

RE-ASSESSING PRINCIPALS' INSTRUCTIONAL SUPERVISION STRATEGIES FOR REPOSITIONING CLASSROOM MANAGEMENT IN ONDO STATE

Onu E. Amaka¹; Ikuelogbon Olamire J²; Anaenyeonu, Ifeoma M.³ &
Ayolugbe Chinedu J.⁴

¹Department of Educational Foundations, University of Nigeria, Nsukka

^{2&3}Institute of Education, University of Nigeria, Nsukka

⁴Department of Educational Management,
Chukwuemeka Odumegwu Ojukwu, University

Corresponding Author: Ikuelogbon Olamire, Institute of Education, University of Nigeria, Nsukka

Abstract

This paper assessed principals' instructional supervision strategies in repositioning classroom management in Ondo state secondary schools. Three research questions and one null hypothesis guided the study. The study adopted descriptive survey design. The population of the study was 2,060 which comprised 260 principals and 1,800 teachers in Ondo state. Simple random sampling technique was used to select 90 principals and 150 teachers from six education zones in Ondo state, totalling 240 respondents. The instrument for data collection was 20-item questionnaire which was constructed by the researchers. The instrument was validated by three experts, two experts from the Department of Educational Foundations and one expert from the Department of Science Education, all from Faculty of Education, University of Nigeria, Nsukka. The validated instrument was trial tested to evaluate the grand reliability with the internal coefficient of 0.84. Mean and standard deviation was used to answer the research questions while z-test was used to test the null hypothesis at 0.05 level of significance. The findings revealed that instructional supervision strategies are panacea in repositioning classroom management in secondary schools. Moreover, these strategies such as establishment of instructional supervision unit in schools, training of supervisors in the area of ICT facilities for record keeping and that instructional supervision be done regularly in checkmating teachers' attitude to work, must be effectively implemented in order to curb the challenges militating against the advancement of instructional supervision. Based on the findings of the study, it was recommended among others that: principals/administrators should from time to time organize seminars, symposium and orientation in order to enhance the efficacy of instructional supervision among teachers for repositioning classroom management in Ondo state.

Keywords: Principal, secondary education, classroom management, instructional supervision.

Introduction

Education remains a viable instrument for sustainable development. It is the best legacy a nation can give her citizens. Chima, Ayolugbe & Ajibo (2021) described education as an instrument per-excellence in achieving national development. According to Ahmed,

Abdurarim and Mallanti (2019) education prepared the recipient the opportunity to fit in the society for relevance. Ismail (2020) stated that education provide a fulcrum around which any national developmental policies evolve and revolve. Similarly, Ishiwu, Ayolugbe and Igwe (2019) cited Offorma (2015) that education has been describe as something more than schooling because people are schooled to be accepted in the society, but they are educated to create or recreate one. This implies that education is a vital tool that enables the learner to face the challenges of the society and life. Furthermore, Usman (2015) cited Sule (2013) denotes that the effectiveness of education in secondary education is firmly determine by the teachers quality performance in instructional delivery, internal and external supervision among inspectorate in educational institutions including secondary school. Secondary education is the foundation of education that creates academic stability and innate skill acquisition that would enable them become self-reliance after living school. Ogbonnaya (2010) perceived secondary school as a form of education which children receive after they have received primary education. Usman (2015) opined that the principal who is the administrator does no work alone, rather in constant interaction with the Ministry of Education, school management board, teachers, learners and the external environment. The National Policy on Education (2013) stated that the broad goal of secondary education is to prepare individuals for useful living and for her higher education. Finally, the achievement of secondary education goals depends on the extent the secondary school principals are capable of applying appropriate administrative processes in the school operatives. Management is a typical variable which should be discussed as far as classroom instructions in secondary schools is concerned.

Management, according to Idoko (2015) is concerned with using methods, principles and practices to establish, develop and execute the goals, policies, plans and procedure necessary to attain the overall goal. Terry (2013) perceived management as the act and skill of getting things done through others with the ultimate aim of achieving a stated goal. Akpan (2015) described management as a distinct process consisting of planning, organizing, controlling and coordinating activities so as to accomplish objectives by the use of people and other resources. Classroom management refers to all the things that a teacher does to organize student, space, time and materials so that instruction in content and students learning can take place (Onyeke, 2019). Ejionueme (2013) opined that classroom management are formidable strategies teachers adopt in order to solve the problem of orderliness in the classroom. This implies that to achieve orderliness in the classroom, effective teachers apply varieties of skills such as using rules, procedures and routines to ensure that students actively get involved in learning. Clayton (2018) viewed classroom management as a wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive on task and academically productive during classroom activities. Ajayi and Ayodele (2012) perceived classroom management as a strategy or action being implemented in order to run the class smoothly without disruptive behaviour from students. This implies that with effective instructional supervision, by the school administrators, teachers and the non -academic staff would help to enhance overall teaching and learning which is geared towards proper academic achievement of students during classroom instructional delivery.

Instructional supervision functions are functions performed by the school administrators in order to enhance classroom management in secondary school. Nwafukwu & Bernadette (2018) stated that quality education presupposes quality teaching and high academic performance of students which invariably result to proper supervision of instruction and classroom management. Ughamadu, Oshia & Ezekude (2016) confirmed that the reason why principals and head teachers have to supervise classroom instruction is because of its sensitive nature in ensuring greater teachers' productivity and students' academic performance which is the catalyst for quality education. To strengthen instructional supervision functions in schools, Mohammed (2016) is of the view that supervision of instruction is highly imperative following the increasing need to promote quality education as a way of justifying the huge amount spent by parents, government and corporate organizations in funding the sector. Ughamadu, et al (2016) emphasized that supervision of instruction help the school administrators to desist from applying wrong procedures in the implementation of school programme. The authors further stated regular observation of the classroom instruction by the principal is the sure way of ensuring greater teachers' productivity and academic performance of students. Ughamadu (2016) cited Tempori (2005) affirmed that the activities of the principals as it concerns instructional supervisory functions can make or mar the academic performance of the students. Above all, Nwite & Nwajioha (2016) concretely stated that a carefully planned instructional supervision improves teachers' efficiency and promotes quality teaching and learning in secondary schools. Furthermore, Nwafukwa and Benadette (2018) highlighted the instructional supervision strategies that would aid in repositioning classroom management. These strategies include: training and retraining of instructional supervisors, adequate staffing of instructional supervisors units in schools, training of supervisors in the area of Information Communication Technology ICT would enable them impart ICT skills to teachers for effectiveness in school records. Instructional supervisors should be well motivated in the area of supervision of instruction, time management should be allotted during the process of instructional supervision, they should be uninterrupted power supply during the process of instructional supervision functions and finally supervision of instruction should be done every term during school resumption. Nwafukwa (2018) observed that there are multifaceted challenges in education that made principals abandoned their supervisory role in schools. These challenges are poor management by government officials, inadequate infrastructure, poor teachers' motivation, embezzlement of funds and lack of functional vehicles to ease transportation of supervisors to the rural areas. The authors further stated that principal's on their own do not help matters as they do not show commitments in their jobs, receive gratifications to thwart supervisory reports of school once or twice a week and engage in private practices. Nwafukwa (2018) cited in Enaigbe (2009) argues that lack of time, inadequate basic instructional materials, inadequate trainings and orientations in instructional supervision, inadequate constant supervision by school heads and poor performance of students in public examination such as West African Examinations may be attributed to poor instructional supervision by principals of secondary schools. This is why the researchers investigated principals' instructional supervision strategies that would help to repositioned classroom management in secondary schools in Ondo State.

Statement of the Problem

Instructional supervisory function is a pivotal ingredient that leads to the efficacy of teaching and learning which its ultimate aim is to repositioned instructions and classroom management. The study examines principals' instructional supervision strategies in repositioning classroom management in secondary education in Ondo State. In view of this study, the researcher observed that there are prevalent challenges that emanate from this study that enabled him carry out this research. Such as lacks of functional vehicles to ease transportation of supervisors specifically in rural areas. This was orchestrated by poor management of government official in Nigeria, particularly in Ondo state. Moreso, other problems like lack of delegation of duties by principals as supervisors within the school environment has affected classroom instructions. Again, it was observed that time allotted by teachers towards imparting knowledge to the learners was limited and same time instructional materials (teaching aids) (adopted for effective teaching and learning are moribund. Similarly, it was equally observed by the researcher that teachers and the administrative staff were not undergoing specific training as regards to academic and pedagogical activities. In addition, lack of constant supervision by school administrators are part of the impediments for effective instructional supervision. In addition, poor academic standard in secondary schools today is as a result of principals' laxity to carryout proper and effective instructional supervision. Moreover, the poor academic performance of students in external examinations such as West African examination in the core subjects such as Mathematics, English and Igbo Language may be as a result of poor instructional supervision. Hence, the problem of this study is to investigate principals' instructional supervision strategies in repositioning classroom management in Ondo State.

Purpose of the Study

The main purpose of the study is to investigate principals' instructional supervision strategies in repositioning classroom management in Ondo State, Nigeria. Specifically, the study sought to determine:

1. principals' instructional supervision strategies in repositioning classroom management in secondary schools in Ondo State, Nigeria.
2. challenges militating against principals' instructional supervision strategies in repositioning classroom management in secondary schools in Ondo State, Nigeria.
3. modalities for enhancing instructional supervision strategies in repositioning classroom management in secondary schools in Ondo State, Nigeria

Research Questions

The following research questions guided the study:

1. What are the principals' instructional supervision strategies in repositioning classroom management in secondary schools in Ondo State, Nigeria?
2. What are the challenges militating against principals' instructional supervision strategies in repositioning classroom management in secondary schools?
3. What are the modalities for enhancing instructional supervision strategies in repositioning classroom management in secondary schools?

Hypothesis

One null hypothesis guided the study

HO₁: There is no significant different between the mean rating of principals and teachers on instructional supervision strategies in repositioning classroom management in Ondo State.

Methodology

The study adopted descriptive survey design: A descriptive survey design describes the status of existing Phenomenon based on certain representative generalized sample of respondents (Nworgu, 2015). The population of the study was 2060 which comprised of 260 principals and 1,800 teachers in the 260 public secondary schools in Ondo State. Simple random sampling technique was used to select 90 principals and 150 teachers through balloting in Ondo state, totaling 240 respondents. A self-developed questionnaire was used for data collection. The questionnaire was titled “questionnaire on Principals’ Instructional Supervision strategies in Repositioning Classroom Management” (QPISSRCM) which contained 20 items. The instrument has two sections, section A and B. Section A solicited on the personal data of the respondents while Section B was structured to answer the research questions. The instrument was structured on four point scale of Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. The instrument was validated by three experts, two expert from Department of Educational Management and Planning (educational foundations), and one expert from Test and Measurement (Science Education) all from University of Nigeria Nigeria, Nsukka. Cronbach Alpha method was used to determine reliability of the instrument which gave the reliability coefficient of 0.84. The researcher made use of five research assistants who were listed on how to administer the instrument. The instruments retrieved were 795(95%). The data collected were analyzed using mean and standard deviation to answer the research questions and t test was adopted to test the null hypothesis. However, items with mean score of 2.50 and above were accepted while the mean score is less than 2.50 were regarded as “Disagree”. The t-test was tested at 0.05 level of significance. The null hypothesis was not rejected if the calculated z.-value was less than the table of value, but if it was equal or greater than the table of value.

Results

Research Question One: What are the principals’ instructional supervision strategies in repositioning classroom management in secondary education in Ondo State?

Table 1: Mean responses on principals instructional supervision strategies in repositioning classroom management in secondary education in Ondo State

S/N	Principals supervision strategies	Principals		Teachers		Remarks
		\bar{X}	SD	\bar{X}	SD	
1.	Checking of teachers lesson notes	3.49	1.03	3.19	1.01	A
2.	Checking of students attendance register.	3.51	0.97	3.59	1.13	A
3.	Monitoring of teachers and students interaction in the classroom	3.24	1.00	3.53	0.97	A
4.	Monitoring teachers' classroom activities using ICT facilities.	3.58	1.05	2.79	0.81	A
5.	Motivating teacher for effective instructional delivery in the classroom	3.17	1.07	3.49	0.89	A
6.	Checking of students notebooks	3.67	1.11	3.72	1.00	A
7.	Provision of instructional materials in the classrooms	3.48	1.10	3.36	0.96	A
8.	Ensuring that teachers use instructional materials during teaching.	3.15	0.94	3.54	0.93	A
9.	Regular orientation of teachers on strategies for quality instructional delivery	3.16	0.94	3.54	0.94	A
	Aggregate mean scores	3.42	1.04	3.45	1.00	A

The data presented in table 1 revealed the principals' mean score of 3.49, 3.51, 3.24, 3.58, 3.17, 3.67, 3.48, 3.15, 3.16 and aggregate mean score of 3.42 was indicated below while the standard deviation of 1.03, 0.97, 1.00, 1.05, 1.07, 1.11, 1.10, 0.94, 0.94 and aggregate standard deviation of 1.04 was indicated below. More so, the teachers' mean score indicated 3.19, 3.59, 3.53, 2.79, 3.49, 3.72, 3.36, 3.54, 3.54, with aggregate mean score of 3.45 while the standard deviation of 1.01, 1.13, 0.97, 0.81, 0.89, 1.00, 0.96, 0.93, 0.94, with aggregate standard deviation of 1.00. This implies that the respondents are of the opinion that these are the principal's instructional supervision strategies in repositioning classroom management in secondary schools in Ondo State.

Research Question Two: What are the challenges militating against principals' instructional supervision strategies in repositioning classroom management in secondary education in Ondo State?

Table 2: Mean responses on challenges militating against principals' instructional supervision strategies in repositioning classroom management in secondary education in Ondo State

S/N	Challenges militating against instructional supervision strategies	Principals		Teachers		Remarks
		\bar{X}	SD	\bar{X}	SD	
1.	Poor management by the government officials.	3.06	1.07	3.01	0.79	A
2.	Inadequate infrastructure.	3.11	1.03	3.13	0.92	A
3.	Poor teachers motivation.	3.27	1.01	3.36	0.88	A
4.	Embezzlement of funds.	3.17	0.97	3.17	0.90	A
5.	Lack of functional vehicles to ease transportation of supervisors in rural areas.	3.20	0.99	3.17	0.10	A
6.	Lack of principals' committed in delegation of duties.	3.51	1.10	3.50	1.08	A
7.	Lack of time management allotted for instructional supervision.	3.61	1.06	3.48	1.01	A
8.	Inadequate training of instructional supervisors.	3.43	0.76	3.50	1.06	A
9.	Inadequate constant supervision by the school head	3.35	0.98	3.34	0.92	A
10.	Poor performance of students in public examinations	3.10	0.94	3.16	1.01	A
11.	Non adherence to instructional supervision guidelines	3.18	1.08	3.48	0.89	A
Aggregate mean scores		3.20	1.01	3.20	0.99	A

The data presented in table 2 revealed the principals' mean score of 3.06, 3.11, 3.27, 3.17, 3.20, 3.51, 3.61, 3.43, 3.35, 3.10, 3.18, and with the aggregate mean score of 3.20 and standard deviation of 1.07, 1.03, 1.01, 0.97, 0.99, 1.10, 1.06, 0.76, 0.98, 0.94, 1.08, and aggregate standard deviation of 1.01 are indicated below. While the mean score on the side of the teachers are 3.01, 3.13, 3.36, 3.17, 3.17, 3.50, 3.48, 3.50, 3.34, 3.16, 3.48, and the aggregate mean score of 3.20 and standard deviation of 0.79, 0.92, 0.88, 0.90, 0.10, 1.08, 1.01, 1.06, 0.92, 1.01, 0.89 and aggregate standard deviation of 0.99 are indicated below. This implies that the respondents are of the opinion that these are the challenges militating against the success of instructional supervision strategies in repositioning classroom management in Ondo State.

Research Question Three: What are the modalities for enhancing instructional supervision strategies in repositioning classroom management in secondary schools?

Table 3: Mean responses on modalities for enhancing instructional supervision strategies in repositioning classroom management in secondary schools in Ondo State

S/N	Instructional supervision strategies	Principals		Teachers		Remarks
		\bar{X}	SD	\bar{X}	SD	
10.	Training and retraining of instructional supervisors.	3.29	1.03	3.16	1.00	A
11.	Adequate staffing of instructional supervision function.	3.51	0.97	3.59	1.13	A
12.	Establishment of instructional supervision unit in schools	3.24	1.00	3.53	0.97	A
13.	Training the supervisors in the area of ICT facilities for record keeping	3.58	1.05	2.79	0.81	A
14.	Instructional supervisors should be well motivated for effective job performance	3.17	1.07	3.49	0.89	A
15.	Time management should be allotted during the process of instructional supervision.	3.67	1.11	3.72	1.00	A
16.	They should be un interrupted power supply during the instructional delivery.	3.48	1.10	3.36	0.96	A
17.	Supervision of instruction should be done every term during the school resumption.	3.15	0.94	3.54	0.93	A
18.	Instructional supervision should be done in checkmating teachers' attitude to work.	3.16	0.94	3.54	0.94	A
Aggregate mean scores		3.32	1.04	3.25	1.00	A

The data presented in table 3 revealed the principals' mean score of 3.29, 3.51, 3.24, 3.58, 3.17, 3.67, 3.48, 3.15, 3.16 and aggregate mean score of 3.32 was indicated below while the standard deviation of 1.03, 0.97, 1.00, 1.05, 1.07, 1.11, 1.10, 0.94, 0.94 and aggregate standard deviation of 1.04 was indicated below. More so, the teachers' mean score indicated 3.16, 3.59, 3.53, 2.79, 3.49, 3.72, 3.36, 3.54, 3.54, with aggregate mean score of 3.25 while the standard deviation of 1.00, 1.13, 0.97, 0.81, 0.89, 1.00, 0.96, 0.93, 0.94, with aggregate standard deviation of 1.00. This implies that the respondents are of the opinion that these are the strategies that could be used to enhance instructional supervision repositioning classroom management in secondary schools in Ondo State.

Hypothesis

H₀₁: There is no significant difference between the mean rating of principals and teachers on instructional supervision strategies in repositioning classroom management in secondary education in Ondo State.

Table 4: Z-test analysis of difference between the mean rating of principals and teachers on instructional supervision strategies in repositioning classroom management in secondary schools in Ondo State

Category	N	\bar{X}	SD	Df	Z-cal	Critical Z-cal	Decision
Principals	90	3.26	1.03	7.41	1.38	1.06	Accepted
Teacher	150	3.24	0.99				

Data in table 3 revealed that Z-test analysis of difference between the scores of the principals and teachers on the instructional supervision strategies to be adopted by the principals in repositioning classroom management in secondary schools in Ondo state. The result shows that Z-calculated value of 1.38 is less than the Z-critical value of 1.96 at 741 degree of freedom and .05 level of significant difference between the mean scores of principals and teachers on the instructional supervision strategies to be implemented in repositioning classroom management in secondary schools in Ondo state.

Discussion of findings

The findings in table 1 revealed that instructional supervision strategies in secondary school in Ondo State include training and retraining of instructional supervisors, adequate staffing of instructional supervision function, establishment of instructional supervision unit in schools, training the supervisions in the area of ICT facilities for school records, instructional supervisors should be well motivated for effective job performance, time management should be allotted during the process of instructional supervision, supervision of instruction should be done every termly during the school resumption, there should be uninterrupted power supply during the process of instructional supervision. Instructional supervision should be done by scrutinizing teachers records and school attendance should be taken into cognizance in order to avoid absenteeism in schools. The respondents are of the opinion that these are the possible instructional supervision strategies that would help in repositioning classroom management in secondary schools in Ondo state. The study is in line with Nwafukwa and Bernadette (2018) concretely stated that the emphasis of instructional supervision help to refine, modify and better the performance of the students which would transcend to improved teachers' productivity. The author confirmed that through instructional supervision, teachers' productivity is improved and same time enhance the academic achievement of the students in secondary schools. Similarly, the study correlates with Ofojebe, Chukwuma & Onyekwe (2016) that if instructional supervision is well implemented, it would definitely lead to overall educational goal of the school.

The findings in table 2 revealed that the challenges militating against principals' instructional supervision strategies in repositioning classroom management include: poor management by the government official, inadequate infrastructure, poor teachers motivation; embezzlement of funds, lack of functional vehicle to ease transportation of supervisors to rural areas, laxity of principals' commitment in delegation of duties, limited time management allotted for instructional supervision, inadequate constant supervision by the school head and poor performance of students in public examinations. The respondents are of

the opinion that these are the possible challenges militating against principals' instructional supervision strategies in repositioning classroom management in secondary schools in Ondo State. This implies that if supervision of instruction is being taken into consideration among teachers and school administrators it would mitigate such challenges. In addition, the study correlate with Ughamadu, et al (2016) that overcoming the challenges of instructional supervision functions, supervision of instruction must be taken into cognizance specifically classroom instruction so as to improved teachers' productivity and same time enhance the academic achievement student in secondary school. Finally, the study is in line with Ughamadu (2016) cited Temponi (2007) affirmed that the activities of the principals as it concerns instructional supervision functions can make or mar the academic performance of the students. The authors are of the view that mitigating such challenges, the principal must monitor the school guidance, councilors, Liberian, health personal, security personal and every other employee of the school.

Conclusion

The impact of instructional supervision function in attaining the aims and objectives in secondary schools cannot be over emphasized. Instructional supervision enables teachers and other staff in secondary school to become efficient and productive especially in classroom management of instructions which invariable strengthen school administration and academic achievement of students. It was in this regards that the strategies was adopted in order to avert the challenges militating against supervision of instruction in secondary schools in Ondo state.

Recommendations

The following recommendations were made based on the general findings of the study. They are:

1. There should be establishment of instructional supervision unit in all secondary schools
2. Government should employ more supervisors into secondary schools.
3. There is need for training of instructional supervisors in the area of ICT facilities for record keeping
4. Principals should ensure that instructional supervision is done regularly in checkmating teachers' attitude to work.
5. Government should provide adequate instructional materials in secondary schools for repositioning classroom management and instructional delivery.

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