

**ASSESSMENT OF ROLE PERFORMANCE OF DISTRICT  
SUPERVISORS IN THE MANAGEMENT OF PRIMARY SCHOOLS  
IN KATSINA STATE, NIGERIA**

**BY**

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**M.ED/EDUC/12893/2011-2012**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND  
CURRICULUM, EDUCATIONAL ADMINISTRATION AND  
PLANNING SECTION, AHMADU BELLO UNIVERSITY, ZARIA**

**DECEMBER, 2015**

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**BEING A THESIS SUBMITTED TO THE DEPARTMENT OF  
EDUCATIONAL FOUNDATIONS AND CURRICULUM  
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FULFILLMENTS FOR THE AWARD OF MASTER OF  
EDUCATION DEGREE (M.ED) IN EDUCATIONAL  
ADMINISTRATION AND PLANNING**

**DECEMBER, 2015**

## **DECLARATION**

I hereby declare that this thesis titled “Assessment of Role Performance of District Supervisors in the Management of Primary Schools in Katsina State, Nigeria” has been written by me in the Department of Educational Foundations and Curriculum (Educational Administration and Planning Section) under the supervision of Dr. Dr. B. A. Maina and Dr. M. O. Dare. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another Degree or Diploma in any other University.

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Name of Student

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Signature

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Date

## CERTIFICATION

This thesis titled “Assessment of Role Performance of District Supervisors in the Management of Primary Schools in Katsina State, Nigeria” by Lawal Buhari meets the regulations governing the award of Master of Education Degree (Educational Administration and Planning) of the Ahmadu Bello University, Zaria, and is approved for its contributions to knowledge and literary presentation.

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## **DEDICATION**

I dedicated this work to my beloved parents, my family and all students of Ahmadu Bello University Zaria for their support, caring and encouragement through out the period of my studies.

## **ACKNOWLEDGEMENTS**

In the name of Allah, the Beneficent, the most Merciful. All praises are due to Him, the Creator, the Sustainer and the Lord of the universe. I thank Him for sparing my life and see my dream became reality.

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## ABSTRACT

The study assessed the Role Performance of District Supervisors in the Management of Primary Schools in Katsina State, Nigeria. The study developed five objectives, which are set to examine the roles performance of District Supervisors on staff development, assess the roles performance of District supervisors on the provision of school instructional guidance, determine the roles performance of District Supervisors on school community relationship, identify the role performance of District Supervisors on awakening the school administrators on effective leadership and examine the role performance of District Supervisors on curriculum development and classroom management in Katsina state. The research questions, hypotheses and review of related literatures were in line with formulated objectives. Survey research method was adopted and the population of the study consisted of 21,985 teachers and educational administrators of Katsina State. But, cluster sampling technique was used to derive the population of the study from the three Educational Zones; 3,955 teachers and 286 educational administrators were randomly selected from six local governments of the State; which are Daura, Zango, Katsina, Kaita, Funtua and Danja. The total number of sampled respondents was 432 teachers and educational administrators. The data for the study were collected through the use of self constructed questionnaire; the validity of the instrument was determined through vetting of the content by expert in educational administration and English language. The reliability coefficient was obtained at 0.77. The data collected were presented by the use of frequency and percentages. The formulated hypotheses of the research were tested using non-parametric statistics of t-test at 0.05 significant levels. The findings of the study indicated that there were regular staff development programmes due to the roles and function of district supervisors in Katsina State. While, there was no proper school instructional guidance due to the poor function of district supervisors in Katsina State. In view of the findings, conclusions and recommendations were made to improve the situation in Katsina State, and Nigeria at large.

## TABLE OF CONTENTS

<i>Contents</i> .....	<i>Page</i>
i. Title page .....	ii
ii. Declaration .....	iii
iii. Certification .....	iv
iv. Dedication .....	v
v. Acknowledgements.....	vi
vi. Abstract .....	vii
vii. Table of Contents.....	viii
viii. List of Tables .....	xi
ix. List of figures.....	xiii
x. Abbreviations .....	xiv

### CHAPTER ONE: INTRODUCTION

1.1 Background to the Study.....	1
1.2 Statement of the Problem .....	5
1.3 Objectives of the Study.....	7
1.4 Research Questions.....	8
1.5 Research Hypotheses .....	8
1.6 Basic Assumptions.....	9
1.7 Significance of the Study .....	9
1.8 Scope of the Study.....	10

### CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction .....	11
2.2 Conceptual Framework.....	11
2.2.1 Concept of role.....	11
2.2.2 Concept of performance .....	12
2.2.3 Factors Affecting Supervisors' Performance .....	13
2.2.4 Concept of Supervision .....	14
2.2.5 Meaning of Educational Supervisor .....	16
2.2.6 Types of Supervision .....	20



2.2.7	Objectives of Supervision .....	22
2.2.8	Duties of District Supervisor .....	23
2.3	Roles performance of district supervisors on staff dev. in primary schools .....	24
2.3.1	The need for supervision .....	27
2.4	Roles performance of district supervisors on the provision of instructional guidance.....	28
2.4.1	Local Education Authority Chart .....	29
2.5	Roles performance of district supervisors on school-community relationship in primary schools .....	32
2.6	Roles performance of district supervisors on wakening school administrators .....	36
2.7	Roles performance of district supervisors on curriculum development .....	38
2.8	Empirical Studies.....	41
2.9	Summary .....	42

**CHAPTER THREE: RESEARCH METHODOLOGY**

3.1	Introduction .....	43
3.2	Research Design.....	43
3.3	Population .....	43
3.4	Sample and Sampling Technique .....	44
3.5	Instrumentation .....	45
3.6	Validity of the Instrument.....	46
3.7	Pilot Study.....	46
3.8	Reliability of the instruments.....	46
3.9	Methods of Data Collection .....	47
3.10	Methods of Data Analysis.....	47

**CHAPTER FOUR: PRESENTATION OF DATA ANALYSIS**

4.1	Introduction.....	48
4.2	Bio Data.....	49
4.3	Opinions of Respondents on the Roles performance of District Supervisors in primary schools in Katsina State.....	50
4.3.1	Roles performance of District Supervisors on Staff Development	

primary schools in Katsina State.....	51
4.3.2 Roles performance of District Supervisors on the Provision of Instructional Guidance in Primary Schools in Katsina state .....	55
4.3.3 Roles performance of District Supervisors on School Community Relationship in Katsina state.....	59
4.3.4 Roles performance of District Supervisors on awakening the school administrators on effective leadership in primary schools in Katsina state.....	63
4.3.5 Roles performance of District Supervisors on Curriculum Development and Classroom Management in Primary Schools in Katsina state.....	67
4.4. Hypotheses Testing .....	71
4.5 Summary of Major Findings.....	78
4.6 Discussion of the Findings.....	78
 <b>CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b>	
5.1 Summary of the study.....	84
5.2 Conclusions.....	86
5.3 Recommendations.....	88
5.4 Suggestion for Further Research .....	91
<i>References</i> .....	91
<i>Appendix A</i> .....	95
<i>Appendix B</i> .....	97

## LIST OF TABLES

<i>Contents</i> .....	<i>Pages</i>
Table 3.1: Population of the study.....	44
Table 3.2: Samples of the Study .....	45
Table 4.1: Status of the respondents in frequency and percentage .....	49
Table 4.2: Gender of respondents in frequency and percentage.....	49
Table 4.3: Age of respondents in frequency and percentage.....	49
Table 4.4: Qualification of respondents in frequency and percentage.....	50
Table 4.5: Years of experience of respondents in frequency and percentage.....	50
Table 4.6: Opinions of Respondents on the Roles performance of District Supervisors on Staff Development in Katsina State .....	52
Table 4.7: Opinions of Respondents on the Roles performance of District Supervisors on the Provision of Instructional Guidance in Katsina state .....	57
Table 4.8: Opinions of Respondents on Roles performance of District Supervisors on School Community Relationship in Katsina state.....	61
Table 4.9: Opinions of Respondents on Roles performance of District Supervisors on awakening the school administrators on effective leadership in Katsina state.....	62
Table 4.10: Opinions of Respondents on the Roles performance of District Supervisors on Curriculum Development and Classroom Management in Primary Schools in Katsina state.....	69
Table 4.11: Summary of t-test Analysis on there is no Significant Difference in the Opinions of Teachers and Educational Administrators on the roles and Functions of District Supervisors on Staff Dev. in Katsina State.....	72
Table 4.12: Summary of t-test Analysis on There is no Significant Difference in the Opinions of Teachers and Educational Administrators on the roles and Functions of District Supervisors on the Provision of Instructional Guidance in Primary School in Katsina State.....	73
Table 4.13: Summary of t-test Analysis on there is no Significant Difference in the Opinions of Teachers and Educational Administrators on the roles and Functions of District Supervisors on School Community Relationship	

in Katsina State.....	74
Table 4.14: Summary of t-test Analysis on there is no Significant Difference in the Opinions of Teachers and Educational Administrators on the roles and functions of district supervisors on Awakening the School Administrators on Effective Leadership in Katsina State.....	75
Table 4.15: Summary of t-test Analysis on There is no Significant Difference in the Opinions of Teachers and Educational Administrators on the roles and Functions of District Supervisors on Curriculum Development in Katsina State.....	76
Table 4.16: Summary of Hypotheses Testing.....	77

## FIGURES

Fig. 5.1: A proposed Model of roles performance of district supervisors in the school...89

## **GLOSSARY OF ACRONYMS**

NCE:	Nigeria Certificate in Education
SSCE:	Senior Secondary School Certificate Examination
UNESCO:	United Nations Educational Scientific and Culture Organization
UBEC:	Universal Basic Education Commission
NPE:	National Policy on Education
FRN:	Federal Republic of Nigeria
PhD:	Doctor of Philosophy
M.ED:	Master of Education
FCT:	Federal Capital Territory
NTI:	National Teachers Institute
B.ED:	Bachelor of Education
PGDE:	Post Graduate Diploma in Education
LVT:	Long Vacation Training
SUBEB:	State Universal Basic Education Board
LGEA:	Local Government Education Authority

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

A district supervisor is responsible for providing management and oversight of service staff within a specific geographic area. This role has three primary responsibilities: manage staff, provide training, and resolve conflicts. District supervisor is not a sales-related position, but is instead one that focuses on the level of service being provided by staff working in the district. The qualifications required to become a supervisor varies widely by education management. In most cases, the candidate is promoted from within, after completing many years of working experience. Typically, the candidate is promoted to local supervisor first, and then is eligible to apply for positions as a district supervisor. This type of career growth takes time and requires consistently high quality performance (Wenger 1991).

The primary role performance of a district supervisor is to manage the staff, depending on the size on the organization, there may be local supervisors or perhaps all the field staff report directly to the district supervisor. It is the responsibility of the district supervisor to follow up with staff, reinforce policy, monitor performance, and provide support. In addition to managing existing staff, the district supervisor often has full human resources management responsibilities such as training, termination, discipline, and even recruitment. The district supervisor is responsible for setting the standards, working with staff to increase their skills, and encouraging career development.

In the school system, district supervisor is charged with many responsibilities; these include teachers' development, utilization of teaching and learning new techniques,

and research that disproved old methods of school management. This means that district supervisor is responsible for arranging staff training to ensure everyone keeps skills up to date and continues to learn. Conflict resolution is an important part of being a district supervisor in the school organization. Staff will escalate issues that cannot be resolved through normal channels, and clients will approach the supervisor with issues. Excellent listening and communication skills are critical to success in this aspect of the role. District Supervisors are often required to work long hours and be available outside standard school hours to resolve issues. At this level, district supervisor is typically paid a flat [salary](#), but performance bonuses may be included. Merit or performance-based pay structure helps to keep teachers motivated and working to their potential.

The person in this role usually reports to the Education Authority or Ministry of Education. Some time he may be a member of the [senior management](#) team, depending on the size of the management. People who enjoy this type of work are naturally assertive, problem solvers, and have a high energy level. The immediate roots of what we have come to know as role performance of district supervisor in the school lie in the development of social work and casework. We see this, for example, in the concern for the needs of teachers; and the taking up of ideas and practices that owe much to the emergence of psychoanalysis.

However, to make sense of supervision it is necessary to look to the various forms of apprenticeship that have existed in different societies. In ancient China, Africa and Europe (feudal and otherwise), for example, there are numerous examples of people new to a craft or activity having to reveal their work to, and explore it with, masters or mistresses i.e. those recognized as skilled and wise. This process of being attached to an



expert, of 'learning through doing' allows the novice to gain knowledge, skill and commitment. It also enables them to enter into a particular 'community of practice' such as teaching, tailoring or midwifery (Wenger 1991).

It is the essential duty of district supervisors to ensure teachers' development and productivity. Thus, the progress and development of teacher is regarded as the most priority if the quality of education is to be enhance. This is the primary responsibility of the supervisor whose efforts are focus towards improving the quality of education generally in the schools. Seminars and inductions curses are usually arrange during the long vocation for teachers of all grades and in all subjects. All these are aimed at finding solutions to problems and at the sometime making available to teachers modern techniques both in the art of teaching and in the preparation of teaching aids. This also will enable the teachers to be very much conversant and up-to-date with the ways and techniques of the contemporary world.

However, purpose of supervision entails helping professional growth and cooperation thereby making teachers become self directive, creative, and more productive. In addition, it is to ensure that each individual teacher within the school system has been performing the duties for which he was scheduled. In his elaboration of the purpose of supervision, Adesina (1981) said that it also include the understanding of the performance of teachers employed to teach in the school system, coupled with the evaluation of their suitability for promotion, to also provide a guide for staff development and to know the effectiveness of classroom management by the teachers; to comprehend the direction, assess the tone and identify some of the most urgent needs of the school. An important skill for teachers, particularly beginning teachers to acquire, is that of the

selection of appropriate instructional materials to match their style of teaching. The supervisor should be able to assist the teacher in this respect. UBE programme (2002) stated that, good teaching materials can make big differences on the outcome of instruction.

Senior Inspector of Education (SIE) is the next to the PIE. His main duty is to look to the quality of schools within the district. He is also responsible for the distribution and proper utilization of teaching equipment and materials in his area. Meanwhile, he is to see the repairs of school buildings in his area by his recommendations and submit reports and furniture's requirements for schools to the PIE.

It is one of the major responsibilities of the supervisor is to help the administrator, other personnel and community to provide the best possible ways of teaching and learning for pupils and school maintenance. In view of this, supervision could be viewed under three main processes namely: social process, psychological process and educational process. "The changing of behaviour is dependent upon the learning process which is another aspect of psychology. Successful supervisors must know how to assist teachers to eliminate undesirable behavioural pattern and to learn more appropriate teaching techniques based on a good learning process". Render all possible assistance at their disposal to teachers in maintaining educational progress and development; ensure educational progress and development through the compilation of pamphlets and handbooks on general or particular aspect of education; assist the teacher in the use of materials and books, in the planning and organization of extra-curriculum activities coupled with informing them about contemporary research on new teaching methods;

supervises, assess, and report on the arrangements for the training and re-training of teachers etc.

In view of the above, coupled with the deterioration of primary education in particular and the educational situation in general, the Katsina State Government organized numerous consultative forums to mobilize public opinion on how best to revive the ailing educational sector. These in which many people were contacted, gave birth to a new educational policy tagged the “The Education Advancement Programme” (KEAP), Babajo (2001). The broad out look of the programme is appraising all education sub-sectors from primary to the tertiary. Also to tackle the deteriorating condition of primary schools, the Primary Education Board was given the directive to resuscitate the sub-sector. The board, State Primary Education Board (SPEB) in collaboration with other concerned establishments rehabilitated dilapidated structures. Thus, primary school inspectorate unit was created in Katsina State Ministry of Education in order to bring about better foundation at the primary schools level. Meanwhile to upgrade the standard of teachers, through in service training, seminars and workshops in various professional courses were held.

## **1.2 Statement of the Problem**

The role performance of district educational supervisors in promoting the positive change and innovation in an educational organization or school is beyond any doubt an important one. This study focused on the role performance of District Supervisors in the management of primary schools in Katsina State.

The problems of district supervision become more apparent because of the complexities and expansions in the number of primary schools. It is therefore, the opinion

of the researcher that, the increasing number of primary school in the state may possibly pave way for the employment of teachers who were unqualified and untrained to form the teaching force. In addition, several challenges are posed to supervision looking at the size of the population of the supervised district.

For instance, it was believed that the appointment of District School Supervisors in the Local Education Authorities or in the state level indicates the recognition of the supervisor's importance in order to maintain their existence throughout the state. But unfortunately the states have lowered the level of supervision which as a consequences lead to the unqualified out put of education managers. From all indication, the lack of qualified supervisors could be one of the major factors that lead to the collapse of primary education throughout the state. In fact, the acute shortage of textbooks and other essential teaching materials had characterized the primary school system. But in realizing the importance of primary education, the Primary Schools Management Board (PSMB) too established an inspectorate and supervision unit and also created the office of District School Supervisor. To complement this effort, monitoring and education unit should be created to charge with the responsibility of overseeing the activities of the supervisions.

Despite all the said efforts, the general publics in Katsina State were still crying on the deplorable condition of primary education. This indicates that there is low or lack of qualitative supervisors. Matazu (2001) lamented that; "The problems of education in this state are known by many of us. The cause of this is no doubt includes, irregular staff development programmes for teachers academic performance, shortage of school facilities, weakness of educational administrators, school community problem, the supply of teaching and learning materials have been inadequate and even the little supplied are

highly under utilized by in-experience and under qualified teachers, the present condition in most of our schools in the state is nothing to write home about”.

Absence of adequate supervision facilities in Katsina State Primary Schools contributes gigantically to the problems. The situation is worst in rural areas, where many blown off roofs exist, which have not been replaced; doors and windows have fallen-off. Kabir (2001) stressed that; “poor district supervision make the environment very difficult for teaching, where our teachers and pupils are exposed to serious hazard”.

### **1.3 Objectives of the Study**

The study was set to achieve the following objectives:

1. examine the role performance of district Supervisors on staff development in primary schools in Katsina State.
2. assess the role performance of district supervisors on the provision of school instructional guidance in primary schools in Katsina State.
3. determine the role performance of district Supervisors on school-community relationship in primary schools in Katsina State.
4. identify the role performance of district supervisors on awakening the school administrators on effective leadership in primary schools in Katsina State.
5. examine the role performance of district supervisors on curriculum development and classroom management in primary schools in Katsina State.

### **1.4 Research Questions**

The research work asked the following questions to guide the study:-

1. Examine the role performance of district Supervisors on staff development in primary schools in Katsina State.
2. Assess the role performance of district supervisors on the provision of school instructional guidance in primary schools in Katsina State.
3. Determine the role performance of district Supervisors on school-community relationship in primary schools in Katsina State.
4. Identify the role performance of district supervisors on awakening the school administrators on effective leadership in primary schools in Katsina State.
5. Examine the role performance of district supervisors on curriculum development and classroom management in primary schools in Katsina State.

### **1.5 Research Hypotheses**

1. There is no significant difference in the opinions of teachers and educational administrators on the role performance of district Supervisors on staff development in primary schools in Katsina State.
2. There is no significant difference in the opinions of teachers and educational administrators on the role performance of district supervisors on the provision of school instructional guidance in primary schools in Katsina State.
3. There is no significant difference in the opinions of teachers and educational administrators on the role performance of district Supervisors on school-community relationship in primary schools in Katsina State.
4. There is no significant difference in the opinions of teachers and educational administrators on the role performance of district supervisors on awakening the school administrators on effective leadership in primary schools in Katsina State.

5. There is no significant difference in the opinions of teachers and educational administrators on the role performance of district supervisors on curriculum development and classroom management in primary schools in Katsina State.

### **1.6 Basic Assumptions**

1. It is assumed that if school inspectors will perform their duties effectively it will likely to change teachers' behaviour and develop teaching and learning process in Katsina State.
2. Dedicated district inspectors improve instructional management and provide instructional guidance to schools in Katsina State.
3. District supervisors identify the strengths and weaknesses of school with appropriate recommendations for improvement of school community relationship.
4. Adoption of democratic leadership style by school administrators improve teaching and learning process in Katsina State.
5. School curriculum will be developed if district supervisors play significant role performance within schools in Katsina State.

### **1.6 Significance of the Study**

The place of educational supervisors is very important in the school administration. For instance, teachers' development for quality and productivity enhance through their assessment and recommendations on training and re-training of teachers. They also, play vital role on the improvement of instructions in schools. This is so because, there should be a system of checking and controlling what is being taught in schools. In fact supervision of school enhances the sustenance of educational standard.

Moreover, district supervisors enhance and encourage cogent school community relationship as well as contribution toward the curriculum development in Katsina State. Based on the said fact, the District School Supervisor plays an important role performance in the maintenance of education in all educational institutions. In addition, supervisors help to provide the climate and conditions that are best for learning. Meanwhile, it evaluates the specific learning situations to ascertain the needs of children and efficiency of instruction. Due to the significant of supervisor, he or she is considered as a leader because he/she guides the actions of others.

### **1.7 Scope of the Study**

This study is limited within the scope of Katsina State. It intended to look into the role performance of the District Supervisor in the State towards the progress and development of learning teaching process in primary schools. Katsina State has 34 Districts with 201 District school supervisors spread all over the districts, Education Officers and Chief Inspectors of Education in the 34 Local Government Education Authorities. And a research of this nature could not cover the entire of these officials. In view of this, a sample was selected to represent the whole population. This in order to ensure that each and every group is adequately represented.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

The primary functions of any school are teaching and learning activities. What pupils or children learn depends largely on the effectiveness of the teacher, then the role of the teacher needs to be given a special attention. For this reason, supervision is continuing to attract the attention of educators, and new methods of carrying it out are still being discovered. This chapter reviews related literature on the role performance of district supervisors in school organizations. This will generate useful ideas for design of the instruments and illuminate practices that are related to supervision.

The chapter has been designed to cover the followings: the concept and meaning of evaluation, concept of role and functions, meaning of district supervisor, the reason for supervision; and need for supervision; techniques of supervision ; type of supervisions; and the description of the district structures.

#### **2.2 Conceptual Framework**

The study assessed the role performance of supervisors in Secondary School in Kaduna State. Therefore, the following concepts are sequentially explained:

##### **2.2.1 Concept of Role**

The concept of “role” can be defined as a social position, behavior associated with a social position, or a typical behavior. Some theorists like Adesina, (2001) have put forward the idea that role are essentially expectations about how an individual ought to behave in a given situation, while others consider it as means upon which individuals actually behave in a given social position. Others have suggested that a role is a

characteristic behavior or expected behavior, a part to be played, or a script for social conduct. In [sociology](#) there are different categories of social role:

- Cultural role: role given by culture (e.g. Priest)
- Social differentiation: e.g. Teacher, taxi driver
- Situation-specific role: e.g. Eye witness
- Bio-sociological role: e.g. As human in a natural system
- Gender role: as a man, woman, mother, father, etc.

In their life people have to face different social role, sometimes they have to face different role at the same time in different social situations. There is an evolution of social role: some disappear and some new develop. Role behaviour is influenced by following aspects: The norms, determining a social situation. Internal and external expectations are connected to a social role. Social sanctions (punishment and reward) are used to influence role behaviour.

### **2.2.2 Concept of Performance**

According to Adesina, (2001), the achievement of schools is measured by the academic performance index individual differences influencing academic performance, individual differences in academic performance has been linked to difference in intelligence and personality. Supervisors with higher mental ability as demonstrated by IQ Test and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. Moreover, they opined that semi-structure home learning environment transmissions in to a more structured learning environment when children start first grade early academic achievement enhances later

academic achievement (performance). In addition, Encarta (2009), sees “socialization is a term describing the way supervisors influence schools by shaping students’ skills, behaviours and attitudes to wards school”.

### **2.2.3 Factors Affecting Supervisors’ Performance**

According to Adesina, (2001), factors affecting the performance of supervisors include gender, age, teaching facility, social, economic status, residential area of supervisors’ medium of instructions in schools, tuition trend, daily study hour and accommodation. The details presented below:

- a) **Level of Education:** Social status positively affects the supervisors performance; because status in education determine academic performance of supervisors.
- b) **Social and Economical Status:** Among many research studies conducted on supervisors’ role performance “that social economic status is one of the main elements of academic performance. It was Stated that socio-economic status of the worker and background has a great impact on his academic performance. Also, who mostly come from deprived socio-economic and educational background performed relatively better than others coming from higher socio-economic and educational background. It was also pointed that “due to residential stratification and segregation, the students belonging to low-income backgrounds usually attend schools with lower funding levels, and their situation reduced achievement motivation of the students and high risk of educational malfunction in future life endeavour..
- c) **School Environment:** The educational environment of school one attends set the parameters of supervisors’ performance. It observed that that school environment

and teachers expectation from their students also have strong influence on students performance.

**d) Inadequate Facilities:** it was approved that; performance of supervisors is also influenced by the school in which they studied, he further Stated that the number of instructional facilities schools offer usually determine the quality of schools, which in turn affect the performance and accomplishment of its students. Supervision in the other hand is the assistance given in the development of a better teaching-learning situation. It is a means to an end: a means to maintain the currently existing programmes of instruction as well as improving them. Supervision/supervisor helps to provide the climate and condition that are best for learning.

#### **2.2.4 Concept of Supervision**

A variety of definitions for clinical supervision exist. Differences typically reflect aspects of the author's discipline and training focus. Aiyepku, (1987) offer this definition that has come to be accepted within the counseling profession:

Supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s), monitoring the quality of professional services offered to the clients she, he, or they see(s), and serving as a gatekeeper of those who are to enter the particular profession..

Within the definition, there is mention of several components of supervision:

**Supervision is an intervention:** There are unique competencies and skills involved in supervision that allow the supervisor to help the supervisee. [Models](#) of supervision exist

that provide a framework for the process. In addition, supervisors incorporate various [modes and interventions](#) to facilitate supervisee development. Awareness of these models, modes, and interventions will help the supervisee understand the underlying processes of supervision and therefore, be a more active participant in the supervision process. A dialogue can develop between supervisor and supervisee as a means to share personal styles and preferences for frameworks and interventions to be used in supervision.

**Supervision is provided by a senior member of a profession:** A clinical supervisor is more advanced, at least in some important ways, than the supervisee. During fieldwork experiences, supervisors typically include a course instructor and an individual clinical supervisor. Depending on the level of the fieldwork experience and the program, the clinical instructor may be the course instructor or other professor from the training program, a doctoral student from the training program, and/or a professional counselor affiliated with the site at which the student is engaged in the fieldwork experience. It is important that the supervisee understand the role and expectations of each supervisor.

**Supervision is a relationship that extends over time:** The process of supervision occurs within the [relationship](#) established between the supervisor and supervisee. It is important to keep in mind that both the supervisor and supervisee contribute to the relationship and have responsibilities within the process. An assumption of supervision is that it will last long enough for some developmental progress of the supervisee. Supervision is differentiated from brief interactions (such as workshops), and consultation that, by definition, is time and session limited, although all of these interactions share common goals (e.g., training in a skill, clarification of process, regaining objectivity). The fact that

supervision is ongoing allows for the relationship to grow and develop. The importance of the supervisory relationship has received much attention in supervision literature. While not the sole determinate of the quality of supervision, the quality of the relationship between the supervisor and supervisee can add or detract from the experience. It is important that the “relationship” aspect of supervision not be overlooked or neglected.

**The supervisor evaluates, monitors, and serves as a gatekeeper:** In addition to enhancing the professional functioning of counselors, supervisors have an [ethical and legal](#) responsibility to monitor the quality of care that is being delivered to the supervisee’s clients. In order to enhance the professional functioning of the supervisee and assure quality of care, the supervisor constantly monitors and provides feedback regarding supervisee performance. This formative evaluation forms the basis of the work done in supervision. The supervisor also serves as a gatekeeper for those who want to enter the counseling profession. The supervisor is charged to evaluate the counselor based on work done with current clients, and to assess potential for working with future clients. As part of this role, supervisors formally [evaluate](#) supervisees. These summative evaluations occur after there has been enough supervision to expect a certain degree of competence. For example, during fieldwork experiences, summative evaluations typically occur at the midpoint and end of semesters.

### **2.2.5 Meaning of Educational Supervision**

The concept of supervision in education is to make a school an ideal and conducive place for learning where both the teachers and students are happy, an arena where all the basic facilities of learning teaching are available inadequate quantity; and

pupils were given the right curriculum, meanwhile, everybody including the community where the school is located is working with a common goal to make the school the best in every respect. For this reason, UBEP (2002) indicate that, the community may obtain permission to get involved in monitoring the quality of teaching in the school. This is due to the fact that most of the pupils are drawn from the local community and the community may be concerned about the quality of teaching going on in the school. To this end, supervision of instruction by the supervisor is a vital process, which by means of advice, direction and discussion assists to see that the available resources, manpower, finance and capital equipment are utilized for the attainment of educational objectives.

The concept of supervision is a one in the educational system of Nigeria. In Nigeria, people are much more conversant and familiar with the concept of inspection. However, the concept of inspection as pin-pointed Musaaaz (1982) has in effect been replaced by that of supervision. Even though the term “inspection” still exists in practice the activity is more in the category of “supervision”. The two terms inspection and supervision are at times used interchangeably. However, an understanding of the different between the two is important. The inspector and the supervisor in Nigeria are two different people.

The supervisor is employed by the local government authority, while the inspector is an official of the ministry of education. According to Swearingen as quoted Musaaazi (1982), supervisor or supervision focuses upon the improvement of instrument. It is concerned with continuous redefinition of goals, with the wider realization of the human dynamic for learning and for cooperative efforts, and with the nurturing of a creative approach to the problems of teaching and learning. This Statement indicates that

supervision is a consciously planned programme for the improvement and consolidation of instruction. Therefore, inspection does not simply refer to that specific occasion when the whole school is examined and evaluated as a place of learning, but also means the constant and continuous process of guidance based on frequent visits which focus attention on one or more aspects of the school and its organization. It was Stated that, by inspection, detail and comprehensive review of all aspects of the organization work could be traced.

According to Longman Dictionary of contemporary English (2010), the word “supervision” refers to the act of taking charge of people and being responsible for making sure that they do their work. UBEP (2002) maintained that in the educational concept, supervision refers to the role played by an education officer (or supervisor) in being responsible and making sure that teachers do their work effectively. In fact, the primary objective of supervision is to enhance the quality of instruction in the schools. Therefore, the learner is the focus of attention in the process of supervision. The supervisor however ensures that the teacher teaches in such away that the child understands so that he acquires the abilities, skills and attitudes Stated in the objectives of instruction.

In Good’s opinion, (1945) supervision is all efforts of designated school officials toward providing leadership to teachers and other educational workers in the improvement of teaching and learning. It involves the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction and method of teaching, and the evaluation of instruction”. On the other hand, supervision is regarded as the assistance given in the development of a better



teaching learning situation. It is a means to an end, a means to maintain the currently existing programmes of instruction as well as improving them. Eshak (2003) look at supervisor as the power that enables the organization under which he works to achieve its goals through the improvement of professional capability of those under his supervision. To McCormick & Procter (2010), supervision may be broadly defined as “services provided for the improvement of instrument”. He further explained that because teacher is the most vital agent of instruction, his improvement is also a legitimate goal of supervision. According to them also, supervision is the process of manipulating all elements and conditions surrounding teaching and learning to produce better learning and the function of providing the leadership necessary to effect improvement in the work of teachers.

Eshak (2003), emphasized that supervisor is an important agent for positive change in the arena of educational development, said he “the role of an educational supervisor in promoting positive change and innovation in an educational organization is, beyond any doubt, an important one”. Under the concept of supervision, teachers are meant to be helped in identifying and solving their professional problem for the purpose of improving the teaching learning situation. Based on this fact, Eshak (2003) content that: the supervisor can help a teacher gain insight leading to dissatisfaction with his teaching by means of visitation, reading, conferences, and by securing feedback on his job that will help him recognize discrepancies between his actual performance and how he believes he is teaching or would like to teach”.

### **2.2.6 Types of Supervision**

Whether within a school or between schools, school supervision is the art of cooperatively working with group within school members over whom some authority is exercised by the supervisor in such a way that a greatest objectives of the school and its members are achieved.

However, supervisors are classified into two main classes; the generalist and the specialist. On the other hand, resident and non resident supervisors. The Generalist or resident type of supervisor is one that is located permanently in a particular District (attached to same school) whose main task is to see the activities of some schools within that District. While the specialist or non-resident on the other hand is the one located at the Zonal District or headquarters office or the ministry of education or in the Local Government Area Education Office.

All the two types of supervisors mentioned above aimed at providing to the Local Education Department the full picture of school situation and what the part of education department could and should do in assisting the school headmaster to improve the standard of education, also acquaint the school head and his staff with up-date information on the equipment and instructional materials which can be used to improve the quality of the instruction. Meanwhile, to provide means of assessing the needs and priorities of the school; and last but not the least, to create avenue for raising the confidence and morale of the school staff through mature and wise counsel, commendation, motivation and demonstration of interest in their work, and at the same time to advice on maximum use of available resources.

- a) **Advisory Visits:-** Advisory visits are paid to educational institutions in order to encourage teachers and other school personnel in their work. Usually, an advisory visit or inspection/supervision is a one-day exercise. For this kind of supervision or inspection to be meaningful, UBE Programme (2002) emphasized that “it should focus on only a limited aspect of school life such as techniques of teaching, use of educational resources and so on “This, however, would depend on the size of the school, the scope of the curriculum and even the distance of the school to the inspectorate/supervisors.
- b) **Follow-Up Visit:-** A follow-up visit is carried out in order to find out if suggestions/recommendations for corrections and improvements that were given to school during the full scale inspection have been effected. A follow-up visit according to UBE programme (2002) “could take place up to one year after the full general inspection or earlier”.
- c) **Full-General Inspection:-** This is in fact, a full scale general inspection covering all aspects of school life from teaching and learning to library and laboratory facilities. It also includes inspecting relationship among school personnel. This kind of inspection or supervision could last an entire week. During a full general inspection, the scope covers the following:-
- i. Structure facilities-Classroom building. Laboratories and workshops.
  - ii. Learning resources facilities- laboratory equipment, specimens and furnishings, library books, audio and visual learning facilities.
  - iii. Teacher- learner relationship in the classroom.

- iv. School learning environment and climate; staff availability organization and relationship among staff.
- v. Social life of the school; teacher-learning effectiveness and the performance of pupils in specific subjects in the school.

Within three weeks as UBE programme (2002) of a full general inspection, an interim report is prepared and a copy each is sent to the school proprietor, Head teacher and commissioner of education. A full and final report is made available to these stakeholders within six weeks of a full-general inspection.

- d) **Recognition Visits:** - The specific purpose of recognition visit is to find out if a school can be approved to present candidates for national public examinations. The State Ministry of Education is responsible for organizing recognition visit for primary schools.

According to UBE programme (2002) recognition visit/inspection may result in any of the following outcome:-

- Full recognition of a school
- Partial approval of a school
- In extremely poor cases, outright rejection of a schools request for recognition.

#### **2.2.7. Objectives of Supervision**

The above various ways used to look into schools as explained are all means to achieve the following objectives:-

- i. To establish desirable educational practices and suppress undesirable ones from emanating.

- ii. To enhance minimum standards so that equal opportunity for pupil could be provided through preventing decline of efforts in the school.
- iii. To furnish materials for accurate on the spot reports on the school.
- iv. To ensure that regulations and directives are complied with and that pupils finances for education are wisely and validly utilized;
- v. And to provide a base for an effective dissemination of social and constructive education advice and ideas aimed of improving the quality of the teaching ability of the teachers and the education of the pupils ultimately.

In fact, some of the measures discusses above are not adequately and fully adopted or implemented in Katsina State especially when it come for example to the follow-up visits. This has to do with the fact that, there is lack of adequate transportation facilities for the supervisors.

It is therefore, the opinion of the researcher that, for the purpose of instructional supervision, there is the demand for the re-orientation of all officials in the inspectorate sector and teachers in the field on the role of supervision in school.

### **2.2.8 Duties and Responsibilities of District Supervisor**

A district supervisor is charged with many responsibilities to improve teaching and learning process in the schools. Among those responsibilities are:

- To ensure effective supervision of basic education institutions and their adherence to national set policy, aims, objectives and standards of education.
- To write progress reports on every subject taught in basic education institutions and send them to all stakeholders concerned.

- To prepare monthly, quarterly, mid-year and annual implementation reports concerning basic education.
- To collect and analyses basic education statistics in the district.
- To participate in educational seminars, workshops and conferences.
- To recommend and facilitate in-service training for basic education teachers.
- To review books intended for use in basic education institutions.
- To recommend list of instructional material intended for use in basic education institutions.
- To analyses both internal and external school examination results concerning primary schools.
- To accomplish any other task assigned by the district chief inspector of schools.

### **2.3 Role Performance of District Supervisors on Staff Development in Primary Schools**

Supervision is an aspect of administration. From historical point of views, the main purpose of supervision is to control the standard of instruction of school. It also aimed at maintaining teaching and improving the quality of teaching and learning. Purpose of supervision entails helping professional growth and cooperation thereby making teachers become self directive, creative, and more productive. In addition, it is to ensure that each individual teacher within the school system has been performing the duties for which he was scheduled. In his elaboration of the purpose of supervision, Adesina (1981) said that it also include the understanding of the performance of teachers employed to teach in the school system, coupled with the evaluation of their suitability for promotion, to also provide a guide for staff development and to know the

effectiveness of classroom management by the teachers; to comprehend the direction, assess the tone and identify some of the most urgent needs of the school.

To this end, the purpose of supervision and evaluation should be to help teachers improve and for the overall improvement of teaching and learning in the schools. It should therefore, be understood that such objectives, could only be realized or achieved when there is adequate provision of personnel in person of supervisors with long standing teaching experience coupled with both academic and professional training to enable him or her handle the most important task of guiding, promoting, directing and stimulating teaching-learning situation.

In his views, Eshak (2003) enumerated that one of the major purpose of supervision is to create a climate conducive to creativity through the actions words of supervisor and this can be achieved by providing moral support to teachers and the pupils. It is also among the major effort of any supervisory activity the changing of some aspect of a person's concept of self, way and manner of behaving coupled with attitude to the school and within the school as an organization.

Supervision exists for the purpose of stimulating, overseeing and appraisal of activities leading to an achievement of instructional goals at a specified quality level. Supervision is also concern with the ways and means of making teachers work effectively and also making pupils learn so that the school system can achieve the goal for which it is set up. The supervisor therefore, focus his attention more on monitoring and harmonizing all the activities necessary to achieve the objectives set up for the school.

In short, the purpose of supervisory activity is the supervision of instruction deals with learning, teaching and administration. It also entails the assistance given in the

development of a better teaching, learning situation. It is also evaluates the specific learning situation to ascertain the needs of children and the efficiency of instruction. But in Nigeria, educational leaders have the believed that evaluation in supervision does not improve the quality of teaching learning process. This has to do with the major problem of evaluating certain aspects of the teaching-learning process as it affects the teacher's work and neglects the evaluation of the subject matter, teaching methods, philosophy of the school, etc.

Base on the above, the National Policy on Education (section 11 sub-section 94) clearly Stated that “local boards of management will be responsible for local daily administration, management and quality control of schools within their jurisdiction. In addition, they will serve as feedback institutions to the State and federal ministries with respect to curriculum and materials development, techniques of teaching and evaluation procedures.

However, the most fruitful supervisory service are creative; supervision stimulates and encourages teachers to try out their own ideas. This kind of experience inspires teachers, gives them self-confidence and stimulates in them a desire for professional growth. In fact, successful supervision is based on cooperative relationship as well as cooperative planning between supervisor and the teachers. With cooperation, a feeling of oneness develops. Cooperation does not mean getting along with each other without occasional disagreement; it does not also means acceptance of all that is said. However, intelligent cooperation is based upon clearly understood and accepted aims, purpose, functions, and responsibilities.



### **2.3.1 The Need for School Supervision**

The speech of the former Minister of Education Professor Jibril Aminu during the 3<sup>rd</sup> meeting of the National Council of Education held in Bauchi on January 21<sup>st</sup> 1988 Stated the factors that enumerated the need for supervision. Said he “ as we all know, the standard of primary education, the foundation upon which our entire educational system is built is, to put it mildly very unsatisfactory due to the lack of adequate supervision”. In addition, Hamman (1985) also observed that, among the reasons that warrant the need for supervision are “ The serious lack of teaching aids in primary schools coupled with the fact that headmasters do not adequately supervise teaching for the improvement of instrument. However, it is a well known fact that, the increase in number of schools and pupils enrolment in Katsina State has not been matched by a corresponding increase in teacher supply both in terms of quantity and quality. The resultant effect in that most schools are operating with not only inadequate but also low quality teaching staff; hence the needs for effective supervision within the system for productive work become necessary.

Maiwada (2001) Stated that, “clearly, the most article factor for qualitative education is the teacher. Therefore, effort needs be intensified towards the supply of qualified and motivated teacher in all the schools. Attention he continued should therefore also be paid to other factors, especially effective supervision both internal by the headmasters and external by the school inspectors”. In addition, the direction of National Teachers Institute disclosed that: “about very two out of three teachers in Nigeria primary schools are either under-qualified or not qualified ay all”.

In fact, the presence of poor quality of teachers resulted into indiscipline and poor standards in schools. It is this State of affairs that required the attention of supervisors to be constantly in touch with the schools. On this same issues of indiscipline, Musaazi (1982) remarked almost the same view where he lamented that “almost all the candidates admitted into school are semi-illiterates and incompetent, which is very dangerous for the children education at this article early State of development in their lives.

Based on the above, therefore, supervision becomes imperative if quality is to be maintained or achieved. In addition, the promotion of qualitative education and standards in our primary school in the State will depend largely on such factors as teachers’ preparation and commitment, curriculum offerings and their relevance, adequate equipment and teaching aids, school management and administration and quality control through frequent supervision of schools.

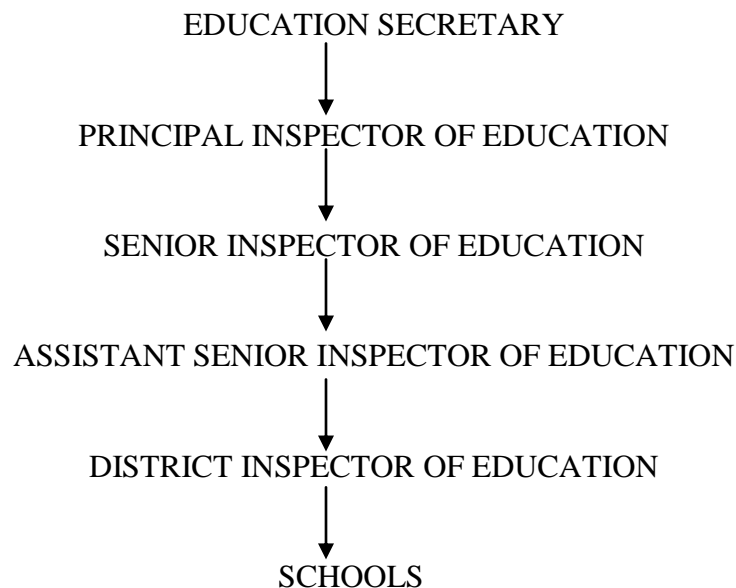
The teachers in primary schools should be sufficiently qualified and committed enough to effectively perform their jobs. However, to achieve these qualities of teachers it is essential that he/she has an adequate salary and conducive shelter Maiwada (2001). There is no doubt that effective teaching account for greater percentage of the child’s success in learning. This means that the teacher should always prepare good lesson notes. He presents his lesson in a nice and friendly way and routinely assesses his students through tests, home work. This is achieved with an effective supervisory activity.

#### **2.4 Role Performance of District Supervisors on the Provision of Instructional Guidance to Schools in Primary Schools**

In any given organization, the administrative structure gives the picture of the limits of authority and responsibilities that will produce accountability and standard supervisory work. Based on this, the Local Education Authority in this aspect of the research serves

as the centre where all primary schools activities were coordinated and carried out. At the same time, is accountable to the State Universal Basic Education Board. Below is the administrative chart or structure of the inspectorate unit of the Local Education Authority (L.E.A):

#### **2.4.1 Local Education Authority Organizational Chart of Inspectorate**



Perusing the above chart, it could be seen that, the most senior person in the Local Education Authority is the Education Secretary (ES) whose main schedule or duty is to make sure that full enrolment and attendance in the primary schools through the assistance of the Local Education Authority Committee, District Education Committee and the village Education Committee. The Education Secretary (ES) is also to shoulder the responsibility of the successful implementation of the special programmes like the distant learning system, science and mathematics project schools (Pilot schools), learning improvement project, Girls Child Education programme etc. in addition, the Education Secretary (ES) is also entrusted within the schedule of effective and sound administration

of education within the Local Government coupled with the quality control and promotion of pre-primary and primary education by making use of the inspection reports in the area under his jurisdiction. Meanwhile, discipline, transfer, promotion and posting of both teaching and non-teaching personnel from the rank of grade level 01-06 and to also recommend the promotion, appointment and discipline of officers within the rank of Grade level 07 and above in his area.

**a) Principal Inspector of Education:-** This is the most senior officer next to the Education Secretary in the Local Education Authority. The PIE is responsible for the supervision and inspection of pre-primary and primary school in his area both public and private. It is also his schedule to make sure that there is a full implementation of the continuous assessment programme and the successful implementation of Distant Learning (DLS) programme, science and mathematics (Pilot School) projects and any other programme that are associated with the development, progress and quality standard of education in schools of his areas. The P.I.E is also expected to participate in the interviews scheduled for the employment or selection of primary school teachers. He is in addition, to monitor the activities of all inspections in the Local Education and meanwhile, to report all reports and recommendations to the Education Secretary of the Local Education Authority.

Senior Inspector of Education (SIE) is the next to the PIE. His main duty is to look to the quality of schools within the District. He is also responsible for the distribution and proper utilization of teaching equipment and materials in his area. Meanwhile, he is to see the repairs of school buildings in his area by his

recommendations and submit reports and furniture's requirements for schools to the PIE.

- b) **Assistant Senior Inspector:-** Next to Senior Inspector of Education is the Assistant Senior Inspector of Education (A.S.I.E). in fact, he is the inspector of education who is entrusted with the responsibility of compiling up-to-date records of individual staff and the receiving and distribution of materials and equipment as donated by organizations. He is also to assist in book review for classroom use. However, the Assistant Senior Inspector in some respect has to conduct courses, seminars, and workshops for inspectors in order to be professionally developed.

The Inspector of Education is the next to the Assistant. Senior Inspector of Education in the L.E.A Organizational chart of inspectorate. The Inspector is usually charged with the responsibility of inspecting and supervising of schools within the District. However, there are two types of inspectors: there are those concerned with secular education and those that are responsible for Arabic/IRK education. Base on what was obtained from Katsina State, District Inspector/Supervisor at times is responsible for a specific number of schools, and the number of schools to be supervised varies from 5 to 7 or even more depending on the number of school in a given district or area.

For the discharge of their duties, inspectors are charged to prepare inspection scheduled and conduct both scheduled and unscheduled supervision/inspection of schools ion the area. Meanwhile, for the purpose of quality insurance, they are vested with the power of refresher course for headmasters and teachers and the full implementation of continuous assessment in their areas. In addition, they

should also submit periodic report on each school and progressive achievement made by the Assistant Senior Inspector of Education.

The components of the administrative chart or structure of the inspectorate portrayed the ultimate scheduled and responsibilities for control, programmes implementation and supervision depends with the P.I.E in the Local Education Authority and aided by the Senior Inspector of Education, Assistant Senior Inspector, and the Inspector of schools. This type of structure is obtained in the entire 36 Local Education Authorities in Katsina State.

## **2.5 Role Performance of District Supervisors on School-Community Relationship in Primary Schools**

It is one of the major responsibilities of the supervisor is to help the administrator, other personnel and community to provide the best possible ways of teaching and learning for pupils and school maintenance. In view of this, supervision could be viewed under three main processes namely: social process, psychological process and educational process.

- (a) **Social Process:-** Under this process, and since the supervisor is regarded as an instructional leader, he therefore, has certain powers which are not necessarily coercive powers leading to immediate reward or punishment. He is the power that enables the organization under which he works to achieve its goals through the improvement of professional capability of those under his supervision. His power is therefore, a value power, which is in keeping with the norms of the scientific humanism in which concern for fellow men, openness, honesty, flexibility and cooperation prevail. For him to be an effective supervisor, his role must embody these elements which will form the basis of his power to enable him achieve the

organizational goals. Eshak (2002) stressed that “ the supervisor’s concern for fellowmen will put him on a sound relationship between himself in his clients who is in this contest are teachers, and will promote better understanding among them.

The supervisor’s openness will create an atmosphere of trust and will result in the teachers cooperating with him in his effort to bring about positive educational progress and development. If he is flexible it means he may not only listen to the opinions of others but is likely to adopt them when they prove to be better than his own.

It is the opinion of this researcher that the supervisor should established a friendly relationship with his clients (teachers) without doing this, any effort to introduce meaningful change for the betterment and progress of education and teachers will be futile no matter how well-intentioned the change may be. In addition, for him to enjoy the idea of “supportive relationship”. It is duty bound on him to cater for the needs and motives of the teachers and all concerned with education. This has to be done when due, preparing for their training on either in-service or part-time basis, make adequate provision of instructional materials for effective teaching and learning. In brief, the different ways and manners the teachers’ need and problems are solved the more motivated they become in discharging their duties.

In the contemporary period, supervisors are regarded as agents of change through motivation and innovations. As an agent of change, the supervisor should always adopt the method of internationalization. This involves according to Eshak (2003) “ getting the teachers to understand the causes of the problem before any lasting

improvement can be thought of". In order to do this, the supervisor may work in a number of ways to encourage an individual teacher to change. These include:-

- a. He should work intuitively in such matters as regards to teacher's feelings and behaviour.
- b. He should be flexible in his ways of working and sensitive to the feelings of teachers.
- c. He should look for possible situations in which to promote change and other situation where efforts to influence change should be withheld or withdrawn.

Having done this, the supervisor can help the teacher analyze the situation and select appropriate goals for change, progress and development. In addition to the above, the supervisor is the dispatching station at the centre of the educational endeavours, planning, operating and educating.

- (b) **The Psychological Process:-** the psychological aspect of supervisory process involves identifying the problem and seeking solution to it, the feeling's and emotion of teachers and all be various kinds of psychological means employed to center for them.

Personal problems of teachers do not stem only from the classroom. They may also emote from the pressures or could be attributed or trace to either social, emotional, economic or community situation in to which the teacher finds himself. It is also of importance for the supervisor to be comprehended that such problems do exist and that they complicate supervisor-teacher relationships or the teacher's teaching. Otu ( 1989) has this to say:



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

Based on the psychological role played by a supervisor, it is therefore important and pertinent for supervisors to possess the following in order to enable him of being capable enough in solving or finding solutions to the teacher's problems. These among others include that the supervisor should be well balanced himself and capable of solving his own personal problems, and at the same time he does not profess to know all the answers to other peoples' problem. Gwynn (1972) stressed that, the supervisor for whom teachers turn naturally for help in the solution of their personal problems is not only a well balanced person, he is expected to be an excellent listener, a person who never betrays a confidence, a tolerant person, a keen student of human nature and behaviour and truly modest person.

A good human relation is regarded as one of the important psychological process involved in the supervisory activities. As such, the supervisor must learn how best to relate to the individuals in order to make the best out of them.

- (c) **Educational Process:-** As a continuous process aimed at maintaining teaching and improving the quality of teaching and learning, a supervisor under this process need to be known about how to improve teaching methods and how to device challenging learning situations. It is a well known fact that, for educational system to move from one stage to a higher one, then two strictly professional factors should be considered; these factors are the level of general education of

the teacher in the system, and the amount and kind of training he received. Dent (1947) remarked that “ the training should at least touch each of what have been called the ‘three in evitable area of man’s life, and knowledge, the physical world, man’s corporate life, his inner visions and standards’”.

It is therefore, noteworthy that a part from assisting or helping the teachers to develop through training of various kinds the nature of supervision under the education process also recognizes the importance of the supply of instructional materials and other facilities necessary for learning. Furthermore, the art of teaching is the learning process for the professional person when he searches for better instructional methods and relevant materials. In view of this, supervisors and teachers must constantly seek ways to make the curriculum more relevant for pupils and make provision for greater depth and greater understanding. Meanwhile, and based on the above, it should therefore be comprehended that the effectiveness of the imparting of knowledge in the classroom depends on the quality of the teacher academically and professionally. In summary, the training of teachers should be devoted to the concept and practice of education due to the fact that we are in dire need of well trained and qualified teacher.

## **2.6 Role performance of District Supervisors on Awakening School Administrators on Effective Leadership in Primary Schools**

It is of vital importance to comprehend that, to maintain standards in the schools throughout Katsina State, as pin-pointed by Kalli (2001) that; “district supervisors shall find a way to ensure that people who come to teach in our schools are good enough to render such services. Teachers must be made to know what takes to teach before they are put to do the job, and this could be done when there is effective supervision”.

The supervisor may also participate in evaluating new procedures and help the teacher decide on the basis of evidence what to continue with, what to modify, and what to reject. Eshak (2003) emphasized that the evaluation of information should be the concern of both the supervisor and the teachers in order to succeed.

In his evaluation of the concept of supervision, Out (1989), looked at it as a formative stage which is a continuous process. Supervision therefore, tries to look into the organization of the learning programme, the growing of pupils, the organization of the school, the method of educating, reporting and determining pupils progress, the content of the curriculum, the teaching methods, the philosophy and practice of discipline, and the study and use of community resources. All the said and others should be questioned, evaluated and discussed in an attempt to improve the learning and growth of the pupils. Also, in Misner's (1963) views, supervision programme, head teachers and supervisors, serve as skilled resource persons possessing skills which aid administrators, teachers, parents and children in providing an educational programme which will eventually improve the quality of living in the communities in which they live and work. In fact, this is the reason why some scholars looked at supervisor as a leader because he guides the action of others. He is a "teacher" of teachers because he helps the teacher to do his job better. He is also a link between the school teachers and the head teachers. The supervisor liaises between the headquarters and the school teachers and between the schools and the surrounding communities. He is an overseer in the school situation.

Supervision in the other hand is the assistance given in the development of a better teaching-learning situation. It is a means to an end: a means to maintain the currently existing programmes of instruction as well as improving them.

Supervision/supervisor helps to provide the climate and condition that are best for learning. In addition, supervision is also considered as the evaluation of specific learning situation to ascertain the needs of children and the efficiency of instruction. Hence supervision is a service activity that exists mainly to help teachers do their jobs better. In the light of this Statement, it could be realized that, the concept of supervision requires the supervisors to assess and report on the efficiency of an institution, they should also:

1. Render all possible assistance at their disposal to teachers in maintaining educational progress and development.
2. Ensure educational progress and development through the compilation of pamphlets and handbooks on general or particular aspect of education.
3. Assist the teacher in the use of materials and books, in the planning and organization of extra-curriculum activities coupled with informing them about contemporary research on new teaching methods.
4. Supervises, assess, and report on the arrangements for the training and re-training of teachers.

## **2.7 Role performance of District Supervisors on Curriculum Development and Classroom Management in Primary Schools**

Techniques in this aspect refers to the ways and manners thing are been carried out. It is also means the ability to coordinate and direct the work or action of others, and at the same time to organize and integrate activities in such a way that the goals set to achieved by group work or effort can be obtained. In fact this portrayed that there were many ways available at supervisors disposal to undertake an effectively, supervisory instructional personnel within the school system, all of which aimed towards making

them render more productive service. Amongst these ways, some are briefly enumerated bellows:-

a) **Conferences and Address:-** This is one of the technique that enhance teaching learning development. It is a situation where experienced and seasoned teachers from neighboring institutions and specialists from our institutions of higher learning are invited occasionally to schools to address teachers on current problems and contemporary new methods and professional topics related to their field of scheduled. This will enable teachers gain more knowledge and understanding, coupled with making them better able to grapple with the problems of classroom situation. This is so because the central problems of a curriculum design are to determine the scope of expected learning, to also establish a continuity of learning and a proper sequence of content and to unify ideas from diverse area. Fasanmi (1982).

In the light of the aforementioned, it is therefore, the researcher's view that the District school supervisors should try all possible ways available at their disposal to see that the competence of the teacher is raised to a higher level in order to obtain the desired objectives.

b) **Induction Courses and Seminars:-** The progress and development of teacher is regarded as the most priority if the quality of education is to be enhance. This is the primary responsibility of the supervisor whose efforts are focus towards improving the quality of education generally in the schools. Seminars and inductions curses are usually arrange during the long vocation for teachers of all grades and in all subjects. All these are aimed at finding solutions to problems and at the sometime making available to teachers modern techniques both in the art of teaching and in the

preparation of teaching aids. This also will enable the teachers to be very much conversant and up-to-date with the ways and techniques of the contemporary world.

- c) **Inter School Visitation:-** it is possible to have the teacher watch the supervisor or some very experienced teacher conduct a lesson from which he can gain some skills in teaching. In this kind of inter-visitation, the objectives should be clear to teacher right from the beginning that is improvement of their classroom performance.
- d) **Classroom Observation:-** This technique or device is the most frequently used tool for improving the quality of instruction in schools. The supervisor may or may not inform the teacher of his coming. In some stances, it is the teacher that invites the supervisor to come for supervision. For classroom observation, it is important for the supervisor to know what the teacher will be doing in advance, including the instructional objectives. It is the view of UBE programme (2002) that, under this technique, it is important as well as to have some knowledge of the pupils, what they have done so far and what they will be doing and their level of ability. It is also a good thing for the supervisor to records the conduct of the lesson on closed-circuit television or an audio tape for analysis with the teacher later. After the lesson, an interview with the teacher should follow. It is at this stage that the recorded lesson could be examined. Suggestions on how to improve the lesson could then be given.
- e) **Demonstration Methods:-** In this supervisory device or technique, the supervisor demonstrates teaching skills to a group of teachers at the same time on other hand, the head or visiting teacher could take over a classroom from a teacher upon his (teacher's) request and illustrate good teaching techniques. Due to the importance attached to this technique, Gwynn (1972) acknowledge that “ good demonstration

teaching is not hit or miss; it is carefully planned and has a definite goals. The observing teacher should be aware of the process of the demonstration and should take notes carefully on it”.

- f) **Selection of Materials for Teaching:-** An important skill for teachers, particularly beginning teachers to acquire, is that of the selection of appropriate instructional materials to mach their style of teaching. The supervisor should be able to assist the teacher in this respect. UBE programme (2002) Stated that, good teaching materials can make big differences on the outcome of instruction.
- g) **Committees:-** This method or technique of improving teachers in serves involves a small committee, in some cases of four or five people who work on a project and submit a report. For example, they could carry out a study on the local materials that are used for the teaching of primary science such reports as emphasize UBE programme (2002) could prove very valuable in the process of supervision.
- h) **Field Trips:-** The use of field trips for the in-service training of teachers involves the supervisor arranging a trip to some place in order to assist the teachers to learn certain educational values. Upon their return, the teachers evaluate the teaching resources and possibilities of what they have learned.

## **2.8 Empirical Studies**

The study evaluates Role Performance of District Supervisors in the Management of Primary Schools in Katsina State, Nigeria. In view of this, the researcher detected many researches related to the role performance of district supervisors in the school. A study was carried out by Inuwa (1993), titled “Evaluation of the Role and Functions of District School Supervisors in Kano State, Nigeria” The researcher adopted descriptive

research design, and collected the data for the study through the use of questionnaire and personal interview. 4,977 teachers and 244 Ministry of Education officials as population for the study. The sample for the study was 456 teachers and educational administrators. The study examined the role performance of district supervisors as regard to teachers' development, instructional guidance, school community relationship, leadership styles etc. The finding of the study showed that there were regular conducts of workshops and seminars, mentoring etc.

A study also was carried out by Brackett, (1904); New York: Macmillan, titled: "*Supervision and Education in Charity, in United State*" The researcher adopted descriptive research design and collected the data for the study through the use of questionnaire and personal interview. 2,574 teaching staff and 301 non-teaching staff as the population for the study. 300 teaching staff and 100 non-teaching staff were used as a sample for the study. Chi square statistical tool and simple percentages were used. The study examined the role performance of district supervisors such teachers' development, school community relationship, instructional guidance etc.

## **2.9 Summary**

In this chapter, attempt has been made at reviewing relevant literature on the theme of the study, which was focus on the evaluation of supervisory role and functions. The concept of supervision in education in which differentiation between supervision and inspection was made. Also, the chapter further reviewed the purpose of supervision, the demand for supervision, the techniques applicable in supervision, types of supervision and the description of the district administrative structure of the Local Education Authority's inspectorate was also discussed in line with the raised objectives of the study.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter outlined the procedure through which the study was carried out. It contains the following:- Research Design, population and sample and sampling technique, instrumentation, validity of the instrument, pilot study, reliability of the instrument, procedure for data collection, and the statistical tool for data analysis.

#### **3.2 Research Design**

The selected design for this research was survey research design. The design was chosen because of its suitability to the study population. According to Adetoro (1986) the survey design is concerned with finding, describing and interpreting “what is” put more succinctly, the design is also concerned with the conditions or relationship that exists, practices that prevail, as well as point of view and attitudes that are being felt.

#### **3.3 Population of the Study**

The population for this study consists of all the 201 District School Supervisors in Katsina State, all the 34 Principal Inspectors of Education (PIE), all the 2, 207 Headmasters, all 34 Assistant Senior Inspectors of education, and all the 19,500 primary school teachers within the State. The table 3.3.1 shows the details:

**Table 3.3.1: Katsina State Education Zones and Teachers Population based on the Local Government Education Authority National School Census 2012/2013**

S/N	DESCRIPTIONS	TOTAL
1	Primary School Teachers	19, 500
2	Headmasters	2,207
3	District Supervisors	201
4	Principal Inspector of Education	34
5	Assistant Senior Inspector	34
<b>TOTAL</b>		<b>21,985</b>

**Source: Ministry of Education Katsina State, (2014)**

### **3.3 Sample and Sampling Technique**

The sample for this study was drawn from the three (3) Education Zones of Katsina State namely, Katsina Central Zone, Funtua and Daura Zones. As Stated above, the total sample for the study was four hundred and thirty two (432) teaches and school administrators. Teachers were sampled through the use of simple random sampling techniques. According to Adetoro (1986) simple random sampling techniques “is a procedure of giving any subject in a population equal chance of appearing in the selection”. The table 3.4.1 explained the details:

**Table 3.4.1: Katsina State Education Zones and Teachers Population and Sample**

S/N	ZONE	LGA	Population and Sample			
			Teachers		School Administrators	
			Population	Sample	Population	Sample
1	Funtua	Funtua	767	75	63	15
		Danja	393	35	35	10
2	Katsina	Katsina	1229	100	70	15
		Kaita	396	35	34	10
3	Daura	Daura	701	70	50	10
		Zango	472	47	34	10
<b>Total</b>			<b>3,955</b>	<b>362</b>	<b>286</b>	<b>70</b>

### 3.4 Instrumentation

A questionnaire titled “Evaluation of the Role performance of District School Supervisor” was developed by the researcher. The questionnaire was specifically drawn to aid in evaluating the functions and role of District School Supervisor. A Likert five (5) point scale options was used in the collation of the options which include Agreed, Strongly Agreed, Undecided, Disagreed and Strongly Disagreed was designed to gather data and responses. The questionnaire consist the following sections: section A, request letter; section B, personal data of the respondents; and section C to G, opinion Statement for testing the hypotheses. When the content was ensure, adequate copies were produced for administration on the larger study sample.

### **3.5 Validity of the Instrument**

In order to meet the demand and to avoid ambiguity, meanwhile to ensure the adequacy of the questionnaire as well as the validity of the content of the instruments, the questionnaire was given to the supervisor to correct and make suggestions for pilot testing. According to Adetoro (1986) Instrument validity is the degree to which a measuring instrument measures what it is designed to measure. He further Stated that validity means giving the instruments to expert for correction, suggestion and criticism. Therefore, when the contents were ensured, adequate copies were produced for administration on the larger study sample.

### **3.6 Pilot Study**

A pilot study was conducted, to ascertain whether the instrument will be able to measure what it is meant to measure. This was served as a security to the final result of the study. A pilot test will be conducted in Daura Local Government Education Authority. 40 copies of the questionnaire will be distributed. The questionnaire consisted of section such as the request letter; bio data; guideline and how to fill the questionnaire and Statement section which was designed to test the opinions of the respondents based on the hypotheses of the research. The data was collected and subjected to statistical test of coefficient correlation reliability.

### **3.7 Reliability**

The reliability of the instrument was obtained at reliability coefficient 0.77. This means that the instrument was considered reliable and was able to constantly measure what it is meant to measure. In the view of Mukherjee (1980) the average of correlation coefficient must be as high as 0.80 or there about.

### **3.8 Method of Data Collection**

The questionnaire was administered as a method of data collection. The respondents were given with sufficient time to complete the questionnaire. In fact, personal contact between the researcher and respondents was developed to enhance better understanding of the items. However, the copies of the questionnaire were retrieved back after completion. The researcher were use research assistant for distribution and collection the questionnaires.

### **3.9 Method of Data Analysis**

The data collected from the respondents were compiled and tabulated in chapter four using frequency and percentage. Interpretations of data analysis were made after every table. The raw scores from the frequency were converted to percentages through the descriptive statistical techniques such as mean and percentage to answer the research questions. Frequency and percentage distribution was used to show the respondents perceptions on a given item on the table. At the end, to test the postulated hypotheses of this research inferential statistics of t-test was employed to analyze the data. While the hypotheses will be tested at 0.05 significant level.

## CHAPTER FOUR

### PRESENTATION OF DATA ANALYSIS

#### 4.1 Introduction

This chapter presents the analysis and discussion of data collected for the study. The presentation is on two sections: section (A) consists of bio-data of respondents which involves status, gender, marital status, Age, qualification and years of experience. While, Section (B) consists of presentation of data analysis, which include 1-50 item Statements as well as the opinions of respondents based on the formulated hypotheses.

A total of 362 copies of the questionnaire were distributed to teachers, but only 321 were returned. Also, 70 copies of the questionnaire were distributed to the educational administrators. While, only 58 were retrieved. Hence, a total of 432 copies of the questionnaire were distributed but only 379 were returned. The analysis was therefore, based on the data gathered from the above mentioned number of returned copies of questionnaire. The data were also presented in tabular form. Each table contains serial number, item Statements, category of respondents, respondents' opinions presented in frequencies and percentages. Moreover, the chapter contains interpretation of hypotheses testing in tabular forms with explanations of acceptance or rejection based on t-test analysis. Fifty item Statements were used in the assessment of the respondents' opinions (Appendix A). Five tables were presented, and item analysis was done in the presentation of findings.

## 4.2 Bio-Data

This section gives information on Bio-Data of the respondents using frequency table and simple percentage; it covers items 1-5 which include: status, gender, age, qualifications and years of experience. Table 4.1 is on status of respondents:

**Table 4.1: Status of Respondents**

Category	Frequency	Percentage
Teachers	321	85
Educational Administration	58	15
<b>Total</b>	<b>379</b>	<b>100.0</b>

Table 4.1 shows status of the respondents by category. The table shows that teachers have the highest frequency and percentage. Table 4.2 is on gender status.

**Table 4.2: Gender of Respondents**

Sex	Frequency	Percentage
Male	251	66
Female	128	37
<b>Total</b>	<b>379</b>	<b>100.0</b>

Table 4.2 shows gender of the respondents by category. The table also shows that the male have the highest frequency and percentage. Table 4.3 is on age of respondents.

**Table 4.3: Age of Respondents**

		Age							
20-30		31-40		41-50		51- above		Total	
F	%	F	%	F	%	F	%	F	%
16	4	75	20	127	34	161	43	379	100

The above table shows the age of respondents in frequency and percentage. The age between 51 and above has the higher frequency of with 43%. Table 4.4 below is on qualifications of the respondents.

**Table 4.4: Qualifications of Respondents**

<b>Qualifications</b>											
<b>Diploma</b>		<b>NCE</b>		<b>B.ED</b>		<b>M.ED</b>		<b>PhD</b>		<b>Total</b>	
F	%	F	%	F	%	F	%	F	%		
10	3	25	7	122	32	217	57	5	1	379	<b>100</b>

The above table shows the qualification of respondents, in which discovered that B.ED holders have 47% which is the highest, followed by NCE with 32%, then M.ED 102%. The table 4.5 below is on years of work experience of the respondents.

**Table 4.5: Years of Experience of Respondents**

<b>Years of Experience</b>											
<b>1-10</b>		<b>11-20</b>		<b>21-30</b>		<b>31-35</b>		<b>Total</b>			
F	%	F	%	F	%	F	%	F	%		
35	9	40	11	90	24	204	54	379		100	

The table above shows the years of experience of respondents. From the table, it was discover that years between 31-35 have the higher frequency and percentage.

### **4.3 Opinions of Respondents on Role Performance of District Supervisors in the Management of Primary Schools Katsina State**

This section (B-F) presents the analysis and discussion of data related to the raised objectives of the study; these are: role performance of district supervisors on staff development in primary schools in Katsina State; role performance of district supervisors on the provision of instructional guidance in primary schools in Katsina



State; role performance of district supervisors on school-community relationship in primary schools in Katsina State; role performance of district supervisors on awakening the school administrators on effective leadership in primary schools in Katsina State; role performance of district supervisors on curriculum development and classroom management in primary schools in Katsina State; The analysis was presented by use frequency tables and simple percentages. The respondents' responses ranged from tables 4.7 to 4.11 respectively.

#### **4.3.2 Role Performance of District Supervisors on Staff Development in Primary Schools in Katsina State**

This section covers items 1 to 10 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 1 attempts to find out whether role performance of district supervisors encourage teachers for training in Katsina State. Item 2 attempts to find out whether district supervisors encourage conduct of seminars and workshops in Katsina State, hence, item 3 investigates if district supervisors organize inter-school workshops for staff development in Katsina State; Item 4 tries to investigate whether supervisors' staff development programmes improve teachers' competences in Katsina State. Further more; Item 5 investigates whether special seminars are organized for head teachers by district supervisors in Katsina State. Item 6 asked whether in-service training is given to teachers due to the functions of district supervisors in Katsina State, Item 7 attempts to find out whether effective functions of district supervisors encourage regular teachers' mentoring in Katsina State. However, item 8 investigates whether functions of District supervisors improve regular orientation of teachers in Katsina State. Item 9 attempts to find out if district supervisors encourage conduct of

symposia in Katsina State; item 10 investigates whether teachers attend educational excursion due to the functions of district supervisors in Katsina State. Details of the responses of both teachers and educational administrators were explained in table 4.6.

**Table 4.6: Opinions of Respondents on the Role performance of District Supervisors on Staff Development in Primary Schools in Katsina State**

S/N	Item Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
1	Role performance of district supervisor encourage teachers for training in Katsina State.	Teachers	196	61	21	7	104	32	321	100
		Educational Administrators	17	22	4	7	41	71	58	100
2	District supervisors encourage conduct of seminars and workshops in Katsina State.	Teachers	214	67	55	17	52	16	321	100
		Educational Administrators	20	35	20	35	18	31	58	100
3	District supervisors organize inter-school workshops for staff development in Katsina State.	Teachers	186	58	105	33	30	9	321	100
		Educational Administrators	27	47	26	45	5	9	58	100
4	Supervisors' staff development programmes improve teachers' competences in Katsina State.	Teachers	162	50	80	25	79	25	321	100
		Educational Administrators	12	21	20	35	26	45	58	100
5	Special seminars are organized for head teachers by district supervisors in Katsina State.	Teachers	248	77	32	10	41	13	321	100
		Educational Administrators	51	88	3	5	4	7	58	100
6	In-service training is given to teachers due to the functions of district supervisors in Katsina State	Teachers	203	63	73	23	45	14	321	100
		Educational Administrators	30	52	23	40	5	9	58	100
7	Effective functions of district supervisors encourage regular teachers' mentoring in Katsina State.	Teachers	214	67	61	19	46	14	321	100
		Educational Administrators	25	43	9	16	24	41	58	100
8	Functions of District supervisors improve regular orientation of teachers in Katsina State.	Teachers	180	56	88	27	53	17	321	100
		Educational Administrators	34	59	7	12	17	29	58	100
9	District supervisors encourage conduct of symposia in Katsina State.	Teachers	181	56	33	10	107	33	321	100
		Educational Administrators	36	62	9	16	13	22	58	100
10	Teachers attend educational excursion due to the functions of district supervisors in Katsina State.	Teachers	198	62	35	11	88	27	321	100
		Educational Administrators	14	24	7	12	37	64	58	100

Table 4.6, shows differences in the opinions of teachers and educational administrators in response to item 1. The item asked the opinions of the respondents on whether role performance of district supervisors encourage teachers for training in Katsina State. The total of 61% of teachers agreed with the Statement; while, 41% of educational administrators disagreed with the Statement. Item 2 attempts to find out whether district supervisors encourage conduct of seminars and workshops in Katsina State, it was 67% of teachers that supported the idea, and 66% of educational administrators disagreed with the Statement respectively.

Hence, item 3 investigates if district supervisors organize inter-school workshops for staff development in Katsina State; the responses show that 58% of teachers and 47% of educational administrators that agreed with the Statement. Item 4 tries to investigate whether supervisors' staff development programmes improve teachers' competences in Katsina State. The discovered result showed that 50% of teachers agreed with the idea, while, 45% of educational administrators disagreed with the Statement respectively. Further more; Item 5 investigates whether special seminars are organized for head teachers by district supervisors in Katsina State. the responses showed that 77% of teachers 88% of educational administrators that agreed with the Statement. Item 6 asked whether in-service training is given to teachers due to the functions of district supervisors in Katsina State. It was 63% of teachers and 52% of educational administrators that agreed with the Statement. Item 7 attempts to find out whether effective functions of district supervisors encourage regular teachers' mentoring in Katsina State. The result showed that 67% of teachers and 43% of educational administrators that agreed with the Statement.

However, item 8 investigates whether functions of District supervisors improve regular orientation of teachers in Katsina State. It was discovered that 56% of teachers and 59% of educational administrators that agreed with the Statement. Item 9 attempts to find out if district supervisors encourage conduct of symposia in Katsina State. The responses disclosed that 56% of teachers and 62% of educational administrators that agreed with the Statement. Item 10 investigates whether teachers attend educational excursion due to the functions of district supervisors in Katsina State. It was 62% of teachers and 64% of educational administrators agreed with the idea. Details of the responses of both teachers and educational administrators were explained in table 4.6.

#### **4.3.3 Role performance of District Supervisors on the Provision of Instructional Guidance in Primary Schools in Katsina State**

This section covers item 11 to 20 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 11 endeavours to find out whether district supervisors ensure effective use of teaching aids in the classroom in Katsina State. Item 12 asks whether district supervisors assist teachers to solve instructional problems in Katsina State. Also, item 13 tried to investigate whether district Supervisors check all records of work of teachers regularly in Katsina State. While, Item 14 attempts to find out whether district supervisors provide instructional materials such as charts and graphics for teachers in Katsina State.

Further more; Item 15 investigates whether Newly recommended methods of teaching demonstrated by District supervisors new to teachers in Katsina State. Item 16 asked whether district supervisors encourage provision of classrooms for

conducive of learning in Katsina State. Item 17 attempts to find out whether school plants are well planned and maintained due to functions of district supervisors in Katsina State. In addition, item 18 investigates whether District supervisors check teachers' lesson plan regularly in Katsina State. Item 19 further attempts to find out whether the Teachers and students' academic performance rely more squarely on functions of district supervisors in Katsina State. And item 20 investigates whether Due to the role performance of district supervisors; all school records are up to date in Katsina State. Details of the responses of both teachers and educational administrators were explained in table 4.7:

**Table 4.7: Opinions of Respondents on the Role performance of District Supervisors on the Provision of Instructional Guidance in Primary Schools in Katsina State**

S/N	Item Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
11	District supervisors ensure effective use of teaching aids in the classroom in Katsina State.	Teachers	276	86	11	3	34	11	321	100
		Educational Administrators	38	66	4	7	16	28	58	100
12	District supervisors assist teachers to solve instructional problems in Katsina State.	Teachers	153	48	81	25	85	26	321	100
		Educational Administrators	46	79	4	7	8	14	58	100
13	District Supervisors check all records of work of teachers regularly in Katsina State..	Teachers	145	45	40	13	136	42	321	100
		Educational Administrators	34	59	5	9	19	33	58	100
14	District supervisors provide instructional materials such as charts and graphics for teachers in Katsina State.	Teachers	174	54	49	15	98	31	321	100
		Educational Administrators	45	78	6	10	7	12	58	100
15	Newly recommended methods of teaching demonstrated by District supervisors new to teachers in Katsina State.	Teachers	144	45	87	27	90	28	321	100
		Educational Administrators	25	43	23	40	10	17	58	100
16	District supervisors encourage provision of classrooms for conducive of learning in Katsina State.	Teachers	224	70	37	12	19	27	321	100
		Educational Administrators	28	48	5	9	25	43	58	100
17	School plants are well planned and maintained due to functions of district supervisors in Katsina State.	Teachers	203	63	67	21	56	16	321	100
		Educational Administrators	37	60	12	19	13	21	58	100
18	District supervisors check teachers' lesson plan regularly in Katsina State.	Teachers	147	46	90	28	85	26	321	100
		Educational Administrators	33	57	5	9	20	34	58	100
19	Teachers and students' academic performance rely more squarely on functions of district supervisors in Katsina State.	Teachers	152	47	66	21	103	32	321	100
		Educational Administrators	42	72	4	7	12	21	58	100
20	Due to the role performance of district supervisors; all school records are up to date in Katsina State.	Teachers	148	46	49	15	124	39	321	100
		Educational Administrators	24	41	3	5	31	53	58	100

From table 4.7, there was a high degree of agreement among teachers and educational administrators in response to item 11. The Item endeavours to find out whether district supervisors ensure effective use of teaching aids in the classroom in Katsina State. It was 86% of teachers and 66% of educational administrators agreed with the Statement. Also, item 12 asks whether district supervisors assist teachers to solve instructional problems in Katsina State. The response showed that 52% of teachers disagreed with the Statement; while, 79% of educational administrators supported the idea. Item 13 tried to investigate whether district Supervisors check all records of work of teachers regularly in Katsina State. It was discovered that 55% of teachers disagreed with the idea; and 59% of educational administrators agreed with the Statement respectively. In Item 14, opinions of respondents were asked whether district supervisors provide instructional materials such as charts and graphics for teachers in Katsina State. the result indicated that 54% of teachers and 78% of educational administrators that agreed with the Statement.

Further more, there is a congruent of opinions between teachers and educational administrators in respond to item 15 which investigates whether newly recommended methods of teaching is demonstrated by district supervisors to teachers in Katsina State. It found that 55% of teachers and 57% of educational administrators disagreed with the Statement. Unlike item 16 that asked whether district supervisors encourage provision of classrooms for conducive of learning in Katsina State. about 70% of teachers agreed with idea; while, 57% of educational administrators disagreed with the Statement respectively. Item 17 attempts to find out whether school plants are well planned and maintained due to functions of district supervisors in Katsina



State. The responses showed that 63% of teachers and 60% of educational administrators agreed with the idea. The responses of item 18 which investigates whether district supervisors check teachers' lesson plan regularly in Katsina State showed that 54% of teachers disagreed with the idea, while, 57% of educational administrators agreed with the idea. Item 19 further attempts to find out whether the Teachers and students' academic performance rely more squarely on functions of district supervisors in Katsina State. It was 53% of teachers disagreed with the Statement; and 72% of educational administrators agreed with the item respectively. And item 20 investigates whether due to the role performance of district supervisors; all school records are up to date in Katsina State; the response showed that 54% of teachers and 59% of educational administrators disagreed with the idea respectively.

#### **4.3.3 Role Performance of District Supervisors on School-Community Relationship in Primary Schools in Katsina State**

This section covers item 21 to 30 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 21 asked if district supervisors sensitize PTA members on educational development in Katsina State. Item 22 attempts to find out whether Supervisors' role encourage community participation school decision making in Katsina State; also, item 23 tried to investigate whether parent and other stakeholders use their resource to school due to the function of district supervisor in Katsina State, whereas, Item 24 attempts to find out whether Teachers enjoy welfare services by the community due to the functions of district supervisors in Katsina State.

Further more; Item 25 investigates whether school properties are maintained by the community due to the function of district supervisor in Katsina State; hence, in

item 26 opinion of respondents was asked on whether community enjoys use of some school properties due to the sensitization of district supervisors on school community relationship in Katsina State, Item 27 tries to confirm whether some teaching and learning facilities are provided by the community due to the functions of district supervisors in Katsina State. Item 28 further investigates whether district supervisors encourage community to send their children to school in Katsina State. Item 29 also attempts to find out the district supervisors manage school community conflicts in Katsina State. And item 30 investigated whether it is district supervisors that sensitize community to accept a new introduced school curriculum in Katsina State. Details of the responses of both teachers and educational administrators were vividly explained in table 4.8.

**Table 4.8: Opinions of Respondents on Role Performance of District Supervisors on School Community Relationship in Primary Schools in Katsina State**

S/N	Item Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
21	District supervisors sensitize PTA members on educational development in Katsina State.	Teachers	287	89	18	6	16	5	321	100
		Educational Administrators	37	64	7	12	14	24	58	100
22	Supervisors' role encourage community participation school decision making in Katsina State.	Teachers	162	50	75	23	84	26	321	100
		Educational Administrators	32	55			26	45	58	100
23	Parent and other stakeholders use their resource to school due to the function of district supervisor in Katsina State.	Teachers	239	74	42	13	40	12	321	100
		Educational Administrators	39	67			19	33	58	100
24	Teachers enjoy welfare services by the community due to the functions of district supervisors in Katsina State.	Teachers	275	86	21	7	25	8	321	100
		Educational Administrators	49	84	4	7	5	9	58	100
25	School properties are maintained by the community due to the function of district supervisor in Katsina State.	Teachers	174	54	91	28	17	18	321	100
		Educational Administrators	30	52	9	16	19	33	58	100
26	Community enjoys use of some school properties due to the sensitization of district supervisors on school community relationship in Katsina State.	Teachers	255	79	36	11	30	9	321	100
		Educational Administrators	43	74	15	26			58	100
27	Some teaching and learning facilities are provided by the community due to the functions of district supervisors in Katsina State.	Teachers	210	65	50	16	61	19	321	100
		Educational Administrators	39	67	5	9	14	24	58	100
28	District supervisors encourage community to send their children to school in Katsina State.	Teachers	227	71	54	17	40	12	321	100
		Educational Administrators	36	62	7	12	15	26	58	100
29	District supervisors manage school community conflicts in Katsina State.	Teachers	259	78	25	8	45	14	321	100
		Educational Administrators	48	83	5	9	5	9	58	100
30	It is district supervisors that sensitize community to accept a new introduced school curriculum in Katsina State.	Teachers	213	66	73	23	35	11	321	100
		Educational Administrators	49	84	9	15			58	100

From table 4.8, there seems to be consensus among teachers and educational administrators in response to item 21; the item sought the opinions of the respondents on whether district supervisors sensitize PTA members on educational development in Katsina State. The responses showed that 89% of teachers and 64% of educational administrators agreed with the Statement. Also, item 22 attempts to find out whether supervisors' role encourage community participation school decision making in Katsina State; it was discovered that 50% of teachers and 55% of educational administrators agreed with the idea. Likewise, item 23 tried to investigate whether parent and other stakeholders use their resource to school due to the function of district supervisor in Katsina State, The responses showed that 74% of teachers and 67% of educational administrators supported the Statement. In item 24, attempt was made to find out whether teachers enjoy welfare services by the community due to the functions of district supervisors in Katsina State. The responses indicated that 86% of teachers and 84% of educational administrators agreed with the idea.

Additionally, item 25 investigates whether school properties are maintained by the community due to the function of district supervisor in Katsina State; both 54% of teachers and 52% of educational administrators agreed with the idea. Hence, in item 26 sought the opinions of respondents whether community enjoys use of some school properties due to the sensitization of district supervisors on school community relationship in Katsina State. Therefore, the responses showed that 79% of teachers and 74% of educational administrators agreed with the Statement. Item 27 tries to confirm whether some teaching and learning facilities are provided by the community due to the functions of district supervisors in Katsina State. The discovered result

indicated that 65% of teachers and 67% of educational administrators agreed with the Statement. In item 28, the responses showed that 71% of teachers and 62% of educational administrators agreed that district supervisors encourage community to send their children to school in Katsina State. Item 29 also attempts to find out the district supervisors manage school community conflicts in Katsina State. it was 78% of teachers and 83% of educational administrators agreed with the idea. And item 30 investigated whether district supervisors sensitize community to accept a new introduced school curriculum in Katsina State. The responses showed that 66% of teachers and 84% of educational administrators agreed with the idea.

#### **4.3.4 Role Performance of District Supervisors on Awakening the School Administrators on Effective Leadership in Primary Schools in Katsina State**

This section covers item 31 to 40 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 31 endeavour to find out whether through the functions of district supervisors, teachers and head teachers demonstrate democratic leadership in Katsina State. Item 32 asked whether head teachers monitor and evaluate teachers' activities due to the functions of supervisors in Katsina State. However, item 33 tries to investigate whether supervisor conduct regular censors of lesson plan in Katsina State. Item 34 attempts to discover if teachers' records of work are vividly checked by district supervisors in Katsina State.

Item 35 further investigates if through district supervisors' functions, teachers are helped to solve problems in the classroom in Katsina State; likewise, item 36 asked the opinion of respondents on whether district supervisors instruct proper use of

school funds for the school administrators in Katsina State. On item 37 respondents were asked whether discipline is carefully maintained in schools due to the functions of district supervisors in Katsina State. Nevertheless, Item 38 further investigated whether interpersonal relationship improved in the schools due to the functions of district supervisors in Katsina State, Item 39 asked the respondents if district supervisors encourage collective decision making in the schools in Katsina State. Lastly, item 40 investigated whether school facilities are properly maintained by the school heads due to effective functions of district supervisors in Katsina State. Details of the responses of both teachers and educational administrators were vividly explained in table 4.9.

**Table 4.9: Opinions of Respondents on Role Performance of District Supervisors on Awakening the School Administrators on Effective Leadership in Primary Schools in Katsina State**

S/N	Item Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
31	Through the functions of district supervisors, teachers and head teachers demonstrate democratic leadership in Katsina State.	Teachers	280	87	15	5	26	8	321	100
		Educational Administrators	44	76	-	-	14	24	58	100
32	Head teachers monitor and evaluate teachers' activities due to the functions of supervisors in Katsina State.	Teachers	210	65	18	6	93	29	321	100
		Educational Administrators	29	50	7	12	22	38	58	100
33	Supervisor conduct regular censors of lesson plan in Katsina State.	Teachers	238	74	53	17	30	9	321	100
		Educational Administrators	46	79	7	12	5	9	58	100
34	Teachers' records of work are vividly checked by district supervisors in Katsina State.	Teachers	185	58	68	21	68	21	321	100
		Educational Administrators	29	50	7	12	22	38	58	100
35	Through district supervisors' functions, teachers are helped to solve problems in the classroom in Katsina State.	Teachers	187	58	52	16	82	26	321	100
		Educational Administrators	37	64	18	31	3	5	58	100
36	District supervisors instruct proper use of school funds for the school administrators in Katsina State.	Teachers	153	48	84	26	84	26	321	100
		Educational Administrators	20	35	17	29	21	36	58	100
37	Discipline is carefully maintained in schools due to the functions of district supervisors in Katsina State.	Teachers	160	50	70	22	91	28	321	100
		Educational Administrators	24	41	10	17	24	41	58	100
38	Interpersonal relationship improved in the schools due to the functions of district supervisors in Katsina State.	Teachers	157	49	78	24	86	27	321	100
		Educational Administrators	16	28	3	5	39	67	58	100
39	District supervisors encourage collective decision making in the schools in Katsina State.	Teachers	193	60	86	27	42	13	321	100
		Educational Administrators	34	59	11	19	13	22	58	100
40	School facilities are properly maintained by the school heads due to effective functions of district supervisors in Katsina State.	Teachers	229	71	51	16	41	13	321	100
		Educational Administrators	34	59	5	9	19	33	58	100

From table 4.9, there seems to be congruent in the opinion of teachers and educational administrators in response to item 31. The item endeavour to find out

whether through the functions of district supervisors, teachers and head teachers demonstrate democratic leadership in Katsina State. The responses showed that 87% of teachers and 76% of educational administrators agreed with the idea. Item 32 asked whether head teachers monitor and evaluate teachers' activities due to the functions of supervisors in Katsina State. It was indicated that 65% of teachers and 50% of educational administrators agreed with the idea. However, item 33 tries to investigate whether supervisor conduct regular censors of lesson plan in Katsina State. The responses showed that 74% of teachers and 79% of educational administrators agreed with the idea. Item 34 attempts to discover if teachers' records of work are vividly checked by district supervisors in Katsina State. It was 58% of teachers and 50% of educational administrators agreed with the Statement.

In item 35, respondents were asked whether through district supervisors' functions, teachers are helped to solve problems in the classroom in Katsina State. The responses showed that 58% of teachers and 64% of educational administrators agreed with the idea. While, item 36 asked the opinion of respondents on whether district supervisors instruct proper use of school funds for the school administrators in Katsina State. The discovered result indicated that both 52% of teachers and 65% of educational administrators disagreed with the Statement. On item 37 respondents were asked whether discipline is carefully maintained in schools due to the functions of district supervisors in Katsina State. The responses of this item showed that 50% of teachers agreed with the Statement; while, 59% of educational administrators disagreed with the idea respectively. Nevertheless, Item 38 further investigated whether interpersonal relationship improved in the schools due to the functions of



district supervisors in Katsina State. The responses showed that 51% of teachers and 72% of educational administrators disagreed with the Statement.

Item 39 asked the respondents if district supervisors encourage collective decision making in the schools in Katsina State. It was discovered that 60% of teachers and 59% of educational administrators agreed with the idea. Lastly, item 40 investigated whether school facilities are properly maintained by the school heads due to effective functions of district supervisors in Katsina State. According the responses, 71% of teachers and 59% of educational administrators agreed with the idea.

#### **4.3.5 Role performance of District Supervisors on Curriculum Development and Classroom Management in Primary Schools in Katsina State**

This section contained item 41 to 50 in the questionnaire. It presents analysis of the respondents' responses using simple percentage and frequency table. Item 41 investigates whether district supervisors' report explains community needs for curriculum planning and development in Katsina State. Item 42 asked if district supervisors sensitize teachers and head teachers on curriculum objectives to in Katsina State. Item 43 tried to investigate whether district supervisors explain relevant books to be used for teaching and learning in the school in Katsina State. whereas, Item 44 attempts to find out if through the functions of district supervisors, teachers' records of works are vividly checked in Katsina State.

Item 45 further investigates whether due to district supervisors' functions, classroom management is very effective in Katsina State. in item 46, opinions of respondents were asked on whether teaching aids are properly used in the school due functions of district supervisors in Katsina State, Item 47 tries to confirm whether

teachers use modern evaluation techniques in the school due to the functions of district supervisors in Katsina State. Nevertheless, item 48 investigates whether appropriate teaching methods are adapted by teachers due to functions of district supervisors in Katsina State. Item 49 further asked if through the functions of district supervisors, teachers' scheme of work is carefully supervised in Katsina State. Finally, item 50 intended to ask if through the functions of district supervisors, teachers use benchmark module in classroom management in Katsina State. Details of the responses of both teachers and educational administrators were vividly explained in table 4.10.

**Table 4.10: Opinions of Respondents on the Role Performance of District Supervisors on Curriculum Development and Classroom Management in Primary Schools in Katsina State**

S/N	Item Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
41	District supervisors' report explains community needs for curriculum planning and development in Katsina State.	Teachers	273	85	15	5	33	10	321	100
		Educational Administrators	46	79	5	86	7	12	58	100
42	District supervisors sensitize teachers and head teachers on curriculum objectives to in Katsina State	Teachers	197	61	65	20	59	18	321	100
		Educational Administrators	32	55	20	35	6	10	58	100
43	District supervisors explain relevant books to be used for teaching and learning in the school in Katsina State.	Teachers	170	52	50	16	101	31	321	100
		Educational Administrators	33	57	3	5	22	38	58	100
44	Through the functions of district supervisors, teachers' records of works are vividly checked in Katsina State.	Teachers	253	79	35	11	33	10	321	100
		Educational Administrators	46	79	-	-	12	21	58	100
45	Due to district supervisors' functions, classroom management is very effective in Katsina State.	Teachers	226	70	38	12	57	18	321	100
		Educational Administrators	45	78	9	16	4	7	58	100
46	Teaching aids are properly used in the school due functions of district supervisors in Katsina State.	Teachers	180	56	94	29	47	15	321	100
		Educational Administrators	46	79	9	16	3	5	58	100
47	Teachers use modern evaluation techniques in the school due to the functions of district supervisors in Katsina State.	Teachers	232	72	20	6	69	21	321	100
		Educational Administrators	51	88	-	-	7	12	58	100
48	Appropriate teaching methods are adapted by teachers due to functions of district supervisors in Katsina State.	Teachers	178	5	5	27	8	16	321	100
		Educational Administrators	25	43	8	14	25	43	58	100
49	Through the functions of district supervisors, teachers' scheme of work is carefully supervised in Katsina State.	Teachers	163	51	31	10	127	40	321	100
		Educational Administrators	26	45	4	7	28	48	58	100
50	Trough the functions of district supervisors, teachers use benchmark module in classroom management in Katsina State.	Teachers	150	47	10	3	161	50	321	100
		Educational Administrators	24	41	10	17	24	41	58	100

From table 4.10, there seems to be consensus among teachers and educational administrators in response to item 41. The item investigates whether district

supervisors' report explains community needs for curriculum planning and development in Katsina State. It was discovered that 85% of teachers and 79% of educational administrators agreed with the idea. Item 42 asked if district supervisors sensitize teachers and head teachers on curriculum objectives to in Katsina State. It was 61% of teachers and 55% of educational administrators agreed with the Statement. Item 43 tried to investigate whether district supervisors explain relevant books to be used for teaching and learning in the school in Katsina State. The responses indicated that 52% of teachers and 57% of educational administrators agreed with the Statement. Whereas, item 44 attempts to find out if through the functions of district supervisors, teachers' records of works are vividly checked in Katsina State. It was discovered that 79% of teachers and 79% of educational administrators agreed with the idea.

Item 45 further investigated whether due to district supervisors' functions, classroom management is very effective in Katsina State. According to the responses, 70% of teachers and 78% of educational administrators agreed with the idea. In item 46, opinions of respondents were asked on whether teaching aids are properly used in the school due functions of district supervisors in Katsina State. It was discovered that 56% of teachers and 79% of educational administrators agreed with the idea. Item 47 tries to confirm whether teachers use modern evaluation techniques in the school due to the functions of district supervisors in Katsina State. The result showed that 72% of teachers and 88% of educational administrators agreed with the idea. Nevertheless, item 48 investigates whether appropriate teaching methods are adapted by teachers due to functions of district supervisors in Katsina State. The responses showed that

55% of teachers agreed with the Statement, while 57% of educational administrators disagreed the idea. Item 49 further asked if through the functions of district supervisors, teachers' scheme of work is carefully supervised in Katsina State. It was discovered that 51% of teachers agreed with the Statement, while 55% of educational administrators disagreed the idea. Finally, item 50 intended to ask if through the functions of district supervisors, teachers use benchmark module in classroom management in Katsina State. The result showed that 53% of teachers and 59% of educational administrators agreed with the Statement respectively.

### **4.3 Hypotheses Testing**

This section presents summary of hypotheses testing in line with formulated objectives and hypotheses of the study. The parametric statistics of t-test was adopted in the analysis of the data at 0.05 level of significance. Five hypotheses were formulated and tested. Thus, hypothesis is retained when the probability value is more than the Stated significant level; hence, hypothesis is rejected when the probability value is lower than the level of significance. These hypotheses are based on the data collected from items related to the role performance of district supervisors on staff development, the provision of instructional guidance, the school community relationship, awakening the school administrators on effective leadership and district supervisors' role on curriculum development and classroom management in Primary Schools in Katsina State.

#### **Hypothesis 1**

There is no significant difference in the opinions of teachers and educational administrators on the role performance of district supervisors on staff development in

Katsina State. The data collected in respect of items 1-10 in the questionnaire were used to analyze the level of consensus in the opinions concerning the role performance of district supervisors on staff development in Katsina State. In order to test the hypothesis, all the items related to it were analyzed by the use of statistical tools of t-test to record the differences or otherwise of the responses. The results of the test are presented in table 4.11.

**Table 4.11: Summary of t-test Analysis on there is no Significant Difference in the Opinions of Teachers and Educational Administrators on the Role Performance of District Supervisors on Staff Development in Primary Schools in Katsina State**

<b>Variables</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>T</b>	<b>DF</b>	<b>Prob</b>	<b>T. Critical</b>
Educational Administrators	58	26.5172	5.0682	5.682	377	.000	1.96
Teachers	321	31.2679	5.9903				
<b>Total</b>	<b>379</b>						

From table 4.11, t-test result revealed that the t-collocated value (5.682) is greater than the t-critical value (1.96) at 377 degree of freedom and at 0.05 level of significance. The observed probability level of significance P(0.000) is less than .05. This means that there is a significant difference in the opinions of teachers and educational administrators on the role performance of district supervisors on staff development in Katsina State. Therefore, the null hypothesis is rejected.

## **Hypothesis 2**

There is no significant difference in the opinions of teachers and educational administrators on the role performance of district supervisors on the provision of instructional guidance in primary schools in Katsina State. The data collected in respect of items 11-20 in the questionnaire were used to analyze the level of

consensus in the opinions concerning the on the provision of instructional guidance in primary school in Katsina State. In order to test the hypothesis, all the items related to it were analyzed by the use of statistical tools of t-test to record the differences or otherwise of the responses. The results of the test are presented in table 4.12.

**Table 4.12: Summary of t-test Analysis on There is no Significant Difference in the Opinions of Teachers and Educational Administrators on the Role Performance of District Supervisors on the Provision of Instructional Guidance in Primary Schools in Katsina State**

<b>Variables</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>T</b>	<b>DF</b>	<b>Prob</b>	<b>T. Critical</b>
Educational Administrators	58	29.7069	6.9307	.109	377	.913	1.96
Teachers	321	29.6137	5.8197				
<b>Total</b>	<b>379</b>						

From table 4.12, t-test result revealed that the t-collocated value (.109) is less than the t-critical value (1.96) at 377 degree of freedom and at 0.05 level of significance. The observed probability level of significance P(0.109) is greater than .0.05. This means that there is no significant difference in the opinions of teachers and educational administrators on the role performance of district supervisors on the provision of instructional guidance in primary school in Katsina State. Therefore, the null hypothesis is retained.

### **Hypothesis 3**

There is no significant difference in the opinions of teachers and educational administrators on the role performance of district supervisors on school community relationship in Katsina State. The data collected in respect of items 21-30 in the questionnaire were used to analyze the level of consensus in the opinions concerning the role performance of district supervisors on school community relationship in

Katsina State. In order to test the hypothesis, all the items related to it were analyzed by the use of statistical tools of t-test to record the differences or otherwise of the responses. The results of the test are presented in table 4.13.

**Table 4.13: Summary of t-test Analysis on there is no Significant Difference in the Opinions of Teachers and Educational Administrators on the Role Performance of District Supervisors on School Community Relationship in Primary Schools in Katsina State**

<b>Variables</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>T</b>	<b>DF</b>	<b>Prob</b>	<b>T. Critical</b>
Educational Administrators	58	35.1724	4.4091	2.795	377	.005	1.96
Teachers	321	37.3271	5.5612				
<b>Total</b>	<b>379</b>						

From table 4.13, t-test result revealed that the t-collocated value (2.795) is greater than the t-critical value (1.96) at 377 degree of freedom and at 0.05 level of significance. The observed probability level of significance P(0.005) is less than .05. This means that there is a significant difference in the opinions of teachers and educational administrators on the role performance of district supervisors on school community relationship in Katsina State. Therefore, the null hypothesis is rejected.

#### **Null Hypothesis 4**

There is no significant difference in the opinions of teachers and educational administrators on the role performance of district supervisors on awakening the school administrators on effective leadership in Katsina State. The data collected in respect of items 31-40 in the questionnaire were used to analyze the level of consensus in the opinions concerning the role performance of district supervisors on awakening the school administrators on effective leadership in Katsina State. In order to test the hypothesis, all the items related to it were analyzed by the use of statistical



tools of t-test to record the differences or otherwise of the responses. The results of the test are presented in table 4.14.

**Table 4.14: Summary of t-test Analysis on there is no Significant Difference in the Opinions of Teachers and Educational Administrators on the Role Performance of district supervisors on Awakening the School Administrators on Effective Leadership in Primary Schools in Katsina State**

<b>Variables</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>T</b>	<b>DF</b>	<b>Prob</b>	<b>T. Critical</b>
Educational Administrators	58	31.4483	6.5028				
Teachers	321	34.6573	6.6323	3.280	377	.001	1.96
<b>Total</b>	<b>379</b>						

From table 4.14, t-test result revealed that the t-collocated value (3.280) is greater than the t-critical value (1.96) at 377 degree of freedom and at 0.05 level of significance. The observed probability level of significance P(0.001) is less than .05. This means that there is a significant difference in the opinions of teachers and educational administrators on the role performance of district supervisors on awakening the school administrators on effective leadership in Katsina State. Therefore, the null hypothesis is rejected.

### **Null Hypothesis 5**

There is no significant difference in the opinions of teachers and educational administrators on the role performance of district supervisors on curriculum development and classroom management in Katsina State. The data collected in respect of items 41-50 in the questionnaire were used to analyze the level of consensus in the opinions concerning the role performance of district supervisors on curriculum development and classroom management in Katsina State. In order to test

the hypothesis, all the items related to it were analyzed by the use of statistical tools of t-test to record the differences or otherwise of the responses. The results of the test are presented in table 4.15.

**Table 4.15: Summary of t-test Analysis on There is no Significant Difference in the Opinions of Teachers and Educational Administrators on the Role Performance of District Supervisors on Curriculum Development in Primary Schools in Katsina State**

<b>Variables</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>T</b>	<b>DF</b>	<b>Prob</b>	<b>T. Critical</b>
Educational Administrators	58	33.2759	6.3212	.496	377	.620	1.96
Teachers	321	33.7570	6.8859				
<b>Total</b>	<b>379</b>						

From table 4.15, t-test result revealed that the t-collocated value (.496) is less than the t-critical value (1.96) at 377 degree of freedom and at 0.05 level of significance. The observed probability level of significance P(0.620) is greater than .05. This means that there is no significant difference in the opinions of teachers and educational administrators on the role performance of district supervisors on curriculum development and classroom management in Katsina State. Therefore, the null hypothesis is retained. Table 4.16 presented the summary of hypotheses testing:

**Table 4.16: Summary of Hypotheses Testing**

Hypotheses	Hypothesis Statements	Statistical Test	Results	Level of Significance	Conclusion
HO <sub>1</sub>	There is no significant difference in the opinion of teachers and educational administrators on the role performance of district supervisors on staff development in Primary Schools in Katsina State.	t-test	Prob. value is .000	0.05	The hypothesis was rejected meant significant difference existed in the opinion of respondents.
HO <sub>2</sub>	There is no significant difference in the opinion of teachers and educational administrators on the role performance of district supervisors on the provision of instructional guidance in primary schools in Katsina State.	t-test	Prob. value is .913	0.05	The hypothesis was also retained meant no significant difference existed in the opinion of respondents.
HO <sub>3</sub>	There is no significant difference in the opinion of teachers and educational administrators on the role performance of district supervisors on school community relationship in Primary Schools in Katsina State.	t-test	Prob. value is 0.005	0.05	The hypothesis was rejected meant significant difference existed in the opinion of respondents.
HO <sub>4</sub>	There is no significant difference in the opinion of teachers and educational administrators on the role performance of district supervisors on awakening the school administrators on effective leadership in Primary Schools in Katsina State.	t-test	Prob. value is .001	0.05	The hypothesis was rejected to mean significant difference existed in the opinion of respondents.
HO <sub>5</sub>	There is no significant difference in the opinion of teachers and educational administrators on the role performance of district supervisors on curriculum development and classroom management in Primary Schools in Katsina State.	t-test	Prob. value is .620	0.05	The hypothesis was retained meant no significant difference existed in the opinion of respondents.

From table 4.16, it was discovered that hypotheses 1, 3 and 4 were rejected while hypothesis 2 and 5 were retained.

#### **4.5 Summary of Major Findings**

The following findings were discovered in the study:

1. There were no regular conducts of workshops, seminars and other educational conference for teachers due to effective role performance of district supervisors on staff development in primary schools in Katsina State.
2. There was no proper school instructional guidance due to the poor role performance of district supervisors in primary schools in Katsina State.
3. There was cordial school community relationship due to the role performance of district supervisors in primary schools in Katsina State.
4. There was effective school administration due to the role performance of district supervisors in primary schools in Katsina State.
5. There was effective classroom management and curriculum development through the role performance of district supervisors in primary schools in Katsina State.

#### **4.6 Discussion of the Findings**

There was unanimous agreement in the opinion of respondents that there were no regular conducts of seminars and workshops for teachers' development due to the poor functions of district supervisors in Katsina State. Most of the teachers find it difficult to go for in-service training and advancement of qualifications. The significant difference of opinion of the respondents showed that even if in-service training was regular, but the condition of the exercise still faced with many constraints in the State. Despite the fact that Nadlen (1970) in NPE (2004) Stated that; "training and re-training are those activities which were designed to improve the

overall competence of the employee in a specific direction and beyond the job he now holds". Thus, the responses indicated that poor performance of district supervisors contributed to under-development of teachers in Katsina State. Therefore, district supervisors should do more encouragement to the government to review the issues and policies governing the conditions of teachers' training especially the procedures that are used in releasing teachers on in-service training in Katsina State. The same responses were found that teachers could only be effective when the deserved ones were involved in the training, workshops, conferences and seminars to boost teachers' growth and productivity.

Even though, some of the respondents assumed that in-service training was the only means through which monies were diverted; but the most important is teachers' development, skills, competencies and productivity. For this, district supervisors should be active, dedicated and functional in ensuring teachers' development through regular school visits and giving recommendable reports on how government should improve teachers' competences through regular conduct of workshops and other educational conferences.

The responses however, revealed that there was no proper instructional guidance in most of the State institutions of learning due to the poor functions of district supervisors in Katsina State. Many teachers find it difficult to make use of appropriate teaching aids or to use recommendable problem solving models for effective teaching and learning process. District supervisors do not carry out their supervisory functions of instructional guidance to the teachers; such as proper use of instructional materials, school records checking, lesson plan monitoring, and other

implementation of educational policies accordingly. According to Swearingen as quoted Musaazi (1982), supervisor or supervision focuses upon the improvement of instrument. It is concerned with continuous redefinition of goals, with the wider realization of the human dynamic for learning and for cooperative efforts, and with the nurturing of a creative approach to the problems of teaching and learning. This Statement indicates that supervision is a consciously planned programme for the improvement and consolidation of instruction. Therefore, inspection does not simply refer to that specific occasion when the whole school is examined and evaluated as a place of learning, but also means the constant and continuous process of guidance based on frequent visits which focus attention on one or more aspects of the school and its organization. Therefore, district supervisors should made more effort in the provision of instructional guidance to school so as to achieve desirous educational objectives.

In respect of school community relationship, most of the respondents agreed that; district supervisors played vital role performance in the improvement of the situation. They believed that district supervisors sensitize members of the community on importance of education. They also encourage parent and other stakeholders to participate in all school decision making as well as using their physical and financial resources in promoting education in the in Katsina State.

Not only that, district supervisors highlight to the community and school as well the importance of school community relationship in achieving educational objectives. McCormick & Procter (2010); stressed that; in supervision programme, head teachers and supervisors, serve as skilled resource persons possessing skills

which aid administrators, teachers, parents and children in providing an educational programme which will eventually improve the quality of living in the communities in which they live and work. In fact, this is the reason why some scholars looked at supervisor as a leader because he guides the action of others. He is a “teacher” of teachers because he helps the teacher to do his job better. He is also a link between the school teachers and the head teachers. The supervisor liaises between the headquarters and the school teachers and between the schools and the surrounding communities; thus, he is overseer in the school situation. The responses confirmed that role performance of district supervisors signified that both the school and the community are on benefit of each other. These positive responses should be an encouragement to the supervisors to increase their effort in the improvement of cordial relationship within the State institutions of learning.

There was sharing of opinions among teachers and educational administrators on the role performance of district supervisors on awakening the school administrators on effective leadership in Katsina State. Most of the responses showed that supervisors encourage democratic leadership style in the school administration, they carryout regular censurs of school activities, this involved head teachers and teachers’ activities. For instance, they check lesson plan, school records, disciplines, proper use of funds, planning, development and maintenance of school plant as well as interpersonal relationship within the school organizations. Eshak (2003); emphasized that supervisor is an important agent for positive change in the arena of educational development, said he “the role of an educational supervisor in promoting positive change and innovation in an educational organization is, beyond any doubt,

an important one”. Under the concept of supervision, teachers are meant to be helped in identifying and solving their professional problem for the purpose of improving the teaching learning situation.

Therefore, the positive responses this should be an encouragement to the district supervisors to double their effort in improving educational activities right from primary up to the upper level of education in Katsina State. While, negative responses should be a challenge to them to be dedicated and hardworking staff accordingly.

There is no significant difference in the opinion of teachers and educational administrators on the role performance of district supervisors on curriculum development in Katsina State. According to the responses, district supervisors were able to influence community to accept a new introduced curriculum. Likewise, they were able to influence the government and other curriculum developers to introduce new policy based on the need of the community.

The respondents also, believed that district supervisors sensitize teachers and head teachers on curriculum objectives that include use of relevant books for teaching and learning, proper use of teaching aids, use of appropriate methods of teaching, etc. in Katsina State. Hamman (1985) also observed that, among the reasons that warrant the need for supervision are “ The serious lack of teaching aids in primary schools coupled with the fact that headmasters do not adequately supervise teaching for the improvement of instrument. However, it is a well known fact that, the increase in number of schools and pupils enrolment in Katsina State has not been matched by a corresponding increase in teacher supply both in terms of quantity and quality. The



resultant effect in that most schools are operating with not only inadequate but also low quality teaching staff; hence the needs for effective supervision within the system for productive work become necessary.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Summary

The study examined the role performance of District Supervisors in the management of Primary Schools in Katsina State. In line with this, the study involves background to the study, Statement of the problem, objectives of the study, research questions and hypotheses, basic assumptions, significance of the study and scope of the study. Related literature were reviewed in line with the issues in objectives of the study, the sources of literature are from books, journals, magazines, news papers, internets, etc. The review presented the conceptual framework which consisted the concept of evaluation, concept of role, concept of function, meaning of district supervisors and the evaluation of district supervisors' role in educational development in Katsina State.

The study presented the types of supervision, the need for supervision and the extent to which the role performance of district supervisors contribute toward the staff development, school instructional guidance, improving cordial school community relationship, enhancement of effective school administration, as well as curriculum development and classroom management in Katsina State.

Pertaining to the research methodology, the researcher presented research design, population of the study, sample and sampling techniques, instrumentation, validity of the adopted instrument, pilot study, reliability of the instrument, method of collection and analysis of the collected data from the respondents. The study also examined analysis and discussion of data collected from the respondents based on the

topic under study through the use of frequency tables and percentages in order to measure the significant difference or relationship among the variables of the study. However, t-test statistical tool was adopted in testing the hypotheses of the study; where by three of them were rejected and two were retained. The researcher administered structured questionnaire for two groups of respondents these are teachers and educational administrators. The sample was drawn from three senatorial zones of seven educational zones of Katsina State.

The findings showed that; There was significant difference in the opinion of teachers and educational administrators on the role performance of district supervisors on staff development in Katsina State, There was no significant difference in the opinion of teachers and educational administrators on the role performance of district supervisors on the provision of instructional guidance in primary schools in Katsina State, There was significant difference in the opinion of teachers and educational administrators on the role performance of district supervisors on school community relationship in Katsina State, There was significant difference in the opinion of teachers and educational administrators on the role performance of district supervisors on awakening the school administrators on effective leadership in Katsina State, There was significant difference in the opinion of teachers and educational administrators on the role performance of district supervisors on curriculum development and classroom management in Katsina State.

## 5.2 Conclusions

The study assesses the Role performance of District Supervisors in the management of primary schools in Katsina State. In line the objectives of the study, five questions were asked to guide the study; each question was broken into ten item Statements so as to ease understanding the questions to the respondents. The respondents unanimously agreed with most of the Statements and disagreed with others. According to the findings the study concluded that:

- 1) Even though, district supervisors play some role performance on staff development in Katsina State; hence, most of the respondents agreed that there were no regular conducts of workshops, seminars and other educational conference for staff development in Katsina State. The study concluded that there are still bedeviling problems concerning selection of deserved teachers for the training. Thus, district supervisors should made additional effort to encourage all the concerned authorities on teachers' development and productivity.
- 2) The study concluded that there was no proper school instructional guidance due to the poor function of district supervisors in Katsina State. Most of the respondents believed that teachers do not make appropriate use of teaching aids, do not properly update the school records, do not properly adopt new recommended method of teaching etc. as a result of poor functions of district supervisors in Katsina State.
- 3) Most of the responses unanimously agreed that there was a cordial school community relationship due to the role of district supervisors in Katsina State.

In view of this, the research concluded that the role performance of district supervisors encourages parent participation in decision making, parent and other stakeholders use their human and financial resources to school development programmes, new policies are accepted by the community etc. due to effective functions of supervisors in Katsina State. This recommendation should be an encouragement to all district supervisors in Katsina State.

- 4) The respondents are of the view that role performance of district supervisors enhanced effective school administration in Katsina State. They believed that through the role performance of district supervisors, head teachers demonstrate democratic leadership style, there is proper use of school funds, disciplines are highly maintained, interpersonal relationship and head teachers evaluate teachers' activities in the school. Therefore, the researcher concluded that district supervisors improve effective school administration and democratic leadership style. Thus, this should be an encouragement to the district supervisors in Katsina State.
- 5) Finally, the researcher concluded that effective classroom management and curriculum development were enhanced through the role performance of district supervisors in Katsina State. Most of the response showed that through the role performance community needs are considered in curriculum planning in Katsina State. Also, teachers and head teachers are sensitized on curriculum objectives, teachers' scheme of works and relevant books for effective teaching and learning are provided by district supervisors in Katsina State. Therefore, district supervisors should be motivated by the positive responses of the respondents

and they should be encouraged and mobilized for their negative responses against them in order to achieve desired educational objectives.

### **5.3 Recommendations**

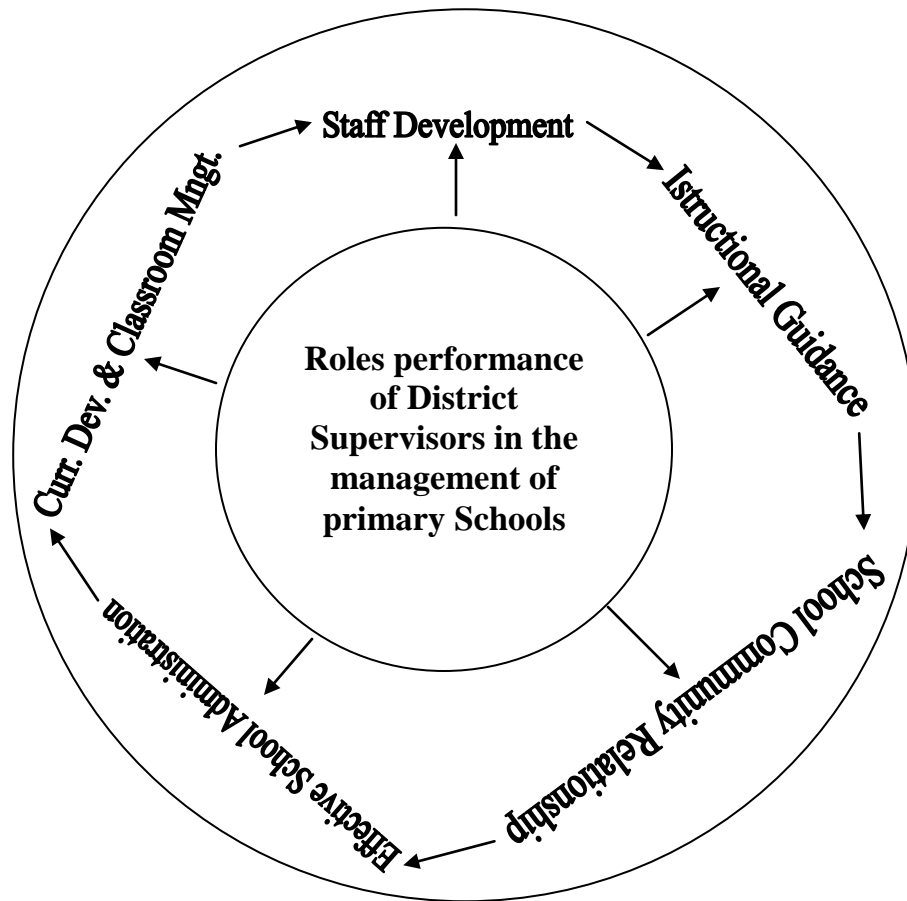
In line with the research findings, the following recommendations were made:

- 1) District supervisors should be encouraged to improve their role performance on staff development through regular conducts of workshops, seminars and other educational conference for staff development, skills and productivity in Katsina State. They should monitor all educational planning of the government to ensure justice on staff development throughout the State.
- 2) It is also recommended that district supervisors should act positively in making instructional guidance to both teachers and school administrators in Katsina State. They carefully explain and demonstrate appropriate use of teaching aids, regular update the school records, proper adoption of new recommended method of teaching etc. so as to achieve desired educational objectives in Katsina State.
- 3) Although, most of the responses unanimously agreed that there was a cordial school community relationship due to the role of district supervisors in Katsina State. Thus, the researcher recommended that district supervisors should be motivated in encouraging community participation in school decision making. However, they should mobilize parent and other education stakeholders to use their human and financial resources toward school development and upliftment of education in Katsina State.

- 4) It is also recommended that district supervisors should made all possible effort to enhance authoritarian leadership style for effective school administration in Katsina State. They should encourage head teachers on the proper use of school funds, disciplines maintenance, interpersonal relationship etc in order to achieve desired objectives in Katsina State.
- 5) Finally, the researcher recommended that district supervisors should demonstrate effective classroom management and curriculum implementation. Also, teachers and head teachers should be sensitized on curriculum objectives, teachers' scheme of works, lesson plans, etc. for the improvement of teaching and learning in Katsina State. It is hoped that if these could implemented by district supervisors, there likely to achieve the desired educational objective in Katsina State.

The proposed model presented in Figure 5.1 was developed by the researcher from the findings of this study:

**Fig. 5.1.1 Model of Role Performance of District School Supervisors in Primary School Management**



*Source: Developed by the Researcher (Lawal Buhari, 2016)*

**Model 5.1: Details of the Proposed Model of Role performance of District School Supervisors in Katsina State.**

- 1) **Staff Development:** It is the responsibility of district supervisors to encourage the government and other related agencies to improve quality of teachers through regular training and re-training, workshops, seminars, conferences etc.
- 2) **Instructional Guidance:** District Supervisors also, charged with responsibility of the provision of instructional guidance for the improvement



of teaching and learning in the school. For example, proper use of teaching methods, lesson plan, school records etc.

- 3) **School Community Relationship:** It is significant role and function of district supervisors to encourage both the school and the community on cordial relationship through involving the community in decision making process and other congress meetings.
- 4) **Effective School Administration:** District Supervisors should actively encourage school administrators on how to improve their leadership style. They enhance sharing of responsibilities, respects, proper use of funds, interpersonal relationship among others.
- 5) **Curriculum Development and Classroom Management:** It also the responsibility of district supervisors to sensitize teachers, community and the school administrators on clear objective school curriculum, also to highlight the government on the needs of the community so as to achieve comprehensive implementation of educational policies.

#### **5.4 Recommendations for Further Research**

In view of the research findings and conclusions, the following recommendations for further research are hereby put forward:

1. Evaluation of the role performance of principals on supervision in secondary schools in Katsina State.
2. Role performance of district supervisors on staff promotion in secondary schools in Katsina State.
3. Role performance of district supervisors on school mapping in Katsina State.

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## **APPENDIX A**

### **QUESTIONNAIRE ON THE EVALUATION OF THE ROLE PERFORMANCE OF DISTRICT SCHOOL SUPERVISORS IN KATSINA STATE**

Department of Educational  
Foundations and Curriculum,  
Faculty of education,  
Ahmadu Bello University,  
Zaria.  
15<sup>th</sup> June, 2014

Dear Respondent,

#### **REQUEST TO PROVIDE RELEVANT DATA FOR THE STUDY**

I am a student of the department of educational Foundation and Curriculum Educational Administration and Planning, Ahmadu Bello University (ABU) Zaria, and currently conducting a research on the role performance of District School Supervisor in Katsina State.

In view of the above, you are kindly requested to respond to these questions as accurately s possible, and the data collected will be used for research purpose. Furthermore, all responses will be treated with confidentiality.

Thank you for your cooperation.

Yours sincerely

**Lawal Buhari**

**SECTION "A" PERSONAL DATA:**

**Tick as appropriate please [✓]:**

**Status:** (a) Teacher [ ] (b) Education Administrator [ ]

**Gender:** (a) Male [ ] (b) Female [ ]

**Marital status:** (a) Married [ ] (b) Single [ ]

**Age:** (a) 20-30 [ ] (b) 31-40 [ ] (c) 41-50 [ ] (d) 51 and above

[ ]

**Qualifications:** (a) Diploma [ ] (b) NCE [ ] (c) B.Ed [ ] (d) M.Ed [ ]

(e) PhD [ ] (f) Others (specify) \_\_\_\_\_

**Years of Working Experience:** (a) 1-10 [ ] (b) 11-20 [ ] (c) 21-30 [ ] (d) 31-35 [ ]

**SECTION (B): Role performance of District Supervisor on Staff Development in Katsina State**

S/N	ITEM STATEMENT	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
1	Role performance of district supervisor encourage teachers for training in Katsina State.					
2	District supervisors encourage conduct of seminars and workshops in Katsina State.					
3	District supervisors organize inter-school workshops for staff development in Katsina State.					
4	Supervisors' staff development programmes improve teachers' competences in Katsina State.					
5	Special seminars are organized for head teachers by district supervisors in Katsina State.					
6	In-service training is given to teachers due to the functions of district supervisors in Katsina State					
7	Effective functions of district supervisors encourage regular teachers' mentoring in Katsina State.					
8	Functions of District supervisors improve regular orientation of teachers in Katsina State.					
9	District supervisors encourage conduct of symposia in Katsina State.					
10	Teachers attend educational excursion due to the functions of district supervisors in Katsina State.					

**SECTION (C): Role performance of District Supervisors on the Provision of Instructional Guidance in Primary Schools in Katsina State**

S/N	ITEM STATEMENT	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
11	District supervisors ensure effective use of teaching aids in the classroom in Katsina State.					
12	District supervisors assist teachers to solve instructional problems in Katsina State.					
13	District Supervisors check all records of work of teachers regularly in Katsina State..					
14	District supervisors provide instructional materials such as charts and graphics for teachers in Katsina State.					
15	Newly recommended methods of teaching demonstrated by District supervisors new to teachers in Katsina State.					
16	District supervisors encourage provision of classrooms for conducive of learning in Katsina State.					
17	School plants are well planned and maintained due to functions of district supervisors in Katsina State.					
18	District supervisors check teachers' lesson plan regularly in Katsina State.					
19	Teachers and students' academic performance rely more squarely on functions of district supervisors in Katsina State.					
20	Due to the role performance of district supervisors; all school records are up to date in Katsina State.					

**SECTION (D): Role performance of District Supervisors on School Community Relationship in Katsina State**



S/N	ITEM STATEMENT	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
21	District supervisors sensitize PTA members on educational development in Katsina State.					
22	Supervisors' role encourage community participation school decision making in Katsina State.					
23	Parent and other stakeholders use their resource to school due to the function of district supervisor in Katsina State.					
24	Teachers enjoy welfare services by the community due to the functions of district supervisors in Katsina State.					
25	School properties are maintained by the community due to the function of district supervisor in Katsina State.					
26	Community enjoys use of some school properties due to the sensitization of district supervisors on school community relationship in Katsina State.					
27	Some teaching and learning facilities are provided by the community due to the functions of district supervisors in Katsina State.					
28	District supervisors encourage community to send their children to school in Katsina State.					
29	District supervisors manage school community conflicts in Katsina State.					
30	It is district supervisors that sensitize community to accept a new introduced school curriculum in Katsina State.					

**SECTION (E): Role performance of District Supervisors on Awakening the School Administrators on Effective Leadership in Katsina State**

S/N	Item Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
31	Through the functions of district supervisors, teachers and head teachers demonstrate democratic leadership in Katsina State.					
32	Head teachers monitor and evaluate teachers' activities due to the functions of supervisors in Katsina State.					
33	Supervisor conduct regular censors of lesson plan in Katsina State.					
34	Teachers' records of work are vividly checked by district supervisors in Katsina State.					
35	Through district supervisors' functions, teachers are helped to solve problems in the classroom in Katsina State.					
36	District supervisors instruct proper use of school funds for the school administrators in Katsina State.					
37	Discipline is carefully maintained in schools due to the functions of district supervisors in Katsina State.					
38	Interpersonal relationship improved in the schools due to the functions of district supervisors in Katsina State.					
39	District supervisors encourage collective decision making in the schools in Katsina State.					
40	School facilities are properly maintained by the school heads due to effective functions of district supervisors in Katsina State.					

**SECTION (F): Role performance of District Supervisors on Curriculum Development and Classroom Management in Primary Schools in Katsina State**

S/N	ITEM STATEMENT	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree
41	District supervisors' report explains community needs for curriculum planning and development in Katsina State.					
42	District supervisors sensitize teachers and head teachers on curriculum objectives to in Katsina State					
43	District supervisors explain relevant books to be used for teaching and learning in the school in Katsina State.					
44	Through the functions of district supervisors, teachers' records of works are vividly checked in Katsina State.					
45	Due to district supervisors' functions, classroom management is very effective in Katsina State.					
46	Teaching aids are properly used in the school due functions of district supervisors in Katsina State.					
47	Teachers use modern evaluation techniques in the school due to the functions of district supervisors in Katsina State.					
48	Appropriate teaching methods are adapted by teachers due to functions of district supervisors in Katsina State.					
49	Through the functions of district supervisors, teachers' scheme of work is carefully supervised in Katsina State.					
50	Trough the functions of district supervisors, teachers use benchmark module in classroom management in Katsina State.					