term stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students including administrators, teachers, parent's families, community members, local business leaders and elected officials such as school board members and state representatives (Denga 1994). This is in line with what Odumusi (1991) asserts that "stakeholders are collective entities such as local businesses, organizations, advocacy groups, media outlets, government and its agencies and cultural institutions in addition to organizations that represent specific groups". Musaazi (1986) maintains that "stakeholders have a stake in the school and its students, meaning that they have personal, professional, civic or financial interest or concern". Stakeholders may participate in leadership responsibilities in a school or give voice to their ideas, perspectives and opinions during community forums or school board meeting. Banjoko (1996) resonates that "the growing use of stakeholder in education is based on the recognition that schools as public institutions supported by state and local tax revenues are not only part of and responsible to the communities they serve but they are also obligated to involve the broader community in important decisions related to the governance, operation or improvement of the school".

In relation to topic of the research therefore, stakeholders are group of individuals, organizations, government, boards or local community that are responsible for overseeing and running the affairs of primary education in Zamfara state in particular and the nation as a whole. They include: teachers, Head teachers, inspectors/supervisors, Parents-Teachers' Association, Local Government Education Authorities, local community and State Universal Basic Education Board.

2.2.3 Concept of Management

There is no universally accepted definition of management as it is difficult to define. But a more elaborate definition was given by George (1981) where he perceives that "management is a process consisting of planning, organizing, actuating and controlling, performed to determine and accomplish the objectives by the use of people and resources". This definition considers management as a "process" i.e a systematic way of doing things. It states four management activities such as planning, organizing, actuating and controlling. Planning is thinking of an action in advance, organizing is coordinating of the human and material resources of an organization. Actuating is motivating and directing of subordinates. Controlling on the other hand means an attempt to ensure no deviation from the norm or plan. The definition also states that management uses people and other resources such as financial and material resources.

The above definition supports Fayol's (1949) assertion that to manage is to "forecast and to plan, to organize, to command, to coordinate and to control. Musaazi (1982) recommends that "there is no basic difference between management and administration and they are interchangeable. If there is any difference, it may perhaps be in their usage in practice". In supporting the above assertion, McFarland (1968) maintains that "management is more

comprehensive term which includes administration. Management involves "thinking" and administration involves "doing". He stresses that management is responsible for planning and organizing while administration is responsible for directing and controlling". Edem (1982:31) supports the above assertion and states that "management at times called administration is a relatively recent discipline which theoretical study as a discipline began in the twentieth century. The success of any organization to a large extent depends on how such organization is been managed. Peretomode (1991:28) asserts that educational administration is the "systematic arrangement of human and material resources and programmes that are available for education and carefully using them systematically with a defined guidelines or policies to achieve educational goals". Therefore the effective management of primary education level is very necessary since it serves as a springboard for other educational levels.

Akhigbe (1999:8) in his emphasis on educational upbringing enables us to be better citizens while its absence leads to national calamity". He went further to state that effective management of primary education must be given priority such that the teaching and learning facilities are improved upon to ensure national development. One will be tempted to ask why the management of primary schools has been a mirage. Adesina (1990:7) contends that "management is the mobilization of all human and material resources in a particular system for the achievement of set objectives." Dornelly (1987:15) maintains that management is a "process undertaken by one or more individuals to coordinate the activities of others to achieve results not achievable by one individual acting alone. Stakeholders such as the teachers, head teachers, monitoring officers, education secretaries and other relevant authorities require proper training and orientation not only for the growth of the education

industry but also their professional growth. It is in view of the above assertion that Musaazi (1986) examined the importance of community involvement in the management of primary education in the country where he stated that "to achieve our vision (objectives) of primary education, the government, private organizations, individuals, and parents must contribute whatever human, materials and financial resources that are needed". Jibiya (1994) maintains that "school definitely need to have a close relationship with the community because of financial, moral and material support which the community gives to schools. Thus, the community participation in school affairs makes the link between schools and community more meaningful and should therefore regard each other as partners in progress. Management can be described as the gathering and coordinating of human and material resources necessary for the efficient and effective running of the organization. Fagbemi (2006) supports the above statement and laments that ''management is an important process which usually stands between the needs of an institution, institutional policies and the recipients and also between effective control between the maintenance of the system and the unification of human and material resources and effective utilization of alternative resources".

However, for effective and efficient management of primary schools to prevail in Zamfara state, all the relevant stakeholders should participate actively and wholeheartedly in the affairs of this level of education.

2.2.4 Concept of Primary Education

Education has become one of the most powerful weapons known for reducing poverty and inequality in modern societies. It is also known for laying the foundation of sustainable growth and development of any nation (Orimidu, 2004). The federal republic of Nigeria (2004) refers to primary education as "the education given in institution for children aged 6

to 11 years plus", it further stresses that since the rest of the education system is built upon it, the primary level is the key to the success or failure of the whole national education system. In other words, primary education is the first tier of 6-3–3–4 Nigerian education system which is for six years duration. It is in line with the above exposition that Adepoje (1998) asserts that "primary education is the type of education which is exposed to children in primary institution where the child acquires fundamental knowledge, skills, thought, feelings and actions which are considered necessary for all citizens regardless of social status, vocation or sex". Ojelabi (1981) supports the above assertion and laments that "the recognition of primary education as the basis on which Nigerian education should be built and even with the beautiful provision contained in the national policy on education, primary education has remained the most neglected sector".

Ogunsaju (1987) describe primary education to generally mean "all activities outside of the family that are consciously and systematically planned and organized to achieve specific educational objectives". Alani (2000) is on the opinion that "whatever helps to shape the human being, to make the individuals what he is or hinders him from being what he is not is part of his education". For several decade, past governments in Nigeria have made futile efforts, through several policies and the re-shaping of institutional mechanism to revamp the primary education sector. Hence the current determination of primary education sector proves not less good. Several literatures on education system in Nigeria attribute the deploring condition of primary education in Nigeria to poor financing, implementation and monitoring as well as copy–syndrome. But on the other hand, Adesina (1990), Dodo (1996) and Alani (2000) are unanimous that "primary education has understandly been granted high priority in Nigeria. This is borne out of the magnitude of resources both financial and human

that have been allocated to it. Kalusi (2001) posited that "there is a little or no doubt that one of the factors that could determine the performance of student at the secondary level of education is the fundamental knowledge that has been acquired at the primary school level". He adds that this was reflected in various national and regional policies especially the universal primary education (UPE) in the western and eastern regions in 1953 aimed at making education available to all. The introduction of UPE was characterized by acute shortage of classrooms, overcrowded classrooms, and shortage of teachers as well as equipment.

A close comparison of education prior to independence and post-independence with the education from the 1980s shows a major departure from what could be regarded as qualitative education. The accusation of who is to be blamed on the dilemma ranges from teachers' lack of commitment, indiscipline in the part of pupils non-cooperation of most parents and the concept of explosion in the educational sector while others view it as the fault of governments who could not provide adequately for the education of its citizens and who are not complying with national policy on education as stipulated by them and are not given close supervision to the private participants to ensure compliance with the standard set by the government.

Tunde (2002:33) maintains that primary education "is a holistic education for children to develop their cognitive, affective and psychomotor domains". He adds that the way we choose to organize learning in primary schools depends upon our values and beliefs as a society. While Egwunyenge (2005) identifies primary school "as a complex social world which comprises the teachers, secretarial staffs, cleaning staffs, children, parents and other external agents that make a unique social organization". He went further to states that the

major clients of this organization are the children who are of vital importance to the organization. Edem (1982:33) maintained that ‘’the system approach to administration is primarily concerned with the relationship of the various component in the school system while bad administrative style can hinder the realization of the aims of primary education’’.

Ohuche (1989:33) summarizes the diverse opinions with the regard to the aims of primary education into four broad classifications as follows:

a. The formation of character

b. The development of intelligence, physical and mental health

c. Transmitting and improving our cultural heritage

d. Acquiring knowledge and skills that will equip the children to earn a living

In a very general term, the national policy on education (FRN, 2004) has clearly stated the objectives of primary education to include the following: inculcate permanent literacy, numeracy and ability to communicate effectively, lay a sound basis for scientific and reflective thinking, give citizenship education as a basis for effective participation in and contribute to the life of the society, mould the characters and develop sound attitude and moral in the child, develop in the child the ability to adopt to his changing environment, give the child opportunities to develop manipulative skills that will enable him to function effectively within the limit of his capacity, provide the child with the basic tools for further educational advancement including the preparation for trades and craft of the locality.

In addition to the above, Fafunwa (1974:187) added that the aims of primary education in all state of the federation were to help the child to:

1. Master the three RS–reading, writing and arithmetic, this is to develop permanent literacy.

2. Develop sound standard of individual's conduct and behavior.

3. Acquire some skills and appreciate the value of manual work.

So the objective of primary education can be summed up as a broad based education with the emphasis on the effective communication skills (FRN, 1986 : 11).

2.2.5 Management of Primary Education in Nigeria

The success of a school depends mainly on the resourcefulness of the management. The democratization of the society, the required partnership among the individuals, the community, institution, organized private enterprises, and the three tiers of government in the management of primary education demands that the goal oriented approach to the management of primary schools should be adopted. For this to happen, the management of primary schools should shift from appointment of chief school officers without due regards to ability, sufficient and relevant training or guide for leadership beyond experience and common sense (Dodo, 1996). In supporting the above assertion, Tuner (1978) suggests that "system theory in an approach to accountability which is a measure of achieved objectives against ideal objectives". This model focuses on output measurement. It has the following characteristics:

1. Consensus agreement with regard to the degree of achievement of objectives.
2. All elements in the management should agree with one another such that concise, clear and measureable objectives can be formulated.
3. All questions concerning programme effectiveness should be directed towards organizational efficiency, coordination of programme elements, objectives and value judgment.

Turner also suggests that the following questions must be answered:

i. Are resources optimally allocated to ensure effective management of educational programme?

ii. Does the programme design ensure continuous evaluation?

iii. Is the programme process appropriate for meeting the performance standards?

Babalola and Adedeji (2009) assert that "there decades of exclusive government ownership, control and management of education had been attended by unprecedented failures. It has been characterized by poorly trained teachers, poor teaching, poor technology and under-funding".

The management of primary education in Nigeria has been inconsistence and controversial and to some extent this has accounted for near collapse of the system during the second republic and early 1990s. For example, in a period of six years (i.e 1988 to 1993), three different decrees on the management of primary education were enacted. These were decrees No. 31 of 1988, No. 3 of 1991 and No. 96 of 1993. With the launching of the universal basic education programme in 1999, there arose the need to produce an enabling law to support it. As the draft bill was being considered by the national assembly, the Supreme Court made a pronouncement on the on-shore and offshore oil otherwise known as resource control suit. In 2002, the federal government sought the Supreme Court views on the ownership of the resources allocated beyond the seaward boundaries of littoral states. In its judgment, the Supreme Court had pronounced among other issues that deductions from the federation accounts were illegal. As its affect primary education, the court ruled inter alia:

> *"In as much as local government councils only participate with the state governments in the provision and maintenance of primary education, learned senior advocate's argument thereto cannot be entirely true. This is because the function obviously remains with the state governments. State governments, by this order, are to receive*

direct allocation from federation account for the management of primary schools in their areas of jurisdiction". (Abisogu Alo, 2002).

Wadata (2006) points out that "clearly the last one decade or so has witnessed great involvement of the governments in the management of primary education system. The federal government has the federal ministry of education. This has the department of primary and secondary education. Besides, there is the universal basic education commission. At the state government level, there is the ministry of education having a department that has oversight function over primary education. At the local government level, there are: the local government education authority and the district education committee. All these agencies are put in place for the purpose of administration and management of primary schools in the country". School management is said to be effective where teaching and learning programmes and other school activities are carried out effectively and efficiently. It is a situation where all the educational resources available for the use of the school are effectively managed towards the achievement of the goals for which they are set. Edmonds (1979) reveals that "schools have strong administrative leadership without which the desperate elements of good schooling can neither brought together nor held together".

School management therefore, is concerned with the efficient and effective management of educational goals and objectives. The above statement is in line with the words of Fagbemi (2006) where he describes primary school management as an "evasive therapy for school effectiveness". He went further to state that both school and management serve as symbolic prepositions and at the same time as predicative insurance for efficiency.

However, Zamfara state in particular is witnessing a quiet number of problems with regards to the management and administration of primary schools in the state. Although, the issue of

who is to be blamed for the near collapse of the system is not yet proved empirically. This is exactly what the researcher intends to find out.

2.3 Inspectors and Supervisors' Role Performance in Teaching and Learning in Public Primary Schools in Zamfara State

Early (1998) maintains that there is a quiet different between Inspector and Supervisor. An Inspector according to him is "someone who oversees and assesses the quality and performance of a school. He finds out how the school is performing but has no authority to tell the school to fix it. While a Supervisor is someone who stimulates, coordinates, and guides the continued growth of the teachers in school both individually and collectively". He adds that a supervisor is an educational leader who acts as a helper and consultant to the teacher in their effort to improve instruction. A supervisor can use inspection as part of his job in monitoring progress.

Various studies like that of Collie & Taylor, (2004) and Lopez (2007) suggest the need for school inspectors/supervisors to encourage the staff to build a team work spirit so as the core function of the school to be realized. They also need to advise teachers to make the best use of the available facilities both within the school and in the wider community and encourage self-evaluation with the support of teaching and learning process. Ehren and Visscher (2006:53) contend that, if the primary aim of school inspection is school improvement, the school inspectors/supervisors are more likely to act as "critical friends", getting to know well and offering advice and strategies for development. The challenge as well is to what extent Nigerian schools inspectors provide the constructive recommendations and not just mere comments. Their credibility and acceptance to teachers will heavily be dependent upon their reliable and attainable comments (Chapman, 2001). Early (1998) witnesses that teachers tend to value inspectors who behave professionally and who are in tune with school's aims,

purposes and values and who can understand the context. Although this as well should not be taken for granted for school inspector to comply with whatever the teachers have. They need a critical self, wider understanding and wisdom when dealing with teachers as this will invariably help to ensure effective teaching and learning in schools. Also, it will be of value if inspectors/supervisors illustrate both the causes of bad performance as well as its remedy as suggested by (Eheren et al., 2005). This could be the value-added kind of support as argued by Earley (1998), MacBeath and Martimore (2001) and Wilcox (2005). Teachers will be able to respond to the findings and track the strategies for change and improvement when their problems are clearly pinpointed and supported. In case the likelihood that a school will succeed in teaching and learning depends on such internal features such as cooperation between teachers and the organization of learning and the context of the school (Ehren et al., 2005). In actual sense school inspectors/supervisors have the responsibility to provide feedback both to the government and the school stakeholders. These are school owners, teachers, parents and other people responsible for education in a particular setting. Various scholars have diverse views on how feedback from the school inspection can be of use for school improvement purpose (Ehren et al., 2005; Wilcox, 2000). It has been argued that; the feedback provided by the school inspectors do not necessarily lead to school improvement, there are a number of pre-requisites for feedback to have positive results. These include among other things that; the school needs to experience the feedback as relevant, understandable, clear and useful. Again, it is argued by Gray and Wilcox, (1995) that the "feedback from the school inspectors has a larger chance of being used when teachers are involved in recommendations and when support is given to school", rather than recommending without any support. According to Chapman (2001), for feedback from

school inspectors to impact on teaching/learning improvements, it relies heavily on three factors. First, the ability of school inspectors to identify areas for improvement, second, the effective communication with the teachers during interaction and third, the teachers should be willing to abide by the suggestions and be able to implement the recommendations.

In principle, feedback will work towards improvements in teaching and learning when schools have an insight in their own strengths and weaknesses. This is why scholars such as Ehren et al., (2005), MacBeath and Martimore (2001) and Webb et al., (1998) advocate the self-assessment and evaluation for the schools. However, studies like that of Hargreaves (1995), Learmonth (2000) and Wilcox (2000) share the common view about what type of school inspection that should be carried out. To them the most effective school inspection of a school comes by neither internal self- evaluation nor external inspection. Some combination of both probably serves the purpose and does the job better in promoting school improvement than either alone.

2.3.1 Inspection and Supervision

Supervision/inspection is another important aspect that enhances good management of primary schools. The increasing demand and complexities of education nowadays call for the need to improve our efficient, effective and teacher-friendly supervisory techniques that should be rooted in cooperative relationship and planning between supervisors, school teachers and the head teachers. Thus, call for qualified supervision personnel. Therefore, the idea of the ministry of education or school board sending subordinate staffs to supervise their superior officers makes a mockery of supervision, (Jibiya, 1994). Moreover, the qualitative education delivery system should be embedded as substantial process of check and balance in order to ensure quality control and to generate the necessary information for planning

purpose. It was in recognition of the above point that sections and departments in the local education authorities, school board and ministries of education are instituted and vested with the responsibility of routine monitoring of the day to day educational policies implementation at school level. These sections and departments called for the inspectorate/supervisory unit form the bridge between the policy makers and the staff in the field.

Some writers believe that the concept of supervision is modernized from the idea of inspection Nuhu (1999) observed that "the change is necessary due to the change in tyrannical attitudes to the work of what is known as "inspection" in those days. Likewise, Nwaogu (1987) in Okonkwo (1999) notes that "since a philosophy of supervision should be in keeping with a philosophy of education, the concept of supervision has similarly undergone changes from the days when it was called "inspection".

The term supervision has been subjected to various definitions by different educationists and specialists. For example, Okonkwo (1994) sees supervision "as a process or behavior system formally provided by an educational organization to improve the quality of instructions". He adds that it should be perceived as leadership aimed at improving the quality of instruction and the realization of the goals of the educational system, while Nuhu (1999) perceives school supervision as "service to help teachers in an attempt to improve instructions". He identifies instructional development, teacher's development and curriculum development as the special domains of school supervision. Moreover, Nwokafor (1981) defines supervision as "a process or act of seeing to it that policies principles and methods established for achieving the objectives of education are properly and successfully carried out". To Nwaogu (1980) supervision is "the process of bringing about improvement in instruction by working with people who are working with pupils". It is a process of stimulating growth and means of

helping teachers to help themselves". He adds that the term supervision is used to describe those activities which are primarily and directly concerned with improving the conditions which surround the learning and growth of pupils and teachers. After deep study of the above definitions from various scholars, the researcher, views school supervision as guided and principles through which a qualified educational personnel assists teachers and head teachers toward improving quality of instruction for effective teaching and learning in the schools. It is assumed that when these guided principles are emphasized on the activities of teaching and learning, there may be an effective management of primary schools. Inspection is seen by Okonkwo (1994) as "a traditional method of supervision which involves assisting teachers in the classroom to make sure that they have followed the imposed method of teaching in their lesson". He adds that it is imposed because it tends to be dictatorial or authoritarian and should be accepted without questioning.

Ayiepeku (1987) in Nuhu (1999) has viewed that school inspection is "assisting the yard–stick of teaching and learning with the aim of improving educational standard". To him, emphasis is not much on assessing teachers but on assessing teaching and educational problem with teachers in order to help the teacher finds solutions to their problems". He adds that changing the name "inspector" cannot solve the problem if inspector does not change his attitude and methods of approach in his work. Many types of inspection/supervision have been in use for effectiveness of teaching and learning process in schools. Under the provision of education law, the inspectorate division has the right to access to schools at all times for the purpose of inspection and supervision. This is because supervision is a requirement for education law and it is also believed that it is only with constant supervision of educational program that a sound educational standard is expected to be attained. Inspection/supervision

have been categorized severally by different authors using a variety of classification pattern based on nature, purpose and or even the number of supervision involved in the exercise. For example, Khanna (1973) identifies eight types of supervision/inspection which are as follows:

1. Correlative supervision/inspection
2. Preventive supervision/inspection
3. Creative supervision/inspection
4. Autocratic supervision/inspection
5. Inspirational supervision/inspection
6. Humanistic supervision/inspection
7. Democratic supervision/inspection
8. Laissez – faire supervision/inspection

Of all the above variations, this research will focuses it's attention on the classification of Khanna (1973) as follows:

1. Correlative supervision:

This is also known as tract finding supervision. Here, the supervisor visits a school with an eye to pick holes, inconsistence and jobs vacuum. Such findings are used to unleash terror on the teachers or the school in general. This type of supervision, although is good in maintaining standard fails to consider identified shortcoming of the teacher or the school. Supervision should be a two way going process where the partners involved should understand each other and mutually try to address the problems together for common benefits.

2. Preventive supervision:

As the name implies, this type of supervision is anticipatory and aimed at addressing issues that are threatening or capable of derailing or corrupting an established standard in an organization. The teacher and the entire school community anticipate new situations and find appropriate ways and means to remove difficulties.

3. Creative supervision:

This is kind of supervision that encourages teacher to feel free and think for themselves in matters pertaining to curriculum organization and content, objectives and methods of teaching and method of evaluation. It is a technique that encourages the teachers to share ideas with the supervisors as well as to stiffen the initiatives of the teachers to experiment with their own ideas

4. Autocratic supervision

This is also known as authoritarian supervision, it is based on the idea of total control of situation by the supervisor who enforces and prescribes method i.e he gives command and ensures compliance. This type of supervision emphasizes on uniformly of direction and performance which are essential factors in running an organization. However, the risk of enforcing and dictating wrong policies at the wrong time and place is high.

5. Inspirational supervision:

A kind of supervision that teachers are inspired and lifted above themselves by the supervisor who nurtures the qualities of honesty and sincerity, impression rather than oppression is the essence of this supervision since teachers draw inspiration from the exemplary virtues of a supervisor; they tend to be more productive because of the internal confidence and

satisfaction generated. However, the tendency of hero–worship may be developed where teachers may listen and accept the views and inspiration of only their role model.

6. Humanistic supervision

This supervision is aimed at developing a healthy relationship among partners, i.e teachers, pupils, parents, staffs, personnel and supervisors. All things and condition being equal, a peaceful and cordial working relationship among staff translates to efficiency and effectiveness. This type of supervision can detect and encourage all the aspects that promote the relationship and discourage those that are considered as threats. It should be noted that when relationships are taken beyond official level, the tendency of dictating or falsifying report is inevitable.

7. **Democratic supervision**

In this type of supervision, the dignity and worth of an individual is recognized, it is based on a democratic way of life taking into consideration democratic values method and procedures, it encourages freedom while providing direction and advice. This type of supervision is good since it allows mutual agreement among the partners on the how, what, where and when aspect of the supervision process. However, it may lead to unnecessary waste of time before agreement is reached. It equally reduces the status of the supervisor to a more moderator which can be subjected to ridicule and damp his morale.

8. **Laissez – faire**

In this type of supervision, the supervisor makes no impact at all, teacher is allowed to do as he pleases and teaches the way he wants to teach without the interference of the supervisor. The only good part of this type of supervision is that the teacher is allowed to perform according to his own pace and understanding of situations.

With the brief explanation made so far on the various types of supervision as identified by Khanna (1973), one can justifiably recommend that to ensure effective management of primary schools through supervision in Zamfara state in particular and the nation at large, the application of single type of supervision technique will not yield positive result due to substantial inherent problems of inconsistencies of the educational system, socio–cultural and political factors, the state of economy, lack or inadequate qualified supervision personnel in some cases e.t.c.

Inspection/supervision is expected to improve the standard of not only primary schools but also the entire education system. In the light of this reason therefore, the inspectors or supervisors are expected to demonstrate superior knowledge not only in their areas of specialization but also in the knowledge of the essential ingredients of making good supervision that promotes the standard of primary education in particular and other levels of education as a whole. The result of the inspection should therefore be utilized by the inspectors and the authorities to identify all areas that need serious attention in order to make both schools and teachers more efficient. The inspector should be able to identify the areas where the schools are lacking and offer suggestions to the relevant authorities for improvement. Reports of inspection make easy comparison between the qualities of education offered in one school and the standard attained with the quality and standard attained in another school elsewhere in the country. The underlying assumptions here are that all of the factors that can produce high standard are available in all schools and that both supervisors and inspectors will do their jobs with utmost dedication (Adyanju, 2002). Unfortunately, these do not always reflect the true situation because today, school inspection hardly takes place successfully due to inadequate vehicles, qualified personnel's, inadequate

finding and sheer difference. Government fails to see connection between school inspection and quality management in education. One principal impact of school supervision or inspection is to ensure that the educational objectives are fully implemented and achieved. It also aimed at ensuring that the school complies with the standard. It should be designed to enable reflective practices in education so that the standard of education will improve. Adeyanju (2002) adds that "school inspection is carried out not only with the intention of maintaining but also improving the quality of learning of students. In essence, inspection strives to improve on all factors that affect teaching and learning in schools''. The factors that affect teaching and learning include: the appropriateness of teaching methods, the curriculum, facilities of all kinds, the school's organizational structure and the overall school climate. School supervision is expected to serve and support the teachers and supervisor to manage stress by uploading emotionally draining experiences. In general, school supervision identifies the strength and weaknesses of the school with appropriate recommendations for improvement.

In Zamfara state, it is assumed that inadequate qualified supervision personnel which prevent efficient and effective supervision as Jibiya (1994) states that ''the idea of the ministry of education or school board sending subordinate staffs to supervise their superior officers makes a mockery of supervision". Twenty two years the above allegation was made, but it still persists in the state especially with the inspectorate division of the local government education authorities (L.G.E.As) where most of the inspectors are not professionally trained. Adeyanju (2002), laments that "for lack of adequate manpower, some ministries of education rely on drafted experienced teachers from secondary schools to undertake inspection". He adds that we do not in any way support this. Not only does it deny classes for their teachers

but it also relies on untrained personnel for inspection and ones who have no cause to be committed to the exercise. It is not their primary responsibility.

Therefore, for inspection and supervision to have positive impact on the management of primary schools in Zamfara state, emphasis should be placed on well trained supervision personnel with adequate mobilization from the government through adequate funding and commitment.

2.4 Head Teachers' Role Performance in the Maintenance of Facilities in Public Primary Schools in Zamfara State.

The Head teacher as a manger is contrasted with a more holistic view as the leading professional whose authority has been perceived chiefly in terms of intellectual, moral and management values. The Head teacher is the chief executive of his school and he is therefore the manger. In almost every village in Nigeria, there is at least a primary school, hence the head master operate at the grass root level of the administrative organization. The above statement is in line with the assertion of Awonye (1982) who describes Head teacher as "an anchor in the promotion of the attainment of primary school objectives. He is the man on the spot, the educational leader, an executor of education policies, a father, councilor and decision maker. It is by his action or in- action that the educational goals of primary school have to be judged."

Funso (2005) maintains that "A headmaster is expected by his position to organize, administer and create a meaningful environment such that the goals of primary school can be attained". Denga (2000) asserts that "A head teacher is the teacher with the greatest responsibility for the management of school". Obanyan (2000) opines that "primary school head teachers are considered to be in an advantageous position from which they know what is going on in their schools". He adds that they are therefore in a better position to identify

the need for improvement because of greater contact with outside agencies at the same time. Primary school head teachers are therefore expected to be the managers of improving primary education thereby creating the right atmosphere for it to happen. They need to have a clear sense of direction for their schools and in collaboration with their staffs, discuss and draw up plans of how to get there. Supportin g the above statement Olaofe (2002) observes that "without dynamic leadership on the part of head teacher who develops a clear vision for primary school, translates educational policies into practice and communicate it well to their staffs in such ways as to mobilize all members so that they can take part in school based development programmes''. Awonye (1982) adds that "the Headmaster has to have other skills such as the ability to take the lead and actively push things forward because he/she remains the chief instigator, promoter and guardian of the school's vision".

The above assertions inform us that the primary school head teachers are the general overseers, managers and administrators of the school. They translate educational policies into practice to their subordinate. They also create a climate, speaking about the vision often and enthusiastically by encouraging experiment, celebrating successes and forgiving failures and by remaining steadfast in the pace of the inevitable problems and missteps thereby taking all the necessary measures to ensure the well being of facilities in the school.

Being an educational leader, a head teacher is expected to possess the following qualities as recommended by Dodo (1996). Thus:

1. He should be compassionable and of a jovial disposition.
2. He must like children and be seen to be tolerant in his dealings with them.
3. Another desired quality is constituency in all his dealings with the pupils who look for it and readily respond to it.

4. He should be willing to translate educational policies into practice to suit the primary education conditions.
5. He should possess good administrative abilities which will enable him to martial effectively the various school activities.
6. A good head teacher must always bear in mind that he is responsible for the educational advancement of all the children under his care. The advancement comprises the intellectual, moral, emotional and physical.
7. A qualified headmaster should be smartly dressed at all times thereby setting a silent but effective example for his teachers to follow.
8. He should without fail be punctual at his place of work. This will help to inspire his teaching staff to do likewise.
9. A head teacher should manifestly show respect for others because between him and the members of staff exist quiet a number of personal relationships. He should therefore approach his dealings with them in a constructive manner and be ready to learn even from the most senior members of his staffs.
10. The parent who trust their children in the teachers' care and attention as in loco-parentis have to be respected. The head teacher should therefore listen to their grievances and complaints and does all he can to redress their legitimate complaints to their satisfaction, all long as they are genuine, reasonable and politely submitted.

However, the headmaster at this point needs to be a person with high sense of experience in the maintenance of facilities in primary schools. Asiabaka (2008), maintained that school facilities maintenance play a pivotal role in the actualization of educational goals and objectives by satisfying the physical and emotional needs of the staff and students. According

to her, physical needs are met through the provision of safe structures, adequate sanitary facilities, a balanced visual and thermal environment, sufficient shelter space for work and play; while emotional needs are met by creating pleasant surroundings, friendly atmosphere and an inspiring environment and all this cannot be achieved without adequate maintenance. Supporting the need for effective maintenance of facilities in schools, Fenker (2004) stated that it involves a planned process to ensure that the buildings and other technical systems support the proper discharge of operations and services within the school organization. Mbipom (2002), stated that school plant is a major component of school facilities. She further stated that since teaching and learning do not take place in a vacuum, school facilities give meaning to the planned curricular and extra-curricular activities. To her, any discussion on the school plant starts with the conceptualization of the educational programmes to be offered in the school. Thus, the nature and type of educational programmes will determine the nature and type of school plants to be provided.

Asiabaka (2008) further stated that the provision and maintenance of school facilities must take into cognizance modern views of the teaching-learning process which have moved beyond memorizing to involvement of teachers and students in applying, analyzing, synthesizing and evaluating to stress the need for flexibility in time and space. Thus, the complexity of the learning environment requires flexibility in the design of facilities to meet present day school needs- that is, the facilities should be designed to meet diverse academic needs of the school system. According to her, in today's parlance, multipurpose facilities used for academic activities during school hours may also be available for use by the community during and after school hours. Such programmes may be used for continuing education programmes, social activities and recreation. The Head of the school therefore

should be conversant with the maintenance strategy of such facilities to keep them useful and durable. This requires proper scheduling of such facilities to allow for accessibility to the community or other public users during school hours without interfering with academic programmes. This will eliminate the burden of duplication of such facilities as: conference halls, gymnasium, library, theatre, football pitch, tennis court, swimming pool and other sporting facilities, thereby integrating the collective effort towards cost effectiveness and enhancing healthy school-community harmonious relationship.

The need for effective maintenance of school facilities by the Head of the school according to Hargreaves, Earl, Moore & Manning (2011), leads to a shift in the conception of school leadership from the managerial and administrative perspective to that of instructional leadership whereby the Head of the school acts as a leader in all aspects of the school curricula, imparting and enforcing on the intellectual and emotional development of the teachers, changing the instructional climate of the school and affecting and transforming the students learning and achievement behavior and attitude.

Okonkwo (1994) maintains that "the Head teacher is in a unique position to assist in the achievement of national primary education objectives; he should be firm in his dealings, resolute in his conviction and decision, relentless in his execution". He adds that a head teacher has to perform multifarious duties to keep his school functioning. The duties can be categorized continently into the following

a. **Teaching: -** headmaster of a school is a teacher first and last. Teaching is his fundamental duty. Despite some frustration of administration and demands on his time, improvement of instruction is one of the most important responsibilities of headmaster. Offor (1991) recommends that "the headmastership and leadership are

synonymous in education. He is the key person charged with responsibility of improving instruction".

By actually teaching, the headmaster comes to know the standard of pupils in different classes and the standard of teaching in the school. He directly comes in contact and understands difficulties of pupils and teachers. Okonkwo adds that no one expects headmaster to be an expert in all instructional areas. He may master atleast one or two subjects with manageable standard in other subjects. In spite of the fact that headmaster is over – burdened with a number of other duties, he should be first rate teachers being conversant with content and the latest method of teaching.

b. **Planning:** unless the headmaster plans for the school, there will be confusion all round. For making proper planning, help of pupils, teachers and parents should be taken. Most of the planning will be there in the course of discussions of school problems in the staff meeting and student councils. In extreme cases, there are teachers without pupils, class without teachers, class-sections with enrolment twice the capacity of the room, the teachers are handicapped, because of the shortage of suppliers, lack of books and equipment, improperly classified pupils. This state of affairs is due to inadequate planning is school.

c. **Organization and administration:** the next important task of headmaster is organization. In the organization of school plant, the headmaster should procure adequate furniture and equipment for the school. He should make petty repairs, distribute the furniture, look to the bindings, organize laboratories, the workshop and take care of the sanitation and entire material aspect of school plant. The headmaster also looks to the instructional work of the school including construction of

curriculum, work distribution among the staff, allotment of co-curricular duties construction of the time table and the school calendar.

d. **Supervision:** supervision and administration are the two combined functions which are mostly blended in one. By supervision, it means overseeing the work done by the teaching staff. It is the improving of teaching learning situation. The headmaster should therefore, give utmost priority to the supervisor of his school to ensure active teaching learning process. Looking at the above duties of the head teacher, we can generally recommend that the success or failure of primary schools lies partly in the hand of the head teacher.

2.5 Teachers' Role Performance in the maintenance of Discipline in public Primary Schools in Zamfara State

A teacher is a person who provides education for students/pupils. Burden (1995) asserts that a teacher "is a person who has obtained a specified professional qualifications or credentials from a recognized university or college. These professional qualifications may include the study of pedagogy, the science of teaching". He adds that teachers, like other professionals, may have to continue their education after they qualify, a process known as "continuing professional development. However, teacher's professional duties may extend beyond formal teaching. Teachers therefore occupy a very important position in the discipline and control of students and pupils' character.

In education today discipline is something that is feared but never or not fully discussed. Soon-to-be-teachers learn about all sorts of things from development to creating lesson plans to cultural diversity in the classroom. But what are not sufficiently addressed are discipline and some tactics to managing it. Discipline is defined in so many ways. When looking in the New Merriam-Webster Dictionary under this word one sees first: "PUNISHMENT, 2: to

train or develop by instruction and exercise especially in self-control, 3: to bring under control (~troops); also: to impose order upon" (copyright 1989). All of these take the common view of discipline as a forced control over the subject. The second one only comes mildly close to developing some sort of relationship with the subject by helping them become composed. But this doesn't quite cut it. In some ways I feel that discipline should be a reaction to a verb instead of an action word itself. I will behave when I feel encouraged. I will do what is "right" when I am allowed to identify what is right for me. For example, if students/pupils are empowered to make their own rules in the classroom they will understand them and therefore be able to abide by them. In these ways being disciplined is the reaction to the environment and the freedom in the environment that one is given. However, if teachers design the classes to enable students/pupils to make their own rules and be given opportunities to follow their own interests they will have a stake in their education instead of acting rebellious or as mindless followers.

Teachers have the ability to create environments that will benefit students/pupils or that will stifle their desire to learn. In society discipline has been related to punishment. If a teacher doesn't get the results desired then what else but punishment should follow. In some ways this idea has merit because if students disrespect their environment as well as their community than some method should be taken to alter the problem. However, teaching students that they are the problem instead of teaching them that their choice is what was wrong leaves a bad message. The concept of punishment has been based on several false premises as posited by Nelson, Lott and Glenn, (1997). Thus:

1. In order to make children "do" better, first we have to make them "feel" worse.

2. It is more important to make children "pay" for what they have done than to "learn" from what they have done.

3. Children learn better through control and intimidation than through exploring the results of their choices in a nurturing environment".

Most of the ideas take away the humanistic side of any relationship because of the common feeling that children are different in some way. In a sense it appears that adults tend to think of children as little adults who don't play by the rules instead of seeing the behavior as age appropriate. Nelson, Lott and Glenn (1997) further maintains that"Extensive research has shown that punishment and rewards have many long-term negative results (such as rebellion, the negative use of power, or thoughtless compliance) and do not teach self-discipline, self-control, or any other important characteristics and skills for success in life". To believe that making a student feel bad or pay for what they have done or intimidate them into learning only teaches them that this is acceptable behavior. Why not act up, the rules are not fair. As adults, why not use and manipulate - control is what is important. And as citizens, why ask questions or challenge what exists - they tell us what is right. In supporting the above assertion, Wilson & Redolf (1985) recommends that "aim of education is to encourage the student to develop his individuality than through these methods of punishment the goal will have been lost. The individuality of the students will have been swept away in the meaninglessness of the rules and of the environment". How can one develop as an individual if one is stifled? Burden (1995) wrote that "behavior is neither entirely internally or externally caused, but is the result of the interaction between the individual and environment". Reiterating the idea that one is a product of one's environment. If

students/pupils are treated with meaningless restrictions and are taught to comply than schools will create the unmanageable, the controlling and the non-thinkers.

How do teachers then combat against this tragedy? If poor environments create poor students than what do supportive environments yield? "When the underlying motivation of discipline is control and punishment rather than an opportunity for learning, little will be accomplished" (Nelson, Lott and Glen). If students/pupils are put in an environment where they feel like they have no say and that their ideas and their thoughts are not as important as the test, or as the "covered curriculum" then we teach students that learning does not involve ideas and feelings. However, if the new motivation of instruction is to create a supportive, caring and inquiry based atmosphere so much more than surface knowledge will be attained. Teachers, in most situations, care about their students and feel that they are supporting them but the methods to do this are what vary and what can inadvertently be detrimental. We can design our environments to build up our students without discouraging or injuring them so that they can grow and flourish while helping others in their community do the same. This is the one thing we can do as teachers, change the classroom setting. We may not be able to reach all children by ourselves but we can engage children in helping each other so that all can have a chance to develop. The idea to have child and teacher develop together is perhaps the missing factor in education. If the role of the teacher is no longer deemed as the superior one, who knows all, implements all, and controls all, then a relationship can be formed between student and adult. This relationship in its ultimate abilities can create a community that is respectful, and therefore self-controlled, where learning and sharing ideas are the focus instead of controlling and supervising.

Nelson, Lynn, and Stephen (1997) maintains that "Mutual respect requires that adults see children as people and as unique individuals. Teachers who see students/pupils this way do not treat them as robots whose only function is to be controlled and manipulated for their own good. They see students as valuable resources with worthwhile ideas and skills". Teachers go beyond the normal standards of controlling students through punishment to really creating an environment where respect is the main ingredient. They add that a climate for mutual respect is created when teachers allow students to become involved in ways in which they can listen to one another, take each other seriously, and work together to solve problems for the benefit of all. Teachers don't have to do it all when they teach the skills of cooperation and contribution and allow students to help. Teachers don't have to "act controlling" when all are working together respectfully" (Burden 1995). If students/pupils act up because they don't feel heard or respected or are bored in the instruction than this new idea should stop the misbehavior, but is it really that simple? Then the author continues, "When students feel cared about, they want to cooperate, not misbehave". Perhaps if teachers, reason with the spirit of the child then we can create the behavior desired. We cannot reform the child but we can alter the environment in which they grow. If we create a supportive community in which these students can be nurtured than indirectly they will be reformed. The knowledge that they have a voice in the community, that they are cared for and respected, and that they are in control of their education and learning can change so much in a child's attitude when dealing with relationships and when focusing on ones role in the world. When behavioral problems do occur in order to help the student recover teachers need to identify what the behavior means, what the child needs, and what the adults can do to encourage them. All behaviors stem from some source or distress although students rarely

come out and say what they need (attention, direction, choices...). Nelson, Lott and Glenn (1997) feel that it is the teachers' role to deal with the situation by attempting to understand the distress. By giving more support teachers can help the student/pupil feel accepted and noticed which sometimes is all they need. Peers also can give help to students/pupils having problems in the classroom by giving them suggestions on how to deal with their issues. Students uncomfortable with another member's behavior can also bring it up in the classes meetings offering positive suggestions for how they can both deal with their misunderstandings. If there is a chance for students in the classroom to become a voice and a member that is needed than so much can be gained. Wilson & Redolf (1985) lament that "Students/pupils run into problems, we all do, but instead of being punished for what they do not know or what they are going through they should be helped. When the students make bad choices the teacher must remember that everyone makes mistakes". Teaching through these choices is what is necessary. If students learn that mistakes are part of life and that from them we receive direction on where to move next then even bad choices can be used to the classes advantage.

Working together of both teachers and students/pupils will be able to find the way to resolve the problem. To further help students achieve their behavioral and educational goals in this collaborative method, Nelson, Lott and Glenn (1997) suggest the including of parents and children in meetings to find ways to encourage the student/pupils. Instead of acting as a force discussing the child without them present, teachers, parents and children can work together to create solutions for behavioral problems. If together, parent, teacher and student can discuss what is going well then all will be informed on the different perspectives about the student's progress. From there students/pupils should be able to discuss what he or she thinks they

need improvement on. Discussing options and ideas on how to attain this change allows for the student to have say in their development and their future. It also gives them a chance to be involved in a caring and encouraging conversation with their parents and their teacher. Together they can create supportive ideas that the student believes he or she can follow to benefit his or her own self-management.

If teacher helps builds confidence that success is possible. Focusing on improvement, noticing contributions, building on strengths, showing faith in students/pupils, acknowledging the difficulty of a task, and setting time limits on tasks. Focusing on past successes to point out things that students do correctly. You thus encourage the good work through analyzing past successes and duplicating them" (Burden, 225). In a similar opinion, Nelson, Lott and Glenn (1997) opines that "Positive discipline methods are effective when teachers are willing to give up control over students in favor of working with students in a cooperative manner. Teachers who learn how to ask more questions and give fewer lectures develop a real curiosity about their students' thoughts and opinions. When kids are encouraged to express their opinions, are given choices instead of edicts, and can use group problem solving, the classroom atmosphere improves as it becomes one of cooperation, collaboration, and mutual respect". Therefore, when students have freedom of choice, shared control and the opportunity to learn how to manage one's life then caring, encouraging, and learning community can be formed. It is at this point when discipline becomes a result instead of a method. This is where classrooms need to end up; supporting the real learning opportunities of the students and this is how behavioral problems find positive solutions.

2.6 Local Government Education Authorities' Role Performance in Teachers' Professional Development in Public Primary Schools in Zamfara State

Organization should realize and recognize that staff development offers ways of developing skills, enhancing productivity and quality of work and building workers loyalty to the organization. It is based on the above statement Bello (2003) emphasizes that "no matter the level of funding, provision of infrastructure and teaching/learning materials, goals of educational program can hardly be achieved without qualitative, competent and well-motivated teaching force in educational organization. Indeed, the need for staffs/teachers development has become imperative given the growing complexity of the working environment, the rapid change in organizational and technological advancement which further necessitated the need for training and development of personnel to meet the challenges".

The above assertion is in line with what Fafunwa (2004) recommends that "staff development is necessary to ensure that organization possesses the requisite knowledge and skills needed to perform their jobs effectively, take new responsibilities and adapt to changing condition. It is now generally accepted that well developed staffs will give best towards the success of the organization especially with proper motivation as suggested in Maslow's theory of the workers' needs. Specifically, the motivation which entails finding the incentives that satisfy workers' needs and increasing their commitment and effort toward the goals of the organization (Ojo, 1998) Flippo (1984) suggested that "educators must always hone their crate, discover the many formal, informal on–going and job embedded professional development program keeping teachers at the top of their games". Jibiya (1994) recommends that "professional development program help to keep teacher up–to-date on new research on how children learn, emerging technology tools for the class rooms, new

curriculum resources and much more". Supporting the above assertion, Lassa (2001) disputes that "professional development of teachers can no longer just be about exposing teachers to a concept in one time workshop, or giving teachers basic knowledge about teaching methodology, instead, professional development in an era of accountability requires a fundamental change in a teachers' practice that leads to increase in student learning in the classroom". Fafunwa (1986) asserts that "mastery comes only as a result of continues practice despite awkward performance and frustration in the early stage". Alabi (2001) maintains that "regardless of whether teachers are working with watches or in professional learning committees, teachers need to be working with the content they teach, this necessitates the further training for their development so as take care for the character and moral development of the child". Olaofe (2002) supported that "professional development that focuses on teachers analyzing the specific skills and concept they will teach in their discipline is not only well received by teachers, but has also been shown to improve both teacher in practice and student learning".

The quality of human resource in any organization is frequently the most important factor that determines whether or not the organization is going to be successful, whether it will realize a satisfactory return on its investment and whether it will achieve its basic objectives. Rensis likert as quoted by (NPEC, 2004) supports the above by saying that "in human organization, all activities of any enterprise are initiated and determined by the person that makes that organization". Added that plants, offices, computers, automatic equipment and all those modern firms are unproductive except for human's effort and direction. Therefore, the better way of achieving educational objectives is by training and development of teachers and competent supervisors with the support of qualitative teaching materials good ventilated

classrooms and qualified school administrators are all factors necessary for the achievement of educational goals. Staffs training are often used interchangeably with staff development even though they have different connotations, staff trainings are those activities which are designed to improve the overall competence of the employee in a specific direction and beyond the job he now holds. Crowford (1984) views staff training as ‘’the ways in which specific knowledge and skills necessary to perform a specific job are taught and learnt”.

McFarland (1968) also views that ‘’staff professional development is the process through which organizations build the skills and abilities of non-managerial employees”. He adds that training is the procedure by which employees acquire knowledge and skills for a definite purpose. Banjoko (1996) maintained that “staff training is also used in relation to the process of helping managerial employees who perform non- routine jobs to improve their managerial, administrative, and decision – making abilities and competence”. Ojo (1998) argues that “employees’ training refers to training given to employees in the areas of operations, technical and techniques of management administration, organization and allied areas”. He adds that other terms sometimes use includes: employee development,” “man power development” or “education and development”,

The training of primary school teachers in Zamfara state is organized in different ways depending on the level and professional qualification of such teachers. For instance, workshops and seminars are organized and conducted by both the state Universal Basic Education Board and the Local Government Education Authorities with sole aim of promoting the professional competency of primary school teachers. Its organization ranges from minimum of three days to maximum of ten days. It is also conducted by the official of

the ministry of education headquarters and the state Universal Basic Education Board, Zamfara state. The aims of this training are to:

1. Boost the morale of primary school teachers
2. Promote teachers commitment to work and
3. Promote unity and cooperation among primary school teachers of the federation

The Local Government Education Authority primary school teachers to develop themselves professionally through the following:

a. Initial conventional or pre-service training
b. Distance learning and
c. Part-time (L.V.T) program (source: Local Government Education, Gusau zonal office).

These trainings program for primary school teachers can be explained in details below:

a. Initial conventional or pre-service training: Farant (1981) mentions that "it has been available to teachers, in such institution as teachers' colleges, advanced teachers' colleges and institutes of education and universities faculties of education". Initial or conventional teacher training is today that kind of educational training received by teachers in colleges of education and faculties of education in the universities and similar institutions that will enable them to become professional teachers.

b. Distance learning: this is applied to any training that enables student to carry on their studies without the need to attend a school or college regularly. The lessons are carried to student either by broadcast or through post so that the student can receive it at home or any other convenient place. Distance learning is important to teachers because they need not to leave their jobs to pursue education.

c. **Part time (L.V.T) program:** this a kind of further training of teachers to acquire additional qualifications, the course is carried out during long vacation, it is offered by some universities such as Ahmadu Bello University and University of Jos e.t.c to the serving NCE teachers to acquire B.Ed degree. Ezenne (1998) emphasis that the part time program which is spread over five contact sessions is the same as the two or three year's full time programmes. The status of the B.Ed degree from the two programmes is the same. Some colleges of education offer similar programmes for the serving grade is teachers to acquire W.C.E.

d. **Seminar:** Altalib (1993) opines that "a seminar is a topic-oriented event designed to education and inform the audience about a broad subject of interest". The programme usually consists of series of lectures and lecturers that will form a panel of discussion on topic within the seminars'. It aims updating the teacher's knowledge and skills with the new ideas and methods of teaching on a particular subject.

e. **Workshop:** A workshop is a gathering like a working meeting where the participants are actively involved. The aim is to acquire new knowledge that relates to the work of the participants. Altalib (1993) asserts that "an effective workshop is built around what is practiced and relevant from the learners'' perspectives".

The sole aim of the above training program is to improve teacher professionally achieve the set objectives.

2.6.1 Advantages of Staff Training and Development

Training and development activities are integral and important aspects of human resource management. Such activities make it possible to adjust as well as enhance the skills of the

worker ranging from the lowest to the highest set of employees. No organization can for long ignore the training needs of its works without serious impairing productive efficiency.

Therefore, to encourage training and development of staff in organization Ojo (1998), Flippo (1984) and Beach (1998) emphasized on the benefits as follows:

1. it provides initial training for new employees, professional, technical and other skills and some skilled personnel (introduction training);
2. it helps in training new employees without specific skills that is in form of apprenticeship training (remedial training);
3. it helps in fulfilling coverage areas where there are difficulties in recruiting sufficient personnel e-g computer programmers, tools makers, mechanist e.t.c such shortages may lead an enterprise to establish its own training programme or sponsor training in other establishments;
4. it provides opportunities to re-train employed workers to perform new and changed jobs. This may be necessitated by technological change or introduction of new product (in service training);
5. training helps to acquire correct operation skills as such it will solve operational problems. Thus: to reduce accidents e-g training in proper use of equipment and in safety attitude, wept supervision, poor customer service and poor work methods;
6. it keeps supervisors and managers up to date on the techniques of management and supervision;
7. it encourages the professional development of workers and improves their benefits. Promotion training is an example of employees' new knowledge and job skills gained through training to increase their marketability earning capacity, enhance their job

security, poor performance it is not affected by problems such as alcoholism, poor motivation or training. Some low performance could be victims of poor training received when recruited or a supervisors unwillingness to show the way in the inter case. Transfer and training might turn poor performance to good performance and

8. increasing organizational flexibility and stability is another advantage of training, flexibility relates to ability to adjust to show run variations in volume of work while stability can sustain cooperate effectiveness despite lose of some key personnel.

The national policy on education (FRN, 2004:43) states that the Local Governments through their Local Government Education Authorities have responsibilities for the management and financing of primary education within their local government areas. It further highlighted that, in particular, the Local Government Education Authorities shall be responsible for:

a. the appointments, promotion, discipline and transfer of primary school teachers and non-teaching staffs within their areas of jurisdiction;
b. the payment of primary school teachers' salaries and allowances;
c. the payment of pensions and gratuities;
d. the re-training of teachers;
e. the overall management of their educational plans and
f. supervision and quality control in all primary schools in their areas in conjunction with federal and state authorities.

Therefore, the federal government has established the standard, which the nation hopes to achieve educationally by providing the national policy on education. There is need for quality management and control in all levels of education. Primary education in Nigeria is so crucial

that all effort should be made towards providing the best possible learning and teaching environment, opportunities and experiences for the pupils.

Supporting the above statement, Adesina (1980) maintains that the approaches used in measuring quality management of primary education include the following:

1. the ability in the 3R's and range of facts in a given academic and professional subjects.
2. the quality of teachers who operate the primary school system.
3. the scope of the curriculum.
4. pupils' performance at external examination.
5. the availability of quality of equipment and facilities.

In his 1991 budgetary speech to the nation, president Ibrahim Babangida announced the transfer of the responsibility for the management and funding of primary education to the local government councils and the promulgation of decree No. 3, of 1991 entitled local government education authority. The decree repealed the national primary education commission etc decree 1988 and all its provisions became invalid.

The decree provided for the establishment of local government education authority in each local government area of the federation. The decree No. 3 provided for a ten member education committee with the chief education officer of the local government education authority as its secretary to run the affairs of the authority. The composition of the committee was as follows:

a. the chairman of the local government councils as chairman of the education committee;
b. the councilor for education;

c. one representative of the inspectorate of education in the state;

d. one representative of the recognized teachers' union in the local government area;

e. one representative of women in the local government area;

f. one representative of district heads in the local government area;

g. one representative of parent- teachers' association in the local government area;

h. two representatives of religious organizations in the local government area and

i. the secretary to the authority. (Jagaba, 1991).

The above points have clearly stated government's effort to ensure proper management of primary education through the local government education authority. The local government education secretary appointed the local government council heads. He is the chief executive of the authority who oversees the day to day running and management of the administrative functions of the authority. He supervises other departments in the authority such as personnel department, finance department, school services department, planning research and statistics department and among others.

The Federal Government of Nigeria (FGN, 1991, pp. A7-A8) has clearly stated the functions of local government education authority to include the following:

1. management of primary schools in the local government area;
2. recruitment, appointment, promotion and discipline of teaching and non-teaching staff;
3. posting and deployment of teachers including inter- local government area transfer;
4. setting up effective and functional supervisory units;
5. supervision of all other units set up under its jurisdiction;
6. providing guidelines on the establishment of new schools and new capital projects;

7. retirement and re-absorption of teachers;
8. responsibility for the day to day administration of the primary schools within its areas of jurisdiction;
9. ensuring that annual reports are rendered by heads of schools on teachers appointed to serve under them;
10. preparing testimonials and certificates of service of teaching and non-teaching staff whenever necessary;
11. dealing with leave matter, including annual vacation leaves;
12. disbursement of funds provided to it from the local government sources;
13. assessment and provision of salaries and allowances of teaching and non-teaching staffs based on the scheme of service drawn up by the local government area;
14. acquisition and distribution of materials and equipment to all primary schools in its areas of jurisdiction;
15. undertaking of capital projects and general maintenance of primary school buildings and infrastructure;
16. payment for any land acquired for educational development in its areas of jurisdiction;
17. ensuring annual auditing of accounts and
18. submission of annual estimates and annual accounts and monthly returns to the authority.

The above contributions of Local Government Education Authorities show very clearly its position in the management and administration of primary education in the country. In Zamfara state in particular, the role of Local Government Education Authorities on teachers'

professional development remains vital as it is assumed to be one of the educational stakeholders responsible for running the affairs of primary education in the state.

2.7 Parents Teachers' Association's Role Performance in Decision Making in Public Primary Schools in Zamfara State

Adesua (2000) asserts that "parent's teachers' association was first organized by a group of women in America. The first meeting called "the national congress of mothers" was actually held in 1897. It was this meeting that stimulated the founding of the national congress with the sole aim to act in an advisory capacity of school in America pence. It now goes by the name parent's teachers association (P.T.A). The idea began to spread in most part of the world." Obviously, every public primary and post primary institution in Nigeria operates a body called parents–teachers' association which consists of amalgamation of parents of pupils and students as the case may be and all the teachers of such institutions. Its inception in the first place, the set goal as to create a common forum, where and when parents of pupils and their teachers interact and brainstorm together on matters associated with the school development. Parents-teachers' association is grossly burdened with the learning and teaching activities of the institutions and the coordination and management of the school both morally and financially for the growth and development of such schools.

Egwunyenge (2005) maintains that "parents teachers' association comprises parents/guardians of pupils/students and the administration of the school majorly teachers who meet annually or quarterly to discuss matters on the educational and moral development of the child of any learning organization either at the primary or secondary school level". There is no doubt and gain saying the fact that this association does not function in most schools but the fact remains that some primary schools in Zamfara state are actively and

steadfastly involved in such association. Perhaps the existence of such associations has gone moribund in some primary schools as a result of human factors. Funso (2005) laments that "parents –teachers association is built on structures both human and materials, it comprises of an executive committee simply called a school committee". He further stresses that in most cases, it is made up of twelve members of whom five are selected from among the staffs of the school including the school head while the other seven members are selected from among the parents of the pupils. The Parent Teachers' Association has overtime, been an organization that has been monitoring progress being made by the school. For efficient administration of any organization schools inclusive, all hands must be on deck to its actualization.

A lot have been said about the operation of parents teachers association, this association has majorly defined roles for every school ranging from pre-primary, primary and secondary school levels. In some places, they are seen as fund raising group while in some other places they are seen as one of the highest decision making bodies of the school. Musaazi (1986) opines that "parents-teachers association is a formal organization composed of parents, teachers and staffs that intended to facilitate parental participation in a school". This association is basically made up of two arms, the executive and the general assembly. The general assembly meets at designed times either quarterly or yearly while the executive arm meets as often as the need arises. The executive arm of this association is made up of duly elected parents or guardians and the school management such as the head teachers, principals and school administrators (Adesina, 2000).

Whichever way one has to look at PTA, this association may be one of the major stakeholders in the effective management and administration of primary schools in Zamfara

state in particular and the nation at large. The members of this association should therefore work collaboratively to ensure effective management of primary education in Zamfara state in particular and the nation at large. The management of primary education in Nigeria is no more one man affair. It is a collective responsibility of groups and individuals to control and manage its affairs for the better. This statement is in line with what National Policy on Education (FRN, 1998:15) has stated that "government welcomes the contributions of voluntary agencies, communities, committees and private individuals in the establishment and management of primary education in the country alongside those provided by the states and local governments as long as they meet the minimum standards laid down by the federal government". The above policy explains that the management of primary education in Nigeria is shared among different tiers of government, groups and individuals in order to make it more effective. Hence, there is need for parents-teachers' association to participate in the management of such level of education. Yoloye (2004) asserts that "the contributions of Parents – Teachers' Association on effective school management are numerous. One of them is that it fosters mutual relationship between the schools and their benefactors, creating a sense of belonging to the parents and their wards and above all a very conducive atmosphere is built for effective management of both human and material resources of the school".

Fafunwa (2004) supports the above assertion where he recommends that "parents teachers association brings about a sense of collective responsibility between the teachers, schools and parents and create an enabling environment to foster effective management of school, since decision are democratically arrived at". Oguche (2001) strongly supports that "in the area of provision of school facilitates, the parents-teachers' association contributes immensely to the growth and development of schools'. He adds that the dual roles played by this association

add impetus to the management, achievement and measurement assessment of general school performance. The parents-teachers' association involves itself in self-initiatives in areas of support in provision of infrastructural facilities to the schools. Most of such good gestures are present in most schools where the association is very active. But in the case of the study area (Zamfara State), there is an outcry of the weakness of such association in most parts of the state. To some extent, this may be some of the reasons for the near collapse of primary education system in the state.

Ortese (2004) maintains that "Parents-Teachers' Association acts as the public relation between the association, the state education board, local education authority, it is also engrossed in coordinating local volunteers and contribute in areas of financial and physical school facilities". He went further to stress that the members act as catalyst in sensitization of parents on the need to embrace the association and the resultant benefits.

Some of the roles of parents-teachers' association towards the effective management of primary schools can be seen as follows:

1. to represent the views of parents/guardians in the school;
2. to promote a positive views of parents via effective collaboration with the parents' representatives on the board of management;
3. to network with other parents' associations through involvement with national parents council;
4. to inform parents of current changes in the school system if the need arises;
5. to establish a forum through which parents and teachers can exchange information and research in relation to education/welfare of children;
6. to proffer suggestions on better ways to administer and manage the school;

7. to support parents, teachers and pupils to ensure that all children are treated with the ethos of the school;
8. to support the teaching staffs and to work with them in implementing the school curriculum;
9. to keep parents informed about the activities planned for the school and
10. to influence policy development at the school level.

Adeyemi (2009) describes parent's teachers association as ''an interest group formed voluntarily by teachers and parents for the purpose of school management. Accordingly, he stated that the body has no formal provision for participation in the internal administration and control of the school". He adds that what parents-teachers' association had achieved in this direction is obtained through informal channels. Parents-teachers' association however, has been faced with multiple and frequently overwhelming demands and their role in the management of primary education has not been properly defined but their contributions to such management have been tremendously recognized.

However, Zamfara state like any other state of the federation, needs to promote parents-teachers' association and their involvement in decision making in primary schools in the state. During a paper presentation at the workshop on improving teaching and learning processes at the Nigeria National Petroleum Corporation (NNPC) staff school in Kano, Umar (1996) highlighted some of the aims/objectives of Parents' Teachers Association to include among others:

1. encourage and involve parents take keen interest in the education of their children;
2. to develop cordial relationships between the teachers, parents and the entire community for the overall development of education and

3. to enhance parents contribution (moral and others) to supplement government efforts towards the improvement of education of children.

Umar also suggested that parents-teachers' association could be made to effectively participate in the formulation of primary and secondary education policy and decision making especially as they affect the well-being of the pupils.

Therefore, this research will investigate Parents Teachers' Association's role performance on decision making in primary schools in Zamfara State.

2.8 Universal Basic Education Board's Role Performance in the Provision of Facilities in Public Primary Schools in Zamfara State

The free and compulsory education system in Nigeria before 1999 was six years of primary school. But in an attempt to encourage pupils to stay in school and learn appropriate skills that will make them self-reliant, the compulsory nine year basic education programme was introduced. The programme is not only compulsory but also free and universal. Basic education has been described as fundamental education or foundation education or bottom line education upon which every other education whether formal, informal or non-formal can be built and without which any educational structure erected, will not have changes of success (Nwana, 2000). In furthering of its commitment to provide a sound education to the Nigerian child as a lasting legacy, the federal government under the leadership of president Olusegun Obasanjo launched the Universal Basic Education (UBE) programme on 30th September, 1999 in Sokoto State, Nigeria. The universality of the programme has two dimensions as elucidated by Nwana (2000). Firstly the concept implies that everything should be done to ensure that there is a school or equivalent teaching/learning output available to all those duly qualified and entitled to receive such instruction as well as social, religious, ethnic, gender and economic impediment to having access to such education. We

can therefore, agree that the UBE programme had laudable objectives aimed at sustaining national development.

The UNESCO (2002), Ofoegbu (2002), Obanya (2002) Arikewuyo and Onanuya (2005) and Adeyemi (2004) conceptualize basic education as all forms of organized education and training including access to information to equip the individual to cope better with work and family responsibilities and change his/her image. In like manner, the Jomtien declaration frame work of action on education for all (1990) defines basic education as a "process which encourages close articulation of formal, non-formal and informal approaches to education and structures for the awakening of all round developments of human and capital potentials". The new idea of basic education is expected to cover primary and junior secondary education for all children (encompassing the first nine years of schooling).

The Universal Basic Education Act (2004) provides for compulsory universal basic education and stipulates penalties for parents who fail to comply with the provision. On the issue of the curriculum and its relevance to the society, Ehindero (2000) and Adesina (2000) have raised doubt as it has been observed that there is a growing rate of poverty it was therefore, suggested that it should be so structured that each individual will be equipped to performed life roles such as role as an individual produced, citizen, national consumer and as a family member. As for the provision of human and material resource, Adebimpe (2001) opined that for the U.B.E to succeed, adequate qualified teachers and make them relevant within the limit of their areas of specialization, salaries should be paid as at when due, as it serves as a motivation factor toward productivity. Obanya (2002) supports that basic education can be seen as that level, type and form of learning needed to acquire permanent

literacy and numeracy, to inculcate basic life skills and more importantly, to consolidate the skills of learning how to learn.

By implication, this implies that the objectives of UBE are designed in cognizance to acquire functional and basic life skills through the following:

1. enriched curricular for laying the foundation for life-long learning
2. the inculcation of appropriate level of literacy and numeracy
3. development of aptitude for practical work and acquisition of socially desirable life skills
4. provision of educational aids and grants to assist educational institutions in training the pupils
5. plans to provide nomadic education for children of the nomads and Migrant fishermen who are of school age but not in school
6. aim at giving free education to all children across the country from the primary level which would help to bridge the educational gaps between the northern and the southern state.
7. plan at training the gifted children and other disable maladjusted or handicapped children by giving them special education in order to make them fit into the society in which they live in.

The Universal Basic Education is a 9 year compulsory basic education for primary and junior secondary school levels. The system will have basic 1-9. In basic 1-3, the language of the immediate environment will be the medium of instruction while in basic 4-9 English language will be the medium of instruction. In support of the above, Yoyole (2004) observed that the concept of basic education is not a completely new term to the Nigerian society and

that it has assumed a global significance. This means universalizing of access and promotion of equity, focusing on learning and enhancing the environment of learning and strengthening partnership.

The Universal Basic Education programme has tremendously helped in the provision of facilities at the primary level of education in the following ways:

1. **Infrastructural development**: This include the following:
    i. classroom construction
    ii. classroom furniture
    iii. classroom renovation
    iv. laboratory technology equipments
    v. borehole construction
    vi. construction of toilets (Onwuka, 2002).

Gidado (2004) asserts that "it is pertinent to note that, the UBE is not new in the country rather, it attempts to correct the existing anomalies and fill up the identified capacity gaps so that the basic education system can be revitalized and invigorated within the context of the emerging democracy, poverty elimination and life-long learning". He further stresses that UBE infrastructural facilities include: permanent, semi-permanent, temporary, mobile, collapsible, boat-school and even under tree shade classroom structures. Alabi (2001) recommends that UBE programme has done and is still doing a lot in the provision and maintenance of school infrastructural facilities.

2. **Provision of textbooks and working materials**

Ikoya and Onoyase (2008) are on the opinion that "UBE scheme has obviously provided a number of reading materials in our primary schools". They went further to stress that a lot of

useful materials for both the teachers and the pupils/students are now provided in large quantity". Mullins (2007) observes that Universal Basic Education programme has contributed in the provision of materials in our primary and junior secondary schools in the following ways:

a. Development/procurement of textbooks for primary and junior secondary schools.

b. Library textbooks

c. Development/procurement of teachers' guide for pre-primary, four basic core subjects for primary schools and five core subjects for junior secondary schools.

d. Teaching aids.

Mullins (2007) adds that a 15-year deadline has been set for the achievement of the objectives of the UBE scheme. Thus, in the past five years, a massive programme support in the area of provision of school facilities is required from the State governments in line with the implementation policy of the Universal Basic Education scheme in Nigeria. These include:

- Rehabilitation of schools and the construction of new schools and classroom blocks
- Special programmes targeted at girls and hard-to-reach groups such as children of fishermen and nomadic communities.
- Reduction of high pupil -teacher ratio
- Formation of partnerships with local governments and communities on education.

The building programme of the UBE programme involves three components:

✓ The provision of additional classrooms/offices/stores/toilets/special rooms to existing schools that are short of such facilities.

- ✓ The renovation of existing structures in bad condition. This involves a number of minor works on floors, walls, openings and most importantly, the repairs of old/poor furniture.
- ✓ It also involves the construction of new schools for which a new layout plan has been made.

An alternative design is also included in this plan for urban schools that are tight on the availability of land. The designs in both cases have been made fairly flexible to fit into different sites while growing by simple linear additions of classrooms. The programme equally requires the construction and supply of furniture for classrooms, office and special rooms, that is, laboratories, workshops and libraries. Other programme strategies include: Expansion of early childhood care education; Improvement of teacher training; Provision of teaching-learning materials and; Provision of other forms of teacher support programme.

In order to achieve the Universal Basic Education programme support strategies in the area of facility provision, the Federal Government Intervention (in collaboration with the States) is to be funded through:

1. Not less than 2% of the Consolidated Revenue Fund (CRF) of the Federal Government;
2. Funds/contributions in the form of Federal Government Guaranteed credits;
3. Local/international donor grants.

The federal intervention fund to States is to be utilized for the purpose of broadening access, improving quality and ensuring equity in Basic Education, but not for teachers' emoluments and overhead costs.

The components are as follows:

a. Substantial part of the CRF will be disbursed to States as matching grants;
b. Part of it will be disbursed to States for special intervention support:

i. Initiatives by States to correct educational imbalance up to 2010.

ii. Efforts by States to provide special education for the physically and mentally challenged.

iii. Efforts by States to implement school feeding programmes.

Other aspects relating to the issue of funding for the provision of facilities include:

a. Disbursement of funds to States will be through SUBEBs.

b. Disbursement of grants to States will be dependent on the provision of 50% counterpart funds by states.

c. UBEC may withhold further disbursement to a State if it is not satisfied that funds earlier disbursed had been judiciously utilized.

To access the fund, States are expected to:

- ✓ Present acceptable annual implementation plans based on EFA/MDGS and those projects and programmes that address their peculiar educational problems;
- ✓ Show evidence of State UBE law or a strong commitment to enacting it;
- ✓ Show evidence of lodgment of the State's 50% counterpart fund in a separate SUBEB account for specific UBE programme;
- ✓ Set up an appropriate mechanism that ensures transparency for the procurement of goods and services.

Monitoring of a fund utilization will be multi-sectoral involving the Universal Basic Education Commission, Federal Ministry of Education, National Assembly, Budget Office of the Federation, Budget Monitoring (Presidency), Accountant General of the Federation and Auditor General of the Federation with the sole aim of Providing adequate fund for the provision of facilities to help the States achieve the objectives of the UBE by the year 2015.

2.8.1 Aims and Objectives of Universal Basic Education programme

The goal of UBE is to universalize access to basic education, engender a conducive atmosphere for learning and eradicate illiteracy in Nigeria within the shortest possible time. Therefore, the objectives of UBE program as specified in the implementation guideline by government in 1999 are as follows:

1. Developing in the entire citizenry, a strong consciousness for education and commitment to its vigorous promotion
2. Provision of free, universal basic education for every Nigerian child of school going age
3. Reducing drastically the incidence of dropout from the formal school system
4. Catering for young persons, their schooling as well as other out of school children or adolescent through appropriate form of complementary approaches to the provision of UBE
5. Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and like skills as well as other ethical, moral and civic values need for laying a solid foundation for the life-long living.

To achieve the objectives of UBE, Denga (2000) and Onwuka (2002) suggested that, implementation at all levels of UBE should be done by practical, exploration, play and experimental methods.

However, the researcher intends to assess the contributions of Universal Basic Education Programme on the provision of facilities in primary schools in Zamfara State as this may help the researcher to proffer suggestions for improvement.

2.9 Empirical Studies

Alabi (2001) conducted a research on "effective management strategies for free and compulsory school system in Kwara State". The objectives of the study were to find out the management strategies used in ensuring a successful primary education in Kwara State. The researcher adopted a survey design with population of 12534 primary school teachers and a sample of 375 teachers using krejcie and Morgan's formula. The instrument used in the collection of data was Questionnaire. T-test and spearman correlation coefficient were used in analyzing the data and the findings of research revealed that the teachers available for primary schools were inadequate and that this inadequate was a matter of great concern by the relevant stakeholders because it has woefully affected the primary education system in the state. He observed that there was acute shortage of classrooms, few structures and repaired structures were slowly springing up in the schools, the pace of construction or repair was rather too slow. In ranking the management strategies adopted for primary schools system in Kwara state, mobilization of the populace were ranked first. The researcher recommended that as a matter of emergency, the government and other voluntary agencies should allocate more funds and resources to revive the primary education system in the state in particular and the nation at large. The study is relevant because it pays more emphasis on the management of primary schools which the present research is interested to investigate. Though, it was carried out in Kwara state while this research work is conducted in Zamfara state.

Another study was conducted by Olaofe (2002) on the "current position of primary education in Ondo state". The research was aimed to find out the areas of weakness and strength of primary school system in Ondo state. The researcher used cross-sectional survey design with

a population of 5400 primary school teachers using a sample of 355. The instrument used for collecting the data was Questionnaire. Pearson product moment relationship was used for data analysis. Olaofe painted a very grim picture of the current situation in public primary schools when he asserted that all the primary schools in his study were typical public schools and were deficient in basic infrastructural facilities that make learning conductive. They included access roads, buildings, classrooms, furniture and toilet among others. Many classrooms had no covers, door lids and teachers had no table or chairs. The Nigerian public schools were referred to as "a breeding ground for illiteracy". Olaofe went further to recommend that all the stakeholders in education should wake up and do something positive for the betterment of primary schools in the country. The study is relevant to the present research in that, they all deal with condition of our primary schools system. Though, the research was carried out in Ondo state while the present research is undertaken in Zamfara state.

Bassey and Archibong (2001) identified in their study titled "Assessment of physical facilities in primary schools in Cross River State". The research design adopted was quasi-experimental of pretest post test experimental and control group design. A population 538 schools and 9210 teachers were used, with samples of 210 schools and 357 teachers. The instrument used in the collection of data was Questionnaire with Likert five point scale options. The statistical methods used in analyzing the data were frequency counts and t-test. The study disclosed that there is urgent need to redress the insufficient facilities in primary schools in Cross River State. The benches were found to be inadequate among others. They recommended that for primary education to be successful there should be 20% increase on top of the existing buildings in primary schools in cross river state because of the expected

increase in enrolment in primary schools. This implies that the number of benches should be increased in order to commensurate with increased enrolment. The study is relevant to the present research because it tried to find out the adequacy of physical facilities in primary schools in Cross River state which is part and parcel of primary schools management.

A similar study was carried out by Ehiametalor (2000) regarding the "Adequacy of the financing and management of primary education in Edo state". The study adopted a survey design. A total of 320 schools and 380 teachers were sampled out of 700 schools and 9200 teachers respectively. Questionnaire was used to collect data from the respondents. The data was analyzed using percentages and t-test method. The findings discovered that pupils furniture were only 125, 720 instead of the required 373, 073. The expected number of furniture or benches for pupils was short up to 246, 358 representing 66% level of inadequacy. He adds that many factors were responsible for apparent decline of primary education in Edo state these include: non availability of reliable data, inadequate implementation, lack of adequate man power, insufficient funding, limited infrastructure and equipment, power management, uncooperative attitude of voluntary agencies, lack of proper monitoring and evaluation and many others due to lukewarm attitude on the part of the people that are responsible in running its affairs. The study is very relevant to this research work because they both pay more emphasis on how primary education is been controlled by those who oversee its activities who are also usually referred to as "stakeholders".

Ayeni and Oyebanji (1997) carried out a nationwide study on the "Assessment of primary schools libraries as constructed by the current Universal Basic Education Scheme". The study adopted a descriptive survey design with a sample of 120 primary schools. The data collected was analyzed using t-test and correlation matrix. The study revealed that primary

schools' libraries in Nigeria were mostly not functional because there were no financial allocations made to school libraries. If primary education is to succeed, it is necessary to revamp the existing ones and build more libraries. The authors finally revealed that poor state of primary school libraries was part of what led to the poor management of primary education in the country. The study is relevant to the objective number seven of this research work because it examines how Universal Basic Education Progamme contributes to the management of primary schools in the country. Though, it was conducted nationwide while the present research is limited to only public primary schools in Zamfara state.

Adeyemi (2006) conducted a research on the management of education in primary schools in Ekiti state, Nigeria. The population of the study comprised all the 694 primary schools in the state. A sample of 320 schools was selected through the process of purposive and stratified random sampling. The instrument used to collect the data for the study was questionnaire which consisted of questions pertinent to the study. The data collected were analyzed using the t-test, correlation analysis and multiple regressions. The findings show that the level of management of primary schools was low and ineffective. Human resources were better managed than physical resources in the schools while small schools were found to be more effectively managed than large schools. It was also found that there was a low level of usage of management tools by school head teachers. Based on these findings, the researcher recommended that head teachers should be exposed to seminars and workshops to equip them with modern tools and techniques of management while the state ministry of education and the State Primary Education Board should intensify more efforts at regular supervision and monitoring of schools for effective management. The study is very much relevant to the present research work because it largely paid more emphasis on how primary schools were

managed. Though, the research was conducted in Ekiti state while the present research is conducted in Zamfara state.

2.10 Summary

The chapter reviewed what many writers attempted to explain on the management of primary schools. A conceptual framework has been examined under which the concepts of assessment, stakeholders, management, primary education and management of primary education have been discussed. The researcher went further to explain in details, all the objectives of this research work which include: the impact of supervision/inspection on the management of primary schools in Zamfara State, the organization and conduct of training of primary school teachers in Zamfara State, the contributions of Head teacher, community, Local Government Education Authority, Parent-Teachers' Association and Sate Universal Basic Education Board to the management of primary schools in Zamfara State, Nigeria. The empirical studies and summary of the chapter were finally highlighted.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

It is usual for any research to discuss the methodology used in the research as well as the procedure for data collection. Therefore, this chapter presents an explanation on research design, population, sample and sampling technique, validity and reliability of the instrument, pilot testing, method of data collection and administration of the instrument.

3.2 Research Design

A survey research was adopted for this study to enable the researcher assess the contributions of stakeholders such as: Inspectors/Supervisors, Head teachers, Teachers, Parents Teachers' Association, Local Government Education Authorities, and Universal Basic Education on the management of primary schools in Zamfara State, Nigeria. The survey design is descriptive in nature. According to Ary, Lucy and Razavieh (2002), a descriptive survey design is used to obtain information concerning the current position of a phenomenon. Welberge and Bowen (1977) supported that a survey design "is appropriate for any study that involves a large population of respondents".

3.3 Population of the Study

The population of this study consisted of all the primary school teachers and Head teachers in Zamfara state. Therefore, the total aggregate population for the study was nine thousand, six hundred and thirty two (9632) teachers, one thousand, five hundred and seventy five (1575) Head teachers and fourteen Principal Inspectors. The source of this information is the planning research and statistics section of Zamfara State Universal Basic Education Board, Gusau. Details are shown on table 1.

Table 1: Population of the Study

S/N	Educational Zones	No. Of Primary Schools	No. Of Head Teachers	No. Of Teachers	No. of Principal Inspectors
	Gusau Zone				
1.	Gusau L.G.E.A	154	154	1278	1
2.	Tsafe L.G.E.A	139	139	735	1
3.	Bungudu L.G.E.A	162	162	1116	1
4.	Maru L.G.E.A	137	137	558	1
Total	**4**	**592**	**592**	**3687**	**4**
	KAURA NAMODA ZONE				
1.	Kaura Namoda L.G.E.A	117	117	561	1
2.	Birnin-Magaji	88	88	577	1
3.	L.G.E.A				
4.	Shinkafi L.G.E.A	82	82	602	1
	Zurmi L.G.E.A	124	124	547	1
Total	**4**	**411**	**411**	**2287**	**4**
	TALATA MAFARA ZONE				
1.	Talata Mafara L.G.E.A	115	115	1090	1
2.	Anka L.G.E.A	98	98	400	1
3.	Bakura L.G.E.A	74	74	558	1
4.	Bukkuyum L.G.E.A	102	102	443	1
5.	Maradun L.G.E.A	95	95	450	1
6.	Gummi L.G.E.A	88	88	717	1
Total	**6**	**572**	**572**	**3658**	**6**
Grand total	**14**	**1575**	**1575**	**9632**	**14**

Table 1 shows the number of primary schools, head teachers, teachers and principal inspectors according Local Government Education Authority and Educational Zone in

Zamfara State. Gusau educational zone had 592 primary schools and head teachers, 3687 teachers and 4 principal inspectors. Kaura Namoda educational zone had 411 primary schools and head teachers, 2287 teachers and 4 principal inspectors. While Talata Mafara educational zone had 572 primary schools and head teachers, 3658 teachers and 6 principal inspectors. This gives a total of 1575 primary schools and head teachers, 9632 teachers and 14 principal inspectors in the state. The source of this information is the the Department of Planning, Research and Statistics, Universal Basic Education Board, Gusau, Zamfara State, Nigeria (2015/2016 School Census).

3.4 Sample and Sampling Techniques

In selecting the sample size of Local Government Education Authorities of each of the three educational zones in Zamfara State, the researcher used 50%. This gave a total of seven Local Government Education Authorities out of the fourteen Local Government Education Authorities in the State. In Gusau Educational zone which has four Local Government Education Authorities, Gusau and Tsafe were selected, in Kaura Namoda Educational zone which has four Local Government Education Authorities, Kaura Namoda and Birnin magaji were selected while in Talata Mafara Educational zone which has six Local Government Education Authorities, Talata Mafara, Anka and Gummi were selected. The choice of this sample size is in line with the opinion of Mora (2005) who recommends that "estimating the percentage of occurrence at 50% would maximize the sample size for any study". However, 42 primary schools have been selected from the sampled Local Government Education Authorities in the State. This is in line with the recommendation of Roscoe (1975) who laments that "for any study in the social sciences including education, the sample size of 30-500 suffice". Hence, the choice of 42 primary schools. But in selecting the number of respondents from each of the sampled primary school, the researcher used 30% which according to Aderemu (1985) in descriptive survey, 30% sample size of the population is adequate. James, Joe & Chadwick (2001) were in conformity with idea of 30% sample size. However, 303 sample size was drawn from the sampled local government education authorities in the state. The simple random sampling was adopted for this study. The technique was to take care of the zoning system into which the Local Government Education Authorities were zoned according to the three educational zones in the State. Table 2 represents the sample size for the study:

Tables 2: Sample Table

S/N	L.G.E.A.	Primary Schools	No. of Teachers	Sample	Head Teachers	Sample	Principal Inspectors
1	Gusau	1. Samaru Model pri. School	38	11	1	1	1
		2. Ibrahim Gus. pri. School.	48	14	1	1	
		3. Mada Primary school	19	6	1	1	
		4. S/Gida model pri. School.	14	4	1	1	
		5. Girls focal Primary school	29	9	1	1	
		6. Dan turai Model primary school	26	9	1	1	
2.	Tsafe	1. Zamfarawa primary sch.	26	9	1	1	1
		2. Namarko pilot pri. sch.	30	9	1	1	
		3. Bilbis1 primary Sch.	18	3	1	1	
		4. Wanzamai primary sch.	17	5	1	1	
		5. 'Yankuzo I Primary school	11	3	1	1	
		6. Bedi primary school	12	4	1	1	
3.	T/Mafara	1. Dada primary school	29	4	1	1	1
		2. Hudodi primary School	19	6	1	1	
		3. Arwali primary school	23	7	1	1	
		4. Take Tsaba primary School	31	9	1	1	
		5. Yelwa Model primary school	23	7	1	1	
		6. Dan durumi primary school	09	3	1	1	
4.	Gummi	1. Kwamma primary school	18	5	1	1	1
		2. MalamaHabbi MPS	19	4	1	1	
		3. Mai Buhu MPS	24	7	1	1	
		4. MagiroModel primary school	11	3	1	1	
		5. Leshi primary school	18	4	1	1	
		6. Kilgori primary school	09	3	1	1	
5.	Anka	1. Lizzamiya primary school	27	5	1	1	1
		2. Yanmatankari pri. School	31	9	1	1	
		3. Anka primary school	29	9	1	1	
		4. Girls focal pri. School	2	5	1	1	
		5. Bagega I primary school	8	3	1	1	
		6. Sala primary school	09	3	1	1	
6.	k/namoda	1. S/gari primary school	32	7	1	1	1
		2. Kasuwar Daji pri. School	18	5	1	1	
		3. Namoda priamary school	23	7	1	1	
		4. Muh'd Asha pri. School	35	11	1	1	
		5. Gabake primary school	21	6	1	1	
		6. Kurya model primary school	19	6	1	1	
7.	B/Magaji	1. Modomawa MPS	24	7	1	1	1
		2. Maradawa primary school	14	4	1	1	
		3. Gora model primary school	15	5	1	1	
		4. Kannu primary school	11	3	1	1	
		5. N/Mailayi MPS	23	4	1	1	
		6. Girls Focal primary school	17	5	1	1	
	Total		**905**	**254**	**42**	**42**	**7**

Table 2 shows the sample of the study according to the sampled local government education authorities. The total number of teachers selected for the study as shown in the table was 254, 42 head teachers and 7 principal inspectors. This gave a total of 303 respondents.

3.5 Research Instrument

The research instrument used for this study was questionnaire with the Likert five point scale options for the collection of data. The Likert five (5) options which include: Strongly Agreed, Agreed, Undecided, Strongly Disagreed and Disagreed, were designed to gather data/response. Bowling (1999) as cited by Nabeela (2014) states that, the use of questionnaire for survey research was the best instrument for collecting data because as survey are carried out in natural settings, questionnaire increases the external validity of the study. The questionnaire included: section one request letter, section two personal data of the respondents, Section three guidelines and section four to ten opinion statement for testing the hypothesis.

3.5.1 Validity of the Instrument

The content validity was determined by giving to English professionals and professionals in educational administration and planning to check whether the instrument would be able to check what it was meant to check and it was ascertained. Kerlinger (1986) and Gay (1976) both hold the view that the validation of the content of the research instrument by experts is an important and acceptable technique.

3.5.2 Pilot Study

This is very important because it informs whether the instrument will be able to measure what it was expected to measure, this served as a guarantor or security to the final result of the study. A pilot study was conducted in a segment of the mother population in Bungudu

L.G.E.A and in three primary schools such as: Jama'atu Nasrul Islam Model Primary School Bungudu, Awala Primary School and Girls Focal Primary School all in Bungudu L.G.E.A. A total of 30 copies of the questionnaire were distributed. This showed that the language of the instrument is simplistic and brought no stress on the respondents only a tick against the column of their choice. The questionnaire consisted of four sections such as request letter, bio-data, guidelines on how to fill the questionnaire and statement section which was designed to test the opinion of the respondents based on the hypothesis of the research. The data collected was subjected to statistical analysis through the use of reliability coefficient.

3.5.3 Reliability of the Instrument

The reliability of the instrument was obtained at reliability coefficient 0.77. This means that the instrument could be considered reliable and would be able to constantly measure what it was meant to measure. Spiegel (1992) and Steven (1986) supported that "an instrument will be considered reliable if it lays between 0 and 1 and that the closer the calculated reliability coefficient to zero, the less reliable is the instrument and the closer the calculated reliability coefficient to 1, the more reliable is the instrument". This therefore confirms that the instruments designed for this study were highly reliable.

3.6 Procedure for Data Collection

The following methods were adopted for this research: the researcher made personal visit to the sampled L.G.E.As and the sampled public primary schools in the State. Consultations with Zamfara State Universal Basic Education Board (ZSUBEB) were made to assist the researcher to have the correct number of the population for the study. A letter of introduction was received from the department of Educational Foundations and Curriculum, Educational Administration and Planning Section, Ahmadu Bello University, Zaria to facilitate the above

mentioned process. For the successful distribution and administration of the research instrument, ten sections of the questionnaire were designed to generate data which would help to answer the research questions set for the study. The questionnaire was designed in such a way to help in finding the information which analyzed the research questions and tested the postulated hypotheses. The researcher personally distributed the questionnaire through the assistance of teachers and Head teachers of the sampled primary schools within the state educational zones respectively.

3.7 Methods of Data Analysis

The data collected from the respondents for this research were collated and analyzed using frequency counts and percentages. These are presented in tabular forms. Interpretation of data analysis was made after every table. The raw scores from the frequencies will be converted to percentages through the descriptive statistical techniques such as mean and percentage and answered the research questions. The overall frequencies and percentages for items in the instrument were computed and presented in tables in chapter four specifically. Frequency and percentage distribution will be used to show the respondents' contributions on a given item on the table. Lastly, to test the postulated hypotheses of this research work, ANOVA statistical technique was used.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter deals with the presentation and analysis of the data collected. The data were analyzed and presented based on the respondents' opinions on each aspect of the study. A total of 254 copies of the questionnaire were distributed to teachers but only 238 copies were retrieved. 42 copies of the questionnaire were equally distributed to Head teachers but only 40 copies were retrieved. While 7 copies of the questionnaire were distributed to Principal Inspectors but only 6 copies were returned. Hence in total of 303 copies of the questionnaire issued to the respondents, only 284 copies were retrieved.

The analysis was, therefore, based on the data gathered from the above mentioned number of the questionnaire returned. The bio-data of the respondents were presented in frequencies and in tabular forms. The data were also presented in tabular forms. Each table contains serial number, item statement, category and the responses of agreed, undecided and disagreed were put in frequencies and percentages. Moreover, the chapter contains interpretations of the hypotheses tested also in tabular forms with explanations made based on analysis of variance. Major findings and the general discussions of the major findings were presented based on the result of the data collated.

4.2 Bio-Data of Respondents

This section contains gender, status, marital status, educational qualifications and working experience of the respondents. This could be seen in tables 3 to 7.

Table 3: Gender of Respondents

S/N	Gender	Freq	Percentage
1.	Male	244	86
2.	Female	40	14
	Total	**284**	**100**

Table 3 shows that male respondents had 244 frequency representing 86% while female respondents had frequency 40 representing 14%. This shows that male respondents outnumbered the female respondents.

Table 4: Status of Respondents

S/N	Status of the Respondents	Freq	Percentage
1.	Teachers	238	84
2.	Head teachers	40	14
3.	Principal Inspectors	6	2
	Total	**284**	**100**

Table 4 shows that teachers respondents had 238 frequency representing 84%, Head teachers respondents had 40 frequency representing 14% and Principal Inspectors had 6 frequency representing 2%. This shows that teachers' respondents outnumbered the Head teachers and Principal Inspectors. However, the percentage of Head teachers respondents was high than that of the Principal Inspectors.

Table 5: Marital status of Respondents

S/N	Marital Status	Freq	Percentage
1.	Married	216	76
2.	Single	68	24
	Total	**284**	**100**

Table 5 shows that married respondents had 216 frequency representing 76% while single respondents had 68 frequency representing 24%. This shows that the percentage of married respondents was high than the single respondents.

Table 6: Educational Qualification of the Respondents

S/N	Educational Qualification	Freq	Percentage
1.	Doctor of Philosophy (Ph.D)	-	-
2.	Master of Education (M.Ed)	4	1
3.	Bachelor of Education (B.Ed)	37	13
4.	National Certificate in Education (NCE)	232	82
5.	Others (Pivotal and Diploma)	11	4
	Total	**284**	**100**

Table 6 shows that the Ph.D respondents had 0 frequency representing 0%, M.Ed respondents had 4 frequency representing 1%, B.Ed respondents had 38 frequency representing 13%, NCE respondents had 232 frequency representing 82% while others respondents had 11 frequency representing 4%. This shows that NCE respondents outnumbered the rest of the respondents.

Table 7: Years Working Experience of the Respondents

S/N	Working Experience	Freq	Percentage
1.	1-20 years	104	37
2.	21-30 years	119	42
3.	31-35 years	61	21
	Total	**284**	**100**

Table 7 shows that the years of working experience of the respondents between 1-20 had 104 frequency, representing 37%, 21-30 had 119 frequency, representing 42% and 31-35 had 61 frequency, representing 21%. This shows that the number of respondents that had 21-30 years of working experience is higher than those with 1-20 and 31-35 years of working experience respectively.

4.3 Opinions Analysis of Respondents

This section covers all the study objectives and research questions. This covers opinions of respondents on the Assessment of Stakeholders' Roles on the Management of Public Primary Schools in Zamfara State, Nigeria. Sixty items statements were used in the evaluation of the respondents' opinions. Ten items of similar bases were grouped together on each, six tables were presented and an item by item analysis was used in the presentation of the findings. Details could be seen in tables 4.3.1 to 4.3.6

4.3.1 Opinions of Respondents on Inspectors and Supervisors' Role Performance in Teaching and Learning in Primary Schools in Zamfara State

This section covers item statement 1-10 in the questionnaire presented to each respondent. Details could be seen in table 8.

Table 8: Descriptive Statistics on Inspectors and Supervisors' Role Performance in Teaching and Learning in Public Primary Schools in Zamfara State.

S/N	ITEM STATEMENT	RESPONSES						
		CATEGORY	AGREED		UNDECIDED		DISAGREED	
			%	F	F	%	F	%
1.	Primary schools in Zamfara state are adequately supervised by inspectors and supervisors.	Teachers	37	16	15	6	184	78
		Head teachers	24	60	-	-	16	40
		P/Inspectors	5	83	1	17	-	-
2.	Inspectors/supervisors in the state are well qualified to assist the primary schools to improve better.	Teachers	25	11	20	8	193	81
		Head teachers	20	50	-	-	20	50
		P/Inspectors	6	100	-	-	-	-
3	Teaching and learning in primary schools cannot be effective without inspectors/supervisors' commitment in promoting teaching and learning.	Teachers	19	80	8	3	39	17
		Head teachers	35	88	1	2	4	10
		P/Inspectors	5	83	-	-	1	17
4	Supervisors'/inspectors' reports are warmly received by the authorities concerned	Teachers	67	28	5	2	166	70
		Head teachers	14	35	5	13	21	52
		P/Inspectors	3	50	-	-	3	50
5	Suggestions/recommendations provided in inspectors/supervisors reports are always executed in the state.	Teachers	39	17	7	3	189	80
		Head teachers	12	30	2	5	26	65
		P/Inspectors	3	50	-	-	3	50
6	Inspection/supervision in Zamfara state is adequately funded.	Teachers	32	14	7	3	196	83
		Head teachers	7	18	2	5	31	77
		P/Inspectors	2	33	-	-	4	67
7	All necessary requirements and materials for inspection/supervision are met and supplied to inspectors/supervisors for proper inspection	Teachers	36	15	11	5	189	80
		Head teachers	3	8	2	5	35	87
		P/Inspectors	5	83	-	-	1	17
8	Most of the inspectors/supervisors' reports in the state are faults findings rather than enhancing the performance of primary schools.	Teachers	203	86	8	4	24	10
		Head teachers	36	90	-	-	4	10
		P/Inspectors	5	83	-	-	1	17
9	Supervision/inspection is a factor that brings improvement on pupils performance in Zamfara state	Teachers	211	89	6	3	20	8
		Head teachers	39	98	-	-	1	2
		P/Inspectors	4	67	-	-	2	33
10	Lack of interest of government on supervision exercise is a decline on inspectors/supervisors' performance	Teachers	133	56	9	4	93	40
		Head teachers	40	100	-	-	-	-
		P/Inspectors	5	83	-	-	1	17

There was a disagreement of opinions between the respondents on item 1 in table 8 above which solicited the opinions of the respondents on whether primary schools in Zamfara state were adequately supervised and evaluated. 78% of teachers disagreed, 60% of head teachers and 83% of Principal Inspectors agreed. This result indicates that according to teachers' opinions, there was inadequate supervision and evaluation of primary schools in Zamfara state but on the part of head teachers and principal inspectors, primary schools were adequately supervised. Whatever it is, the educational authorities should try to ensure that primary schools in the state are adequately supervised because it is only through this that the areas of weakness and strength of the education sector would be identified. Item 2 in the same table tried to find out if inspectors and supervisors were qualified to assist primary schools to improve better. The item was opposed by teachers with 81% and supported by the head teachers and principal inspectors with 50% and 100% respectively. This shows that even though most of the teachers disagreed that the inspectors/supervisors were qualified to assist the primary schools to improve better but there were still qualified inspectors/supervisors considering the percentage of agreed in the responses. Therefore, it is a challenge for the educational authorities to ensure that all inspectors/supervisors possess the necessary qualifications and undergo certain trainings that will equip them with the skills of supervision/inspection.

There was a high degree of consensus of opinions between the respondents on items 3 and 4 in the table above. The items solicited the opinions of the respondents on whether teaching and learning process in primary schools could not be effective without inspection/supervision and inspection/supervision reports were warmly received by the authorities concerned. 80%

of teachers, 88% of head teachers and 83% of principal inspectors agreed to item 3 while 70% of teachers, 52% of head teachers and 50% of principal inspectors disagreed to item 4 above. This result shows that the success or failure of teaching and learning depends very much on how supervision/inspection is been carried out in the state. It also indicates that the reports of inspection/supervision from the inspectorate department were not accommodated by the authorities concerned. It is therefore recommended that the educational authorities should try to ensure that primary schools in the state are properly supervised as this may help to ensure effective teaching and learning in the schools and the supervision reports should be used as guide for better educational upbringing.

There was also consensus of opinions between the respondents in items 5 and 6 in table 8 above which solicited the opinions of the respondents on whether suggestions and recommendations provided in inspections/supervision reports were always executed and supervision/inspection was adequately funded. 80% of teachers and 65% of head teachers and 50% of principal inspectors 83% of teachers, 77% of head teachers and 67% of principal inspectors disagreed to item 5 and 6 in the table above. This shows that the effort of the authorities concerned in inspection/supervision was too minimal for its impact to be felt. This is therefore a challenge to all educational authorities in the state to try to ensure that inspectors /supervisor are adequately equipped to enable them discharge their assigned responsibilities. Items 7 and 8 solicited the opinions of the respondents on whether all necessary requirements and materials for inspection/supervision were met and supplied and inspection/supervision reports in the state were fault findings rather than enhancing the performance of primary schools. The two items received 80% of teachers and 87% of head teachers agreed and 83% of principal inspectors disagreed to item 7 while 86% of teachers

and 90% of head teachers and 83% of principal inspectors agreed to item 8 in the table above. This shows that there were inadequate materials for inspection and supervision in the state and most of the supervision/inspections were fault findings.

Items 9 and 10 tried to investigate whether supervision/inspection is a factor that brought improvement on pupils' performance in the state and lack of adequate interest of government in the education of children prevents effective inspection/supervision in the state. 89% of teachers, 98% of head teachers, 67% of principal inspectors, 56% of teachers, 100% of head teachers and 83% of principal inspectors agreed to items 9 and 10 respectively. The results showed that supervision/inspection brought about improvement on pupils' performance and that the state government was not interested in the education of children. It is therefore a challenge for all the educational authorities to ensure that all inspections/supervisions were geared towards enhancing the standard of primary schools in the state and that the state government should redouble efforts in promoting the quality of primary education in the state.

4.3.2 Opinions of Respondents on Head Teachers' Role Performance in the Maintenance of Facilities in Primary Schools in Zamfara State.

This section covers items 11-20 in the questionnaire presented to the respondents. This could be seen in table 9 below:

Table 9: Descriptive Statistics on Head Teachers' Role Performance in the Maintenance of Facilities in Primary Schools in Percentages

S/N	ITEM STATEMENT	RESPONSES					
		CATEGORY	AGREED		UNDECIDED		DISAGREED	
			%	F	F	%	F	%
11.	Head teacher makes good plans while managing the school facilities.	Teachers	209	88	4	2	24	10
		Head teachers	40	100	-	-	-	-
		P/Inspectors	5	83	1	17	-	-
12.	School plant is effectively organized for optimum standard.	Teachers	134	57	13	5	89	38
		Head teachers	38	95	1	2.5	1	2.5
		P/Inspectors	6	100	-	-	-	-
13.	School facilities are supervised regularly.	Teachers	206	87	9	4	22	9
		Head teachers	37	93	1	2	2	5
		P/Inspectors	5	83	1	17	-	-
14.	Meeting is organized with the teachers on how to improve school facilities.	Teachers	210	89	6	3	19	8
		Head teachers	38	95	1	2.5	1	2.5
		P/Inspectors	5	83	-	-	1	17
15.	Pupils and teachers are informed on how to use the school facilities.	Teachers	210	89	9	3	18	8
		Head teachers	39	97	1	3	-	-
		P/Inspectors	4	66	1	17	1	17
16.	Head teacher encourages division of responsibilities among teachers for the good management of facilities in the school	Teachers	219	92	4	2	14	6
		Head teachers	40	100	-	-	-	-
		P/Inspectors	3	50	1	17	2	23
17.	Head teacher communicates to the Local Government Education Authority to provide necessary facilities in the school.	Teachers	215	91	7	3	14	6
		Head teachers	40	100	-	-	-	-
		P/Inspectors	2	33	-	-	4	67
18.	Head teacher possesses good administrative abilities to handle the school facilities	Teachers	211	89	10	4	16	7
		Head teachers	37	93	1	2	2	5
		P/Inspectors	-	-	-	-	6	100
19.	Judicious use of facilities in the school is encouraged	Teachers	211	90	6	2	18	8
		Head teachers	35	87	2	5	3	8
		P/Inspectors	-	-	-	-	6	100
20.	The role of the Head teacher on the maintenance of school facilities is appreciated	Teachers	215	90	7	3	18	7
		Head teachers	35	87	2	5	3	8
		P/Inspectors	2	33	-	-	4	67

There was consensus of opinions between the respondents on item 11 in table 9 above which asked whether head teachers made good plans while managing the facilities in primary schools in the state. 88% of teachers, 100% of Head teachers and 83% of Principal Inspectors agreed. This indicates that Head teachers played a very significant role in making good plans while managing the school facilities. It is therefore suggested that Head teachers in the state should try to maintain the situation. Items 12 and 13 tried to find out if head teachers effectively organized the school plant for optimum standard and supervised school facilities regularly. 57% of teachers, 95% of head teachers, 100% of principal inspectors, 87% of teachers, 93% of head teachers and 83% of principal inspectors agreed to 12 and 13 respectively. The results showed that head teachers were doing their best in organizing the school plant and participated actively in supervising the school facilities. It is also suggested that head teachers should not relent effort in maintaining the situation.

There was also a consensus of agreement of opinions between the respondents on items 14, 15, 16 in table 9 above which solicited the opinions of respondents on whether head teachers organized meeting with the teachers on how to improve school facilities, pupils and teachers were informed on the better way to use the facilities in school and whether the head teachers encouraged division of responsibilities among teachers for the good management of school facilities received 89% of teachers, 95% of head teachers and 83% of principal inspectors agreed to item 14. 89% of teachers 97% of head teachers and 66% of principal inspectors agreed to item 15. 92% of teachers, 100% of head teachers and 50% of principal inspectors agreed to item 16 in table 9 above. This result therefore shows that high percentage of respondents unanimously recommended the effort of the head teachers in the state with the regard to the above mentioned items in the table above, even though, some percentage of

respondents opposed the aforementioned items. It is therefore suggested that head teachers should maintain the situation and try to improve for the better. Items 17 and 18 asked if head teachers communicated to Local Government Education Authorities in the state to provide them with the necessary facilities in the schools and possessed good administrative abilities to handle the school facilities received the following responses: 91% of teachers, 100% of head teachers agreed and 67% of principal inspectors disagreed to item 17. 89% of teachers, 93% of head teachers agreed and 100% of principal inspectors disagreed to item 18 in table 9 above. This result shows that high percentage of teachers and head teachers supported the statements in the two items listed above while most of the principal inspectors opposed the statement in the same items. Since there was disagreement of opinions between the respondents, it is suggested that the educational authorities should intensify more effort by giving proper training to head teachers on how to ensure proper handling of facilities in primary schools in the state.

Items 19 and 20 in the table 9 above solicited the opinions of respondents on whether head teachers encouraged judicious use of facilities in the school and their effort in the maintenance of school facilities was appreciated. The following responses were obtained: 90% of teachers, 80% of head teachers agreed and 100% of principal inspectors disagreed to item 19 while 90% of teachers, 87% of head teachers agreed and 67% of principal inspectors disagreed to item 20 in table 9 above. This result shows that most of the teachers and head teachers still supported that head teachers were doing their very best in encouraging the appropriate use of facilities in the schools while a high percentage of principal inspectors disagreed with the statements in the above mentioned items respectively. Whatever the case

may be, the head teachers should redouble effort in taking care of the school facilities in the state.

4.2.3: Opinions of Respondents on Teaches' Role Performance in the Maintenance of Discipline in Primary Schools in Zamfara State in Percentages.

This section contains items 21 to 30 in the questionnaire. Details of the responses on the above mentioned items are displayed in table 10 below:

Table 10: Descriptive Statistics on Teaches' Role Performance in the Maintenance of Discipline in Primary Schools in Percentages.

S/N	ITEM STATEMENT	RESPONSES					
		CATEGORY	AGREED		UNDECIDED		DISAGREED	
			%	F	F	%	F	%
21.	Teachers ensure strict compliance of law and order among pupils in the school	Teachers	214	90	12	5	11	5
		Head teachers	36	90	12	5	11	5
		P/Inspectors	3	50	1	17	2	33
22.	There is equal treatment of pupils in the school	Teachers	219	92	5	2	14	6
		Head teachers	36	90	3	8	1	2
		P/Inspectors	3	50	-	-	3	50
23	Hooligan pupils are properly punished in the school	Teachers	116	85	6	4	15	11
		Head teachers	39	98	1	2	-	-
		P/Inspectors	3	50	1	17	2	33
24	Teachers maintain close monitoring of pupils to ensure good conduct in and outside the classroom	Teachers	212	89	9	4	16	7
		Head teachers	35	87	4	10	1	3
		P/Inspectors	3	50	1	17	2	33
25	Pupils are encouraged to obey the rules and regulations of the school	Teachers	213	90	9	4	15	6
		Head teachers	36	90	-	-	4	10
		P/Inspectors	3	50	-	-	3	50
26	Teachers liaise with the parents of the pupils in curbing a wrong behavior of the pupils	Teachers	217	91	4	2	17	7
		Head teachers	37	92	-	-	3	8
		P/Inspectors	4	67	2	33	-	-
27	If pupils' behavior are beyond the control of the teachers, they report to the Head of the school for further action	Teachers	212	89	7	3	17	7
		Head teachers	33	82	1	2	6	4
		P/Inspectors	4	67	2	33	-	-
28	Pupils are involved in the maintenance of discipline	Teachers	196	82	9	4	33	14
		Head teachers	34	85	1	3	5	12
		P/Inspectors	4	66	1	17	1	17
29	Pupils are screened before they are admitted to the school for disciplinary reason	Teachers	147	63	12	5	76	32
		Head teachers	27	67	2	5	11	28
		P/Inspectors	6	100	-	-	-	-
30	The role of teachers in the maintenance of discipline in the school is appreciated	Teachers	171	72	4	2	61	26
		Head teachers	23	57	5	13	12	30
		P/Inspectors	5	83	1	17	-	-

There was high degree of consensus of opinions in agreement by the respondents in items 21-30 in table 10 above. The items solicited the opinions of the respondents on whether teachers

ensured strict compliance of law and order among pupils in the schools, imposed equal treatment of pupils in the schools, hooligan behaviors were properly addressed by teachers in the schools, maintained close monitoring of pupils to ensure good conduct in and outside the schools, pupils were encouraged to abide by the rules and regulations of the schools, teachers liaised with the parent of the pupils in curbing inappropriate behavior of pupils, if pupils' behaviors were beyond the control of teachers, they reported to the head teachers for necessary action, pupils were involved in the maintenance of discipline in the schools, pupils were screened before they were admitted to the schools for disciplinary reason and the role of teachers in the maintenance of discipline was appreciated. High percentage of all the respondents unanimously agreed with the all the statements mentioned in items 21-30 in table 10 above. It is however suggested that the teachers should try to maintain the situation so that pupils in primary schools will grow-up with the good moral standard in the society.

4.3.4 Opinions of Respondents on Local Government Education Authorities' Role Performance in Teachers' Professional Development in Primary Schools in Zamfara State

This section covers items 31 to 40 in the questionnaire presented to the respondents. Details of the responses on the above mentioned items in percentages are displayed in table 11.

Table 11: Descriptive Statistics on Local Government Education Authorities' Role Performance in Teachers' Professional Development in Primary Schools

S/N	ITEM STATEMENT	RESPONSES					
		CATEGORY	AGREED		UNDECIDED		DISAGREED	
			%	F	F	%	F	%
31.	Seminars, workshops and conferences are regularly organized for primary school teachers in the state.	Teachers	64	28	8	3	163	69
		Head teachers	13	32	4	10	23	58
		P/Inspectors	5	83	-	-	1	17
32.	No teacher above two years in service who has not attended any training as seminar, workshop or conference in the state.	Teachers	38	16	9	4	186	80
		Head teachers	6	15	4	10	30	75
		P/Inspectors	3	50	1	17	2	33
33.	Enough allowances to cater for the fees and other expenses for the seminars, conferences and workshops are paid to the teachers	Teachers	36	15	9	4	193	81
		Head teachers	3	7.5	3	7.5	34	85
		P/Inspectors	4	66	1	17	1	17
34.	In the case where beneficiaries of a seminar, workshop or conference are required to train their colleagues, enough funds are provided for such purpose	Teachers	41	17	11	5	184	78
		Head teachers	5	12	2	5	33	83
		P/Inspectors	5	83	-	-	1	17
35.	Most of the times, in-service training is done in a rush.	Teachers	116	49	13	5	108	46
		Head teachers	13	33	5	12	22	40
		P/Inspectors	5	83	-	-	1	17
36.	In-service training only means a way through which monies are diverted.	Teachers	125	53	13	6	96	41
		Head teachers	30	75	-	-	10	25
		P/Inspectors	6	100	-	-	-	-
37.	Workshops, conferences and seminars help in teachers' productivity	Teachers	201	85	7	3	28	12
		Head teachers	36	90	2	5	2	5
		P/Inspectors	5	83	-	-	1	17
38.	Priorities are given to certain courses when releasing teachers for in service training.	Teachers	196	83	9	4	30	13
		Head teachers	34	85	-	-	6	15
		P/Inspectors	5	83	-	-	1	17
39.	Most of the teachers prepare training through full-time rather than sand-witch or long vacation p	Teachers	69	29	12	5	155	66
		Head teachers	25	62	2	5	13	33
		P/Inspectors	4	67	-	-	3	33
40	In-service training is granted to only those who are due regardless of religion, or political differences.	Teachers	54	23	16	7	164	70
		Head teachers	25	62	2	5	13	33
		P/Inspectors	3	50	-	-	3	50

Items 31, 32, 33, 34 and 35 in table 11 above received 69% of teachers, 58% of head teachers disagreed while 83% of principal inspectors agreed to item 31. This shows very

clearly that most of the teachers and head teachers opposed that seminars, workshops and conferences were regularly organized in the state while high percentage of principal inspectors supported the statement. 80% of teachers, 75% of head teachers disagreed while 50% of principal inspectors agreed to item 32. In the item 33, 81% of teachers, 85% of head teachers disagreed and 66% of principal inspectors agreed. 78% of teachers, 83% of head teachers disagreed and 83% of principal inspectors agreed to item 34. However, 49% of teachers, 83% of principal inspectors, 33% of head teachers agreed to item 35 in table 11 above. This shows that most of the teachers and head teachers opposed all the statements in the above mentioned items while high percentage of the principal inspectors supported the statements. Whatever the case may be, the authorities concerned should look into the problems and provide lasting solution as such trainings may help to improve teachers professionally. The educational authorities should also provide adequate funds to cater for any expense when any training for teachers is organized.

There was also high degree of consensus of opinions in agreement in items 36-38 which tried to find out whether in the state, in-service training only means a way through which monies were diverted; workshops, conferences and seminars helped in teachers' productivity and priorities were given to certain courses when releasing teachers for in-service training. The following responses were recorded: 53% of teachers, 75% of head teachers, 100% of principal inspectors, 85% of teachers, 90% of head teachers, 83% of principal inspectors, 83% of teachers, 85% of head teachers 83% of principal inspectors unanimously agreed with all the statements listed above. This shows that the monies meant for in-service training were not satisfactorily delivered to the beneficiaries. The result also shows that seminars, workshops and conferences were one of the factors that improve teachers professionally. In

addition, some number of courses was given utmost priority when releasing teachers for in-service training. It is suggested that the educational authorities should properly monitor how the funds meant for in-service training were given to the beneficiaries. Also, seminars, workshops and conferences should be given greater priority as this may help to boost the morale of the teachers.

Items 39 and 40 solicited the opinions of the respondents on whether most of the teachers prepared training through full time rather than sandwich or long vacation programme and in-service training was granted to only those who were due regardless of religion, status or political differences received 66% of teachers disagreed, 62% of head teachers and 67% of principal inspectors agreed to item 39. 70% of teachers disagreed, 62% of head teachers and 50% of principal inspectors agreed to item 40. This result shows that most of the teachers prepared to go for part-time programmes rather than full-time when released for in-service training even though, high percentage of head teachers and principal inspectors supported that teachers prepared training through full time rather than any other training programme. However, the result to item 40 shows that majority of the head teachers and principal inspectors believed that in-service training was not granted to those who were due for reasons of religion, status or political differences. Even though high percentage of the respondents agreed that justice was done in sending teachers for in-service training. Whatever the case may be, educational authorities should try to ensure that all teachers, regardless of religion, gender, social class and political belief are qualified to teach through training and other development programmes.

4.3.5: Opinions of the Respondents on Parent Teachers Association's Role Performance in Decision Making in Primary Schools in Zamfara State

This section contains items 41 to 50 in the questionnaire. Details of the responses are displayed on table 12.

Table 12: Descriptive Statistics on Parent Teachers Association's Role Performance in Decision Making in Primary Schools in Percentages

S/N	ITEM STATEMENT	RESPONSES					
		CATEGORY	AGREED		UNDECIDED		DISAGREED	
			%	F	F	%	F	%
41.	Parents Teachers' Association is functioning in the school.	Teachers	186	78	5	2	46	19
		Head teachers	31	78	1	2	8	20
		P/Inspectors	3	50	-	-	3	50
42.	The views of parents/guardian are presented to the school.	Teachers	206	87	6	3	24	10
		Head teachers	32	80	1	2	7	18
		P/Inspectors	2	33	-	-	4	67
43.	Parents Teachers' Association proffers suggestions on better way to administer and manage the school.	Teachers	210	90	4	2	20	8
		Head teachers	34	85	2	5	4	10
		P/Inspectors	1	17	1	17	4	66
44.	Parents Teachers' Association is not left behind on all matters associated with school.	Teachers	199	85	8	3	28	12
		Head teachers	38	95	-	-	2	5
		P/Inspectors	1	17	1	17	4	66
45.	Programmes that may improve the standard of education in the school are initiated	Teachers	171	73	6	2	59	25
		Head teachers	34	85	1	2	5	13
		P/Inspectors	2	33	1	17	3	50
46.	Useful advice is always given to the Head of the school in particular and the teachers in general.	Teachers	200	85	7	3	28	12
		Head teachers	34	85	4	10	2	5
		P/Inspectors	2	33	4	67	-	-
47.	Parents are kept informed about the activities planned for the school.	Teachers	198	84	13	5	25	11
		Head teachers	36	90	3	7.5	1	2.5
		P/Inspectors	3	50	3	50	-	-
48.	Parents Teachers' Association influences policy development in the school.	Teachers	166	71	5	2	63	27
		Head teachers	33	82	4	10	3	8
		P/Inspectors	6	100	-	-	-	-
49.	No decision is taken in the school without consulting the Parent teachers' Association.	Teachers	207	87	7	3	24	10
		Head teachers	36	90	2	5	2	5
		P/Inspectors	4	67	-	-	2	33
50.	The role of Parent teachers' Association in decision-making in the school cannot be over-emphasized.	Teachers	204	86	10	4	22	10
		Head teachers	38	95	1	2.5	1	2.5
		P/Inspectors	4	83	-	-	2	17

There was high degree of consensus of opinions in items 41 in table 12 above which tried to seek the opinions of the respondents on whether Parent Teachers' Association was

functioning in primary schools in the state and presented the views of parents/guardians in the schools. Based on the findings, 78% of teachers, 78% of head teachers and 50% of principal inspectors unanimously agreed that Parent teachers' Association existed in primary schools in the state. Items 42, 43, 44, 45 and 46 received 87% of teachers, 80% of head teachers agreed while 67% of principal inspectors disagreed to item 42. 90% of teachers, 85% of head teachers agreed and 66% of principal inspectors disagreed to item 43. 85% of teachers, 95% of head teachers agreed and 66% of principal inspectors disagreed to item 44. 73% of teachers, 85% of head teachers agreed and 50% of principal inspectors disagreed to item 45 while 85% of teachers, 85% of head teachers and 33% of principal inspectors agreed to item 46 in the table above. This shows that a very high percentage of teachers and head teachers supported the statements in the above mentioned items while most of the principal inspectors opposed the statements even though some percentage of principal inspectors were in conformity with the opinions of teachers and head teachers. Whatever it is, Parent Teachers' Association should be encouraged to participate actively in all the affairs of primary schools in the state.

There was also a consensus of opinions in items 47-50. A very high percentage of all the three groups of respondents unanimously agreed that Parent Teachers' Association kept parent informed about the activities of the schools, influenced policy development in the schools, no decision was taken without consulting the Parent teachers' Association and its effort in decision making in the schools was appreciated. It is however suggested that Parent teachers' Association should endeavor to work with other relevant stakeholders to promote the standard of education in the state.

4.3.6: Opinions of Respondents on Universal Basic Education Board's Role Performance in the Provision of Facilities in Primary Schools in Zamfara State

This section contained items 51 to 60 in the questionnaire presented to each respondent. Details of the responses are presented in percentages in table 13 below:

Table 13: Descriptive Statistics on Universal Basic Education Board's Role Performance in the Provision of Facilities in Public Primary Schools in Zamfara State

S/N	ITEM STATEMENT	RESPONSES					
		CATEGORY	AGREED		UNDECIDED		DISAGREED	
			%	F	F	%	F	%
51.	New classrooms are constructed in the school.	Teachers	201	85	9	4	25	11
		Head teachers	32	82	1	3	6	15
		P/Inspectors	3	50	-	-	3	50
52	Most of the teaching resources in the school are provided by UBE scheme.	Teachers	132	78	13	6	38	16
		Head teachers	33	82	2	5	5	13
		P/Inspectors	4	83	-	-	2	17
53	The laboratory equipments of the school are provided by the state Universal Basic Education Board	Teachers	94	40	41	6	128	54
		Head teachers	26	65	1	2.5	13	32.5
		P/Inspectors	6	100	-	-	-	-
54	Adequate teaching resources are provided in the school	Teachers	101	43	8	3	126	54
		Head teachers	31	77	1	3	8	20
		P/Inspectors	6	100	-	-	-	-
55	Staffs and pupils' toilets are constructed in the school	Teachers	97	41	5	2	136	57
		Head teachers	30	75	-	-	10	25
		P/Inspectors	5	83	-	-	1	17
56	Sufficient furniture are provided in the school	Teachers	162	68	4	2	70	30
		Head teachers	24	60	-	-	16	40
		P/Inspectors	5	83	1	17	-	-
57	The school cannot run effectively without UBE programme	Teachers	128	54	6	3	103	43
		Head teachers	22	55	-	-	18	45
		P/Inspectors	5	83	1	17	-	-
58	New trees are planted in the school	Teachers	78	33	8	3	150	64
		Head teachers	17	42	-	-	23	58
		P/Inspectors	4	66	1	17	1	17
59	Sporting materials that may encourage sporting activities in the school are provided	Teachers	79	34	8	3	149	63
		Head teachers	20	50	-	-	20	50
		P/Inspectors	6	100	-	-	-	-
60	The role of UBE in the provision of facilities in the school is appreciated	Teachers	162	68	13	6	62	26
		Head teachers	33	83	2	5	5	8
		P/Inspectors	5	83	1	17	-	-

There was high degree of consensus of opinions in agreement in items 51 and 56 in table 13 above. From the responses obtained 82% of head teachers, 50% of principal inspectors, 78% of teachers, 82% of head teachers and 83% of principal inspectors agreed that Universal

Basic Education constructed new classrooms in the state and most of the teaching resources were provided by the Universal Basic Education Programme. It is therefore suggested that such effort by the Universal Basic Education should be maintained. Items 53-55 received 54% of teachers disagreed, 65% of head teachers and 100% of principal inspectors agreed to item 53. 54% of teachers disagreed, 77% of head teachers and 100% of principal inspectors agreed to item 54 while 57% of teachers disagreed, 75% of head teachers and 83% of principal inspectors agreed to item 55 in table 13 above. This shows that the opinions of the respondents varied as most of the percentage of teachers opposed and high percentage of head teachers and principal inspectors supported the statements in all the three items listed above even though some percentage of teachers were in conformity with the opinions of head teachers and principal inspectors. Whatever it is, the Universal Basic Education Board should intensify more effort in improving the standard of primary education in the state.

There was high consensus of opinions between the respondents in item 56 and 57 in the table 13 above which tried to investigate if Universal Basic Education provided sufficient furniture in primary schools and the schools cannot function effectively without Universal Basic Education programme received 68% of teachers, 60% of head teachers, 83% of principal inspectors, 54% of teachers 55% of head teachers and 83% of principal inspectors unanimously agreed to items 56 and 57 respectively. This shows that there were adequate number of furniture in primary schools even there were inadequate furniture in some primary schools in the state considering the percentage of disagreed. It is therefore recommended that such effort should be maintained and improved by the Universal Basic Education programme. Items 58 and 59 solicited the opinions of the respondents on whether Universal Basic Education planted new trees and provided the schools with the sporting materials in the

state. 64% of teachers, 58% of head teachers disagreed and 66% of principal inspectors agreed to item 58. 63% of teachers, 50% of head teachers disagreed and 100% of principal inspector agreed to item 59. This indicates that little emphasis was paid by the Universal Basic Education Board in the provision of trees in primary schools in the state and Universal Basic Education Board renovated classrooms in some primary schools while some schools were dilapidated in the state. It is therefore, suggested that Universal Basic Education Board should add more effort in assisting primary schools in the state to improve better.

Lastly, there was high degree of consensus of opinions among the respondents on item 60 in table 13 above which tried to ensure if the role of Universal Basic Education in the provision of facilities in primary schools in the state was appreciated. 68% of teachers, 82% of head teachers and 83% of principal inspectors agreed that the role played by the Universal Basic Education Programme in the provision of facilities in most primary schools in the state cannot be appreciated. It is therefore recommended that the Universal Basic Education Program should try to maintain the situation. Much effort is also required from the scheme in the provision of necessary facilities in primary schools in the state considering the percentage of some responses listed above.

4.4 Hypotheses Testing

This research work formulated six hypotheses which were: there is no significant difference in the opinions of Teachers, Head teachers and Principal Inspectors and Supervisors' role performance on teaching and learning in public primary schools in Zamfara State, there is no significant difference in the opinions of respondents on Head teachers' role performance on the maintenance of facilities in public primary schools in Zamfara state, there is no significant difference in the opinions of respondents on Teachers' role performance on the maintenance of

discipline in public primary schools in Zamfara state, there is no significant difference in the opinions of respondents on Local Government Education Authorities' role performance on teachers' professional development in public primary schools in Zamfara state, there is no significant difference in the opinions of respondents on Parent-teachers' Association's role performance in decision making in public primary schools in Zamfara state and there is no significant difference in the opinions of respondents on Zamfara state Universal Basic Education Board's role performance on the provision of facilities in public primary schools in Zamfara state.

Analysis of variance (ANOVA) was used to test the postulated hypotheses at the significance level of 0.05. Hypothesis is retained when p value<0.05 and rejected when p value>0.05 at level of significance respectively.

4.4.1 Hypothesis I

Hypothesis I states that there is no significant difference in the opinions of Teachers, Head teachers and Principal Inspectors on Inspectors and Supervisors' role performance on teaching and learning in public primary schools in Zamfara State. Items covering this section were collected from items 1-10 in the questionnaire. Details are in table 14.

Table 14: Summary of the Analysis of Variance Statistics (ANOVA) on Inspectors' and Supervisors' Role Performance on Teaching and Learning in Public Primary Schools in Zamfara State.

Status	Sum of Square	Df	Mean square	F	Prob.	F.critical
Between Groups	233.968	2	116.984	5.288	.006	3.34
Within Groups	6216.522	281	22.123			
Total	**6450.489**	**283**				

The table 14 shows that the probability level of significance p(.006) is less than 0.05. This means that there is significant difference in the opinions of respondents on Inspectors and Supervisors' role performance on teaching and learning in public primary schools in Zamfara State. Therefore, the null hypothesis is rejected.

Table 15: Summary of Scheffe's Multiple Comparison Test on Inspectors and Supervisors' Role Performance on Teaching and Learning in Public Primary Schools in Zamfara State.

Respondents	N	Mean
Teachers	238	26.32
Head Teachers	40	27.85
Principal Inspectors	6	31.66
Total	**284**	

As indicated in table 15, the mean score of teachers was found to be closer to that of the Head teachers, implying that the difference between the two respondents was not significant. However, the mean score of principal inspectors was found to be higher than that of teachers and head teachers. This implies that the principal inspectors differ significantly in their opinions regarding the inspectors and supervisors' role performance on teaching and learning in public primary schools in zamfara state, Nigeria.

4.4.2 Hypothesis II

Hypothesis II states that there is no significant difference in the opinions of respondents on Head teachers' role performance on the maintenance of facilities in public primary schools in Zamfara State. Items covering this section were collected from items 11-20 in the questionnaire. Details are captured in table 16.

Table 16: Analysis of Variance on Head Teachers' Role Performance on the Maintenance of Facilities in Public Primary Schools in Zamfara State.

Status	Sum of Square	Df	Mean square	F	Prob.	F.critical
Between Groups	681.883	2	340.942			
				18.823	.000	3.39
Within Groups	5089.666	281	18.113			
Total	**5771.549**	**283**				

The table 16 shows that the probability level of significance P(.000) is less than 0.05. This means that there is significant difference in the opinions of respondents on Head teachers' role performance in the maintenance of facilities in public primary schools in Zamfara State. Therefore, the null hypothesis is rejected.

Table 17: Summary of Scheffe's Multiple Comparison Test on Head teachers' Role Performance on the Maintenance of Discipline in Public Primary Schools in Zamfara State.

Respondents	N	Mean
Teachers	238	39.15
Head Teachers	40	41.70
Principal Inspectors	6	30.66
Total	**284**	

As indicated in table 17, the mean score of teachers was found to be closer to that of the Head teachers, implying that the difference between the two respondents was not significant. However, the mean score of principal inspectors was found to be lower than

that of teachers and head teachers. This implies that the principal inspectors differ significantly in their opinions regarding the Head teachers' role performance on the maintenance of facilities in public primary schools in Zamfara state, Nigeria.

4.4.3 Hypothesis III

Hypothesis III states that there is no significant difference in the opinions of respondents on Teachers' role performance on the maintenance of discipline in public primary schools in Zamfara State. Items covering this section were collected from items 21-30 in the questionnaire. Details are captured in table 18.

Table 18: Analysis of Variance on Teachers' Role Performance on the Maintenance of Discipline in Public Primary Schools in Zamfara State.

Status	Sum of Square	Df	Mean square	F	Prob.	F.critical
Between Groups	48.311	2	24.156	1.274	.281	3.34
Within Groups	5326.488	281	18.955			
Total	**5374.799**	**283**				

The table 18 shows that the probability level of significance p(.281) is greater than 0.05. This means that there is no significant difference in the opinions of respondents on teachers' role performance on the maintenance of discipline in public primary schools in Zamfara State. Therefore, the null hypothesis is retained.

4.4.4 Hypothesis IV

Hypothesis IV states that there is no significant difference in the opinions of respondents on Local Government Education Authorities' role performance on teachers' professional development in public primary schools in Zamfara State. Items covering this section were collected from items 31-40 in the questionnaire. Details are captured in table 19.

Table 19: Analysis of Variance on Local Government Education Authorities' Role Performance on Teachers' Professional Development in Public Primary Schools in Zamfara State.

Status	Sum of Square	Df	Mean square	F	Prob.	F.critical
Between Groups	946.517	2	473.259	22.087	.000	3.34
Within Groups	6021.099	281	21.427			
Total	**6967.616**	**283**				

The table 19 shows that the probability level of significance p(.000) is less than 0.05. This means that there is a significant difference in the opinions of respondents on the role of Local Government Education Authorities on teachers' professional development in public primary schools in Zamfara State. Therefore, the null hypothesis is rejected.

Table 20: Summary of Scheffe's Multiple Comparison Test on the Local Government Education Authorities' Role Performance on Teachers' Professional Development in Public Primary Schools in Zamfara State, Nigeria.

Respondents	N	Mean
Teachers	238	26.24
Head Teachers	40	29.20
Principal Inspectors	6	37.16
Total	**284**	

As indicated in table 20, the mean score of teachers was found to be closer to that of the Head teachers, implying that the difference between the two groups of respondents was not significant. However, the mean score of principal inspectors was found to be higher than that of teachers and head teachers. This implies that the principal inspectors differ significantly in their opinions regarding the Local Government Education Authorities' role performance on teachers' professional development in public primary schools in Zamfara state, Nigeria.

4.4.5 Hypothesis V

Hypothesis V states that there is no significant difference in the opinions of respondents on Parent-teachers' Association's role performance on decision making in public primary schools in Zamfara State. Items covering this section were collected from items 41-50 in the questionnaire. Details are shown in table 21:

Table 21: Analysis of Variance on Parent Teachers' Association's Role Performance on Decision Making in Public Primary Schools in Zamfara State.

Status	Sum of Square	Df	Mean square	F	Prob.	F.critical
Between Groups	377.664	2	188.832	9.014	.000	3.34
Within Groups	5886.572	281	20.949			
Total	**6264.236**	**283**				

The table 21 shows that the probability level of significance p(.000) is less than 0.05. This means that there is a significant difference in the opinions of respondents on Parent Teachers' Association's role performance on decision making in public primary schools in Zamfara State. Therefore, the null hypothesis is rejected.

Table 22: Summary of Scheffe's Multiple Comparison Test on Parent Teachers' Association's Role Performance on Decision Making in Public Primary Schools in Zamfara State.

Respondents	N	Mean
Teachers	238	38.23
Head Teachers	40	39.15
Principal Inspectors	6	30.37
Total	**284**	

As indicated in table 22, the mean score of teachers was found to be closer to that of the Head teachers, implying that the difference between the two respondents was not

significant. However, the mean score of principal inspectors was found to be lower than that of teachers and head teachers. This implies that the principal inspectors differ significantly in their opinions regarding the Parent Teachers' Association's role performance on decision making in public primary schools in Zamfara State, Nigeria.

4.4.6 Hypothesis VI

Hypothesis VI states that there is no significant difference in the opinions of respondents on Universal Basic Education Board's role performance on the provision of facilities in public primary schools in Zamfara State. Items covering this section were collected from items 51-60 in the questionnaire. Details are displayed in table 23.

Table 23: Analysis of Variance on Universal Basic Education Board's Role Performance on the Provision of Facilities in Public Primary Schools in Zamfara State.

Status	**Sum of Square**	**Df**	**Mean square**	**F**	**Prob.**	**F.critical**
Between Groups	872.019	2	436.010	19.997	.000	3.34
Within Groups	6126.812	281	21.804			
Total	**6998.813**	**283**				

The table 23 shows that the probability level of significance p(.000) is less than 0.05. This means that there is a significant difference in the opinions of respondents on Universal Basic Education Board's role performance on the provision of facilities in public primary schools in Zamfara State. Therefore, the null hypothesis is rejected.

Table 24: Summary of Scheffe's Multiple Comparison Test on the Universal Basic Education Board's Role Performance on the Provision of Facilities in Public Primary Schools in Zamfara State.

Respondents	N	Mean
Teachers	238	30.20
Head Teachers	40	33.70
Principal Inspectors	6	39.60
Total	**284**	

As indicated in table 24, the mean score of teachers was found to be closer to that of the Head teachers, implying that the difference between the two respondents was not significant. However, the mean score of principal inspectors was found to be higher than that of teachers and head teachers. This implies that the principal inspectors differ significantly in their opinions regarding the Universal Basic Education Board's role performance on the Provision of Facilities in public primary schools in Zamfara State, Nigeria.

4.5 Summary of the Major Findings

Based on the respondents' opinions on the study, the following major findings were presented:

1. Inspectors and supervisors' role performance on teaching and learning in public primary schools in Zamfara State was not effective for the fact that most inspectors/supervisors in the state were not qualified to assist primary schools to improve better.
2. There was ineffective maintenance of facilities in primary schools in Zamfara State as most of the teachers and pupils were not actively involved in the process.

3. There was effective maintenance of discipline in primary schools in the state for reason that most of the teachers in the state played a very significant role on the maintenance of discipline in primary schools in the State.
4. Teachers in Zamfara State need to be trained in an effort to improve the standard of primary schools in the State.
5. There was inactive participation of Parent Teachers' Association in decision making in primary schools in Zamfara State for the fact that the association was not functioning in most primary schools in the State.
6. There was inadequate provision of facilities in primary schools in the state for the fact that most of the primary schools in the State lacked necessary facilities that may enhance effective teaching and learning.

4.6 Discussions of the Major Findings

Based on the result of the major findings presented so far, it could be seen that, from the point of view of teachers, head teachers and principal inspectors, teaching and learning in primary schools cannot be effective without inspection/supervision, supervision was a factor that brought about improvement on pupils' performance, lack of adequate interest on the part of the government in the education of children resulted to poor inspection/supervision in the state and that most of the supervision/inspection reports were faults findings rather than enhancing the performance of primary schools in the state. To improve towards successful inspection/supervision for qualitative education delivery from both the teachers and inspectors/supervisors, all necessary requirements for inspection should be met in the state. These requirements as earlier mentioned are enough funds and resources, qualified personnel and teachers, enough vehicles, good

authoritative support and good condition of service to both the teachers and inspectors. It was also observed from the opinions of the respondents that suggestions/recommendations in inspection reports were not executed in the state and that inspection/supervision in the state was not adequately funded. It is therefore a challenge for the authority concerned to take active measures to ensure proper educational upbringing of children regardless of religion, economic status or ethnic background.

There was a high consensus of opinions in agreement that head teachers ensured adequate planning on the management of facilities in the schools, organized the school plant for optimum standard and meetings were organized with the teachers on the best way to administer and manage the schools' facilities. It is recommended that the head teachers should try to maintain the situation as this may help to ensure the standard of facilities in the schools. It was also surprising that a very high percentage of all the three groups of respondents unanimously agreed with all the statements in items 21-30 above. This is very interesting that teachers were trying their best to maintain the habit of discipline among pupils in primary schools in the state. They should therefore try to maintain the situation as this may help to ensure that pupils grow up with good moral standard in the society.

There was also consensus in agreement between the respondents on the views that in-service training only means a way through which monies were diverted even though some percentage of respondents were of the view that the monies meant for in-service training were given to the beneficiaries but whatever the case may be, the educational authorities should ensure that justice is done in distributing whatever resources allocated to the

beneficiaries of in-service training. The same opinions were recorded from the responses in respect to that workshops, seminars and conferences helped in teachers' productivity and priorities were given to certain number of courses when releasing teachers for in-service training. But what is the most important is that, both the teachers, head teachers and principal inspectors should try to make sure that all teachers in the state benefited from training and re-training either through in-service training or conference, seminars and workshops for the benefit of the pupils' learning.

Both teachers, head teachers and principal inspectors agreed that Parent teachers' Association was functioning in primary schools in the state, influenced policy development in the schools, parents were kept informed about the activities planned for the schools, no decision was taken without consulting the Parent Teachers' Association and that the role of Parent Teachers Association in decision making in primary schools cannot be over-emphasized. Therefore, Parent Teachers' Association should try to ensure that it is fully involved in all the affairs of primary schools in the state. lastly, high percentage of the respondents unanimously agreed that new classrooms were constructed in most of the primary schools in the state, most of the teaching resources were also provided by Universal Basic Education Board, sufficient furniture were provided in primary schools in the state and that primary schools cannot run effectively without Universal Basic Education programme. To improve the situation, the Universal Basic Education programme should try to intensify more effort in the provision of facilities in primary schools in the state.

Table 25: Summary of Hypotheses Testing

S/N	Hypotheses statement	Statistical Test	Significance Level	Result	Restated Hypotheses
1.	There is no significant difference in the opinions of teachers, head teachers and principal inspectors on inspectors and supervisors' role performance on teaching and learning in public primary schools in zamfara state	ANOVA	0.05	p(0.006) Rejected	There is a significant difference in the opinions of teachers, head teachers and principal inspectors on inspectors and supervisors' role performance on teaching and learning in public primary schools in zamfara state
2.	There is no significant difference in the opinions of respondents on head teachers' role performance on the maintenance of facilities in public primary schools in zamfara state	ANOVA	0.05	P(0.000) Rejected	There is a significant difference in the opinions of respondents on head teachers' role performance on the maintenance of facilities in public primary schools in zamfara state
3.	There is no significant difference in the opinions of respondents on teachers' role performance on the maintenance of discipline in public primary schools in zamfara state	ANOVA	0.05	P(0.281) Retained	There is no significant difference in the opinions of respondents on teachers' role performance on the maintenance of discipline in public primary schools in zamfara state
4.	There is no significant difference in the opinions of respondents on Local Government Education Authorities' role performance on teachers' professional development in public primary schools in zamfara state	ANOVA	0.05	P.(.000) Rejected	There is a significant difference in the opinions of respondents on Local Government Education Authorities' role performance on teachers' professional development in public primary schools in zamfara state
5.	There is no significant difference in the opinions of respondents on Parent Teachers' Association's role performance on decision making in public primary schools in zamfara state	ANOVA	0.05	P(.000) Rejected	There is a significant difference in the opinions of respondents on Parent Teachers' Association's role performance on decision making in public primary schools in zamfara state
6.	There is no significant difference in the opinions of respondents on Universal Basic Education Board's role performance on the provision of facilities in public primary schools in zamfara state	ANOVA	0.05	P(.000) Rejected	There is a significant difference in the opinions of respondents on Universal Basic Education Board's role performance on the provision of facilities in public primary schools in zamfara state

Table 25 above shows that out of the six hypotheses tested, only one was retained while the remaining five were rejected. The hypothesis 3 had p(0.281) which is greater than

0.05 significant level, therefore, it was retained. While hypotheses 1,2,4,5 and 6 had p(0.006), p(0.00), p(0.00), p(0.00), and p(0.00) they were however rejected for the fact that their probability values were less than 0.05.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study focused on "Assessment of Stakeholders' Role Performance in the Management of Public Primary Schools in Zamfara State, Nigeria. This chapter would be discussed under the following headings:

5.2 Summary

5.3 Conclusions

5.4 Recommendations

5.2 Summary

The study focused on the Assessment of Stakeholders' Roles Performance in the Management of Public Primary Schools in Zamfara state, Nigeria. Chapter one consists of background to the study, statement of the problem, objectives of the study, research questions, hypotheses, basic assumptions, significance of the study as well as scope of the study. In chapter two, related literature on the topic under study was reviewed. Attention was focused on the conceptual framework of the study, the concept of Assessment, Management, Primary Education and Management of primary education in Nigeria were reviewed. The chapter equally deals with the Inspectors and Supervisors' role performance in teaching and learning, Head teachers' role performance on the maintenance of facilities, Teachers' role performance in the maintenance of discipline, Universal Basic Education Board's role performance in the provision of facilities, Local Government Education Authorities' role

performance in teachers' professional development and Parent Teachers' Association's role performance in decision making in primary schools in Zamfara State, Nigeria.

Chapter three deals with methodology used in research such as research design, population of the study, sample and sampling technique, research instrument, validity and reliability of the instrument, pilot study, procedure for data collection and method of data analysis respectively. Chapter four deals with the presentation and discussion of the data gathered from the opinions of respondents. Tables were presented to establish a significant relationship between the variables of the study. Frequencies and percentages were used and the results were also discussed. Analysis of variance was used in testing the hypotheses of the study. Questionnaire was administered on three groups of respondents, i.e teachers, head teachers and principal inspectors from the sampled LGEAs within the three senatorial zones in the state. The data collected were statistically analyzed item by item to determine the level of significance for the formulated hypotheses. Lastly, the following findings surfaced:

1. There is a significant difference in the opinions of Teachers, Head teachers and Principal Inspectors on Inspectors and Supervisors' role performance in teaching and learning in public primary schools in Zamfara State.
2. There is a significant difference in the opinions of respondents in Head teachers' role performance on the maintenance of facilities in public primary schools in Zamfara State.
3. There is no significant difference in the opinions of respondents in Teachers' role performance in the maintenance of discipline in public primary schools in Zamfara State.
4. There is a significant difference in the opinions of respondents in Local Government Education Authorities' role performance in teachers' professional development in public primary schools in Zamfara State.

5. There is a significant difference in the opinions of respondents on Parent-teachers' Association's role performance in decision making in public primary schools in Zamfara State.
6. There is a significant difference in the opinions of respondents on Zamfara state Universal Basic Education Board's role performance on the provision of facilities in public primary schools in Zamfara State

5.3 Conclusions

Conclusions on the basis of the findings from the study are made for more explanation on the results found. The topic of the study, Assessment of Stakeholders' Role Performance in the Management of Public Primary Schools in Zamfara state, was studied through finding out the opinions of the stakeholders (Teachers, Head teachers and principal inspectors). In the process of the research, six questions were raised towards the management of primary education in Zamfara state. Each and every question was sub-broken into ten statements (items) to give a vivid picture of the questions to the respondents. The items were arranged in the questionnaire. The respondents unanimously disagreed in most of the statements and agreed on the others.

1. The first research question which attempted to find out inspectors and supervisors' role performance in teaching and learning in public primary schools in Zamfara State had responses which indicated that inspectors and supervisors' role performance in the aspect of teaching/learning in public primary schools in the state was too minimal for its impact to be felt for reason that, most of the inspectors/supervisors in the State were not qualified to assist primary schools to improve better

2. The second question attempted to find out Head teachers' role performance in the maintenance of facilities in public primary schools in Zamfara State. It was found that there was ineffective maintenance of facilities in public primary schools in the state for the fact that most of the teachers and pupils were not actively involved in the process.

3. The third research question attempted to investigate teachers' role performance in the maintenance of discipline in public primary schools in Zamfara State. It was found that there was effective maintenance of discipline in public primary schools in the state for reason that, teachers in the state played a very significant role in the maintenance of discipline in primary schools in the State.

4. The fourth question attempted to find out Local Government Education Authorities' role performance in teachers' professional development in public primary schools in Zamfara State where it was found that most teachers need to be trained in an effort to improve the standard of primary education in the State.

5. The fifth question attempted to investigate Parent Teachers' Association's role performance in decision making in public primary schools in Zamfara State. It was gathered that Parent Teachers Associations were not fully involved in decision making in primary schools in the State for the fact that the association was not been given priority in most primary schools in the State.

6. Lastly, the sixth research question attempted to find out Universal Basic Education Board's role performance in the provision of facilities in primary schools in Zamfara State and it was found that little effort was made by the Board on the provision of facilities in most primary schools in the State.

5.4 Recommendations

Based on the findings of the research, the following recommendations are put forward and emphasized for a better primary education in Zamfara state:

- Government should employ and mobilize qualified inspectors/supervisors as well as qualified primary school teachers, coupled with enough and relevant teaching and inspection materials, enough vehicles, good authoritative support and good condition of service for both the teachers and inspectors for qualitative education delivery in the State.
- Head teachers should be exposed to seminars, workshops and conferences to enable them possess the pre-requisite knowledge of management strategies because it is through their action or inaction that the success of primary education has to be judged.
- Teachers should try to work with better devotion and commitment. They should also intensify more effort in maintaining the habit of discipline among pupils of primary schools in the State.
- The education authorities should put more efforts to coerce or persuade all primary school teachers in the state to upgrade their teaching qualifications through either in-service training or distance learning programmes or long vocational trainings. Training and re-training (conferences, workshops and seminars) in the State should be relevant to the needs of both the teachers and pupils. Therefore, unnecessary and irrelevant workshops, seminars and conferences should not be entertained.
- Educational Authorities should try to ensure proper functioning of Parent Teachers' Association in both primary and post primary institutions because their position in the management of education cannot be over emphasized.

- The Universal Basic Education Board should intensify more efforts at regular interval to provide the necessary and needed facilities in primary schools in the State as teaching and learning cannot effectively take place without such facilities.

5.5 Suggestions for Further Studies

Based on the findings and recommendations of this study, the following suggestions are proffered for further researches:

- ❖ The topic of this research was on the "Assessment of Stakeholders' Role Performance on the Management of Public Primary Schools in Zamfara State, Nigeria". There is need for further research on the same topic but in another State.
- ❖ Similar research should also be conducted on the Assessment of Stakeholders' Role Performance on the Administration of Secondary Schools in Zamfara State.
- ❖ Similar research should equally be conducted on specific areas of study so that a deep analysis could be made on the areas, such could be on the Assessment of Teachers/Head teachers/Parent Teachers' Association/Local Government Education Authorities/Universal Basic Education's Role Performance on the Management of Primary Schools in Zamfara State
- ❖ A research on the Perception of Stakeholders on the Factors that brought about Differences in Educational Quality Between Public and Private Schools in Zamfara State should also be conducted.

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APPENDIX A
A QUESTIONNAIRE ON THE ASSESSMENT OF STAKEHOLDERS' ROLE PERFORMANCE ON THE MANAGEMENT OF PUBLIC PRIMARY SCHOOLS IN ZAMFARA STATE, NIGERIA.

Department of Educational Foundations
and Curriculum,
Educational Administration and
Planning Section,
Faculty of Education,
Ahmadu Bello University,
Zaria.
20th May, 2016.

Dear Respondent,

I am a postgraduate student from the above named university carrying out a research on the "Assessment of Stakeholders' Role Performance on the Management of Public Primary Schools in Zamfara State, Nigeria".

Therefore, your contributions in bringing about your honest opinion will definitely enhance the validity and reliability of this research work. Your response will also help in improving the standard of primary schools in the state and the nation in general as well as in the fulfillment of the requirements for the award of a master's degree in education (M.Ed) to the researcher.

All information given will be treated strictly confidential.

Thank you.

Yours faithfully,

Garba Ibrahim AbdulRahman

SECTION TWO :

Personal Data of the Respondent

Please tick (√) as appropriate in the column provided

1. Gender: (a) Male ( ) (b) Female ( )
2. Status: (a) Teacher ( ) (b) Head Teacher ( ) (c) Principal Inspector ( )
3. Marital Status: (a) Married ( ) (b) Single ( )
4. Educational Qualification: (a) PhD ( ) (b) M.Ed ( ) (c) B.Ed ( ) (d) NCE ( ) (e) others please specify _____
5. Years of experience: (a) 1-20 ( ) (b) 21-30 ( ) (c) 31-35 ( )

SECTION THREE

Guidelines

Beside each statement are possible options of SA (Strongly Agreed), A (Agreed), U (Undecided), SD (Strongly Disagreed) and D (Disagreed). Please tick (√) any that tallies with your opinion.

SECTION FOUR

Opinions of Respondents on Inspectors/Supervisors' Role Performance on Teaching and Learning in Public Primary Schools in Zamfara State.

S/N	Statement	SA	A	U	SD	D
1.	Primary schools in Zamfara state are adequately supervised.					
2.	Inspectors/supervisors in the state are well qualified to assist the primary schools to improve better.					
3.	Teaching and learning in primary schools cannot be effective without inspectors/supervisors.					
4.	Supervisors/inspectors' reports are warmly received by the authorities concerned					
5.	Suggestions/recommendations provided by the inspectors/supervisors are always executed in the state.					
6.	Incentives are given to inspectors/supervisors in the state					
7.	All necessary requirements and materials for inspection/supervision are provided and supplied to supervisors for qualitative supervision/inspection in the state					
8.	Most of the inspectors/supervisors reports in the state are faults findings rather than enhancing the performance of primary schools.					
9.	Supervision/inspection is a factor that brings improvement on pupils performance in Zamfara state					
10.	Lack of adequate interest of government in the education of children undermine the effort of inspectors/supervisors in the state.					

SECTION FOUR

Opinions of Respondents on Head Teachers' Role Performance on the Maintenance of Facilities in Public Primary Schools in Zamfara State

S/N	Statement	SA	A	U	SD	D
11.	Head teacher makes good plans while managing the school facilities.					
12.	School plant is effectively organized for optimum standard.					
13.	School facilities are supervised regularly.					
14.	Meeting is organized with the teachers on how to improve school facilities.					
15.	Pupils and teachers are informed on how to use the school facilities appropriately.					
16.	Head teacher encourages division of responsibilities among teachers for the good management of facilities in the school					
17.	Head teacher communicates to the Local Government Education Authority to provide necessary facilities in the school.					
18.	Head teacher possesses good administrative abilities to handle the school facilities					
19.	Judicious use of facilities in the school is encouraged					
20.	The role of the Head teacher on the maintenance of school facilities is appreciated					

SECTION FIVE

Opinions of Respondents on Teachers' Role Performance on the Maintenance of Discipline in Public Primary Schools in Zamfara State.

S/N	Statement	SA	A	U	SD	D
21.	Teachers ensure strict compliance of law and order among pupils in the school					
22.	There is equal treatment of pupils in the school					
23.	Hooligan pupils are properly punished in the school					
24.	Teachers maintain close monitoring of pupils to ensure good conduct in and outside the classroom					

25.	Pupils are encouraged to obey the rules and regulations of the school					
26.	Teachers liaise with the parents of the pupils in curbing a wrong behavior of the pupils					
27.	If pupils' behavior are beyond the control of the teachers, they report to the Head of the school for further action					
28.	Pupils are involved in the maintenance of discipline in the school					
29.	Pupils are screened before they are admitted to the school for disciplinary reason					
30.	The role of teachers in the maintenance of discipline in the school is appreciated					

SECTION FIVE

Opinions of Respondents on Local Government Education Authorities' Role Performance on Teachers' Professional Development in Public Primary Schools in Zamfara State.

S/N	Statement	SA	A	U	SD	D
31.	Seminars, workshops and conferences are regularly organized for primary school teachers in the state.					
32.	No teacher above two years in service who has not attended any training as seminar, workshop or conference in the state.					
33.	Enough allowances to cater for the fees and other expenses for the seminars, conferences and workshops are paid to the teachers					
34.	In the case where beneficiaries of a seminar, workshop or conferences are required to train their colleagues, enough funds are provided for such purpose in the state					
35.	Most of the times, in-service training is done in a rush.					
36.	In-service training only means a way through which monies are diverted.					
37.	Workshops, conferences and seminars help in teachers' productivity					
38.	Priorities are given to certain courses when releasing teachers for in service training.					
39.	Most of the teachers prepare training through full-time rather than sand-witch or long vacation program.					
40.	In-service training is granted to only those who are due regardless of religion, socio-economic status or political differences.					

SECTION EIGHT

Opinions of Respondents on Parents Teachers' Association's Role Performance on Decision Making in Public Primary Schools in Zamfara State

S/N	Statement	SA	A	U	SD	D
41.	Parents Teachers' Association is functioning in the school.					
42.	The views of parents/guardian are presented to the school.					
43.	Parents Teachers' Association proffers suggestions on better way to administer and manage the school.					
44.	Parents Teachers' Association is not left behind on all matters associated with school.					
45.	Programmes that may improve the standard of education in the school are initiated					
46	Useful advice is always given to the Head of the school in particular and the teachers in general.					
47.	Parents are kept informed about the activities planned for the school.					
48.	Parents Teachers' Association influences policy development in the school.					
49.	No decision is taken in the school without consulting the Parent teachers' Association.					
50.	The role of Parent teachers' Association in decision-making in the school cannot be over-emphasized.					

SECTION NINE

Opinions of Respondents on Universal Basic Education Board's Role Performance on the Provision of Facilities in Public Primary Schools in Zamfara State.

S/N	Statement	SA	A	U	SD	D
51.	New classrooms are constructed in the school.					
52.	Most of the teaching resources in the school are provided by UBE scheme.					
53.	The laboratory equipments of the school are provided by the state Universal Basic Education Board					
54.	Adequate teaching resources are provided in the school					
55.	Staffs and pupils' toilets are constructed in the school					
56.	Sufficient furniture are provided in the school					
57.	The school cannot run effectively without UBE programme					
58.	New trees are planted in the school					
59.	Sporting materials that may encourage sporting activities in the school are provided					
60.	The role of UBE in the provision of facilities in the school is appreciated					