

Full Length Research

The Role Of Educational Supervision On Teachers Performance In Zuru Local Government Area Of Kebbi State, Nigeria

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The research study was conducted with the objectives of finding out the role of educational supervision and its impact on teachers' performance. It also aimed at finding out the factors that contribute to poor teacher performance in schools and proffers dependable solution towards solving the problems. Fifty (50) respondents were randomly selected and distributed with questionnaires to collect information from them. Responses obtained were analyzed using simple descriptive statistics comprising frequency tables and percentages. The study discovered that majority of the respondents were male and therefore in a position to give highlights on school supervision related issues and problems, while females formed the minority in teaching workforce in the study area. Stimulation of teachers to improve quality of instruction, enhancing interpersonal relations, steering teachers to be punctual, disciplined etc. were suggested to be employed by teachers in order to improve their performance. Inadequate supervisors, unqualified supervisors, lack of experience in supervision by the supervisors and collection of bribe by supervisors were found to be the major problems of school supervision. A conclusion was therefore drawn from the research work that an overwhelming majority of the respondents agreed that there were acute shortage of supervisors and the practice of effective school supervision was crippled in line with the effort to increasing teacher performance in secondary schools. The research study recommended the engagement of qualified and experienced officers as school supervisors and administrators.

Keywords: Education, supervision, Teachers performance, secondary schools.

INTRODUCTION

Educational supervision is considered as that dimension or phase in educational administration which is concerned with improving educational effectiveness. This management practice evolved, after it was realized that there was little, that could be achieved by grouping employees together with a leader (Okumbe, 1999).

According to Segun (2004), the importance of school supervision in today's educational system demands for greater attention. People are becoming

more conscious now than in the past about the importance of education in general and thus have generated interest in the daily operation of the school system in particular. Enlightened parents are now more curious to know the functions of the supervisors in our educational system and thus ask questions from educators in order to satisfy their curiosity. They have been asking intriguing questions such as what is the cause of the falling standard in our education. What do

they do? Why do we supervise? Whose instruction should the teachers follow? What hope is there in future for the school system?

Educational supervision focuses on changing the behavior of staff for an improved performance. It is also found to be concentrating on matters appraising the general achievement of students in subjects matter, evaluating method used by teachers, observing the general management of schools and conduct of students and as curtaining whether money spent on education was wisely expended (Yabo, 2011). According to Tyagi (2011), school supervision since its origin in the early nineteenth century, however, has been the main instrument of the quality improvement in schools. Tremendous changes have taken place over the years in its organization, functions and objectives.

According to National Teacher Institute (NTI, 2005) inspection of schools during the colonial era and the immediate past (where schools were inspected by catechist, clergies, local assistance and administrative assistants) which was teacher-centered is now giving way to supervision by subject matter specialist and is geared towards the totality of teaching learning environment that teachers being undertrained, need constant directions and training. It is not funny then, that inspections of old were used to jumping through windows into classrooms parking their cars a distance to the schools and terrorizing the teachers and hiring and dismissing the teachers on the spot. Inspectors seemed to hold the sword of Damocles on the teachers and inspection and in adequate. Modern supervision is seen as a cooperative service that is primarily concerned with identifying and solving professional problems. Instead of focusing attention on the teacher and the classroom situation attention is focused on the totality of the teaching situation. The new trend is away from supervision as super-inspection and super-rating towards the newer concepts of supervision as providing cooperative services, consultation and in service education (NTI, 2005).

Burton and Bruckner (1985), summarizes six major points in comparing traditional and modern practices in schools supervision. They said that traditional supervision consisted largely of inspection of the teacher, was poorly planned authoritarian and usually by one person. Modern supervision, in sharp contrasts i.e. based on research and analysis of the total teaching learning environment and its many function and usually carried out by many specialist individuals over a period of time. Modern supervision is objective, systematic, creative, growth-centered and productive, and accentuates the spirit of inquiring by emphasizing experimentation and continuous and evaluation in schools. In fact the main objective of all types of inspection is the improvement of instruction (quality control) and general school operations.

The Good's Dictionary of Education (1945) defined educational supervision as all effort of designated school officials towards providing leadership to the teacher and other educational workers in the improvement of instruction. It also involves the stimulation of professional growth and educational objectives, materials of instruction methods of teaching and evaluation of instructions. Historical Knowledge not only gives insight into the nature of the supervisory problems but directs attention to what is going on today as it affects the supervising problem in question (Saju, 1983).

Obilade (1984) and Ojedele (2000) outlined five periods in the evolution of the leadership style employed in the supervision of schools personnel as follows:

- ❖ Administrative Inspection: - This era covers 18th – 19th and early part of the 20th Century. The focus of inspection was on the personality of the teacher and the effectiveness of classroom management and maintenance of the school plan.

- ❖ Scientific Supervision (1910-1930): This coincided with the Scientific Management and Industrial revolution in Europe and America. The concern of the industrialist was the maximization of profit. The view held was that workers are passive and that increase in their pay will boost efficiency and other exponents of scientific Management were behind this movement and confused that monetary incentives will attract workers. This approach impinged on the school system and inspection was autocratic and "Snoopervisory". There was no consideration for teachers. Their motivation as well as their welfare neglected. Teachers had no contribution whatsoever into Supervision and curriculum development.

- ❖ Democratic Supervision or human relation supervision as (1930-1950): This approach to supervision was ushered in by the workers opposition to the principles and practices of the scientific management. This opposition was supported by Etton Mayo's findings as Hawthorne. The Hawthorne studies found among other things that informed groups to which worker belong other things that informal groups to which workers belong affects their behavior, and productivity. Likewise is the relationship between the workers and the organization. The management of personnel thus, becomes better recognized and were given cooperation and assistance as required. Thus era introduced such ideas as group dynamic, policy making by consultation, diffusion of authority, vertical and horizontal communication and delegation into educational supervision.

The purpose of school supervision was by Adesina (2001) as follows:

- I. To ensure that each individual teacher within the

school system has been performing the duties for which he was scheduled.

- i. To improve the effectiveness of the teachers so that they can contribute maximally to the attainment of the system's goals.
- ii. To improve the incompetent teachers
- iii. To provide a guide for staff development
- iv. To know the effectiveness of classroom management by the teachers.
- v. To improve methods of teaching and learning
- vi. To create methods of teaching and learning
- vii. To create a physical social and psychological climate or environment favourable to learning.
- viii. To coordinate and integrate all educational efforts and materials which will ensure continuity.
- ix. To enlist the corporation of all staff members in serving their own needs and those of other to prevent teaching difficulties.
- x. To aid, inspire, lead and develop that security which liberate the creative spirit of the teachers.
- xi. To help the teachers to see the problems and needs of pupil's and to help them solve these problems and provide as far as possible for most of their needs.
- xii. To induct beginning teachers into this main stream of the school system and into the teaching profession.
- xiii. To assess the "tone" of the school and identify some of its most urgent needs.
- xiv. To make teachers to be willing to improve and to become convinced that can also improve through self-improvement.
- xv. To help teachers to believe that they can become competent in self-criticisms, self-analysis and self-confident in their ability, capacity and profession competence.

However, Ani (2007) opined that there are two main purposes of school supervision especially secondary in secondary schools such as teachers' improvement purposes non-teacher improvement purposes

Statement of the research problem

Effective school supervision whether internal or external can only succeed if the situation is favourable. Some of the impediments are outlined by Patrick and Leonard (2012) to include, lack of experience on the part of the supervisor, favouritism, lack of qualified personnel, lack of experience by supervisors, lack of requisite qualification, lack of leadership qualities, lack of professional competence, lack of incentives from the part of the government and lack of motivation have over the years affected the success of school supervision particularly in the study area. This is the problem under investigation in some selected secondary schools in Zuru Local Government Area of Kebbi State.

Objectives of the study

The broad objective of the study is to identify the effect of school supervision on teachers' performance in some selected secondary schools in Zuru Local Government Area of Kebbi State. The specific objectives are to:

1. Find out the purpose of school supervision.
2. Determine the impact of school supervision on teachers' performance.
3. Find out the factors that contribute to poor performance in schools, by teachers.
4. Proffer practicable solutions towards solving the problems.

Research Questions

The research seeks to ask the following questions:

- i. What is the purpose of school supervision?
- ii. Does school supervision have any impact on teachers' performance?
- iii. What factors contribute to poor teachers' performance?
- iv. How can the problem of poor school supervision be solved?

Hypothesis of the Study

1. H^0 There is no significant relationship between school supervision and teachers' performance in Secondary Schools.
2. H^1 There is significant relationship between school supervision and teachers performance in secondary schools.

Significance of the Study

The research work will be very significant to the teachers, because it will help in building their human capacity. It will also assist policy makers and government agencies particularly towards evolving policies and legislations that could improve teachers' performance. People willing to carry out similar researches in this area will find this research study worthwhile.

Scope and limitation of the Study.

The study is intended to cover the impact of school supervision on teacher's performance in some selected secondary school in Zuru local Government Area.

The research work is limited to some selected secondary schools due to inadequate finance, nature of

the study, inadequate transport facilities as well as problem of obtaining classified information on teacher's performance in the local government area.

MATERIALS AND METHODS

According to Segun (2004), research is defined as the systematic collection, interpretation and analysis of data to solve problem. Harris (1995), postulates that research is the scientific process of investigation to find solution to problem in an attempt to push back the frontiers of human ignorance.

In any research work one of the most important things that researchers put into consideration is to plan how appropriate they can carry out the research work in order to arrive at a suitable conclusion. Under this chapter the researchers would explain some methods used in gathering information of the study, sample and sampling techniques, instrumentation, validity of the instrument, reliability of the instrument, method of data analysis will also be taken into consideration.

Research Design

The research design for this study is a descriptive survey in which questionnaires were distributed to respondents to obtain information on their opinions or attitude towards school supervision.

Population of the Study

The population of the study included all the twelve (12) secondary schools in the study area with about four hundred and twenty two (422) teachers. The characteristics or behaviours of the sample size drawn was used to make generalizations.

Sample and Sampling Technique

The research study made use of simple random sampling techniques to obtain sample size of (5) five secondary schools which included Government Science College Zuru, Government Technical College Zuru, Mama Arziki Comprehensive Secondary School Senchi, Ibrahim Sakaba Government Day Secondary School Dabai and Government Day Secondary School Rikoto. Ten (10) teachers and ten (10) school administrators were randomly picked from each of the five (5) selected secondary schools to form a total of 50 respondents for the research

Method of Data Collection

Instrument used for data collection were structured questionnaires which were administered to

the respondents personally by the researcher in the selected schools. The questionnaires were divided into two sections, which included, the schools administrators, and secondary school teachers section.

Data Analysis Procedure

Data collected from the administered questionnaires were collated, tabulated and analyzed using simple descriptive statistics comprising frequency tables and percentages. The percentages were used to test for significant relationship between personal characteristics of the respondents and their responses on the research topic.

RESULTS AND DISCUSSION

Table 1: Distribution of the respondents according to the purpose of school supervision

PURPOSE	FREQUENCY	PERCENTAGE (%)
Assessing Teachers		
Performance	5	30
Resource Management	6	12
Proper handling of Materials	0	0
Efficient Instructional Delivery	29	58
Total	50	100

Source: Filed Survey, 2013

Table 2: Distribution of the Respondents According to how Supervision affects Teachers

ITEM	FREQUENCY	PERCENTAGE (%)
By encouraging teachers	30	60
By discouraging teachers	0	0
By stimulating teachers	13	26
By harassing teachers	7	14
Total	50	100

Source: Filed Survey, 2013

Table 3: Distribution of the respondents according to factors negatively affecting teachers' performance in school

FACTOR	FREQUENCY	PERCENTAGE (%)
Poor Supervision of Educational programmes	3	6
Nonchalant attitude of Government to education	01	2
Insufficient Incentives	6	12
Lack of Job Satisfaction	01	2
Absolute Instructional Materials	2	4
All of the above	37	74
Total	50	100

Source: Field Survey, 2013

Table 4: Distribution of the respondents according to Solutions to problems of school Supervision

ITEM	FREQUENCY	PERCENTAGE (%)
Supervisory Crew should Be motivated	19	38
Provision of Mobilization funds	4	8
Provision of Incentives and Their utilization	5	10
Engaging experience As supervisors	22	44
Total	50	100

Source: filed Survey, 2013

DISCUSSION

Table 1 above is an indication of the purpose of school supervision. 30% of the respondents agreed that supervision of schools is carried out to assess teachers' performances while 12% respondents are of the opinion that major reasons for conducting educational supervision is to enhance resource management in schools. Greater number of the respondents constituting 58% respondents showed that supervision aimed at improving and/or enhancing efficient instructional delivery. In the table 2 above it is showed that 60% respondents forming the majority opined that supervision encourages classroom teachers, 26% said that teachers are often stimulated when supervised and only 14% supported that supervision could lead to harassment of teachers.

The 2012 gender in Nigeria report launched recently by British Council in Nigeria shows that there is lack of gender in the economy, education, politics, health, access to Justice and almost all areas of human development (Akor, 2012). The report specifically stated that in eight Northern states of Nigeria (north east) over 80% of women are unable to read compared with 54% for men, 70.8% of young women age 20-29 in the North west are unable to read and write and only 32 of female complete secondary school in the northern zone. Another reason while the female respondents were outnumbered by the male respondents could be that female prefer teaching in primary schools where they will remain within their locality close to their families, than teaching secondary schools where they may be posted to far distance away from their homes. It would also be attributed to the fact that female prefer to teach in primary schools because of less work load and difficulty in teaching in primary schools than those in secondary schools (Alhassan, 2012).

The result of this study indicated that majority of the respondents have acquired higher qualifications thus NCE, HND, B.SC and M.SC which qualify them to teach secondary schools. However, they lack teaching qualification except those with NCE qualification. The other percentage of respondents covering those with HND, B.SC and M.SC lack a vital role in planning and imparting knowledge to students as opined by Patrick, (2012). The result of the table agreed with Okumba (1999) that the major purpose or genesis of school supervision is work effectiveness as can be seen in the table 3 above. It is meant to make sure that everything is done correctly and safely. Similarly, Tyagi (2011), in line with the findings of this study indicated that modern supervision is a cooperative service that is primarily concerned with identifying and solving professional problems. And since its origin the early nineteenth century, school supervision has been that main instrument of quality improvement in schools.

Tremendous changes have taken place over the years in its organization, functions and objectives. Instructional supervision is therefore indispensable in enhancing increased academic performance of secondary school teachers. This could be the main reason for its introduction and enforcement in all educational Parastatals.

In table 3 Ani (2007) agreed with the results of this study that school supervision is a means of ensuring that teachers perform their assigned functions effectively and that they are given assistance whenever there is need. In addition, school supervision also ensure proper supply of teaching materials to all schools, and its utilization, effective resource management so that quality instruction could be maintained thereby providing feedback to educational planners on the need for curriculum improvement. In the same vein with Tyagi (2011) the result of the study veiled that generally, the main purpose of all types of school supervision is the improvement of instruction (quality control) and general school operations. And that the purpose of the current trend in supervision services is to make teacher to be willing to improve through self-improvement.

From the table 4, the impact of school supervision on teacher's performance cannot be overstressed. According to the results of the study effective school supervision stimulates and encourages teachers to work hard in the work of impacting knowledge. This is in line with the National Teacher Institute (NTI, 2005) who observed that school supervision stimulates teachers to always read intensively and extensively, prepare adequately for lesson, make good and generous use of teaching aids, and evaluate every lesson before it is concluded.

Furthermore, school supervision stimulates teachers towards greater pedagogic effectiveness and productivity. It enhances teachers to play important roles aimed at excellence in examination, which reduces risks of teacher burn out (Okumbe, 1999). Similarly, the result of the study and Nwaogu (1998) agreed that supervision is the process of helping, guiding, advising and stimulating growth in a subordinate in order to improve on the quality of his work. In conclusion, therefore, school supervision helps teachers to achieve both quantitative and qualitative instructional delivery. The difference in performance between public schools and private schools is effective school supervision. Many teachers of private schools are of low qualification compared to those in public schools yet they perform better than the teachers in public school, (NTI 2005). Through regular supervision, teacher establish good rapport with supervisors thereby enhancing good working relationship in the same vein NTI (2005) indicated that supervision enhances inter-personal

relations between supervisors and teachers, assist teachers where they go wrong, accept teachers as their professional colleagues and not as subordinates or inferior etc.

Perhaps, the greater impact of school supervision on teacher's performance, Saleemi and Bogonko (1997) agreed with the result of the study that school supervision steer teachers to be punctual, disciplined as well as facilitate change from old ways to modern ways of doing things at the work place (school) thereby complying with established plans and procedures. In the table 6, the results of this study which is in agreement with Patrick (2012), is evidence that there is a need for stakeholders to be involved in taking adequate steps to ensure that quality education is achieved through functional and effective supervision, teacher refresher courses and rewarding hardworking teachers supervisors should show a high level of commitment despite the challenges associated with supervision, so that teaching and learning would produce the desired change in the students, teachers as well as the society. Result of the study showed that one of the most important factor that lead to poor teacher performance in schools is lack of regular supervision of teacher's work, particularly by the school administrators. Birgen (2007) in the same vein reported that, the Ultimate responsibility for effective functioning of the school is the province of the head teachers, the chief executive of the school. If the head teachers perform their supervisory roles well, there is bound to be remarkable efficiency in work carried out by the subordinates. Another factor of poor teacher performance in school is the issue of occasional supervision carried out by the supervisors and/or the employment of unqualified supervisors in the art of supervision.

In secondary schools particularly those of the study area, the study discovered that teachers work under unfavorable conditions of services, which contribute to their poor performance not in small measure. The same was observed by Mbiti (1994) that to achieve the desired educational results, teachers should be provided with favorable conditions for good teaching and learning. He explained that the school principals have a responsibility of removing administrative constraints that may prevent teaches from maximizing their effort s in rendering services to students.

According to the findings of Olusanya (1993), teaching and its social and cultural functions have over the years been critically challenged, inadequately supported in diverse areas. The study discovered that compared with other learned professions such as Medicine, Law, Engineering and Architecture, teaching ranks rather low. Some teachers are dissatisfied with and even depressed about their professional standing.

Teachers rarely enjoy the same work environment to work and to the growth of the profession by teachers is affected tremendously. Insufficient incentives, the use of obsolete instructional materials and nonchalant attitude of the government towards education through inefficient and functional supervision affects the performance of teachers in secondary schools. The result of this study is in line with the findings of Eke and Leonard (2012) which suggested that, in order to remedy the school supervision impediments, supervisory crew should always be motivated and that retired but strong head teachers and teachers who have served for many years on the field and have gathered experiences should be re-engaged as supervisors, since experience definitely counts in every endeavors. And to make supervisors show interest in supervision, government should provide incentives or good working conditions that will make them bring out the best. This should come in the form of fat salaries and allowances. as this will help to check corrupt tendencies among supervisors.

CONCLUSION

The research identified and examined the purpose of school supervision and its impact on teacher's performance. It also considered the factors that contributed to poor teachers' performance and how problems of poor school supervision could be solved.

The study revealed that majority of the respondents were males and were married while females formed the minority in the teaching work force of secondary school students. This is attributed to the fact that males are given more rights to education and prefer to teach in secondary schools because they can handle more technical subjects even outside their area of specialization.

The study also discovered that work effectiveness was the purpose of school supervision in the study area. The research revealed that poor school supervision was a major factor that led to the poor performance of teachers in secondary schools. Other factors discovered included poor qualification of staff, lack of incentives, poor wages and absence of retraining courses for teachers and supervisors.

Finally on strategies to addressing the problems of school supervision, the research revealed that supervisory crew should be motivated, adequate funding of supervision exercises should be ensured, provision of incentives and their utilization as well as engaging experienced officers as school supervisors will reduce minimally the problem of poor school supervision in the study area. The research study revealed that all the respondents have attained higher education least of which was Nigeria Certificate in Education and National Diploma. (NCE/ND). This suggests that respondents

possessed high level of understanding of school supervision related constraints. Majority of the respondents were males of advanced age and experience and therefore in a position to highlight major school supervision related issues and problems having occupying the statues as teachers. A conclusion can be drawn to say that majority of respondents agreed and/or believed that school supervision has impact on teachers performance in secondary schools of the study area.

RECOMMENDATIONS

Based on the findings of the research study, the following recommendations are hereby made on ways to improve the effectiveness of school supervision in the study area.

- Qualified and experienced officers should be appointed as school supervisors.
- Provision of adequate funds and other facilities to ensure timely and effective supervision.
- In addition to government intervention, other stakeholders should also be involved in supervision to ensure good coverage and effective supervision of public and private schools.
- Creation of avenues that will allow for retraining of teachers with effective supervision to ensure improved performance of instructional delivery by teachers in secondary schools.
- Supervisory crew should always be motivated to enable them discharge their duties of school supervision effectively.

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