

Instructional Supervision as a Correlate of Teachers' Enhancement in Senior Secondary Schools in Rivers State, Nigeria.

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Abstract

The study examined Instructional Supervision as a correlate of Teachers' enhancement in Senior Secondary Schools in Rivers State, Nigeria. The study adopted correlational research design. Three research questions and three hypotheses were drawn for the study. The population of the study consisted of 34 principals and 511 teachers. The sample size of this study consisted of 545. Purposive sampling technique was adopted. The instrument for data collection was Questionnaire. 545 copies of questionnaire were administered and 399(73%) copies were retrieved. The data collected from the administration of the instrument was analyzed using mean with standard deviation for research questions while r-test was used to analyze hypotheses. It was therefore concluded that instructional supervision in the areas of class visitation, demonstration and conferencing tremendously influence teachers' performance. In other words, adequate instructional supervision provides an insight into the actual state of teaching and learning hence reinforcing teachers' performance. It was therefore recommended that supervision should be intermittently engaged in to articulate teaching enhancement.

Keywords: Instructional, Supervision, Correlate and Teachers' Enhancement

Introduction

The ultimate aim of supervision of instruction is the improvement of teaching and learning for the attainment of educational goals. The teachers and the learning environment which are considered instrumental to students' learning become the immediate focus of supervision. It systematically helps students to understand themselves, get in touch with their own feelings and monitor their own behavior (Ogunsanju, 1983). The value of supervision to teaching and institutional management cannot in any way be under-estimated. It is a programme that helps teachers to analyze their professional programmes and educational inadequacies, which when put together contribute immensely to the falling standard of education. In the educational system, instructional supervision enhance communication and inevitable for quality control, accountability and transparency in the management and administration instructional resources. The need for accountability and control of educational standard justified the existence of school

supervision and supervisors (Affianmagbon, 2007). Supervision therefore exists as quality control agents for the purpose of quality enhancement of instructional procedures. Effective instructional supervision is therefore inevitable in Nigerian educational system as it makes the coordination of all activities within the school system possible and improves the teaching-learning situation.

Statement of the Problem

In spite of several outcries for teacher effectiveness in education and the need for in-depth supervision in schools, there is a growing concern about the realization of secondary education objectives due to the doubt that many principals give little attention to supervision of instructional activities in secondary schools. The recent poor instructional competence and effectiveness of teachers which results in students' poor academic performance has been a subject of concern to stakeholders of education in Nigeria (Osakwe, 2010). This situation coupled with the increasing rate of poor utilization of instructional and poor classroom management, on the part of the teachers appears to suggest that instructional supervisors have failed in inculcating in teachers the desired skills and attitudes for efficient functioning in the classroom. As perceived by Effiong, (2006), teachers' attitude to work was one of the major factors in the decline in educational achievement. The problem of poor performance of students in public examinations had been attributed to the poor performance of teachers. However, there were other contributory factors to the decline in educational achievement such as lack of consistent classroom inspection, lack of proper mentoring, workshop, training, lack of commitment on the part of teachers, insufficient number of teaching personnel, large class size, poor status accorded the teaching profession, poor learning environment, poor student study habits, and poor attitude to schooling, changing value in the society, inadequate and ineffective supervision by both principals and officers from the Ministry of Education, to mention but a few (Edo & David, 2019). Based on these facts, this study therefore seeks to investigate the influence of supervision on teachers' job performance in secondary schools in Rivers State.

Purpose of the Study

The main purpose of this study was to determine Instructional Supervision as a correlate of Teachers' Job Performance in Senior Secondary Schools in Rivers State, Nigeria. Specifically, the objectives of this study were to:

1. Find out the relationship between classroom supervision and teachers' job enhancement in secondary schools in Rivers State, Nigeria.
2. Determine relationship between demonstration methods and teachers' job enhancement in secondary schools in Rivers State, Nigeria.
3. Determine relationship between conference strategy and teachers' job enhancement in secondary schools in Rivers State, Nigeria.

Research questions

1. What are the relationship between classroom supervision and teachers' job enhancement in secondary schools in Rivers State, Nigeria?
2. What are the relationship between demonstration methods and teachers' job enhancement in secondary schools in Rivers State, Nigeria?

3. What are the relationship between conference strategy and teachers' job enhancement in secondary schools in Rivers State, Nigeria?

Hypotheses

H01: There is no significant relationship in the mean responses of principals and teachers on classroom supervision and job enhancement in secondary schools in Rivers State, Nigeria?

H02: There is no significant relationship in the mean responses of principals and teachers on demonstration methods and job enhancement in secondary schools in Rivers State, Nigeria?

H03: There is no significant relationship in the mean responses of principals and teachers on conference strategy and job enhancement in secondary schools in Rivers State, Nigeria?

REVIEW OF RELATED LITERATURE

Concept of Supervision

Okoro (1999) observed that instructional supervision is the interaction between supervisor and the tutor to effectuate the quality of instruction. Instructional supervision implies the analysis of the behavior, and teachers' antecedent factors of the two groups in the interaction process and proposition, which seek to explain the interaction process itself. This interaction process involves the supervisor who happens to be a professional superior and a professional teacher who is a subordinate. The behavior of the supervisor in his relationship with teacher is assumed to be one of the significant factors on the teacher efficiency or performance. Supervisors are therefore to supervise, guide and direct the instructional activities of teachers in line with the professional conduct. From these definitions above, it can be deduced that the main center of focus of supervision is the classroom teacher who, as a curriculum implementer, tries to. To this end, it is a service rendered to teachers, focusing on how to help them understand and accept themselves, their abilities, patterns of interest, emotional make-up and background preparation and helping them set realistic goals for themselves. Supervision is supposed to bring about improvement in classroom instruction.

Supervision of instruction is required to guide teachers to be able to combine relevant input for enhancement of the teaching-learning process. The fact remains that the success of an educational programme especially in the achievement of effective learning depends largely on the job performance of the teachers (Babatope & Gabriel, 2014). The ugly situation of poor performance of public secondary school students in Nigeria perhaps requires intensive instructional supervision towards attaining school goals and objectives. The primary objective of instructional supervision is therefore to ensure that teaching and learning proceed under adequate condition and yield the desired results. The importance of instructional supervision on the achievement of effective learning in today's educational system can consequently not be over-emphasized especially at the secondary school level which is perceived to be a vital step for career decisions. Osakwe (2010) apparently shared this view when she asserts that the importance of supervision in our schools cannot be overemphasized especially at this period when there is a growing concern about the falling standards of education and the low quality of education in our schools. It is important to note that if the Nigerian secondary level of

education is to be functional, productive and students' performance improved, greater attention must be focused on the ways teachers perform their instructional duties. Kimosop (2002) noted that the ultimate goal of the subject teacher in our secondary school is to prepare and present his students to pass well both at internal and external examinations.

Instructional Supervision and Teachers' Job Enhancement

Instructional supervision according to Olorunfemi (2008) affects relationship whereby the supervisor guides and assists the teachers to meet the set targets. This definition describes instructional supervision from the point of establishing the relationship with stakeholders in the school system for the purpose of achieving the set objectives. According to Marshall (2009) the major function of the supervisor is to assist others to become efficient and effective in the performance of the assigned duties. These functions include: making classroom visits, supervising heads of departments and teachers by checking their scheme of work and lesson notes, checkmating teachers' classroom attendance, checking absenteeism and rewarding hardworking teachers and punishing indolent ones by assigning administrative duties to them as means of encouraging to do the right things at the right time.

Firz (2006) identified two types of supervision as internal and external supervision. Internal supervision is carried out by the school administrators (headmaster/assistant headmaster or principal/vice principal), while government and delegated agents conduct the external supervision. On this note, Modebelu (2008) and Walker (2016) in their opinions argued that external supervision is more effective in promoting teacher instructional effectiveness in schools. On the contrary, Eya and Leonard (2012) postulated that internal supervision is more conversant, their reasons being that it helps teachers to be dedicated to their duties and helps the less effective and inexperienced teachers to improve their teaching. Whatever may the argument, the researchers are of the opinions that supervision both external and internal contribute immensely to the reinforcement of the teachers' capacities in teaching and learning perspectives.

Segun (2004) observed that for teachers to improve instructional delivery, feedback is significant based on constructive criticism, guidance, encouraging of proficiency and perfunctory attitude to work responsibilities. In this case, there is possible act of motivation, inspiration, trust that activates performance in the educational sector. Effective instructional supervision provides assistance to teachers, curriculum development, staff development, and group development and action research. It is therefore critical to bringing together the organizational goals in line with the needs of the teachers for the improvement of teaching and consequently students' performance (Lyons, 2010). Ogunsaju (1983) wrote on the need for instructional supervision in Nigerian schools. These include:

- i. To know the performance of teachers recruited in the system.
- ii. To determine whether a teacher should be transferred, retained, promoted or dismissed.
- iii. To improve the incompetent teachers.
- iv. To discover special liabilities or qualities possessed by the teachers in the schools.
- v. To provide guide for staff development.

- vi. To know the effectiveness of classroom management by the teachers.
- vii. To know the direction of the school.
- viii. To assess the tone of the school and identify some of its most urgent needs.

Based on the discussion above, the place of instructional supervision towards ensuring the achievement of effective learning in our schools cannot be over emphasized. It can therefore be said that just as the industrial manager reinforces employee's behaviors that lead to increased production, profits and services, an instructional supervisor reinforces teachers job enhancement associated with higher learning achievements by students. The teachers constitute a major input in the achievements of effective learning in the school system. Teachers can influence students' values, knowledge and skills, instructional supervision can influence teachers "commitment to work which will in turn influence students" academic achievement to some extent.

Classroom Visitation and Teachers' Job enhancement

Peretomode (2001) stated that classroom visitation is a procedure by which the educational leader could be of great assistance in aiding the teachers to improve both their instructional strategies/techniques and the learning processes of the student. The main objective of the classroom visitation according to the definition is for the enhancement of the instructional learning facilities. As observed by the researcher, there are three steps of class-visitation supervision: the preparation phase, the implementation phase, and the evaluation and reflection phase. The preparation phase includes creation of a framework and assessment instruments prepared by the supervisor. In the implementation phase, the teachers do the teaching and learning activities based on the lesson plan that have been made, and the supervisor will observe the teaching and learning process based on the given instruments. In the final phase, the supervisor evaluates the things that happened during the observation in the classroom.

Marshall (2009) also supports the use of frequent, focused classroom observations that include immediate and specific feedback to teachers. Effective communication has a positive impact on school climate based on certain recognize unique styles that infused learning activities that are relevant to the students. The administrator has to adopt varieties of imaginations and focuses that require achievement of the predetermined. Classroom visitation is very crucial as it helps the supervisor to determine the physical learning environment in which teachers and students are working (Edo, etal 2019). It was further added that through inter-school visitation, teachers learn new methods and be aware of the importance and the use of new materials. In this circumstance, the supervisor has to assess or appraise teachers' personality, planning and preparation of lesson, presentation of lesson, the quality of teacher's voice, clarity and intelligibility, relationship with students, student's participation and classroom management.

Demonstration and Teachers' Job Enhancement

Demonstration involves teaching and learning activities presented for the purpose of illustrating of educational materials, procedures or strategies in order to improve instruction. Eze (2006) in his study discovered that supervisors found little or no time to practice teaching demonstration and providing other supervisory services for instructional improvement. In a

survey study of perception and actual performance of instructional supervision by the principals of selected secondary schools in kaduna State of Nigeria, Effiong (2006) concluded that the principals had a high and positive perception of demonstration method of supervision but the results were not above average. Demonstration method as part of the supervisory strategy had been discovered to be one of the most effective tools in stimulating learning activities. It has been shown to be effective with both large and small groups. The greater the degree of participation and sensory involvement by the learner, the more effective learning will be. Mbipom (2006) opined that demonstration is useful in improving teachers' competency when it involved innovation such as the use of new equipment or a new textbook and module. Such a demonstration offers viewer skills required in carrying out their role's responsibilities. Newby, Stepich, Lehman, and Russel (1996) identified ways teacher can enhance the use of demonstration method in the classroom. They suggest that teacher should allow students to use several senses by allowing them to see, hear and possibly experience. Also, ideas should be presented to stimulate interest. If these precautionary measures are not taken, demonstration can limit student participation.

Conferencing and Teachers' Job enhancement

Teachers' conferences and training is conceived as an organized procedure by which people learn and acquire new knowledge and skills for definite purpose. Idonije (2005) says conferencing increasing human efficiency through which people are offered the opportunity to acquire new skills and current knowledge required in carrying out various specialized tasks in their place of work. Conferencing provides a forum for networking, exchange ideas through reflection on participants' work as well as facilitating personally and academically growth (Edo, 2019). From this angle, individual participants leave the forum motivated to reconsider their own work in the light of feedback and as a result of the work of others. In other words, it provides processes that ensure equity, career path enhancement and raised intellectual tone of participants. Networks are established hence strengthen inter-institutional collaboration, provides linkages between various institutions of higher learning and other agencies, exchange of views on particular issue and increase publication records.

In another development, conferencing is perceived as an exercise of short duration but the knowledge gained and acquired is immeasurable. Therefore, avenues are established to reinstate and develop potential as well as establishing value of learning other's views on matters within their experiences. The aftermath effect is that individuals' imaginations and opinions are activated. Participants' knowledge is broadened and deeper in many aspects of his job components thereby gearing all efforts towards qualitative enhancement on the job responsibilities. Furthermore, the processes give teachers a clear view of other opinions and judgments, developing intellectual focus and eloquence in expression. Individual imaginations are sharpened as participants are encouraged to see things as they are, to detect what is necessary in their field and discard irrelevance. Besides, it helps to build up the totality of individual thoughts as knowledge is considered as combination of ideas. With this intention, participants reap the benefits from their associations with much interest in qualitative results, high level of academic productivity and performance in their respective field of specializations (Edo, 2008).

Methodology

The study examined Instructional Supervision as a correlate of Teachers' enhancement in Senior Secondary Schools in Rivers State, Nigeria. The study adopted correlational research design. The population of the study consisted of 34 principals and 511 teachers. The sample size of this study consisted of 545. Purposive sampling technique was adopted. The instrument for data collection was Questionnaire. 545 copies of questionnaire were administered and 399(73%) copies were retrieved. The data collected from the administration of the instrument was analyzed using mean with standard deviation for research questions while r-test was used to analyze hypotheses.

RESULTS

Research Question 1: What is the relationship between classroom supervision and teachers' job enhancement in secondary schools in Rivers State, Nigeria?

Table 4.1: Mean on Classroom Visitation and Teachers' Job Enhancement

S/N	Statements	Teachers (N=368)			Principals (N=31)		
		M	SD	RMK	M	SD	RMK
1	Encourages plan of lesson before coming to class.	3.33	0.71	Agree	2.56	0.88	Agree
2	Enhances utilization of instructional aides while teaching.	3.25	0.88	Agree	3.47	0.69	Agree
3	Applies appropriate instructional method.	3.47	0.67	Agree	3.34	0.71	Agree
4	Application of appropriate classroom management strategies.	3.56	0.76	Agree	3.70	0.78	Agree
5	Identifying teacher's area of weakness	2.31	0.87	Disagree	2.11	0.88	Disagree
6	Creating cordial relationship between the teachers and supervisor	3.11	0.71	Agree	3.33	0.83	Agree
	Average Mean /SD	3.17	0.74		3.09	0.78	

Table 1 showed an average mean value of 3.17 for teachers and 3.09 for principals. These values being greater than the cut off mean value of 2.50 indicates that both teachers and principals perceived that relationship exist between classroom supervision and teachers' job enhancement in secondary schools in Rivers State, Nigeria

Research Question 2: What is the relationship between demonstration methods and teachers' job enhancement in secondary schools in Rivers State, Nigeria?

Table 2: Mean on Demonstration and Teachers' Job Enhancement

S/N	Statements	Teachers (N=368)			Principals (N=31)		
		M	SD	RMK	M	SD	RMK
11	Creates opportunity for varieties in teaching technique.	3.21	0.81	Agree	3.21	0.64	Agree
12	provides opportunity to discovery relevant talents	3.18	0.80	Agree	3.45	0.79	Agree
13	Makes realistic learning activities	3.00	0.79	Agree	3.19	0.81	Agree

14	Gaining knowledge of students' individual differences in the classroom.	3.12	0.78	Agree	3.32	0.76	Agree
15	It creates environment for individual learning activities.	3.14	0.81	Agree	3.44	0.98	Agree
16	It concretizes knowledge and skillful experiences.	3.10	0.88	Agree	3.00	0.69	Agree
Average Mean /SD		3.13	0.81		3.29	0.77	

The Table 2 indicated an average mean value of 3.13 for teachers and 3.29 for principals. These values being greater than the cut off mean value of 2.50 indicates that both teachers and principals conceived that relationship exist between demonstration methods and teachers' job enhancement in secondary schools in Rivers State, Nigeria.

Research Question 3: What are the relationship between conferencing strategy and teachers' job enhancement in secondary schools in Rivers State, Nigeria?

Table 3: Mean on Conferencing and Teachers' Job Enhancement

S/N	Statements	Teachers (N=368)			Principals (N=31)		
		M	SD	RMK	M	SD	RMK
18	Creates opportunities to improve instructional delivery.	3.14	0.77	Agree	3.33	0.88	Agree
19	Learning new skills to perform better on the job.	3.04	0.84	Agree	3.15	0.88	Agree
20	Gaining knowledge of better ways of discharging duties.	3.33	0.67	Agree	3.88	0.97	Agree
21	Increases teachers' competency level.	3.67	0.89	Agree	2.56	1.01	Agree
22	Provides opportunities to share ideas on academic	3.46	0.65	Agree	3.66	0.89	Agree
23	Learning new skills to perform better on the job.	3.67	0.74	Agree	3.43	0.79	Agree
Average Mean /SD		3.39	0.76		3.34	0.90	

Data from table 3 confirmed an average mean value of 3.39 for teachers and 3.34 for principals. These values being greater than the cut off mean value of 2.50 indicates that both teachers and principals perceived that there is a relationship between conferencing strategy and teachers' job enhancement in secondary schools in Rivers State, Nigeria.

H₀₁: There is no significant relationship in the mean responses of principals and teachers on classroom supervision and job enhancement in secondary schools in Rivers State, Nigeria.

Table 4: r-test on Classroom Visitation and Teachers' Job enhancement

Groups	N	M	S.D.	r-cal	r-crit	Decision
Teachers	368	3.17	0.74	1.72	1.96	Accepted
Principals	31	3.09	0.78			

Data on table 4 indicated that the calculated r-cal (1.72) while the critical r-crit was (1.96) degree of freedom (397). Since the r-cal was less than r-crit, the null hypothesis was accepted.

This implies that there is no significant relationship in the mean responses of principals and teachers on classroom supervision and job enhancement in secondary schools in Rivers State, Nigeria.

H0₂: There is no significant relationship in the mean responses of principals and teachers on demonstration methods and job enhancement in secondary schools in Rivers State, Nigeria.

Table 5: r-test on Demonstration and Teachers' Job enhancement

Groups	N	M	S.D.	r-cal	r-crit	Decision
Teachers	368	3.13	0.81	0.97	1.96	Accepted
Principals	31	3.29	0.77			

Table 5 affirmed that the calculated r-cal (0.97) while the critical r-crit (1.96) with the degree of freedom (397). Since the r-cal was less than r-crit, the null hypothesis was accepted. This implies that there is no significant relationship in the mean responses of principals and teachers on demonstration methods and job enhancement in secondary schools in Rivers State, Nigeria.

H0₃: There is no significant relationship in the mean responses of principals and teachers on conferencing strategy and job enhancement in secondary schools in Rivers State, Nigeria.

Table 4.6: r-test on Conferencing and Teachers' Job enhancement

Groups	N	M	S.D.	r-cal	r-crit	Decision
Teachers	368	3.39	0.76	1.77	1.96	Accepted
Principals	31	3.34	0.90			

Data on table 6 indicated that the calculated r-cal (1.77) while r-crit (1.96) degree of freedom (397). Since the r-cal was less than r-crit, the null hypothesis was accepted. This implies that no significant relationship exists in the mean responses of principals and teachers on conferencing strategy and job enhancement in secondary schools in Rivers State, Nigeria?

Discussion of Findings

Research question one revealed that both principals and teachers generally conceived that classroom visitation has correlation with teacher's job enhancement in the study area. Specifically, the respondents conceived classroom visitation as the process of encouraging the teachers to plan lesson, assists the teachers to employ instructional aides while teaching, applying appropriate instructional method and employing appropriate classroom management strategies. The result of hypothesis one equally showed that there is no significant relationship in the mean responses of principals and teachers on classroom supervision and job enhancement in secondary schools in Rivers State, Nigeria. This implies that both the views of teachers and the principals were not differed.

The above finding agreed with the view of Marshall (2009) who also supports the use of frequent and focused classroom observations that include immediate and specific feedback to teachers through communication. Effective communication has a positive impact on job enhancement based on certain recognize unique styles that infused learning activities that are relevant to teaching and learning. In view of the above, Edo & David (2019) stated that classroom visitation is very crucial as it helps the supervisor to determine the physical learning

environment in which teachers and students are working. It was further added that through inter-school visitation, teachers can be creative and innovation in pedagogical methods.

The finding in research question two revealed that there is a relationship between demonstration methods and teachers' job enhancement. Finding depicts that demonstration is a venue for teachers' to be acquainted with relevant teaching technique, classroom management strategies, concretizing knowledge, infused students with the capacity for independent learning activities, provides opportunity for experienced personnel to demonstrate instructional techniques to inexperienced ones. From the hypothesis two there was no significant relationship in the mean responses of principals and teachers on demonstration methods and job enhancement in secondary schools in Rivers State, Nigeria. This implies that both teachers and principals had similar views on the correlation between demonstration and teachers' job enhancement in the study area.

Research question three affirmed a correlation between conferencing and teachers' job enhancement based on the response of the respondents. Specifically, teachers and principals perceived that provide opportunities for teachers to share ideas on how to improve instructional delivery, enable teachers to learn new skills to perform better on the job, increases teachers' competency. The result of hypothesis three showed that there is no significant relationship in the mean responses of principals and teachers on conferencing strategy and job enhancement in secondary schools in Rivers State, Nigeria. This implies that both teachers and principals had similar views in respect of how conferencing correlate with the teachers' job enhancement.

Conclusion

It was therefore concluded that instructional supervision in the areas of class visitation, demonstration and conferencing tremendously influence teachers' job enhancement. In other words, adequate instructional supervision provides an insight into the actual state of teaching and learning hence reinforcing enhancement of teachers. In the school system, instructional supervision has served as medium of quality assurance and control hence making teaching and learning activities more relevant for the realization of the predetermined goals and objectives of the educational system.

Recommendations

1. There should be frequent visitation of classroom to enhance teachers' job quality in teaching and learning.
2. The teachers should be encouraged to use instructional materials to actualize demonstration skills.
3. Conferencing strategies should be intermittently engaged in to articulate teaching enhancement.

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