

**ASSESSMENT OF SUPERVISORY ROLE PERFORMANCE IN PRIMARY  
SCHOOLS IN MATAZU LOCAL GOVERNMENT AREA, KATSINA  
STATE, NIGERIA**

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the Study**

Education is the biggest instrument for economic progress, social mobilization, political survival and effective national development of any country. Thus, it constitutes the single largest enterprise in a country like Nigeria. Consequently, Nigeria has witnessed so many changes in the management of its educational system. It started by the missionaries and with the independence in 1960, it was felt that the missionary education was deficient and not quite adequate to meet our changing societal needs. This prompted the government's interest to get properly involved in this management of the education industry (Nwankwo, 1981).

Education remains a social process in capacity building and maintenance of society for decades. It is a weapon of acquiring skills, relevant knowledge and habits for surviving in the changing world. It makes one to benefit oneself and other members of one's society, Encyclopedia Americana vol. 9 (1989:642) shows the social functions of education is to help an individual to become a more effective member of the society by passing to him the collective experience of the past and present, it is also to make him to lead a more satisfying and productive life by preparing him to handle new experiences successful.

In her National policy on education (FME, 1998) Nigeria has rightly recognized education as the instrument for excellence for national development and that teachers and supervisors hold the key to the door of some education.

The Nigerian education law stated that schools must be inspected. This is reasonable because government always puts a significant amount of public fund on education. It follows therefore that how the resources are utilized to achieve the objectives of education in these schools must be ascertained. This is accountability, which the present civilian government will like the supervisors and Inspectors to imbibe.

Primary education as referred is the education given in institutions for children aged 6 to 11 plus. Since the rest of the education system is built upon it, the primary level is the key to the success or failure of the whole system.

Following the gradual development of education coupled with the introduction of the new educational policy in Nigeria along with scientific and technological development in all sectors, one would clearly see that certain changes are taking place in our schools. These changes could be noted in curriculum, teaching aids, instruction and methodology. With these new trends, there is need for effective supervision in our institutions of learning.

There is hardly a day when people do not comment on the falling standards of education in the country or their localities. Why then such hue and cry? May be

because of the large sums of money being sunk into the education sector in the budgetary allocations of governments, the general public is indicating its concern over what the education sector produces, and so, the people are demanding for improvement in what the schools do to the annual expenditure incurred on them.

It is in this line, enlightened parents are now more curious to know the functions of the supervisors in our educational system and thus they ask some interesting questions such as what is the cause of falling standard in our education system? Who should be held responsible for the failing standards? What are the functions of the schools? What do they do? Why do we supervise?

A dynamic system of supervision has been recognized as the cornerstone of a sound system of education. In a set up where their changes tend to be initiated from the top and filter down through the administrative hierarchy to the schools, the inspectorate forms an important link. With one foot in the administration and the other in the schools, inspectorate forms a natural bridge between the policy framers and the teachers in the field. An educational system will not be able to rise above the level of its inspectorate. That is why supervision are today being considered as the backbone of educational improvement.

A formal and instituted supervision was said to have started in the year 1654 in United States of America, where the general court of Massachusetts Bay colony law authorized schools representatives to inspect schools. While in Britain,

supervision of schools started as early as 1847, at the time the queen appointed education supervisors who are named as her majesty's supervisors. In both two colonies and many other places supervision was autocratic and was directed at teachers and their abilities to teach and helping them to improve.

The introduction of western education in Nigeria started with the establishment of first primary school by the missionaries at Badagry in 1842. It used to be the duties of the missionaries to supervise their own schools via using the administrative supervision approach.

During the first quarter of the twentieth century inspectorate services got an unprecedented boost with the appointment of a director of education and three (3) zonal supervisors of schools in order to improve the effectiveness and efficiency of school inspection. The native authority officials were referred to as NA education officers. In the north most of the schools were owned by the then native authorities and were therefore supervised by Native Authority education officers. In addition, the supervisor who visited schools had no special training for the supervision. He was simply a seasoned teacher or headmaster/principal. Some of these supervisors succeeded in generating much anxiety and fear in head teachers, teachers and pupils. Supervision of instruction became weak and ineffective, gradually degenerate to its present state of paralysis. This notwithstanding, the modern supervision in Nigeria is regarded as a professional colleague, a democratic, a

humanist, a facilitator, a friend and a councilor.

The functions of supervision pose a great challenge to the educational system. The challenge and enduring system of supervision. It is only then that supervision can be regarded' a catalyst to the improvement of the quality of the learning environment and instruction for the learners. On the other hand, the absence of a strong system of supervision poses a serious threat to the .survival of the educational system.

The National Policy on Education (NPE, 2004) categorically stipulates the objectives of supervision as to ensure quality control through regular and continuous supervision of instruction and other educational services". This has shown the necessity of supervision-and the important given to it by the nation's educational policy. To perform this task and for it to be beneficial to the education industry, this policy further emphasizes the supervision of all category of institutions at all levels of education in Nigeria. The prominence given to supervision perhaps might not be unconnected with the saying that, the success of any system of education, apart from the provision of adequate resources hinges on adequate supervision and the utilization of these resources.

Supervision is the element of the administrative process which is concerned with efforts to guide the day to day activities of the work group by stimulating, directing, and coordinating the workers and their efforts, cultivating good working

personal relationship so that they all work towards a more efficient achievement of the task goal. In the school system where the aim is better school performance, supervision relates, to guiding and coordinating the work of teachers and all connected with school work in such a way that students - learning will be examined and facilitated.

In the general sense, supervision at the primary school in Matazu Local Government Area has the following aims:

- i. Inform the appropriate authorities about the standards achievement attained in the curriculum and extra-curricular activities in the school.
- ii. Provide the local education authority with as full a picture as possible of the school, and the part the education authority could and should play in assisting the school headmaster to improve the standard of education.
- iii. Acquaint the school head and his staff with up-to-date information on the equipment and instructional materials which can be used to improve the quality of the instructions.
- iv. Provide means of assessing the needs and priorities of the schools.
- v. Provide an objectives record by which an "assessment can be made from time to time, and this ascertain the impact of supervisory role of

- performance in primary schools in Matazu Local Government Area, Katsina State.
- vi. Create avenue for raising the confidence and morale of the school staff through mature and wise counsel, commendation motivation and a demonstration of interest in their work.
  - vii. Advise on maximum use of available resources, community members and assistance.
  - viii. To assess the supervisory role of performance for academic development of pupils in schools.

Essentially, therefore, the role of the supervisor in local education authority is to put things in order, to assist the headmasters and teachers and to prepare the way for the inspectors.

In the general sense, supervision of instruction deals with learning, teaching and administration. Learning and the growth of pupils, both of which are active processes are the central concerns of teachers. Therefore the research focuses on the assessment of supervisory role performance in primary school in Matazu Local Government Area, Katsina State.

## **1.2 Statement of the Problem**

There is definitely no doubt that supervision has made great advances for over hundred years that the system of supervision has been working in Nigeria, yet

it is still considered not as a spoke, but as a clog in the wheel of progress of education. It was expected that with the grant of freedom, our supervision practices would improve, but still recently school supervision has not attained to the new conception. In the words of Lawrence "School supervision is often criticized as been hastily, perfunctory and unsympathetic. The supervising officers were anxious only to pick holes, not mend or end them. There is only "troublesome interference" and nothing more. Education officers are interested in only in statistics passes in examination, furniture, and daily attendance. The negative side is accentuated rather than the positive. Criticism of the destructive side only is offered. The education officer is a detective trying to detect a few mistakes in the school. While the headmasters and teachers try to please him in all sorts of ways. Supervision is thus frequently faction in teachers". Though not supervision defects may not persist universally but major defects are obvious.

The supervision are largely concerned with planning and very rarely discharge their duties as an educational adviser. He is pre-occupied with administrative work that he cannot devote sufficient time, energy and talent to his primary responsibility namely; visit, advice, and assistance. He is usually more dreaded than respected. The officer is generally qualified in one subject area. Supervision does not give the teacher a chance to seek redress of his real grievances or of consulting the education officer to help rectify his weak spots. The

number of supervisors is inadequate. There is lack of actual experience in supervision. There is tendency towards favouritism in the discharge of duties. Lack of theoretical and practical articulation.

Too limited contact to make real impact. Fear of teachers for supervisor makes them to look more of masquerade. Inadequate constructive criticism undermining their work, lack of words of praise discourages the teachers and strain relationship. Lack of fund generally to mobilize and energize the supervisors. Lack of opportunities, zeal for refresher courses, seminar and workshops. On the average all these factors have created non-functioning or under functioning the average workload of an inspecting officer has always been very heavy and above the desirable standard, accepted to gender perfection in our school system and ensure effective teaching and learning.

Okworri (2004) summarized the dilemma facing the country's educational system as excessive over politicization of education, unplanned educational growth, failure of education to enhance social and economic development, deliberate deviations from and distortions of established educational goals and indiscipline. To him the above are just some of the multifarious problems bedeviling the educational system which needs daily call for attention.

At the time of this study, the researcher observed that teachers and the infrastructural facilities needed for the successful for good pupils academic

performance in Matazu Local Government Area is inadequate, as well as the over population in schools in the area. Inability to provide adequate support to community self help projects and the lack of monitoring and supervision. Similarly, girl child education resulting to gender disparity in enrolment and retention between boys and girls due to factors such as work, roles, early marriage and poverty. The implication here is that inadequate planning strategies and noncompliance to the implementation guidelines.

Consequently, it is against the background of the above that, this research set to examine the opinion of teachers and headmasters, pupils and parents as well as the effort of government in the assessment of supervisory role of performance in primary schools in Matazu Local Government Area, Katsina State.

Specifically, the study focuses on the following:

- i. The aims and objectives of the supervision.
- ii. The availability of instructional as well as infrastructure facilities for the supervision exercise.
- iii. The perception of teachers and head teachers on the implementation of the supervision routine.
- iv. The efforts of government in the mobilization and participation of community in supervisory role of performance in primary schools in Matazu Local Government Area, Katsina State.

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

The objectives of this study are:

1. To ascertain the impact of supervisory role performance in primary schools in Matazu Local Government Area, in Katsina State.
2. The effort of community members with regards to supervisory in Matazu Local Government Area, Katsina State.
3. To assess the support and qualified personnel being rendered for supervisory role performance in primary schools in Matazu Local Government Area, in Katsina State.
4. Assessment of supervisory role performance and how its complements with the national education philosophy in primary schools in Matazu Local Government Area, in Katsina State.

### **1.4 Research Questions**

For the purpose of this study, the following research questions are presented:

1. What are the impacts of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State?
2. What are the efforts of community members with regards to supervisor role performance in primary schools in Matazu Local Government Area, Katsina State?

3. Is there adequate support and qualified personnel for conduction of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State?
4. How do the exercise of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State, complements with the national education philosophy?

### **1.5 Hypotheses**

The following null hypotheses have been postulated for the study:

- Ho<sub>1</sub>. There is no significant different in the opinions of teachers and head teachers on the role impact of supervision programme.
- Ho<sub>2</sub>. There is no significant effect between the mobilization and participation of the community members in the supervision programme in Matazu Local Government Area, Katsina State.
- Ho<sub>3</sub>. There is no significant different on the available resources and for the assessment of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State.
- Ho<sub>4</sub>. There is no significant different in the objectives of supervision role programme and National Policy of Education.

## **1.6 Basic Assumptions**

The researcher is of the view:

- i. It is assumed that teachers, head teachers and pupils play vital roles in the success of any educational programme. It is assumed that the teachers and head teachers employed are qualified professionals.
- ii. It is assumed that, outcome of the research will enhance the pupils academic performance which will lead to the development of education in Matazu Local Government Area, Katsina State.
- iii. Education plays a good role in the total wellbeing of the individual and that of society. Therefore, education will enable the individual to live a more meaningful and fulfilling life as well as contributes to the social economic and political development of their societies.
- iv. The variety of opinions from the respondents. That is, teachers, head teachers, and parents would help in reactivating the government in the mobilization and participation of the community, provisions of adequate physical, human and material resources for the implementation of supervision routine. The study is also imperative in the sense that it will show the contributions of all stakeholders in the assessment of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State.

- v. It is also assumed that, the public would be able to realize the importance of supervision programme as an instrument for effecting educational development in primary schools in Matazu Local Government Area, and national development.
- vi. The study will also assess the supervisory role performance and how its complements with the national education philosophy in primary schools in Matazu Local Government Area, Katsina State.
- vii. The result of the research findings would ascertain role impact for supervisory role performance in primary schools in Matazu Local Government Area, Katsina State.
- viii. The effort of community members with regards to supervisory role performance in primary schools in Matazu Local Government Area, Katsina State.

Therefore, the beneficiaries of this research are: the pupils, parent, teachers, head teachers, community, government, administrators, educational planners, curriculum specialists as well as agencies such as the NGOs involved in educational development of Nigeria.

### **1.7 Significance of the Study**

The federal government has set minimum standards for all the schools in the federation, the state and local governments have also added these to their own

minimum standards. Both levels of government have also made financial contributions to the running of these institutions, so that these minimum standards are at least maintained. The role of supervisor is to evaluate the performance of the schools and give the necessary feedback. In doing this, the supervisor will have to evaluate the role of the local education authority and if it is not performing adequate, he has to say so.

Essentially, therefore, the role of the supervisor in today's Nigerian education system is to put things in order, to assist the headmaster and teachers, and to prepare the way of making supervision more humane.

In the general sense, supervision of instruction deals with learning teaching and administration. Learning and the growth of pupils, both of which are active processes, are the central concerns of teachers and supervisors. Learning results from active involvement and experience by the pupils. Whatever learning involves it is the learner alone who can do it. No one else can do it for him.

Supervision 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. It helps to provide the climate and conditions that are best for learning. Supervision is also considered as the evaluation of specific learning situations to ascertain the performance of children and the efficiency of instruction. Hence, supervisions is a service activity

that exists, mainly to help teachers do their, jobs better. It is also seen as leadership in the improvement of the teaching - learning experience. Thus, supervision occurs only when teachers are helped to grow on the job.

Supervision entails a detailed examination of performance. School supervision therefore, involves looking closely at the nature of education in such areas as its quantity as well as its aims and objectives. The main purpose of supervision is to evaluate or assess the standards achieved.

Supervision is a continuous process aimed at entails a detailed examination of performance, - maintaining teaching and improving the quality of teaching and learning.

Regardless of the fact that the school administrator himself is a supervisor in his own school situation, we should have professionally trained and officially - designed supervisors who oversee the activities of several schools in the local government area.

A supervisor is 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 a link between the school teachers and the headquarters. He liaises between the headquarters and the school teachers. He is an overseer in the school situation.

The study should involve teachers in conducting classroom experiments, survey, case studies and investigations whose results may enhance the

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### **1.8 Scope and Delimitation of the Study**

This study covers:

- i. The primary schools in Matazu Local Government Area of Katsina State.
- ii. Two hundred Head teachers and teachers of the sampled primary schools and three hundred (300) community members and supervisors to represent parents within the educational zones in Matazu Local Government Area of Katsina State.
- iii. Since this research involves the ability of the researcher to have control over the respondents, this study covers twenty (20) public primary schools in the area. Thus involving a large respondents beyond the area would create problem of control over the respondents and data, hence the delimitation to Matazu Local Government Area, Katsina State. This study is therefore, delimited to the perception of teacher, head teachers, and community members in Matazu Local Government Area, Katsina State.

## DEFINITION OF TERMS

**Assessment:** A carefully considered opinion or judgment. It is used at school to monitor teaching and learning in the areas of resource allocation, teacher professional development, special education, curriculum and extra curriculum activities, school leadership, pupils care, guidance and support, learning environment, achievement and standard, learners' personal development, welfare and participation, and overall effectiveness, etc.

**Classroom Instruction:** The teaching and learning process in the class under the guidance of the teacher.

**Supervisory Role:** These are the expected duties of a supervisor that helps to provide the most meaningful guidance, advise, support and educate the teachers, pupils, headmasters, community members, philanthropist and organizations, etc.

**Skills:** Speaking, writing, listening, oral reading, performing laboratory experiments, drawing, playing musical instrument, dancing, gymnastics, work skills, study skills, and social skills.

**Clinical (Full) Supervision:** Is the term used to describe a planned regular period of times that the supervisor and the supervisees spend together discussing the supervisees' work and learning progress. It is a multi-dimensional process which seeks to evaluate performance, monitor level of principles of work load and individual case review.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This research work intends to investigate the assessment of supervisory role performances in primary schools in Matazu Local Government Area, Katsina State, Nigeria.

Therefore, the review covers the following sub-headings:

- i. The conceptual framework of the study;
- ii. Modern concept of supervision;
- iii. Aims and objectives of supervisor in primary schools in Matazu Local Government Area, Katsina State;
- iv. Impacts of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State;
- v. Supervisor as a curriculum analyst, developer and evaluator;
- vi. Assessment of supervisory role performance of headmasters and community members in primary schools in Matazu Local Government Area, Katsina State;
- vii. Historical development of supervision in Nigeria;
- viii. Clinical (full) supervision.

- ix. Supervision in primary schools in Matazu Local Government Area, Katsina State.
- x. Problems and remedies of supervision in primary schools in Matazu Local Government Area, Katsina State.

## **2.2 Theoretical Framework of the Study**

Under the state primary schools' management board is a local government education authority in each of the local government areas of the state. The chairman of the local government area is the chairman of the local government education authority. The councilor for education is also a member. The inspectorate of education, recognized teachers' union, women, district heads, village heads, religious organizations community members and parents teachers association are represented.

It would be seen from the above that except the representative of the inspectorate of education, all members are from the local government area. This will hopefully promote commitment on the part of the people in the locality in view of the fact that they are afforded the opportunity to utilize to a large extent, the assessment of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State.

In day-to-day administration of the primary schools, the local government education authority has the functions, among others, to perform:

- i. Its delegates and make the appointments, posting, transfer, promotes and discipline of teaching and non-teaching staff on Grade level 01 – 06.
- ii. Ascertaining of the impact of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State.
- iii. With regard to staff on grade level 07 and above, the authority is empowered only to make recommendations on appointment, posting, transfer, promotion and discipline.
- iv. It performs financial functions in the local government area similar to what the state primary schools' management board does for the schools in the state such as payment of salaries, personal emoluments, submission of annual estimate, annual account and monthly returns.
- v. It is responsible for acquisition and distribution of materials, equipment and posting of qualified personal to primary schools.
- vi. It undertakes capital projects and maintenance of existing buildings and facilities.
- vii. It ensures full enrolment and attendance of pupils in the area.
- viii. It sees to the payment of land acquired for educational purposes.
- ix. While it supervises the district education committees, it provides feedback to the management board on people's reactions and government measures.

- x. Assessment of supervisory role performance and how its complements with the national education philosophy in primary schools.

A dynamic assessment of supervisory role performance has been recognized as the cornerstone of a sound system of education in the area. In a set up where all change tends to be initiated from the top and filter down through the administrative hierarchy to the schools, the inspectorate forms an important link. With one foot in the administration and the other in the schools inspectorate forms a natural bridge between the policy framers and the teachers in the field. An educational system will not be able to rise above the level of its inspectorate. That is assessment of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State today being considered educational improvement.

Supervision is a multifaceted technique. The areas of supervision are quite varied.

Supervision of instructional work; supervision, in fact, is a planned programme for the improvement of instruction. The supervisor checks the effectiveness of the methods of teaching in a particular institution, the audio-visual aids used to make teaching interesting and effective, the time table to carry out the instructional work, distribution of work among the members of the staff, distribution of the prescribed curriculum, written work done by the pupils, experiment conducted and project taken up to improve teaching. He checks up the

teachers diaries also the planning of daily programmes.

Supervision of co-curricular activities as the co-curricular programme is an important part of education today, the supervisor should check up how effectively the various activities are being conducted also how much the school is having constructive discipline.

**Supervision of School Environment:** The supervision should also check up cleanliness of the school surroundings, beautification of the school, hygiene conditions of the school canteen, proper drinking water arrangements and cleanliness of laboratories. He should emulate the steps taken by the school authorities for the welfare and the safety of the students.

**Supervision of School Records:** The inspecting staff examines all sorts of school records and registers. They scrutinize accounts and funds. They check up whether or not proper use of developmental aspects. The supervisor examines the various steps taken by the school to serve the locality in which it is situated. He also finds out the progress achieved in establishing vital rapport between the school and the community and how much the schools have developed in various aspects.

**Supervision of Pupil Growth:** After all, the main objective of all educational activities is pupil growth. The supervisor has to check up in what particular field the students of the schools have distinguished, what positions have been secured by

pupils' in the academic, cultural and physical fields, what the school is doing to help the gifted, the backward and the retarded children and so on.

It is therefore, important for both supervisors and other stakeholders' in the education sector to appreciate the need for the assessment of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State, so that they will willingly and actively cooperate to make the exercise achieve its purpose, both long term and short term. If supervisors do not see the need for it, they will not be committed to the duty of inspection. If the school system does not see the need for supervision, it will resist or at worst frustrate the process of supervision as well as its results.

On the other hand, if supervisors misunderstand the purpose of supervision, they could turn the process supervision into harass and intimidate principals, head teachers, teachers, pupils and community members of the society. If school authorities and personnel misunderstand supervision they could think that supervision disturbs their professional freedom and therefore hide information to supervisors. They may even offer bribe to supervisors in order to facilitate writing "good reports" on bad situations that need correction. This way supervision may not be of much benefit to the schools.

It is therefore, very important that all stakeholders in education should appreciate the need for assessment of supervisory role performance in primary

schools in Matazu Local Government Area, Katsina State, so they can contribute towards enriching the process.

Like teaching, school administration/management or counseling, supervision is an official duty. The supervisor is paid to do this work and it would be disloyal, for him to fail to do his work as expected.

It is explicitly stated in the National Policy on education (NPE 1998) that local -governments should participate in supervising schools by monitoring and maintaining minimum standards at all levels of education below the tertiary level. If we uphold other structures of education that are stated in the policy, we should also uphold and fully cooperate with the inspectorate structure.

In decree 16 of 1985 titled "education (National minimum standards and establishment of institutions) decree", part II, section 15, the work of supervision is provided for. From this legal provision, we can see that supervision is an official assignment backed by law. It is therefore, a criminal act for supervisor to fail in his duty or for anybody to prevent him from doing his work. The law of Nigeria backs supervision; it then becomes a demonstration of patriotism when a supervisor faithfully does his work. On the contrary, it is unpatriotic for supervisor or for anybody to frustrate his work.

There is need for the assessment of supervisory role performance in schools for the purpose of feedback in Matazu Local Government Area, Katsina

State. Supervisors are outside observers so they should assess situations more objectively than the stakeholders within a school. Their feedback is, therefore, valuable to teachers as it can be used to assess them in order to sanction, encourage or commend them, as the need may arise. Supervisors feedback also helps schools to rank themselves in comparison to other schools around them or even far away. It also helps government to rank the schools. Therefore, we can see that the need for the assessment of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State is for the benefit of individual, educational practitioners, students, parents, teachers, community members, schools and other units in the education system, the provision of qualified personal. This is to meet standard and complements with the national education philosophy in primary schools in Matazu Local Government Area, Katsina State.

### **2.3 Modern Concept of Supervision**

The concept of supervision has undergone a vital change during the recent times. The following are noteworthy changes:

- i. The concept of supervision is being transformed to one of healthy supervision and guidance. Supervision is intended to cause improvement of teaching and learning by working with teachers who are working with pupils. It is now generally recognized that the school supervisor is primarily an educational adviser, charged with the duty not of finding fault but of giving practical help

and guidance. It is democratic, not bureaucratic or autocratic. Direction and regimentation have to be replaced by wise and constructive suggestion and expert guidance.

- ii. It is experimental in nature and scientific in method. This characteristic distinguishes it from the authoritative supervision of the past. One of the foundation stones of emerging philosophy and practice of supervision is the belief that current practice should always be questioned, examined, evaluated and placed under the searching light of critical analysis and that such analysis should be applied to supervisory practice-"itself. Any aspect of learning situation is dropped or modified accordingly.
- iii. Attempt is made to make the supervisor powerful with the idea that powers will be used to promote growth, responsibility, freedom, creativity and initiative rather than conformity and obedience to orders. When supervisor is equipped with authority, present and obvious and is enlightened and creative he can become a positive force for the improvement of educational activities in schools. He can help the schools to attain quality by bringing about significant improvements in the methods of teaching and learning, in the use of teaching aids, and in the school environment.
- iv. It is coming to be realized as a service activity intended to help teachers to grow professionally and do their jobs better. It is being rightly felt that teachers

have greater potentiality than they use. Lack of vision, past experience, community pressure, lack of adjustment in human relations, poor personnel administration, inability to evaluate their work - all these factors prevent teachers from utilizing all their skills and abilities. The inspector has to create congenial conditions where the best qualities, talents and energies in teachers are realized for the benefit of the school. This is only possible when supervisor becomes a friendly philosopher and guide in order to compliment with the national education philosophy in primary schools in Matazu Local Government Area, Katsina State.

Supervision today is becoming a technical sort of thing. The supervisor can become an effective guide only if he is trained for the job and continues to educate himself in the latest developments in education and techniques of supervision. Good supervision is not everybody's cup of tea and any miscellaneous gentleman will not be able to do the job. One should have the innate as well as the acquired ability to deliver the goods. It is participatory and cooperative; it offers the teacher rich opportunities to right and wrong propagate the best. The supervisor is a partner to teachers to help the teaching, not a detective to outfit him. Through ascertaining the impact of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State

It is a planned programme for the improvement of instruction. The inspector

employs various activities like individual conferences, group meeting, visitation, use of instructional materials and exchange of ideas to direct teacher - learning and growth. As teachers learn, grow and improve, pupils will also learn and grow. Pupil growth in the last analysis is the ultimate goal of the total educative process. Supervision, therefore, is concerned with everything that furthers the development of teachers, pupils and community members efforts with regards to supervisory role performance in primary schools in Matazu Local Government Area, Katsina State.

It focuses attention upon: through supervision, emphasis is placed upon the teaching - learning situation and not upon a person or the techniques he uses. A cooperative formulation of aims and objectives, a study of the curriculum, the equipment and the materials of instructions and an evaluation of the results achieved are the conditions which affect teaching and learning, and therefore are the conditions which affect teaching and learning and therefore, are the primary aspects of modern supervision. The efforts of community members with regards to supervisory role performance in primary schools in Matazu Local Government Area, Katsina State.

It is a carefully planned technical service designed to improve the learning situation for children. Without planning time and energy will be wasted. Planning is both necessary and desirable' because most supervisory activities stem from the

needs of a situation in which many participate. Pupils, parents, teachers, community members, administrators and supervisors are all involved in some way or the other in a school situation. These are the persons, who will determine cooperatively the functions and activities of the supervisor,

One of the major emphasis in modern supervision centres about the relationship between supervision and curriculum development. Although a variety of duties are performed by the supervisor the ultimate objectives of each activity is the improvement of instruction and the curriculum. Because the programme of supervision- cannot be developed fully when separated from the programme of curriculum development, every aspect of supervision should give attention to such curriculum problems as the development of materials, the fullest utilization of community resources, the capitalization upon parental resources and the development of curriculum planning procedures.

It inspires teachers, lifts them above themselves. It serves as supplementary guide to assist him in working out his own plan of action. The teacher grows not by being "told" but by actually doing and experiencing through conferences, seminars, workshops etc. he has to be exposed to practices and experiences to grow professionally, and act on how to achieve the national education philosophy in primary schools in Matazu Local Government Area, Katsina State.

Supervision relates to guiding and coordinating the work of teachers and all

connected with school work in such a way that pupil-learning is facilitated. It aims at facilitating learning through planning and devising ways of improving teachers professionally and releasing their creative abilities so that they willingly improve the learning situation and production of qualified personnel.

In Matazu Local Government Area, a more thorough supervision of instruction has become a necessity because of the fast increasing size of our schools with its attendant danger of anonymity. Opportunities for education have increased to such an extent that schools now contain many pupils who are not sure that they need the type of education provided by the educational system.

Because of the fast rate of expansion in school enrolment there is a short fall in teacher production."Increasingly in recent years, the inspectorate have come to be looked on and have come, we believe to look on themselves as, above- all, consultants and collaborators, able to bring to the problems of any one school the experience called in many and to contribute to the solution of difficulties a judgment at one disinterested and well informed. To stimulate by discussion and suggestion, to spread ideas and be a link between school and school, to provoke the unreflective to thought and to awaken healthy doubts as to the sufficiency of familiar

It is harmonizing; there is increased respect for human personality; there is a sense of high purpose which overrides materials self-interest, there is free and

responsible participation, there is appreciation for leadership and respect for authority, and community members participation.

Modern supervision is taken for coordination and integration of an educational effort. The sole aim is to effect improvement in the total educational programme. The supervisor has to coordinate the school with the community, the school with the other schools and the school with education department. Thus, the supervisor is a key person in the community. Like an excellent doctor he not only diagnosis the disease but also offers a cure. Through the impact of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State.

The spirit of modern supervision stresses not merely teacher growth but teacher participation in the study and improvement of the total teaching learning situation. The teacher of the future should be a free, ingenuous individual evolving his own everyday techniques by intelligent .use of principles, in order to achieve the national education philosophy in primary schools in Matazu Local Government Area, Katsina State.

Supervision is the element of the-administration process which is concerned with efforts to guide the day to day activities of the work group by stimulating, directing and coordinating the workers and their efforts, cultivating good working personal relationships so that they all work towards a more efficient achievement of the task goal. In the school routines in such service lies the most valuable

function of the inspectorate and we would stress the very special value of its guidance and encouragement to the hundreds of small schools where teachers often inexperienced are working under conditions of differently and isolation.

To conclude we can say that supervision has emerged from the early emphasis upon weeding out the deficient to the current challenge which seeks to help teachers become efficient. The modern supervisor is a democratic leader, a coordinator, a resourceful person and is one in a strategic position to pull together the threads of evaluation of education and how its complements with the national education philosophy on primary schools in Matazu Local Government Area, Katsina State.

#### **2.4 Aims and Objectives of Supervision in Primary Schools in Matazu Local Government Area, Katsina State**

In the general sense, supervision at the primary school level should aim at achieving the following:

- i. Inform the appropriate authorities about the standards of achievement attained in the school through ascertaining the impact of supervisory role performance in primary school in the area.
- ii. Provide the local government education authority with as full picture as possible of the school, and the part the education department could and should play in assisting the school headmaster to improve the standard of education,

through provision of qualified personnel, community members participation, and non-governmental organizations.

- iii. Acquaint the school head and his staff with up-to-date information on the equipment and instructional materials and provision of qualified personnel which can be used to improve the quality of the instruction.
- iv. Provide means of assessing the needs and priorities of the schools.
- v. Provide an objective record by which an assessment of the system can be made from time to time to meet with the national education philosophy in primary schools in the area.
- vi. Create avenue for raising the confidence and morale of the school staff through mature and wise counsel, commendation, motivation and a demonstration of interest in their work.
- vii. Advice on maximum use of available resources and the efforts of community members in primary schools in the area.
- viii. To improve the quality of education by providing professional leadership both to the heads, the teachers and support and provision of qualified personnel in primary schools in the area.
- ix. To appraise the work of the educational institutions and to offer suggestions for improvement.

- x. To promote the growth of all teachers by providing them in-service training by Matazu Local Government education authority.
- xi. To prevent misdirection of resources and energies.
- xii. Supervision of instruction deals with learning, teaching and administration.
- xiii. Helping beginning teachers to translate theories learnt in training colleges into actual classroom practices, through the impact of supervisory role performance in primary schools in the area.
- xiv. Assisting teachers to identify and analyse learning difficulties of pupils and helping them in planning effective remedial instruction.
- xv. Evaluating teachers' results in terms of pupils performance, through ascertaining the impact of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State.
- xvi. Interpreting the school programme to the community, through supervisory role performance in primary schools in the area management.
- xvii. Determining the effectiveness of the teachers classroom management.

Determining special abilities possessed by teachers and deciding who to be transferred, retained and promoted.

The most fruitful supervision services are creative; supervision stimulates and encourages teachers to try out their own ideas.

Supervision in primary school is for the pupils good performance is based on

cooperative relationship as well as cooperative planning between supervisors, teachers, parents, community members, educationist and pupils etc.

Supervision as expert service on the consultancy basis needed in complex human undertakings like education, Supervision as expert service on the consultancy basis is an accepted principle in all difficult and complex human undertakings. Education particularly is complex and intricate and furthermore is carried on in divisions, classrooms scattered throughout a community and over the nation. In order that education is able to deliver the goods, it must be continually changed, modified and sharpened. This possible only when an expert service is made available right at the doors of the schools.

Early prevention is better than cure; supervision may be acclaimed to be most necessary in view of the fact that early prevention is better than cure. There are so many problems of .maladjustments, and undesirable attitudes and behaviours which need to be ripped in the bud. Some expect technical assistance has to be made available to the school to prevent the incidence of such problem.

## **2.5 Impacts of Supervisory Role Performance in Primary Schools in Matazu Local Government Area, Katsina State.**

Supervision can be carried out by different stakeholders or their representatives. For example, the supervisor may be a teacher based within or outside the school. Or he could be from the office of the local government

education authority in Matazu state government; he could even be a person working on behalf of the community. In reality, in most of the primary schools in Matazu Local Government Area, the pupils are drawn from the local community and the communities are concerned about the quality of teaching going on in the school.

The supervisor should work as a partner to the teacher, himself/herself getting involved in classroom teaching. This is the best way to ensure quality in education. And this will promote the pupils academic performance. And finally, complements with the national education philosophy in primary schools in Matazu Local Government Area.

Every child should be taken care of so that his/her potentialities will be developed to the fullest. The effects of supervisory role performance in schools is to ensure-that the children are learning in suitable conditions.

To provide a basis for an effective dissemination of concrete and constructive educational advice and ideas designed to improve the quality of the teaching ability of the teachers and ultimately the education of the pupils. To ensure minimum standards so as to provide nearly equal opportunities for pupils. To establish desirable educational practices and suppress undesirable ones from surfacing.

Impact of supervisory role performance in primary schools in Matazu Local

Government Area, Katsina State assists in curriculum development for the benefit of the pupils. It helps in meeting- specific needs for children such as identifying learning difficulties or special problems. It promotes the general welfare of pupils. Through the supervisor physical exhibition of his/her effectiveness, the pupils may be encouraged to want to become future supervisors.

Sometimes when a crisis occurs such as pupils unrest or staff protest in a school, supervisors are usually sent to conduct an on-the spot investigation and later submit a report promptly to the education secretary.

The team of supervisors include subject specialists in particular areas and well-experienced supervisors who are capable of offering curricular and pedagogical advice to teachers and school heads. Casual supervision is being conducted in the schools in order to assist both the staff and pupils to obtain the desirable standard, maintain good relationship in the schools, and encouragement of community efforts in Matazu Local Government Area, Katsina State.

The center of the supervisor's work is the classroom; his most important contacts in the school are with the teachers and pupils who work together in the classroom. Helping teachers to see more clearly the problems and needs of the pupils. Assisting teachers to identify and analyze learning difficulties of pupils and helping them in planning effective remedial instruction, evaluating teachers' results in terms of pupils growth and educational objectives, by the impact of supervisory

role performance in primary schools in Matazu Local Government Area, Katsina State.

Supervision is also considered as the evaluation of specific learning situation to complements with the national education philosophy in primary schools in Matazu Local Government Area, Katsina State.

**Supervision of Co-curricular Activities:** As the co-curricular programme is an important part of education today, the supervisor should check up how effectively the various activities are being conducted and also how much the school is having constructive discipline, and its complements with the national education philosophy in primary schools in Matazu Local Government Area, Katsina State.

**Supervision of School Environment:** The supervisors should also check up cleanliness of the school surroundings, beautification of the school, hygiene conditions of the school canteen, proper drinking water, arrangements and cleanliness of laboratories. He should evaluate the steps taken by the school authorities for the welfare and the safety of the pupils. This is through conduction of clinical supervision in primary schools in Matazu Local Government Area, Katsina State.

**Supervision of Pupil Growth:** After all, the main objective of all educational activities is pupil growth, the supervisor has to check up in what particular field the

pupils of the schools have distinguished, what positions have been secured by pupils in the academic, cultural and physical fields, what the school is doing to help the gifted, the backward and the retarded children and so on.

**Preventive Supervision:** This type of supervision is anticipatory and aimed at addressing issues that are capable of derailing an established national educational philosophy in primary schools. The teachers and the entire school community, pupils anticipate new situation and find appropriate ways and means to remove deficiencies, through the impact of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State.

**Creative Supervision:** It encourages primarily school teachers to feel free to think for themselves in matters pertaining to objectives, curriculum organization and content, methods of teaching and methods of evaluation. It encourages the teachers of primary schools to share voluntarily with the supervisor, co-workers and community efforts in primary schools in Matazu Local Government Area, Katsina State.

**Humanities Supervision:** This type of supervision is aimed at developing a healthy relationship among partners i.e. teachers, pupils, parents and the supervisors. This type of supervision can detect and encourage those aspects that promote relationship and those considered as threats.

The supervisor should ensure that teachers conduct classes using child-

centered methods and according to the lesson note by the impact of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State.

Supervision and should examine the teacher and pupil attendance registers as well as home visit register on a regular basis.

## **2.6 Supervisor as a Curriculum Analyst, Developer and Evaluator**

Regardless of the fact that the school administrator himself is a supervisor in his own school situation, we do have professionally trained and officially designated supervisors who oversee the activities of several schools in Matazu Local Government education authority.

A supervisor is a leader because he guides the action of others. He is a "teacher" of teachers because he helps the teacher do his job better. He is a link between the schoolteachers and the Local Government Education Authority Headquarters (LGEA). He liaises between the headquarters and the school teachers. He is an overseer in the school situation. Supervisors may be classified as either the generalist or the specialist.

- i. The generalist, his skills lie in the broad areas of overall leadership, setting conditions and providing the means which make it possible for others to function effectively in carrying out specific tasks. Examples are the local

education secretary, supervisors, headmaster, and the assistant headmaster and the efforts of community members participation in the area.

- ii. The specialist, he is concerned with the quality of work done in specific areas of instruction such as Language, Social-Studies, Science, Mathematics, Home Economics, History, and Physical Education. Specialists are expected to help others work more effectively by giving information, by drawing attention to viable alternatives, by making available necessary materials, by training teachers in needed techniques and procedures in order to complements with the national education philosophy in primary schools in Matazu Local Government Area.

### **Modern Supervisor and Curriculum in Nigeria**

Supervision as a concept in education in as old as western education in Nigeria. Starting in the missionary schools and was made a government stand to cover all schools in 1882. Today realizing its importance, it is institutionalized as at federal level as office of director of education, inspectorate division chief inspector under the office of the director of education is responsible for all professional matters not for administration alone. Except for advice on professional matters to government, school heads or teachers. In the inspectorate division, we have sections dealing with various levels of education; primary 'secondary and tertiary. At primary and secondary schools it is called inspection or supervision but

accreditation at the tertiary level.

At post primary school level it is headed by staff inspector who is under the chief inspector. The staffs are based in the ministries headquarters together with several specialist subject inspectors working directly under them. While the staff inspectors have overall responsibility for improving the standards and quality of education in the post primary institutions their colleagues at headquarters or in the field cooperate with them in carrying out their supervisory duties. Their other duties apart from leading teams of inspectors include constant consultation with their division of curriculum instruction in schools, a role which brings their supervisory role to bear with curriculum. .

In this modern time the concept of inspection, traditional form has in reflect been replaced by that of supervision. Modern time even if the concept inspection still exist the traditional form that saw the function as static, authoritarian and school visitation has gone. Its former, activities have been turned to the category of supervision. It has shifted from teacher attention to attainment of goals of education.

Supervision focuses upon the improvement of instruction. It is concerned with the continuous redefinition of goals with the wider realization of the human dynamic for learning and for cooperative effort and with the nurturing of a creative approach to the problems of teaching and learning. Thus supervision is a

consciously planned programme for the improvement and consolidation of instruction. Therefore, school supervision these days not simply mean that old method of fault findings,, uncreative approach or fighting condition of intimidation when the school work was examined and evaluated as a place for learning but it also means the constant and continuous provision of guidance based on the frequent visits which focus attention on one or more aspects of the school and its organization. This is the area where the supervisors streamline their activities to relate to curriculum supervision. It goes beyond the level of teacher examination and his methodology to the level of supervising curriculum activities and pupils performance towards the attainment of educational goals. Together with the teacher, students and the community supervisor try to verify the problem areas, translate it to the ministry through the procedure for a review of the irrelevant programme found.

How well this is done depends on the skill and efficiency of the supervisor in working with the teachers. His activities may include, individual conference from which he is supposed to learn, group meeting with teachers, visits to schools, class and demonstration lessons, the use of instructional materials, the exchange of ideas with teachers and students guiding professional readings, arranging books exhibitions and planning for inter-school visit by teachers. All these activities are intended to improve the teachers' training and growth in their job. As the teachers

learn, grow, and improve, pupils will also learn and grow. The overall growth of pupils is the ultimate goal of the total education process.

The supervisor can arrange courses or workshops for teachers and head teachers. These courses or workshops should, relate specifically to those areas in which teacher/head teachers have been found weak by the supervisors of education. The aim of the courses should be for improvement of the quality of education in schools. As an agent of improvement and catalyst for motivation and curriculum development the supervisor of education must evaluate and review new publications and textbooks sent to schools. He must also run induction courses for newly recruited teachers and schools heads. He counsels untrained teachers about better teaching methods and informs them of recent development in the teaching profession. For those who cannot teach-well; the supervisor must advise them on the ways of improving their teaching. In such cases it can be of help if the supervisor arranges with the teachers concern to give a demonstration teaching or lessons.

He also provides honest, accurate and positive reports on the schools he supervise teachers he observed- and on the educational value obtained from the expenditure of public money. The reports are of use to many people;

- i. The education secretary.
- ii. To headmasters of schools who would like to know how their schools compare with others.

- iii. To those who are responsible for equipping the schools that is, providing schools with textbooks, chalks, exercise books, etc.
- iv. To curriculum experts and bodies (NTI, LGEA, Zonal office) for review, innovation and awareness.
- v. To the supervisor himself as a record of what was seen to be lacking and what was recommended

The supervisor is a trained teacher who has the knowledge of the community, the children, the classroom situation, the materials for instruction, the methodology applied to teaching the content of the subject and activities. He is therefore essential in both formulation and transmission .of the formulated curriculum. He is therefore required in all due respect to be part of the curriculum process and innovations. He stresses riot merely teacher growth but teacher participation in study and implementation of local teaching - learning, situation. Above all his relationship becomes more paramount as it is a major step to his supervisory role in the curriculum. Every aspect of supervision should give attention to such curricular problems as the development of materials, the fullest utilization of community resources, the capitalization upon parental resources and the development of curricular planning procedures.

The aims and purposes of all these modern effectiveness are to improve the quality of education by providing professional leadership both to the heads: and the

teachers. Appraise the work of the educational institution and to offer suggestion for improvement. To promote professional growth of all teachers by providing them in service training and above all to prevent misdirection of resources and energies. It is therefore, of four folds, correction, prevention, construction, and creation. In this regards, he attains a maximum and effective supervision of curriculum activities down to the classroom. The supervisor as a curriculum analyst;

Supervisors are expected to have opportunities in participating in as many stages as possible of the curriculum development process if they are to play their role effectively as curriculum analysts. The typical stages involved in a curriculum development process, according to Johnson (1977), are good setting, curriculum selection, curriculum structuring, instructional planning and technical evaluation. The implication of this situation is that it is possible to be a supervisor without ever participating in curriculum development beyond the classroom level.

Whether or not supervisors take part in curriculum development, the need to be sufficiently familiar with the school curriculum in their subject areas in order to be helpful to the teachers. They need to be familiar with both the official curriculum and the in-use curricula in order to know if there are gabs in implementation to be filled.

Another major component in curriculum analysis is an inventory of

textbooks and other instructional materials, material supplies and equipment to determine what is available to the teachers and in what quantity and condition. The availability of pertinent materials and equipment in the right quantity and quality determines, to a great extent, the effectiveness of student parts in the lessons. The supervisor as a curriculum developer.

Supervisor has unique opportunity for supervising the development of a new curriculum from scratch to finishing point.

However, in a system of education where curriculum development is centralized affair such as is the case in this country, the role of the supervisor may be limited to selection of textbooks and other instructional material.

### **Supervisor as Evaluator in Curriculum Development Process in in Matazu Local Government Area, Katsina State.**

Supervision and evaluation play a unique role in the curriculum development process. Because the study and assessment of educational programmes often suggest a discrepancy or need, research and evaluation serve an initiating role in the development of curriculum, and finally complements with the national education philosophy in primary schools in Matazu Local Government Area, Katsina State.

Supervision is a broadly defined term that refers to assess the effects of educational programmes. In most school settings, the use of the term evaluation

includes; research activities, the systematic testing of data, clarifying discrepancies between goals and objects, and a decision making function. Evaluation process are the appraisal of student the curriculum and the assessment of outcomes, determining the value of administrative and managerial practices.

However, it is very necessary that those persons responsible for developing school programmes will share increased responsibility for evaluating school programmes. Curriculum leaders will need to be familiar with the many aspects of the evaluation process and possess skills to supervise the revision -of existing activities. Among the many evaluative activities, curriculum personnel will have responsibilities in the following areas: condensation of clinical supervision, establishing evaluation programmes, focusing evaluation, designing evaluation systems, assessing educational research, translating research findings into programmes and reporting findings of educational research to others in the environment, which the expertise of educational supervision provides.

## **2.7 Assessment of Supervisory Role of Performance of the Headmaster and Community Members in Primary Schools in Matazu Local Government Area**

For any work to end successfully, it has to be supervised, overseeing what is going in is necessary. This is the function of the headmaster who is the administrative head of the school. The sectional heads assist him in the day to day administration of the school. Therefore, the main aim of supervision is the

development of better education for the youths. Supervision leads teachers to a thorough assessment and study of both their individual attitudes and practices as well as their educational activities and procedures. Supervision is carried out within the school by the headmaster and sectional heads. The headmaster is responsible for the day to day administration of the school. He appoints some sectional heads based on seniority and experience to assist him. The major role of the headmaster and his assistants is supervision. The following are the competencies required for effective supervisory role performance in primary schools in Matazu Local Government Area, Katsina State:

- i. **Attending to Teachers' Problem:** It is the responsibility of the headmaster and his assistants to listen to teachers' problems and help in solving them as much as possible. The problems could be personal, academic, pedagogic or related to discipline. The amount or fact, concern, urgency and dispatch attached to the resolution of these problems will definitely inspire confidence in teacher-headmaster relationship and will also help to build the tone of the school and meet the national education philosophy in the area.
- ii. **Supervision of Instruction:** The supervision of instruction is a major role of the headmaster though he could delegate it to his assistants. However, the headmaster is expected to occasionally go round the classes to observe teachers at work and at times demonstrate actual teaching aimed at helping teachers

improve on their competencies.

- iii. **Supervision of the School Diary:** The diary is to be kept by any school. Each class master keeps one in which he records each term's scheme of work and also makes weekly entries of work done. The headmaster or his assistants should ensure that the syllabus is systematically followed and that the entries made are correct.
- iv. **Collecting and Issuing Instructional Materials:** The primary school head is required- to collect teaching aids from the local government education authority or any appropriate place, and distribute the same to classroom teachers for use in instructions, Sometimes the headmaster buys the materials himself and takes the responsibility of preserving them in his office and also community members to contribute some teaching materials in primacy schools in Matazu Local Government Area, Katsina State.
- v. **Maintenance of Physical Facilities:** The headmaster through periodic checks ensures that the physical facilities which include buildings, chairs, tables, chalkboards, cabinets, roof, pupils seat etc are wholesome and adequate.
- vi. **Ensuring Teachers' Welfare, and Conditions of Work:** The headmaster, his assistant community members, supply drugs in he school for teachers and pupils use. The headmaster must encourage comradeship and teamwork. He should encourage teachers to attend workshops and conferences for their

professional growth, yearly get-together sponsored by the staff or head-teacher is recommended for the social atmosphere it provides for the teachers.

- vii. **Maintenance of Discipline:** Good discipline ensures that the tone of the school is maintained. Without discipline the goals of a school cannot be achieved. The rules and regulations of the school are to be obeyed by pupils and teachers. It is the duty of headmaster, to ensure compliance.
- viii. **Grouping for Teaching/Learning:** It is the responsibility of the headmaster to group pupils either of the school level, that is, grouping for different classes or grouping at the class level which is grouping in subject; areas of interest.
- ix. **Relationship with Policy Makers and Administrators:** The school head should cultivate skills in public relations. A good head- teacher must establish good relationship with the policy makers and administrators at the head office. This is to ensure a free flow of information' from the head office to the "school and vice versa. This is through his impact of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State.
- x. **Relationship with Parents and Community:** The progress of any school depends mainly upon the co-operation such a school receives from parents of pupils and the community in which the school is situated.

It is the responsibility of the head-teacher to foster such relationship. It is necessary that parents know what goes on in the school. Likewise the community

should feel the existence of the school through its academic and social activities. Some of the media through which the school relates cordially with parents are the community is the Parents Teacher Association (PTA). Prize giving days, home visit, parley, exhibitions, etc.

### **Community-Based Supervision**

The community is a stakeholder in the education of its children. The members could visit the school at any time to make suggestions on any observed lapses requiring attention. In some cases, the community may appoint some people to supervise teaching in the schools. On its own part, the school could use the assistance of the community to obtain support from parents for its programmes. Through meetings with parents, much progress could be made towards ensuring improved enrolment and retention of pupils, and enhancing the quality of learning in the school. The effort of community members with regards to supervisory role performance in primary schools in Matazu Local Government Area is fairly encouraging the establishment of relationship between the school and community. The meetings could also ensure proper moral supervision (discipline and control), the execution of all exercises given, proper use of school uniforms, and provision of recommended learning materials to the pupils and keeping pupils with infectious diseases at home.

### **Speech and Prize Giving Day**

This well-established agency for community development in school should be improved upon at the primary school level. Parents should be encouraged to endow prizes, through the impact of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State

### **The Parent-Teacher Association (P.T.A.)**

This is a potent avenue for bringing the community closer to the school. Parents are 'made to better appreciate the problems and aspirations of the school and therefore prepare to assist.

### **Old Pupils Association**

They can be easily called upon to help salvage the image of their school to which they are powerfully attached emotionally. Such immediate help comes in handy in solving problems that border on rehabilitation.

### **Parley**

A parley provides an opportunity for the individuals and groups within a community to discuss, ask questions, seek, information, make suggestions, raise issues, examine and re-examine some issues and map out lines of action for solving identified problems.

## **Open Day**

The Open Day is the day when parents and other members of the community are invited to participate in the life of the school. The community is made to see how the school works and this has a way of helping the community members to identify with the hopes and aspirations of the school. The awareness so created is likely to elicit societal support for our primary schools in Matazu Local Government Area.

## **Home Visit**

Teachers' visits to the home of his pupils are the reciprocal of the open day. The onus of community/parental participation in primary education rests on the teacher. The home visit should precede and ignite the open day.

## **2.8 Process of Supervision**

The process of supervision in education entails the use of tools, support to teachers or school heads, analysis of information collected, report writing and utilization, and finally providing feedback to the parties concerned.

### **Tools for Supervision**

Several tools are used in the course of supervising teachers. These are classified into two broad categories, namely, individual devices and group devise. The individual tools are employed in supervising individual teachers, while the group devices are employed in supervising groups of teachers, with the support and

qualified personnel being rendered by Matazu Local Government Area in schools.

### **Individual Tools**

Examples of individual, supervisory devices are classroom visit, classroom experimentation, conference, intervisitation and observation, in order to achieve standard and complements with the national education philosophy in primary schools in Matazu Local Government Area.

- i. **Classroom Observation:** This 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. 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. This could entail having a copy of the lesson plan. Have some knowledge of the pupils, what they have done so far and what they will be doing and their levels of ability. It is a good thing to record the conduct of the lesson on 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 follow.
- ii. **Classroom Experimentation:** The teacher may wish to experiment with a new method of teaching or teaching aids. The teacher should be allowed to do

this provided that the parents of the children give their consent and the new method, holds promise for success. This is to ascertain the impact of supervising role performance in primary schools in Matazu Local Government Area, Katsina State.

- iii. **Conference/Interview:** Following a supervisor's evaluation of a teacher's lesson, it is important to hold a post-visitation conference on interview. This has the benefits or not leaving the teacher in suspense and discussing the strengths and weaknesses of his lesson. It is important for the supervisor to maintain a friendly atmosphere in his dealings with teachers both during the lesson and at the conference phase. Emphasis should be placed on how to enhance the quality of teaching during the interview. This will promote standards and complement with the national education philosophy in primary schools in Matazu Local Government Area, Katsina State.
- iv. **Inter-visitation and Observation:** 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 the teacher right from the beginning.
- v. **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 match their style of teaching. The supervisor should

be able to assist the teacher in this respect as good teaching materials can make a big difference on the outcome of instruction.

- vi. **Self-Evaluation:** It is difficult for the teacher to assess the effectiveness of his own teaching, except -perhaps with the help of some instruments. The teacher may use one of the following devices to get a rating of his teaching:
  - a. **Use of an Opinionnaire to be Completed by the Pupils he Teaches:** In this arrangement the pupils rate their teacher without writing their names.
  - b. **Analysis of Test Results:** an analysis of performance of his pupils on a unit of his teaching could reveal how effective his teaching has been. The test should be scored following the objective of teaching the unit.

### **Group Tools for Supervision**

The group tools for supervision include: committees, course-work, demonstration teaching, field trips and panel discussion.

- i. **Committees:** This method of improving teachers in service 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 is useful for the teaching of primary science. Such reports could prove very valuable in the process of the impact of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State.

- ii. **Course Work:** Teachers in service are sometimes able to take part- time courses that will improve their, teaching skills. Since these courses bring about growth and improvement in the teachers teaching skills. And finally obtain standard and complements with the national education philosophy in primary schools in Matazu Local Government Area, Katsina State.
- iii. **Demonstration Teaching:** In this supervisory device, the supervisor demonstrates teaching skills to a group of teachers at the same time.
- iv. **Field Trips:** The use of field trips for the teachers involves the supervisor arranging trip to some place in order to assist the teachers to learn certain educational values. The teachers evaluate the teaching resources and possibilities of what they have learned.
- v. **Panel Discussion:** Teachers make preparations that lead them to learn new things that will enhance the quality of their teaching when they plan to participate in a panel discussion. This brings about an improvement in their teaching, hence serving as a group supervision device.

### **Post-Supervision Activities**

Information gathered in the process of supervision is analyzed to identify possible lapses in the teacher's methods of teaching. It is beneficial to analyze the information with the teacher concerned so that he will appreciate the need to effect some changes in his approach. In this way, improvements in teaching effectiveness

can be ensured through the impact of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State.

### **Assessing Teaching**

Every supervision exercise is called out using certain criteria to assess the quality of the teaching.

The quality of the lesson notes, i.e. is it based on the scheme of work? Are the objectives of teaching stated in clear and unambiguous ways? Are the objectives attainable? Is there an adequate evaluation of the previous knowledge of the learner? Are the contents of the lesson presented in logical steps and simple language? Are the contents relevant? Are teaching aids adequately used? Is the lesson evaluated adequately? In the conclusion is there an indication of what will be learned in the next Wesson?

The outcome of an assessment of the teaching based on the scoring of these criteria forms the basis of the supervision report.

An important aspect of supervision and analysis of the data collected is the writing of the report. The report should spell out clearly all the lapses identified, followed by recommendations on how to make improvements. Commendation should -also be made on the success recorded. The report can be used for comparisons with future reports on the teacher's teaching performance. The reports could also be used for purposes of promotion, retraining and the provision of additional support.

All these processes are being done in order, to make an impact of assess the impact of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State.

They should obtain feedback on his performances after supervision. This can be done-at a conference between him and the teacher. Another way is to play back the recorded lesson over and over in order to get the teacher to recognize his lapses.

### **Supervision Report and Utilization in in Primary Schools in Matazu Local Government Area, Katsina State**

Supervision reports are or value only when they are put to use in order to improve the quality of educational delivery and maintain high standards. They also provide a basis for feedback to the different stakeholders in education, and complements with the national education philosophy in primary schools in Matazu Local Government Area, Katsina State.

### **Supervision Reports**

A supervision report is an account of interactions between supervisors and school teachers during a supervision visit. Such an account includes recommendations by supervisors on what should follow from the content of the report. The actions which are taken as a consequence of the supervision constitute the utilization of the report.

## **Type of Supervision Reports**

Supervision reports are based on observation of persons, structures and school documents, among others. The following are different types of Supervision reports:

- i. **Report on Classroom Interaction:** Supervisors write reports on the observations of the teaching-learning processes in schools. During classroom observation the supervisors notes; teacher's mastery of the subject matter, methods of teaching, compartment and dressing the school as an educational institution, building, classrooms, utilities, libraries, games facilities, etc.
- ii. **Supervision Report of Special Education Projects:** This type of supervision report is written to provide on special educational programmes. Examples of such are the Nomadic Education, National Commission for Mass Education and the Universal Basic Education programme. Supervision reports on such projects are usually in part or stages.

## **Uses of Different Types of Supervision Reports Primary Schools in Matazu Local Government Area, Katsina State**

Supervision reports on teacher:

Learner classroom interactions are useful in the following ways:

- i. To assess the adequacy of staff number in relation to pupils' population and

efforts of community members with regards to supervisory role performance in primary schools in Matazu Local Government Area, Katsina State.

- ii. To uphold or reject the recommendation of teachers for promotion from these different uses of supervision reports, we can see that they are very valuable in giving feedback on supervision outcomes to all stakeholders in education in order to achieve standard and complements with the national education philosophy in primary schools in Matazu Local Government Area, Katsina State.

Finally, the special supervision report of educational institutions is valuable in the determination of:

- a. The effectiveness of the institution through assessment of the support and qualified personnel being rendered by the Matazu Local Government Area, Katsina State.
- b. The efficiency of the institution in conformity with the national education philosophy in primary schools in Matazu Local Government Area, Katsina State.
- c. The need for continued government sponsorship of the institution.
- d. The relevance of the institution to current national needs.

## **Supervision Feedback Mechanisms in Primary Schools in Matazu Local Government Area, Katsina State**

The “middleman” position of the inspectorate: The inspectorate arm of the LGEA essentially serves as a “middleman” between the government on the one hand and the other stakeholders in education on the other. The inspectorate performs the function of an interpreter of the policies and intentions of government to the stakeholders in the educational system. The inspectorate performs the role of providing information feedback to government about the state of the educational practice in the “school system. The inspectorate also renders immediate knowledge of result to schools and stakeholders after supervision. Advice and guide for support and provision of qualified teachers in schools in Matazu Local Government Area, Katsina State.

### **Types of Feedback Mechanisms**

Supervisors give feedback on educational practice through the following channels:

- i. **Briefings:** Even before supervision starts, briefings are vital. The leader of the supervision team needs to give the head teacher and other school personnel the necessary briefing on government expectations and priorities in educational practice, and meet the national education philosophy in primary school in the area.

During a full supervision, briefings are also expected to take place between supervisors and school leadership. This is to give feedback on the findings of the supervisors and where applicable, make recommendations and suggestions. At the end of the supervision, supervisors also hold briefing sessions with school proprietors. This briefing is also to give feedback on the finding of the supervisors and to give needed recommendations for changes and improvements on good.

ii. **Meetings are very Important' in Providing Feedback on Supervision:**

Meetings are more elaborate than briefings. During meetings, supervisors and school personnel have the opportunity to describe observations, recount experiences, express opinions, account or success and challenges and agree on what to do to make progress. Meetings, therefore, provide opportunity for feedback from both parties.

The success or failure of a full supervision can depend on the manner in which meetings are conducted. A good team supervision leader is responsible for bringing together different opinions on any subject and should succeed in making everybody reach an acceptable conclusion on the subject.

**Follow-Up Supervision:** A follow-up supervision is usually done after a full supervision; the purpose is to find out whether or not recommended improvements or changes have been carried out. A follow-up supervision therefore, provides

feedback to the inspectorate about the outcomes of a full supervision, examples of changes that could have been carried out are: more qualified teachers may have been provided, additional equipment may have been bought and unsafe structures may have been replaced by more solid buildings and so on.

**Supervision Reports:** A Supervision report is written according to procedure. The first stage is an interim report. The interim report is given to the school head and the school proprietor.

The report contains the essential points in the supervisions' findings, especially where important changes improvements are needed. The interim report is, therefore, a feedback mechanism to ensure that the supervised school actually benefits from the impact of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State.

**The Final Report:** This is also called the written report of the supervision. It contains all needed information about the observations, interactions and recommendations, which were made during supervision some recommended changes have" been carried out after the interim report, this is also reported.

The written report is an important feedback mechanism. A copy is sent to the school, the proprietor and the government. This enables these stakeholders to respond to commendations as well as constructive criticisms so that the national education philosophy is significantly achieved through supervisory role

performance in primary schools in Matazu Local Government Area, Katsina State.

## **2.9 Historical Development of Supervision in Nigeria**

The introduction of Western education in Nigeria started with the establishment of first primary school by the missionaries at Badagry in 1842. (Fafunwa, 1995). It used to be the duties of the missionaries to supervise their own schools via using the administrative supervision approach. Prevalent at the time, a situation where the cathedrals were also teachers and laymen in the church served as supervisors.

In 1882 according to Fafunwa (1995), the first education ordinance was promulgated when the colony of Lagos was still jointly administered with Gold Coast colony, Sierra-Leone and Gambia. The ordinance provided for a general board of education that will take care of all the educational development in the territory. It was this board that established an inspectorate which covered all the British West Africa territories. The chief inspector, who headed the inspectorate, was known as Her Majesty's Inspector of Schools for the West African colonies.

Later the same year 1882 the Reverend Metcalfe Sunter was appointed Her Majesty's Inspector (HMI) of schools for West African colonies. But the areas proved to be too large for one inspector and very little was achieved by the appointment.

In 1889 Mr. Henry Car a Nigerian, became the first African to be appointed

sub-inspector of schools for the colony and Protectorate of Lagos. He was promoted Assistant Colonial Secretary-of the Lagos colony 1900-1906 senior inspector up to chief inspector of schools for Southern Nigeria 1915-1918. During the first quarter of the twentieth century inspectorate services got an unprecedented boost, with the appointment of a Director of Education and 3 Zonal Inspectors of schools in order to improve the effectiveness and efficiency of school inspection. The expansion, restructured Me-Parson constitution which gave birth to the establishment of Western region inspectorate services which was able to expand its scope of activities and make considerable impact on the educational standard of the region.

It was in 1906 when the two colonies of South and the protectorate of Lagos were merged to form one administrative and political unit, called the colony and protectorate of Southern Nigeria. As a result of this merger, another educational ordinance was enacted in 1908; the educational department was reorganized to enable it to cope with the enormous amount of work which the new merger imposed. A director of education, four inspectors of schools and three European school masters were appointed Fafunwa (1995).

Most of these activities and progress were carried out in the Western part of the country. Northern part of Nigeria started to witness the activities of educational inspection that were initially referred to as the supervisors. The native

authority officials were referred to as N.A. education officers. In the north, most of the schools were owned by the then Native Authorities and were therefore inspected by Native Authority Education officers. It was also during the colonial era that some thirteen (13) provinces in the northern region were established, and were put to be in charge of the province. The native officer at that time had no special training for the inspection; he was simply a seasoned teacher or headmaster. Some of these supervisors succeeded in generating much anxiety and fear in head teachers, teachers and pupils. The report itself was irrelevant.

At a later stage things began to be harmonized as the Federal Government after independence introduced and established the federal inspectorate service in 1973, which was dependent of the Federal Ministry of Education. This inspectorate division made a significant impact on the quality of instruction and academic performance of pupils in schools.

It is in line with this that all the state ministries of education were operating in regards to supervision. This healthy trend in the organizational strata continues up till the year 2004 when the new National Policy on Education came up with an emphasis on supervision of education, so that national education philosophy could be obtained in schools.

Throughout the period that the independence- lasted, supervision faced the greatest challenges with the takeover of all educational institutions in the country

by the Federal Government in 1975. Since the government now became the accuser and the compounded, by government unprecedented expansion of enrolment without a corresponding increase support and qualified supervision personnel in the area. Consequently, supervision of instruction became the accuser and government unprecedented expansion of enrolment "without a corresponding increase in the facilities all over the country. Consequently, supervision of instruction became weak and ineffective, gradually degenerated to it resent state of paralysis. This notwithstanding, the modern supervision in Nigeria is regarded as the professional colleague, democratic, humanist, a facilitator, a friend and a councilor. This if for obtainance of good impact of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State, Nigeria.

The functions of supervision pose of a great challenge to the educational system. The challenge and enduring system supervision. It is only then that supervision can be regarded as a catalyst to the improvement of the quality of the learning environment and instruction for the learners.

On the other hand, the absence of strong system of supervision poses a serious threat to the survival of the educational system and achievement of national education philosophy in primary schools in Matazu Local Government Area, Katsina State, Nigeria.

## **2.10 Full Clinical Supervision**

### **Definition of Clinical Supervision**

Clinical supervision is the term used to describe a planned regular period of times that the supervisor and the supervisees spend together discussing the supervisee's work and learning progress. It is a multidimensional process which seeks to evaluate performance, monitor levels of priorities of workload and individual case reviews. By evaluating performance, it means to provide forum to assess the nurse/patient relationship and motivational, educative and modeling, by individual case reviews, it looks at the nurses behaviour within the nurse/patient relationship.

Cogan (1973) defines clinical supervision as the rationale and practice designed, to improve the teacher's classroom performance and which takes its principal data from what takes place in the classroom on both teachers and pupils during the teaching and learning process.

Cogan went further to clarify that clinical supervision concentrates entirely on the classroom with a view to improving the teacher's classroom behaviour, and achievement of national education philosophy in primary schools in the area and Nigeria as a whole.

DH (1993) define clinical supervision as formal process by professional support and learning which enable individual practitioner to develop knowledge

and competence, assume responsibility for their own practice and enhance consumer protection and subject of care in complex clinical situations. Leddick, G.R (1594) defines clinical supervision as the construction of individualized plans for supervisor working with clients.

By the foregoing definitions it will be seen that clinical supervision has a wide range of application cutting across all sectors of man's quest for survival. One thing that is common to all definitions is that it is a programme designed to understand and address the problem of a client for improvement through an interactive process.

### **Origin and Objective of Clinical Supervision**

At inception the term "clinical" has nothing .to do with a clinic or any clinic related operation, whatsoever: it was adopted by Professor Morris Cogan and his colleagues to distinguish a new face-to-face teacher behaviour oriented system of instructional supervision from the usual distant and generalized system. The concept was adopted to help teachers and supervisors to resolve classroom teaching problem.

The concept was first used about five decades ago by Professor Cogan when he supervised the postgraduate student-teachers at Harvard University U.S.A. His book on clinical supervision is one of the most authoritative works available

on that subject.

Since then, clinical supervision has been recognized as a supportive way to facilitate learning from experiences by different professional bodies, community members, supervisors and organization. However, literatures are not available as regard its full utilization in Nigeria.

One principal objective of supervision is to change the behaviour of the teacher so that he can in turn change the behaviour of students. It is designed to encourage and enable reflective practices in education so that teachers can learn from and improved their competence. Similarly, it serves to support teachers and supervisor to manage stress by offloading emotionally draining experience.

Current conceptions of clinical supervision are dominated by an empirical orientation; predetermined criteria govern the collection of factual data in classroom observations. These data are the role basis for knowledge about teaching performance and pupils learning. Clinical supervision leads to an empirically based process that stresses method over collegiality and collaboration.

Hunter has stated that the essential purpose of clinical supervision is to help teachers see the cause-effect relationships of what they were doing to how students were learning, and improve their academic performance.

## **Phases of Clinical Supervision**

The Cogan scheme of clinical supervision involves an eight phase cycle, as follows:

### **Phase I**

Establishing of this stage is concerned with establishing "colleagual" relationship with the teachers, well in advance to the commencement of the classroom observation. It is also expected that the supervisor help the teacher to understand the concepts, as well as the phases/stages of clinical supervision, and the teacher's expected role in the process.

### **Phase II**

**Planning with the Teachers:** At this stage the supervisor and the teachers get together and plan a lesson series or a unit of it. The planning involves specification of outcomes, anticipated problem of instruction, instructional material and strategies as well as provision in evaluation.

### **Phase III**

**Planning the Strategy for Observation:** The classroom teaching-learning process is observation by the supervisor in person and/or through other observational and recording techniques, Video tape and sound film recording are strongly recommended as the best available devices for this purpose. Neb Flanders (1970) system of interaction analysis is also strongly recommended for verbal

behaviour of both teacher and pupil.

#### **Phase V**

**Analysis of the Teaching-Learning Process:** The supervisor and the teachers - are advised to perform the analysis of what was observed during the teaching and learning processes, first separately and then together or even with other participants.

#### **Phase VI**

**Planning the Strategy of the Conference:** It is the general responsibility of the supervisor to plan the strategy of the post observation conference. It consists of developing with the teacher the alternative plans and strategies for conducting the conference.

#### **Phase VII**

**The Conference:** This is the supervisor-teacher meeting, aimed primarily at identifying the teacher's own instructional objectives/ reviewing the patterns of student behaviour and pupil learning and relating these to the teacher's classroom behaviour and mapping out strategies for strengthening or improving such pattern with a view to increase pupil learning and development of their academic performance.

## **Phase VIII**

**Renewal Planning:** In the light of agreement reached at the conference as regards strategies for strengthening or effecting changes in the teacher's classroom behaviour and mapping out strategies for strengthening or effecting changes in the teacher's classroom behaviour, the supervisor and the teacher will now turn their attention to planning the next lesson and the changes the teacher will attempt to make in his instruction. The eight phases marked the commencement of the process again hence it is a clinical process.

## **Models of Clinical Supervision**

Clinical supervision is the construction of individualized learning plans for supervisors working with client. The systematic manner in which supervision is applied is called a "model" (Borders et al., 1991) identify knowledge of models as fundamental to ethical practices.

### **i. Development Models**

The underlying notion of the model is that individuals are each continuously growing and through experiences and hereditary predisposition," we developed strength areas. Stoltenberg and Delworth (1987) highlighted content of eight growth areas for each supervisee as follows: intervention, skills competence, assessment technique, interpersonal assessment, client conceptualization, individual differences theoretical orientation, treatment and goals.

### **ii. Integrated Models**

Because many therapists view themselves as "electrical" integrating several theories into consistent practices, some models of supervision were designed to be enjoyed with multiple therapeutic orientations. Example is the Bernard's (Benard and Goodyear 1992) Discrimination models purports to be "theoretical", it combines attention to three supervisor/roles with three areas of focus. Supervisors might take on a role of a "teacher" when they directly lecture, instruct and inform the supervisees.

Supervisor may act as a "counselor" when they assist supervisees in noting their own "blind-spots" or the manner in which they are unconsciously "hooked" by a client issues. When supervisors relate as colleagues during therapy, they might act as a "consultant".

### iii. **Orientation - Specific Models**

Counselor who adopted a particular brand of therapy often times believes that the best "supervision" is analysis of practices for true adherence to the therapy. The situation is analogous to the sports enthusiasts who believe that the best future coach would be a person who excelled in the same sports at high school and professional level. Behavioural, supervision model view client problem as learning problem; therefore, it requires two skills of approach (1) identification of problem and (2) selection of the appropriate learning technique (Leddick and Bernand, 1980). Supervisees can participate as co-therapist to maximize modeling and increase the proximity of reinforcement. Supervisees also can engage in behavioural rehearsal prior to working with clients.

From the foregoing it is possible to identify four features associated with clinical supervision. They include: (1) classroom-centeredness of its objectives. (2) It has unique "collegial" relationship between the teacher and the supervisor. (3) Its eight phase cycle and (4) Its used of observation and recording techniques.

## **Recommendation for Effective Clinical Supervision**

For high standards to be achieved as mentioned in our educational system, the following recommendations are handy:

- i. Only qualified and experienced personnel should be appointed as supervisors.
- ii. Supervision report should be considered properly by the appropriate bodies i.e. Ministry of Education, local education authorities, philanthropists, etc.
- iii. Regular training and re-training of supervisors should be pursued with so as to increase their skills and professional competences.

### **2.11 Supervision in Primary Schools in Matazu Local Government Area, Katsina State**

To enable the LGEA to effectively provide and utilize personnel necessary for performing its functions, Matazu LGEA organized into five functional departments namely: Finance and Supplies, Planning Research and Statistics, Supervision, Personnel Management and Education Services. Therefore Matazu LGEA is not an exceptional to this effect.

In this research work, our concern is to ascertain the impact of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State. Thus, the functions of inspectorate department of Matazu LGEA are as follows:

- i. Periodic visits to schools to identify the problems teachers may have in making their work effective.
- ii. Guiding teachers to overcome the problems encountered in job performance, encourage community participation in the exercise and assess and ascertain the impact of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State.
- iii. Helping teachers to meet the various standards set for their work, and acquiring the national education philosophy in primary schools in the area.
- iv. Assessing the effectiveness of teaching in schools.
- v. Evaluating staff performance in schools, through supervisory role performance by the community members supervisors or organizations, etc.
- vi. Evaluating pupil learning to be able to make fresh decisions about appropriate lines of action for continued goal achievement.
- vii. The day-to-day administration of the primary schools in its area of jurisdiction.
- viii. Stimulation, promotion and encouragement of communal participation in the running of primary schools in its area of jurisdiction.
- ix. Taking all responsibilities to ensure full enrolment and attendance in all primary schools in its area of jurisdiction.

- x. Curriculum Development: The curriculum should be under constant review to take cognizance of the changing needs, methodologies, and goals of primary education and national education philosophy in schools.

Educational supervision is one of the many instruments for the quality control system of the educational enterprise. It is; a helping relationship whereby the supervisor guides and assists the teacher to meet set targets. It must be seen as distinct from though related to supervision which "checks" to ensure that set targets are met. Supervision must be conducted in a way that is consistent with the processes of educational instruction and complements with the national education philosophy.

Supervision is carried out at various levels:

- i. Internal level by sectional head, assistant head teachers and overall head teacher; and
- ii. External level by staff of the LGEA designated as supervisors and/or supervisory staff allowed by state and federal laws.
- iii. Community members participation.

The LGEA must in performance of its statutory functions insist in both forms of supervision especially as effective day-to-day supervision can only be done through internal supervision. External supervision from the LGEA must be

programmed to see that such school receives external supervision at least once a term.

It is undesirable to appoint as supervisor anybody with less than Teachers II Certificate and (5) years teaching experience plus a Diploma or Certificate in Education supervision ideally, graduates and NCE holders with requisite experience in primary education should be appointed, in order to achieve and complements with the national education philosophy in primary schools in Matazu Local Government Area, Katsina State.

### **Methodology**

#### **a. Supervision can be Effectively Carried out through:**

- i. Classroom visitation - scheduled and un-scheduled.
- ii. Teacher conference (individual and group).
- iii. Demonstration.
- iv. Coaching.
- v. Occasional supervision visits.
- vi. Workshop, etc.
- vii. Community members participation.

**b. The Methods Adopted Need to be Tailored to**

- i. The needs of the children, whose learning is supervised, considering their ages, educational level, social and economical level of the immediate community.
- ii. The particular subject being taught.
- iii. Range of resources available to the teacher.
- iv. Time available for supervision, by community members supervisors and organizations.

**c. Tools**

To facilitate supervision and improvement of education Matazu LGEA should provide enough teachers and supervisory personnel, classrooms, and instructional materials. During internal visits, supervisors should look into the adequate provision of such facilities as classroom toilets, play fields, storage spaces, desks and qualified personnel, etc.

**d. Staff Motivation**

A fairly high level of motivation is essential for attaining excellence both teacher and student performance. To raise the motivational level of teachers who will in turn inspire pupils to excel in areas of sports, cleanliness, culture and academics, Matazu LGEA should endeavour to:

- i. Remunerate staff appropriately for any additional responsibility.

- ii. Improve the work tools for teachers
- iii. Provision of professional and qualified supervisors.
- iv. Provide adequate work tools for teachers.
- v. Provide staff development programmes for teachers.

In this regard, in-service courses should be regularly organized for supervisors, at least once in three years. Evidence of such training should be taken into consideration for advancement, and achieve and complements with national education philosophy in primary schools in Matazu Local Government Area, Katsina State.

**e. Other Functions**

- i. Supervisors should participate in the moderation of examinations.
- ii. A standard format for rendering supervision reports is necessary.
- iii. Matazu LGEA should ensure prompt action on supervision reports.

**f. Problems Faced by Supervisors in Primary Schools in Matazu Local Government Area, Katsina State.**

- i. Lack of mobility and necessary support by the government and community members.
- ii. Inadequate exposure of supervisors to new trends in education, e.g. clinical supervision conduction in primary schools in Matazu Local Government.

- iii. Ignoring supervision reports.
- iv. Dumping people in the inspectorate units as punishment.
- v. Poor planning/scheduling of supervision.
- vi. Lack of support from the community members, organizations and philanthropists.
- vii. The bully posture of supervisors.
- viii. Negative attitude of school head teachers and teachers to supervisors.
- ix. Politicization of primary education, which led to fair complements with the national education philosophy in primary schools in the area.

This means that for effective supervision, supervisors need to be mobile, properly exposed, friendly and be seen as such by head teachers and teachers. Supervisors should plan their visits properly and the reports should be used.

### **2.12 Problems and Remedies of Supervision in Primary Schools in Matazu Local Government Area, Katsina State.**

In spite of the numerous achievements in the field of supervision in the Nigerian institutions and, the education system entirely there are some surrounding and continuous problems facing the supervision exercise and even the inspectorate divisions. These gradually have continued to be affecting the impact supervisory role performance on pupils academic performance in schools.

Some constraints to supervision in primary schools in Matazu LGEA are as follows:

- i. Use or employment of unqualified and untrained persons for quality control thus leading to poor quality out-put. Teachers, and supervisors of education come under this category.
- ii. Use of officers/persons in disciplines or tasks outside their competence.
- iii. Inadequate tools, materials, equipment, transportation for supervisors, and stationery for use in institutions.
- iv. Absence or inadequacy of minimum funds and resources for supervision exercise.
- v. Inadequate implementation of supervision reports and recommendations, thus derogating from their critical importance for quality, and a fall in the quality of such reports and others.
- vi. Inadequate community members participation in supervision exercise in the area.

The supervisors were anxious only to pick holes, not mend or end them. There is only "troublesome interference" and nothing more. Education officers are interested in only statistics passes in examination, furniture, and daily attendance. The negative side is accentuated rather than the positive. Criticism of the destructive side only is offered. The supervisor is a detective trying to detect a few

mistakes in the school. While the headmasters and teachers try to please him in all sorts of ways. Supervision is thus frequently faction in teachers.

The supervisors are largely concerned with policing and very rarely discharge their duties as an educational adviser. They are pre-occupied with administrative work that he cannot devote sufficient time, energy and talent to his primary responsibility namely: visits, advice, and assistance to teachers. Supervision does not give the teacher a chance to seek redress of his real grievances or of consulting the supervisor to help rectify his weak spots. There is tendency towards favouritism in the discharge of duties. Lack of theoretical and practical articulation, which caused inadequate complementations with the national education philosophy in primary schools in Matazu Local Government Area, Katsina State.

Too limited contact to make frantic impact, fear of teachers for supervisor make them to look more of masquerades, lack of constructive criticism, undermining their work, lack of words of praise discourages the teachers and train relationship. Lack of fund generally to mobilize and energize the supervisors, lack of refresher courses, seminar and workshops and lack of proper support and provision of qualified personnel for supervisory role performance in primary schools in the area.

Supervisors lack professional competence and practical skills to effectively

undertake the exercise. It is also observed that there was general apathy among school supervisors as a result of poor working conditions and lack of support and direction from the government and community members in the area. Insufficient time to render all supervisory services in a satisfactory manner. Uncooperative attitude of teachers and heads of schools; insecurity due to lack of role classification and job scope, due to over centralization of decisions making and internal bickering political instability and constant change in educational policies; the supervisor is generally qualified in one subject.

To sum it all, the school system does not trust supervisors since their reports and advice carried no weight to remedy the multitude of problems.

### **Remedies**

- i. Supervision should be reactivated and re-established at every level of our educational system.
- ii. Government should spend and cater for these supervisors because they deserve being remunerated.
- iii. Provision of transportation facilities and running cost to supervisors.
- iv. Utilization of supervisors reports by higher Matazu LGEA.

- v. Seeking for qualified personnel for supervision and inadequate community participation in supervision in the schools in the area.
- vi. Organizing refresher courses, seminars, conferences and workshops for the supervisors to be professionals and acquaint with the national education philosophy.
- vii. Supervision of instruction is seen as one of the major tasks of education administration for attainment of good pupils academic performance in schools.
- viii. Searching for ways by which school and community may be integrated.
- ix. Involving teachers in conducting classroom experiments, survey, case-studies and investigations whose results may enhance the improvement of instruction in the school, achieve and complement with the national education philosophy.
- x. Working cooperatively on projects in curriculum construction, methods, community relations, child development and others.

### **2.13. Summary of Review of Related Literature**

This research work intends to investigate the assessment of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State, Nigeria. In decree 16 of 1985 title “education (National minimum standards and establishment of institutions) decree”, part 11, section 15, the work of supervision is provided for. From this legal provision, we can see that supervision is official assignment backed by law.

Supervision has emerged from the early emphasis upon weeding out the deficient to the current challenges which seeks to help teachers become efficient. The modern supervisor is a curriculum evaluator, democratic leader, a co-ordinator, a resourceful person and is on e in a strategic position to pull together the threats of evaluation of education in order to reach standard and complements with the national education philosophy in primary schools in Matazu Local Government Area, Katsina State, Nigeria. The community is made to see how the school works and this has a way of helping the community members to identify the problems and remedies of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State.

The written supervision report is an important feedback mechanism. A copy is sent to the school, the proprietor and the government. This enables these stakeholders to respond to commendations as well as constructive criticisms so

that the standard of education is significantly improved and the performance of primary schools pupils are enhanced in primary schools in Matazu Local Government Area, Katsina State, Nigeria

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the methodology used for the research as well as the procedures for collection of data. It presents the research design, the population, sample and sampling procedure, research instrument and its administration. The pilot test, validity and reliability of the research instrument and methods of data analysis are also presented.

#### **3.2 Research Design**

The research used for this study is a survey method which is descriptive and predictive. It demands the technique of observation of the stake holders of Matazu Local Government Education Authority (MLGEA) as a principal means of data collection. The choice of this design is based on the fact that it allows for the collection of data, from heterogeneous groups. This means that, inference and generalization be made on the entire population where data is collected.

#### **3.3 Population**

The population for the study consists of sixty eight (68) head teachers of public primary and junior secondary schools in the five zonal education offices of

Matazu Local Government Education Authority (MLGEA). The study also involved equal number of schools as we have the number of head teachers (sixty eight). The following personalities will be randomly selected; supervisors, headmasters, teachers and community representatives that it forms the population of two thousand and eighty five (2085) as an aggregate population for the study in the five zonal education areas, as shown on 3.1. The source of information is Matazu Local Government Education Authority (MLGEA) inspectorate and planning, research, and statistics departments. The schools which forms the population to be used therefore is sixty eight.

**3.1 Matazu Local Government Education Authority (MLGEA) showing Number of Zonal Education Areas, Pupils Primary and Junior Secondary Schools, Number of Supervisors, Head Teachers, Teachers and Community Representatives**

S/N	Zonal Education Areas	No.of Public Primary and Junior Secondary Schools	No. of Supervisors	No. of Head Teachers	No. of Teachers	No of Community Representatives
1.	Matazu	14	4	14	163	343
2.	Maozi	18	4	18	109	232
3.	Sayaya	15	4	15	93	230
4.	Kogari	12	4	12	87	224
5.	Dissi	9	4	9	80	2298
<b>Total</b>		<b>68</b>	<b>20</b>	<b>68</b>	<b>532</b>	<b>1327</b>

**Source:** Matazu Local Government Education Authority (MLGEA) (2009) Inspectorate Department.

The impact of supervision and inspection on performance of primary school pupils in Matazu Local Government Education Authority (MLGEA) Katsina State could not be achieved without the tremendous efforts of the supervisors from Matazu Local Government Education Authority (MLGEA) headquarters.

**3.2 Matazu Local Government Education Authority (MLGEA) showing Names of Supervisors, Qualifications some Courses Attended and Experiences**

S/N	Name	Qualification	Supervision Courses Attended and Experienced	Experience
1.	Saliu Tanko	B.Ed	MDG Capacity Building Organized by Katsina State & NTI	29 years
2.	Kabir Tajiri	B.Ed	MDG Courses	28 years
3.	Lawal Danbaba	NCE	-	24 years
4.	Lawal	B.Ed	-	
5.	Haruna Isyaku	NCE	-	24 years
6.	Sani Suleiman	Dip. in Agric & Islamic Studies	Daurah Training Arabic & Islamic Studies	28 years
7.	Ahmed Faruk	NCE	MDG & Curriculum Development Organized by NTI & SUBEB Katsina State, etc	31 years
8.	Rabe .A. Lawal	Diploma in Primary School Supervision & Administration	Training on school Records Organized by Katsina State Government, etc	28 years
9.	Yashua Muhammed	Diploma in Arabic & Islamic Studies	Daurah Training on Arabic & Islamic Studies, etc	28 years
10.	Amina .R. Abdullahi	NCE/DLS	MDG/Capacity Building Organized by Katsina State, etc	21 years
11.	Mariya Lukman	NCE/SHA	MDG, Capacity Building, etc	1 years
12.	Ashiru M/Unguwa Matazu	Diploma in Adult Education	MDG, Capacity Building, etc	17 years
13.	Lawal Bala Kogari	Grade II Passed	MDG Courses, etc	31 years
14.	Musa Adamu Fafu	NCE/DLS	MDG Courses	29 years
15.	Aliyu Ibrahim	B.Ed	MDG Courses, etc	14 years

**Source:** Inspectorate Department, Matazu LG EA.

### **3.4 Sample and Sampling Procedure**

The researcher stratified random sampling for the selection of the sample for this study. The names of educational zones, number of public primary and junior secondary schools, supervisors, head teachers and community representatives within each zones were collected and stratified according to the levels of education.

This sampling procedure was considered adequate based on the recommendation of Krefie and Morgan (1970) and Aderemo (1996) in their table determining sample size for research activities.

The selection of respondents was done through the stratified random sampling technique or procedure. This procedure has taken the zoning system into which supervision of schools is represented in Matazu Local Government Education Authority.

### **3.5 The Sample**

The sample was drawn from Krefie and Morgan (1970) sampling procedure both stratified and randomization were used for the samples. The sample size chosen to represent the teachers and Head teachers were two hundred (200). Three hundred (300) community members, supervisors within the educational zones in MLGEA of Katsina State. This sample considered adequate based on the recommendation of Adetoro (1986) and (1993), who stated that the

sample size was adequate in order to ensure an acceptable representation of the population.

The sample size representation was used to investigate perception of teachers, supervisors, head-teachers, and community representatives on the impact of supervision and inspection on performance of primary school pupils in Matazu local government authority (MLGEA) of Katsina State.

### **3.6 Research Instrument**

The instrument used for the collection of data for this research and Likert three (3) point questionnaires (Agree, Disagree and Undecided). The questionnaire was designed to gather data and responses from the respondents in order to elicit the observed responses of both teachers and supervisors, the investigator or researcher physically observed the adequacy or no existence of instructional as well as infrastructural facilities for the perception of teachers, head teachers, supervisors, and community representatives of primary and secondary schools on the impact of supervision and inspection on performance of primary school pupils in Matazu Local Government Education Authority (MLGEA) in Katsina State.

### **3.7 Validity and Reliability of the Research Instrument**

The content validity method was adopted hence it is most suitable for verification of the questionnaire items. This method has also been found to be

most favourable by researchers such as Kerlinger (1986) and Gary (1976). They both hold the view that, the validation of the content of the research instruments by experts is significant and acceptable procedure.

In support of Kerlinger (1986) and Gary (1976) the instrument for this research was validated by experts in the fields of educational administration and planning who teach courses as well as supervise candidates undertaking research in their fields of specialization. Thus the use of the Likert three point scale questionnaire is considered appropriate and valid for this study.

### **3.8 Methods of Data Collection**

The research the following procedures for the collection of data for the study:

- a. Personal visit to the Matazu Local Government Education Authority (MLGEA) headquarters, sampled public primary and junior secondary schools.
- b. Consultation with the inspectorate, research and planning departments of Matazu Local Government Education Authority (MLGEA) to assist with the following information:
  - i. Names of zonal education areas, names and number of public primary and junior secondary schools.

- ii. The adequacy of instructional and infrastructural facilities for effective supervision and inspection in Matazu Local Government Education Authority of Katsina State.

### **3.9 Administration of the Instrument**

- i. In order to design and administer the instrument a three section questionnaire was designed to generate data which would help to answer the research questions set for the study. The questionnaire was also designed and found information for analyzing the research questions and testing of the postulated hypothesis.
- ii. The questionnaires were distributed personally and through research assistants to the teachers, head teachers, supervisors, pupils and community representatives of the sampled schools within the zonal education areas.
- iii. The researcher observed the participation of community members with regards to the supervision and inspection of junior and primary schools in Matazu Local Government Education Authority (MLGEA).

### **3.10 Methods of Data Analysis**

The data on supervisors, head-teachers, teachers, pupils and community representatives/on perception of head-teachers on the impact of supervision and inspection on assessment of supervision and inspection practices in Matazu Local Government Education Authority were collected from public primary and junior

secondary schools. The data computed, tabulated, analyzed and to be presented in the following for understanding:

- i. In tabular form
- ii. In frequencies and percentages.

Furthermore, the raw scores from the frequencies were converted to percentages using the descriptive statistical techniques such as mean and percentages to answer the research questions. The overall frequencies and percentages for each of the categories of respondents from all the institutions on a given item in the instrument were computed and shown in tables. Specifically, frequency and percentages distribution are used to show the respondents perception on a given item on the table. To analyze the four (4) formulated hypotheses the inferential statistics of the chi-square and T-test were employed.

## **CHAPTER FOUR**

### **PRESENTATION AND ANALYSIS OF DATA**

#### **4.1 Introduction**

The researcher was on “Assessment of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State. Chapter four gave the report of the findings of the research based on information collected from respondents.

Frequencies and percentages were used for the analyses of the first sets of data concerned with the personal data of the respondents, which were summarized in table 4.1.1 to 4.1.6. Section "B" of the questionnaire was meant to answer research questions and test the null hypotheses, each of the objectives and null hypotheses were addressed by presenting the relevant items which provided valid solution to the research questions in the chapter.

In analyzing the data, the two groups of respondents were treated separately, but the results obtained were added together in answering the research questions and test of null hypotheses. In this research work, strongly agreed and agreed were classified as agree and undecided option were classified as undecided. This was done in order to allow for good analysis of items, better

judgment and conclusion. The result of this research work was based on three Likert scale rating as shown in subsequent paragraphs.

The researcher distributed five hundred copies of questionnaire to the teachers, Head teachers and community leaders. Four hundred and ninety five copies were retrieved, but only four hundred and ninety one were properly filed and were subjected to statistical analysis.

#### **4.2 Analysis of Data on Demographic Variables of Respondents**

Analysis of personal data of respondents was conducted under the sub-headings in the tables 4.1 to 4.1.6. Table 4.1.1 showed the summary of distribution of respondents according .to gender.

**Table 4.1: Distribution of Respondents by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	432	86.8
Female	59	11.8
<b>Total</b>	<b>491</b>	<b>100.0</b>

The respondents were analyzed by their gender. The result as indicated in table 4.1 showed that 432 (86.8%) were males. Fifty nine 59 (11.8%) were females.

Table 4.2 shows the summary of respondents according to age group.

**Table 4.2: Distribution of Respondents by Age Group**

<b>Age in years</b>	<b>Frequency</b>	<b>Percent</b>
20-35	91	18.6
35-45	300	60.0
45 and above	100	20.0
<b>Total</b>	<b>491</b>	<b>100.0</b>

The ages of the respondents were grouped into ranges of 20 - 35 years, 35 - 45 years and 45 and above years. The data in table 4.2 revealed that 93 (18.6%) of the respondents ranged between 20-35. Thirty five to forty five 35 - 45 years were 300 in number, representing 60%. Those respondents age range 45 and above were 98 in number, representing 20%. The analysis revealed that most of the respondents were predominantly in their middle ages of 35-45 years.

On marital status of the respondents, a summary of the distribution of respondents by marital status is presented in table 4.1.3.

**Table 4.3: Distribution of Respondents by Marital Status**

<b>Marital Status</b>	<b>Frequency</b>	<b>Percent</b>
Valid no response	39	7.9
Married	231	47.0
Single	221	45.0
<b>Total</b>	<b>491</b>	<b>100.0</b>

The analysis of the respondents by their marital status in table 4.3 showed that 39 respondents indicated none of the above and representing 7.9%. 231 respondents representing 47% were married. 221 of them, representing 45.0% were singles.

**Table 4.4: Distribution of Respondents by Qualifications**

<b>Qualification</b>	<b>Frequency</b>	<b>Percent</b>
Valid no response	29	5.9
M.Ed	25	5.1
B.Ed	101	20.6
NCE	336	68.4
<b>Total</b>	<b>491</b>	<b>100.0</b>

Table 4.4 showed the distribution of respondents by their qualifications. Valid no response were 29 representing 5.9 M.Ed holders were 25 representing 5.1%. This was followed by B.Ed holders, who were 101 representing 20.6. Next in the qualification hierarchy were NCE holders who are 336 and representing 68.4%.

**Table 4.5: Distribution of Respondents by Position**

<b>Position</b>	<b>Frequency</b>	<b>Percent</b>
Teachers	340	69.2
Community Leaders	151	30.8
<b>Total</b>	<b>491</b>	<b>100.0</b>

Table 4.5 showed that teachers were 340 in number representing 69.2%. 151 respondents were community leaders who represent 30.8%.

**Table 4.6: Distribution of Respondents by Years of Experience**

<b>Year of Experience</b>	<b>Frequency</b>	<b>Percent</b>
No response	69	13.8
Community members	63	12.6
Head masters	13	2.6
Teachers	347	70.7
<b>Total</b>	<b>491</b>	<b>100.0</b>

**Source:** Matazu LGEA, March 2001.

The analysis of the respondents by their years of experience in table 4.6 showed that 69 respondents representing 13.8% indicated none of the specializations. The community members were 63 representing 12.6%.

13 headmasters by years of experience in table 4.6 representing 2.6%. Teachers were 347 in number representing 70.7%.

### **4.3 Analysis of Respondents Answers to Research Questions**

Data collected from respondents in response to the four research questions of the study were analyzed in 4.7 to 4.11. In the course of the analyses, opinions of both supervisors and community representatives were categorized in two groups that is agreed and disagreed in order to facilitate better understanding and clear interpretation of data. 3 Likert scale was used for all the computations.

**Research Questions One:** What is the impact of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State?

Questionnaire items one to nine in section 'B' was used to answer research question one. The summary of the responses is as shown in table 4.2.1.

**Table 4.2.1: Assessment of Supervisory Role Performance in Primary Schools in Matazu Local Government Area, Katsina State**

S/No	Items		Frequency	Percent	Viperc	Cum
1.	Supervision is intended to cause improvement of teaching and learning of working with teachers who are working with pupils.	Valid no response	2	.4	.4	.4
		A	443	90.2	90.2	90.2
		D	44	9.0	9.2	99.6
		UD	2	.4	.4	<b>100.0</b>
		<b>Total</b>	<b>491</b>	<b>100.0</b>	<b>100.0</b>	
2.	The teacher and pupils ratio is appropriate, i.e. 1.40.	VR	3	.6	.6	.6
		A	246	50.1	50.1	50.7
		D	208	42.4	42.4	93.1
		UD	34	6.9	6.9	<b>100.0</b>
		<b>Total</b>	<b>391</b>	<b>100.0</b>	<b>100.0</b>	
3.	There are adequate classroom to accommodate the pupils in your school.	VR	1	.2	.2	.2
		A	309	62.9	62.9	63.1
		D	147	29.9	29.9	93.1
		UD	34	6.9	6.9	<b>100.0</b>
		<b>Total</b>	<b>491</b>	<b>100.0</b>	<b>100.0</b>	
4.	Community representatives are not interested in supervision of school.	VR	1	.2	.2	.2
		A	262	53.4	53.4	53.6
		D	200	40.7	40.7	94.3
		UD	28	5.7	5.7	<b>100.0</b>
		<b>Total</b>	<b>491</b>	<b>100.0</b>	<b>100.0</b>	
5.	Community leaders are financing education projects.	VR	2	.4	.4	.4
		A	260	53.0	53.0	53.4
		D	191	38.9	38.9	92.3
		UD	38	7.7	7.7	<b>100.0</b>
		<b>Total</b>	<b>491</b>	<b>100.0</b>	<b>100.0</b>	
6.	Supervision helps to route and encourage concrete and skillful teaching learning process.	VR	2	.4	.4	.4
		A	412	83.9	83.9	84.3
		D	69	14.1	14.1	98.4
		UD	8	1.6	1.6	<b>100.0</b>
		<b>Total</b>	<b>491</b>	<b>100.0</b>	<b>100.0</b>	
7.	Inadequate facilities is a major hindrance to the execution of good supervision to school.	VR	2	.4	.4	.4
		A	398	81.1	81.1	81.5
		D	83	16.9	16.9	98.4
		UD	8	1.6	1.6	<b>100.0</b>
		<b>Total</b>	<b>491</b>	<b>100.0</b>	<b>100.0</b>	
8.	The teachers are well motivated, encouraged, praised and well commanded through supervision.	VR	15	3.1	3.1	3.1
		A	341	69.5	69.5	72.5
		D	121	24.6	24.6	97.1
		UD	14	2.9	2.9	<b>100.0</b>
		<b>Total</b>	<b>491</b>	<b>100.0</b>	<b>100.0</b>	

9.	The aims of supervision are four fold; correction, prevention, construction and creation.	VR	5	1.0	1.0	1.0
		D	330	67.2	67.2	68.2
		UD	130	26.5	26.5	94.7
		<b>Total</b>	26	5.3	5.3	<b>100.0</b>
			<b>491</b>	<b>100.0</b>	<b>100.0</b>	

Table 4.2.1 above is the frequency distribution of responses on the assessment of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State. From table 4.1.1 results indicates the following; on item one 443 (90.2%) of the respondents agreed that supervision is intended to cause improvement of teaching and learning by working with teachers who are working with pupils. While 44 (9.0%) disagreed. On item two, 246 (50.1%) of the respondents agreed that teachers and pupils ratio is appropriate while 208 (42.4%) disagreed. On item three 309 (62.9%) of the respondents agreed that there are adequate classroom to accommodate the pupils in your school while 147 (29.9%) disagreed. On item four, 262 (53.4%) agreed that community leaders are not interested in supervision of school but 200 (40.7%) disagreed.

On item five, 260 (53.0%) agreed that community members are financing educational projects while 191 (38.9%) disagreed. On item six, majority of the respondents 412 (83.9%) agreed that supervision and help to discourage rote learning and encourage concrete and skillful teaching and learning processes, while 69 (14.1%) disagreed. On item seven, 398 (81.1%) of the respondents

agreed that inadequate facilities is a major hindrance to the execution of good supervision schools, while 83 (16.9%) disagreed. On item eight, 341 (69.5%) of the respondents agreed that teachers are well motivated, encouraged, praised and commended through supervision while 121 (24.6%) disagreed.

On item nine, 330 (67.2%) agreed that the aims of supervision are four fold; correction, prevention, construction and creation, while 130 (26.5%) disagreed.

The result generally indicates an agreement by teachers, head teachers and community members on most of the items. Items two, four and five mainly of the respondents agreed that community members don't supervise schools and do not finance educational projects adequately. The result shows that teachers may not be getting adequate supervision of their work from community members. This affects their morale and quality of their work. Consequently, one finds pupils and teachers coming to the school late, teachers and pupils truancy and teachers don't usually prepare their lesson note adequately.

**Research Question Two:** What is the effort of government in the mobilization and participation of community in complementing effective implementation of school supervision in the area?

Questionnaire items ten to 20 in section 'B' was used to answer research question two. The summary of the responses is as here under table 4.2.2.

**Table 4.2.2: Cross Tabulation on the Assessment of Supervisors and Community Members Role in Supervision**

S/No	Items		Frequency	Percent	Viperc	Cum.Perc
10.	The purposes of supervision programme complement the national education philosophy.	VR	2	.4	.4	.4
		A	307	62.5	62.5	62.9
		D	123	25.1	25.1	88.0
		UD	59	12.0	12.0	<b>100.0</b>
		<b>Total</b>	<b>491</b>	<b>100.0</b>	<b>100.0</b>	
11.	Community representatives are well mobilized by the government to participate in the implementation of supervision.	VR	2	.4	.4	.4
		A	234	47.7	47.7	48.1
		D	227	46.2	46.2	94.3
		UD	28	5.7	5.7	<b>100.0</b>
		<b>Total</b>	<b>491</b>	<b>100.0</b>	<b>100.0</b>	
12.	Teachers and supervisors available are not qualified and inadequate.	VR	4	.8	.8	.8
		A	304	61.9	61.9	62.7
		D	140	28.5	28.5	91.2
		UD	43	8.8	8.8	100.0
		<b>Total</b>	<b>491</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
13.	Primary school education has no functional and practical curriculum.	VR	15	3.1	3.1	3.1
		A	198	40.3	40.3	43.4
		D	234	47.7	47.7	91.0
		UD	44	9.0	9.0	<b>100.0</b>
		<b>Total</b>	<b>491</b>	<b>100.0</b>	<b>100.0</b>	
14.	Effective supervision has disciplined both teachers and pupils in the schools and checks exams malpractice in the school	VR	15	3.1	3.1	3.1
		A	275	56.0	56.0	59.1
		D	143	29.0	29.1	88.2
		UD	58	11.8	11.8	<b>100.0</b>
		<b>Total</b>	<b>491</b>	<b>100.0</b>	<b>100.0</b>	
15.	Parent Teachers Association (PTA) is effective in the	VR	2	.4	.4	.4
		A	233	47.5	47.5	47.9
		D	237	48.3	48.3	96.1

	supervision and of your school in your locality.	UD <b>Total</b>	19 <b>491</b>	3.91 <b>100.0</b>	3.9 <b>100.0</b>	<b>100.0</b>
16.	Supervision has being exercised by head masters and sectional heads in school.	VR A D UD <b>Total</b>	16 315 151 19 <b>491</b>	3.3 64.2 30.8 3.9 <b>100.0</b>	3.3 64.2 30.8 3.9 <b>100.0</b>	3.3 67.4 98.2 <b>100.0</b>
17.	Supervisors attend courses at federal, state and local government levels from time to time.	VR A D UD <b>Total</b>	1 293 173 24 <b>491</b>	.2 59.7 35.2 4.9 <b>100.0</b>	.2 59.7 35.2 4.9 <b>100.0</b>	.2 59.9 95.1 <b>100.0</b>
18.	Supervision activities are mainly effective in the urban school.	VR A D UD <b>Total</b>	4 248 187 52 <b>491</b>	.8 50.5 38.1 100.6 <b>100.0</b>	.8 50.5 38.1 10.6 <b>100.0</b>	.8 51.3 89.4 <b>100.0</b>
19.	Education for all is the responsibility of all.	VR A D UD <b>Total</b>	5 332 116 38 <b>491</b>	1.0 67.6 23.6 7.7 <b>100.0</b>	1.0 67.6 23.6 7.7 <b>100.0</b>	1.0 68.6 92.3 <b>100.0</b>
20.	Pupils sit under tree due to availability of classrooms accommodation.	VR A D UD <b>Total</b>	1 363 98 29 <b>491</b>	.2 73.9 20.0 5.9 <b>100.0</b>	.2 73.9 20.0 5.9 <b>100.0</b>	.2 74.1 94.1 <b>100.0</b>

Questionnaire item (10) sought to find out the purposes of supervision programme complement the national education policy. 307 agreed representing 62.5% while 123 respondents disagreed with (25.1%).

Questionnaire item 14 was to determine whether effective supervision has disciplined both teachers and pupils in the school and checks exams malpractices in the school.

273 respondents agreed and this represented 156.0% while 143 disagreed and have 29.1%.

Item 20 sought to find out that pupils sit under trees due to unavailability of classrooms accommodation. 363 respondents agreed with 73.9% while 98 disagreed having 20.0%.

Therefore, it was observed that effective supervision is a mechanism of discipline both teachers and pupils in the schools and checks examination malpractices. Presently government has improved in the building and rehabilitation of classroom accommodation in the area. To undertake effective supervision in our schools, the government has to allocate enough fund in its annual budget, hence it is a statutory exercise.

**Research Question Three:** Is there adequate instructional materials for the schools in Matazu Local Government Education Authority (MLGEA). To enable the researcher answer research questions 3, questionnaire item 21 were utilized.

The summary of responses is shown in table 4.2.3.

**Table 4.2.3: Summary of Responses**

S/No	Items		Frequency	Percent	Viperc	Cum.Perc
21.	There are availability of chairs, desks and instructional materials in the schools	VR	14	2.9	2.9	2.9
		A	337	68.6	68.6	71.5
		D	144	28.2	23.2	94.7
		UD	26	5.3	5.3	100.0
		<b>Total</b>	<b>491</b>	<b>100.0</b>	<b>100.0</b>	

Table 4.2.3 is the summary of scores by respondents on the extent that there are adequate chairs, desks and instructional materials in the schools. Questionnaire item 21 thought to assess the availability of chairs, desks and instructional materials in the schools.

Agreed scored 337 representing 68.6% while 114 disagreed representing 23.2%. From the above observation it has shown that there is supply of chairs, desks and instructional materials in the schools. The assessment of supervision practices in Matazu Local Government Education authority found it necessary for the teachers to distribute textbooks to the children in the classes for the inculcation of reading habit and adequate practice.

The enrolment of school children especially in the new intake exercise should be according to education law i.e. right aged pupils should be admitted to

the school. This would help them to cope up with the curriculum content and new edition textbooks being used in our primary school education system.

**Research Question Four:** How does the objectives of supervision and programme complements with the national education philosophy?

To enable the researcher answer research question four (4), questionnaire items 22 to 30 part B, were used. The summary of responses is as shown in tables 4.2.4.

**Table 4.2.4: Cross Tabulation on the Assessment Practices of Supervision through the Use of New Approaches in the Exercise**

S/No			Frequency	Percent	Viperc	Cum.Perc
22.	Local Government chairman and his council visit schools.	VR	16	3.3	3.3	3.3
		A	174	35.4	35.4	38.7
		D	252	51.3	51.0	90.0
		UD	49	10.0	10.0	<b>100.0</b>
		<b>Total</b>	<b>491</b>	<b>100.0</b>	<b>100.0</b>	
23.	Matazu Local Government Education endowment fund pay official visit and fund educational project in the school.	VR	15	3.1	3.1	3.1
		A	182	37.1	37.1	40.1
		D	258	52.5	52.5	92.7
		UD	36	7.3	7.3	<b>100.0</b>
		<b>Total</b>	<b>491</b>	<b>100.0</b>	<b>100.0</b>	
24.	The Government of Nigeria is willing and ready to adopt supervision in its educational programmes	VR	16	3.3	3.3	3.3
		A	254	51.7	51.7	55.0
		D	153	31.2	31.2	86.2
		UD	68	13.8	13.8	<b>100.0</b>
		<b>Total</b>	<b>491</b>	<b>100.0</b>	<b>100.0</b>	
25.	Teachers salary structure (TSS) has changed in inferior status of teachers.	VR	16	3.3	3.3	3.3
		A	198	40.3	40.3	43.6
		D	227	46.2	46.2	89.8
		UD	50	10.2	10.2	<b>100.0</b>
		<b>Total</b>	<b>491</b>	<b>100.0</b>	<b>100.0</b>	
26.	Supervisors in Matazu LGEA use modern concept of supervisor in the implementation exercise.	VR	31	6.3	6.3	6.3
		A	292	59.5	59.5	65.8
		D	109	22.2	22.2	88.0
		UD	59	12.0	12.0	<b>100.0</b>
		<b>Total</b>	<b>491</b>	<b>100.0</b>	<b>100.0</b>	
27.	Supervision practices complement with its aims and objectives as stipulated in the national policy on education.	VR	17	3.5	3.5	3.5
		A	255	51.9	51.9	55.4
		D	154	31.4	31.4	86.8
		UD	65	13.2	13.2	<b>100.0</b>
		<b>Total</b>	<b>491</b>	<b>100.0</b>	<b>100.0</b>	

28.	The process of supervision in education entails the use of possible education stakeholders, analysis of information, collected report writing and utilization and finally providing feedback to the parties concerned.	VR	16	3.3	3.3	3.3
		A	286	58.2	58.2	61.5
		D	132	26.9	26.9	88.4
		UD	57	11.6	11.6	<b>100.0</b>
		<b>Total</b>	<b>491</b>	<b>100.0</b>	<b>100.0</b>	
29.	Supervisors use strategies of clinical supervision.	VR	17	3.5	3.5	3.5
		A	316	64.1	64.4	67.8
		D	125	25.5	25.5	3.3
		UD	33	6.7	6.7	<b>100.0</b>
		<b>Total</b>	<b>491</b>	<b>100.0</b>	<b>100.0</b>	
30.	Supervision practices as certain the impact of teaching and learning in the schools.	VR	15	3.1	3.1	3.1
		A	198	40.3	40.3	43.4
		D	234	47.7	47.7	91.0
		UD	44	9.0	9.0	<b>100.0</b>
		<b>Total</b>	<b>491</b>	<b>100.0</b>	<b>100.0</b>	

**Source:** Matazu Local Government Education Authority, Katsina State.

From the above table, the following results were obtained. On item twenty two, 174 (35.4%) of the respondents agreed that local government chairman and his council visit schools. Majority of respondents disagreed 252 (51.3%). On item twenty three, 182 (37.1%) agreed but many of the respondents disagreed. 258 (52.5%) that Matazu Local Government Education endowment fund pay official visit and fund educational project in the school. On item twenty four, 254 (51.7%) of the respondents agreed that the government of Nigeria is willing and ready to

adopt the clinical type of supervision in its educational programme, while 153 (31.2%) disagreed.

On item twenty five, 227 (46.2%) of the respondents disagreed that Teachers Salary Structure (TSS) has changed the inferior status of teachers while 198 (40.3%) agreed. On item twenty six, 292 (59.5%) of the respondents agreed that supervisors in Matazu LGEA do inspect aspects of supervision and inspection and use modern concept of it in the implementation exercise while 109 (22.2%) disagreed. On item twenty seven, 255 (51.9%) of the respondents agreed that supervision practices complement with its aims and objectives as stipulated in the national policy on education while 154 (31.4%) disagreed.

On item twenty eight, 28.6 (58.2%) of the respondents agreed that the process of supervision in education entails the use of possible education stakeholders, analysis of information, collected report writing and utilization and finally providing feedback to the parties concerned while 132 (26.9%) disagreed).

On questionnaire item twenty nine 316 (64.4%) of the respondents agreed that supervisors use strategies of clinical supervision and ethical considerations while 125 (25.5%) disagreed. On item thirty 198(40.3%) of the respondents agreed that supervision practices ascertain the impact of teaching and learning in the schools while 234 (47.7%) disagreed.

The result from the above shows that questionnaire items number twenty two and twenty three the respondents disagreed that Local Government Chairman and his Council do not visit schools in the area, also Matazu Local Government Education endowment fund members don't visit and fund educational projects. Therefore, the findings revealed that officials of Local Government Council were not performing their supervisory roles in the schools as expected. This may be difficult for the supervisors and community members to determine the performance of their teachers and pupils. Consequently if teachers and students are not frequently checked to determine their performance, it may not encourage the teachers and other stakeholders to strive to improve their work.

Items twenty four and twenty nine which emphasized clinical supervision as new approach in the supervision exercise, it has to be exercised and encouraged in the school.

On item twenty five, 227 (46.2%) of the respondents disagreed that, Teachers' Salary Structure (TSS) has changed the inferior status of teachers while 198 (40.3%) agreed. The researcher finds it relevant for the Government to establish special salary structure for the primary school teachers in Nigeria, as their counterparts of other ministries. The summary of the findings therefore, means that supervision has a positive impact on the performance of pupils in schools in Matazu Local Government Area, Katsina State.

#### 4.4 Hypotheses Testing

The four Null Hypotheses were raised for the research. The hypotheses will help measure the strength of association between variables considered in the study. Testing of the null hypotheses in which data representing the opinion of teachers and community representatives were put together in order to facilitate better understanding and interpretation of the findings.

The summary of results for the test of Null hypotheses is as shown in Table 4.3.

**Hypothesis I:** There is no significant difference in the opinions of teachers and head teachers on the implementation of supervision programme.

**Table 4.3.1: This table is showing Significant Difference in the Opinions of Teachers and Head Teachers on the Implementation of Supervision Programme**

<b>Variables</b>	<b>N</b>	<b>X</b>	<b>STD</b>	<b>S Error</b>	<b>P</b>	<b>Df</b>	<b>T</b>	<b>T- Critical</b>
Teachers	340	12.2382	2.3760	.1289	.000	489	3.899	1.96
Comm. Leaders	151	11.3245	2.4428	.1988				

**Source:** Planning, Research and Statistics Department - Matazu LGEA.

The Table 4.3.1 shows that the calculated value (3.899) is greater than the t-critical value (1.96) at 0.05 level of significance and at degree of freedom 489. The observed probability level of significance (0.000) is less than 0.05. This implies that the null hypothesis which states that there is no significant difference in the opinions of teachers and head teachers on the implementation of supervision programme is rejected.

**Hypothesis II:** There is no significant difference on the available instructional resources and facilities in the implementation of supervision routine. Table 4.3.2 presents a summary of results to testing hypothesis.

**Table 4.3.2: Showing Significant Difference on the Availability of Instructional Resources and Facilities in the Implementation of supervision Routine**

<b>Variables</b>	<b>N</b>	<b>X</b>	<b>STD</b>	<b>S Error</b>	<b>P</b>	<b>T</b>	<b>Df</b>	<b>T-Critical</b>
Teachers	340	2.5353	.7176	3.8922	.796	.259	489	1.96
Comm. Leaders	151	2.5166	.7904	6.4322				

**Source:** Matazu LGEA, Planning, Research and Statistics Department.

Table 4.3.2 above shows that the calculated value (.259) is less than the t-critical value (1.96) at 0.05 level of significance and at degree of freedom 489. The observed probability level of significant (.796) is greater than 0.05. This means that

the null hypothesis which states that there is no significant difference on the available instructional resources and facilities in the implementation of supervision routine is accepted.

**Hypothesis III:** There is no significant difference between the mobilization and participation of the community in the implementation of supervision programme in schools in Matazu Local Government Area, Katsina State.

**Table 4.3.3: The Result that Shows Significant Difference between the Mobilization and Participation of Community in the Implementation of Supervision Programme in MLGEA**

<b>Variables</b>	<b>N</b>	<b>X</b>	<b>STD</b>	<b>S Error</b>	<b>T</b>	<b>P</b>	<b>df</b>	<b>T- Critical</b>
Teachers	340	6.791	1.3091	7.1002	.736	.462	489	1.9
Comm. Leaders	151	6.7086	1.02336	8.3302				

**Source:** Inspectorate Department, Matazu LGEA.

From the table 4.3.3 above, the t-calculated value (.736) is less than the t-critical value (1.96) at 0.05 level of significance and at degree of freedom 489. The observed probability level of significance (.462) is greater than 0.05. This implies that the hypothesis which states that there is no significant effect between the mobilization and participation of the community of supervision programme in primary schools in Matazu Local Government Area, Katsina State is accepted.

**Hypothesis IV: The Result that shows no Significant Difference of the Objectives of Supervision and Programme and the National Policy on Education**

<b>Variables</b>	<b>N</b>	<b>X</b>	<b>STD</b>	<b>S Error</b>	<b>T</b>	<b>P</b>	<b>df</b>	<b>T- Critical</b>
Teachers	340	7.2882	1.3477	1214	2.483	013	489	1.96
Comm. Leaders	150	6.9735	1.1716	1513				

**Source:** Planning, Research and Statistics Department, Matazu Local Government Educ. Authority

The table 4.3.4 above revealed that the calculated value (2.483) is greater than t-critical value at 0.05 level of significance and at degree of freedom 489. The observed probability level of significant (0.013) is less than 0.05. This shows that the null hypothesis which states that there is no significant difference in the objectives of supervision programme and the national policy on education is rejected.

#### **4.5 Discussion of Major Findings**

This research was undertaken on assessment of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State. To realize this purpose, the researcher raised four specific objectives, 4 research questions and four (4) hypotheses. Simple frequencies and percentages were employed in the presentation of personal data and in answering the research

questions. Pearson Product Moment Correlation was used to test the four hypotheses at 0.05 level of significance, a level at which the Null hypotheses can be rejected or accepted. The major findings of this investigation were presented as follows:

With reference to research question one and hypothesis 1, findings revealed that most teachers and head teachers believed that there is significant impact of supervision towards academic performance of pupils in the area. But in the actual sense, the supervision being conducted in the area does not cater for humanities supervision, and co-curricular activities, as the co-curricular programme is a significant tool of education today, the supervisor; should check up how efficient the different activities are being conducted and also how much the schools are having reasonable discipline. Supervision exercise should encourage the use of modern teaching aids like computer, communication technology resources (ICT) and microscopes etc. Supervision programme being a functional area should integrate information and communication technology in its curriculum, so that pupils should not only see and touch the computer and microscope but should be able to operate it effectively to explore its vast resources to their advantage.

Alari (1994) observed that the integration of the computer and microscope into the learning experience will enhance learning and increase the pupils ability to apply knowledge and skills to future problem solving situations. Supervision

programme and ICT-based assessments should provide complex performance tasks with which pupils or students can use various ICT tools and collaborative environment to find or create the right knowledge and apply it to solve their problems (Education Testing Service, 2002; International Society for Technology in Education, 1998; OCED & Statistics Canada, 2000; Quellmalz & Kozma, 2003).

For research question two and null hypothesis (H<sub>0</sub>)<sup>2</sup> findings revealed that despite the enormous benefits accruing from implementation of instructional supervision, the Government and School authority should establish the necessary report that would make parents aware of the educational role of the environment to the learners. In this way parents and community members would understand the type of scrap and discarded useable materials that can be used for instructional materials. Parents should be made aware of the importance of their own involvement in the school life of their children. The government should encourage the establishment of strong Parent Teachers Association that would highlight the significance of various competitions, fairs and exhibitions for the development of innovative instructional equipments (Ingawa, 1999).

The ingredients for effective school governance is good public relations; in effect, school management involves relationships and communication with the community, since the school is a community within the larger community (the village and district), and the wider society (province, state and nation).

The Government established and utilized the concept of a community based school. This is for the provision by the community of the land and buildings, or of support services and items that directly or indirectly enhance the teaching/learning process and which may be otherwise unavailable or in short supply; others see in it an opportunity to gain control of the management of a school. Whilst others see it as a means of utilizing the resources of the school to the full, for the benefit of all those within the community. The Government mobilizes local community counsel comprising chiefs, local dignitaries, youth organizations, welfare groups, and town or village development communities may influence a school in diverse ways. The supervisors, parents and the general public have varying degrees of expectation of the role the school should play in the community's life. The supervisors through supervision practices and the Government should develop and maintain satisfactory relations with and within the community.

The effort of Government in the mobilization and participation of the community in complementing effective implementation of school supervision in the area and in the schools therefore are thus; education involves the transmission of the knowledge, culture, attitudes and skills of people to the next generation. It is appropriate for the community to make an input into the curriculum. Since many school leavers will stay within the community to be active participants in its social, economic, cultural and political life and the resources persons abound in any local

community, particularly in such areas as vocational skills, local history and cultural practices and business and commercial skills, and these must be made use of by the school (Halliday I., 1992).

Findings from research question three and the test of Null hypothesis (HO)<sup>3</sup>, revealed that there are supply of instructional materials and facilities by the government to the schools in the area. Unfortunately the supervisors have found that the teachers don't give out textbooks to the pupils during teaching and learning process, and this will not help the students to inculcate reading habit and development of their academic activities. The supervisors, community leaders and head teachers through supervision practices should see and direct the teachers to always use instructional materials and concrete teaching aids during teaching and learning process. Through this exercise, the pupils or students would learn actively and positively.

The analysis of research questions four and the test of hypothesis (HO)<sup>4</sup>, showed that, the objectives of supervision programme complements with the national education philosophy in various ways. Through education, the accomplishments of past civilization are preserved, the spiritual life of the students to propagate and its social heritage of language, literature are transmitted to the youth. Through this study, we learn that the school curriculum is a product of philosophy. Tyler, (1949).

#### **4.6 Summary of Major Findings**

- i. This project was done through the use of inferential statistics.
- ii. Supervision practices in the area do not cater well in the provision of curriculum content and use of instructional materials during teaching and learning processes.
- iii. Poor involvement of community members in the development education in the area.
- iv. Inadequate Government mobilization to parent towards educational innovations and its progression.

#### **4.7 Summary of Hypotheses Testing**

The summary of results for the test of hypotheses is as shown below:

- i. **Hypothesis I:** It states that there is no significant difference in the opinions of teachers and head teachers on the implementation of supervision programme is rejected.
- ii. **The Null Hypothesis II:** Null hypothesis was realized due to acceptance of no significant difference on the available instructional resources and facilities in the implementation of supervision routine.
- iii. **Hypothesis III:** The null hypothesis testing accepted that no significant effect between the mobilization and participation of the community in the

implementation of supervision programme in primary schools in Matazu Local Government Area, Katsina State.

- iv. **Hypothesis IV:** Alternate hypothesis states that there is no significant difference in the objectives of supervision programme and the national policy on education is rejected.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.1 Introduction**

This study investigated the perceived assessment of teachers, head teachers and community members on the assessment of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State. This chapter contains the following sections; the summary, conclusion and recommendations.

#### **5.2 Summary**

The aim of the study was on the assessment of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State, by finding out the opinions of teachers, head masters and community members regarding the supervision practices. It was also to determine the differences among the educational qualifications and years of experience of the respondents and their assessment of the supervision practices of supervisors.

In the study four hypotheses were tested and these are:

- i. There is no significant difference in the opinions of teachers and head teachers on the implementation of supervision programme.

- ii. There is no significant effect between the mobilization and participation of the community in the implementation of supervision programme in primary schools in Matazu Local Government Area, Katsina State.
- iii. There is no significant difference on the available instructional resources and facilities in the implementation of supervision routine.
- iv. There is no significant difference in the objectives of supervision programme and the national policy on education.

The sample population of the study was made up of 491 respondents comprising of teachers, head teachers and community leaders. The questionnaire instrument was used for the study and the data collected was analyzed using frequencies, percentages, T-test for equality of means and levene's test for equality of variances.

Findings of this study were summarized as follows:

There is no significant difference in the assessment by head teachers, teachers and community members on the assessment of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State.

Thus, the perception of teachers and head teachers were not different just as the perceptions of community members were. However, there was no significant

difference between teachers and community members opinions regarding supervision practices of supervisors.

The study also found out that there is no difference between the expected performance of head teachers in classroom supervision, teachers utilization of instructional materials, maintenance of school buildings, personnel administration and the assessment of teachers and pupils. Another result of the study shows that there is no significant difference in the respondents years of teaching experience and their assessment of the supervisory role performance in primary schools in Matazu Local Government Area, Katsina State.

The result of the study which showed that some supervisors were not performing their duties as expected due to non usage of clinical supervision, modern and community based supervision and process supervision. And these could be responsible for the lateness among teachers and pupils to school, low academic performance of students, low morale of teachers, over politicization, truancy among the pupils and teachers, un-professional acts by some teachers, wrong school entry years of pupils and poor enrolment condition of many schools. The findings of the study revealed that supervisors rarely conduct orientation programmes for their teachers. Another finding is that many head teachers did not

perceive their role in school supervision and maintenance of school plant. This explains why many schools were un-kept.

Majority of the supervisors and head teachers had a minimum of NCE educational qualification and 20 years and above years of experience while majority of the teachers also had maximum of the NCE. This indicated that the majority of the respondents were professionals in education. Many supervisors did not consider the provision of staff development opportunities and organization of on the job training for teachers as their supervisory responsibility. Open days to assess the performance of teachers and pupils were not a feature of the evaluation programme of many schools. Many supervisors and head teachers did not conduct demonstration lessons for teachers and did not check lesson plans and scheme of work/record of work regularly.

### **5.3 Conclusion**

The study investigated of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State. Based on the findings of the research study it can be stated that the above significant education stakeholders did not perform well in their professional roles satisfactorily, as thus:

- i. Head teachers paid little attention to supervision. This inadequacy could contribute to ineffective teaching and learning by teachers and consequently

poor performance of pupils and students in public examinations. And this led to exams malpractices in schools.

- ii. The facilities put in head teachers' care may not be properly maintained. This could create room for school property to be damaged and stolen, thereby reducing the number of facilities available for students use.
- iii. Many supervisors and head teachers did not encourage in-service education and organize induction courses for teachers.

From the study, it is clear that the function of head masters and head teachers as school based supervisors is a complex one that requires training in supervision practices and educational administration for better management of schools.

#### **5.4 Implications of the Study for Educational Management**

The process of supervision in education entails the use of tools or techniques, the provision of support to teachers or school heads, analysis of data/information collected, report writing and utilization, and finally providing feed back to the parties concerned.

The evidence that supervisors and head teachers were not performing their expected roles in classroom instruction especially in conducting demonstration lessons for teachers. This implies the need for supervisors and head teachers to improve upon their supervisory work. There is a need for supervisors to

participate in planning the implementation of the curriculum, work closely with teachers, visit classrooms to supervise teaching and learning. In addition the supervisors should check lesson plans for teachers to update their knowledge and skills. In his view Wkeje (1992) notes that instructional supervision is generally carried out through classroom visitation, conferences and demonstration to help, guide and direct teachers and, also stimulate their interest in their work. This also suggests that supervisors close interaction by helping teachers by way of knowing their problems, participating in their meetings also motivates teachers to do their work and ensures the attainment of educational objectives.

The evidence that the observed roles of supervisors fell short of expected roles in supervising, teacher's utilization of instructional materials implies that head teachers should make adequate provision of teaching aids and other resource materials by improvisation. Resource persons and wealthy individuals in the community could also be contacted for assistance. They should also closely monitor the teachers to ensure that they use instructional materials in their lessons so as to ensure effective teaching and learning. Gerlach et al (1980) note that effective teaching and learning depends to large extent on the use of instructional materials. In the same vein Adewoyin (1991) affirms that the use of appropriate motion pictures objects and events can concretize learner's experiences. This

makes learning real. Therefore the supervision practices should encourage and reflex the above assertions.

The finding found out that head teachers did not supervise school plant by caring in minor maintenance work. The principals and Head teachers should make effort to take care of school facilities by way of supervising closely the staff in charge of school facilities to ensure that school facilities are not damaged, misused or converted into personal use. They are also to carry out minor maintenance work and imbibe in school members the need to handle school facilities with care. The school facilities which include text books (the library), stationary classrooms, laboratories, computers, equipment, building, farm lands etc. need to be properly taken care of by the school head teacher. However, because they are diverse and need frequent attention, the headmaster can delegate authority to assistant head teachers or senior masters.

Lack of proper maintenance of school plants leads to wastage or shortages. Lassa (1999) note that poor maintenance culture has been the lane of Nigeria culture. Consequently, its affirms that shortages within a school system can be overcome by efficient maintenance practices like preventive maintenance which consists of routine supervision and practices of equipments.

The study found out that the head teachers were not performing their roles in personnel administration expected means that head teachers should improve

their supervision and practices in this area. They have to organize orientation programmes for teachers, involve teachers in decision making and promote their relation with holders in the school, promote their growth and cater for their welfare. This Unruh and Lurner (1970) affirm that it helps to motivate teachers and ensure the attainment of educational objectives. In addition Wkeje et al (1992) note that teachers needs continues development so that they will be competent to handle changes dictated by social, Political technological and economic issues.

The findings found that supervisors and head teachers were not performing their roles as expected in the evaluation of teachers and pupils academic performances. They are to organize a wide range of activities like debates, sports, quiz, and Open days for teachers and pupils /students so as to evaluate school progress.

Wekeje et al (1992) indicates that evaluation of the work of members of an organization helps in taking the required future decision. It provides a means of control to check the fulfillment of assigned tasks.

Above all supervisors and head teachers perform important roles in school administration and so the position of them requires people with adequate training in supervision competencies. A part from this periodic training is necessary for both old and new supervisors and head teachers to keep them abreast of developments in educational administration and planning.

## **5.5 General Recommendations**

On the basis of the finding on the assessment of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State.

The following recommendations were made:

- i. There should be adequate supervision of the human and materials resources in the school by the head teachers. By this school programmes would be carried out smoothly without many difficulties.
- ii. The group tools supervision should be conducted and it should include the following; committees, course work, demonstration teaching, field trip and panel discussion.
- iii. The use of assessment data to monitor teaching and learning at the classroom, school and system levels (LGEA/SUBEBS/State). Eight possible uses of assessment out come to monitor learning and teaching should be considered and they are; informing policy, monitoring standards, introducing realistic standards, identifying correlates of achievement, directing teacher's efforts and raising pupils achievements, promoting accountability, increasing community awareness, and in forming political debate.
- iv. Staff meetings in schools should incorporate discussion of teacher's classroom problems. This will help to minimize the problems of teachers.

- v. Supervisors and teachers should be involved in the decision making process of schools in the area of curriculum design and programme implementation. This would help to motivate teachers, and their suggestions could ensure proper implementation of programmes.
- vi. Supervisors should encourage the professional growth of teachers by organizing workshops, seminars and facilitating in service education of teachers in Universities or Colleges of education. This will update teachers knowledge in their subject areas as well as I new techniques of teaching.
- vii. The government should provide more facilities like school stationary, equipment, school building and libraries to ease the supervisory work of supervisors and head teachers.
- viii. The government should organize workshops for supervisors from time to time so as to keep them abreast of the modern day supervisory techniques and their expected supervisory functions. This will enable them to be more effective in their supervisory work.
- ix. Supervisors in the MLGEA and state SUBEB should regularly pay visits to schools to closely monitor the supervisory work of head teachers. This will encourage them to improve upon their supervisory duties.
- x. Head teachers should organize Orientation programmes for new teachers and pupils as this will help them to adjust easily to the school environment.

- xi. In addition, supervisors should organize workshop at least once in a session to update the knowledge of teachers.
- xii. Conduct demonstration lessons for teachers to enhance their teaching effectiveness.
- xiii. Classroom visitations/inspection should be part of the head teacher's daily schedule. This will help the head teachers to know the quality of teachers work.
- xiv. The use of instructional materials by teachers in their lessons should be highly encouraged by the supervisors. The supervisors and head teachers should guide teachers in the improvisation of materials where no provision has been made. The use of instructional materials helps to increase learning effectiveness and makes learning real.
- xv. MLGEA should minimize the bottle necks that often delay response to problems of school head teachers by authority officials.
- xvi. The head teachers should delegate responsibilities to teachers, assistant head teachers and students as they alone cannot effectively supervise their schools.
- xvii. Autocratic head teacher, school supervisors and Education secretaries can easily incur their teachers, wrath displeasure and hatred. Such acts can encourage Wealthy teacher - school administrator relationships; non -

attainment and non –proper utilization of conducive teaching and learning environment.

- xviii. The Head -teachers, supervisors and the education secretaries should treat their teachers with some measure of courtesy and consideration.
- xix. The Head teachers, supervisors and the Education secretaries should rescind from gossiping about their delinquent teachers before others or in public.
- xx. The school authority should establish the necessary report that would make community members aware of the educational role of the environment to the learners. The school authority should encourage the establishment of PTA that would highlight the significance of various competitions, fairs, and exhibition for the development of innovative instructional equipments.
- xxi. Supervision reports should always be used to improve the system and not to punish anybody. If disciplinary measures need to be taken, they must be seen to be disciplinary and not punitive. And only qualified, committed people should be assigned inspectorate.
- xxii. The school -based or in - school model of supervision is a modern method of carrying out supervision in the schools. The school based on supervision could be regarded ad clinical supervision (Cogan, 1973) which is focused upon the improvement of teacher's classroom instruction.

- xxiii. The community is a stake holder in the education of its children. The members could visit the school at any time to make suggestions on any observed lapses or issues requiring attention.
- xxiv. The teacher should obtain feedback on his performances after supervision. This can be done at a conference between him and the supervisor.
- xxv. An important aspect of supervision and analysis of the data collected is the writing of the report. The report should spell out clearly all the lapses identified, followed by recommendations on how to make improvements. Commendation should also be made on the successes recorded. The reports could also be used for purposes of promotion, retraining and the provision of additional support.
- xxvi. The storing of record involves keeping it in a safe custody. Records can be stored in files, stores, cupboards and cabinets, tables and drawer, computers and as displays on walls and notice boards.
- xxvii. The supervisor and the school head must therefore , be knowledgeable about service conditions and the law with regard to the rights of teachers and be confident in expressing these rights in order to educate the community on relevant issues and to be able to avert such situations.

## **5.6 Recommendations for Further Research**

- i. The study only covered schools Matazu Local Government of Katsina State and so there is a need to replicate it in other states of Nigeria in order to determine the assessment of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State elsewhere.
- ii. Further research should also be carried out to compare assessment of supervision and practices of supervisors in primary, secondary and tertiary institutions.
- iii. A study of the factors that affect the supervisory role performance of supervisors should be carried out in order to provide some suggestions for improvement of the supervisory role of supervisors.
- iv. Research should also be directed towards using other instruments like observation to confirm or disprove some of the findings of the study.
- v. A research should be carried out to compare the supervision and practices of lay supervisors and those trained in educational management.

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## **APPENDIX A**

### **QUESTIONNAIRE FOR ASSESSMENT OF SUPERVISORY ROLE PERFORMANCE IN PRIMARY SCHOOLS IN MATAZU LOCAL GOVERNMENT AREA, KATSINA STATE.**

Faculty of Education,  
Department of Educational Administration  
and Planning Section,  
Ahmadu Bello University,  
Zaria.

Dear Respondent,

#### **QUESTIONNAIRE FOR THE RESEARCH PROJECT IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE MASTERS DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING**

I am currently undertaking a research on the Assessment of supervisory role performance in primary schools in Matazu Local Government Area, Katsina State.

Your honest opinion will enhance the validity and reliability of this research in the fulfillment of the criteria for the award of a master degree in educational administration and planning (M.Ed) in Ahmadu Bello University, Zaria.

All information given will be treated and strictly confidential.

Yours Faithfully,

---

**Kabir Tajiri**

## APPENDIX B

### QUESTIONNAIRE FOR HEADMASTERS, TEACHERS AND COMMUNITY MEMBERS

Please for each of the following statements tick (  $\sqrt{\quad}$  ) your response in the space provided.

#### SECTION A: PERSONAL DATA

- a. Sex: Male ( )                      Female ( )
- b. Marital Status ( ) Married ( )
- c. Age 20-25 ( )                      35 & above ( )
- d. Qualification: M.Ed ( ) B.Ed ( ) NCE ( )
- e. Others, please specify \_\_\_\_\_

#### SECTION B

Please for each of the following statement tick (  $\sqrt{\quad}$  ) your response the space provide.

S/No	Item	A	A	UD
1.	Supervision is intended to cause improvement of teaching and learning by working with teachers who are working with pupils.			
2.	The teachers and pupil ratio is appropriate i.e. 1.40			
3.	There are adequate classrooms to accommodate the pupils in your school			
4.	Community representatives are not interested in supervision of schools			
5.	Community members are financing educational projects.			

6.	Supervision helps to discourage rote learning and encourage concrete and skillful teaching-learning process.			
7.	Inadequate facilities are a major hindrance to the execution of good supervision in schools.			
8.	The teachers are well motivated, encouraged and praised through supervision practices.			
9.	The aims of supervision are four fold; correction, prevention, construction and creation.			
10.	The purpose of supervision practices complement with the national education philosophy.			
11.	Community members are well mobilized by the government to participate in the implementation of supervision in the schools.			
12.	Supervisors and Head teachers available are not qualified and inadequate.			
13.	Primary school education has no functional and reliable curriculum.			
14.	Effective supervision and has disciplined both teachers and pupils in the school and checks exams malpractices in the school.			
15.	Parent Teachers Association (PTA) is effective in supervision and of school in your locality.			
16.	Supervision being exercise by Head masters and community members in the school.			
17.	Supervisors attend courses at federal, state and local government levels.			
18.	Supervision activities are mainly effective in the urban school.			
19.	Education for all is the responsibility of all.			
20.	The pupils sit under trees due to unavailability of classrooms accommodation.			
21.	Chairs, desks and instructional materials are inadequate and not in full usage.			
22.	Local government chairman and his counselors do visit schools.			
23.	Matazu local government education endowment fund pay official visit and fund educational project in the schools.			

24.	The government of Nigeria is willing and ready to adopt the clinical type of supervision in its educational programme.			
25.	Teachers Salary Structure (TSS) has changed the inferior status of teachers.			
26.	Supervisors in MLGEA do inspect areas of supervision and use modern concept of it in the implementation exercise.			
27.	Assessment of supervision practices complement with its aims and objectives as stipulated in the National Policy on Education.			
28.	The process of supervision in education entails the use of possible education stakeholders, analysis of information collected, report writing and utilization and finally providing feedback to the parties concerned.			
29.	Supervisors use strategies of clinical supervision.			
30.	Supervision practices ascertain the impact of teaching and learning in the schools in Matazu Local Government Education.			
22.	Local government chairman and his counselors do visit schools.			

## APPENDIX C

**Matazu Local Government Education Authority (MLGEA) showing Number of Zonal Education Areas, Primary and Junior Secondary Schools, Number of Supervisors, Head Teachers and Teachers**

<b>S/No</b>	<b>Zonal Education Areas</b>	<b>Number of Primary and Junior Secondary Schools</b>	<b>Number of Supervisors</b>	<b>Number of Head Teachers</b>	<b>Number of Teachers</b>
i.	Matazu	14	4	14	163
ii.	Mazoji	18	4	18	109
iii.	Sayaya	15	4	15	93
iv.	Kogari	12	4	12	84
v.	Dissi	9	4	9	80
<b>Total</b>		<b>68</b>	<b>20</b>	<b>68</b>	<b>532</b>

**Source:** Matazu Local Government Education Authority (MLGEA)  
Inspectorate Department

## APPENDIX D

### Matazu Local Government Education Authority (MLGEA) showing names of Supervisors at the Head quarters, Qualifications and Years of Experience

S/No	Names	Qualifications	Years of Working Experience
1.	Salisu Tanko	B.Ed	24 years
2.	Kabir Tajiri	B.Ed/Admin and Planning	28 years
3.	Lawal Danbabbe	NCE	24 years
4.	Lawal Garba	B.Ed	28 years
5.	Haruna Isiyaku	NCE	24 years
6.	Sani Suleiman	Diploma	28 years
7.	Ahmed Faruk	NCE-DLS	29 years
8.	Rabe A. Lawal	Diploma	28 years
9.	Yushau Muhammed	Diploma	28 years
10.	Amina R. Abdullahi	NCE-DLS	21 years
11.	Mariya.Lukman	NCE-DLS	14 years
12.	Ashiru M/Ungwa	Diploma	17 years
13.	Lawal Bala	Grade II passed	31 years
14.	Musa Adamu	NCE – DLS	29 years
15.	Aliyu Ibrahim	B.Ed	14 years
16.	Bishir Isah	Grade II passed	14 years
17.	Iro Bala	Grade II passed	29 years

**APPENDIX E**  
**GROUP STATISTICS**

<b>S/No.</b>	<b>Items</b>	<b>Position</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std Error Mean</b>
1.	Implementation	Teachers	340	12,2382	2.3760	.1289
		com.	151	11.3243	2.4428	.1988
		Embers				
2.	Availability	Teachers	340	2.5353	.7176	6.892E-
		com.	151	2.5166	.7904	02
		Embers				6.432E-
						02
3.	Mobilization	Teachers	340	6.7971	1.3091	7.100E-
		com.	151	6.7086	1.0236	02
		Embers				8.330E-
						02
4.	Objective	Teachers	340	7.2882	1.3477	7.309E-
		com.	151	6.9735	1.1710	02
		Embers				0.534E-
						02

## INDEPENDENT SAMPLES TEST

### Levene's Test for Equality of Variance

<b>Items</b>	<b>F</b>	<b>Sig</b>
<u>Implementation</u> Equal variances assumed.	1.489	.223
<u>Availability</u> Equal variances assumed equal variance not assumed.	3.229	0.73
<u>Mobilization</u> Equal variance assumed, equal variance not assumed.	8.572	0.004
<u>Objectives</u> Equal variances assumed equal variance not assumed.	4.272	0.38

## INDEPENDENT SAMPLES TEST

Items	T-test for Equality of Means			
	T	df	Sig. 2-tailed	Mean difference
Implem: Equal Variances assumed. Equal variances not assumed.	3.899	489	.000	.9137 ÷ crd=1.96
	3.857	280.603	.000	.9137 - rejected
Avai: Equal variances Assumed. Equal variances not assumed.	259	489	.796	1.674E - 02 accepted
	.249	264.261	.803	
MOBI: Equal variances Assumed. Equal variances not assumed.	.766	489	.462	8.845E-02; accepted
	.808	362.443	.420	8.845E - 02
OBJ: Equal variances assumed. Equal variances not assumed.	2.483	4.89	.013	.3147 rejected
	2.620	327.991	.009	.3147