

School Inspection or, and Supervision Effects in Public Secondary Schools in Ogun State, Nigeria: Where are we and where do we go?

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ABSTRACT: *School inspection or, and school supervision in our secondary schools is the same throughout the country, Nigeria, with the main focus on transformation of school inspection/monitoring/ supervision in Ogun State. The authors investigated the supervisory practices, interpersonal relationship between supervising officers and teachers, availability and functionality of inspectors/monitors/secretaries and supervisors from ministry of education, teaching service commission. Also their extent of monitoring/supervision, and professional development of teachers will also being looked into. Samples for case study were selected from education inspectors, zonal secretaries and teachers with the use of interview and questionnaire methods. The data collected was analyzed using simple frequency percentage being a qualitative study format.*

KEYWORDS: *inspection/supervision, monitoring practices, instructional monitoring, Ogun State, and Nigeria.*

I. INTRODUCTION

The quality and evaluative mechanism of any level of educational system (secondary schools) are the performances of teachers and the numbers of good grades obtained by students in the subjects examined at the end of a terminal class normally called academic achievement upon the administration of student achievement test (SAT). In fact many people including academics, educational researchers and social commentators not forgetting parents claimed that there is a drastic reduction in the academic achievement of secondary schools thus necessitated for the various interventions, reforms, convergence of international conferences and formulation of educational policies and practices to address this issue.

For a school system such as the secondary schools, there are supervisory and monitoring agencies such as ministry of education, teaching service commission who are set up by statutes and laws to monitor teaching and learning activities in the twenty local government areas or zones of Ogun State. The officers or officials performing the functions of monitoring/overseeing/supervising teachers and their teaching activities are called various names/tags such as inspectors or, secretaries. It is unfortunate to say that their positional status and assumed images had restricted them to higher administrative officers who are routinely required to visit secondary schools to collect administrative data which is a prerequisite for any administrative functions of posting, transfer, correspondence matters, settling disciplinary and disputes and regular visits to schools to do same things and observe them in the class and mostly check lesson notes and other records (academic supervision) although their constant presence in schools will curb incessant late comings and perpetual absentees from classes and schools which is quite good and worth emulating for total commitment to duties mostly rooted in administrative function. It is even regretting that most use their office title to create fears in the minds of teachers through their actions, thus they are more occupied with the office of title inspectors and secretaries meaning that this is the end of monitoring/supervising. Overseeing which is also rooted in inspection functions still leaving most important type of inspection/supervision which is the academic inspection/instructional supervision. For the purpose of this case study, I will adopt instructional supervision because of the variables inherent in the discourse. Let me briefly expatiate on inspection and supervision to identify where we are and where we should go as result of globalization of education practices making waves across the World where significant improvements and developments in monitoring schools had reached. More so, we cannot remain with same procedure and practices while others are moving.

Difference between inspection and supervision

Inspection is a means of exercising control than of helping to raise standards and promote desirable change. Whereas supervision are the various activities engaged by individual, groups for the purpose of improvement of goals and objectives of group or organization. As outlined by Tyagi (2010), inspection is a top-down approach focused on the assessment and evaluation of school improvement based in stated standards, whereas supervision focus on providing guidance, support and continuous assessment to teachers for their professional development and improvement in their teaching learning process. Nevertheless, since the demand of teachers for guidance and support from supervisors has increased from time to time, some countries changed the terminology and preferring the term “supervisor” over that of “inspector”. According to Grawue (2007), some countries have recently developed more specific terminologies: Malawi, uses “education methods advisor”, and Uganda “teacher development advisor”, while it may equally be added that Nigeria also use inspectors. From the above, where are in the era of inspection which is outdated, unproductive and undevelopmental and retrogressive, we therefore advocates to go to supervision era and the type of supervision desiring to pursue vigorously is academic supervision, under this academic supervision, we want to devote more time and resources to instructional supervision with the purpose of improving the teachers for quality instructions and subsequent effects on the students quality and development. In this instructional supervision aspect, we will be examining availability and frequency of visitation to schools, interpersonal relation with teachers and professional development of teachers whose effects will be on quality of instruction, association between instructional supervision and academic achievements of secondary school students in Ogun State.

What is supervision?

Supervision is a formally designated behavior systems that interact with the teacher behaviours system in order to improve the probability that the goals of teaching will be achieved. This statement suggests that co-operative attitudes and behaviours must be established between the teachers and education supervisors for achieving positive results as an individual, group and organizational goals.

What is instructional supervision?

Glickman (1992) established instructional supervision as the actions that enables teachers the quality to improve instructions for students, improve relationships and meets both personal and organizational goals. Instructional supervision is a mutual activity to effective teaching because teachers want to improve students’ behavior, achievement, learning capacity while supervisor wants to improve teachers’ behavior, attitudes and achievement (Glickman et al, 1998, 2001). Sergiovanni & Starrat (2006) emphasized instructional supervision as opportunities provided to teachers to developing their capacities toward contributing towards and for students’ academic success. Instructional supervision is a continuous activity of monitoring instructional process, provision of guidance services while establishing a two way communication in a collaborative relationship to improve academic performance of students. Instructional supervision is also a formative process which provides an opportunity to develop their capacities towards contributing to students’ academic success..

Importance of Instructional Supervision in secondary schools

- (i) Instructional supervision is necessary for all the subjects offered in secondary schools as intervention and predictor for positive academic achievement in the areas of mastery of subject, use of instructional materials, teaching methodology and provision of guidance services for subject teachers.
- (ii) For enhancing teacher and learner development.
- (iii) To develop self-regulating mechanism for teachers and learners into what they ought to do to achieve certain required task. Therefore, the authors also advocate for education inspectors and zonal secretaries that would serve as instructional leaders to secondary school teachers with an intention to upgrade their qualities for higher performances relating to improved students’ academic performances.

II. BACKGROUND TO THE CASE STUDY

In many developed countries, such as United Kingdom (UK) and United States, much more attention has been given to inspection than school supervision (Lee, Dig & Song, 2008). The Inspectorate of Education had originated from France under Napoleon’s Regime at the end of the 18th century, and other European counties followed the idea in the 19th century (Grauwe, 2007). For example, in UK, the first two inspectors of schools were appointed in 1883 (Shaw, Newton, Aitkin & Darnell, 2003) and in the Netherlands it was started in 1801 (Dutch Education Inspectorate, 2008). The terms “inspector” and “inspection” are still being used in various developed and developing countries, including United Kingdom (UK), United States, European countries and some African countries such as Lesotho, Senegal, Tanzania and Nigeria (Grauwe, 2007).

A lot of transformations are taking place in education throughout the world, which does not yet appear to have received the attention it deserves is the changing role of the inspector, supervisor or advisor as is now widely called. Where formerly the emphasis was on authoritarian control, prescription and enforcement, it is now on persuasion, leadership, consultation and guidance. Education in Nigeria is on the exclusive list of the constitution meaning that the Federal Government or the State Government has absolute right to determine the policy implementation and ensure strict quality control through the Federal Ministry of Education and its collaborative agencies.

NATIONAL EDUCATION POLICY OF EDUCATION IN NIGERIA (AS RELATED TO SECONDARY SCHOOL EDUCATION)

The broad aims of secondary education within the overall national objective as contained in Section 4 sub-section 18 of the policy (1981) are;

- (a) Provide an increasing number of primary schools with opportunity for education of a higher quality, irrespective of sex. Social, religious and ethnic background,
- (b) Diversify its curriculum to cater for difference in talents, opportunities and roles possessed by or open to students after their secondary school course,
- (c) Equip students to live effectively in our modern age of science and technology,
- (d) Develop and project Nigerian culture, art and language as well as the world's cultural heritage,
- (e) Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, and appreciate those values specified under our broad national aims ,live as good citizens,
- (f) Foster Nigeria unity with an emphasis on the common ties that unite us in our diversity,
- (g) Inspire its students with a desire for achievement and self-improvement both at school and in later life.

The use of this National Policy on Education is widely accepted as a basis for secondary school education development in Nigeria. Therefore, secondary school education of six years duration is divided into two stages of Junior Secondary schools of three years (JSS) and Senior Secondary Schools of three years (SSS). Successful completers of senior secondary schools education is accessible to tertiary education based on educational facilities and spaces.

STATEMENTS OF PROBLEM

The low academic performance of secondary school students between 2005 and 2010 was greeted with lots of mixed reactions and sad comments from the then minister for education in Nigeria, DR(Mrs.) Obikwesiele. She also emphasized that the inspectorate department would be strengthened and improved to upgrade the quality of instruction in the secondary schools nationwide; this she said would be achieved through the collaborative effort and partnership of all the thirty-six (36) State Commissioners of education in Nigeria. A critical review of maintenance of quality of education in Nigeria is on the emphasis of inspection of school buildings, facilities, physical roll call of teachers and students .In summary, there is either non supervision of instructions nor non-provision of instructional materials which was responsible for low academic achievement of secondary school students normally measured by the number of credit passes and above in the subjects' combination enrolled in external examinations such as West African Examinations Council(WAEC) and National Examination Council (NECO) which in the past five(5) years released percentage passes between 35-44% including Credit Passes in English and Mathematics. The Federal and State Governments had always been responding to increase the number of credit passes by secondary school students through the construction of Models or Millennium secondary schools, recruitment of teachers with good academic grades. It is of record and good reference, and noteworthy of Ogun State Government in Nigeria when the minimum academic grades for would be employed teachers to teach in secondary schools must have second class honors, while first class university graduates are automatically employed to teach in higher institutions of learning; all in a view to upgrade the quality of instruction passed on to the students, but these measures did not increase performance of teachers and students studies.

In another related development, the State Government under the leadership of His Excellency, Senator Ibikunle Amosu(FCA) through the Commissioner of Education, Honourable, Barrister John Segun Odubela affirmed that the administration had committed a lot of resources and would continue to do more including the payment of West African School Certificate Examinations Council(WASSCE) fees, provision of instructional materials including books and employment of quality teachers. Yet, the poor performance of students remained unsolved although many other factors could be responsible. The Cruz of the matter remains that if supervision of instruction combined with guidance and developmental approaches are provided for teachers, it will translate to improved performance of teachers and students. In addition to the above, the education inspectors at their monthly meetings in the state capital in 2013 revealed that topics filled in schemes of work and syllabi are not completed during teaching periods of academic years, thus students are deficient and inadequately

prepared/taught and may not do well in public examinations, other finding is the perpetual use of lecture methods of teaching without actively engaging students during teaching and learning.

Finally, there is no relationship between National Policy of Education on secondary school education and performance of secondary school students, meaning that there is no connection between input, process and output, thus necessitated the examination of inspection cum supervision as a moderator to functionality in secondary schools.

OBJECTIVES OF THE CASE STUDY

1. To measure effectiveness of instructional supervision by education inspectors and zonal secretaries.
2. To find out if there is good interpersonal relations exist between teachers and education inspectors, zonal secretaries in the state public secondary schools.
3. To find out the frequency level of education inspectors zonal secretaries' visitation to school for instructional supervision.
4. To ascertain if education inspectors have portfolio documents for professional growth of teachers.

1.4 RESEARCH QUESTIONS

1. How effective is the instructional supervision carried out in Ogun State public secondary schools?
2. What are the effects of instructional supervision and teachers' quality towards academic achievement of students?
3. How should we improve instructional supervision in Ogun State public secondary schools?

THEORETICAL CONSTRUCT FOR THE CASE STUDY

Student-Centred Accountability and Connection Theory

This is a theory propounded by Marzano (2003) and improved by Reeves in 2004. The focus of this theory is centered on instructional leaders, instruction and students in order to improve teaching and learning processes. For fuller understanding of instructional supervision by supervisors, certain indices are fundamental to this theory which are instructional leaders, frequency of supervision, teaching skills, leader's knowledge of subject, curriculum and instruction., there must be a leadership supervision when education supervisors and zonal secretaries visits classroom regularly through observation, evaluation and recognition of best practices. In addition, during evaluation to ensure accountability and conformity to standard instructional practices, any deficiencies noted concerning content of instruction, methodology, and teaching skills must be followed with guidance and support services for improvement after careful planning through interpersonal relations and effective communication between supervisors/instructional leaders and teachers,

III. LITERATURE REVIEW

The effectiveness and reliability of educational system can majorly be achieved through supervision, therefore, Peretomode (2004) defined instructional supervision as a set of activities to make teaching and learning conducive for learners and for improving instruction which influence teachers' behaviours through assisting and supporting to facilitate learning in order to realize school' goals and mission. In a related research study conducted by Akinwumiju & Agabi in 2008 define instructional supervision as a collaborative effort between supervisors and teachers whereby the supervisor stimulates, directs and co-ordinates, and cultivates good interactions for achieving effective achievement of the goals of the school. Acknowledging Nwagwue & Ijeoma (2004) who identified instructional supervision as a process of ascertaining that teachers are effective and productive with classroom instructions to expected level while correcting application of wrong methods of teaching and procedures in the discharge of teaching profession. Cawood & Gibbon (2000) defines supervision in terms of leadership aims at renewal of objectives, professional growth and educational improvement. Gorton (2001) defines supervision as those activities engaged by individual, groups whose main purpose is the improvement of person, group or programme. Moswela, B (2010) viewed instructional supervision to be an integral part of curriculum so that it is continuous and developmental processes to support teachers demand for collegial instructional systems.

Frequency and duration of Instructional Supervision

The regular observation including long period of evaluation of instructions is the bedrock of purposeful guidance and support services to teachers classroom teaching, this is evidently seen in the findings of Peretomode (2001) that effectiveness in classroom instructions through high level of frequency and duration of supervision which will lead to building up the expected values when education principals always check teachers lesson notes with schemes of work to determine extent of relatedness, completeness of tasks and content of instruction or otherwise.

Teaching Evaluation and Feedback

The ultimate reason for classroom evaluation is for enhanced teaching quality and leading to increased students' learning. The direct evaluation of classroom instruction by external and internal supervisors especially the education inspectors and zonal secretaries is justifiable but the approaches and methodologies employed do not support growth and development of teachers and students ,most worsening is unavailability of feedback from evaluation if and when it is done, otherwise it would be an inspection and routine visitation without impacting on effective teaching and learning hence Cashin(1996) concluded that feedback resulting from classroom evaluation of teachers level of instructions should be constructive. In a related development, Roche&Marsh (2000) added in support that the value of this feedback process in enhancing teachers' abilities to articulate their strengths and weaknesses. Therefore, elements of effective evaluation are identification of goals, broad evaluation systems (formative and summative), provide consultation and feedback. Also, the feedback from evaluation will assist the teachers and educational managers to re-plan, adjust, correct and improve where found to achieve quality outcome in order to be in line with growth, development, improvement and needed changes. Glickman et al (2003), Sullivan&Glanz (2002) & Zepeda (2007) advocated instructional supervision via instructional leadership must give feedback to teachers by organizing their classroom observations into data for feedback after analysis for the purpose of strengthening instruction to improve student achievement. The implication for teacher effectiveness is that teachers are likely to change their instructional behaviours based on the quality of feedback even when direction of feedback is tailored along negativity.

Interactions and Instructional supervision for professional development of teachers

Beach&Reinhartz (2000) equally emphasized those inspectors/supervisors as mentors and friends in relationships to support teachers and provide support in a relaxed atmosphere for providing learning environment in the classroom during instructional supervision The overall purpose of instructional supervision is to help teachers improve, and this improvement could be on what teachers know, the improvement of teaching skills, as well as teacher's ability to make more informed professional decisions (Sergiovanni & Starratt, 2007) According to Zepeda (2007), there must be a clear connection of instructional supervision to professional development and teacher evaluation. She added that the various models or approaches of instructional supervision such as clinical supervision, peer coaching, cognitive coaching, mentoring, etc. bridge instructional supervision and professional development. Instructional supervision, with its focus on collegiality and professional improvement, is an important tool in building an effective teachers' professional development. Instructional supervision is "an organizational function concerned with teacher growth, leading to improvement in teaching performance and greater student learning" (Nolan & Hoover, 2008). It is clear that continuous improvement in methods and skills is necessary for every professional, and so the professional development of teachers has become highly important (Carter, 2001; Zepeda, 2007).

Professional development is an important part of an ongoing teacher education concerned with improving teachers' instructional methods, their classroom management skills, their ability to adapt to instruction to meet students' needs, and establishing a professional culture which is important in teaching and learning. Professional development gives emphasis on the development of professional expertise by involving teachers in a problem solving and action research (Sergiovanni & Starratt, 2007). Sullivan (2003) on the other hand, stated that as fields of educational development, instructional supervision and professional development are interlinked and "can and should overlap as needs and local preferences dictate". From the supervisor's view point, professional development emphasizes "providing teachers with the opportunity and resources they need to reflect on their practice and to share their practice with others" (Sergiovanni & Starratt 2007) instructional supervision and professional development is linked in several ways. They both noted one connection to be through the use of data obtained from supervision practices used in planning and implementing staff development as part of instructional improvement and helping teachers improve their skills. The writers further stated that both instructional supervision and professional development: (1) focus on teacher effectiveness in class room; (2) may be provided by teachers, supervisors, and administrators; (3) are judgment-free practices that improve teachers' instructional activities in a collaborative ways; and (4) promote in their participants a sense of ownership, commitment, and trust toward instructional improvement.

IV. METHODOLOGY

The authors interviewed twenty education inspectors across the twenty local governments by selecting two respondents from each local government zones, also conducted interview session for ten zonal secretaries out of the twenty zonal secretaries in the Ogun State. In addition, twenty teachers were interviewed combined with two hundred questionnaires were distributed to secondary school teachers by selecting ten teachers from each local government/zonal areas of Ogun State. The content of both interview sessions and construction of questionnaires were focus on availability and frequency level of visitations by education inspectors and zonal

secretaries, evaluation and feedback, interpersonal relations and professional development of teachers and its impact/effects on quality of instructions and development of teachers for improved academic performance of students.

FINDINGS AND DISCUSSION

(1)Level and duration of monitoring frequency:In the frequency of monitoring to schools, the education inspectors were scored thirty six percent(36%)while zonal secretaries had sixty two percent(62%) with two percent indifferent, but had forty-four(44%) and forty percent(40%)respectively for education inspectors and zonal secretaries. It is interesting to know that most rural areas were less visited, this might be as a result of transportation difficulties encountered .Spending a quite periods of time in a classroom observing teachers will reveal areas of weakness and steady usage of instructional materials and develop good teaching skills because any time, the external supervisors were around, most teachers were normally involved in window dressing on instructional practices. It is therefore advised to engage in intense and constant instructional monitoring of teachers to see what and how they teach in the class in order to be line with Peretomode (2001) and imbibe quality of instructional leaders as specified by Cawood&Gibbon (2000).

(2)Concerning Interactions: The education inspectors scored fifteen percent (15%)while zonal secretaries had twenty five percent(25%),confirming this low judgment was reinforced when oral and audio recordings revealed that they a greater majority of them behaves as higher executive officers, feeling too big to greet older teachers by age not to talk of discussing anything with them in the class other than to interact with files, even when some talks, the nature of such interaction is fearful, dispersion of catalogue of faults and threatening, the question is how then can we correct, improve ,make changes when there is no favorable atmosphere of friendship and collaboration. It is crucial to emphasize here that instructional supervision deals with human beings thus they must create that conducive environment for teachers to improve them in areas of weakness and upheld good instructional practices. The studies of Beach&Reinhartz (2000), Peretomode (2001) and Glickman (2010) attested to the importance of interactions/interpersonal relationships. This variable is the foundation for successful movement from where we were some fifty years ago, since we resolve to move forward, a knowledge of sociology and psychology is needed as additional weapon to actualize laudable place of instructional leaders we desire. Let us add that the fact that you establish interpersonal relationships with teachers does not remove your huge status as senior civil servants or senior executive officers rather, it is the valuable and contributive services rendered to someone that determine your status and not offices/positions that could neither improve nor contributory to teaching and learning.Infact,the expectation of most teachers is that every senior officers possesses more knowledge and experiences than others.

(3)Professional development of teachers: This construct is neither understood nor put into use.Ordinarily,when appreciable level of monitoring and positive relationship is in place, the deficiencies and strengths of instructional practices will be visible. The ultimate of instructional leaders such as education inspectors and zonal secretaries is to see that additional value are added to teachers every time it is opportune to interact during classroom instructions, This pre-suppose that solutions are found to any emerging issues and challenges before, during and after classroom interactions even if it involves seeking referrals, guidance, external and internal assistance in form of coaching, mentoring and organizing short seminar on common mistakes with principals and senior teachers serving as planning and resource personnel. We were amazed that no score was allotted to inspectors norsecretaries. Some respondents from education inspectors and zonal secretaries asked” why should be concerned about inability of some teachers to perform as expected and be organizing make-up for them when they were certificated in qualifications or professional? The frank response by our reasoning is that some group of teachers had inadequate preparations and training, while majority are not professionally qualified to be in classrooms to instruct/teach but as a result of high demand for teachers since there is increase in number of children in schools, it is then viewed that education inspectorsand zonal secretaries are post-reformers and leaders of teachers.Therefore,instructional development of teachers will fully equip teachers to transmit quality teaching to students for better performances. This is to align with research findings of Carter (2001), Sullivan (2003), Sergiovanni&Starrat (2007) &Nolan et al (2008) respectively.

V. CONCLUSIONS

With the era of globalization in every areas of human endeavors including education, the external supervisors in the persons and functions of education inspectors and zonal secretaries should assume and behave as instructional leaders as catalysts of educational transformation since we are the inputs, hence the evaluative statement and value will be determine by the quality of our guidance and developmental services to teachers in the classrooms.Therefore,our conduct should not be mostly threatening, scaring and status occupied instead we

should be occupied with how students can receive best and qualitative instructions via teachers' development, growth and continuous improvements since knowledge is increasingly daily.

RECOMMENDATIONS

1. The positions of education inspectors and zonal secretaries should be attached to certain years of classroom experiences for maturity and efficiency.
2. Trainings and seminars should be regularly conducted for education inspectors and zonal secretaries on their job's responsibilities so as to remain on track.
3. Young or new administrative officers or education officers in ministry of education should not be allowed to supervise or monitor classroom instructions as they may not have any useful practices to offer instead they seek undue respect, undeserved recognition, and unmerited status from older teachers who are old to be their parents and elderly persons. This area is well guided by teaching service commission thus can be emulated by other supervising agencies. It is suggested that younger education officers should learn from office reports and be passive while they sit in the classroom to observe both senior officers and teachers.
4. There should be intermittent exposure to theories and practices of certain courses on educational psychology and educational management to equip them with basic knowledge and skills. Required for effectiveness in evaluation and management of human resources.
5. While there are enormous and highly qualified teachers who should have occupied vice principalship positions but because of limited spaces, instead of nurturing psychologically stagnant in same positions, these groups of teachers should be deployed or transferred to these two offices of zonal ministry of education and teaching services commission as they have wealth of experiences and had taught for quite number of years to gather valuable classroom instructions for professional developments.
6. We also realized that quite appreciable numbers of schools are situated in rural areas; it will be good and encouraging to allocate special transport allowances for education inspectors and zonal secretaries since there are no official vehicles for them.
7. Orientations and developmental seminars should be organized for teachers on co-operative attitudes and acceptance of education inspectors and secretaries as team leaders, leaders of teachers and researchers of teachers.
8. Finally, educational conferences must be organized once in an academic year where every stakeholder of education will present papers, action research results; this will foster interpersonal relationships and give room for individual and organizational goals realizations in a relaxed atmosphere.

SUGGESTIONS

Having been aware of where we are heading to as instructional leaders, what are the areas of classroom instructions we can make significant contribution that will correlate to academic improvement of secondary school students now and beyond, this is an issue other researchers, practitioners and academia can take up the new journey to happy ending.

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