

**TITLE PAGE**

**THE ROLE OF SUPERVISION IN THE DEVELOPMENT OF PRIMARY  
EDUCATION (A CASE STUDY OF SOME SELECTED PRIMARY  
SCHOOLS IN SOKOTO METROPOLIS**

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## APPROVAL PAGE

This project has been carefully supervised and approved as meeting the requirement for the award of the Bachelor of Arts in Education (B.A.Ed) of the faculty of education and extension services, Usmau Danfodiyo University, Sokoto, Nigeria.

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## **DEDICATION**

This work is dedicated to our loving parents, father and mother and the entire family members and also to our friends and well wishers of both within and outside academic environment.

## **ACKNOWLEDGEMENT**

We acknowledge almighty Allah who spare our life up to dates.

We wish to express our sincere gratitude and appreciation to our project supervisor, Mal. Muhammad Usman who inspiration in words and deeds is indelibly formidable. We are also grateful for his patience in reading through the work, his constructive, criticism and brilliant supervision in making this study success. Our special thanks goes to all the lecturers in the faculty of education and extension services (FEES) for their untiring and immeasurable effort and pieces of advice rendered to us in the course of writing this project. The researchers wish to record their indebtedness to many people and sources and if anything is inadvertently adopted and where permission have not been obtained, it is hoped that , this will be excused as an oversight or ignorance.

finally, we would not fail to express our indebtedness to our parents, brothers, sisters, and friends for their financial, materials and moral support, without which this project would not have been completed in the stipulated times.

We pray to almighty god to add more grease to our elbows and guide us in all our undertakings. Amen.

## **ABSTRACT**

*In this research project, an attempt was made by the researcher to find out the role of supervision in the development of primary education in some selected schools within sokoto metropolis. Simple and sampling technique research designing was adopted in the study. The instrument was questionnaires for head masters and the teachers in the area of the study to obtain their responses on the subject matter. The responses obtain by the researchers indicate that one of the important thing also observed in the research is the nonpayment of supervisors allowances provided that encouraged the supervisors to perform their duty effectively. Therefore the researchers suggest that the ministry of education should ensure the training and retraining of school supervisors to keep them current in discharging their duties in the area of the study.*

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# CHAPTER ONE

## INTRODUCTION

### 1.1 BACKGROUND OF THE STUDY

Generally speaking the system administration of education in Nigeria's it is today has been the result of a gradual process which dates back to coming of the Europeans. The importance of school supervisors in today's educational system demands for grater attention. The inspectorate division of any ministry of education has a vital role to play in the development and improvement of education, this is true because through proper management and good organization of the division, the standard of education can easily be raised and maintained (MC Nerney, 1931).

According to Vashist S. (1994) the chronology of school supervision may be found in the historical development of much important function of both religious and public schools. The present study of school supervision demands for greater attention especially now that the nation has embarked on the 6-3-3-4 educational system. This is an indication that the state in particular is concerned about changes that can bring improvement and progress to the lives of its people. People are becoming more conscious

than before about the importance of education in general and thus have generated in the daily operation of the school system.

In the state, it is generally believed that qualified people who are capable of supervising schools are too few for the large number of schools they are expected to supervise. This can be solved by equipping the inspectorate division with well experienced, qualified and dedicated inspectors/supervisors. In view of this, supervision is undoubtedly a very important for proper implementation of school curriculum in the primary school. No school can develop without a sound supervision; it is generally accepted that effective supervision in the primary school is the key to the development of any institution. This is a vehicle for the promotion and perpetuation mean to prolong the existence of cause to be remembered of school and indeed pupil's cognitive development. To this end supervision play a great role the field of education. Supervision contributes in enhancing areas such as vocational, technical, and political and special education. But gradually, it was realized that teacher no matter what qualification they have need help today, the supervision is one of the features of our educational system (Wilesk, 1967).

## **1.2 STATEMENT OF THE PROBLEM**

The standard of education can be judged for at least three angles. One is to compare the performance of past and present school leavers of the same category. Another is to assess the relevance of the present education with the future needs of the society. Thirdly, one can think of educational standards in terms of percentage passes in external examinations. The third is by far, the easiest to assess quantitatively with high degree of accuracy. Judging from the point of view, one easily notices that for the past ten years or so, examination results for primary schools have not only been poor, but are also continuously declining. Looking at the trend of examination results, one wonders how far the supervisions and local government education department are actually controlling the quality of education in the local government. As a result of these, the studies try to find out the role of supervisors and local government education primary schools in the local government.

## **1.3 RESEARCH QUESTION**

This study is indeed to seek answer to the following research question.

1. Are there enough professionally trained supervisors in the area to carry out effectively?

2. Are the school supervisors' inspectors playing the role of supervising under the area o study frequently?
3. What are the impacts of school supervision in the area under study?
4. What are the problems/challenges facing primary schools supervision in the area understudy?
5. What are the possible ways to solve and improve primary school supervision in sokoto metropolis?

#### **1.4 OBJECTIVES OF THE STUDY**

This research study is aimed at achieving the following objective

1. To determine whether present school supervision in the area are adequate and professionally trained to carry out the job.
2. To find out whether primary schools supervisors in the area of study are doing their job in supervising the primary schools under area of study frequently.
3. To determine the impacts of school supervision in the area under study.
4. To find out problems and challenges facing school supervision in the area understudy.

5. To suggest the possible ways of addressing and improving supervision in the understudy.

## **1.5 RESEARCH HYPOTHESIS**

1. There is no enough professionally trained supervision in the area to carry out the job.
2. Supervision do not attend seminars/workshops and services training to improve their competence.

Although there are other variables that helped in the development of primary education in the area like government commitment to primary education through (universal basic education), provision of infrastructural and instructional materials, parental attitude to primary education and many others, but the research is unite to the role of supervision in the development of primary education to critically examine the situation in the area of study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

This chapter presents a review of studies, comments and suggestion of researches, scholars and writes that are relevant to this study. This chapter intends to focus its attention on the role of supervision in the development of primary school education with reference to sokoto metropolis

#### **2.2 NEED FOR SCHOOL SUPERVISION**

Education can be viewed as the transmission of values and accumulated knowledge of a society. It is designed to guide the child in leaning a culture molding his behavior in the ways of adulthood and guiding him rewards his eventual role in the society in the most primitive cultures, there is little formal learning. Informal learning was adequate or transmitting knowledge and skills. As societies grow more complex however, the quality of knowledge to be passed on from one generation to the next becomes more than any one person can now, and hence there must evolve more selective and efficient means of cultural transmission. The outcome is formal education the school and the school and the specialists called the teacher.

During the 20<sup>th</sup> century A.D there has been great in demand for formal education due to a number of factors as population increase, parental awareness of the benefits of education and a change of emphasis in the curriculum content towards science and technology. these changes in education made it (education) very expensive for the government ho was given the responsibility of should during it consequently school supervision was formally introduce fir the purpose of interacting with the teachers in such a way as to maintain, change and improve the provision and actualization of learning opportunities for the students.

It could be deduced also that supervising a school means to oversee, watch and check the activities of the school with the aim of correcting mistakes where necessary. In this context therefore, it involves all efforts that are directed towards ensuring that teaching and learning are getting on properly in the classroom and teacher are assisted to improve themselves by promoting a conducive atmosphere for the classroom interactions.

Supervision is also found to be concentrating on such things or matters as appraising the general achievement of students in subject matter, evaluating method used by teachers observing the general management of schools and conducts of students. This was necessary in order to justify the heavy expenditures on education as certain whether money spends on



education was wisely expended and also to ensure successful “enculturation” of students. In this respect any member of the education system the proprietor, depending on what he/she does. The important factor is not the little of the role but the nature the behavior activity, school supervision was introduced in Nigeria because according to the Nigeria policy on education (1997) “the success of any education system is hinged proper planning effective administration, adequate financing. Administration includes organization and structure, proprietorship and control, inspection and supervision”.

Also according to Nwaogu (1980) ‘there is a pressing Nigeria which should develop and evaluate programmes in the ever-changing Nigeria society especially now when the universal primary education (U.P.E) has come into being and also when in future universal secondary education will come into operation, which is now currently introduced as Universal Basic Education (U.B.E) as a new educational programme proposed by the Federal Government of Nigeria for the primary school and the junior secondary level.

## **2.3 PURPOSE OF SCHOOL SUPERVISION**

Purpose of school supervision can be deduced from the various definitions given to it by different scholars. School supervision is interpreted differently by different people according to how it affects them the supervisor sees it as a positive force for programme improvement". One teacher may see it as a "threat to his individually". While another may think o it as "a source of assistance and support, depending on how supervisors they have know have interpreted their roles.

Supervision has been defined as all efforts of designated school officials directed toward a providing leadership to teachers and other educational workers in the improvement of instructions. It involves the situation and revision of educational objectives instructional material method o teaching and the evaluation of instruction (Ebal and Knoll 1940).

Haris (1995) defined supervision as what school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching process employed to promote pupil learning

Okumbe (1998) considered supervision with improving instructional effectiveness.

Wiles and Lovell (1975) defined supervision as an instructional behavior assumed to be additional behavior system formally provided by the organization for the purpose of interaction with the teaching behavior system in such a way as to maintain change and improve the learning opportunities for the students.

From the outlined definitions it could be deduced that supervision is to facilitate learning by pupils through making adequate provision for all the conditions which are essential to effective learning through effective teaching.

Supervisor is commonly used as a generic term to include all, whose unique or primary concern is instructional leadership. According to Adime (1975); “supervisors may curriculum directors in charge of instruction”.

## **2.4 THE ROLE OF SUPERVISION IN EDUCATIONAL SET-UP**

Schools are miniature societies established by the community for such purpose as a cultural transmission and revival and for the teaching of basic skills necessary for economic survival.

The schools are managed by a number of administrative bodies and personal like the ministry of education, school boards, headmasters, teachers, and supervisors. Each one of these performs a number of

activities which are very important and also necessary for the continued existence and success of the school. The supervisors, like other personal of the ministry is a civil servant who is constant touch with national education agencies, schools and interested group. His main role therefore, is to advice the minister on professional matters such as (instructional techniques). He is also responsible or executing educational policies.

According to Aderounmu et al (1985) whether he is statutorily appointed or he is required by virtue of his position to supervise teaching and learning, the supervisor is generally responsible for such duties like planning, administration curriculum development, demonstration of teaching, induction and seminars, evaluation, organizing, coordinating and influencing the communication process in the educational practice.

Akrofi (1945) sees the supervisor's role as liaison between the ministry and her school as a changing one. In the post, the main pre-occupation of the supervisor was "the effective management of schools, keeping government informed of school work, sometimes encouraging "teachers, at other times coercing them". The supervisors were able to create public interest planning. However, this role of the supervisor has to change due to the continually changing nature of the society and the school setting itself. There changes not only in the curriculum content but also teaching

techniques. Schools do not only concern themselves with the reading, writing and arithmetic, but also help students discover new knowledge themselves. This consequently changed the teaching methodology. The supervisor's role in the present setting therefore becomes one of the working co-operatively with the teachers for learning in schools. People's concept about democracy and ideas of self determination have made the supervisor more of a colleague whose main work is to stimulate teacher's and student enthusiasm for the improvement of their work. The new or 'modern' supervisor must therefore be able to respect the teachers initiative, experimentation and sense of creativity.

## **2.5 HISTORICAL DEVELOPMENT OF SCHOOL SUPERVISION IN NIGERIA**

Intensive 'western education' in Nigeria started in 1842 through missionary activities. For the next forty years (1842-1882) education in southern Nigeria was the exclusive affairs of Christian missionaries. During this period, some of the missions e.g. church missionary society and the (Wesleyan). Methodist missionary society set up management boards to help regulation the curriculum, teacher's salaries conduct. Although there was no uniformity in terms of syllabus, examinations, supervision and

control. This marked the beginning of what can be inspection/supervision of educational activities in Nigeria.

A formal government inspectorate was first established in 1882 by the first education ordinance. Headed by a chief inspector, the inspectorate was to cover all the British West African territories (Gambia, Sierra Leone, Gold coast and Lagos). Assisted by only three sub-inspectors, the chief inspector known as Her Majesty's inspectors, for schools for the West African colonies (H.M.I) achieved very little because he was too large for him to effectively supervise. Between 1882 to 1924, the inspectorate, determined the suitability of a school for government grants through its inspection reports. By 1916, 20% of a school's grant was based on adequacy and efficiency of the teaching staff, 40% on periodical examining and general progress of the school while the remaining 40% was based on other aspects of the school as determined by the inspectors who made frequent visits to the school through the year.

The 1925 memorandum on education which was the British colonial government's first official policy on education for its West Africa colonies have added responsibility to the inspectorate. In this respect, the memorandum states "through supervision is indispensable, and inspectors should seek to make the educational aims clear and offer friendly advice

and supervise their own schools in ways parallel to, and co-ordinate with the government system of inspection". During the 1902's supervision was generally seen as a "directing and judging activity". Where supervisor's tell what to do and later check up to see whether they (the teacher) has done what they were directed to do by (the supervisors).

By 1930's supervision was made more "democratic" here, teacher were maneuvered into doing what the supervisor wanted them to do. From, 1940 onwards, supervision become a "co-operative enterprise" in which all people in a school system supervise each other. The supervisor was seen as a counselor or guide, helping teachers to improve the teaching meaning situation through exchanging views and opinions with them on instructional problems.

The present federal inspectorate service was established in 1973 as a section in the federal ministry of education to "ensure quality control through regular inspection and continuous supervision of instructional and other educational services". However, the idea of having a federal inspectorate service dated back to 1963 when it was also need to supplement the efforts of states inspectors who are too few for the amount of work involved especially the local government inspectors. As a quality control agent, the inspectorate was not only to assess how far national

objectives and other local objectives are attained, but also to assist those (teachers) who are responsible for attaining their. It is therefore, the inspectorate duty to provide “modern” inspectors and supervisors, whose primary function is to advise teachers, headmasters and ministries of education on ways and means of improving classroom learning and general educational procedures.

## **2.6 THE MODERN SCHOOL SUPERVISOR**

This is a contemporary and ideal type of school supervision, which came as a result of the emerging trends, complexities, and dynamism of the school system. It is otherwise referred to clinical supervision which according to Good Hammer et al (1980) draws its data from first hand observation of actual teaching events and involves faces to face (and other associated interactions) interaction between the supervisor and the teacher in the analysis of teaching behaviors and activities for instructional improvement. It is activity oriented and aimed at improving learning and teachers in school systems.

The supervisor here interacts with the teachers and motivate them instead of harassing or humiliating them. He helps the teachers to see their weakness and assist them in correcting and improving themselves. He



engages in mutual insulation and advice thereby making the teachers to feel free to think for themselves in matters pertaining to the objective, curriculum, methods of teaching and method of evaluation. In modern supervision method, supervision is made an area of specialization knowledge and training for personnel development. It is planned and regularize on schedule irrespective of whether or not there is a crisis or complain policies and programs are examined with teachers and pupils to ascertain the appropriate way of their implementation or modification to suit the local conduction of the school.

Such a supervisor devices authority from his expect device and encouragement. This, he shows understanding, consideration and co-operation even when he want to make sure that a change is made. In this modern supervision, final report are usually copies to the school with further guidelines for necessary action.

It was student population explosion which formed the theme of the 5<sup>th</sup> national conference for inspectors of education (1979) could be regarded as a major developments that warrants a re-orientation of the supervisors into what is called “modern supervisor”. The “explosion”, itself was caused by a number of factors like:-

1. Introduction of the universal primary education (UPE)
2. Demographic increase in number of school age children
3. Social demand for popular and mass education.

Irrespective of the cause, student explosion gives rise to number of educational problems that necessitates an improved and more efficient systems of supervision, some of these problem include:

- a. Enrolment gap- the available infrastructural facilities are too for the potential entrants.
- b. These is an acute shortage of qualified teachers. For the reasons, there is a need for maximizing our limited resources through efficient supervisory practices supervision of instruction.

The supervisor is no more seen as a “demigod” or manager of school disciplinary policy from the central office. He is seen as an education leader of schools in his jurisdiction, in which case he has to be a “knowledgeable curriculum developer and a sensitive agent of organizational change and improvement among other supervision of school work must now be more intensive and sympathetic as qualified and poorly trained teachers were called upon to teach (due to shortage, especially in terms of government

officials policies on education, the syllabus content and subject matter of his field and its teaching methodology

## **2.7 CHARACTERISTICS OF A GOOD SUPERVISOR**

As supervisor possesses a heavy and d elicited responsibility, for this reason he must posses certain characteristic of a good supervisor can be seen from both the professional and personal qualities. Professional qualities include his ability to be with that broad and not shallow over view of education as well as keen awareness of the internal workings of the system. Personal qualities also include ability to stimulate education change and development as well as interpreting exiting policy and provisions. The supervisor required a general broad knowledge, specific professional knowledge and a wide range of experience. Perusal qualities includes in specific terms qualification, human relations, fairness, patience and all other characteristics that ensure enhancement and development of education. In other words he be knowledgeable, with the ability to create an atmosphere of natural confidence between him and teachers. He should reason and allow others to reason and must be objective in his dealings.

1. The supervisor must in his new role act as adviser counsel or inspire confidence and seek to guide by means of persuasion based upon mutual confidence to inspire confidence,
2. Good supervisor must be sure of his facts and figures.
3. He must be one or even two step ahead of his professional colleagues in the classroom.
4. As a good supervisor his reported or pieces of advice should be based not on guess work, but on what is actually observed.
5. He must be pain starting enough to make accurate assessment not only through oral interviews, but by through investigations of the facts and figures. The effective supervisor must be friendly, but at the sometime firm.
6. He should be a ware that frank view could indeed should be expressed in a positive constructive and sympathetic manner.
7. He must realize that his relationship with the school are essentially human relations with individuals, not with inanimate buildings and materials.

8. He must be a man of transparent integrity and honest, given his advice or writing his report without fear or favour.

## **2.8 TYPES OF SUPERVISION**

According to Dodd (1968) in general, there are five main strategies adopted in school supervision and these are full supervision, the subject supervision, the surprise supervision, the routine supervision and follow up supervision.

1. **FULL SUPERVISION:** This is the type where by all aspects of the school will be supervised viz administration, instructional methodologies and materials. The school plants and grounds, the tone or discipline of the school and the subject of the curriculum. When going out for a general or full supervision, there is a need for the supervisor to prepare his programmes systematically.

As a stated in "A hand book for supervisors" "If has been suggested that the proprietor and the Headmaster of the school should be well informed at least a month a head of the date of the proposed exactly what the supervisor will be looking for.

The states inspectorate usually expects that the schools to be full supervised should make the following preparation at least ten (10) days before supervision commences and submit to the team leader:

- Copy of the school current time table
- Copy of each individual teacher's time-table
- Copy of the teaching staff list (including teachers qualifications, experience and length of time in the particular institution).
- Copy of the staff subject analysis
- Copy of the schools daily and weekly routine
- Copy of staff and students responsibilities
- Details of game played clubs and societies and time of functioning

The following records and documents should also be made available for supervision.

- A register of admissions and withdrawals
- Log book
- School rules
- Education laws

- Corporal punishment book and other punishments
- Visitor's book
- Minutes books and other materials pertaining to meetings
- School feeds register
- Local Purchase order books
- Certificate books of leaving certificate, transfers
- Students personal record books
- External examination regulations and results
- General orders of financial instructions and stores regulations
- Store ledger books
- Duty members and duty prefect report books
- Previous supervision reports
- Personal files of staff.

All these are very important in full supervision for the ministry of education to know what is and how it is going on in the school in order to know what help, advice or decision to make for a particular institution.

2. **SUBJECT SUPERVISION:** Subject supervision is part of general supervision. It is very important to visit a school to find out what and how much students are learning in a particular subject. The

supervision should evaluate student's achievement in one particular subject.

According to Boyd M. (1981) the subject supervisor should set out to answer the following questions when supervising.

1. What have the student learnt (not what have the students been faught)
2. Is their level of achievement satisfactory?
3. Is their anything wrong with way they are learning?
4. Can their learning be improved? (if so, what help and guidance can be given).
5. A part from talk, what action can the supervisor take to help?

In addition to these basic questions, the supervisor will have to ask a lot of detailed questions about the way in which the subject is being taught or learned. Obviously, the questions will very from subject to subject, but the following will be common to all subjects.

1. Is there a syllabus?
2. Is there a scheme of work?
3. Are there lesson notes
4. What methods are used? A methods varied?



5. What visual and other teaching aids are being used
6. Are there careful and up to date records of each students progress kept?
7. Are students comfortable?
8. Are the students interested in the subject? (if not find out why)?
9. Are the techniques applied according to the level and age of the students.
10. Are the students encouraged to think and work for themselves and to work out solution to their own problems?

### **3. THE SURPRISE SUPERVISION**

Teachers do not like surprise visit by the supervisor. However it is essential to have them provided that the supervisor do not regard them as “catch the teacher out”. According to Carham,P. (1983), the ideal to aim should be for the supervisors unexpected visit to school to be regarded by the teachers and students as an anticipated but very welcome visit of an old friends.

In order to establish a close contact between the supervisor and the teachers, such frequent surprise visit is very essential. It means that such

surprise visit is only necessary when incidents, deteriorating conditions in terms of discipline among staff act have occurred.

#### **4. ROUTINE SUPERVISION**

This is informal short visit to the school to inspect some aspect of the school work and to help solve problem on the spot in the school, for example when there has been change of headmaster. The newly appointed headmaster always welcome help and advice from the supervisor who have know the school for some years and is familiar with its problems. When an advisory meeting of this nature is made, a follow up visit approximately six months later will usually be of value. When this is done it stimulates there headmaster to work hard.

#### **5. FOLLOW UP SUPERVISOR**

In general it is customary to call back after a while some kind of supervisor made to see way and manner their suggestions have been put into practice. This system is known as the follow up supervision.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter explained the method of converting relevant data needed for this research study, it undivided into section which included the research design and procedure, population of the study, sample and sampling techniques, the instrument, used in data collecting the information, the validity and reliability of the instrument, administration of the instrument and approach of data analysis.

#### **3.2 RESEARCH DESIGN**

In finding out the role of supervision in the development of primary school education in Sokoto Metropolis the research design employed was the survey method which involved drawing interview and questionnaire to obtain responses from both supervisor, educations sectaries, inspectors of education headmasters as well as teacher on the subject matter.

### **3.3 POPULATION OF THE STUDY**

The population of the study included all the primary schools in Sokoto metropolis.

Information from the inspectorate division of ministry of education indicated that there are total number of 131 primary schools in sokoto metropolis.

<b>S/N</b>	<b>Local Government</b>	<b>No of Primary Schools</b>	<b>No. of Teachers</b>
1.	Sokoto North	<b>25</b>	2,100
2	Sokoto South	<b>29</b>	1,100
3	Wamakko	<b>77</b>	1,500
	Total	<b>131</b>	4,620

### **3.4 SAMPLE AND SAMPLING TECHNIQUE**

The area under study had a total number 131 primary schools out of which ten 10, were randomly selected within the metropolis using sample random sampling technique this method gives equal chance to all the schools.

The information for this research was collected from supervisor, headmasters, teachers, inspectors of education and education sectaries, as shown in the table below.

**Table: 3.1 Randomly selected sample schools for this study within sokoto metropolis.**

s/n	Primary schools selected	Supervisor	Headmasters	No. of teachers selected	Zonal inspector education
1	Waziri Model primary	2	1	10	
2	Ibrahim Dasuki Primary School	2	1	10	
3	Ibrahim Gusau Primary School	2	1	10	
4	Alkali Mika'ilu	2	1	10	
5	Turaki Model primary School	2	1	10	
6	Alhaji–Alhaji Primary School	2	1	10	
7	Muhammad Zaki Primary School	2	1	10	
8	Magajin Gari Model Primary School	2	1	10	
9	Dallatu Model Primary School	2	1	10	
10	Salihu ANka Primary School	2	1	10	
	<b>Total</b>	<b>20</b>	<b>10</b>	<b>100</b>	

However, the sample were selected and their major work were to tick or make brief comment where necessary as the case may be interview were used where necessary. All the selected primary schools are owned by the state government

### **3.5 INSTRUMENT USED IN DATA COLLECTION**

Instrument used in collecting data for this study were questionnaire and interviews. The essence of the distribution of the questionnaire was to establish some specific on the other hand oral interviews served many important advantages useful information were obtained which may not be necessary cent owned in the questionnaires.

Thus, the researcher used this method to obtain valid information from the school headmasters, teachers, supervisor on all inspectors of education and education secretaries of which were between (10)items for the loadmasters, eleven (11) items for the teachers twelve(12) items for the supervisors and thirteen(13) items of interview schedule for the zonal inspectors of education and thirteen (13) items sold interview schedule for the zonal inspectors of education and education secretaries, this was obtained through adoption and is valid and reliable through adoption and is valid liable.

### **3.6 VALIDITY OF THE INSTRUMENT**

The result of that pilot conducted with some primary school supervisions, headmasters, teachers, zonal inspectors of education and education secretary outside the sample schools using the same questionnaire from the response obtained, the instrument measure that is suppose to measure. Therefore, the questionnaires for supervision, headmasters, teachers and interview for zonal inspectors of education and education secretaries an instrument specially achieved the purpose for which it was mean for, thus it is availed instrument.

### **3.7 RELIABILITY OF THE INSTRUMENT**

The reliability of the instrument is established by administration of the questionnaire to pilot group through test retest method in sokloto metropolis. The responses were then compared to determine the consistency of the instrument and it was found to be very reliable for the purpose of the study.

### **3.8 ADMINISTRATION OF THE RESEARCH INSTRUMENT**

The researchers were able to administer their instrument through questionnaire and interviews, the head masters of each of the sampled school to all leaching staff selected and that of supervisors was send

through their various offices while that of zonal inspector of education and education secretary were through personal contact to get vital information by interviewing them.

### **3.9 APPROACHES TO DATA ANALYSIS**

The following statistics techniques were employed for the analysis and qualification of data.

1. Percentage
2. Frequency

The above techniques were employed for easy computation of the data collected from the respondents, after the computation of the data tabulation was further made to show clearly the relationship required between r respondents and research hypothesis.



## **CHAPTER FOUR**

### **4.0 DATA PRESENTATION**

#### **4.1 INTRODUCTION**

This chapter analysis the data obtained through the use of questionnaire from which personnel information about the respondents and obtained summarized in tabular form musing frequency distribution and percentage. While analyzing the data collected, percentage should be calculated in terms of the responses received and not in terms of the total number of questionnaire distributed. The tables representing the analysed data include a set of tables for supervisors, Headmasters and teachers responses, within the selected schools in sokoto State.

#### **4.2 DATA PRESENTATION**

The data presented is contained as follows:

##### **4.2.1 Responses from supervisors Questionnaires**

Sixteen (16) questionnaires were distributed to the required number of supervisors.

**Table 4.1: Responses of the supervisor on their qualification.**

**Responses in percentage,**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	4	66.7%
No	2	33.3%
Total	6	100%

The above shows that most of the primary schools supervisors do not have the required qualification. About 33.3% of the supervisors are qualified, only 66.7% of the supervisors have the required qualification. The qualification required of a school inspector/supervisor is that he/she should have at least an experience in teaching and must have professional teaching qualification be an N.C.E holder or graduate.

**Table 4.2: Responses of the supervisors in solving identified problems. Responses in percentage.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	5	83.3%
No	1	16.7%
Total	6	100%

About 16.7% of the supervisors are unable to solve the problems, the identical during school supervision. Only 83.3% were able to solve the problems they identified. This could be attributed to the experience they have in the profession and their qualification.

**Table 4.3: supervisors. Responses on how often.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
All the time	-	-
Often	5	83.3%
Total	6	100%

Table above table indicated that the supervision of primary schools was dissatisfied. This shows the weakness of the schools inspection in sokoto state. This weakness could be due to some other reasons apart from lack of experience on the part of some of the supervisors. As supervisor/inspector might have experience and training yet may be faced with other problems, such as financial inadequacy. This may prove whether the annual fund allocated for supervisor is enough to execute the full supervision programme.

**Table 4.4 Responses of the supervisors on the allocation of fund.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	-	-
No	6	100%
Total	6	100%

The Table above clearly shows that the funds usually allocated for the supervisors of programme were not enough. All the responses given to this question is 100%. Respondent had agreed all that the annual funds allocated for supervision to execute the supervision programme are not enough. This may explain the reason why the supervision programme lacks qualified supervisors/inspectors and the necessary equipments and facilities such as transport.

Table 4.5: The responses of the supervisors interms of where they live and their place of supervision. Response in percentage are presented below:

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	2	33.3%
No	4	66.7%
Total	6	100%

The above table indicated that most of the schools supervisors/inspectors, about 33.3% live far away from their schools. This could be partly due to the fact that supervisors or an inspectors responsible for inspecting many schools which may not necessarily be near one another for the above reason therefore, only 66.7% of the supervisors live near their schools. What is most likely to be the reality therefore is that these could be those supervisors who inspect the schools are within the town. While others abandon the schools.

If these supervisors, about 66.7% lived far away from their schools, the question of them being transported to the schools for supervision is quite agitating.

**Table 4.6: Responses on transportation facilities responses in percentages.**

Response	Frequency	Percentage
Supervisor/Inspector	2	33.3%
The School	-	-
The Ministry	1	-
Local Govt. Education Department	2	33.3%
All of the above	1	16.7%
Total	6	100%

Table 4.6 indicated that supervisors were often responsible for their transportation to schools while on supervision. This can limit their functions as supervisors. About 33.3% agreed that they took the responsibility of their transport to the schools they inspected this proved that the supervisors should be provided with transports, so that they can inspect the schools as often as they should do. This has also indicated that some supervisors or inspectors are poorly motivated in terms of incentives or encouragement to carry out their duties effectively.

**Table 4.7: Responses on the motivation of supervisors. Responses in percentages.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	5	83.3%
No	1	16.7%
Total	6	100%

The above table shows that 83.3% of the supervisors feel motivated in terms of incentives or encouragement to execute their work effectively, this may be due to their hardworking and experience to the job; the remaining 16.7% who do not feel motivated in terms of incentives or encouragement

may be because they do not have experience to execute their work effectively.

**Table 4.8: The professionalism of teachers in the primary schools.  
Responses in percentages.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	4	66.7%
No	2	33.3%
Total	6	100%

The above table shows that 33.3% of the people interviewed agreed that there are some untrained teachers in primary schools. This explained clearly that there is a great need for school supervisors, at least to assist in training such untrained teachers. The remaining 66.7% responded that the teacher are professionally trained.

**Table 4.9: Responses of the supervisors from primary school teachers in terms of method and problems of supervision. Responses in percentage.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Always	2	33.3%
Sometimes	3	50%
Rarely	2	16.7%
<b>Total</b>	<b>6</b>	<b>100%</b>

The table above indicated that 50% of the teachers sometimes seek for advise or assistance from the supervisors when they have problems. 33.3% of the teachers rarely asked for advice from the supervisors, when they have problems. These could be that some experienced teachers feel that they more experienced than the supervisor concerning their work. These type of experienced teachers should be advised to co-operate with the supervisors at all the time.



Table 4.10: Responses on the refresher courses workshops organized for supervisors/inspectors. Responses in percentages.

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	5	83.3%
No	1	16.7%
<b>Total</b>	<b>6</b>	<b>100%</b>

The above table 4.10 indicated that 83.3% of the supervisors have never attended some refresher courses pertaining to their profession. This may greatly help them (the supervisors) to assist the teacher because they would be professionally trained to carry out their duties.

It was also found that 16.7% of the supervisors are on course. Hence, they do not go out for supervision activities.

**Table 4.11: Responses on school visit in primary school. Responses in percentage.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Once	2	33.3%
Twice	3	50%
Three times	1	16.7%
Four and above	-	-
Total	6	100%

This table 4.11 shows that most of the schools are visited only twice in a year. In this case the teachers are observed only twice a year, though they may have problems more than twice a year. However, this may be due to the number of schools allocated to a supervisor to inspect, when schools are too many for a supervisor, he may not be able to visit all of them in a year frequently.

#### 4.2.2. Responses from Headmaster Questionnaires

Ten (10) questionnaires were distributed to the required number of headmasters and returned. All the respondents filled and returned the questionnaires as required.

**Table 4.13: Responses on subject teachers qualification. Responses in percentages.**

Response	Frequency	Percentage
Yes	9	90%
No	1	10%
<b>Total</b>	<b>10</b>	<b>100%</b>

Table 4.13 indicated that there were not enough qualified teachers for subjects taught in the schools. 10% of the teachers were unqualified and since, there were not enough qualified teachers for each subject, it may mean that these unqualified teachers this means that supervisors were very much needed to help in training teachers.

**Table 4.14: Responses of headmasters on the assistance of school supervisors. Responses in percentages.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	4	40%
No	6	60%
<b>Total</b>	<b>6</b>	<b>100%</b>

The above table indicated that a large percentage of the respondents, 60% have said that they have never been supervised by supervisors while teaching in the classroom. Only 40% agreed that they were sometime inspected and helped while teaching in the class.

**Table 4.15: Responses on the success of school supervision. Responses in percentages**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	7	70%
No	3	30%
<b>Total</b>	<b>10</b>	<b>100%</b>

It is clear from the above table 4.15 that some teachers feel that school supervisors were necessary in primary schools about 60% of the respondents agreed that school supervision is necessary for the improvement of education in primary schools 30% of the respondents disagreed and believed that a school can be successful without supervisors help.

**Table 4.16: Responses of Headmasters on the supervisors report.**

**Response in percentages.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Always	2	20%
Sometimes	6	60%
Rarely	2	20%
Total	10	100%

The above table indicated that sometimes the headmasters get some copies of inspection reports, but sometimes they don't. This shows that when the school has poor performances, the reports were kept or held by the supervisors due to some certain reasons. Among the respondents, about 20% agreed that report of inspection were not given to headmasters

after the school inspection by the supervisors. After the school inspection the headmasters would not be able to know the areas of weakness in their schools.

**Table 4.17 Responses on the relationship between the headmasters and supervisors. Responses in percentage.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Cordial	8	80%
Not cordial	2	20%
<b>Total</b>	<b>10</b>	<b>100%</b>

Table 4.17 Shows that 80% of the respondents agreed that there was a cordial relationship between the headmasters and his supervisors. This indicate that their work can be effective due to their relationship. Only if there is a good relationship between the two, that there will be an effective supervision. About 20% of the respondents agreed that the relationship between the supervisors and their subjects was not cordial.

**Table 4.18: Responses of the headmasters on the complains, comments and suggestions at taken into consideration. Responses in percentage.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	8	80%
No	2	20%
<b>Total</b>	<b>10</b>	<b>100%</b>

The above table shows that 80% of the respondents agreed that, the supervisors do listen to the complained of the headmasters, which proved a better co-operation between the two. But if the complains were taken into consideration, when submitted to the authority by the supervisors, that it will bring effective supervision. Only 20% of the respondents do not believed that the supervisors do listen to headmasters complains and suggestions, which may be because of some reasons in one way of the other.

**Table 4.19: Responses of headmasters in schools visit. Responses in percentage.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Once	2	20%
Twice a year	6	60%
Frequently	2	20%
Not at all in a year	-	-
Total	10	100%

The above table indicated that the schools were visited only twice in a year, which gives better encouragement for the improvement of primary education. The table shows that 60% of the headmasters received supervisors twice in a year in their schools. This type of visits will make teachers to be more serious and pay much attention to their work. 20% of headmasters responded that they received supervisors once in a year while also 20% responded that they received supervisor frequently, this should be the best way for the improvement in the primary schools education.



**Table 2.20; Responses of the headmasters on the nature of supervision. Response sin percentage.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Full supervision	5	50%
Follow-up supervision	4	40%
Informal visits	1	10%
Total	100	100%

The table above shows that the schools receives full supervision, which improved the standard of primary education. About 50% of the headmasters go full supervision in their schools. This types of supervision will make teachers to be more serious and pay much attention to work and gives a qualitative education tour primary schools. As education is developing new subjects which are being introduced, teachers should also remain current with new methods of enhancing these subjects. They need to know variety of techniques to enable their pupils learn and understand easily without facing much difficulty.

### 4.2.3 Responses from Teachers Questionnaires

Twenty (20) questionnaires were distributed to the required number of teachers.

Response	Frequency	Percentage
Yes	17	85%
No	3	15%
<b>Total</b>	<b>20</b>	<b>100%</b>

The above table shows that 85% of the respondents agreed that they normally receive supervisors in their various schools while only 15% of the teachers disagreed that supervisors were not regular in their various schools.

**Table 2.22: Responses from the teachers on the classroom supervision**

Response	Frequency	Percentage
Yes	17	85%
No	3	15%
<b>Total</b>	<b>20</b>	<b>100%</b>

The table above indicated that 85% of the teachers would like being supervised while teaching in the classroom. Only 15% will not like being supervised while they teach. These could be the experienced teachers who may feel that they know better than the supervisors as such supervisors inspection is valuable to them.

**Table 4.23: Responses from the Teachers on supervisors competence. Responses in percentages.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	6	30%
No	14	70%
<b>Total</b>	<b>20</b>	<b>100%</b>

The table above shows that 70% of the teachers do not give advice to a supervisor about his competence. This should be because the supervisor may not be willing to accept their advice, as such even if they have the advice they do not tell the supervisors. Only a small number of teachers, about 20% of them take the advantage of advising the supervisor about his competence. As such each of them will benefit from one another.

**Table 4.24: responses from the teachers on the teaching methods.**

**Responses in percentages.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	16	80%
No	4	20%
<b>Total</b>	<b>20</b>	<b>100%</b>

Table 4.24, indicated that 80% of the teachers had improved their teaching methods after the supervisor recommendations, which reflects in a great improvement in the classroom instruments. If this is maintained, there will be an effective education in our primary schools. Only 20% of the teachers do not benefit from the supervisors recommendations. These may be the “experienced” teachers who may feel that not need his recommendation. These type of teachers do not even appear friendly to supervisor, because of they feel that they are better experience than the supervisors.

**Table 4.24: Response from the teachers on their relationship with supervisors.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Always	3	15%
Sometimes	12	60%
Rarely	5	25%
Total	20	100%

Table 4.25 indicated that 69% of the respondents agreed that sometimes supervisors appear friendly to them 25% of the respondents agree that the supervisors rarely appear friendly to them. This may be because of on reason or the other. As such it is good for the supervisors to appear friendly to the teachers in order to have a smooth running or their duties. If they don't appear friendly to teachers, it means they don't accept the teachers opinion and other suggestions.

**Table 4.26: Responses from the teachers on supervisors competence.**

**Responses in percentage.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Always	1	5%
Sometimes	12	60%
Rarely	5	35
Total	20	100%

The above table shows that 60% of the respondents agree that the supervisors sometimes were quite awarded of their opinion and suggestions, as such there would be an effective and qualitative education in primary schools. Teachers opinion and suggestions are very useful to the supervisor because the supervisor may understand teachers area of problems and can be able to solve some of these problems either personal or school problems. About 35% of the respondents agree that the supervisors are the teachers do not like the supervisors visit. As such they don't take their opinions and suggestions to the supervisors.

### 4.3 Responses from SUBEB and education Secretary's Questionnaires

In this analysis questionnaire are distributed to both the zonal inspectors of education and educational secretaries of the local government.

**Table 4.27: Responses on the aims and objectives of supervision**

Response	Frequency	Percentage
Improve Qualitative Education	4	80%
Improve Teachers Performance	12	60%
Total	20	100%

The above table shows that 80% agrees that the objectives are to improve qualitative education, only 20% believes that it is to improve teachers performance. These may however be considered the same.

**Table 4.28: Response on whether aims and objectives are being achieved.**

Response	Frequency	Percentage
Strongly achieved	2	40%
Averagely achieved	3	60%
<b>Total</b>	<b>5</b>	<b>100%</b>

The table above shows that aims and objectives are being achieved, about 60% of the respondent agreed that the objective are averagely achieved, while only 48% believes that the objectives are strongly achieved.

**Table 2.29: Response on the number of Inspectors.**

Response	Male	Female	Total
Sokoto South	22	11	33
Sokoto North	30	12	42
Wamakko	17	06	25
<b>Total</b>	<b>71</b>	<b>29</b>	<b>100</b>



The above table indicated the number of inspectors in sokoto North: 42 male and female, sokoto south have total number of 33 inspectors, while there are only 25 inspectors in Wamakko local government.

**Table 4.30: Response of the Inspector on whether they need training before they start supervision.**

Response	Frequency	Percentage
Yes	5	100%
No	-	-
Total	5	100%

The table above clearly shows that inspectors need training before they start the work of supervision. All the respondents to this question 9100%0 agreed that training of inspector before they start their works of supervision is very necessary.

**Table 4.31 A: Responses of inspectors on where the workshops/seminars are taken place and for how long.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
State	2	40%
LGEA	1	20%
Not specified	2	40%
<b>Total</b>	<b>5</b>	<b>100%</b>

**Table 4.31 (B)**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Twice a year	2	40%
In service training	1	20%
Not specified	2	40%
<b>Total</b>	<b>5</b>	<b>100%</b>

The table A and B above, indicated that 40% believes that the train is conducted on the state while 40% of the respondents agreed that supervision workshop takes place in local government education authority

and 28% of the respondent do not specified the place where the supervision workshop is taken place.

The table 4.31 (B) indicated that 40%of the respondent agreed that the training is taken place only twice in a year. Fourty 40% of the respondents do not specified. The remaining 20% of the respondent maintains that is through in service training to ensure the quality of supervisors.

**Table 4.32: Responses on the relationship between he department and local government education authority.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	5	100%
No	-	-
Total	5	100%

The table 4.32 shows that 1005 of the respondents believe there is relationship between the department and the local government education authority. This indicates that there is good due their good relationship between the two.

**Table 4.32: Response on collaboration with L.G.E.A inspectorate in supervision of schools.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Close relationship	4	80%
Poor relation	-	-
No relation	1	20%
Total	5	100%

About 80% of respondent believes that there is close relation with their department and local government education authority. Only 20% of the respondent disagreed that there is no any relation with their department and local government.

**Table 4.34: Response of the Inspectors on the recommendations and suggestion.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Regularly	1	20%
Minimal	2	40%
Fairly	2	40%
Total	5	100%

The above table clearly shows that 40% of the respondent agreed that the recommendations and suggestions are less taken into consideration, 40% of the respondent believes it is fairly considered and 20% of the respondent believes the recommendation and suggestion are regularly considered and being implemented.

**Table 4.35: Response of the existence of Cordial relationship between your supervisors, Headmasters and Teachers?**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
contact meeting/interaction	2	40%
Exchanging ideas information	2	20%
No any contact	1	20%
Total	5	100%

Table 4.25 clearly shows that 40% of the respondents holds meeting with the supervisor, headmaster and teacher and also 40% of the respondent agreed that they are exchanging ideas or information between them, while 20% of the respondent did not agreed that there is any cordial relationship between the supervisor, headmasters and teachers.

**Table 4.36: Response of the supervisors about encouragement/Motivation.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Allowances	2	40%
Incentives	2	40%
No incentives	1	20%
Total	5	100%

Table 4.36 indicated that 40% the respondents agreed that there is monthly allowance for inspectors./ another 40% of the respondent indicated that supervisor/inspectors receives motivation in terms of incentives given to them in order to carry out their duties effectively. While 10% responded that no nay motivation awarded to the supervisors.

**Table 4.37: Response of the supervisors about the improvement of teaching in the classroom.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Significant improvement	1	20%
Slight improvement	1	20%
No any improvement	3	60%
Total	5	100%

Table 4.37 indicated that 60% of the respondent agreed that there is no any improvement of teaching in the classrooms as a result of supervision. While 20% of the respondents believes there is significant improvement. The remaining 20% of the respondent maintains that there is slight improvement.

**Table 4.38: response from the inspector is about the topic:**

Response	Frequency	Percentage
Implementation inspections	1	20%
Motivation	1	20%
Providing mobility	1	20%
All of the above	1	20%
Total	5	100%

The above table indicated that 20% of the respondent improve teacher welfare, 20% of the respondent agree that implementing/observation should give them encouragement about 20% of the respondent goes through providing vehicles of the supervisors were not

sufficient hence they could find it difficult to visit some villages. So the only things to was to make sure that zonal office has its non vehicles.

The above table indicated that supervision on school can be improved by motivated inspectors, this represent the view of 20%.whileothers believes that providing mobility to inspectors (20% the respondent). The remaining 60% percent believes in all of the above.

#### **4.4 Summary of the Major Findings**

From what has been presented so far as factors contributing to the poor performance of supervision in primary schools in the selected schools with sokoto state metropolis supervisor should regard themselves as friends, counselors and guides to teachers the battlement of all their for improving their teaching effectively.

Every headmaster should be trained as a school inspector so that he could have the opportunity to train or help the untrained teachers in the classroom instruction by demonstration and short courses this will simply reduce the problems of complete lack of teaching instruction it may also reduce the number of untrained, non professional teachers lack of co-operation by some teachers may be considered as result of poor approach and bad behaviors of some in experienced inspectors to the teachers.



Zonal inspectors of education, the education secretaries also suggested that the provision of transport is very necessary for the school supervision. that schools supervision in the area under study is not comprehensively and frequently conducted.

That school supervisors are not well motivated. That there is a communication graph between some school supervisors and teacher under their areas of supervision.

## **CHAPTER FIVE**

### **SUMMARY CONCLUSION AND RECOMMENDATION**

#### **5.0 Introduction**

It is very importance to summaries, examine and derive conclusion for this research study as it will make it easier to arrive at suggestions necessary for the improving the role of supervision in the development of primary school education. In order to provide these information, the chapter has been subdivided as follow; summary of findings, conclusion and recommendations/suggestions.

#### **5.1 Summary**

Chapter one introduces the topic and attempt to give brief background to the study on the role of supervision in primary schools education. It state the reason of embarking on the research study and the significance of the study, research questions basic assumptions, and scope and delimitation of the study was also stressed.

Chapter two comprises of the related literature in which a lot of research findings were conducted and also educationists who gave various view on the subject matter.

Chapter three concentrated on the research methodology four questionnaires for supervisors, headmasters teachers and or the zonal inspector and education secretaries was used as research instrument in arriving at the research findings. The research design, validity and reliability of both instruments were obtained and stated.

Data analysis and interpretation of the result done in chapter four using frequency distribution table and percentage.

## **5.2 Findings and Discussion**

From what have been presented in the preceding chapter, there are a lot of factors that causes the low performance of supervision in the primary schools in sokoto State. Some of these factors are generally affecting the effective supervision and development of primary education.

1. It has been observed that the supervisors who were expected to be counselors, advisers to the teachers, sometimes tend to be unfriendly in their approach towards the teachers which also inturn make teachers developed negative attitude towards them, which of course affect supervision itself and the progress of the school academically.

2. The responses collected have also indicated that there was inadequate teaching materials and lack of qualified teachers and the supervision as well.
3. The study also revealed that only few among the supervisors, headmasters and teachers were able to attend workshops seminar for the improvement of their professions. It shows that there is much need to organize for them some seminars or refreshes courses so that they would gain more experience that would enable them perform better in the classroom.
4. It has also been indicated by the zonal inspector of education (Z.I.E), the education secretaries (E.S) and supervisors collectively that lack of transport was one of the problems hindering effective supervision in the primary schools. Mostly, supervisors find it very difficult to carry out their duties effectively due to this problem.
5. Another area also noticed by this research was that supervisors gives much preference on surprise visits only, mostly, follow-up supervision was not regarded with much importance for they don't know whether what they have recommended on full supervision is implemented or not and whether it is implemented, they don't know how far the school

has gone in implementing the reports. The authority in particular does not bother to see whether all the supervisors follow-up to see the implementation of their report in the various schools.

6. In this research work, it was also observed that some of the headmasters with large school population were either placed on the same scale or higher than that of supervisors. In this situation a supervisor who is below a headmaster in salary will probably develop some feelings that will affect the smooth running of his work. Some of the supervisors who complained about this situation, clearly indicated their dissatisfaction.
7. One important thing also observed in the research is the non payment of supervisor's allowances. The allowances provided (i.e transport or meal claims and night allowances) are the most important thing that encouraged the supervisors to perform their duty effectively.

### **5.3 CONCLUSION**

In conclusion, the supervisors role for the development of primary education was quite commendable not only with in the local government level but to the state and the country in general, provided that they carryout

their duty effectively. One of the main objectives of supervisors was to ensure that the children in the schools for which he was responsible are learning properly in decent environment. To achieve this objective, the authority should not developed like warm attitude on any problem presented by the supervisors and teachers. Everybody should contribute his own quota honestly to see that the stated goal is achieved. The teachers should know that both the community and the authority depend upon them.

Children are trust given to them, therefore, it is their sole responsibility for the children's education which determines their failures.

To achieve success in all their dealings in school activities, they have to co-operate fully with their supervisors. Supervisors are made in order to guide them on what they don't know or added to what they know about their work. That is the only way through which their problems are channeled to the authority concern for immediate action.

#### **5.4 Recommendation**

As it is aware that the inspectors/supervisors of primary school have many vital duties to perform. One must always be aware that his main objectives must always be to ensure that the pupils/students learning in the

schools for which he is responsible are learning properly in decent environment. Where there is falling standard of education in schools, the supervisors/inspectors advice must be geared towards raising standard in the schools.

The number of recommendations and suggestions have been made to the general public, especially with regards to negative attitude of teacher towards education.

1. There is often an assumption that nay trained teacher is qualified to be a supervisor. However it should be noted that the art of supervision requires special training leading to the acquisition of both professional and personal qualities required for the job. Therefore, every supervisor should be trained and professionally experienced in teaching. This will enable him to work up to the expectation to the fulfillment of his responsibilities.
2. The headmasters and the staff should consider the supervisors/inspectors as an investigator to ensured that government policies are carried out faithfully in the schools under their inspection/supervision, such as promotion of effective teaching in all subjects; proper keeping of school records.

3. It is the sole responsibility of the government to provide vehicles to the zonal education offices that could be used by the inspectors in supervisors inspecting primary schools. The authority should note that when supervisors are mobile they will be able to conduct their services efficiently.
4. The authority should not develop hike worm attitude on any problem presented by the supervisors no matter how minor it is, rather it should be assessed to see how possible is its implementation.
5. The ministry of education should ensure the training and retraining of school supervisors to keep them current in discharging their duties.
6. Every headmaster should also be trained as a school inspector, so that Ire could have the opportunity to train or help the untrained teachers in the classroom instruction. This will simply reduce the problem of poor teaching instruction among the classroom teachers.
7. Whenever a supervisor visit a school, after his advice and observations Ire should discuss the matter with principle headmasters who will continue in helping the teachers concerned before the supervisor comes back for a follow-up supervision.



8. The allowances provided to the supervisors such as transport claims, meal allowance, are the most important things that encourage the supervisors to perform their duty effectively. Therefore, there is urgent need for the local government to encourage her supervisors by paying them their allowances promptly. If the above recommendations and suggestion are strictly adhered to, it is believed that there will be effective supervision in the primary school education.

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## APPENDIX I

USMAN DANFODIYO UNIVERSITY, SOKOTO  
FACULTY OF EDUCATION AND EXTENSION SERVICE  
DEPARTMENT OF EDUCATIONAL FOUNDATIONS  
QUESTIONNAIRE/INTERVIEW

Dear Sir,

We are students of the above named institution, undergoing a research project titled: ***the Role of Supervision in the Development of Primary School Education in Sokoto State***. This research is Partial fulfillment of our Degree programme, Based on this we present our questionnaire to you, requesting you to kindly respond for the information requested on this questionnaire.

Note that, any information given will be treated with much regards and confidentially.

Yours faithfully,

Hafsat Mukhtar Alti Asma'u  
AbdulQadir Waziri

## APPENDIX I

### QUESTIONNAIRES

#### TOPIC: THE ROLE OF SUPERVISION IN THE DEVELOPMENT OF EDUCATION IN PRIMARY SCHOOLS

#### QUESTIONNAIRE FOR TEACHERS

This questionnaire is purely for academic research, please we need maximum co-operation in giving accurate answers. Yours information will be kept confidential, so please give your opinion honestly.

Name of school\_\_\_\_\_

Age:\_\_\_\_\_

Sex:\_\_\_\_\_

Qualification:\_\_\_\_\_

Teaching  
experience:\_\_\_\_\_

1. Do your school normally receive inspectors/supervisors?

Yes ( ) No( )

2. Do you like being inspected while you teach?

Yes ( ) No ( )

3. Do you give advice to a supervisor about his competence?

Yes( ) No( )

4. Do you benefit from such visits? Yes ( ) No ( )
5. Is there any change in your teaching methods after supervisors recommendation? Yes ( ) No ( )
6. Do supervisors appear friendly to you?
  - a. always ( )
  - b. Sometimes( )
  - c. Rarely ( )
7. Do supervisors appear friendly to you?
  - a. Always ( )
  - b. Sometimes ( )
  - c. Rarely ( )
8. Who select your teaching materials (e.g. textbooks, teaching aid e.t.c)
  - a. Educational secretary ( )
  - b. Supervisor ( )
  - c. Educational officer ( )

d. Teachers/myself ( )

e. Others (specify) ( )

9. Do you get or see a copy of supervisors official report after you have been inspected?

a. always ( )

b. Sometimes( )

c. Rarely ( )

10. Do you attend any refresher course for the improvement of your teaching method? Yes ( ) No ( )

11 . Has there been any improvement that the course has ever brought to your professional competence? Yes ( ) No ( )

APPENDIX II

USMANU DANFODIYO UNIVERSITY, SOKOTO

FACULTY OF EDUCATION AND EXTENSION

SERVICE DEPARTMENT OF EDUCATIONAL FOUNDATIONS

QUESTIONNAIRE/INTERVIEW

Dear Sir,

We are students of the above named institution, undergoing a research project titled: ***The Role of Supervision in the Development of Primary School Education in Sokoto State.*** This research is Partial fulfillment of our Degree programme. Based on this we present our questionnaire to you, requesting you to kindly respond for the information requested on this questionnaire.

Note that, any information given will be treated with much regards and confidentially.

Yours faithfully,

Hafsat Mukhtar Alti

Asma'u AbdulQadir Waziri



## APPENDIX II

### QUESTIONNAIRES

#### TOPIC: THE ROLE OF SUPERVISION IN THE DEVELOPMENT OF EDUCATION IN PRIMARY SCHOOLS

#### QUESTIONNAIRE FOR HEADMASTER

This questionnaire is purely for academic research, please we need maximum co-operation in giving accurate answers. Your information will be kept confidential so please give your opinion honestly.

Name of school: \_\_\_\_\_

Age \_\_\_\_\_

Sex: \_\_\_\_\_

Qualification: Degree \_\_\_\_\_ NCE \_\_\_\_\_ Grade II \_\_\_\_\_ SSCE \_\_\_\_\_

Teaching experience: \_\_\_\_\_

1. Does each subject have qualified teacher? Yes ( ) No ( )
2. Have you ever been supervised / advised and help by a supervisor while teaching in the classroom? Yes ( ) No ( )
3. Can a school be successful without any help from the supervisor and inspectors report? Yes ( ) No ( )

4. Do you get copies of inspector's report?  
always ( ) Sometimes ( ) Rarely ( )
5. What is the relationship between you and your supervisors? Cordial ( )  
not cordial ( )
6. Do the supervisors listen to your complains/comments and suggestions?  
Yes ( ) No ( )
7. Does this supervision make any help to the progress of your school in general? Yes ( ) No ( )
8. How often is your school visited
- a. Once a year ( )
  - b. Twice a year ( )
  - c. Frequently ( )
  - d. Not at all in a year ( )
9. What is the nature of the supervision?
- a. Full supervision ( )
  - b. Follow-up supervision ( )
  - c. Informal visits ( )

**APPENDIX III**

**USMANU DANFODIYO UNIVERSITY, SOKOTO**  
**FACULTY OF EDUCATION AND EXTENSION SERVICE**  
**DEPARTMENT OF EDUCATIONAL FOUNDATIONS**  
**QUESTIONNAIRE/INTERVIEW**

Dear Sir,

We are students of the above named institution, undergoing a research project titled: ***The Role of Supervision in the Development of Primary School Education in Sokoto State.*** This research is Partial fulfillment of our Degree programme. Based on this we present our questionnaire to you, requesting you to kindly respond for the information requested on this questionnaire.

Note that, any information given will be treated with much regards and confidentially.

Yours faithfully,

Hafsat Mukhtar Alti

Asma'u AbdulQadir Waziri

## APPENDIX III

### QUESTIONNAIRES

#### TOPIC: THE ROLE OF SUPERVISION IN THE DEVELOPMENT OF EDUCATION IN PRIMARY SCHOOLS

#### QUESTIONNAIRE FOR SUPERVISORS

This questionnaire is purely for academic research, please we need maximum co-operation in giving accurate answers. Your information will be kept confidential, so please feel free to give your frank opinion.

Schools area under your supervision:

Your

age: \_\_\_\_\_

Education Qualification: \_\_\_\_\_

Teaching experience: \_\_\_\_\_

1. Are all the primary school supervisors qualified? Yes ( ) No ( )
2. Do the supervisors address all the problems in schools they inspect?

Yes( ) No( )

3. How far has the school supervision been successful in primary schools?
- a. All the time? ( )
  - b. Often? ( )
  - c. Very rare? ( )
4. Has there been enough fund allocated for supervisors to execute the full inspection programme? Yes ( ) No ( )
5. Do all the school supervisors live near their schools? Yes ( ) No ( )
6. Who is responsible for school inspector's/supervisor's transport?
- a. Inspector/supervisor ( )
  - b. the school ( )
  - c. the ministry ( )
  - d. local government education authority ( )
  - e. all of the above ( )
7. Do the supervisors feel motivated in terms of incentive or encouragement to carry out their work effectively? Yes ( ) No ( )

8. Are all teachers co-operating with the supervisors/inspectors? Yes ( )  
No ( )
9. Do teachers ask for any advice or assistance from the supervisors in terms of methods or other problem?
- a. always ( )
  - b. Sometimes ( )
  - c. Rarely ( )
10. Did you ever attend any refresher course in respect to your profession?  
Yes( ) No( )
11. How often is a school visited in a year?
- a. Once a year ( )
  - b. twice a year ( )
  - c. three times ( )
  - d. four and above ( )

## APPENDIX IV

USMANU DANFODIYO UNIVERSITY, SOKOTO

FACULTY OF EDUCATION AND EXTENSION SERVICE

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

QUESTIONNAIRE/INTERVIEW

Dear Sir,

We are students of the above named institution, undergoing a research project titled: ***The Role of Supervision in the Development of Primary School Education in Sokoto State.*** This research is Partial fulfillment of our Degree programme. Based on this we present our questionnaire to you, requesting you to kindly respond for the information requested on this questionnaire.

Note that, any information given will be treated with much regards and confidentially.

Yours faithfully,

Hafsat Mukhtar Alti

Asma'u AbdulQadir Waziri

**APPENDIX IV**

**QUESTIONNAIRES**

**INTERVIEW QUESTIONS FOR SUBEB INSPECTORS OF  
EDUCATION**

1. What are the aims and objectives of supervision of primary schools? ..

.....  
.....

2. To what extent are these aims and objectives being achieved?

.....  
.....

3. How many inspectors do you have male / female?

.....  
.....

4. Do you train them before they start the work of supervision?

.....  
.....



5. If so, where? And for how long?

.....  
.....

6. Is there any relationship between your department and the local government education authority?

.....  
.....

7. If so, what sort of relation is it?

.....  
.....

8. To what extent are the recommendations and suggestions of your inspectors

being

implemented?.....

.....

What method(s) do you adopt in order to ensure the existence of cordial relationship between your supervisor and headmasters and teachers?

.....  
.....

What sort of encouragement do you give your supervisors in order to ensure their efficiency?.....

.....

.....

9. Do you noticed, any improvement in the classroom teaching during the process of supervision?.....

.....

1.0. Do you have anything to say generally pertaining to the topic?

.....

.....

## APPENDIX V

USMANU DANFODIYO UNIVERSITY, SOKOTO

FACULTY OF EDUCATION AND EXTENSION SERVICE DEPARTMENT  
OF EDUCATIONAL FOUNDATIONS

### QUESTIONNAIRE/INTERVIEW

Dear Sir,

We are students of the above named institution, undergoing a research project titled: ***the Role of Supervision in the Development of Primary School Education in Sokoto State***. This research is Partial fulfillment of our Degree programme. Based on this we present our questionnaire to you, requesting you to kindly respond for the information requested on this questionnaire.

Note that, any information given will be treated with much regards and confidentially.

Yours faithfully,

**Hafsat Mulch tar Alii**

**Asma'u AbdulQadir Waziri**

**APPENDIX V**

**QUESTIONNAIRES**

**INTERVIEW QUESTIONS FOR EDUCATION SECRETARY**

1. What are the aims and objectives of supervision of primary schools?

.....  
.....

2. To what extent are these aims and objectives being achieved?

.....  
.....

3. How many inspectors do you have (male/females)?

.....  
.....

4. Do you train them before they start supervision?

.....  
.....

5. If so, where? And for how long?

.....  
.....

6. Is there any relationship between your department and the local government education authority and UBEC/ zonal inspectorate department?

.....

7. If so, what sort of relation is it?

.....

8. To what extent are the recommendations and suggestion of your inspectors being implemented?

.....

9. What method(s) do you adopt in order to ensure the existence of cordial relationship between your supervisor and headmasters and teachers?

.....

10. What sort of encouragement do you give your supervisors in order to ensure their efficiency?.....

11. What changes do you notice in the classroom instruction in the process of supervision?

.....

12. Do you have anything to say generally pertaining to the topic?

.....