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To all our consulting and associate editors, reviewers and scholars globally, who have given much of their time, energy and expertise, to say thank you is an understatement; for working at record time. You are all appreciated.

This maiden issue contains articles that you will find rich and refreshing.

Welcome aboard

THE EDUCATIONAL BACKWARDNESS OF SELECTED
MINORITY ETHNIC GROUPS IN KWARA STATE,

NIGERIA

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Abstract

In Kwara State, there are some areas that are disadvantaged in every area of life; education inclusive. They have poor medical facilities, poor roads, poor infrastructures, lack of amenities and what have you. Their backwardness in the education sector is what this study set out to appraise. The study revealed a dearth of teachers in many schools, lack of regular supervision, low student enrolment, and very poor performance of students in the selected Local Government Areas. Recommendations made include the need for the Government to allocate high percentage of it's budgetary allocation to education

Introduction

Looking at Kwara State, one may be tempted to classify her among those States that the Federal Government of Nigeria referred to as educationally advantaged states. In fact, this was the case during the regime of General Ibrahim Babangida (Rtd). It took some persuasion before the State Government could convince the Federal Government to rescind its decision and include Kwara State among those states to benefit from grants for the educationally disadvantaged states.

Twelve (12) Local Government Areas (L.G.A) make up Kwara State. Five (5) of these are actually declared as

educationally backward, namely Asa, Moro, Edu, Baruten and Kaiama LGAs. Female education is very much in its infancy in these areas, when compared with other areas in the state. The seriousness of this problem was acknowledged in 1992, when the then civilian Governor of Kwara State, Alhaji Shaaba Lafiagi, declared female education free up to secondary school level in the five disadvantaged LGAs.

This study is concerned with educational development in two of these LGAs, namely Baruten and Kaiama LGAs. Almost fifty years after independence and with the first secondary school in the area established in 1960, pupil enrolment in secondary schools in Baruten and Kaiama LGAs is still considerably low compared with many other LGAs in the state and other parts of the country. Their enrolment figures for the senior secondary certificate examinations (S.S.C.E) even in the nineties remain the lowest in the state. Whereas there are over two hundred and twenty secondary schools in the state, there are only two (2) in Kaiama LGA and four (4) in Baruten LGA. These are:

- (i) KAIAMA L G A
 - a. Government Unity Secondary School (G.U.S.S.) Kaiama
 - b. Government Day Secondary School (G.D.S.S.) Kaiama – Established 1992/93 by the Kwara State Government.
- (ii) BARUTEN L G A
 - a. Government Secondary School (G.S.S.) Yashikira – established 1976
 - b. Local Government Secondary School (L.G.S.S.) Gwanara – established in 1980 as a joint venture between Balonu Community and the Borgu L G A
 - c. Baptist Grammar School (B.G.S.) Okuta – established in 1960 by the Baptist Mission.

- d. Local Government Secondary School (L.G.S.S.)
Ilesha Baruba – established in 1980.

With the general acceptance of Western education as a means of social, economic, and political change in the world and the kind of impact it has had on most parts of Nigeria, the slow pace of educational development in these two LGAs deserves a thorough investigation. There is the need to know the factors that are responsible for the slow pace of development of formal education in the area, the level of their academic achievement and the barriers to educational development. These issues inform the objectives of this study. Its aim is to identify the historical antecedents which have contributed to educational backwardness in both Baruten and Kaiama LGAs, determine the pupils' academic progress in public examinations as well as investigate the quality of supervision of the secondary schools.

Background to the Study

The inevitability of change is one of the common features of all human societies. From the Stone Age to modern time, the human race has experienced series of change in virtually all aspects of life, political, economic and social, with profound consequence and creating avenues for further change. However, these changes have been "patchy and uneven" and more pronounced in some societies than others (Thompson, 1981). Changes, according to Thompson (1981), may be internally or externally generated, that is, changes may be initiated from within the community by a powerful group or person (e.g. development oriented social organizations, the chief of a town etc) or may be from external forces such as an alien culture forcefully imposed on the people, or a central Government by virtue of its authority. While change may be desirable in some respect, it would at times create problems of development. Thompson (1981) further noted that the rate of acceptance of change also differs from

society to society. While it is spontaneous in some, other societies may become suspicious and resist such a change. Rural communities for some reasons (e.g. need to preserve their cultural identity) are usually slower than urban ones in accepting change which affects their rate of development and thereby creating an outlook of underdevelopment. Sometimes, factors of change are slow in reaching them probably due to factors such as inaccessibility caused by bad roads and or poor means of transport and communication. The educational backwardness of the areas under study can be understood from the above factors.

Inclusive is also the fact that the spread of Western education in the old Northern region of Nigeria was rather slow because the Muslims viewed it with suspicion as the baby of the Christian missions. The indirect rule policy adopted by Lord Lugard, the then Governor-General of the Northern Region ensured that Christian missions' activities were effectively checked in the region. The situation resulted in the slow pace and acceptance of formal education in the northern part of the country till date. It was not until 1909, when Hans Vischer introduced secular education curriculum in the north that Western education started to make some appreciable impact.

The Significance of The Study

The study is significant when it is placed within the framework of current social and political development in Nigeria. In recent times, the issues of minority rights have been receiving more attention than in the past. Minority groups in the country, considering themselves disadvantaged and unfairly treated in the scheme of things, have been very vocal in calling on the Federal Government to pay more attention to the issue of development of their areas. This is the main bone of contention between the South-Eastern minority communities in the oil-producing area and the Federal Government. The recently introduced

nomadic education programme is also an attempt by the Government to promote educational development among nomadic minorities. Minority status in Nigeria is determined by the relatively small numerical strength of such communities compared with the major tribes like the Yorubas, the Hausas and the Igbos. Some of these minorities find themselves caught up within two or more state boundaries.

The tribes in Baruten and Kaiama LGAs are among the minority groups in Kwara State. A study of their educational progress is desirable within the context of politics in Nigeria today.

In addition, one thing that is common to most African countries is their increasing belief in education as a means of national development. This belief justifies the huge resources committed to education annually. Nigeria's National Policy on education (1981) is actually explicit on this. In spite of the huge investment however, educational development in the country remains uneven and so are other aspects of development. It is therefore important to find out which communities are not making much progress and why, in the overall interest of national development. Moreover, Western education, in spite of its inherent weakness, has a lot of advantages to its credit. In Africa as elsewhere, it has become a catalyst of social, political and economic change, transforming otherwise rural communities into modern cities with international connections. In Nigeria, many progressive communities have consciously promoted the development of their towns and villages through self-help efforts by establishing community schools. It is also the desires of the Federal Government to stimulate desirable changes in the rural areas as well, so as to carry everybody along in its development effort. Any community which rejects Western education is likely to find itself isolated in the scheme of things in the country. This is why this study is significant as it

purports to investigate the slow pace of educational development in the two LGAs.

Research Design

The research design employed for this study is that of descriptive survey involving the collection of data from various sources and putting them together to obtain an accurate picture of the issues raised.

Instrumentation

Three research instruments were used in this study namely (i) a questionnaire designed by the researchers for the principals, (ii) unstructured interview with the Deputy Director (Inspectorate), Administrative (DDA), Administration Kwara State Ministry of Education, and informal interview with some indigenes of the two LGAs, and (iii) Documentary reports.

The Principals' questionnaire consisted of open-ended questions demanding information on the background of the school e.g. year of establishment, number of teachers, subjects offered in the school etc. Other items of information required related to the current problems of the school such as staffing and facilities.

The documentary reports made available after permission was granted by the ministry of education consisted of inspection reports of the inspectorate Division as well as the results of S.S.C.E for the schools. These results were obtained from the statistics unit of the Kwara State Ministry of Education.

Records of the current enrolment in the schools and their staff strength were obtained from the state's Teaching Service Commission.

Sample and Sampling Procedure

The population for this study included all the six secondary schools in both Baruten (4) and Kalama (2) LGAs. Three out of the six Principals returned their questionnaire. The inspection reports of the other schools however provided the information needed. Attempt was

therefore made to cover all the schools except where the S.S.C.E result for a particular year was not obtained in respect of some of the schools. The unstructured interview with the DD (I) Administration sought to find out the modalities for school inspection in the state and the specific problems of the inspectorate in supervising the schools in the two LGAs. The informal unstructured interview with some indigenes of the LGAs was aimed at finding out more information on the local perspective on factors responsible for the state of educational backwardness in the area.

Results

The results of the study collated are as follows:-

The Supervision of Secondary Schools in Baruten and Kaiama L. G. As

(A) Regularity of Supervision:

From the records made available by the inspectorate division of the Kwara State Ministry of Education, the following observations were made: Local Government Secondary School, Gwanara received advisory inspection in October, 1983, and W.A.E.C recognition inspection in June 1984; it also received routine inspection in March, 1990. Inspection reports made available to the researchers showed that G.S.S Yashikira received routine inspection visit from 14th -16th June, 1988 and another on 30th March, 1993 by a team of three inspectors. W.A.E.C recognition inspection was conducted at G.S.S Kaiama in 1979 and at Baptist Grammar-School in 1975. Both schools however recorded one inspection visit between 1993 -1996.

(B) Staffing and Academic Programme:

According to the 1993 inspection report, G. S. S. Yashikira had an all male staff with a breakdown of 3 University graduates with teaching qualification, 5 without teaching qualification, 6 N.C.E graduates and 1 school certificate holder. In S.S. I, only 10 subjects were offered while integrated science and music were not taught in

J.S.S. III. Only six subjects were taught in J.S.S. III. Commercial subject were also conspicuously absent at both J.S.S. and S.S.S. levels.

At Local Government Secondary School, Gwanara, the 1990 inspection report showed that there were 13 teachers, all male, 2 of them were on study leave, while 3 were newly posted and yet to settle. According to the report, many subject areas were not catered for, especially English, which had no qualified staff handling it. The principal was the only substantive mathematics teacher in the school. The inspectors recommended 2 additional University graduates for English and 2 also for Mathematics and proper deployment of teachers according to their qualifications, as well as teachers for a Nigerian Language.

Also, at G.S.S. Kaiama, there were 21 male and 9 female staff with a breakdown of 6 University graduates, 20 N.C.E holders and 4 unqualified teachers. There is however no teacher for any Nigeria Language. B.G.S. Okuta had 15 teachers on its staff list, 14 males and 2 females. However, the following subjects were not taught in the school due to lack of teachers, according to the principal:- Nigerian Languages, Fine Art, Technical Drawing. Also, the following subjects were said to have irregular supply of teachers: Geography, Mathematics, Business Studies and Introductory Technology. To solve the problems of staffing according to the Principal, temporary teachers were employed and paid with, Parents Teachers Association (P. T.A) fund.

In the case of G.D.S.S. Kaiama, there were 18 teachers working in the school, comprising 3 University graduates, 6 N.C.E holders and Nine (9) unqualified teachers. Ten (10) subjects were being taught in J .S.S. classes, excluding C.R.K, Nigerian languages and French which had no teachers to teach the students.

(C) Pupil Enrolment:

Pupil enrolment in all the six schools, generally speaking could be said to be rising steadily. For example, G.S.S Yashikira which started with 72 students in 1976 had risen to 288 students (242 boys and 46 girls) in 1993 and by 1995/96 it had a total population of 330 students (278 boys and 52 girls).

L. G. S. S. Gwanara started with a student population of 67 students in 1980 and by 1995/96, it had 402 students on roll with 339 males and 63 females.

Current Enrolment in the two schools and the others in 1995/96 are shown in the table below:

Table I
1995/96 enrolment figures of Secondary Schools in
Baruten and Kaiama LGAs

Name	Male	Female	Total
L.G.S.S. Gwanara	339	63	402
B.G.S Okuta	748	221	969
G.S.S. Yashikira	278	52	330
L.G.S.S. Ilesha-Baruba	334	84	418
G.S.S Kaiama	726	372	1118
G.D.S.S. Kaiama	244	119	363

Source: Kwara State Teaching Service Commission, Statistics section.

However, in spite of the steady increase in the school population, enrolment is still below expectation for both boys and girls. Female enrolment is particularly poor when compared with that of boys.

(D) School Facilities

All the schools had inadequate Infrastructural facilities, for example the 1990 inspection report noted that L.G.S school, Gwanara, needed 2 more classrooms, a Technology workshop and a library. Toilet facilities were found to be inadequate; it also observed that J.S.S I and II students had no chairs and desks at the time of inspection. Additional 120 chairs and desks as were required for the students. The school also relied on one generating set for

electricity. The school also relied on a motor bike for transportation of staff and students to the school. It recommended speedy completion of the two classrooms under construction, 3 urinals, and repair of all broken doors and windows.

On G.S.S Yashikira, the 1993 inspection report noted that the furniture items were inadequate. The school had no bus and no electricity supply, but it had adequate water supply through a bore hole. At G.S.S Yashikira the building at the permanent site except the principal's office were damaged in 1984 by rain storm as a result of which the school had to move back to the temporary site. The repairs of the permanent site started only in February, 1993 after almost ten year. Also, shortage of laboratory apparatus, games equipment and library books were identified as the major problem of G.S.S Kaiama according to the principal. At B.G.S Okuta, inadequate classroom furniture, laboratories, classroom and games equipments were considered the most serious problems facing the school. G.D.S.S Kaiama also listed shortage of classrooms, laboratory, staff room, library books, games field and equipment(s) as their most pressing problems. Teaching aids were inadequate in all the schools.

(E) Records

Record keeping was noted as one of the weakest points of the schools by the inspectors. For example, at G.S.S. Yashikira, the 1993 inspection report noted that the class register, Admission and withdrawal registers were not brought up to date. In another school, scheme of work, record and workbook for all subjects were found to be improperly prepared. Students' report were not up to-date and the continuous assessment sheets were not properly tagged. On the school records listed by the Ministry of Education, the school had only 4 out of 10; the log book, scheme, marks book and staff

exercise book, which were usually found by inspectors to be not well kept. Other records like school routine, duty roster, inventory book, health register, duty roster book, minutes of boards of governors/ advisory board meeting, and W.A.E.C questions, query book, J.S.S. result in W.A.E.C syllabus etc. were not available in the school.

(f) Quality of Teaching

This again is based on the reports of the supervisory inspectors. In the two schools where inspection reports were made available, inspectors were not particularly happy with the quality of teaching. In one of the schools, the inspectors observed persistent poor performance in English and Mathematics.

Table ii
G.S.S. Gwanara W.A.E.C results in English Language,
1985 - 1988

Year	No.	A1	A2	A3	C4	C5	C6	F1	F2	F3	% of Passes
	Enrolled										
1985	32									12	38
1987	33									13	39
1988	44			2		1	1	2	1	15	25.1

Table iii
G.S.S. Gwanara W.A.E.C results in Mathematics,
1985 - 1988

Year	No. Enrolled	No. of Passes	No. of Failure	% of Passes
1985	32	0	32	0.0
1987	33	0	33	0.0
1988	44	3	41	6.4

The two tables above showed a re-curing woeful failure in English and Mathematics. The factors responsible for this could probably be inferred from the inspectors' reports. They observed that most of the students have no recommended text books for the subjects. Also, "the note books revealed that next to nothing was taught in many of the classes" (1990 inspectors' report, P 20). Assignment

and test were also found to be extremely few in all the classes (P .20). The two lessons observed by the inspectors were said to be fairly handled but "lacked some expertise which a qualified teacher of English would have used" (P.20). To improve the standard of English in external examination, the inspectors urgently recommended the posting of two more qualified English teachers, extra lesson for all classes, the banning of the speaking of vernacular, purchase of text books by students and the functioning of relevant clubs and societies. For Mathematics, the inspectors recommended additional qualified teachers for the school "to improve the tempo and poor handling of the subject" (P .25). They also recommended the purchase of teaching aids and "active participation of students in the lessons to improve mastery and understanding level of the concepts and logistics" (P .25). On science subjects, the report observed poor preparation of scheme of work, weak to fair performance in external examination, low coverage of the syllabus and the need for more tests and assignments. A functional multi-purpose science laboratory with chemicals and equipment was recommended. For Art and Social Science subjects, students performance in external examination was just fair. At G.S.S. Yashikira, the inspectors observed that the school curriculum was narrow because some subjects were not being taught, namely: I.R.K in J .S.S. I and business study, home economics and fine art in J.S.S classes, while only nine subject were offered at the S S S level out of which five are core subjects. On students' performance in the school certificate examination, the 1993 inspection report has this to say "although the past three years' S.S.C.E results are not encouraging, they show slight improvement from year to year" (P .60). To improve the quality of teaching, the report recommended the posting of additional 1 Biology graduate, 1 physics graduate, 1 N.C.E teacher each for business

studies, home economics, fine art, and one guidance counselor, and for teachers to look at students' notes and to teach science practicals. The inspectors also noted that the teachers had a casual attitude to work.

(G) Academic Performance of Students

The students performed poorly in virtually all the subjects and through the years under study. The report of the inspectors shows that drastic steps were needed to be taken to curb such waste in the school system. Facilities must be improved and students motivated, qualified teachers posted to the schools for sustainable improvement in students' performance. Tables iv - vii summarize the students' performance for the years 1997 - 1994.

Table iv
Overall 1991 S. S. C. E results, Baruten:
LGA: 1991-1994

Year and School	Total No of Candidates Entered		Total No of Passes		Total No of Failure		% of Passes		Total % of Passes	Absentees	
	M	F	M	F	M	F	M	F		M	F
1991											
B. G. S. Oduza	15	4	6	-	12	4	27.3	-	27.3		
L. G. S. S. Neta-Barucha	13	4	5	1	8	3	29.41	5.88	35.29		0.27
G. S. S. Yashura	12	3	2	-	10	3	13.33	0	13.33		0.2
G. S. S. Genura	13	2	3	-	10	2	20.0	0	20.0		0.2
1992											
Oduza	21	5	15	6	2	3	63.33	20.0	83.33		
Genura	17	3	12	3	5	-	80.00	15.00	75.00		
Neta-Barucha	24	7	4	0	20	7	12.90	0%	12.90		
Yashura	14	-	7	-	7	-	50	50%			
1993											
L. G. S. S. Neta-Barucha	40	13	12	1	28	11	23.08	1.92	24.00	11	
L. G. S. S. Genura	30	3	27	3	3	0	84.38	9.38	93.75		
B. G. S. Oduza	37	14	28	1	11	7	53.56	2.44	56.00	1	
G. S. S. Yashura	34	8	22	1	11	7	52.66	2.44	56.12	1	
1994											
Oduza	50	14	45	3	15	11	82.8	4.1	81.9		
Neta-Barucha	34	15	31	15	3	3	88.25	30.15	46.44		100%

Table v
Overall S. S. C. E.. Results in G. S. S. Kalama by year
and sex: 1991- 1993

G. S. S. Kalama	Total No. of Candidates Entered		Total No. of Passes Total No. of Failure		Total No. of Failure		% of Passes		Total % of Passes
	M	F	M	F	M	F	M	F	
1991	20	7	3	-	17	7	11.11	0.0	11.11
1992	25	21	9	3	16	18	19.6	6.25	25.85
1993	75	38	45	14	39	24	40.18	12.5	52.73

Table vi
Performance in English and Maths in G.S. S., Kalama
L. G. A: 1991 -1992

Subject and Year	Total No. of Candidates Entered		Total No. of Passes		Total No. of Failure		Total % of Passes
	M	F	M	F	M	F	
G. S. S. Kalama	20	7	8	2	12	5	40.00
Eng 1991	20	7	8	2	12	5	40.00
Eng 1992	23	21	12	8	11	13	52.17
Maths 1991	20	7	2	-	18	7	10.00
Maths 1992	24	19	14	8	9	11	36.84

F - Female
M- Male

Table vii
Six core Subjects by School and Sex in
Baruten L. G. A

Year and School	Total No. of Candidates Entered		Total No. of Passes		Total No. of Failures		Total No. of Passes	Percentage
1991	16	2	12	1	11	1	166	100
G. S. S.	12	3	7		10	1	123	
Yashara								
B. G. S. Okuta	18	4	6		15	4	1254	
G. S. S.	11	2	1		12	2	133	
Gwanara								
G. S. S. Beshu	11	4	4		9	3	2941	
Baruba								
G. TOTAL	56	13	32	1	46	12		
1992								
G. S. S.	14		3		11		2183	
Yashara								
B. G. S. Okuta	21	5	7	3	14	6	1133	
G. S. S.	17	3	4	2	11	1	2170	
Gwanara								
G. S. S. Beshu	24	7			24	7	5	
Baruba								
G. TOTAL	76	19	14	5	52	14	2176	
1993								
G. S. S.	11	8	10		22	4		
Yashara								
G. S. S.	20	3	10	2	20	1	375	
Gwanara								
1994								
B. G. S. Okuta	65	14	27	4	33	10	3641	
G. S. S. Beshu	34	18	12	16	2	2	1235	
Baruba								

(H) Factors Affecting the Supervision of the Schools

- i. In an interview with the Deputy Director (Inspection) Administration (DD (I) Admin), the following were considered as factors affecting effective supervision of the schools in both LGAs:- Distance from the headquarters and poor condition of the road -The road is said to be unmotorable particularly during the rainy season. A journey by public transport is said to be too expensive.
- (ii) Logistics of organizing the inspection According to the DD (I) Admin, the Inspectorate sometimes faces

he problem of non-availability of vehicles to convey inspectors to schools. The problem of fuel scarcity in the country also at times compound their problem.

- (iii) Shortage of manpower:- The retrenchment exercise carried out in the State deprived the inspectorate of some of its manpower. For example, there was no substantive inspector for all the Sciences, Agric Science and Mathematics at the time of study. The inspectorate had to make do with raising inspectors from schools, which is not so easy because they have their classes to teach. Ideally, to cover all the schools in the State regularly, two teams have to go out simultaneously.

(I) Discussion

Regularity of Supervision:-

Ideally, a school should receive one advisory inspection in every three years, according to the DD (I) Admin. The schools should also be visited by the Federal Inspectors as well as those of the Teaching Service Commission, Kwara State. While the schools cannot be said to be neglected in terms of supervisory visits, records showed that the visits have not been regular, probably due to long distance as well as logistics of organizing such visits. Such irregularity is likely to delay the solution of the schools' problems. For example, repairs of the damage done to the school buildings at G.S.S

Yashikira in 1984 did not start until 1993 when the then Governor of the State, Alhaji Shaaba Lafiagi, visited the site. Also, the advisory inspection visit to L.G.S.S., Gwanara took place in 1990. Only regular visits can ensure that the numerous problems facing the schools are brought to the attention of the Government.

Staffing:- All the schools had problems of staffing, both in terms of quantity and quality. The shortage obviously affected the quantity and quality of teaching and learning in the school as reflected in their S.S.C.E results. G.D.S.S

Kaiama did not have a single non-teaching staff during the period of study. The shortage of graduate teachers in most subjects also affected the performance of students. A few of the teachers had no teaching qualification. This can also adversely affect the quality of teaching and learning.

The academic programmes of the schools are in line with the National Policy on Education. However, some of the school were yet to offer all the required subjects. In particular, the teaching of at least one Nigerian language is mandatory and so the lack of this on the school's curriculum is a serious lapse that must be looked into. Also, other subjects like French,

Integrated Science, Music, Fine Art, Technical Drawing, I.R.K, etc not being taught in some of the schools, makes the curriculum of these schools narrow.

(iii) Student Enrolment / Performance

Student population, though on the increase, cannot be said to be adequate. Female enrolment is still low inspite of the encouragement from both L.G.As so well as the Kwara State

Government which had declared free education for girls in the area. This implies that the cultural barrier that ties the girls to traditions and away from schooling is yet to be completely broken. The students' performance is really not encouraging.

(iv) Facilities:

In all the schools, facilities were inadequate, though more pronounced in some than others. Where classrooms are in short supply, it leads to overcrowded classrooms and poor quality teaching and learning. Lack of teaching aids definitely affects quality of teaching. Other facilities like electricity, staff accommodation, transportation to school discourage teachers from honouring any transfer to these schools. This may be responsible for the shortage of teachers in the schools. It is noteworthy that most of the teachers tended to be indigenes of the area. Facilities for

been found to be a major problem in the area.

(v) Records

There are two major problems associated with record keeping in the schools. There is a scarcity of non-current records and there is a great shortage of current records available. The non-availability is primarily caused by lack of funds to purchase them as expenditure on the part of the principals concerned. The great shortage of current records like the statement of work is due to lack of knowledge on the part of the teachers. Some assistance from the inspectors on such record keeping aspects will solve the problem.

(vi) Quality of Teaching

From the inspection reports, the quality of teaching cannot be said to be encouraging. The L. E. R. results though improving also indicate that there is a lot of room for improvement. The efforts of the L. E. R. in encouraging teachers to the schools is an indication of serious commitment to the development of quality education in the area and this ought to be reciprocated by the teachers and students through hard work.

A situation where most of the students failed even subjects like English and Mathematics indicate that most of the graduands are not qualified for University admission. This is wastage that should not be condoned as it does not augur well for educational development and progress of the area.

Limitations of Study:- Non accessibility of recent document of the study area did not allow for inclusion of recent data.

Conclusion:- From the information gathered on the areas under study, it is necessary that efforts be intensified to make education appealing to the people to increase the enrolment figures. It is also necessary to give some developmental projects to the area to make supervision easy and to increase available facilities in school. The

summary of it all is that more attention needs to be focused on education in these areas which can result in better academic performance by students.

The role of supervisors is essential to quality management in schools. Public polls testify to this fact, as reported by Sunday Tribune 2006. Effort should made to improve all areas of the educational system in the area under shed quality control in schools.

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