

Effective Supervision, Monitoring and Evaluation in Basic Education: Challenges and Solutions in Yobe State

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ABSTRACT

This research aims to examine the challenges and solutions of effective supervision, monitoring and evaluation in basic education in Yobe State. The specific objectives of the study are: to examine the effectiveness of supervision, monitoring and evaluation in basic education in Yobe State; to examine challenges of achieving effective supervision, monitoring and evaluation in basic education in Yobe State; and to find ways for achieving effective supervision, monitoring and evaluation in Yobe State's in basic education. The study reviewed some literature in conceptualising the key terms: education, supervision, monitoring and evaluation and addressing the study objectives. Methodologically, the study is a survey research design because it will involve going to the fields to gather opinions of study subjects. The sample size of the study was 30 respondents and the instrument of data collection was interview. The data was analysed using qualitative method. The study finds that the importance of education has been widely acknowledged, but there are still more than 880 million people who are illiterate; 113 million children who do not attend schools, and 150 million students who have dropped out of school before the fifth grade and the quality or quantity of education is not fully satisfying individual and social needs. Amongst the challenges faced in achieving effective supervision, monitoring and evaluation in Yobe State are: lack of cooperation school administrators and teachers; shortage of inspectors/supervisors; emphasis on tertiary institutions; lack of time and basic facilities; lack of professionally trained supervisors; shortage of external supervisors and inspectors. The study suggested some solutions to the challenges, such as reviewing supervision of education sector; putting caliber of experienced competent and professionals as principals or supervisors; properly equipping the supervisory section of the Ministry of Education with adequate materials, mobility (vehicles) and fund it more to operate effectively; and government to also consider and implement their periodic reports and recommendations without delay, etc.

KEYWORDS: Basic education; Effective supervision; Monitoring; Evaluation; Yobe State

1. INTRODUCTION

Education is a system of teaching and learning for psychological and socio-cultural development of individuals at the micro-level; and for political, socio-economic, scientific and technological development of a society or country at the macro-level. In other words, education is not only regarded as very important instrument of socialization and reform, but

it is a means of laying the foundation for a strong virile nation. Education forms basic knowledge, skills acquisition, provides the ability to harness the natural resources of the environment for development. In order to actualize this lofty aspiration, a society must make a concerted effort to make sure that the education system is on course, through strategic world class education system, with effective

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coordination, supervision, monitoring and evaluation. Education plays a vital role in the life of any nation (Ajayi, 1997).

Supervision therefore, involves the principals and headmasters as leaders of the staff in the school system, have roles and functions to improve the learning situation for the students. Instruction supervision in the school system is one of the vital processes by which school administrators attempt to achieve the acceptable standard and quality assurance. As Adepoja (1998) puts it, supervision involves the use of expert knowledge and experience to improve, to oversee, evaluate and coordinate the process of improving teaching-learning process in schools. Supervision incorporates checking, enquiring, fact finding, keeping watch, survey, correction, prevention, inspiration, direction, diagnosis and leadership which are geared towards improvement of instruction (Nwafukwa and Odey, 2018). Therefore, supervision of instruction is the tool of quality control in the school system. Peretomode (2004) further declared that, supervision as those activities carried out by the principals to improve institution at all levels of the school system.

Hence, there is the need to study and review some of our methods in running our school system, to achieve the change envisage from what it used to be, to where we are supposed to be.

For the fact that school as a learning environment is a complex organization in which multiple tasks assigned and carried out by different people, these activities are expected to be coordinated along the organizational hierarchy. Therefore, a head or coordinator is necessary to coordinate the various activities of the departments and units for the achievement of the school objectives. Supervision is one of the leadership functions of the school management and monitoring and evaluation are expected to be done by both authorities within schools and the government representatives. Unru and Turner (1970) opined that educational leadership is the most significant of all the supervisory components. For any education system to succeed, the operators or implementers must play the vital role of supervision, monitoring and evaluation. No matter how laudable and lofty the objectives of any system or policy might be, if not well implemented, supervised, monitored and evaluated, they will be difficult to attain. The success or failure of an educational programme depends on the way and manner school heads, teachers and government implement and supervised it effectively. They are therefore expected to create and provide a conducive

learning environment for effective teaching learning process.

Given the intricate connection between primary/secondary education and national development, as well as the challenges of delivering quality education in Yobe State, a pragmatic approach must be taken to bridge the gap, what exists currently in the education system in the state vis-à-vis what should be. In order to carry out an effective supervision, monitoring and evaluation, headmasters and principals are expected to make classroom visit, supervising heads of departments and teachers by checkmating their scheme of work and lesson notes. Checkmating teacher's classroom attendance, absenteeism and rewarding hard working teachers. Nwafukwa and Odey (2018) maintained that supervision of instruction is a device applied by the principals in helping the secondary schools teachers to apply productive principles, practice and procedures in implementation of school programmes, supervising them, monitor and evaluating them.

In view of this background, the research is designed to examine the challenges of effective supervision, monitoring and evaluation in Yobe State's UBE and provide solutions to these challenges. The specific objectives of the study include the following:

1. To examine the effectiveness of supervision, monitoring and evaluation in basic education in Yobe State;
2. To examine challenges of faced in supervision, monitoring and evaluation in UBE in Yobe State; and
3. To find ways for achieving effective supervision, monitoring and evaluation in Yobe State's UBE.

2. Literature Review

2.1. Conceptual Clarifications

It is pertinent to clarify some of the key terms in the study. For the purpose of this, the concepts of education, basic education, supervision, monitoring and evaluation will be conceptualised.

2.1.1 Education: Education has been defined differently by different authors. According to Amadioha & Akor (2018), education can be described as the process in its entirety through which children, younger or even adults are helped to cultivate and grow their abilities, attitudes, values and other forms of behavioural attributes that represent positive value aimed at changing the individual to enable him/her contribute to the well-being of himself/herself and other members of the society and of course the society. This definitions mean to say that education grows, advances and has the capability to induce a person with characteristics that would make the person function properly, and beside that, the capacity

so developed are usually of value and that which could make the person to contribute positively to the development of the society that the people live in (Amaddioha & Akor, 2020).

2.1.2 Basic Education: After the “World Conference on Education for All” (WCEFA) in 1990, the international community focused on the concept of basic education. According to the “World Declaration on Education for All”, adopted at the conference, basic education was defined as “educational activities designed for people to acquire necessary knowledge and skills to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning.” More specifically, basic education was defined to cover early childhood education, primary education, lower secondary education and non-formal education (including religious education, community education, adult education, and literacy education). Oni (2008) stated that, the success and failure of the entire education system is determined by basic education and also as universalization of access to education. This implies that any society requires a functioning basic education system for adequate effective educational system.

2.1.3 Supervision: According to Ajayi (1985) that, instructional supervision is basically concerned with anything that furthers the development and improvement of teaching-learning situation in the school system. It is concern with making teachers work efficiently and also making pupils learn, for the achievement of the desired educational goals. According to Adepoju (cited in Obiweluzor 2013), supervision is derived from the word “Super Video” meaning oversee. He further declared that, supervision is a process of bringing out improvement in instruction by working with teachers who have interaction with the pupils. Igwe (in Obiweluzor, 2013) further observed that, supervision means to direct, oversee, guide or to make sure that expected standards are met. Thus supervision in the school, means that, the laid down rules, regulations, principles are followed to maintain minimum standard laid for the schools to carry out teaching, learning activities effectively and efficiently.

Supervision is therefore is an interaction between two persons for improvement of activities. It is formative, supportive and developmental process designed to improve, process of guiding, encouraging, directing and motivating workers to improve. Supervision is an essential part of any school organization, purposely to effectively improve the method of teaching and learning, coordinate and intergrade all educational

efforts and materials, promotion and development of favorable setting for teaching and learning situation, overseeing and appraisal of activities leading to an achievement of instructional goals. Hammock and Owing (in Agih 2015) is of the view that supervision is an attempt method of evaluating, reporting and determining pupil’s progress, the content of the curriculum, the teaching methods, the philosophy and the practicing of discipline, parents-teachers relations, the study and the use of the community resources, etc.

Another important concept attached to supervision is “inspection”. Inspection is the aspect of supervision carried out by officials designated by the ministry of education, to inspect schools as chief inspectors of education, Deputy Inspectors of education or zonal inspectors, etc. As observed by Obiweluzor, Momoh and Ogbonnaya (2013:586) during the inspection visit, the inspectors are expected to report, on staffing, academic and administrative records, school plan, teaching programmes, school community relationship, management and organization etc. Features of school inspection normally ensure emphasis on conformity to rule and regulations, usually with aims of fault finding, focuses on teacher’s appearance. It is concerned with paper work and reporting, than with actual schools change, it put fear/pressure on teachers and pupils most times.

However, it is also a means to examine other things carefully or critically or visit to make sure that rules and standard are being observed. Motimore (1998) viewed that supervision and inspection have been identified as crucial for the daily operation and function of the school system, since they assess and record the performance of teachers, their ability and consistency in carrying out intellectual challenges, teaching and the keeping of high quality records.

2.1.4 Monitoring: Monitoring is defined in different ways and by various writers. Monitoring is keeping a watchful eye on the input, process, output and environment of an education system, to ensure that things keep going in the right direction and according to set standard. Crawford and Bryce (2003) argue that, monitoring is an on ongoing process of data capture and analysis for instructional programme control with an internally driven emphasis on efficiency of school teaching, learning and management. Monitoring is therefore, doing the right thing and or geared mainly control of school activities to the right direction. Litto (2004) defines monitoring as a continuous function that aims primarily to provide a school management and stakeholders with early indicators of school performance of an effective teaching and learning process (or lack thereof) in achievement of result.

The main objectives of monitoring and evaluation vary, depending on the type of the programme or project. Generally, the purpose is to assess the effectiveness and efficiency of the school system, especially instructional programmes and its efficiency, in relationship to the original expectation. Monitoring is an immediate and continues process, meant to keep things on track and to ensure that, the right impacts are included for successful implementation. Monitoring is a process that helps improve performance and achieve desired results. Its goal is current and future management of output, outcome and impact. School monitoring helps determine exactly when the programme is on track and when changes may be needed. Monitoring and evaluation forms the basis for modification of interventions. It is also regular observation recording of school activities.

Monitoring is very important and that it provides information to management and stakeholders about performance. Monitoring is result oriented, monitoring provides continuous information on whether progress is being made towards achieving result through record keeping and regular resulting system. Monitoring looks at the school processes that transform inputs into outputs. It also identify school performance strength and weakness. The performance information from monitoring enhances learning and decision making during implementation.

2.1.5 Evaluation: Evaluation can be defined as a process which determines systematically and as objectively as possible, the relevance, effectiveness, efficiency and sustainability, and impact of activities in the light of a school programme performance, focusing on the analysis of the progress made towards the achievement of the stated objectives. Monitoring is the routine, continuous assessment of the key elements of the school activities, implementation performance that is, inputs (resources, equipment, materials, facilities etc) activities and output through record keeping and regular reporting. McCoy, Ngari, &Krumpe (2005) argued that tracking the planned implementation against the actual implementation in order to be able to report on how the teaching/learning activities are progressing and if there is need for corrective action and to facilitate decision making by the principal or school manager during implementation.

Monitoring and evaluation as clearly defined earlier is purposely meant to assess the school activities and look into the outcome of the assessment and report with recommendation for the implementation of the appropriate authorities. Through the Monitoring system, the supervisory role and activities of the

principal are coordinated and assessed to determine if the school activities are on the right track, especially, the performance of the principal as the school supervisor, the efficiency and effectiveness of the teachers ability, teaching/learning process, students/pupils learning capacity, the school environment especially provision of conducive atmosphere for teaching/learning activities, provision of school basic needs and requirement, ranging from teaching/learning facilities, classroom, laboratory, library, books, furniture, accommodation, number of qualified teachers, extra curriculum facilities, the community and school relation etc.

2.2. Effectiveness of Supervision, Monitoring and Evaluation in Yobe State's UBE

Like the larger Nigerian society, Yobe State is endowed with abundant resources- human and natural. These resources are enough to enhance the social, political and economic development of the State; but without quality, effective and inclusive education, there is little hope for the development of the State. Needless to say, quality and effective education cannot be attained without proper supervision, monitoring and evaluation. Although the government is up and doing to overcome the problem of basic education for all, but Imam & Khan (2019) reported that there is poor education in the Yobe State, which is attributable to the low supervision, monitoring and evaluation in scheme in the elementary and basic educational levels.

While the importance of education has been widely acknowledged, there are still more than 880 million people who are illiterate; 113 million children who do not attend schools, and 150 million students who have dropped out of school before the fifth grade and the quality or quantity of education is not fully satisfying individual and social needs. The need to reduce illiteracy at the grassroots level amongst all the nations of the world through onslaught against ignorance brought the idea of Education for All (EFA) as entailed in the Jomtien Declaration which was a treaty launched and signed in Jomtien Thailand in March 1990. To achieve EFA, the world nations are implored to encourage access to education (Amaddioha & Akor, 2020).

Principals and headmasters as supervisors have vital roles to play in ensuring that, effective supervision is carried out in the school, for effective and efficient management of the school. Among others, they are expected to help teachers to recognize educational issues, helping teachers understand the role of the school in the community, through the active participation of parents and the community in school affairs, assessment of teaching-learning process,

assessment of the tone of the school and identification of urgent needs of the school, assistance in development of needed competences, helping teachers improve on their instructional techniques, through assessing the nature of their lesson plan, lesson presentation, reference material, classroom management, relationship with students, etc. helping teachers to coordinate their efforts through effective participation in group process of democratic leadership.

The inspectors normally monitor the above to assess and evaluate the outcome and report to the Ministry of education for further action. However, the responsibility of effective monitoring by the inspectorate division of Ministry of Education has not been implemented in our school system for years, due to among others, negligence, lack of working tools, acute shortage of trained professional inspectors, rampant change and review of government policies on the monitoring and evaluation exercise etc. The main purpose of evaluation in the school system

1. It assist to determine the degree of achievement of the main objectives.
2. It determines and identifies the problems associated with programme planning and implementation.
3. It generates data that allows for cumulative learning which in turn contributes to improved management, better assessment of impact as a result of the outcome or lessons learned.
4. It assist in identifying weaknesses and non-performance or programme failure.
5. It helps in determining the success and viability of schools programme and facilitates decision on further resources commitment or strategic planning as the case may be.

The inspectorate division of the Ministry of Education is expected to monitor the supervisory role of the principal to assess, evaluate and report on the various challenges identified in the school setting, ranging from staffing, teaching and non-teaching, their educational qualification, their records of performance, teaching programmes, the management and organization of the school set up, the inspectors monitor and evaluate to ensure that the school activities are in conformity to the rules and regulations, laid down school procedure according to the established norms.

2.3. Challenges of Effective and Efficient Supervision, Monitoring and Evaluation

2.3.1 Shortage of Inspectors/Supervisors: Supervisors and inspectors from ministry of education

are insufficient to carry out the duties required, considering the growing number of schools and students population. As observed by Oyedele (2000) that secondary schools are presently supervised by two categories of people internally by the school principal, while externally by the inspectors from the ministry of education formally designated officers to carry out the job who are currently and unfortunately non-functional.

2.3.2 Poor Funding: There is need for proper and adequate funding for effective supervision and personnel development through training and retraining, refresher courses, attendance of conferences, workshops within and outside the country. Ojo (2015) also noted that the inadequate funding in basic education is related to severe budgetary constraints which have led to a slow pace of programme implementation and heavy dependence on donor assistance.

2.3.3 Demography Pressure: The high population growth rate of Nigeria and her large size put a great strain on available resources because the provision of educational facilities to remote locations, especially the rural populations of the country, most of which lack access roads, has great financial implications. The issue of population control has so far not been seriously addressed (Ojo, 2015).

2.3.4 Improper Management Strategy: The size and diversity of the country's population create the need for a decentralized approach to education administration, monitoring and evaluation. In spite of the existence of the three tiers of government, the structure of the Federation and the creation of the National Primary Education Commission at "the centre" Schools Management Boards at the State level, Local Government Education Authorities (LGEAs) at the local government level, decentralization in its true nature has never really occurred. Federal and State Governments continue to have control over governments in terms of policy and programme initiation: yet Local governments lack adequate planning and management capacity. Some of the key political decisions involved in genuine decentralization viz: capacity building, autonomy, responsibility-sharing, as well as social participation, and accountability have yet to be actualized.

2.3.5 Over-Emphasis on Tertiary Education: Continued emphasis on tertiary education and adult literacy, and corresponding increase in resource allocations to colleges and universities at the expense of primary education, have tended to aggravate the problems of access, and retention at the latter levels as well as the problems of adult literacy.

2.3.6 Lack of Time and Basic Facilities: The schools principals are overburdened with their routine administrative work hence hardly find time to visit classrooms and observe the teaching learning process in the school system. There is no articulated organized periodic assessment visit by external inspectors and supervisors to schools to compliment the supervisory role of the principals.

2.3.7 Lack of Professionally Trained Supervisors: The number of existing professionally trained supervisors in our schools is inadequate to meet the needs of an effective and efficient programme of supervision.

2.3.8 Shortage of External Supervisors and Inspectors: External supervisors and inspectors are usually assigned to assess the level of compliance of school instructional activities, with approved government standard. Today, this category of staff is in short of supply hence led to the shortage of supervisory personnel.

2.3.9 Lack of basic knowledge or formal training: Most of school principals are not given the necessary training or orientation about the new position they are overseeing they need to be equip with the new skills of supervision of instruction functions, for effective teaching learning process.

2.3.10 Interim Evaluation: This is normally at the mid-term, it takes place at some point during the life of a programme.

2.3.11 Terminal Evaluation: Its finding and recommendations are often used to decide whether or not to stop the project or when a new phase is under consideration.

2.3.12 Ex-post Evaluation: This is conducted after sufficient number of years.

In other words, the challenges faced in monitoring and evaluation include poor styles by supervisors, financial constraints, lack of transportation facilities, poor motivation, insufficiency of relevant materials, lack of proper training and inadequate exposure of supervisors to new trends in education, negative attitudes of teachers to correction, resistance to change and innovation lack of motivation, among others; taken together, these problems border on insufficient monetary allocation to education in the state(Olorode & Oyeodemo, 2012). It has been observed for years that state annual budget remains decreased while enrollment of pupils into primary and secondary schools is continually increasing, i.e. financial allocation have not been increasing at the same rate. The result is that educational services like supervision have been neglected.

3. Methodology

3.1. Research Design

The study is a survey research design because it involved going to the fields and gather opinions of the respondents. Primary and secondary schools, Universal Basic Education Commission (UBEC) staffs, Yobe State branch and Ministry of Education to gather information on the effectiveness of supervision, monitoring and evaluation in Yobe State, the challenges to effective supervision, monitoring and evaluation in Yobe State and the opinions of the respondents on how to overcome these challenges. Both primary and secondary data have been used. For the primary data, qualitative data was collected through in-depth interview (IDI). The data was analysed using mixed method; descriptive statistics and thematic approach to the qualitative data analysis for complementarities.

3.2. Population of the Study

The target population of the study will be male and female staffs of the basic education system, school administrators (headmasters and principals), primary and secondary schools students, representatives of the Universal Basic Education Commission (UBEC) staffs, Yobe State branch and Yobe State Ministry of Education, political leaders, and traditional leaders and parents of the primary and secondary schools students.

3.3. Sample Size and Sampling Technique

The sample size of the study was 30 respondents. All the sample size (30) gave qualitative data. Cluster sampling technique was adopted to divide the study area (Yobe State) into three based on the senatorial districts (Zone A, Zone B, and Zone C). This means that each senatorial district gave 10 respondents ($10 \times 3 = 30$). In the next stage, simple random sampling technique was adopted to select one LGA from each of the three clusters, which gave 3 LGAs. Thirdly, simple random sampling technique was adopted again to select one primary school and one secondary school from each LGA, which will gave 3 primary schools and 3 secondary schools. In the fourth stage, purposive sampling technique was adopted to collect data from 1 respondent in each primary school and 1 respondent from each secondary school, which will give $1 \times 3 \times 3 = 9 + 1 \times 3 \times 3 = 9$, the sub-total of which is 18. Purposive sampling will also be used to collect data from 3 representatives of the UBE, 3 representatives of the Ministry of Education, 2 political leaders; 2 traditional leaders, and 2 representatives of NGOs. The sub-total is $3 + 3 + 2 + 2 + 2 = 12$. The sum total of the sample is therefore $18 + 12 = 30$ respondents.

3.4. Instruments and Methods of Data Collection

The instrument of data collection was IDI will be employed in the study. The IDI was designed to pose questions that can address the objectives of the study. In addition, secondary data were used throughout the study, especially in literature review and review.

3.5. Techniques of Data Analysis

The data was analysed using qualitative method. The qualitative data was analysed through thematic approach to qualitative data analysis of quoting the responses

4. Results and Discussions

This section is consists of the results of the data collected and then discussions of the findings of the study. The questions asked include the respondent's age and occupation; questions on the effectiveness of supervision, monitoring and evaluation in basic education in Yobe State; the challenges of faced in supervision, monitoring and evaluation in basic education in Yobe State; and ways for achieving effective supervision, monitoring and evaluation in Yobe State's in basic education. A respondent, secondary school teacher was asked on what he thinks on the effectiveness of supervision, monitoring and evaluation in basic education in the study area, he said:

Yes, of course! Educationally, supervision, monitoring and evaluation are very vital for a successful teaching and learning. They are effective and important for students and teachers because supervision and unexpected visits are keeping us always at alert. (Interview with a male respondent, a secondary school teacher, 38 years, Potiskum L.G.A., 2022).

The above response is in agreement with the submission of Ojo (2003) who rightly observed that for any education system to succeed, the operators or implementers must play the vital and prominent role of supervision and monitoring and evaluation. A representative of the Ministry of Education was also asked about the effectiveness of supervision, monitoring and evaluation in Yobe State, he reflected on the state of emergency in education in Yobe:

The turn of this administration has brought some changes in the primary and secondary schools sector which is called state of "emergency" on the education in the State. The changes brought by the previous and present administrations have involved the elements of supervision, monitoring and evaluation in basic education. (Interview with a male respondent, representative of the Ministry of Education, 41 years, Damaturu L.G.A., 2022).

However, OCHA (2020) reported that, while educational development has been made in the State especially in access to education, the distribution of economic goods is uneven. Another female respondent, a representative of an NGO called Nashe Global Foundation (NGF), made similar remark with the previous response:

We also witnessed some changes on the teachers' performances at the basic education which are associated with the supervision, monitoring and evaluation. (Interview with a female respondent, representative of an NGO, 27 years, Damaturu L.G.A., 2022).

On response to the question of challenges faced in supervision, monitoring and evaluation in Yobe State, a secondary school female teacher stated the following:

No matter how advanced a society is, there are challenges in different institutions. Therefore, there must be some challenges in the proper supervision, monitoring and evaluation in the State's UBE. Even if government is funding the exercises and trying her best to enforce the tasks, the concerned citizens, including school administrators, teachers and students may not cooperate. This is happening in our schools. (Interview with a female respondent, secondary school teacher, 31 years, Gashua L.G.A., 2022).

In line with the above response, Agih (2015) stated that school principals usually coordinate and organize school activities in such a way, that things work effectively, efficiently, smoothly, quickly he is therefore involved in effective strategic planning, organizing, coordinating, supervising, directing, controlling, monitoring and evaluation. This implies that supervision is a necessary principle that can allow for smooth operation of schools and sustainable development in the education.

With regards to the solution the challenges faced by the UBE in supervision, monitoring and evaluation in Yobe State, a political leader stated that:

The government is trying her best on regular supervision, monitoring and evaluation in Yobe State. But the government should also make deliberate and serious onslaught on the school administrators who neglect this aspect of their responsibilities. Supervision, monitoring and evaluation are within the ambit of the administrators. (Interview with a male political leader, 51 years, Gashua L.G.A., 2022).

A traditional ruler has suggested the following possible solutions to the challenges faced by the UBE

in promoting supervision, monitoring and evaluation in Yobe State:

The government and communities must unite to fight the neglect of the supervision, and other activities that are necessary for standardising educational system at the UBE level in the State. The Government should be properly funding the programmes and providing logistics and all relevant tools for effective supervision, monitoring and evaluation in Yobe State. (Interview with a male traditional leader, 46 years, Potiskum L.G.A., 2022).

A principal of a junior secondary school made the following remarks on the necessity for supervision, monitoring and evaluation in Yobe State:

Supervision, monitoring and evaluation are core-values in the modern education system. They should therefore taken as necessary strategies for improving quality of education at the UBE level. The leaders as policymakers and we, as school administrators must wake up and design modalities for enhancing supervision, monitoring and evaluation in the State (Interview with a male school administrator, 43 years, Gashua L.G.A., 2022).

The foregoing response is in agreement with Cuyorkos (2003) who suggested the need for transparency and accountability of resources of stakeholders including government, parents, students and the wider community. Monitoring tracks and documents resource use throughout the implementation of the instructional programmes.

5. Conclusion

The study examined the role of supervision, monitoring and evaluation of the school system. In terms of assessing school basic facilities, instruction materials, teachers qualification and ability etc. to ensure that, is in line with and attaining the aims and objectives of the school system or laid down procedure. Effective supervision, Monitoring and evaluation would enable teachers to discover themselves and the professional advice from supervisors equip them for a more effective and efficient productivity. Monitoring and evaluation when carried out seriously and correctly, at the right time and place are three of the most important aspect of success of all schools programmes. The research further highlighted the role of principals in supervision of schools, qualifications and skills required for supervision, challenges and predicaments associated with schools supervision and recommendations for the way out.

5.1. Recommendations

1. Government should view supervision of its education sector with all the seriousness it deserves. An achievable, workable, and sustainable standard should be set and put in place and proper policy guidelines be designed for the achievement of the main objectives.
2. Caliber of experienced competent and professional people of proven records of outstanding academic qualification should be appointed as principals or supervisors. Ministry of education or quality assurance unit should role out calendar of days and events on school supervision/inspection visit to assess schools activities and reports appropriately for implementation.
3. The supervisory section of the Ministry of Education, should be properly reorganized, equipped with adequate materials, mobility (Vehicles) and fund to operate effectively. Government should also consider and implement their periodic reports and recommendations without delay. Effective culture of regular follow-up to monitor implementation of reports be put in place.
4. School Principals, Head Masters and supervisors should be people of high integrity and good leadership qualities, who should focus their functions based on constructive analysis and reinforcement of successive pattern rather than condemnation of unsuccessful part.
5. Principals or supervisors should be sponsored to attend refresher courses in school administration and supervision to be abreast with current best practice. They should also be encouraged to attend conferences, workshops, seminars, within and outside.
6. Government to properly and adequately make funds/resources available to the supervisors, inspectorate divisions in a proper way for the effective development of our education system.
7. Government to review of Educational policies, in line with the National policy and cultural affiliation of the society. Specifically, curriculum in all schools be reviewed to include teaching of peace and peaceful coexistence, religious harmony, social tolerance, history etc.
8. Government should provide all necessary facilities, working tools to school heads to ease the supervisory work of principals. They should be made to submit periodic reports to the appropriate authorities for implementation.

9. Employment and training of the new supervisors and retraining of old should be seriously considered.
10. Advocacy of sensitization through electronic and print media to enlighten the general public over the new innovations and changes in the education sector for public awareness and acceptance.
11. The government should establish schools governing council with serious broad based guidelines or manual of operation with the mission and vision of the current Yobe State Government education roadmap to coordinate, monitor and evaluate the activities of the school systems in the state and report to appropriate authorities for implementation.
12. Considering the present situation in the North East and Yobe State in particular, which is currently on education rescue mission, to succeed and achieve the desired impact, there is need to evolve reliable and sustainable funding frame work from government, private sectors, and development partners. e.g funds could be source from following existing institutions;
13. There is need for full participation and cooperation from public, professionals, stakeholders for open discussions and ideas to allow full participation of education specialist in all education matters.
14. Outcome of monitoring and evaluation report should not be left on shelves without been implemented. Effective mechanism for implementing all assessments, reports, observations, be put in place for the benefit of the school system.
15. Monitoring reports should be properly implemented, feedback and follow up procedure be effectively encouraged to facilitate timely decision.
16. Monitoring and evaluation activities should not only be effectively encouraged, but should be seriously sustained for continuity.
17. More personnel be trained on techniques of monitoring and evaluation procedure. Government should empower the traditional rulers, parents and other stakeholders to participate in school monitoring, and their assessment reports be implemented as a mark of recognition and encouragement.

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