

**Education Sector Support Programme in Nigeria  
(ESSPIN)**

**Assignment Report**

**A classroom observation study in the use of literacy  
and numeracy lesson plans in primary school years 1-3  
in Jigawa, Kaduna and Kano States**

**Report Number: ESSPIN 338**

**Hindy El Fadel**

**May 2016**



## Report Distribution and Revision Sheet

**Project Name:** Education Sector Support Programme in Nigeria

**Code:** 337662

**Report No.:** ESSPIN 338

**Report Title:** A classroom observation study in the use of literacy and numeracy lesson plans in primary school years 1-3 in Jigawa, Kaduna and Kano States

Rev No	Date of issue	Originator	Checker	Approver	Scope of checking
01	May 2016	Hindy El Fadel	John Kay	Kayode Sanni	Accuracy, completeness, formatting

### Scope of Checking

This report has been discussed with the originator and checked in the light of the requirements of the terms of reference. In addition the report has been checked to ensure editorial consistencies, accuracy of data, completeness of scope and responsiveness to client's requirements.

### Distribution List

Name	Position
<b>DFID</b>	
Ben Mellor	Head of Office, DFID Nigeria
Nick Hamer	Deputy Head of Office, DFID Nigeria
Kemi Williams	Human Development Team Leader and ESSPIN Senior Responsible Owner, DFID
Karen McGeough	Human Development Deputy Team Leader, DFID
Esohe Eigbike	Education Adviser, DFID
Laura Brannelly	Education Adviser, DFID
Olatunji Ogunbanwo	Deputy Programme Manager, DFID
Robert Watt	Head of DFID Northern Nigeria Office (Kano)
Margaret Fagboyo	Ag. Head of DFID Lagos Office
David Ukagwu	Designated Head of DFID Lagos Office
Olachi Chuks-Ronnie	Head of DFID Enugu Office
Kabura Zakama	DFID State Representative, Jigawa and Yobe
Ben Nicholson	DFID State Representative, Kaduna and Zamfara
Siaka Alhassan	DFID State Representative, Kano and Katsina
Muyiwa Babatola	Education Programme Officer, DFID
<b>IMEP</b>	
Gregor MacKinnon	Project Manager, IMEP
Emmanuel Adegbe	Deputy Project Manager, IMEP
<b>ESSPIN</b>	
Jake Ross	Project Director
Kayode Sanni	National Programme Manager

<b>Name</b>	<b>Position</b>
Laura McInerney	Deputy Programme Manager
Simeon Ogbonna	Assistant Programme Manager
Andy Campbell	Operations Manager
James Fadokun	State Team Leader, Kwara
Olalekan Saidi	State Team Leader, Kano
Tayo Odekunle	State Team Leader, Kaduna
Christabel Omolade	State Team Leader, Enugu
Hezekiah Odeyale	State Team Leader, Jigawa (Acting)
Oluwafunmilayo Olalusi	State Team Leader, Lagos
John Kay	Lead Specialist, Education Quality
Fatima Aboki	Lead Specialist, Community Engagement and Learner Participation
Sandra Graham	Task Team Leader, Voice and Accountability
Pius Elumeze	Lead Specialist, National Systems and Institutional Development
Bankole Ebisemiju	Communications and Knowledge Management Coordinator
<b>Consortium partners</b>	
Connie Price	Country Director, Nigeria, British Council
Louisa Waddingham	Director Programmes, Nigeria, British Council
Hans Meusen	Director, Education and Society, British Council
Stuart Cameron	Consultant, Education Portfolio, Oxford Policy Management
Ben Foot	Nigeria Country Director, Save the Children
Sue Phillips	Director, Social Development Direct
<b>Federal partners</b>	
Dr Sulleiman Dikko	Executive Secretary, Universal Basic Education Commission
Dr Folashade Yemi-Esan	Permanent Secretary, Federal Ministry of Education
Professor Oladele Akogun	Country Director, Edoren
<b>State partners</b>	Honourable Commissioners and SUBEB Chairs
<b>Programme Partners</b>	
Gboyega Ilusanya	National Programme Manager, DEEPEN
Nguyan Feese	National Programme Manager, TDP

## Disclaimer

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

## Note on Documentary Series

A series of documents has been produced by Cambridge Education as leader of the ESSPIN consortium in support of their contract with the Department for International Development for the Education Sector Support Programme in Nigeria. All ESSPIN reports are accessible from the ESSPIN website.

<http://www.esspin.org/resources/reports>

The documentary series is arranged as follows:

- ESSPIN 0-- Programme Reports and Documents
- ESSPIN 1-- Support for Federal Level Governance (Reports and Documents for Output 1)
- ESSPIN 2-- Support for State Level Governance (Reports and Documents for Output 2)
- ESSPIN 3-- Support for Schools and Education Quality Improvement (Reports and Documents for Output 3)
- ESSPIN 4-- Support for Communities (Reports and Documents for Output 4)
- ESSPIN 5-- Information Management Reports and Documents

Reports and Documents produced for individual ESSPIN focal states follow the same number sequence but are prefixed:

- JG Jigawa
- KD Kaduna
- KN Kano
- KW Kwara
- LG Lagos
- EN Enugu

## Contents

Report Distribution and Revision Sheet .....	ii
Disclaimer .....	iv
Note on Documentary Series .....	iv
Acronyms and Abbreviations .....	vi
Abstract .....	1
Executive Summary .....	1
Introduction, background and purpose of the observation study .....	3
The lesson plans .....	3
Structure of the Report .....	5
Methodology and Main Activities .....	6
School and participant sampling .....	6
Schools and participants profile .....	6
The respondents' characteristics.....	6
Instruments used to collect the data .....	7
Classroom observation .....	8
Post-observation interviews.....	8
Focus Group Discussions .....	8
Findings.....	9
Pre-observation interviews .....	9
Teachers' use of language in the pre-observation interviews .....	10
Classroom observation and lesson plan use .....	10
Jigawa State .....	10
Kaduna State .....	15
Kano State .....	20
Interviews in Jigawa, Kaduna and Kano State .....	24
Focus Group Discussions .....	29
Conclusions and Next Steps .....	31
Annex 1: The Fieldwork Instruments.....	33
Annex 2: Teachers responses to interview questions .....	45
References.....	54

## Acronyms and Abbreviations

ESSPIN	Education Sector Support Programme in Nigeria
FDG	Focus Group Discussion
LGEA	Local Government Education Authority
NERDC	Nigerian Educational Research and Development Council
NPE	National Policy on Education
PS	Primary School
SIP	School Improvement Programme
SSIT	State School Improvement Team
SSO	School Support Officer
SUBEB	State Universal Basic Education Board

## Abstract

1. This report presents the findings of a set of classroom observation studies with a focus on teachers' use of ESSPIN supported and developed literacy and numeracy lesson plans. The classroom observations were conducted in six public urban and semi-urban primary schools across Jigawa, Kaduna and Kano States in February and March 2016. The study evaluates how effectively teachers are using the lesson plans to deliver the lessons, and the impact this has on teaching methods and pupil participation. The study also explores language use in the classroom and considers the teachers' use of language in delivering the lesson. Gender participation is briefly examined.

## Executive Summary

2. There is plenty of research evidence that shows teachers in Nigeria as having weak generic teaching skills. Akinbote's (2000) study on teacher training highlights the poor quality of teachers being produced by training colleges. Similarly, Johnson's (2008) Assessment of Teacher Development Needs found that teachers lacked the capability in literacy and numerical knowledge to impact learning in the classroom. Teacher development has been neglected and, within the domain of classroom practice, there has been a dearth of guidelines to help teachers work their way through a lesson. ESSPIN's literacy and numeracy development programme has sought to address this problem through its literacy and numeracy programme, and has introduced day-by-day, week-by-week and step-by-step lesson plan booklets for the teachers to use as a teaching resource to help them deliver their lessons. The lesson plans are written in English.
3. This report is largely descriptive and sets out the purpose of the study and the methodology used, and presents the findings of the evaluation of effective lesson plan use in the classroom. The instruments used to capture the data consisted of:
  - Classroom observations – to explore how the teachers are using the lesson plans to deliver their lessons, and to detect any changes in the teaching and learning process.
  - Interviews and focus group discussions – to capture the thoughts, perceptions and attitudes of the participants, which included teachers and head teachers.
4. The report finds that the teachers and head teachers welcomed the introduction of the ESSPIN lesson plans. Most teachers benefitted from the two-day training they received in the use of the lesson plans. During the training sessions, letter sounds, songs and rhymes, group work, pair tasks and the use of teaching aids proved to be popular among the teachers. They commented that the training had prepared them adequately to start using the lesson plans as a teaching resource in the classroom. Some teachers lamented that the

training was too short and requested additional training in order to build on existing knowledge.

5. Most of the teachers were satisfied with the lesson plan content, design and layout. In particular, they were impressed with the lesson plan stages, time allocated to each stage and the teaching aids used. Most of the teachers agreed that the language used in the lesson plans is easy to understand and to translate into the local language. However, a few teachers, particularly in Ajawa PS Jigawa State, who had a low level of English, struggled with the language, especially with regard to translation. Teachers who have completed initial teacher training should have attained adequate English literacy levels to enable them to understand and teach the primary curriculum content. The National Policy on Education NPE (1998), which incorporates the national language policy, stipulates that from Primary 1 to Primary 3, the language of instruction will be in the child's mother tongue or the language of the immediate environment. Despite the incorporation of the mother tongue and three main languages into the NPE, Nigeria does not have the educational framework to elevate these indigenous languages.
6. An important observation is that classroom arrangement has changed from pupils sitting in rows to pupils sitting around grouped desks. It was evident that this new development is encouraging pupil co-operation and collaboration. A large proportion of the teachers used the lesson plans every day to teach their lessons. Some teachers followed the lesson plans step by step and others used it as a guide. In large population schools, teachers rotated the lesson plan use to accommodate the additional class streams, as printing additional copies would have cost implications. As a solution, some teachers copied the lesson plans into notebooks and some head teachers photocopied the lesson plans.
7. The most significant finding is that the lesson plan structure has fostered a pupil-centred teaching approach, which is largely due to the inclusion of teaching aids and group work activity. As a result, pupil participation has increased and teachers expressed that their pupils are engaging more and learning better. However, it is not possible to gauge pupil achievement as it is beyond the scope of this study to assess learning outcomes in literacy and numeracy. However, findings from the CS1 and CS2 (Cameron and Ruddle, 2015) would indicate that learning outcomes are improving, particularly for Primary 1-3. There was gender parity but the small sample size for this study does not represent gender inclusion, which by and large would provide a broader, more accurate picture.
8. In most of the lessons observed, the teachers showed a good level of teacher competence, using teaching aids and praising pupils' efforts. Most teachers did not cover all of the lesson plan stages, and in some instances this significantly lowered the quality of the lesson. Most teachers used the lesson plans confidently, using appropriate teaching aids and conducting group work, and some teachers achieved one or more of the learning objectives.



9. Many teachers expressed that there was not enough time to cover all of the activities in the lesson plan. This was mainly due to the lesson plans being an hour long and the allocated lesson time being 45 minutes. In some cases, it was due to poor time management on the teachers' part. Some teachers suggested reducing the activities or increasing the lesson time. Expanding the existing 45-minute allocation for literacy and numeracy to one hour is an area for the governments concerned to consider.
10. The role of the SSIT and SSO is to provide ongoing support, guidance and training to the head teachers and teachers, and this is critical in providing sustainable teacher improvement. In Kano and Jigawa, the respondents reported that they received some support from SSOs, which included help with sourcing teaching aids, school visits and classroom observations. Most head teachers were not able to show documentary evidence of SSO activities during the visits.
11. In Kaduna State, most of the respondents reported that the SSOs had not visited the schools for three months. This absence arose from funding issues triggered by a change of government and a directive that posted all SSOs back to schools, in an effort to reorganise LGEA staffing and functionality. This last point notwithstanding, SUBEB could be more proactive in ensuring that SSOs' visits and classroom observation activities follow set policy guidelines to fulfil their role in school improvement. Recorded observations, written feedback and action plans should be drawn up and implemented, and proper records should be maintained and easily accessible.
12. Overall, the lesson plans have made a difference to the teaching methods and are encouraging less teacher-talk and more pupil-talk. This implies that ESSPIN is achieving its teacher improvement aims through the lesson plans intervention, which is undoubtedly bringing about a gradual change in classroom practices.

### **Introduction, background and purpose of the observation study**

13. ESSPIN's School Improvement Programme (SIP) has targeted six states – Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos – focusing on teacher development initiatives to build the capacity of the teacher and ultimately improve learning outcomes. One such initiative has been to develop and produce ready-to-use literacy and numeracy lesson plans intended as a guide and tool to help teachers improve on classroom practice and deliver their lessons with greater efficacy. The lesson plans were developed to address the results of the 2009 Teacher Needs Development Assessment (Johnson 2009), which revealed a low level of teachers' basic literacy and numeracy skills.

### **The lesson plans**

14. Lesson planning is part and parcel of a classroom management plan, and is an important process in teaching and learning as it maximizes teaching and learning outcomes. A good

lesson plan should have an aim or objective which will reflect what the teacher hopes the pupils will be able to do, and there may be more than one aim or objective (Harmer 2007). Activities, procedures and timing make up the body of the lesson plan and this tells us what the teacher is going to do, how long each stage will take and what teaching aids will be used.

15. As part of ESSPIN's literacy and numeracy programme, the Kwara State School Improvement Team (SSIT) developed literacy and numeracy lesson plans, with support from ESSPIN. This involved simplifying the Nigerian Educational Research and Development Council (NERDC 2007) Mathematics and English Language curriculum into yearly plans, followed by creating a scheme of work for each year group to show progression in writing, speaking and listening, grammatical accuracy and reading. The literacy plans focus on developing reading skills using the phonics method, and the numeracy concentrates on building on number concepts. In the development phase, the lesson plans were tried and tested by teachers, giving them an opportunity to flag up any difficulties or concerns and involving them in the embryonic stages of development, as they are the end user (Johnson 2009).
16. The lesson plans are written and designed to teach English as a second language in a manner that introduces alternative methods of teaching such as task-based learning – a shift from didactic teaching methods to a more participatory pedagogical approach, making teaching more learner centred. The lesson plans have been set out on a week-by-week, day-by-day format, so that every lesson in the academic year has its own corresponding individual lesson plan. The lesson plans contain images which reflect the authentic context and activities of real-life classrooms. They are written in English in a way that makes the content understandable and the instructions easy to follow. They are a step-by-step guide, and are practical, usable and time sensitive in that each minute of the lesson and pupil and teacher roles are planned.
17. ESSPIN supported teachers are following a lesson plan that has been written for them, so, in effect, the lesson plan writers have done the planning for the teacher. This is not to imply that teachers should follow the lesson plans to the letter, with no room for modifying or being original and independent. It is expected that, as teachers become more confident and competent, they will naturally become more creative and adapt the lesson plans to suit their style of teaching.
18. In line with the Nigerian national language policy (Ndukwe 2011) for Primary 1-3, the lesson plans encourage teachers to discuss themes in the local language, and within the lesson plans there are areas that instruct teachers when to use the local language to translate or explain stories or concepts. Also, lesson plan content themes relate to what the children experience in their daily lives, making it very relevant and communicative. Textbooks, provided by SUBEB, are referenced in the lesson plans so that they link in with the

curriculum and provide support to the teacher. The lesson plans are in booklet form and have been designed to be durable for long-term use.

19. The lesson plans were rolled out across the six states in phased stages between 2011 and 2013 and are in use in all the ESSPIN supported schools. Significantly, as the lesson plans were phased into the different states, they were adapted to accommodate cultural distinctions.
20. A lesson plan review that captured teacher feedback was carried out in Kaduna State in 2013. This review focused on the lesson plan booklet design, which included visuals, typography, images, booklet size and lesson plan organisation (Wilkinson 2013). Following on from this review, the purpose of the classroom observation study is to evaluate how effectively teachers are using the literacy and numeracy lesson plans to deliver their lessons for Primary 1-3. The study is also designed to turn anecdotal evidence into formal and reliable information, and to assess the impact of this specific intervention of introducing lesson plans and find out if it is working or not.
21. The study has three main objectives:
  - To evaluate teachers' literacy and numeracy instruction combined with the use of the lesson plans. The findings will have implications for ESSPIN's future teacher development activities and subsequent interventions.
  - To observe a change (or not) in pedagogical approach as a result of lesson plan use, and to explore the level of pupil involvement and participation in their own learning, which will also consider gender participation. The knowledge and skills of the teachers and the use of materials, resources and teaching aids will demonstrate whether the intervention objective has been achieved, namely by showing improved teaching quality and better learning outcomes.
  - To observe the use of language in the classroom specifically in relation to the language of instruction.

### Structure of the Report

22. The next section is concerned with the methodologies used for this study, followed by the findings of the report, which focuses on an evaluation of teachers' use of lesson plans in each of the participating schools. This section also examines the results of the pre- and post-observation interviews and focus group discussions. The final section outlines the significance of the findings and makes recommendations for the next steps.

## Methodology and Main Activities

23. This small-scale study adopted a case study approach and was mainly qualitative in its nature, as it sought to elicit the behaviour, thoughts, attitudes and perceptions of specific people in a social setting which would generate detailed description and interpretation. The approach would also provide a basis for a more in-depth enquiry, analysis and examination into the phenomena being studied. In this context, the study evaluated how effectively teachers in Primary 1-3 were using the literacy and numeracy lesson plans.

## School and participant sampling

24. Six public primary schools were selected across the three participating states, Jigawa, Kaduna and Kano – two schools from each state, one urban and one semi-urban. The classes observed were Primary 1-3. This purposeful selection was necessary because the main focus of the study was to observe schools in which lesson plans were in use and in which the participants had received training on how to use them.
25. Prior to conducting the fieldwork, the sample size was selected to suit the limited time frame of the study. From the six sampled schools, 28 teachers and 34 lessons (17 literacy and 17 numeracy) were observed, and the data was collected over a six-week period. The teachers were selected on the basis that they had received training in the use of lesson plans and had been using them consistently. This was important because, in each of the ESSPIN supported schools, three teachers plus the head teacher were selected to receive training, and on their return to the school they would be expected to train other teachers in the use of the lesson plans.
26. One specialist and one research assistant collaborated to collect the data. The data collection instruments used (ANNEX 1) were semi-structured and open-ended pre- and post-observation interviews, classroom observation checklist and focus group discussions (FGD).

## Schools and participants profile

27. The sample schools were urban and semi-urban public primary schools situated in the northern region of Nigeria. The school populations ranged from 200 to 2500 depending on accessibility and geographical area. The two schools in Kano State had the largest number of pupils, while Jigawa State occupied the lowest numbers. The urban school in Kaduna State had significantly lower enrolment numbers than the semi-urban school, which according to the head teacher had doubled its population as a result of the newly implemented State school-feeding programme.

## The respondents' characteristics

28. Table 1 shows some characteristics of the teachers from the participating schools. Twenty-one of the teachers have obtained a National Certificate in Education, while six teachers

have alternative undergraduate degrees. Only one teacher has a Diploma in Adult Education.

**Table 1: Characteristics of the selected teachers**

Primary 1-3	Number of teachers	Male to female ratio	Teaching qualifications
Ajawa PS	4	1:3	National Certificate in Education/ Diploma in Adult Education
Rural Education PS	3	1:2	National Certificate in Education/Diploma in Adult Education
Maiduguri Road PS	6	0:6	National Certificate in Education
Kasuwan Magani PS	5	1:4	National Certificate in Education/Bachelor in Education
Hausawa PS	4	2:2	National Certificate in Education/Bachelor of Science
Naibawa Special PS	6	3:3	National Certificate in Education/Bachelors in Education

29. Table 1 shows the participating schools, number of teachers, gender ratio and teachers' professional qualifications. Most of the teachers have gained a National Certificate in Education.

### Instruments used to collect the data

#### *Pre-observation interviews*

30. Over a period of four weeks, a face-to-face pre-observation exercise was carried out with each of the Primary 1-3 teachers from each of the participating schools. We experienced a minor setback in Kaduna State, as it soon became evident that one of the previously selected schools was unsuitable for the study. This was due to the fact that the teachers had not been using the lesson plans and had not received any training either. Consequently, we were only able to complete the pre-observation exercise at one of the schools and were obliged to return at a later date, as soon as another school was selected.

31. The instrument used comprised six questions, lasted 15 minutes, and covered lesson preparation, lesson objectives and teaching style. The teachers were interviewed in English, and, where there was evidence of a challenge using English, Hausa was used. As both the specialist and assistant were fluent Hausa speakers, this did not present a problem. The questions captured the teachers' level of English, understanding of the context of a lesson, and their approach to literacy and numeracy instruction. It also provided an opportunity for teachers to share with the observer which lesson they would be delivering on the day of the classroom observation.

### Classroom observation

32. Two observers conducted classroom observations for Primary 1-3 literacy and numeracy classes. One observed the teacher and the teaching and the other recorded classroom mapping, pupil participation, gender participation, and teacher praises and reprimands. In total, 34 evenly distributed literacy and numeracy classes were observed. The instrument used was an observation checklist covering classroom environment, instructional strategies, materials used, and the physical and instructional use of lesson plans in each lesson.
33. The observation checklist assisted in determining pupil and teacher conducts and attitudes in the classroom, pupil-teacher relationships, teaching methods and, for the focus of this study, how the teachers used the lesson plans to help deliver their lessons. The instruments also answered other important queries concerning language use and gender participation.

### Post-observation interviews

34. After the classroom observations were completed, each teacher was interviewed. The instrument used was a set of 17 open-ended questions that captured the teachers' views on lesson plan training and use, lesson plan design, content and structure, language used in the lesson plans, challenges encountered, and support in the use of the lesson plans. Each interview was audio recorded with verbal consent from the teachers, lasted between 30 to 40 minutes, and was also supported by note taking. The post-observation interviews provided an opportunity for the teacher to reflect and express views on the lesson delivered.
35. Similarly, the head teachers were interviewed using a set of 13 open-ended questions that brought to light their views on the introduction of the lesson plans into their schools, the training administered, and the impact the lesson plans are having on the teaching and learning. The questions also captured the head teachers' role in the support provided to the teachers in the use of the lesson plans and the support received from SSOs. Each interview was audio recorded with verbal consent from the head teachers, lasted between 20 to 30 minutes, and was also supported by note taking.

### Focus Group Discussions

36. A focus group discussion was conducted with six teachers from each school, and, where there were insufficient numbers to hold an FGD, the schools were combined, as in the case of the two schools in Jigawa State. The FGD sessions were audio recorded with verbal consent and lasted between 35 to 45 minutes. The specialist acted as moderator of the FGD, facilitating the discussion with nine pre-determined, open-ended questions, while the research assistant acted as assistant moderator and in addition took notes. The FGD provided an opportunity for the teachers to contribute ideas and opinions, and by and large

generated lively discussion, capturing their thoughts and attitudes towards the lesson plans.

## Findings

37. Although the findings show many commonalities, there is some variation. Where there are significant differences, these will be treated individually, such as in the case of classroom observations, where each State's findings will be reviewed separately.
38. Most of the teachers used the lesson plans as a teaching resource and as a guide to delivering their lessons. They achieved this with a good level of efficacy, which helped them to achieve some of their learning objectives. Many of the teachers did not cover all of the lesson plan stages, but, with the exception of Ajawa PS, Jigawa State, this made no significant difference to the learning outcomes. With the support of the head teachers and SSOs, some teachers developed or sourced appropriate teaching aids, and some used them effectively in group tasks and activities.

## Pre-observation interviews

39. Teachers from five out of the six participating schools were not able to say which lesson they would be teaching on the day. The teachers' reason for this was that the lesson plans arrive late, or they often have to repeat lessons as they find that many of the pupils are slow learners. This meant that, prior to the classroom observation, the observer would not be able to review the lesson plan in advance. The teachers at the one school that did not appear to have this problem stated that, as a result of the lesson plans, many of their pupils were learning better and therefore repeating lessons was not necessary.
40. The findings of the pre-observation interviews reveal a gap in the knowledge of lesson aims and objectives since only six out of the 27 teachers interviewed were able to specifically outline their lesson objectives to clearly identify the learning goals. This suggests that they require more support in this specific area of their teaching. In contrast, 22 teachers expressed that they would use questions to assess if the learning objectives had been met. Five teachers said they would use role play, demonstration, reading and writing to check for pupil understanding. They were not able to give a wide range of assessment criteria.
41. When asked about the teaching style they adopt in their lesson, 22 teachers alluded to role play, group work, rote learning, direct instruction and the play way method. The responses suggest further training is needed in teaching methodologies. Most teachers said they would use a learner-centred approach to deliver their lesson. When asked about how they would connect the current lesson with the previous lesson, most of the teachers said they would recap on the previous lesson before presenting the new lesson.

### Teachers' use of language in the pre-observation interviews

42. The teachers were interviewed mostly in English. However it soon became evident that some of them lacked the English language skills to articulate their views and provide in-depth answers. Consequently, they felt less confident in using English and preferred communicating some of their answers in Hausa. This was more apparent in Kano and Jigawa States, where many of the teachers demonstrated a poor level of English. This implies that the teachers require support in enhancing their English language skills.

### Classroom observation and lesson plan use

43. This section sets out the key findings in each of the six participating schools in Jigawa, Kaduna and Kano States beginning with Jigawa State. The findings are set out in detail in ANNEX 2.

### Jigawa State

#### *Ajawa Primary School*

44. Ajawa Primary School is a semi-urban public primary school with a pupil population of 307. Three numeracy lessons and two literacy lessons were observed across Primary 1-3. We had intended to observe five teachers, including the head teacher. However, this number was reduced to three as one of the teachers who took part in the pre-observation interviews and the classroom observation informed us that she was a Primary 6 teacher and had therefore received no training in the use of lesson plans, although she had been instructed to teach a Primary 1 literacy lesson in place of an absent teacher. As a result, the data from this lesson was eliminated from the study. In addition, we were not able to observe the head teacher's lesson as he was summoned to collect his transfer papers to another school. This resulted in us observing three numeracy lessons and one literacy lesson, and this deviation meant we no longer had an ideal sample number. The three remaining teachers observed had all received three days of lesson plan training, which was delivered by the SSOs. One teacher had been using the lesson plans for two years and the others for almost one year.

#### Classroom environment

45. Classrooms should be conducive to learning and should therefore be a safe environment, free of hazards, and well-resourced with appropriate learning materials, resources and teaching aids (Fraser 1998). The classrooms where the observations took place were in a derelict condition with part of the roof breaking off. Broken metal window shutters lay discarded on the classroom floor, and the floor was uneven and contained several sizeable cracks. This rendered it an unsafe environment for the teachers and the pupils. The classroom furniture consisted of dilapidated bench style desks, and in one class three of the five desks did not have surfaces on them. The walls were bare, with no educational posters or children's work displayed. The classrooms were poorly lit as the windows were often



closed due to the cold and dusty climate, and most times there was no electricity to remedy the condition.

#### Classroom arrangement and organisation

46. The average class size across the classes observed was 40, which is standard for Nigeria. Two out of the three classrooms contained a teacher's desk and chair and pupils' bench desks. The desks were arranged in clusters so that they faced each other to accommodate group work, which supported learner-centred collaborative learning. The pupils sat around the grouped desks, with an average of ten in a group. However, due to limited bench space in one of the classes, some pupils sat on the floor. In one class, the desks were arranged in rows, and the teachers explained that this was because after school the class was used for Islamiyya lessons and the teacher preferred to arrange the desk in rows. The teacher, assisted by the observation team, returned the desks to their original arrangement.

#### Physical and instructional use of lesson plans during a lesson

47. At the start of their lessons, all the teachers placed the lesson plans (opened to the relevant lesson plan page) either on the teacher's desk or, in the absence of a desk, on the floor. Two of the teachers referred to the lesson plan (which was placed on the desk) frequently during the lesson, and one teacher did not refer to the lesson plan (which was placed on the floor under the blackboard). Two of the teachers used the lesson plans to a degree to deliver their lessons. One of the teachers did not use the lesson plan and there was no evidence of any other lesson notes.
48. The lesson plans were designed to accommodate an hour-long lesson, while the school's timetable allows 45 minutes for literacy and numeracy. Across the four lessons observed, the teachers covered less than one quarter of the lesson plan stages in an average time of 25 minutes, so they did not use the full 45 minutes of their timetable. This suggests that the teachers may benefit from further training in time management of lesson planning.
49. There was evidence of low morale among two of the teachers, and this showed in their lessons, as they were lethargic, unenthusiastic and unmotivated. This may have been due to external factors such as work or social issues, and this uninspiring demeanour had a negative effect on the pupil's learning. In most of the lessons observed, the pupils were passive learners and the teachers adopted a direct lecture style method of lesson delivery. There was little evidence of any discernible learning taking place.
50. All three teachers delivered their lessons mostly in Hausa and the minimal use of English translation was proficient. Although the national policy stipulates that Primary 1-4 subjects must be taught in the language of the environment (Hausa), the teachers' and pupils' limited English language capacity may also influence the amount of Hausa used in instruction, especially in literacy. The teachers made use of relevant and creative teaching aids, mostly no cost or low cost. Although the pupils sat in groups, they were not necessarily working as a group. This last point notwithstanding, sitting in groups still

creates a more favourable learning environment, which suggests that there is a significant shift in the classroom organisation and an observable departure from the traditional classroom seating plans. However, there is further need to support teachers in making group work more effective in the teaching and learning process.

### ***Rural Education Foundation Primary School***

51. Rural Education Foundation Primary School is an urban public primary school with a pupil population of 183. Three literacy and three numeracy lessons were observed, with the three teachers teaching both subjects in their respective years. All the teachers had received an average of two days' training in the use of the lesson plans and used them to deliver the lessons observed. One teacher had been using the lesson plans for three years and two teachers had been using them for six months.

#### Classroom environment

52. The classrooms were in a semi-derelict condition and were adequately lit by natural light. Two of the classrooms had uneven floors that were littered with varying sized wide cracks. The third classroom had sand laid on the floor. This environment would be considered unsafe for teachers and pupils to be in. The walls were bare, with no educational posters or children's work displayed. The classroom furniture consisted of bench style desks and varied in their conditions. Some benches did not have backs, which exposed the rusted metal supports.

#### Classroom arrangement and organisation

53. The average class size across the three classes observed was 18, which is just below what is considered an ideal class size of 22 (Blatchford, Goldstein, and Mortimore 1998). All classrooms observed contained a teacher's desk and chair and pupils' bench desks. The desks were arranged in clusters so that they faced each other to accommodate group work, which supported learner-centred collaborative learning. The pupils sat around the grouped desks, with an average of six in a group.

#### Physical and instructional use of the lesson plans

54. At the start of their lessons, all the teachers placed the lesson plans (opened to the relevant lesson plan page) on the teacher's desk. Two of the teachers referred to the lesson plan frequently during the lesson.
55. Across the six lessons observed, the teachers covered on average 25% of the lesson plan stages in an average time of 38 minutes. The lesson plans were designed to accommodate an hour-long lesson while the school's timetable allows 45 minutes for literacy and numeracy, so they did not use the full 45 minutes of their timetable. The teachers appeared to prefer to use the lesson plan more as a guide than as a step-by-step process. For example, a Primary 2 teacher covered 60% of the numeracy lesson plan and 25% of the

literacy lesson plan. One teacher did not cover the lesson plan at all and referred to his own lesson notes. Instead, he adapted the lesson to suit his style of teaching and delivered a well-structured lesson, and significantly, his lesson objectives were achieved. This shows the teacher’s independence and ability to tap into his creativity to modify and adjust a pre-scripted lesson plan. The teachers made a remarkable effort in producing and procuring relevant and creative teaching aids at no cost or low cost.

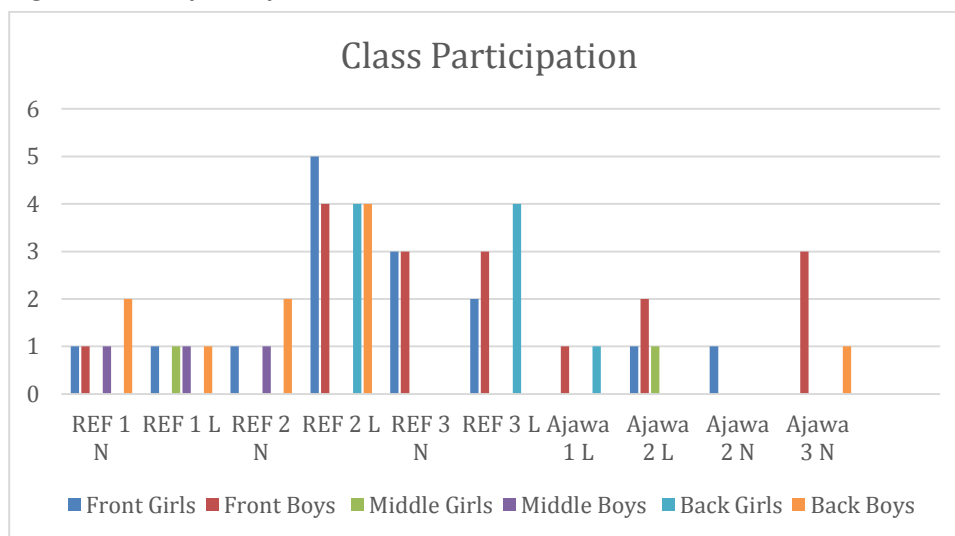
56. All three teachers delivered their lessons mostly in English with Hausa translation when needed, and in both the literacy lesson and numeracy lessons the translation was proficient. The teachers were motivated and stimulated their pupils, who engaged well with their learning and worked happily in small groups. It was evident that there was learning taking place. The seating arrangement promoted pupil participation and co-operation, which suggests that the lesson plans have helped to create this significant change in the classroom organisation.

Language use in the classroom

57. In some lessons, the teachers used mainly Hausa to deliver their lessons. This seemed to be more effective in the numeracy lessons as there was less demand for literacy skills. However, in the literacy lessons it was apparent that most pupils were not able to identify words or read simple sentences. Where the teachers used a mix of Hausa and English to deliver their lessons, the pupils showed a higher level of comprehension. In the literacy and numeracy lessons where English was the main language of instruction, it was apparent that the pupils who had a low level of English struggled to understand the teachers’ instructions and most of the lesson topic.

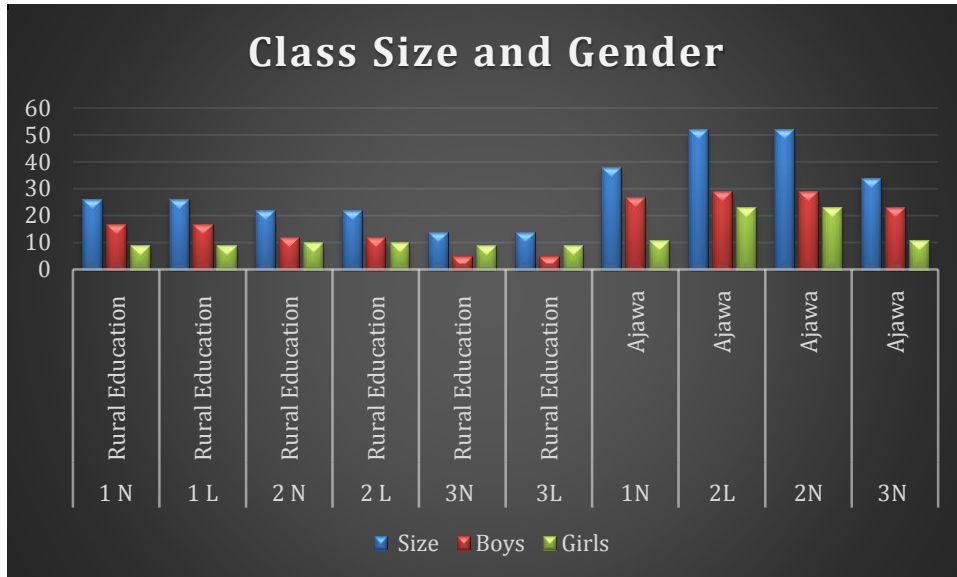
*Class and gender participation for the two schools in Jigawa State*

**Figure 1: Class participation**



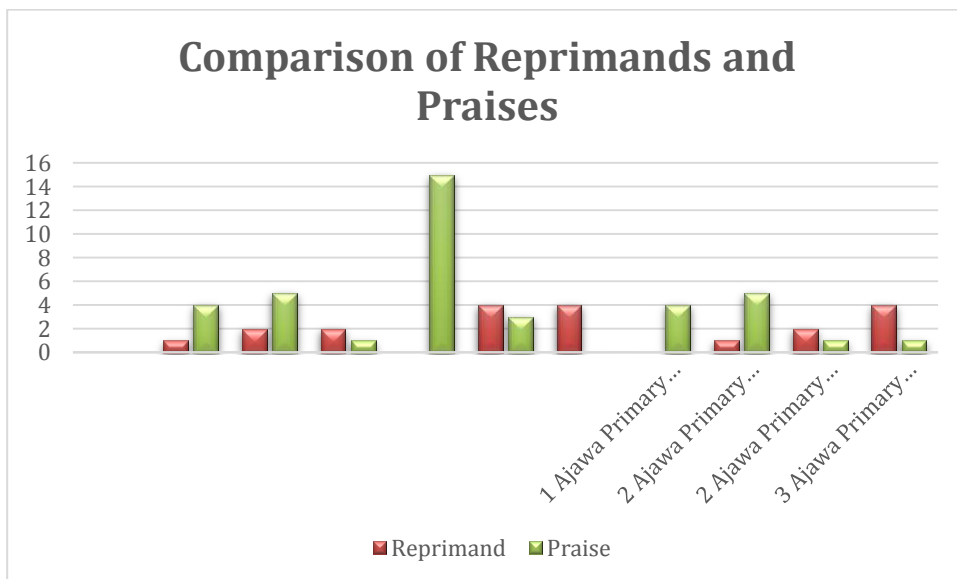
58. Figure 1 shows more pupil participation in Rural Education PS than in Ajawa PS, with high level of participation in Primary 2 and 3. Only one class of Primary 2 in Ajawa had participation from front girls, front boys and middle girls.

Figure 2: Class size and gender



59. Figure 2 shows that there are more boys than girls in Ajawa PS, the majority of whom are in Primary 2. In Rural Education PS, the graph shows that there are more boys than girls in Primary 1 and 2. In Primary 3, there are more girls than boys. When compared to Ajawa PS, the urban and rural areas may affect whether girls attend schools or not. The class sizes are larger in Ajawa PS than in Rural Education PS.

Figure 3: comparison of reprimands and praises



60. Figure 3 shows a comparison of teachers' reprimands and praises and highlights that teachers in Primary 1 and 2 of both Rural Education PS and Ajawa PS use more praises than

reprimands. The Primary 3 teachers in the older classes in Rural Education PS reprimand their children.

## Kaduna State

### *LGEA Maiduguri Road Primary School*

61. LGEA Maiduguri Road Primary School is an urban public primary school with a pupil population of 662. Three literacy and three numeracy lessons were observed, with the six teachers teaching either literacy or numeracy. All the teachers had received an average of two days' training in the use of the lesson plans and used them to deliver the lessons observed. One teacher had been using the lesson plans for two years, and five teachers had been using them for six weeks.

#### Classroom environment

62. The classrooms were in good condition and were adequately lit by natural light. The classrooms were a little hot as it was the beginning of the hot season. There were no fans to cool the room. The classroom walls displayed bright educational posters designed by the teachers. However, there was no evidence of children's work displayed on the walls. The classroom furniture consisted of bench style desks, which were in a reasonable state.

#### Classroom arrangement and organisation

63. The average class size across the six classes observed was 22, which is considered a small class size. Experimental research, most notably the STAR project findings (Hanushek 1999), has shown that smaller classes produce better educational outcomes. All classrooms observed contained a teacher's desk and chair and pupils' bench desks. The desks were arranged in clusters so that they faced each other to accommodate group work, which supported learner-centred collaborative learning. The pupils sat around the grouped desks with an average of six in a group.

#### Physical and instructional use of the lesson plans

64. At the start of their lessons, all the teachers placed the lesson plans (opened to the relevant lesson plan page) on the teacher's desk. All of the teachers referred to the lesson plan frequently during the lesson. The lesson plans were designed to accommodate an hour-long lesson, which concurred with the school's timetable. Across the six lessons observed, on average, the teachers covered 78% of the lesson plan stages in an average time of 37 minutes.



65. As not all the teachers were fluent Hausa speakers, four teachers delivered their lessons mostly in English with some Hausa translation when needed. Two teachers who were fluent Hausa speakers delivered their lesson with an even mix of English and Hausa, while one teacher delivered her lesson mainly in Hausa. The teachers made a remarkable effort in producing and procuring relevant and creative teaching aids, mostly no cost or low cost, and made good use of them. The teachers were motivated and stimulated their pupils, who engaged well with their learning and worked happily in small groups. Again, it was evident that this seating arrangement promoted pupil participation and co-operation, which suggests that the lesson plans have helped to create this significant change in classroom organisation.

#### *Kasuwan Magani Primary school*

66. Kasuwan Magani Primary School is a semi-urban public primary school with a pupil population of 1751. Three literacy and three numeracy lessons were observed, with the six teachers teaching either literacy or numeracy. All the teachers had received an average of two days' training in the use of the lesson plans and used them to deliver the lessons observed. Two teachers had been using the lesson plans for one year and two teachers had been using the lesson plans for five months.

#### Classroom environment

67. The classrooms were in good condition and were adequately lit by natural light. As with Maiduguri Road Primary School, the classrooms were a little hot as it was the beginning of

the hot season. There were no fans to cool the room. The classroom had no educational posters or children's work displayed on the walls. The classroom furniture consisted of bench style desks, which were in a reasonable state.

#### Classroom arrangement and organisation

68. The average class size across the six classes observed was 93, which is considered a large class size. All classrooms observed contained a teacher's desk and chair and pupils' bench desks. The desks were arranged in clusters so that they faced each other to accommodate group work, and the pupils sat around the grouped desks with an average of 16 pupils in a group. Pupils who could not find space on a bench sat on the floor. In one class, there were 40 students sitting on the floor. In the larger class sizes, the grouped desks were close together, which made it difficult to distinguish one group from another.

#### Physical and instructional use of the lesson plans

69. At the start of their lessons, all the teachers placed the lesson plans (opened to the relevant lesson plan page) on the teacher's desk or on a pupil's desk, and at times held it in their hand. All of the teachers referred to the lesson plan frequently during the lesson.



70. The lesson plans were designed to accommodate an hour-long lesson, which concurred with the school's timetable. Across the six lessons observed, on average, the teachers covered 37% of the lesson plan stages in an average time of 35 minutes. The teachers produced appropriate teaching aids and one teacher had constructed a rudimentary but

effective scale to teach non-standard measurements. Three out of five teachers delivered their lessons with an even mix of English and Hausa, while two teachers delivered their lessons mainly in Hausa and English respectively.

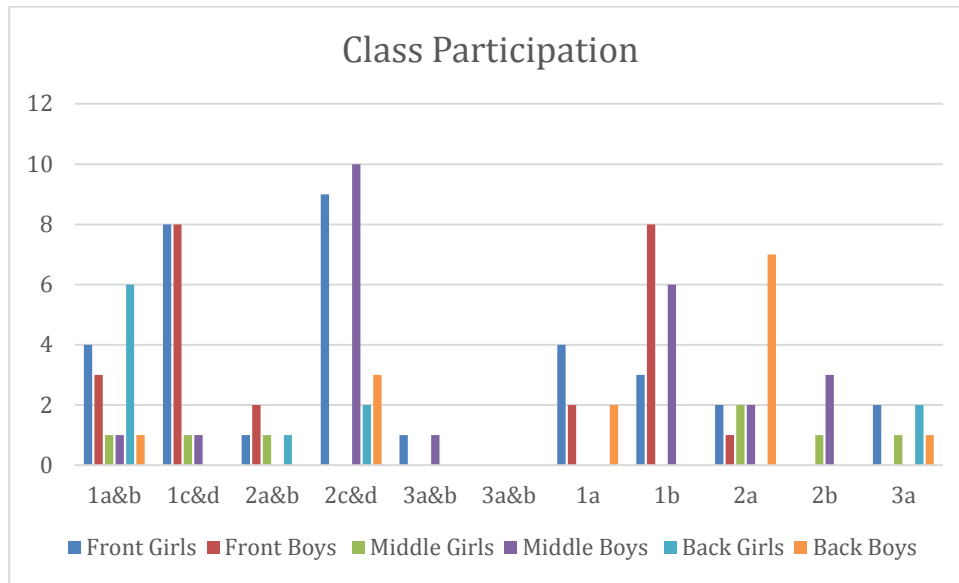


71. The large class sizes appeared to affect the quality of the lesson delivery for most of the teachers. Despite teachers' attempts to follow the stages of the lesson plans in order to deliver an effective lesson, four out of the five teachers observed struggled to keep control of their class. Their determined efforts were thwarted by disruptive pupil behaviour. Few pupils participated or engaged in the lessons or paid attention. The noise levels were high, and pupils engaged in their own conversations. Some pupils resorted to hitting each other and throwing objects around the classroom, despite numerous reprimands from the teachers. This level of indiscipline resulted in two teachers becoming visibly distressed as they failed to gain control of their respective classes. This implies that the teachers would benefit from more training in classroom management or how to manage large class sizes.



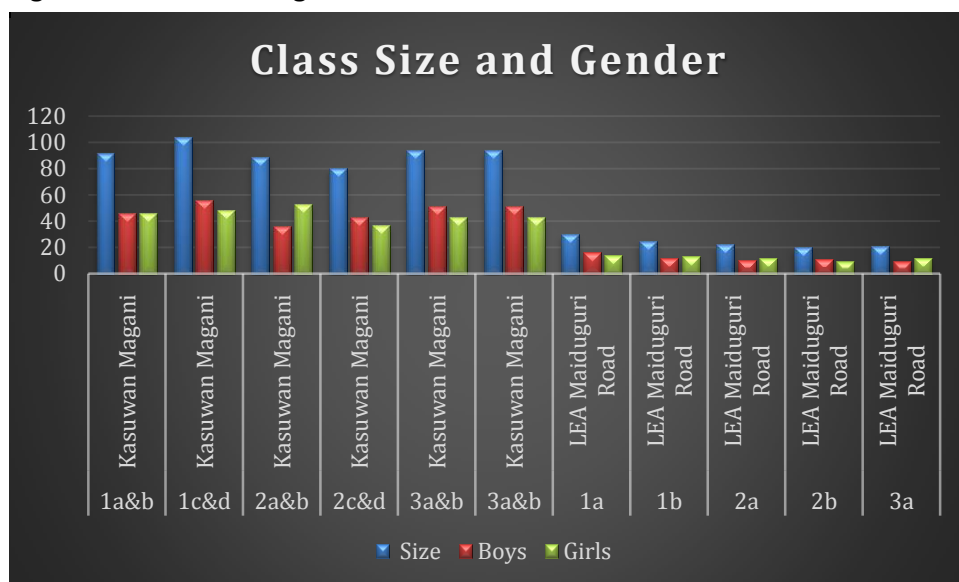
*Class and gender participation for the two schools in Kaduna State*

**Figure 4: Class participation for the two schools in Kaduna State**



72. Figure 4 shows class participation rating, and indicates that teachers in Primary 1 involve more pupils in their activities, while there was less participation of pupils in Primary 3 classes of Kasuwan Magani PS. There was a high level of participation of the front girls and boys and the middle girls in Primary 1a and b. Primary 1c and d also had more participation from the front of the class. Primary 2c and d had more participation from the middle boys. Maiduguri Road PS had more participation in three classes – 1a, 1b and 2a – while the others had less participation.

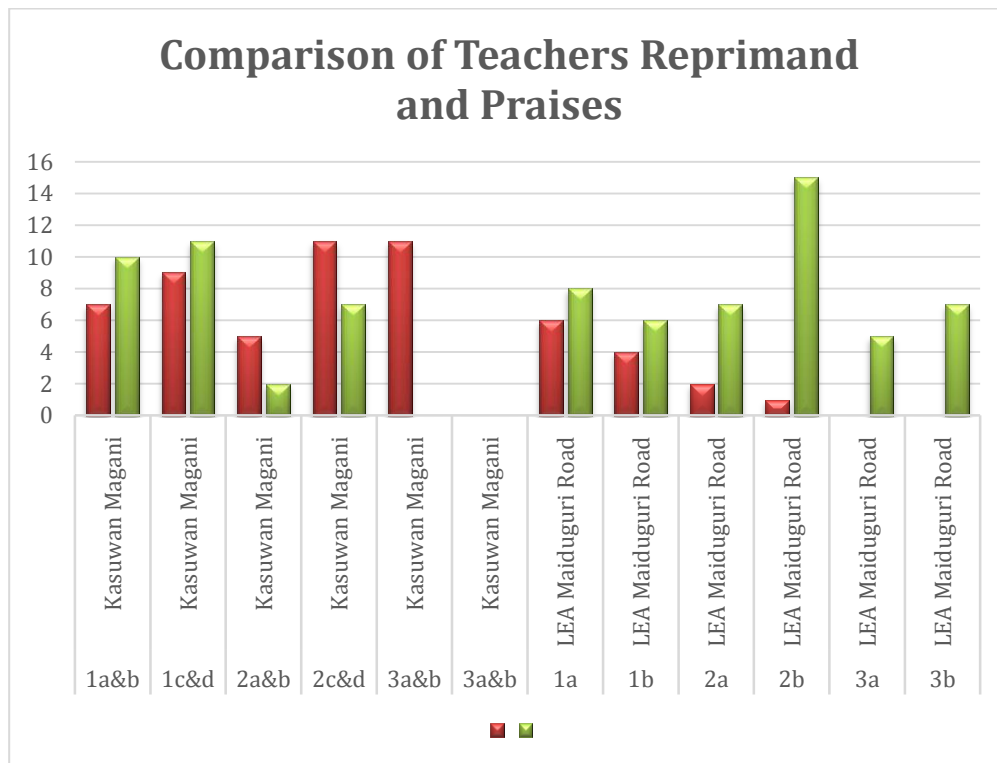
**Figure 5: Class size and gender**



73. Figure 5 shows that Kasuwan Magani PS had more children and larger class sizes than Maiduguri Road PS. The class sizes might be due to the school-feeding programme. It may also be that in a rural area there are fewer school options. Maiduguri Road PS, on the

other hand, is situated in an urban area, where there is a higher level of both private and public schools. The chart shows that both schools had a similar level of gender participation in their classes. Primary 1a and b has the same number of boys and girls, while there is a higher number of girls than boys in Primary 2 and 3 in Kasuwan Magani PS. Maiduguri Road PS has a higher number of girls than boys in Primary 1a, and a slightly higher number of boys in Primary 1b, 2a and 3a.

**Figure 6: Comparison of Teacher reprimands and praises Kaduna State schools**



74. Figure 6 shows a comparison of teachers' reprimands and praises. Teachers in Primary 1 use more praises than reprimands in both schools visited. The teachers in the older classes in LEA Maiduguri Road praise their children more than those in Kasuwan Magani PS. This difference might be attributed to the large class sizes in Kasuwan Magani.

## Kano State

### Hausawa Primary School

75. Hausawa Primary School is an urban public primary school with a pupil population of 895. Three literacy and two numeracy lessons were observed, with the four teachers teaching either literacy or numeracy. All the teachers had received an average of two days' training in the use of the lesson plans, and used them to deliver the lessons observed. All the teachers had been using the lesson plans for three months.

### Classroom environment

76. The classrooms were in a semi-derelict condition and were adequately lit by natural light. All of the classrooms had uneven floors that were littered with varying sized wide cracks.

This environment would be considered unsafe for teachers and pupils to be in. The walls bore some educational posters. The classroom temperature was a little cold as it was what is considered the cold season, where temperatures can fall to as low as 10 degrees at the start of the school day, and the pupils were not adequately dressed for the cold temperatures.

#### Classroom arrangement and organisation

77. The average class size across the six classes observed was 66, which is considered a large class size. All classrooms observed contained a teacher's desk and chair and pupils' bench desks. The desks were arranged in clusters so that they faced each other to accommodate group work and the pupils sat around the grouped desks, with an average of ten pupils in a group. Pupils who could not find space on a bench sat on the floor. In one class, there were 35 students sitting on the floor. In the larger class sizes, the grouped desks were close together, which made it difficult to distinguish one group from another.

#### Physical and instructional use of the lesson plans

78. At the start of their lessons, all the teachers placed the lesson plans (opened to the relevant lesson plan page) on the teacher's desk or on a pupil's desk. All of the teachers referred to the lesson plan frequently during the lesson.
79. The lesson plans were designed to accommodate an hour-long lesson, while the school's timetable allows 45 minutes for literacy and numeracy. Across the six lessons observed, on average, the teachers covered 66% of the lesson plan stages in an average time of 41 minutes. The teachers produced appropriate no cost to low cost teaching aids. All the teachers delivered their lessons in Hausa. This may be due to the teachers' and pupils' limited English language skills.
80. The large class sizes did not appear to affect the quality of the lesson delivery for all of the teachers. The lessons were mainly pupil-centred, and most of the teachers were motivated and stimulated their pupils. Most pupils showed enthusiasm and worked well in groups, supporting each other in their learning. As a result, some pupils were able to achieve the learning outcomes set out in the lesson plan.

#### ***Naibawa Special Primary School***

81. Naibawa Special Primary School is a semi-urban public primary school with a pupil population of 2329. Three literacy and three numeracy lessons were observed, with the six teachers teaching either literacy or numeracy. All the teachers had received an average of three days' training in the use of the lesson plans and used them to deliver the lessons observed. Two teachers had been using the lesson plans for one year, and four teachers had been using the lesson plans for six months.

### Classroom environment

82. The classrooms were in good condition and were adequately lit by natural light. The classroom furniture consisted of bench style desks, which were in a reasonable state. The walls displayed no educational posters or children's work. The classroom temperature was a little cold as it was what is considered the cold season, where temperatures can fall to as low as 10 degrees at the start of the school day, and most of the pupils were not adequately dressed for the cold temperature.

### Classroom arrangement and organisation

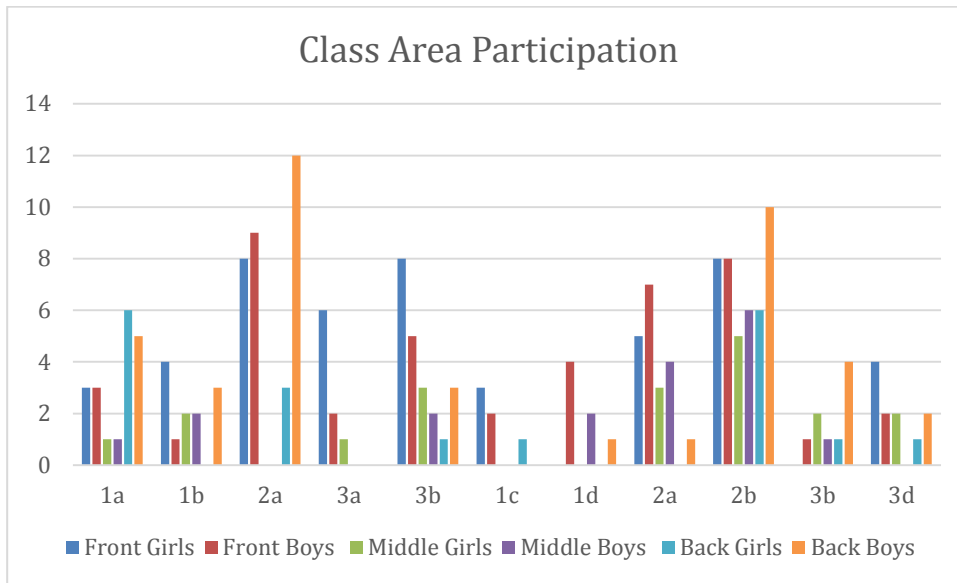
83. The average class size across the six classes observed was 118, which is considered a large class size. All classrooms observed contained a teacher's desk and chair and pupils' bench desks. The desks were arranged in clusters so that they faced each other to accommodate group work, and the pupils sat around the grouped desks, with an average of 17 pupils in a group. Pupils who could not find space on a bench sat on the floor. In one class, there were 22 students sitting on the floor. In the larger class sizes, the grouped desks were close together, which made it difficult to distinguish one group from another.

### Physical and instructional use of the lesson plans

84. At the start of their lessons all the teachers placed the lesson plans (opened to the relevant lesson plan page) on the teacher's desk or on a pupil's desk. All the teachers with the exception of one referred to the lesson plan frequently during the lesson.
85. The lesson plans were designed to accommodate an hour-long lesson, while the school's timetable allows 45 minutes for literacy and numeracy. Across the six lessons observed, on average, the teachers covered 55% of the lesson plan stages in an average time of 35 minutes. The teachers produced appropriate no cost to low cost teaching aids. Four teachers delivered their lessons mainly in Hausa, and one teacher used a mix of English and Hausa. This may be due to the teachers' and pupils' limited English language skills. One teacher delivered the lesson in English, albeit a very poor level of English.
86. The overcrowded classrooms did not appear to affect the quality of the lesson delivery for all of the teachers. Some teachers had a teaching assistant to help with class management, and most pupils participated or engaged in the lessons. Four of the six lessons observed were largely teacher-centred with the teacher doing most of the talking, and two lessons were more pupil-centred. It was evident that, in the lessons where there was an emphasis on pupil-centred learning, some pupils were able to achieve at least one of the learning outcomes set out in the lesson plans.

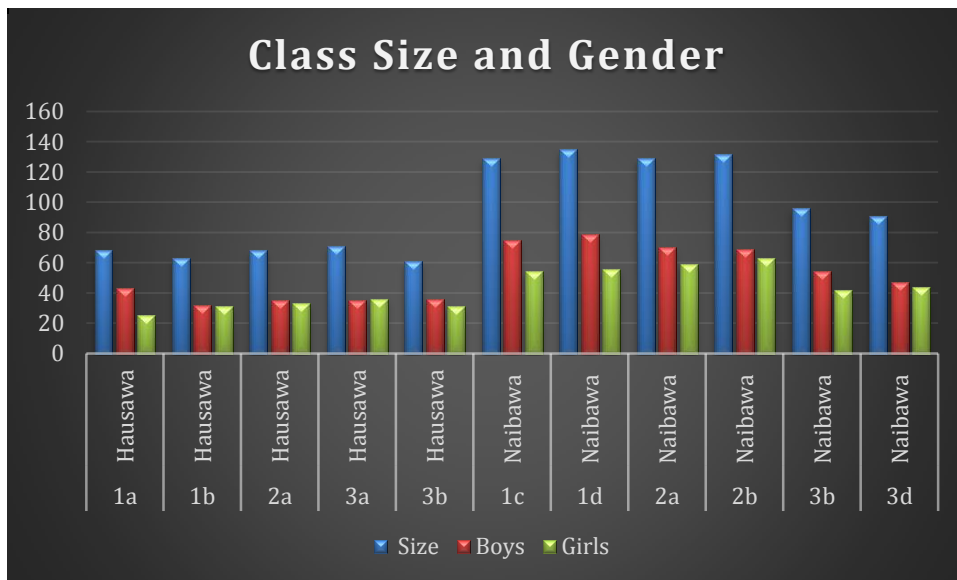
*Class and gender participation for the two schools in Kano State*

**Figure 7: Class participation**



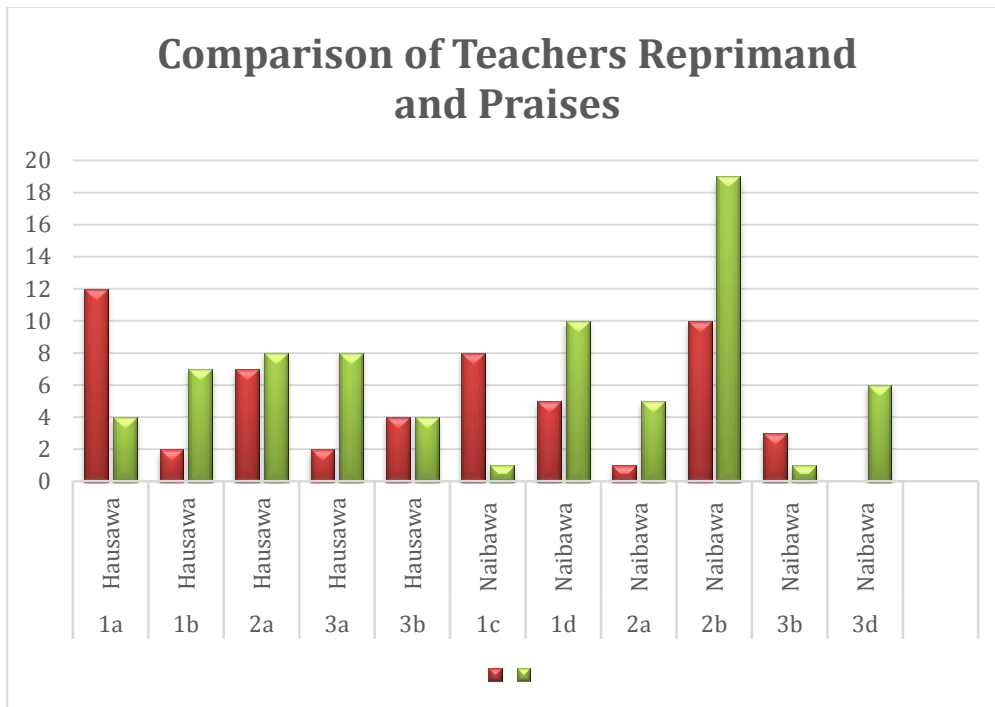
87. Figure 7 shows that teachers in Primary 2 in Naibawa PS involve a lot of students in their activities, while there was less participation of students in Primary 1c and d of the same school and in Primary 3 classes of Hausawa PS. There was a high level of participation of the back boys of Primary 2 in Hausawa PS and Naibawa PS. The Primary 2a, 3b and 2b in Hausawa PS had more participation from the front of the class as well.

**Figure 8: Class size and gender**



88. Figure 8 shows the level of boys and girls and the class size. Classes are much larger in the Naibawa PS area as compared to Hausawa PS. There are almost the same number of boys and girls in the classes in Hausawa PS, while Naibawa PS has more boys than girls.

**Figure 9: comparison of teachers reprimands and praises**



89. Figure 9 shows the level of teachers' praises as against the reprimands. The teachers in Primary 1a and c and Primary 2b reprimanded their children more than teachers in the other classes. This may be due to the playful nature of children at that age. Generally, there were more praises than reprimands in both schools.

90. In all of the classroom observations, there was only one incidence of corporal punishment, which was administered to Primary 3 boys. The class size was large and the teacher's frustration resulted in an over-reaction. Overall, the teacher-pupil relationship was of mutual respect, and at no time were the pupils at risk of warranting any instigation of child protection procedures.

### Interviews in Jigawa, Kaduna and Kano State

#### *The teachers*

91. Post-observation interviews were conducted with 28 teachers across the three participating states. At first, the questions were asked in English and repeated or simplified where necessary. Kano and Jigawa teachers showed a low level of English language capacity and struggled to understand the questions or provide in-depth responses. It became necessary to ask most of the questions in the language of the environment (Hausa), which allowed the teachers to provide more detailed answers. However, Ajawa PS teachers showed signs of low morale and this affected their willingness to provide expansive responses.

92. In Jigawa State, three out of four teachers were interviewed using a mix of Hausa and English. In Kano State, seven out of ten teachers were interviewed using mostly Hausa, while in Kaduna State eight out of 11 teachers whose mother tongue is not Hausa preferred to

use English to express themselves. Kaduna State is diverse, being made up of over 50 ethnic groups, and, although Hausa is spoken widely, it is a second language to many of the ethnic groups. (Osaghae 1991)

#### Learning objectives of the lesson

93. Twenty-seven teachers felt that their lessons had been delivered well and some or all of the learning outcomes had been achieved. This was true of most of the lessons, with the exception of four lessons that did not achieve the learning outcomes. This was either as a result of some pupils' disruptive behaviour, as was the case in Kaduna State, or, as in Kano State, where the teaching skills and competencies were very poor and the lesson was dominated by teacher-talk.

#### Lesson plan introduction and training

94. Twenty-one of the teachers interviewed felt positive at the prospect of the introduction of the lesson plans, and seven teachers were cautious, as they perceived that the lesson plans would be a challenge to use. However, their fears were quickly dispelled when they reviewed them and received training in how to use them. Twenty-four out of 28 teachers felt the number of days training was sufficient, while only four teachers disagreed. Almost all of the teachers were satisfied with the training they were given, with phonics, song singing and teaching aids among the most popular aspects of the training.

#### Using the lesson plans as a teaching resource

95. All of the teachers were happy with the content, design and layout of the lesson plans, and 19 out of 28 teachers felt very confident in using the lesson plans. Twenty-six out of 28 teachers expressed that they were satisfied with the language level used in the lesson plans. They are confident with the readability and find that they can easily translate into the local language.

“The language in the lesson plans is written in very simple English and it is very easy to translate into the local language. In our own lesson plans there were difficult words and we used to use a dictionary but with the ESSPIN lesson plans we can easily understand the words.” (Kano State)

“The language is simple and it is clear for anyone to understand. Actually there is nothing like grammar that will confuse the students at all, it has been simplified as the lesson plan has guided. So it helps a lot for pupils to learn easily.” (Kaduna State)

#### Lesson plan impact on teaching skills, competencies and pedagogy

96. The teachers have noticed that using the lesson plans has improved their teaching, shifting it from a teacher-centred style to a more learner-centred approach. Group work and the use of teaching aids have resulted in less teacher-talk and greater pupil participation. Most of the teachers neglected the pair task activities as they felt these had timing implications,

and sometimes there were not enough resources to accommodate pair tasks. The teachers expressed that the lesson plans have helped provide better structure to their lessons and the timed stages have improved their lesson time management skills. Some of the teachers revealed that the lesson plans have increased their enthusiasm for teaching and have also helped to deepen and widen their subject knowledge.

“I like the way how the lesson is divided into stages and show how much time to spend on each stage”  
(Jigawa State)

#### Lesson plan impact on pupils’ participation and learning outcomes

97. All the teachers expressed that, as a result of incorporating the lesson plans into their teaching, they have seen a change in the way the pupils are learning. The teachers all agree that, as a result of grouping, the pupils are participating more and that this is improving their learning outcomes. Some teachers observed that the activities and use of teaching aids in the lesson plans are having a positive impact on learning and pupil-teacher relationship, as teachers are communicating more with their pupils.

“The lesson plans are easier to understand and the use of teaching aids, songs and rhymes help the pupils learn better.”  
(Kano State)

#### Lesson plan challenges

98. In Ajawa PS, Jigawa State, the teachers’ standard of English was very poor and so consequently they were not as confident in using the lesson plans. Three out of four teachers admitted that they sometimes struggle with the language in the lesson plans, and as a result find it difficult to translate some words into the local language. In Rural Education Foundation PS, the teachers stated that they were not able to complete the one-hour long lesson plan in the allocated 45 minutes for literacy and numeracy. Timing was a cause for concern for most teachers in Jigawa and Kano, with teachers not being able to cover the entire lesson plan. In contrast, Maiduguri Road PS teachers, Kaduna State, did not experience this setback as the school timetable allocates one hour to literacy and numeracy.
99. Kano State teachers identified that phonics is a challenge as they themselves have acquired a poor level of English as a second language. Also, sometimes the language in the lesson plans was difficult to translate. This highlights gaps in their English language skills, which most likely stem from poor previous schooling and pre-professional training failing to build



their capacity. Kasuwan Magani PS teachers, Kaduna State, lamented that the lesson plans were not as easy to follow when teaching in overcrowded classrooms. They felt that group work and pair tasks were severely compromised as a result. Some teachers complained that the lesson plans contained too many activities for a 45-minute lesson, and suggested that they be reduced or that the government allocate one hour to the lesson. Some teachers struggled to sing the songs and felt that some rhymes did not suit the cultural context. However, they were not able to give any examples of this.

100. Most teachers bemoaned the fact that it is not always cheap to produce or source teaching aids, as the school did not always bear the cost. Another cause for concern was that the lesson plans were not delivered on time by SUBEB, and this meant that the teachers would fall behind in the weekly and daily schedule. They requested that the lesson plans be delivered promptly at the start of each term.

#### Head teacher and SSO support in the use of lesson plans

101. Most teachers felt well supported by their head teachers in the use of the lesson plans. In Rural Education Foundation PS, Jigawa State, the teachers praised head teachers' efforts in translating challenging words and in providing teaching aids and materials to produce teaching aids. The head teacher observes the teachers' lessons every two weeks and provides helpful tips on improved lesson plan use. The teachers added that they also receive some support from the SSOs, who visit the schools once or twice a week to observe part of their lessons and provide verbal feedback.
102. In Ajawa PS, Jigawa State, teachers felt supported by the head teacher and SSOs in the provision of teaching aids. They attend weekly meetings with the head teacher to discuss any issues regarding the lesson plans.
103. In Kaduna State, the teachers confirmed that the head teacher sources teaching aids and observes their lessons and provides positive, encouraging and helpful feedback. However, they gave varying times with regard to the frequency of the observations. Maiduguri Road PS teachers stated that there are no meetings scheduled with the head teacher to discuss lesson plan issues, while in Kasuwan Magani PS, the head teacher holds meetings with the teachers once every two weeks to discuss any problems with the lesson plans. The teachers lamented that the SSOs' visits were irregular and that they had not visited for three months.
104. In Hausawa PS, Kano State, the teachers commented that the head teacher supports them by providing teaching aids. All the teachers affirmed that they meet once a week with the head teacher to discuss any problems with lesson plan use. As in the case of Kano, the teachers commented that the SSOs' visits were also irregular. Naibawa PS teachers also felt supported by the head teacher and the SSOs, expressing that they are provided with teaching aids. The teachers affirmed that the SSOs visit two to three times a week and

observe lessons and follow up with verbal feedback. In both the Kano schools, the teachers meet together once a week to collaborate and share ideas.

### *Head teacher interviews – Jigawa, Kaduna and Kano States*

105. All the head teachers regarded the introduction of the lesson plans into their schools as a very welcome intervention, and applauded ESSPINs efforts in supporting teacher development. They all confirmed that the schools had received the lesson plans for Primary 1-3. In Jigawa State, Ajawa PS had been using the lesson plans for two years, while Rural Education Foundation PS had been using the lesson plans for six months. This was the same for Kaduna State, where the lesson plans had also been in use in Maiduguri Road PS for two years and for six months in Kasuwan Magani PS. According to the head teacher of Naibawa PS, Kano State, the lesson plans had been in use for three years, while the head teacher for Hausawa PS, Kano State, was not able to quantify how long the lesson plans had been in use.

106. The head teachers from all the participating schools confirmed that the three teachers and the head teacher attended a two to three day lesson plan training workshop, which was delivered by the SSOs. The head teachers observed that the training was successful and the teachers responded positively and engaged well with the workshop. The head teachers also commented that, as a result of the lesson plans, the teachers showed a noticeable change in their teaching style, adopting a more pupil-centred approach, which is also changing the way pupils learn. In particular, the head teachers have observed that the teaching aids and the group tasks help teachers to deliver lessons more confidently and more effectively. They also note that the language used in the lesson plans is helping in developing the teachers' language skills.

### Head teacher support to teachers in lesson plan use

107. In all the schools, the head teachers asserted that they support the teachers by providing them with teaching aids, conducting lesson observations and providing verbal and written feedback. They also said that they meet regularly with their teachers to offer advice and discuss any problems regarding the lesson plans. With the exception of Maiduguri Road PS, the head teachers' responses regarding meeting with the teachers correspond with the teachers' responses.

### SSO support to head teachers

108. The SSOs' role is to act as a support to the head teachers in the schools, providing mentoring, additional training and monitoring progress. In Ajawa PS, Jigawa State, the head teacher stated that the SSOs visit the school every two weeks. He also commented that the SSOs also conduct classroom observations. However, he was not able to say how often the observations take place or the duration of each lesson observation. In Rural Education Foundation PS, the head teacher stated that the SSOs provide support by visiting

the school once a month. He was not able to enumerate what kind of support the SSOs provided.

109. In Maiduguri Road PS, the head teacher claimed that the SSOs conduct classroom observations. However, as with the Ajawa PS head teacher, she was not able to provide further details. Her response also contradicted that of the teachers regarding SSO school visits. The Kasuwan Magani PS head teacher lamented that the SSOs' visits had reduced significantly and that they had not visited for the last three months. This number corresponded with the teachers' response to the same enquiry.

110. In contrast, both head teachers in the schools in Kano State specified that the SSOs visit on a weekly basis. The Hausawa PS head teacher praised the SSOs' efforts in supporting the school, and attested that, in addition to conducting lesson observations, they also observe the head teacher carrying out lesson observations. He added that the SSOs provide written feedback but do not leave a copy for the school. They also set out action plans for the school to implement. The Naibawa PS head teacher stated that the SSOs observed lessons and assisted in sourcing teaching aids.

111. From most of the head teachers' comments, it is evident that the SSOs visit the schools and provide some support such as providing teaching aid and observing some teaching. However, the head teachers were not able to provide documentary evidence that shows specific SSO activity.

### Focus Group Discussions

112. The five focus group discussions held uncovered many commonalities and highlighted the difference in the systems the teachers had been using to deliver their lessons prior to the introduction of the ESSPIN lesson plans. The teachers explained that previously they would create lesson notes from the topics set out in the NERDC curriculum. They stressed that this was a challenging and time-consuming process as the language was too advanced and it was more difficult to translate the words into the local language. The NERDC curriculum is written in a way that imposes a didactic teaching style and typifies a technical approach to learning. The teachers were very happy with the ESSPIN lesson plans as their workload had been significantly reduced and simplified. They also noticed that the lesson plans encouraged pupil-centred learning with the teacher acting as a guide.



113. The question addressing language and the lesson plans, i.e. should the lesson plans be written in Hausa, elicited a mixed response. Some teachers agreed that this would not be helpful as it would obstruct the learning of English. In Kano and Jigawa States, where, as stated earlier, the English language level is low, some teachers felt that the lesson plans could either be written in Hausa, or at least have Hausa elements within. Two of the teachers opined that using a mix of English and Hausa would help the children learn more quickly. One teacher suggested printing an English version and a Hausa version so that the teachers could then choose which one to use. In this way, teachers who do not speak the language of the environment would still have the choice to use the English version. This of course would have serious resource implications.

“The English one (lesson plan) is enough and it’s okay. If you write another one in Hausa, it will make the learning of English to be stopped.” (FGD -Jigawa State)

114. Three out of six of the Kaduna State teachers, who are second or third language speakers of Hausa, rejected the idea of the lesson plans being written in Hausa. They reasoned that producing the lesson plans in the language of the environment would prevent the pupils learning English proficiently. The other half supported the notion of lesson plans in Hausa.

“The local language is good. There are some teachers in their environment that may only know how to speak Hausa. If the lesson plans are written in Hausa they can use it.” (FGD- Kaduna State)

115. When asked what aspects of the lesson plan they would they change, most responses included reduction of activities due to timing constraints, and, in the case of the schools with large class sizes, removing the pair tasks, as limited teaching aids and resources meant that pair tasks were difficult to implement.

## Conclusions and Next Steps

116. The purpose of the current study is to determine how effectively the teachers in Primary 1-3 literacy and numeracy classes are using the ESSPIN lesson plans. It must be cautioned that this was a small sample size and did not benefit from the advantage of multiple observations. However, the study has shown that most teachers are using the lesson plans with a good level of efficacy, and that there has been an appreciable change in the way teachers are delivering their lessons. One or more of the significant findings to emerge from this study is that, as a result of the use of the lesson plans, there has been a consequential shift from the didactic teacher-centred teaching style to a much more pupil-centred learning approach. This has led to an increased improvement in teachers' skills and competency levels.

117. This study has also found that most of the teachers used the lesson plans confidently and followed some of the lesson plan stages effectively to deliver their lessons. However, the plenary stage, which is regarded as a critical indicator as to whether lesson objectives have been achieved (Dixie 2011), is often left out. The teachers have also made good use of teaching aids. However, many teachers are challenged with effective group and pair work. The pupils are sitting in groups but not necessarily working as a group. This may be attributed to large numbers within a group or not enough teaching resources and aids to carry out the activities adequately. This could be remedied by SSIT providing further training on group and pair work activity, and on how to manage and teach large class sizes. In addition, SSOs could further support teachers by offering lesson plan refresher classes to emphasise important issues such as the plenary stage of a lesson. In addition to their routine school visits, SSOs could provide more practical support, particularly in the area of lesson observations, where they can detect problems, provide feedback and implement pragmatic action plans that improve the teachers' performance.

118. More importantly, the classroom observations reveal increased pupil participation, and it is evident that some learning is taking place, significantly in Primary 1 and 2 and in smaller class sizes. This may be due to the fact that Primary 3 pupils may have missed out on the early building blocks of literacy and numeracy. This study did not assess pupil's learning achievements. Therefore it would be difficult to gauge the long term linear progress pupils are making in literacy in terms of identifying words correctly, reading simple sentences or reading for understanding, or in the case of numeracy, understanding number concepts.

119. Despite these improvements, there are still problems with teachers' literacy skills, and this was more problematic in Kano and Jigawa States. The SSIT could introduce reading

assessments to measure the level of teachers' literacy skills, and then work towards building the capacity of the teachers through reading classes or English language enhancement classes. In addition, teachers would benefit from further on-site support.

120. Teaching the letter sounds still remains an issue as most of the teachers are challenged with sounding them out correctly. This phenomenon was more evident in Jigawa and Kano States. A phonics-sounding device as an additional resource would help to correct any fossilised errors, or at least prevent further faulty input from the teacher.
121. Although Hausa is the language of the environment in all the participating states, there was variation in Hausa competency skills among the teachers. Government could explore this aspect of language use in the classroom, and set up programmes to train teachers to gain professional Hausa language skills.
122. Gender balance and participation varied across the participating classes. However, the study showed a narrow gap between the number of participating males and females. There is no requirement for any corrective measures, and a larger study would need to be conducted to reflect a detailed scientific picture.
123. To conclude, from the evidence derived from this study, ESSPIN's lesson plan intervention is changing the way teachers are behaving in the classroom. As part of teacher development, the lesson plans have contributed to strengthening teachers' generic teaching skills. The lesson plans have played an integral part in initiating a welcome departure from a teacher-centred style of teaching to a pupil-centred approach. LGEAs must build on the work that has been developed and should further strengthen and support teachers in order to sustain a lasting continuum.

## Annex 1: The Fieldwork Instruments

### A1.1 Pre-observation interview questions

<b>PRE-OBSERVATION QUESTIONS</b>		
<b>NAME OF SCHOOL:</b>	<b>STATE:</b>	<b>LGEA:</b>
<b>NAME OF TEACHER:</b>	<b>SUBJECT:</b>	<b>CLASS:</b>
<b>OBSERVER NAME:</b>	<b>DATE:</b>	
Lesson plan		
<ol style="list-style-type: none"> <li>1. Which lesson from the lesson plan will you teach on the day of the classroom observation? Have you had a chance to go through this lesson?</li> <li>2. Will you use the prepared lesson plans provided by the school?</li> </ol>		
Learning goals and objectives		
<ol style="list-style-type: none"> <li>3. What will be your lesson objective(s)?</li> </ol>		
Assessment		
<ol style="list-style-type: none"> <li>4. How will you know if your lesson objective(s) have been achieved?</li> </ol>		
Instructional Strategies and Activities		
<ol style="list-style-type: none"> <li>5. What teaching style/strategy of teaching will you incorporate into the lesson?</li> </ol>		
Other		
<ol style="list-style-type: none"> <li>6. Is there anything in particular you would like the observer to focus on</li> </ol>		

### A1.2 Lesson observation checklist

SCHOOL _____ Year Group _____	
STATE _____ LGEA _____	
Class _____ Teacher's name _____	
Subject _____ Lesson Plan Week _____ Day _____	
Class Size _____	
Observer _____	Date _____ Start _____
	Finish _____
Classroom Climate	Comment
Classroom clear of obstacles and seating planned          <input type="checkbox"/>	
Pupils move around the classroom with ease. Adequate space to perform activities          <input type="checkbox"/>	
Pupils work displayed on walls          <input type="checkbox"/>	



Whole class teaching	
Access to teaching resources <input type="checkbox"/>	
Use of Teaching Aids <input type="checkbox"/>	
Where do teachers place the lesson plans? <input type="checkbox"/>	
How frequently do they refer to the lesson plans during the lesson? <input type="checkbox"/>	
	Comments
All pupils understand the teachers instructions <input type="checkbox"/>	

Teacher checks for understanding of vocabulary and instructions <input type="checkbox"/>	
Language used is appropriate for pupils level <input type="checkbox"/>	
Local language used to explain aspects of the lesson <input type="checkbox"/>	
Teacher translates from English to local language proficiently <input type="checkbox"/>	

Teacher checks for understanding of translation <input type="checkbox"/>	
Do pupils understand the questions? <input type="checkbox"/>	
Questions used to ensure pupils are listening <input type="checkbox"/>	
Time is given (thinking time) to allow for response <input type="checkbox"/>	
	Comments
Pupils given time and opportunity to help one another <input type="checkbox"/>	
Are the teaching aids used in activities appropriate? <input type="checkbox"/>	
Lesson is following timing schedule of lesson plan <input type="checkbox"/>	
Plenary ensures that learning outcomes <input type="checkbox"/>	

<b>Group and Pair Task</b>		
Tasks clearly explained or modelled, checking for understanding	<input type="checkbox"/>	
Materials and resources available and accessible for all pupils	<input type="checkbox"/>	
Tasks linked to earlier or later learning	<input type="checkbox"/>	
<b>Tasks simplified or extended for pupils</b> or groups of pupils	<input type="checkbox"/>	
Pupils are helped to stay on task	<input type="checkbox"/>	
		<b>Comments</b>
Appropriate behaviour noticed, praised, rewarded	<input type="checkbox"/>	
Pupil Teacher relationship		
Treatment of pupils by teacher		

INDIVIDUAL TASK	
Pupils are helped to stay on task <input type="checkbox"/>	
Assessment is used effectively during the lesson to progress learning. <input type="checkbox"/>	
Help given to pupils who need support <input type="checkbox"/>	

What improvements could be made?	
Signature (Observer)	
Signature (Teacher)	
Date	

**A1.3 Classroom observation participation mapping**

**SCHOOL** \_\_\_\_\_ **Year Group** \_\_\_\_\_

**STATE** \_\_\_\_\_ **LGEA** \_\_\_\_\_

**Class** \_\_\_\_\_ **Arm** \_\_\_\_\_

**Subject** \_\_\_\_\_ **Date** \_\_\_\_\_

**Class Size** \_\_\_\_\_

**No. of Boys** \_\_\_\_\_ **No of Girls** \_\_\_\_\_

**Participation Mapping**

Sketch layout of class furniture. Use back of sheet or extra sheet provided.

**Number of rows** \_\_\_\_\_

**Number of pupils to a bench** \_\_\_\_\_

Are pupils sitting on the floor? distribution of girls/boys).

Divide area into six segments (SEE FIGURE SHOWN)

Write B or G in the corresponding classroom area whenever a boy or girl is involved by the teacher

**Participation**

FRONT

Area 1	Area 4
Area 2	Area 5
Area 3	Area 6

BACK

Teacher reprimand or praise

Teacher reprimand																			
Teacher Praise																			

Teacher reprimand																			
Teacher Praise																			

Teacher reprimand																			
Teacher Praise																			

Teacher reprimand																			
Teacher Praise																			

Teacher reprimand																	
Teacher Praise																	

Teacher reprimand																	
Teacher Praise																	

Teacher reprimand																	
Teacher Praise																	

Teacher reprimand																	
Teacher Praise																	

Teacher reprimand																	
Teacher Praise																	

**A1.4 Post observation Interview questions for teachers**

<b>Interview questions for teachers</b>		
State _____		
LGEA _____		
School Name:		
Name of teacher:	Subject:	Class:
Date:		

<b>Interviewer Name:</b>
1. How did you feel your lesson went? (Were the lesson objectives achieved? What went well? What didn't go well? Is there anything you could have done differently?)
2. How did you first respond to the idea of ESSPIN introducing the lesson plans?
3. How satisfied were you with the training given in the use of the lesson plans?
4. How far did the training prepare you in the use of the lesson plans?
5. What aspects of the training did you enjoy? For example: phonics training
6. What aspects (if any) of the training you were not satisfied with
7. How often do you use the lesson plans?
8. On a scale of 1 -5, how confident are you in using the lesson plans?  1-very, 2-fairly, 2-quite, 4-not very, 5-not at all
9. How happy are you with the content/design/illustration of and layout of the lesson plans?
10. How happy are you with the language level of the lesson plans? Readability? Translation?
11. How have the lesson plans changed your way of teaching? In terms of teaching skills and competencies, pupil relationship.
12. What challenges have you faced when using the lesson plans? Have you been able to resolve or get support to overcome these challenges? Do you collaborate with other teachers to share ideas and solutions to challenges?
13. What (if any) changes have you seen in the pupils learning and learning outcomes?
14. What support have you received from other teachers, head teacher and SSO's and what support have you given to other teachers?
15. How often do you meet with your head teacher, deputy head teacher, SSO's other senior members of staff and other teachers to discuss feedback on the use of the lesson plans?
16. How well supported do you feel in the use of the lesson plans and in your professional development?
17. Is there anything else you would like to comment on in the use of the lesson plans?



### A1.5 Interview questions for head teachers

<p><b>Interview Questions for Head Teacher</b></p> <p><b>State:</b></p> <p><b>LGEA:</b></p> <p><b>School Name:</b></p> <p><b>Name of Head teacher:</b></p> <p><b>Date:</b></p> <p><b>Interviewer Name</b></p>
1. How did you first respond to the idea of ESSPIN introducing the lesson plans?
2. Which year groups have lesson plans?
3. How was the training given and who administered the training? How many days?
4. How did the teachers respond to the introduction of the lesson plans?
5. How well were the teachers able to engage with the lesson plans during training?
6. How long have the lesson plans been in use in each year group/arm?
7. How have you been evaluating the teacher's use of the lesson plans, i.e. classroom observations and formal discussions? How has it changed teacher's delivery of lessons, teaching style, structure, activities etc.
8. Have you been able to measure the impact of the lesson plans? If so, how? a) On the teachers – skills and competencies b) On the pupils – engagement, learning outcomes
9. How do you as head teacher support the teachers in the use of the lesson plans and ensure they are using them well?
10. How often do you meet with your teachers to discuss feedback on the use of the lesson plans?
11. How positive or negative is the feedback? Can you give examples?
12. How often do SSITs and SSOs visit the school to support the teachers in the use of the lesson plans?
13. Is there anything else you would like to comment on in the use of the lesson plans?

### A1.6 Focus Group Discussion

<b>Focus group Discussion with Teachers</b>			
<b>STATE:</b>	<b>LGEA:</b>	<b>Date:</b>	<b>Time:</b>
<b>SCHOOL:</b>			
<b>No: of teachers:</b>			
<b>Moderator:</b>			
<b>Assistant Moderator:</b>			
1. Before the introduction of the Lesson Plans what did you use to help you deliver your lessons?			
2. What do you feel the difference is (if any) between these lesson plans and what you were using before they were introduced?			
3. What do you think about the language used in the lesson plans?			
4. How do you feel about the lesson plans being written in English?			
5. How would you feel if the lesson plans were written in Hausa?			
6. What do you like best about the lesson plans?			
7. What do you like least about the lesson plans?			
8. What things would you change in the lesson plans?			
9. Of all things we have discussed, what to you is the most important?			

## Annex 2: Teachers responses to interview questions

Components	Summary of Ajawa Primary School	Summary of Rural Education Foundation Primary School	Summary of Naibawa Special Primary School	Summary of Hausawa Primary School	Summary of Kasuwan Magani Primary School	Summary of LGEA Maiduguri Road Primary School
Number of teachers interviewed	4	3	6	4	6	5
CLASS SIZE:	Classes are not too large	Small class sizes and some contain fewer pupils (14).	Classes are considered large and difficult to control but teachers seemed to establish discipline and manage classes.	Classes are considered large but due to large room sizes teachers are still able to move around the classroom.	Classes are overcrowded, teacher's frustration can be felt when they are not able to control the classes.	Class sizes are considered normal
Lesson Plan	Only one teacher was one week behind	Teachers are behind on the lesson plans schedule. This might be due to late delivery of the lesson plans.	Only three out of the six teachers in this school cover 70-90% of lesson plans in time allocated.	All the teachers are behind on the lesson plans schedule. This might be due to late delivery of the lesson plans.	Teachers are on the lesson plans schedule. Only one teacher is behind by one week.	Few teachers are one week behind
Teaching aids used	Adequate and appropriate teaching aids available in the school	Adequate and appropriate teaching aids available in the school	Insufficient number of resources available in the school	Adequate and appropriate teaching aids available in the school	Adequate and appropriate teaching aids available in the school	Adequate and appropriate teaching aids available in the school

Time keeping	Most teachers used 30mins to deliver the lessons	Most teachers used 30mins to deliver the lessons	Most teachers used 25 or 35mins to deliver the lessons	Most teachers used 40mins to deliver the lessons	Three teachers are able to deliver the lesson in 40 – 60mins.	Most teachers used 40mins to deliver the lessons
Pre-observation	One out of four was able to identify her learning outcomes and teaching style. Teachers as part of their training need to be able to identify learning outcomes, teaching styles or methods and ways of assessing pupils learning. The mentoring provided by the SSO's or during training in Lesson plans can reinforce this.	Only one teacher was not specific about her learning outcomes. Teachers as part of their training need to be able to identify learning outcomes, teaching styles or methods and ways of assessing pupils learning. The mentoring provided by the SSO's or during training in Lesson plans can reinforce this.	Two out of the six teachers were specific about their learning objectives. Teachers as part of their training need to be able to identify learning outcomes, teaching styles or methods and ways of assessing pupils learning. The mentoring provided by the SSO's or during training in Lesson plans can reinforce this.	Four out of five teachers were able to identify their learning outcomes and teaching styles. Teachers as part of their training need to be able to identify learning outcomes, teaching styles or methods and ways of assessing pupils learning. The mentoring provided by the SSO's or during training in Lesson plans can reinforce this.	All teachers were specific about their learning outcomes. Teachers as part of their training need to be able to identify learning outcomes, teaching styles or methods and ways of assessing pupils learning. The mentoring provided by the SSO's or during training in Lesson plans can reinforce this.	All teachers were specific about their learning outcomes. Teachers as part of their training need to be able to identify learning outcomes, teaching styles or methods and ways of assessing pupils learning. The mentoring provided by the SSO's or during training in Lesson plans can reinforce this.
Lesson plan coverage	Most teachers can only cover 15% of lesson plans in time allocated.	Two teachers covered over 50% while one teacher did not cover any of the lesson plan	Only three out of the six teachers in this school covered 70 - 90% of lesson	Most teachers in this school covered 80% of lesson plans in time allocated, only	Most teachers in this school are not mindful of the time allocated to the	Most teachers can cover the lesson stages of the lesson plans in time

			plans in time allocated.	one covered 20% of the lesson plans.	lesson plans and do not follow the structure of the lesson plans.	allocated.
Follow lesson plan structure	None of the teachers were able to follow the structure of the lesson plans adequately	Most teachers in this school are not mindful of the time allocated to the lesson plans and do not follow the structure of the lesson plans.	Only two out of the six teachers are not able to follow the structure of the lesson plans adequately	All the teachers are able to follow the structure of the lesson plans adequately	Most teachers in this school are not mindful of the time allocated to the lesson plans and do not follow the structure of the lesson plans.	Most of the teachers follow the structure of the lesson plans adequately
Teacher talk and teaching style or method	One out of three teachers adopted a teacher-centred style of teaching	All the teachers observed adopted a pupil-centred approach.	Four out of the six teachers adopted a teacher-centred approach but did present activities	One out of the five teachers adopted a teacher-centred approach but did present activities.	All the teachers observed adopted a pupil-centred approach.	All the teachers observed adopted a pupil-centred approach.
Learner talk	Only one teacher adequately engaged the pupil's attention. This was because the teacher adopted a more pupil-centred style of teaching	Most pupils participated fully and were actively engaged.	Four out of the six teachers actively engaged the pupil who participated fully.	Most pupils participated fully and were actively engaged.	Most pupils did not participate fully and were quite disruptive and noisy.	Most pupils participated fully and were actively engaged.

Use of teaching aids	All teachers used teaching aids	All teachers used teaching aids	All teachers used teaching aids	All teachers used teaching aids	All teachers used teaching aids	All teachers used teaching aids
Language used	Language used is Hausa with little English translation.	Lessons are taught mainly in English but with translations in the local language	Language used is Hausa with little English translation.	Language used is Hausa with little English translation.	Lessons are taught more in English but with translations in the local language	Lessons are taught more in English but with translations in the local language
Translation and explanation in local language proficient	Teachers are proficient in translating and explanations of the lessons in the local language	All teachers except one teacher are proficient in translating and explanations of the lessons in the local language	Teachers are proficient in translation and explanations of the lessons in the local language	Teachers are proficient in translation and explanations of the lessons in the local language	Teachers are proficient in translation and explanations of the lessons in the local language	Few teachers show any evidence that they are proficient in translation and explanations of the lessons in the local language
Pupils attention	Pupils' passivity is as a result of direct teaching method used	Most pupils participated fully and with enthusiasm	Most pupils participated fully and were actively engaged	Most pupils participated fully and were actively engaged	Most pupils did not participate fully and with enthusiasm	Most pupils participated fully and were actively engaged
Group work or pair work	Not carried out	Mostly whole class teaching, individual tasks and group work. No pair tasks.	Few teachers were able to adequately conduct group work and pair tasks due to the large class size.	Group work and individual task carried out.	Mostly whole class teaching and individual tasks. No pair tasks.	Group work and individual task carried out.
Praise and reprimands	Teachers' use reprimands as a way	Teachers' use reprimands as a way	Teachers' use reprimands as a way	Teachers' use reprimands as a way	Teachers' use reprimands as a	Teachers' use reprimands as a

	of controlling the class. Very little praise evident	of controlling the class. Adequate amount of praises	of controlling the class. Adequate amount of praises	of controlling the class. Adequate amount of praises	way of controlling the class. Adequate amount of praises	way of controlling the class. A fair amount of praises
Checking pupils' understanding	Testing of pupils understanding usually conducted with chorus answers, which does not reflect measurable learning.	Teachers take time to assess their pupils work	Teachers take time to assess their pupils work	Teachers take time to assess their pupils work	Teachers are unable to assess their pupils work	Teachers take time to assess their pupils work
Post-observation	Teachers are not necessarily sensitive to how much of their lessons are being absorbed especially in the Ajawa primary schools. This may be due to external factors like work motivation or other social factors.	Some of the lessons were rushed. This might be too due to external factors like work motivation or other social factors.	Only a few teachers were not too sensitive as to how much of their lessons are being absorbed. This may be due to external factors like work motivation or other social factors.	Teachers are not necessarily sensitive to how much of their lessons are being absorbed. This may be due to external factors like work motivation or other social factors.	Large class sizes are affecting the lessons objectives being taught as well as the need for more professional development for teachers.	Only a few teachers were not too sensitive as to how much of their lessons are being absorbed. This may be due to external factors like work motivation or other social factors.
Learning outcomes	Only one teacher out of the four teachers observed achieved the learning outcome.	All the teachers achieved one or more of the learning outcomes	One or more of the learning outcomes achieved by most of the teachers.	Learning outcomes not achieved in most of the classes observed.	Learning outcomes not achieved in most of the classes observed.	Learning outcomes achieved by
Response to ESSPIN lesson plans	All the teachers responded positively	All the teachers responded positively	All teachers responded	Two teachers out of four interviewed	All the teachers responded	All teachers responded

	to the lesson plans being introduced	to the lesson plans being introduced.	positively to the lesson plans being introduced. The other two were apprehensive until they reviewed the lesson plans	responded positively to the lesson plans being introduced. The other two were apprehensive until they reviewed the lesson plans	positively to the lesson plans being introduced.	positively to the lesson plans being introduced
Level of training	Two day training not adequate for training on lesson plans as it does not translate to adequate teaching following the lesson plan structure and the learning objectives of the pupils.	Two day training not adequate for training on lesson plans as it does not translate to adequate teaching following the lesson plan structure and the learning objectives of the pupils.	Teachers are most likely receiving additional professional support in the use of the lesson plans. Two day training not adequate for training on lesson plans as it does not translate to adequate teaching following the lesson plan structure and the learning objectives of the pupils.	Teachers are clearly getting more professional support on the use of the lesson plans. Two day training not adequate for training on lesson plans as it does not translate to adequate teaching following the lesson plan structure and the learning objectives of the pupils.	Two day training not adequate for training on lesson plans as it does not translate to adequate teaching following the lesson plan structure and the learning objectives of the pupils.	Two day training not adequate for training on lesson plans as it does not translate to adequate teaching following the lesson plan structure and the learning objectives of the pupils.
Content and design	All teachers are happy with the content and	All teachers are happy with the content and	All teachers are happy with the	All teachers are happy with the	All teachers are happy with the	All teachers are happy with the



	design of the lesson plans although the language level presents some vocabulary challenges for some of the teachers, which in turn has caused difficulties with translation.	design of the lesson plans although the language level presents some vocabulary challenges for some of the teachers, which in turn has caused difficulties with translation.	content and design of the lesson plans although the language level presents some vocabulary challenges for some of the teachers, which in turn has caused difficulties with translation.	content and design of the lesson plans although the language level presents some vocabulary challenges for some of the teachers, which in turn has caused difficulties with translation.	content and design of the lesson plans although the language level presents some vocabulary challenges for some of the teachers, which in turn has caused difficulties with translation.	content and design of the lesson plans although the language level presents some vocabulary challenges for some of the teachers, which in turn has caused difficulties with translation.
Self-Assessment	Timing of the lesson plans is identified as a challenge.	Timing of the lesson plans is an issue. The teacher complained that the lesson plans and textbooks do not always tally.	Timing of the lesson plans is identified as a challenge.	Timing of the lesson plans is an issue. Teacher complained about not knowing Rhymes, not being familiar with the textbooks and difficulty in procuring teaching aids.	Timing of the lesson plans is an issue. The teacher complained that the lesson plans and textbooks do not always tally.	Timing not a concern issue because Kaduna State allocate one hour to literacy and numeracy lessons.
Level of support	SSO support more in lesson aids but their support should be	SSO support more in lesson aids but their support should be	SSO support more in lesson aids but their support should be	SSO support more in lesson aids but their support should be	This school needs more adequate support by the	SSO support more in lesson aids but their support

	directed more to solving some of the challenges in teaching styles, languages barriers and teaching methods. SSO support should be defined and include professional support. Also some method of tracking the kind of support given should be introduced.	directed more to solving some of the challenges in teaching styles, languages barriers and teaching methods. SSO support should be defined and include professional support. Also some method of tracking the kind of support given should be introduced.	directed more to solving some of the challenges in teaching styles, languages barriers and teaching methods. SSO support should be defined and include professional support. Also some method of tracking the kind of support given should be introduced.	directed more to solving some of the challenges in teaching styles, languages barriers and teaching methods. SSO support should be defined and include professional support. Also some method of tracking the kind of support given should be introduced.	SSOs. SSO support more in lesson aids but their support should be directed more to solving some of the challenges in teaching styles, languages barriers and teaching methods. SSO support should be defined and include professional support. Also some method of tracking the kind of support given should be introduced.	should be directed more to solving some of the challenges in teaching styles, languages barriers and teaching methods. SSO support should be defined and include professional support. Also some method of tracking the kind of support given should be introduced.
Experience sharing and support	This school holds weekly meetings which are necessary as they offer opportunity for support and experience sharing	Weekly meetings can also be used as professional development training and English language development.	This school holds weekly meetings which are necessary as they offer opportunity for support and	This school holds weekly meetings which are necessary as they offer opportunity for support and	Weekly meetings can also be used as professional development training and English language	Weekly meetings can also be used as professional development training and English language

		Teachers in this school do not meet to share ideas.	experience sharing	experience sharing	development. Teachers in this school meet to share ideas.	development. Teachers in this school do not meet to share ideas.
Recommendations	The teacher would benefit from more support in continuous professional development training in areas such as lesson plan time management, from further training in English language development – grammar and phonics and would also gain from further training in the use of the lesson plans.	The teacher would benefit from more support in continuous professional development training in areas such as lesson plan time management, from further training in English language development – grammar and phonics and would also gain from further training in the use of the lesson plans.	The teacher would benefit from more support in continuous professional development training in areas such as lesson plan time management, from further training in English language development – grammar and phonics and would also gain from further training in the use of the lesson plans.	The teacher would benefit from more support in continuous professional development training in areas such as lesson plan time management, from further training in English language development – grammar and phonics and would also gain from further training in the use of the lesson plans.	The teacher would benefit from more support in continuous professional development training in areas such as lesson plan time management, from further training in English language development – grammar and phonics and would also gain from further training in the use of the lesson plans.	The teacher would benefit from more support in continuous professional development training in areas such as lesson plan time management, from further training in English language development – grammar and phonics and would also gain from further training in the use of the lesson plans.

## References

- Akinbote, O., 2000. Problems of poor quality in primary school teacher preparation: A study of Nigeria's College of Education. *African Journal of Educational Planning and Policy Studies*, 1(1), pp.33-39.
- Blatchford, P., Goldstein, H. and Mortimore, P., 1998. Research on class size effects: A critique of methods and a way forward. *International Journal of Educational Research*, 29(8), pp.691-710.
- Cameron, S. and Ruddle, N., 2015. ESSPIN Composite Survey 2. Accessed 22 January 2016. Available at: [www.esspin.org/resources/composite-survey-2-reports](http://www.esspin.org/resources/composite-survey-2-reports)
- Dixie, G., 2011. *The Ultimate Teaching Manual: A route to success for beginning teachers*. Bloomsbury Publishing.
- ESSPIN (2009) Review of the DFID Supported English language materials.
- ESSPIN (2013), 'Overall findings and technical report', technical, ESSPIN 060, Abuja. Accessed 23 January 2016. Available at [www.camb-ed.com/.../ESSPIN-Composite-Survey-Technical-Report](http://www.camb-ed.com/.../ESSPIN-Composite-Survey-Technical-Report).
- Fraser, B.J., 1998. Classroom environment instruments: Development, validity and applications. *Learning environments research*, 1(1), pp.7-34.
- Harmer, J., 2007. *The practice of English language teaching*. 4<sup>th</sup> ed. Longman.
- Hanushek, E.A., 1999. Some findings from an independent investigation of the Tennessee STAR experiment and from other investigations of class size effects. *Educational Evaluation and Policy Analysis*, 21(2), pp.143-163.
- Johnson, D. and Gabrscek, S., 2008. An Assessment of the development needs of teachers in Nigeria: Kwara State Case Study. Education Sector Support Programme in Nigeria, Lagos.
- Ndukwe, J.I. 2011, National Language Policy on Primary Education and the Challenges of Language Teaching and Learning in the UBE Programme', *International Journal of Humanities & Social Science Studies*, 2(2), pp. 134-140.
- Osaghae, E.E., 1991. Ethnic minorities and federalism in Nigeria. *African Affairs*, 90 (359), pp.237-258.
- Wilson, R. 2013, Feedback on the Kaduna Lesson Plans. (Review)