

Perceived Influence of Supervision of Teachers' Instruction on Classroom Performance at the Middle Basic Level in Ikwuano Local Government Area of Abia State

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Abstract

The study investigated the influence of supervision of teachers' instruction and classroom performance at the middle basic level in Ikwuano Local Government Area of Abia State. The study adopted a descriptive survey design. Two research questions were answered while one hypothesis was tested at 0.05 level of significance. 852 teachers in the 18 secondary schools in Ikwuano Local Government Area of Abia State, (344 males and 508 female) constituted the population of the study. The study adopted stratified sampling technique. The instrument for data collection was a researcher's developed questionnaire titled "Supervision of Teachers Instruction on Classroom Performance Questionnaire" (STICPQ). The instrument was face validated by three experts: two in the Department of Educational Management and one in Measurement and Evaluation unit of Science of Education, all in the College of Education, Michael Okpara University of Agriculture, Umudike. The instrument was considered reliable when the questionnaire were administered to 30 respondents who were not the actual respondent of the study twice at two weeks interval. The two sets of responses were compared and found to be very much similar. The data collected was analyzed using mean and standard deviation to answer the three research questions while t-test statistics was used to test the hypotheses at 0.05 level of significance. The findings of the study revealed that: interaction with instructional materials influenced to a great extent their classroom performance, Based on the findings, it was recommended among others that instructional supervisors should interact well with teachers from time to time for the professional assistance needed by teachers as regards to effective classroom management.

Keywords: Supervision, teachers' instruction, teachers' performance and classroom management

Introduction

Instructional supervision is a constant process that aims at improving teaching by providing needed services to teachers. Improving teaching is a complex process in which many elements should interact. Teachers are at the center of this improvement process. Their acceptance of instructional supervision and interaction with instructional supervisors provide the catalyst for any supervisory success. The way teachers view the supervision that they are undergoing and think about it is very important in the outcomes of the supervision process.

Supervision has its origin from the Latin word "Super video" meaning "to oversee" (Adenaike and Adebajo, 2010). Therefore, "Supervision can be seen as a way of advising, guiding, refreshing, encouraging, stimulating, improving and overseeing certain groups with the hope of persuading people to desist from applying wrong procedures in carrying out certain functions on their jobs and at the same time try to emphasize the importance of good human relations in an organization" (Akilaiya, 2017). Supervision as a concept has diverse meanings and definitions on the individual's needs, purposes, and experience. Whereas the school supervisor would perceive it as an indispensable force for improved productivity, the teacher and or the person being supervised might view same as an attempt to harass and threaten him/her because of the use of traditional approach of supervision by supervisors, or as a source of assistance and support needed in realizing the educational goals and objectives.

The traditional approach of supervision is a fault-finding approach, the supervisor goes to school to criticize and condemn teachers, not seeing anything good in them (Adenokun, 2017). Educational supervision is the process or act of seeing to it that the policies, principles and methods established for achieving the objectives of education are properly and successfully carried out (Akilaiya, 2017). This process involves using expert knowledge and experience to oversee, evaluate and cooperatively improve the conditions and methods of doing things connected with the teaching-learning problems in schools.

The need to supervise the instructional process cannot be over emphasized; hence Ezeocha, (2015) is of the view that most of the schools' activities and all the school programmes require supervision. Supervision of instruction is a process of assisting the teachers to improve themselves and their instructional abilities to enhance effective teaching and learning (Afianmagbon, 2017). It is a service rendered to teachers which is directed towards controlling the quality of their classroom instruction. Supervision of instruction aims at identifying areas of work that need to be improved upon. Oraemesi (2014) is of the opinion that supervision of instruction is important for several reasons. To him, "the supervisee learns during supervision, since the supervisor is more knowledgeable, he corrects and advises the supervisee Supervisor-teacher interaction seems to be pretty much of a "telling" affair, with bulk of the supervisor's behavior being the giving of information. A fair amount of energy on the part of the supervisor is given to inducing a positive social emotional climate, albeit through the use of praise, the effectiveness of which has been brought into question (Ijaduola, 2016).

Further, one might ask; "Positive social-emotional climate for what? That is, from the analysis of the matrix and the subjective impressions noted, it appears as though the action coming from the

interaction of supervisors and teachers is minimal. But perhaps more important than what appears to be a low total emphasis on action is that supervisors apparently seldom ever ask teachers for ideas about action or problem-solving. The net result would seem to be that teachers are not engaged with the supervisor on matters critical to the problems they face in the classroom. Supervisor-teacher interaction does not appear to be a collaborative affair. This latter point is reinforced when consideration is given to the behavior of the teachers (Ajibade, 2012). The quality of supervision received by teachers, in most cases, tends to be a waste of time, at least from the point of view of the teacher. Further, when supervision is seen to be productive by teachers, it appears to be related to supervisory behavioral styles that are different than the mean as pictured. That is, the conditions in which teachers feel their supervision is valuable are those in which the supervisor behaves in a way that appears to engage the teacher in problem-solving and in which some real sense of understanding of the teacher is communicated by the supervisor through interaction.

Interaction in education can be interpreted as a relation activity of various educational elements, educators, administrative staff, and students. According to Subakir (2017), the point of interaction here in general is a reciprocal relationship among individuals that occur in the education community. Though the interactional nature of the classroom is certainly the focal point of the teaching-learning process, there are other aspects of interaction in the educational complex that relate to that which transpires in the classroom (Obaji, 2016). Some examples of such interaction circumstances are faculty meetings, in-service programs, curriculum committees, and supervisory conferences. That is, the concern was to develop and test out a method for describing, in a systematic and quantifiable fashion, the nature of the interaction that takes place between a

supervisor and a teacher especially in the use of instructional materials. (Adenaike & Adebajo, 2010).

Instructional materials are needed to make the best use of information explosion and possibilities presented by technological development. Instructional materials are varieties of equipment and materials that have instructional values that are simultaneously used with the teacher's voice to facilitate learning. It is prominent to note that, instructional materials are not teacher's aids but learners. This is because they aid in learning than teaching (Ezeocha, 2015). However, the important fact to note is that these materials do not or cannot in themselves achieve the desired or attributed values. Rather, it depends on what the teacher makes out of them through their intelligent handling of the necessary materials in the domain of teaching. Instructional materials play a very important role in the teaching-learning process. It provides guidance to teachers about the matters regarding teaching-learning process completely. The roles played by Instructional materials include :Enhancement of the memory level of the students; to facilitate the teaching-learning process; improvement of student rate of accumulation; serve as tools used by the teachers to correct wrong impression and illustrate things that, learners cannot forget easily; assist in giving sense of reality to the body of knowledge under discussions; it gives lessons a personal look and encourages teacher's creativity; permit the students and teachers to experience in concrete terms the learning activities that can promote the idea of self-evaluation (Chiagha, 2017). The use of instructional materials enhances effective classroom performance.

Effective classroom performance on the other hand is the act, process, or manner of executing teaching functions in the classroom by the teacher either through discipline, teaching instruction, punctuality in

class and so on. Although, the importance of effective classroom organization and behavior management is widely acknowledged by educators, many new teachers report inadequate training and little assistance from colleagues and supervisors in establishing positive and productive classroom environments (Nwokafor, 2017). Teacher educators insist that their preparation programs teach classroom organization and behavior management skills, but the indication is that such skills are not taught thoroughly or with adequate supervision in a real classroom context (Adenaike & Adebajo, 2010). The absence of supervised experience and professional development in the critical competencies of classroom organization and behavior management significantly reduces the effectiveness of many teachers, especially new teachers.

The ability of teachers to organize classrooms and manage the behavior of their students is critical to positive educational outcomes. Comprehensive teacher preparation and professional development in effective classroom organization and behavior management is therefore needed to improve outcomes for students in general and special education.

Teacher preparation programs should provide both special education and general education teacher candidates with coursework and guided practice with feedback on instructional approaches to classroom management. Highly effective instruction does not eliminate problem behavior, but it will reduce such behavior by encouraging higher rates of academic engagement and on-task behavior. Also, highly effective instruction makes classroom organization and behavior management significantly easier (Adenaike & Adebajo, 2010).

Teacher preparation programs and school systems also should address the challenges facing new teachers in creating a positive classroom context. This goal can be accomplished by providing content

and supervised experience related to the components of classroom management outlined in the Classroom Organization and Behavior Management Innovation Configuration. Effective classroom management requires a comprehensive approach, including structuring the school and classroom environment, employing active supervision of student engagement, implementing classroom rules and routines, enacting procedures to encourage appropriate behavior, using behavior reduction strategies, and collecting and using data to monitor student behavior and modifying classroom management procedures as needed.

With the combined efforts of all stakeholders, the appropriate policies, incentives, and practices can be put into place. This approach will ensure that teachers can acquire the knowledge and skills necessary to manage classrooms effectively, thereby maximizing learning opportunities for all students, preventing disruptive behavior, and responding appropriately to the inappropriate behavior (Nwokafor, 2017).

The positive perception of teachers towards the influence of supervision of instruction will bring about the actualization of the objectives of supervision of instruction and a negative perception will stamper it. The rationale for this study is to see the perception of teachers on the influence of supervision of instruction towards the realization of the objectives and goals of supervision which is to improve classroom performance at the middle basic level.

Middle basic level is one of the levels of Nigerian education system. Middle basic education is the education children receive from primary 4-6 and before the secondary school stage (Igbokwe, 2015).

The underlying principle here is that middle basic education should prepare the individuals for useful living within the society and for higher education. The expectations and objectives of middle basic education are normally accomplished in the classroom using a well-planned supervision of teachers' instruction and effective classroom management skills. To maintain appropriate standards in middle

basic level, there is need to effectively manage classrooms by using appropriate classroom management skills. This being the case, one may ask whether the expectations and objectives of middle basic education in Nigeria are guided by non-supervision of teachers' instruction and mismanaged classrooms. These therefore aroused the interest of the researcher to investigate the supervision of teachers' instruction and classroom performance at the middle basic level in Ikwuano LGA of Abia State.

Observation and experience suggest that poor supervision of teachers' instruction is responsible for the ineffective teaching performance observed recently in middle basic level education in Ikwuano LGA of Abia State. Instructional supervisors are meant to be supervising the teachers as regards to their classroom performance. Instructional supervisors are to know the teachers classroom activities, to mark their lesson notes, to provide the classroom materials needed. Previous research reveals that the achievement of any student may be an indication of the teachers' effectiveness in teaching which is reinforced by the way the classroom has been managed to limit disruptive students' behavior.

However, (Firz, 2016) asserted that poor students 'performance in public schools is because of ineffective supervision of teachers' instruction. The supervisors no longer do their job as expected and that makes the teachers to be lazy and take classroom activities unimportant. Although the state zonal school board and officials of the state ministry of education make routine visits to school with respect to supervision of teachers' instruction, the exercise has not produced needed impact on classroom management which has consequences on students' academic performance overtime. The purpose of supervision of teachers' instruction is to support teachers to develop their professional skills and techniques to help students learn better and perform well academically. Unfortunately, no study has been concluded to determine the relationship between supervision of teachers' instruction and classroom performance, and the extent the supervision of teachers' instruction is used to bring about improved

classroom performance in Ikwuano L.G.A of Abia State. Considering this, this study therefore intended to fill the gaps by investigating the supervision of teachers' instruction and classroom performance at the middle basic level in schools in Ikwuano L.G.A of Abia State and will help solve the exciting problem.

Research Questions

The following research questions were posed to guide the study:

1. What is the influence of teachers' interaction with their instructional supervisors on classroom performance at the middle basic secondary school level in Ikwuano L.G.A?
2. What is the influence of instructional materials on Classroom performance at the middle basic secondary school in Ikwuano L.G.A?

Hypotheses

The following hypotheses were formulated to guide the study and was tested at 0.05 level of significance:

1. **H₀:** There is no significant difference between the mean ratings of male and female teachers with regards to the influence of use of instructional materials on classroom performance.

Methodology

The study adopted the descriptive survey design. A descriptive study is an approach of descriptive research that blends quantitative and qualitative data to provide with relevant and accurate information. (Nwankwo, 2016). The study was carried out in Ikwuano Local

Government Area (L.G.A.) of Abia State. The population of the study comprised all the teachers in the 18 secondary schools in Ikwuano L.G.A. numbering 852 (344 males and 508 females) (Source: Statistical section, Zonal Education Office Ikwuano L.G.A. 2020). A total of 225 samples (155 female teachers and 100 male) teachers from 7 secondary schools in the L.G.A were used for the study. The research adopted stratified random sampling technique to select samples from the two strata (male and female) of the population. This sampling technique was deemed appropriate because according to (Nwankwo, 2016) stratified random sampling technique is used when you are studying a population which has different subgroups or strata, and intends to collect and analyze information from each subgroup or strata in line with the demands of the objectives. The justification for this sample size was based on the need to get a more reliable and accurate data. The instrument used for data collection was the researchers' developed questionnaire titled 'Supervision of Teachers Instruction and Classroom Performance Questionnaire (STICPQ) with two clusters. Cluster one focused on the influence of teachers' interaction with their instructional supervisors and classroom performance while cluster two covered the influence of use of instructional materials as suggested by their instructional supervisors and classroom performance. A four-point rating scale was provided for the respondents to choose from. They are Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with response pattern weights of 4, 3, 2, and 1 point respectively. The instrument was face validated by three experts: one in the Department of Educational Management and Measurement and Evaluation unit of Science of Education, all in the College of Education, Michael Okpara University of Agriculture, Umudike. These experts were requested to check the adequacy of the items, relevance of the items, clarity of the items, and suitability of the items in line with the purpose of the study, research questions and hypotheses. The validated comments helped the researchers in drawing the final items of the instrument. In order to ascertain the reliability of the instrument, the

questionnaire were administered to thirty respondents who were not the actual respondents of the study. Their responses were recorded. After two weeks, thirty questionnaires were served to the same respondents for the second time and their responses were recorded. The two sets of responses were compared and found to be very much similar. Therefore, the instrument was reliable. The reliability coefficient of the instrument used Pearson Product Moment Correlation method and the overall reliability was 0.811. The researchers used direct delivery and retrieval technique in the administration of the questionnaire. This implies that the questionnaire was administered personally by the researchers with the help of two research assistants briefed for the purpose of the study. Because of the on-the-spot administration and collection, the researcher retrieved 100% of the administered questionnaire. The data collected was analyzed using mean and standard deviation to answer the two research questions that guide the study. The t-test statistics was used to test the hypotheses at 0.05 level of significance. The mean scores were computed as follows

$$\bar{X} = \frac{\sum X}{n} = \frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$$

. This means that any mean score of 2.50 and above was regarded as agreed while the mean score below 2.50 was regarded as disagree. The null hypotheses were rejected if the t-calculated value is greater than the critical or table value but accepted if the t-test calculated value is less than the critical or table value. The results are presented on the tables

Result

Research Question One: What is the influence of teachers' interaction with their instructional supervisors and classroom performance at the middle basic secondary school level in Ikwuano L.G.A?

Table 1: Mean and Standard Deviation of the respondents on influence of teachers' interaction with supervisors on classroom performance.

Items Cluster A	N	Mean	Standard Deviation	Decision Level
Teachers like interacting with instructional supervisors to get more ideas about how to improve their class performance.	225	3.21	0.79	Agreed
Interaction with instructional supervisors cares about me because he criticizes rather than assist their improve my class performance.	225	1.76	0.93	Disagree
Interaction with the supervisor makes the teachers to look for more information on the subject(s) to improve their class instruction.	225	3.24	0.79	Agreed
Interaction with supervisor changes the teachers attitude towards classroom instruction.	225	2.88	0.98	Agreed
Interaction with supervisor makes the teachers discover new abilities and qualities for their teaching.	225	3.31	0.81	Agreed
		2.88		

In table 1, item 1 shows mean of 3.21 and standard deviation of 0.79. Therefore, the decision level shows that the respondents agreed that teachers' interaction with their instructional supervisors gives them more ideas about how to improve their class performance. Therefore, this item is accepted. On the other hand, item 2 shows a mean of 1.76 and a standard deviation of 0.93. This shows the respondents were of the opinion that teachers' interaction with instructional supervisors scares them because supervisors criticizes rather than assist them to improve their class performance. So, the item cannot be accepted because its mean falls below the criterion mean of 2.50. Item3, depicts a mean of 3.24 and a standard deviation of 0.79. Therefore, the decision level

shows that the respondents are of the opinion that interaction with their supervisors make them to look for more information on their subjects to improve their class instruction to a great extent. Item 3 can therefore be accepted. Item 4 also shows a mean of 2.88 and a standard deviation of 0.98. The decision level shows that the respondents are of the opinion that interaction with their supervisor changes their attitudes toward classroom instruction to a great extent. Therefore, the item can be accepted. Item 5 also shows a mean of 3.31 and a standard deviation of 0.81. Therefore, the decision level shows that the respondents are of the opinion that the interaction with supervisor makes them discover new abilities and qualities for their teaching to a great extent. So, this item can be accepted.

Research Question Two:

What is the influence of use of instructional materials suggested by instructional supervisors and classroom performance at the middle basic secondary school level in Ikwuano L.G.A?

Table2: Mean and Standard Deviation of the respondents on the influence of use of instructional materials as suggested by instructional supervisors and classroom performance.

S/N	Items Cluster B	N	Mean	Standard Deviation	Decision Level
6.	Adequate teaching materials as directed by instructional supervisors help the teachers to teach more effectively.	225	3.66	0.61	Agreed
7.	Provision of adequate teaching facilities as directed by instructional supervisors help classroom instruction easier.	225	3.47	0.76	Agreed
8.	Availability of enough teaching materials as directed by instructional supervisors help students understand better and faster the subject matter(s).	225	3.04	0.94	Agreed
9.	Availability of instructional materials as directed by instructional supervisors makes teaching less stressful and more enjoyable	225	3.01	0.97	Agreed

to the teachers.

10.	Adequate use of instructional materials as directed by instructional supervisors make students concentrate more in class.	225	3.56	0.75	Agreed
			3.34		

From Table 2, item 6 shows the mean of 3.66 and has a standard deviation of 0.61. Therefore, the decision level shows that the respondents are of the opinion that adequate teaching materials as suggested by instructional supervisors help them teach more effectively to a very great extent. Item 6 can therefore be accepted. Item 7 shows the mean of 3.47 and a standard deviation of 0.76. Therefore, the decision level shows that the respondents are of the opinion that provision of adequate teaching facilities as suggested by instructional supervisors help classroom instruction easier to a great extent. Therefore, item 7 is accepted. Item 8 has the mean score of 3.04 and a standard deviation of 0.94. The decision level shows that the respondents are of the opinion that availability of enough teaching materials as suggested by instructional supervisors help students understand better and faster the subject matter(s) to a great extent. This item can be accepted. Item 9 shows a mean of and a standard deviation of 0.97. Therefore, the decision level shows that the respondents are of the opinion that to a great extent availability of instructional materials as suggested by instructional supervisors make teaching less stressful and more enjoyable to them. Therefore, the item is accepted. Item 10 has mean of 3.56 and shows a standard deviation of 0.75. So, the decision level shows that the respondents are of the opinion that to a very great extent adequate use of instructional materials as suggested by instructional supervisors make students concentrate more in class. This makes the item acceptable.

Table 3: The t-test analysis of the difference between the mean ratings of male and female teachers with regards to influence of use of instructional materials as suggested by instructional supervisors and classroom performance.

S/N	Supervision of instruction on teachers' classroom performance	Male N=116		Female N=109		t - calculated	Decision level
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
1	Teachers like interacting with instructional supervisor to get more ideas about how to improve their class performance.	3.27	0.76	3.15	0.82	1.15	NS
2	Interaction with instructional Supervisor scares me because he criticizes rather than assist their improve my class performance.	1.78	0.91	1.73	0.95	0.34	NS
3	Interaction with the supervisor makes the teachers to look for more information on the subject(s) to improve their class instruction.	3.21	0.83	3.28	0.75	-0.74	NS
4	Interaction with supervisor changes the teachers attitude towards classroom instruction.	2.91	0.95	2.86	1.02	0.33	NS
5	Interaction with supervisor makes the teachers discover new abilities and qualities for their teaching.	3.32	0.78	3.30	0.84	0.15	NS

\bar{X}_1 = Male Mean Score; SD₁ = Male Standard Deviation; \bar{X}_2 = Female Mean

Score; SD₂ = Female Standard Deviation; NS = Not Significant; df = 223; t-table value = 1.96

From table 3, it can also be observed that the calculated t-value of all the items are lesser than the critical table value of 1.96 at 0.05 level of significance. Therefore, the null hypothesis was accepted. This implies that there was no significant difference between the mean ratings of the male teachers and female teachers in their perceived influence of supervision of instruction on their classroom performance as regards interaction with supervisors, use of instructional materials suggested by instructional supervisors on effective classroom management

Discussion

Result from research question one on the influence of teachers' interaction with their instructional supervisors and classroom performance at the middle basic level in Ikwuano L.G.A showed that the respondents are of the opinion that the interaction with supervisor makes them discover new abilities and qualities for their teaching to a great extent. This finding is in line with Subakir (2017) who stated that the point of interaction in supervision of instruction in general is a reciprocal relationship among individuals that occur in the education community. Though the interactional nature of the classroom is certainly the focal point of the teaching-learning process, there are other aspects of interaction in the educational complex that relate to that which transpires in the classroom.

In research question two that examined the influence of use of instructional materials suggested by instructional supervisors on classroom performance at the middle basic level in Ikwuano L.G.A, it was discovered that the decision level shows that the respondents are of the opinion that to a very great extent adequate use of instructional materials as suggested by instructional supervisors make students concentrate more in class. This is in agreement with Chiagha, (2017) who stated that the roles played by instructional materials include enhancement of the memory level of the students; facilitation of the teaching-learning process; improvement of student rate of accumulation; serve as tools used by the teachers to correct wrong impression and illustrate things that, learners cannot forget easily; assist in giving sense of reality to the body of knowledge under discussions; it gives lessons a personal look and encourages teacher's creativity; permit the students and teachers to experience in concrete terms the learning activities that can promote the idea of self-evaluation .

There was no significant difference between the mean ratings of the male teachers and female teachers in their perceived influence of supervision of instruction on their classroom performance as regards interaction with supervisors, use of instructional materials suggested by instructional supervisors on effective classroom management

Conclusions

From the findings of the study, it was concluded that interaction with instructional supervisors influences class performance and that instructional materials suggested by instructional supervisors influence classroom performance. There was no significant difference between the mean ratings of teachers with regards to the influence of teachers' interaction with their instructional supervisors and classroom performance. There was no significant difference between the mean ratings of teachers with regards to the influence of use of instructional materials as suggested by their instructional supervisors and classroom performance. There was no significant difference between the mean ratings of the male teachers and female teachers in their perceived influence of supervision of instruction on their classroom performance as regards interaction with supervisors, use of instructional materials suggested by instructional supervisors on effective classroom management

Recommendations

Based on the conclusion from the findings of this study, recommendations were made:

1. The instructional supervisors in Ikwuano LGA and Abia State in general having realized that the perception of teachers as regards influence of interaction with instructional supervisors on teachers' class performance is positive, they should make it a point of duty to interact well with their supervisees i.e., the teachers. The instructional supervisors should always make themselves available and approachable to teachers. This will make teachers come to them with their professional and personal problems being well sure that instructional supervisors have solutions to their problems. This will also completely remove any iota of doubt that supervisors are threats; rather they will always see them as helpers that they really are.
2. The Abia state Government should recruit more trained and qualified instructional supervisors to be able to meet the intending demands of instructional supervisors to teachers enough to cater for

the professional needs of teachers in the state. So that the existing few qualified instructional supervisors will not be overworked which will result to ineffectiveness on their part.

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