



PRINCIPALS' INTERNAL SUPERVISION OF INSTRUCTIONS IN PUBLIC SECONDARY SCHOOLS IN EBONYI STATE

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Abstract

The study examined principals' internal supervision of instructions in public secondary schools in Ebonyi State, Nigeria. Two (2) research questions and four (4) hypotheses null guided the study. The descriptive survey was the working design. The population of the study comprised all the 1486 teachers in 78 secondary schools in Abakaliki Education zone. A sample of 605 teachers were selected across urban (304) and rural (301) using stratified proportionate random sampling technique. A validated instrument title: Principals' Internal Supervision of Instruction Questionnaire (PISIQ) with a reliability of 0.85 was established for the study. Mean score and standard deviation were used in answering the research questions while t-test was used in testing the hypotheses at 0.05 level of significance. The findings of the study show that a significant difference existed in the mean ratings of teachers in urban and rural school on principals' internal supervisory roles signifying both principals administrative and supervisory dispositions. The finding also show that urban principals monitor students achievement and lend leadership support to their teachers, this formed the basis of conclusion. Recommendations were made include the fact that principals should strive to combine administrative with internal supervisory function to fast track effective teaching and learning.

Keywords: *Effective, Internal Supervision, Instructional Supervision, Principals, Urban and Rural.*

Introduction

The principal function of the school principals and teachers is the ensure actualization of effective teaching and learning, since what students learn in the classroom depend largely on the effectiveness and efficiency of the class teacher therefore. The role of the school principal with regard to internal supervision of instruction need to be given concreted attention in the school system for the improvement of quality education delivery to the learner (Nwite, 2014).

In school organization especially the public secondary schools, there is a leader designated the principal who occupies a high status by virtue of his appointment as the school principal. The vitality of the school rests with his functional leadership traits capable of stimulating and invigorating the teachers and students to achieve institutional objectives. The principal has the primary functions of exhibiting internal supervision of instruction leadership for the improvement of diversified curriculum and quality of education programme for effective attainment of set school goals. The Federal Republic of Nigeria (FRN, 2013:63) and Litchfield (2003) identified management of curriculum and instruction, supervision of classroom instruction, monitoring and evaluation of students' progress and achievement, promotion and enhancement of learning environment, establishing and supporting continuous staff development and procuring instructional materials for teaching and learning as major supervisory functions of secondary school principals. According to the Federal Republic of Nigeria (FRN, 2013:63) in her national policy on education, section 9 sub-section 39(b), the principal ensures 'quality assurance through regular and continuous supervision of instruction and other educational services'. Regular and continuous supervision of instruction by school principals pinpoints internal supervision of instruction.

Apart from instructional supervisory functions, the school principal performs some other administrative duties. He is faced with extremely difficult challenges emanating from Ministry of Education (MOE), Secondary Education Board (SEB), the school, immediate community and environs, Jaiyeoba (2004) identified administrative practices of the schools head to include managing, administering the curriculum and teaching, staff, personnel, discipline, planning, staff appraisal, relationship with immediate community and use of practical skills for the achievement of the polices of the organization. Consequently, Gwacham (2005) observed that role conflicts, duplication of functions and task performances that indicate loss of sense of directions is evident in some schools. This must have been the reason why some school principals avoid their internally instructional supervisory roles of visiting classes, observing teacher's delivery of instruction in the classroom, organizing in-school conferences/workshop in their schools.

Weller (2001) added that school principals devote more of their time attending to visitors than supervising instructions internally. Consequently, interference of administrative functions seems an appendage to internal supervisory functions of the school principals. It is unfortunate that internal supervisory functions recognized as cardinal role of the school principals could be over-looked in the midst of a variety of roles.



School location may affect the quality and thoroughness of internal supervision of instruction. School location has far reaching effect on the provision of instructional materials and even distribution of amenities between urban and rural schools. In all educational institutions, teachers are indispensable instrument for effective realization of educational objectives. Donaldson (2007) reflected the importance of the teachers in giving complementary assistance to principal's function when he described teachers as the fulcrum on which the curriculum revolves. Therefore, any school principal that does not care for the welfare of his teachers, is bound to lower their working morale.

The growing demands from stakeholders of education, education reform agenda of Nigeria 20:20:20 and the general public seek to ask, what are the solutions to poor academic performance of students, poor instructional improvement, and poor implementation of continuous assessment in the classroom, ineffective implementation of continuous assessment, examination malpractices, students' riot, and high rate of indiscipline among students in Nigerian secondary schools? The answer to these questions may be attributed to ineffective internal supervision of instructional techniques by school principals, and apparent laxity within the school administration. This study therefore, attempts to examine the extent of school principals' observation of internal supervision of instruction in public secondary schools in Ebonyi State.

Statement of the Problem

The success of secondary level of education is hinged on the quality, regular and continuous supervision of instruction. The problem of ineffective internal supervision especially internal supervision of by the school principals in public secondary schools is a phenomenon that has not been given deserved attention. Principals generally tend to spend more of their official hours on administrative functions to the detriment of internal supervision process and programmes of the school. Little seem to have been done by Secondary Education Board (SEB), Ministry of Education (MOE), stakeholders in education and school principals to arrest the lingering situation. Public outcry, reports and comments in print and electronic media alleging fallen standards of education in public secondary education reveal in parts that internal supervision is probably not effectively carried out by school principals in secondary school in Ebonyi State.

The situation has created some doubts as to whether the school principals fully conduct effective internal supervision in their schools. Consequent upon this, student's performance have remained at a lower level in Senior Secondary School Certificate (SSCE) and Joint Matriculation Examinations (JME) in Nigeria. This study sought to examine internal supervisory functions of the school principals in the areas of classroom visitation, monitoring students' achievement, provision and maintenance of instructional materials and supporting continuous staff development. It was assumed that ineffective internal supervision of instruction by principals seems to affect the realization of educational objectives in Ebonyi State. It was hypothesized that there is no significant difference between the mean ratings of urban and rural teachers on internal supervision of schools by school principals.

Research Questions

The following research questions were formulated to guide the study.

1. What are the impacts of internal supervision of instruction in the realization of school objectives in public secondary schools in Ebonyi state?
2. What are the impacts of motivation on principals' internal supervision of instruction on staff development?

Hypotheses

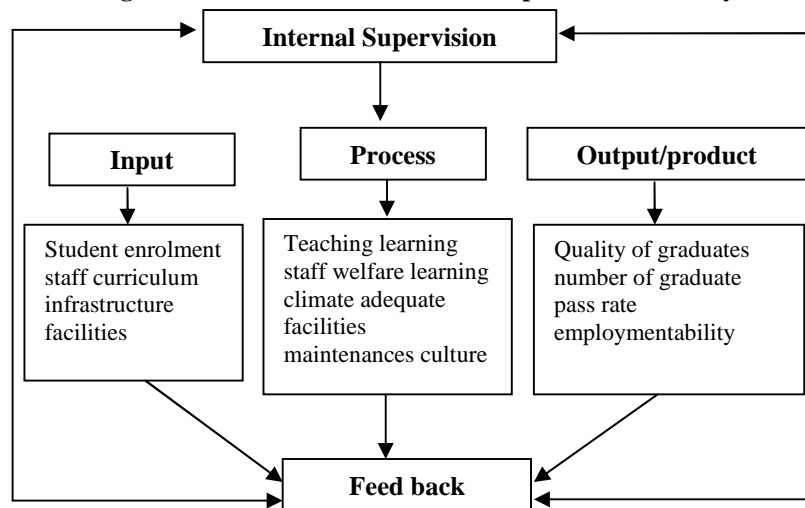
Four null hypotheses were tested at 0.05 alpha level.

1. There is no significant difference in the mean ratings of urban and rural teachers on principals' supervision of classroom instruction in school in Ebonyi State.
2. There is no significant difference in the mean ratings of urban and rural teachers on principals monitoring of students' achievement in Ebonyi State
3. There is no significant difference in the mean ratings of urban and rural teachers on principals on provision of instructional materials in Ebonyi State.
4. There is no significant difference in the mean ratings of urban and rural teachers on principals, staff development in Ebonyi State.

Literature/Theoretical Frame Work

Internal supervision in this context is an aspect of school administration which focuses on the achievement of appropriate instructional expectations of educational system this is illustrated by Oyedeji (2003):

Figure 1: Who and what should be supervised internally 0



Source: Bello & Olisaemeka 2014 p. 381 with modification by the researcher

The model is viewed comprehensive and formative, supportive, enhancing and developmental continuous process harnessed for the actualization of optimal school and educational goals. Comprehensively, behaviour provided by the school principal directly influence teaching behaviour (input, process and output) are geared towards improving students learning outcome through feedback mechanism.

Nwaogugbe (2007) affirms that internal supervision affords teachers the opportunity for knowledge update. Burton, Carper and William (2011:27) summarized internal supervision as an “efforts made by the school head to support teachers to become more effective in their job and equally access professional development on the job”. Tuoyo (2000) sees supervision as the practice of monitoring the performance of school staff, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving educational goals. Therefore, the principal need to improve teaching and learning and the professional growth of the teacher through supervision. To fully carryout these responsibilities, the school principals should be abreacted with the principals of supervision.

Ezeocha (1990) asserts that internal supervision of instruction focuses on the improvement of teaching and learning and to assist teachers to know and accept the objective of the organization. Eze (1996) affirmed internal supervision of instruction as all programme activities and actions school administrator apply to improve instructional process. In a similar vein, Norsiri (1997) affirms that supervision of instruction enhances effective teaching and learning in schools. Obi (2000) added that supervision of instruction is one of the best examples of educational leadership that focuses exclusively on the achievement of the desired instructional practices in educational organizations. For Kyte (1990) conceived supervision of instruction as the maximum development of the teacher into the most professionally efficient person he/she is capable of becoming. To Acker (1990) supervision of instruction isin-service education provided by the school system to update and improve teaching and teacher pedagogy.

Literature from these scholars depict internal supervision of instruction process seeing school principals as an agent of change. In this, view, the school principal is the change agent whose responsibility is to provide variety of supervisory techniques for the teacher to see the need for change, plan for change and practice new behavior for effective teaching and learning. The implication of internal supervision is that theschool principal has to supervise classroom activities of teachers and resources available for instructions; discover teachers’ weakness and offer suggestions for improvement for the achievement of stated school goals through feedback mechanism.

Theoretical Framework

This study x-rayed the following theories for its theoretical underpinning as there related to the findings:

1. Human Relation and Theory
2. Human Relation Group Dynamics and Interpersonal Relationship.

Mayo Elton (1950-1953) an exponent of Human Relation Theory and Follet Parker Mary (1924) are leading protagonists of Human Relation interested in group dynamics and interpersonal relationship. Both philosophers took cognizance of socio-psychological aspect of organization life as contributing factors towards efficiency and effectiveness in organizational management and productivity the importance of group affiliation.

Mayo recognized people and their relationship in organization. He drew the conclusion that “when special attention is given to workers by management workers are likely to increase their productivity regardless of actual changes in working conditions.” Parker Mary on the other hand emphasized that “meeting psychological needs of workers is motivating force. Accordingly, meeting psychological needs seems a departure from the strict economic motivation concept.

Emphasis in human relation according to the exponents is the ability of the school principal (supervisor) to create the awareness of human worth, recognition of teachers’ worth leading to job satisfaction and teachers’ participation in decision-making process of the school.

The relevance of these theories to supervision of instruction revolve around the school principal as internal supervisor, should as much as possible encourage participation and interrelationship between him (supervisor) and teachers; adherence to and practice of the principles of equality. Principles of equality advocates collegiality in supervisory process which leads to improvement in instruction delivery, staff development and productivity (output). Therefore school principals in course of conducting internal supervision should take into consideration human behaviour, especially group behaviour, use interpersonal skill such as motivation, counseling and communicating.

Method

The descriptive survey research design was adopted for the study according to Uzoagulu (2011) in the descriptive survey research, data are usually collected, organized, analyzed and described as they exist without interfering with them. The study covered 78 public secondary schools in Abakaliki Education zone with a total population of 1486 teachers.

A sample of 605 (40.7%) teachers were selected using the stratified proportionate random sampling technique. This ensured appropriate representation of urban (304) and rural (301) teachers in the zone. A validated instrument tagged ‘Principals’ Internal Supervision of Instruction Questionnaire (PISIQ)’ developed by the researcher was used for data collection. The instrument was validated by two expert in Educational Foundations and one expert in Measurement and Evaluation, Science Education Department all from Ebonyi State University Abakaliki. Data generated from the trial testing of the instrument was used to compute the reliability coefficient of 0.85. The data collected were analysed using mean (\bar{x}) scores, standard deviation and t-test statistics to test the null hypotheses at 0.05 level of significance

Results

H₀1: There is no significant difference in the mean ratings of urban and rural teachers on principals’ supervision of classroom instruction in school in Ebonyi State.

Table 1: t-test Analysis of Urban and Rural Schools on Principals' internal Supervision of Classroom Instructions.

S. No	Item	Location	N	\bar{X}	SD	DF	t-cal	t-crit	Decision
1	Principals meet regularly with teachers to discuss instructional improvement.	Urban	304	3.38	.81		9.80*	1.96	Reject
		Rural	301	2.88	.77				
2	Monitors lesson plan and lesson notes to ensure quality of standard.	Urban	304	3.28	.68		8.04*	1.96	Reject
		Rural	301	2.82	.77				
3	Delegate vice principals to visit classes during lesson periods.	Urban	304	3.40	.49		8.03*	1.96	Reject
		Rural	301	2.88	.77				
4	Instruct vice principals to inspect student's notes to ensure coverage scheme.	Urban	304	3.47	.53	603	14.29*	1.96	Reject
		Rural	301	2.80	.63				
5	Use incentives and rewards to encourage teachers' input.	Urban	304	1.94	.75		2.67*	1.96	Reject
		Rural	301	2.09	.64				
6	Use appropriate supervisory techniques to improve teaching and learning.	Urban	304	3.36	.49		8.40*	1.96	Reject
		Rural	301	2.94	.76				
7	Regularly meet with students to discuss instructional problems.	Urban	304	3.30	.55		10.24*	1.96	Reject
		Rural	301	2.80	.69				

Table 1: Shows that there was no significant difference between the mean ratings response of urban and rural teachers on internal supervision of classroom instruction by school principals. The calculated t-value for each of items 1 to 9 was greater than the t-critical value of 1.96; thus the null hypothesis was rejected, implies that a significant difference existed between

urban and rural secondary school teachers on their perception of principals' internal supervision of classroom instruction in Ebonyi State.

H0₂: There is no significant difference in the mean ratings of urban and rural teachers on principals' monitoring of students' achievement in Ebonyi State

Table 2: t-test Analysis of Urban and Rural Schools Principals' on Monitoring of Students Achievement

S. No	Item	Location	N	\bar{X}	SD	DF	t-cal	t-crit	Decision
10	Principals cooperate with teachers to establish criterion for students' assessment.	Urban	304	3.29	.99		3.67*	1.96	Reject
		Rural	301	3.53	.58				
11	Encourage teachers to use specific objectives criterion assess students.	Urban	304	2.47	.65		3.59*	1.96	Reject
		Rural	301	2.61	.73				
12	Display high expectation for students' academic performance.	Urban	304	3.50	.44	603	1.80	1.96	Accept
		Rural	301	3.52	.59				
13	Maintains accurate and effective record keeping of continuous assessment.	Urban	304	1.72	.60		2.29*	1.96	Reject
		Rural	301	1.83	.58				
14	Address teachers inefficiency to enhance Students' achievement.	Urban	304	3.52	.56		3.69*	1.96	Reject
		Rural	301	3.59	.99				
15	Principals display leadership role and support to students discipline	Urban	304	3.54	.53		.83	1.96	Accepted
		Rural	301	3.51	.56				

*Significant at 0.05 level

Table 2 show a significant difference in the mean ratings of teachers on principals' performance in monitoring students' achievement in urban and rural schools in the state for items 10, 11, 13 and 14 but not for items 12 and 15. The calculated t-value the null for each items is greater than the t-crit of 1.96, hypothesis 2 was rejected. On the contrary, items 12, and 15 had t-calculated values less than the t-critical of 1.96, thus the null hypothesis of no significant difference between urban and rural teachers on principals' monitoring students' achievement was accepted.

H0₃: There is no significant difference in the mean ratings of urban and rural teachers on principals provision of instructional materials in Ebonyi State.

Table 3: T-test Analysis of Urban and Rural Principals Performance on the Provision and Maintenance of Instructional Materials.

S. No	Item	Location	N	\bar{X}	SD	DF	t-cal	t-crit	Decision
16	Principals collect lists or instructions materials needed in school by discussing with Teachers.	Urban	304	1.72	.49		9.69	1.96	Reject
		Rural	301	1.34	.46				
17	Distributes instructional materials and ensures that each	Urban	304	3.87	.33		10.7	1.96	Reject
		Rural	301	3.70	.46				
18	Provides writing materials to ensure that teachers prepare their lesson plan.	Urban	304	1.89	.46	603	11.30	1.96	Reject
		Rural	301	1.26	.46				
19	Provides modern instructional Materials such as ICT to improve teaching/learning.	Urban	304	2.53	.55		.85	1.96	Reject
		Rural	301	2.48	.69				
20	Pay prompt attention to maintenance of instructional Materials	Urban	304	1.881	.63		1.13	1.96	Accept
		Rural	301	.89	.90				

*Significant at 0.05 level

Table 3: The perception of urban versus rural teachers with respect to principals' performance on the provision and maintenance of instructional materials is shown on table 3. The calculated t-value for items 16, 17 and 18 were greater than

the t-critical value of 1.96, hence the null hypothesis was rejected, implying there was a significant difference between the perception of urban and rural teachers. Items 19 and 20 had t-calculated less than t-critical, thus the null hypothesis of no significant difference between urban and rural schools on the provision and maintenance of instructional materials was accepted.

H0₄: There is no significant difference in the mean ratings of urban and rural teachers on principals, staff development in Ebonyi State.

Table 4: t-test Analysis of Urban and Rural Principals' Performance of internal supervision on Supporting staff Development

S. No	Item	Location	N	\bar{X}	SD	DF	t-cal	t-crit	Decision
21	Principals encourage teachers to go for in-service (raining	Urban	304	2.51	.50		4.69	1.96	Reject
		Rural	301	2.70	.49				
22	Sponsors teachers for seminars and workshops	Urban	304	1.79	.79		.30	1.96	Accept
		Rural	301	1.78	.79				
23	Organizes in school conference and seminars on important policy issues	Urban	304	1.6S	.78		2.00	1.96	Reject
		Rural	301	1.81	.80				
24	Approves study leave for teachers to acquire relevant qualification in education.	Urban	304	3.49	.57	603	1.26	1.96	Accept
		Rural	301	3.44	.54				
25	Assign duties and responsibilities to teachers based on professional capabilities.	Urban	304	3.42	.73		2.36	1.96	Reject
		Rural	301	3.29	.72				
26	Recommend teachers who have completed their in-service training for promotion.	Urban	304	3.47	.56		4.32	1.96	Reject
		Rural	301	3.26	.63				
27	Encourage teachers in-put in Scheduling their development Programme	Urban	304	1.56	.59		10.56	1.96	Reject
		Rural	301	2.13	.73				
28	Seek out information in order to help teachers grow and improve as professionals	Urban	304	1.52	.54		8.46	1.96	Reject
		Rural	301	1.93	.64				
29	Recognizes the need to support teachers develop professionally	Urban	304	2.24	.49		6.68	1.96	Reject
		Rural	301	2.24	.50				
30	Direct the activities of teachers towards professional Development	Urban	304	1.64	.68		9.62	1.96	Rejected
		Rural	301	2.19	.76				

*Significant at 0.05 level

Table 4 shows the urban and rural principals' disposition to staff development the calculated t-values for items 21, 23, 25, 26, 27, 28,29, 30 is higher than the tabulated t-value of 1.96. Thus, the null hypothesis was therefore rejected. Therefore, there was a significant difference between the mean ratings of urban and rural teachers on principals performance in giving support for staff development. However, for items 22 and 24 the t-calculated values were less than t-tabulated and the null hypothesis of no significant difference on principals' performance in establishing and supporting staff development in urban and rural schools in the state, was accepted.

Discussion

The data on Table 1 showed that all the items related to principals' internal supervisory functions on classroom instructions based on location were greater than t-critical value of 1.96. Thus, the null hypothesis 1 was rejected. This means that a significant positive difference existed in the mean ratings of teachers in urban and rural secondary schools on principals' classroom internal supervision. The difference could be attributed to principals' supervisory dispositions. The urban principals could be busier with other administrative and state functions, having little or no time to visitthe classroom and conduct in-school conferences/seminar workshops for their teachers. The rural principals on the other hand might be



confronted with rural challenges at the detriment of supervising classroom instruction. The finding is consistent with the findings of Whitakers, (1997); Hanghey and Mac Elion, (1998); Weller, (2007) and Egwu, (2009) whose separate empirical studies and findings stated that instructional supervision is a fundamental component of instructional leadership of the principal. Principal's role is imperative to improving instruction, if schools are to achieve set educational objectives, the principals should not allow other daily activities to interfere with the classroom supervision functions.

In table 2, the result showed that the t-calculated of four (4) out of six (6) on internal supervisory functions of principals in respect to monitoring students achievement were greater than the t-critical value of 1.96, the null hypothesis was rejected. Where the school principals and teachers refuse to cooperate with each other to establish criterion for students assessment it will affect students' achievement negatively. Secondly, inadequate record keeping as a result of nonchalant attitude and behaviour of teachers and school management to effectively monitor and keep students' assessments, would likely affect their final assessment results for internal and external examinations. On the other hand, two out of six items in monitoring students' assessments had t-calculated less than t-critical. The null hypothesis was accepted. This means that principals irrespective of school location monitored students' achievements with respect to display of high expectations and lending of leadership support to their teachers. The finding is in tandem with Fulan and Hargreaves (1996) and Brooker (2007) who observed that the effective school principal with higher expectation was more focused on students' achievements. Findings also revealed that principals cannot alone supervise and maintain accurate record keeping or address poor attitude and behaviour of teachers without cooperate assistants of their vice principals. Principals should as much as possible make use of their vice principals (academic and administration) and dean of studies to effectively monitor students achievement.

Table 3, showed a significant difference between urban and rural schools with respect to principals' supervisory functions on the provision and maintenance of instructional materials. Reasons that could be adduced to this may include uneven distribution of school amenities between urban and rural schools by Secondary Education Board (SEB), governments, non-political will to procure instructional materials, including ICT tools. The finding is consistent with Aduwa and Ede (2006) who noted that teaching and learning required appropriate enabling environment, basic infrastructure and teaching/learning materials that are necessary for educational challenges of the twenty-first century. Therefore no meaningful teaching and learning can take place under a situation of scarce, inadequate instructional and outdated materials.

Table 4, revealed that 8 out of 10 indices of principals' performance in establishing and supporting staff development varied significantly with location. The significant variation may be ascribed to laxity of the school administrator and therefore the extent of goal achievement tends to be less in rural schools. The school heads should strive to reverse this situation because teachers are regarded as fulcrum on which the curriculum revolves and no school can function effectively without the teachers. The school principals should strive to encourage teachers' development for better discharge of duties and competency.

Educational Implications

Findings from this study reveal that failure of the school principal to effectively supervise classroom instructions internally as a result of some administrative problems would impact negatively on teaching and learning as well as curriculum implementation. If the curriculum content is not covered, students are liable to get involved in examination malpractices to pass their examination by all means. Therefore, school principals, irrespective of school location should endeavour to carry out regular internal supervision of classroom instructions, monitor and support staff development through seminars conferences. Timely coverage of curriculum will ultimately improve students' academic achievement of quality education.

The findings also revealed that principal's lacked supervisory techniques and inability to regularly supervise and maintain accurate record keeping indicates incompetency on the part of the principals. Principals should always seek the assistance of their vice principals (academic and administration) and deans of studies for effective internal supervision of instruction. Active participation of sub-ordinates in supervisory activities does not only enhance, improve teaching and learning instructions but a contribution to knowledge in the school system. Participation involvement of vice principals in supervision of instruction encourages cordial relationship and displays of competencies.

Recommendations

Arising from the findings, the discussions made, conclusions drawn, and the importance attached to internal supervision of instructions and expected improvement in student's achievement, the following recommendations are made:

1. School principals should strive to combine administrative functions with classroom instructional visitation in order to foster effective teaching and learning process using appropriate principles of supervision by delegating some duties to their subordinates.



2. School principals as instructional leaders should emphasize and observed the place of internal supervision of instruction in schools. Regular and effective internal supervision will not only improve curriculum implementation but will increase productivity.
3. The Ministry of Education (MOE) in collaboration with the State Secondary Education Board (SEB) should constantly organize workshop, conferences and seminars where internal supervisory roles and staff development are discussed and their importance emphasized. The workshop and seminars should be made compulsory for serving principals, vice principals and teachers. This encourages staff development and update of new skills/methods for effective delivery.
4. Government at both Federal and State levels should provide more funds to schools to enable principals provide and maintain available instructional materials for effective supervisory practices.

Conclusion

Based on the findings and discussions it was thereby concluded that:

1. A significant positive difference existed between urban and rural secondary school principals on internal supervision of instruction as a result of principals' supervisory disposition. The urban schools are better supervised internally than the rural schools.
2. A significant difference was established between urban and rural secondary schools in monitoring students' assessment/ achievement. Rural schools are mostly affected as a result of principal irregularity to school.
3. A significant difference was found between urban and rural principals in the provision and maintenance of instructional materials. Urban schools are better off because of a large number of parents (PTA). Poor funding and uneven distribution of available instructional materials constitute a problem to both urban and rural schools.
4. There is a significant difference in most of the supervisory functions of school principals on staff development with particular reference to school location. The urban principals encourage staff development because of urbanization factors.

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