

The Dependent Outcome of Teachers Performance in Secondary Schools in Delta State: An Empirical Assessment of Principal's Supervision Capacity

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ABSTRACT

This paper investigates the degree to which the performance of teachers in secondary schools in Delta State depends on the capacity of school principals to maintain and enforce adequate supervision. Three research questions and three hypotheses were formulated and tested with Pearson correlation methods. The population of teachers used is 8,705 and 491 principals out of which 300 teachers equals 3.4% and 30 principals equals 6.1% were sampled using random sampling techniques. A total of 330 respondents were sampled and served with questionnaires. Two hypotheses were tested. The results show that teachers performance in secondary schools is significantly dependent on the capacity of the principals to effectively conduct adequate and valuable supervision which validates the importance of discipline, record keeping and teaching aids. The study recommends that school principals should routinely adopt reasonable supervisory behaviour to enhance teachers' task in the classrooms.

Keywords: Schools, teachers' performance, principals, Delta State, Education

INTRODUCTION

The importance of principal's supervisory behaviour in post primary schools in Delta state cannot be over- emphasized. The principal as a leader of group of teachers in the school system has the function of interacting with the teachers in other to improve the learning situation for the students through instructional supervision. Instructional supervision is one the processes by which school administrators attempt to achieve acceptable standards of performance and results. It is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system (Peretomode, 2004); and it is also seen as those activities carried out by principal to improve instruction at all levels of the school system (Dittimiya, 1999).

The role of the principals is to facilitate the implementation of the various learning programmes aimed at improving the learning situation. Teachers whether new or old on the job need necessary support in implementing the instructional programmes. Principals as school heads therefore, need to provide this support to teachers, they have to be involved in the implementation of instructional programmes by overseeing what teachers are doing with the students. A good principal should devote himself to supervise the teaching –learning processes in his school.

The principal as the supervisor is the one who oversees the activities of teachers and other workers in the school system to ensure that they conform to the generally accepted principles and practice of education.

In the school system, the responsibility of coordinating these activities normally falls on the principal. The principal is a professional leader who holds the key position in the programme of instruction improvement through supervision of instruction. If the teachers are not well supervised effectiveness in instruction will be adversely affected and the instructional purposes may not be well realised. But, negligence in the improvement of instruction through improper supervision by the principal can go on indefinitely without being detected. This may lead to low quality of instruction and invariably, teachers' lack of commitment to job.

As a result, the principal as the supervisor provides professional guidance to teachers in order to improve the conditions which affect learning and growth of the students and teachers. In discharging his supervisory role, the principal can help the teachers for better task performance in the following areas: Preparation of lesson plans and lesson notes before going for lessons; Good use of instructional methods and teaching aids; Keeping and maintaining of school records etc.

Supervision of instruction therefore directed towards maintaining and improving the teaching-learning process of the school. It is highly instructionally related, and the instructional supervisor's role is that of supporting, assisting and sharing rather than directing. Instructional supervision is a service activity that exists to help teachers do their job better.

It becomes imperative that principals' supervisory behaviour must be adequately positioned for effectiveness and efficiency to influence teachers in their job tasks. This desired expectation in education could be achieved through effective supervision since it creates the awareness of sound education philosophies in teachers since the responsibility of ensuring that effective teaching and learning takes place lies with the instructional supervisors and by employing employed various strategies to enhance teachers' job tasks.

The National policy on Education (2004), states that, 'to ensure quality control in the schools, it is necessary to have good teachers and supervisors. The primary responsibility of the supervisors is to see that high standards are maintained and that schools are run in accordance to the laid down regulations. The Ministry of Education and the state Post Primary Education Board, appoint principals to improve and maintain standard in our schools, through their supervisory functions. The board appoints people who are mainly experienced in the teaching profession for the purpose of supervising the teaching-learning activities. Also, Peretomode (2004) suggested the following as the purpose of instructional supervision in schools:

- a) To directly influence the behaviour of teachers and the teaching processes employed to promote student learning.
- b) To ensure that each individual teacher within the school system has been performing the duties of which he was scheduled.
- c) To cooperatively develop favourable climate for effective teaching and learning.

From the above purposes of instructional supervision in secondary schools, it has been observed that the training teachers receive from Teachers Training Institution are not adequate to make them professionally proficient and effective, so the use of instructional supervision techniques becomes imperative to supplement their professional experiences.

In addition, instruction supervision is a tool for helping teachers' professional growth. The use of instructional supervision techniques is a means of helping the teachers cope with the problems of large students' population and development in the educational setting. Instructional supervision techniques are relevant. The techniques of instructional supervision have been described by Onoyase (2007) as modern strategy of supervision which can be employed by supervisors to help teachers improve on the job and also facilitate effective instruction in schools. According to Onoyase the techniques should include; Classroom visitation, Inter-school visitation, Micro-teaching and Workshops.

The point has been made earlier that the principal is an instructional supervisor in his institution. The way people see him in the course of discharging his duties and functions has given rise to a variety of names and titles labeled on him. Thus, is seen as the Head teacher, leader, instructional supervisor, adviser, public relation officer, curriculum director, chief

education officer, policy maker, etc. These titles reflect the place and role of the secondary principal in the educational processes.

According to Fafunwa (1974) and Etu (1997), the Nigerian secondary school principal occupies a unique position in the overall secondary school educational system. He is an educational leader in his own right and his influence is considerable in the educational programme of the country. The principal is an agent, who executes or transmits rules and regulations handed down by the ministry of education. The curriculum, the system of instruction and discipline are handled by him. We see the principals' main task as interpretation of policy, execution of instructional programme. The principal is a leader counselor, a guide, a psychologist, the chief communicator and the teacher of teachers.

The question one would ask at this point is whether the principals as instructional supervisors and administrative heads do perform the roles and functions associated to such titles for the overall process of education system.

It is often difficult for a principal to oversee every teacher in a school especially now that the school population is extremely large. To ease his supervisory roles, the principal should delegate some duties to the vice principal and senior teachers within the school.

A supervisor is a person appointed to take care or in charge of a group of people to ensure that work is carried out satisfactorily. He is responsible for achieving the objectives of the organization within limits of his authority and for maintaining a good quality of person. The person in the best position to perform these responsibilities in the secondary school system is the principal. The following explanations show that principals play numerous roles and perform various functions in the course of his work. He works with the teachers and gives them advice and encouragement, coordinates the various parts of the school activities in an effective environment conducive for learning. He is a protector of teachers and services as a buffer between them and the unreasonable demands and pressures from the community. In my opinion, all school principals should include the followings in their supervisory tasks:

- a) Creating of conducive environment where creating and learning takes place for both teachers and students;
- b) Provision of leadership in program development and fostering of team spirit among teachers;
- c) The provision of leadership in the development of the school into an informal organization, where problems and decisions are debated with a view to arriving at rational solutions;
- d) Integration of organization goals to community goals; and,
- e) The introduction of new teacher's performance evaluation, primarily for the development of appropriate skills for the achievement of the goals of the education system.

The motivational advantages of principals' supervisory behaviour on teachers' performance cannot be overemphasized, it involves discipline and dedication. Discipline involves self-control, and respect for others, disciplined teacher is guided in his behaviour, moral and social principles and does what is right and good (Edem, 1998). It is true that discipline is one of the important criteria in knowing the worth of a teacher, because in Nigerian schools, the problem of discipline is a cankerworm that has eaten deep into the fabric of the Nigerian society.

Students are always reported in schools to be involving in drug abuse. Also, there are reports of increase in examination malpractice among students and even teachers. In most tasks Students and teachers come to school at will and leave at will, some principals in the secondary schools cannot check decadent among students and teachers because they have their share of indiscipline behaviour. Teachers no longer teach their students effectively as they go after their private businesses. Olajide (2006) observed that a disciplined teacher will be able to discipline his students and performs well academically. School authorities need to control their students in the system through school rules and regulations. School officials

often try to justify their control of students on the ground that they are empowered to act “in-loco-parentis” Nakpodia (2006). Discipline involves self-control, restraint, self-respect and respect for others. The disciplined person is guided in his behaviour, moral and social principles and does what is right and good.

There are resources on teaching aids used in the teaching and learning process. Umudhe and Arisi (1998) opined that teaching aids or instructional materials are of different kinds which teachers and students employ in classroom in order to make the teaching and learning process more effective and productive. They are real things and representations of real things which stimulate one or more of the senses and which enrich the teaching-learning process. Njoku (1997) points out that teaching aid are classified into according to how they appeal to the senses and according to mode of usage. Teaching aids may be classified into three namely: Audio-visual, Visual and Auditory materials.

Audio visual aids offer the social studies teacher endless opportunities to enrich his teaching, especially if these aids are used most appropriately and economically. Most of these aids can be used to aid teaching and facilitate learning. Audio Visual aids refer to still pictures, television, slides, film strips, recordings, graphs, charts, motion picture, maps, tables, cartoons, models and so on.

Visual aids offer great advantage to learners. The organ of sight is one of the most important and most used. According to an old Chinese proverb, “One seeing is worth a hundred telling”. Consequently, visual imageries seem to have long lasting effect and hence a vital aid in learning and retention. Visual aids supply new experiences and new imagery. Pictures and other visual aids usually extend the limits of experience. Oral descriptions only call forth whatever relevant concepts a student has already acquired through previous experience. In most cases, the ability to analyze, compare, generalize, and synthesize would rest upon the broad base of experience.

When visual materials are used appropriately and wisely, they no longer may be regarded as mere supplements, but fundamental instruments in learning. They facilitate on the linkage or association of object and work. They are time savers, both for the teacher and the learner. They enrich and extend one’s scope of appreciation. They entertain, educate and inform. Visual materials stimulate the imagination. They also develop the learner’s power of observation. Visual aids may need explanations, but they do need translations. In other words, visual aids have a universal language. Visual aids may be used to supplement other methods. Whatever visual aids are to be employed would need an initial careful consideration of the scope of the content material to be studied. Visual aids should only be utilized when necessary.

Auditory materials, especially the radio and tape recorded lessons and discussions have a place among teachers most valued tools. The audio materials extend the scope of listening activities in the teaching and learning of social studies. Auditory materials capitalize on the sense of hearing. They can be used in a variety of situations including but not limited to the followings: (i) News bulletins and special broadcasts. Teachers can record current affairs broadcasts or selected news item that are considered to be of value to students. These can be played back when required; (ii) Imaginary news or contrived social settings may be recorded and recalled for use at a later date; (iii) Interviews with experts and resource persons may be recorded especially when it is not possible to bring in the resource person to the school; (iv) It can be used to record group discussion, debates or quizzes; and, (v) It is a means of storing information, especially tape recorded events, news, interviews and discussions.

School records are some of the areas of supervision of instruction which makes teaching and learning effective in school management. As such, record keeping is not a mere imposition on teachers by Ministry of Education of the State Post Primary Education Board inspectorate division. They are being seen as an essential tool for effective teaching and learning Edem (1988) opined that if schools keep good records, it is almost certain that

teachers will perform well and if it does not, chaos is about to occur. A supervisor will be very disappointed in the administration of a school, where records are unreliable or badly kept. Mbite (1978) and Peretomode (1998) observes that school records as comprising all the books and files or other documents containing information relating to what goes on in the school as well as what type of property the school owns. Olagide (2006) explained school records as those which enable principals to get accurate information relating to what goes on in the school, who is in the school as well as what type of property the school owns. He also explained that school records helps to assess how their school is progressing.

In a nutshell, school records offer a basis for objective evaluation and appraisal by supervisors. It is most important therefore that they should be properly kept and preserved. Poorly kept records provide a distorted and misleading picture of a school's past. In fact, Edem (1998), classified records into four principal categories as follows:

- a) Vital record which usually cannot be replaced without destroying their original value.
- b) Important records which are replaceable at considerable expense.
- c) Useful records whose destruction will cause some inconveniences but which can be easily replaced.
- d) Non essential records should later be destroyed to conserve storage space. The classification brings into focus the risk that may be involved in the event of loss, hence, the need for adequate protective measure and security.

METHOD AND MATERIALS

In any organization, supervision is the basis where by goals are attained and it is taken to improve teaching and learning for the teachers and students. Over the years, the poor performance of students in public secondary schools in the state has been attributed to ineffective supervision of instruction by school principals at the secondary level of education which has led students to the search of examination miracle centre.

Also, the current events in schools reveal that there is increase in indiscipline among teachers such as lateness to school, non-preparation of lesson notes before going to class, examination malpractice, not marking of students' notebooks, not entry and completing of school's records, turning of classrooms and school environment into story telling place and mini-market, etc. Most secondary school teachers developed lukewarm attitude towards their duties. This moral laxity among teachers results in lack of commitment to tasks performed by them.

The study deployed the Pearson correlation statistical model for analysis. Three research questions and three hypotheses were investigated. The research questions are:

- a) What is the relationship between principals' supervisory behaviours and teachers' tasks in school discipline?
- b) What is the relationship between principals' supervisory behaviour and teachers' tasks of school record keeping?
- c) What is the relationship between principals' supervisory behaviour and teachers' tasks in the use of teaching aids?

The hypotheses are:

- a) There is no significant relationship between principals' supervisory roles and teachers tasks in discipline maintenance
- b) There is no significant relationship between principals' supervisory behaviour and teachers' tasks in school record keeping?
- c) There is no significant relationship between principals' supervisory behaviour and teachers' tasks in the use of teaching aids?

The survey method was used which allows the measurement of a number of variables and their relationships simultaneously. The target population in the study includes 491 principals and 8,705 teachers respectively of public post primary schools from 10 local government areas of Delta State. From the target population of existing 491 post primary schools, the researcher sampled 30 school principals which represent 6.1% and out of 8, 705 teachers , the researcher sampled 300 teachers which represent 3.4% in the study. The simple random sampling technique was used in drawing the selected principals and teachers respectively.

The instrument used for the study is the questionnaire and it is designed to find out principals’ supervisory roles on teachers’ tasks in public post primary schools in Ibadan metropolis. The instrument was designated as “PSBQ” Principal’s Supervisory Behaviour Questionnaire. The questionnaire was used because it is capable of yielding more candid and objective answer because of its impersonality. The questionnaire consists of 2 parts: Part A is concerned with information on demographic variables such as: Sex, Location of school, and age of respondents and Part B, consists of thirty (30) items designated to find out principals’ supervisory roles and teachers’ tasks, based on the variables such as: School discipline, record keeping, and teaching aids.

Two procedures were used to establish the validity of the instrument. These are the face and content validity. The reliability of the instrument was ascertained by using the “split half reliability method” on thirty respondents not included in the sample size. For the split half method, the data collected were divided into the halves using the odd number items and the even numbers for the others, and as a result, a correlation formula was applied to the coefficient. The correlation coefficient was found to be 0.85 using the Spearman Brown Prophecy formula. This shows that the research instrument has a high internal consistency.

The researcher personally administered the questionnaires on all the respondents in their respective schools. The study made considerable use of tables for the presentation and analysis of data. Percentages were utilized in analyzing the data on the demographic variables in the study, while the Pearson Correlation ‘r’ was employed in analyzing the data based on the three hypotheses tested to guide the study.

RESULTS AND DISCUSSION

The summary of the data analysis are presented in Table 1 – 6.

Table 1: Respondents by subjects

Subject	Number [n]	Percentage [%]
Principals	30	9.1
Teachers	300	90.9
Total	330	100

Table 1 indicates that there are 30 principals (9.1%) and 300 teachers (90.9%) used in the study as sample in the public secondary schools in Delta State.

Table 2: Respondents by Sex

Sex	Principal	Teachers	Total	Percentage [%]
Male	5	69	74	22.4
Female	25	231	256	77.6
Total	30	300	330	100

Table 2 indicates that there were 5 male principals and 25 female principals used in the study while there were 69 male teachers and 231 female teachers used in the study. This implies that in terms of sex there were more female principals and teachers (256) in number representing 77.6% than male principals and teachers of (74) which represent 22.4%.

Table 3 indicates that no principal representing 0% and 58 teachers representing 19% who are below 40 years was used in the study while 15 principals representing 50% that was between 40-50 years was used in the study. Also 6 principals representing 20% and 54 teachers representing 18% between 50 – 55 years were also used. Again, 9 principals representing 30% and 12 teachers representing 40% that were between 55-60 years were used in the study. This implies that in terms of age, there were more principal and teachers between 40-50 years that were used in the study than principals and teachers in other age brackets as shown above.

Table 3: Respondents by Age

Age	Principals	Percentage [%]	Teachers	Percentage [%]
<i>Below 40</i>	-	0	58	19
Between 40-50	15	50	176	59
Between 50-55	6	20	54	18
Between 55-60	9	30	12	4
Total	30	100	300	100

Hypothesis 1: There is no significant relationship between principals’ supervisory roles and teachers’ tasks in terms of discipline maintenance

Table 4: Summary of Pearson Correlation test result on Principals’ Supervisory Roles and Teacher’s tasks in terms of school discipline.

Variables	N	X	SD	DF	r-cal	r-crit	Decision
Supervisory Strategies	165	50.04	8.308	328		0.195	Not significant (Accepted)
Teachers’ tasks	165	46.62	6.719		0.092		

Level of significant at 5%

As indicated in Table 4, the calculated ‘r’ (0.092) was less than the critical (0.195), hence, the null hypotheses was accepted. This shows that there is no significant relationship between principals’ supervisory roles and teachers’ tasks in terms of discipline and maintenance.

Hypothesis 2: There is no significant relationship between principals’ supervisory roles and teachers’ task of record keeping

Table 5: Summary of Pearson Correlation test result between Principals’ Supervisory Roles and Teachers’ Tasks in terms of record keeping

Variables	N	X	SD	DF	r-cal	r-crit	Level of Significance	Decision
Supervisory Strategies	165	58.08	10.541	328	0.093	0.195	0.05	Not significant (Accepted)
Teachers’ tasks	165	45.82	6.296					

Level of significant at 5%

In Table 7, the calculated ‘r’ (0.093) was less than the critical ‘r’ (0.195). Hence, the null hypothesis was accepted. This shows no significant relationship between principals’ supervisory roles and teachers’ task of record keeping.

Hypothesis 3: There is no significant relationship between principals’ supervisory roles and teachers’ use of teaching aids.

Table 6: Summary of Pearson Correlation test result between Principals’ Supervisory Roles and Teachers’ tasks of using Teaching Aids.

Variables	N	X	SD	DF	r-cal	r-crit	Level of Significance	Decision
Supervisor y Strategies	165	53.41	5.727	328	-0.275	0.195	0.05	Not significant (Accepted)
Teachers’ tasks	165	44.31	3.458					

Level of significant at 5%

Table 6 shows that the calculated ‘r’ (-0.275) was less that the critical (0.195). Hence, the null hypothesis was accepted. This shows that there is no significant relationship between principals’ supervisory roles and teachers’ tasks in terms of teaching aids.

The study was guided by five hypotheses formulated based on the variables in this study. In testing for the no significant relationship as stated in hypothesis 1, 2, 3 and 5, the Pearson correlation ‘r’ was employed and it was quite revealing that the null hypothesis of discipline and maintenance, record keeping, teaching aids and experience were accepted while the hypothesis 4 shows significant relationship in terms of experience which was rejected.

Hypothesis 1 shows that there was no significant relationship between principals’ supervisory roles and teachers’ tasks in terms of discipline maintenance; however, the hypothesis was accepted because there was no significant relationship between the principal supervisory roles and teachers’ tasks in terms of discipline maintenance. Teachers agreed that teachers are punctual when they are aware that the inspectors are visiting the schools. Edem 1998 also agreed that discipline has serious effect on instructional supervision, he therefore advised that both teachers and principals must try as much as possible so that they operate within the limits of the teaching professions code of conduct and uphold strong and justifiable moral standard so as to engender good tasks of the students.

Hypothesis 2 states that there is no significant relationship between principals' supervisory roles and teachers' tasks in terms of record keeping. The hypothesis was accepted because there is no significant relationship between principals' supervisory roles and teachers' tasks. Record keeping is the part and parcel of instructional supervision record keeping that shows how well the teachers and students perform in the school. Okpetu and Peretomode (1998) stated clearly that a school without proper record keeping procedures is administratively deficient.

Hypothesis 3 states that there is no significant relationship between principals' supervisory roles and teachers' tasks in terms of teaching aids. The effects of teaching aids cannot be underestimated, the principal and teachers agreed that lessons cannot be effectively taught without teaching aids as they help the teachers teach their subject effectively. However, it was noted that majority of teachers do not use teaching aids because they are not available in the school and they are expensive. The assertion of this hypothesis is in consonance with the opinion of Akinwumi (2002) that teaching aids are essential in teaching and teachers' tasks as they will definitely help teachers to perform well. In view of the foregoing results, the study suggests that:

- a) The analysis of data showed that there is no significant relationship between principals' supervisory roles and teachers' tasks in terms of discipline; because discipline involves self control, restraint, respect for self and respect for others, hence a teacher is disciplined and is a disciplinarian, consistent with Dittimiya (1998).
- b) There is no significant relationship between principals' supervisory roles and teachers' tasks in terms of record keeping in conformity with Owoye (2002) which suggests that a well managed business will have records for future and present management to engender better tasks.
- c) There is no significant relationship between principals' supervisory roles and teachers' tasks in terms of teaching aids which disagrees with Arubayi (1995) which suggests that instructional materials or teaching aids must be used by teachers always to facilitate better understanding of students and to promote teachers' job tasks.

CONCLUSION

Based on the findings, the researcher recommends that discipline should be the watchword of all teachers, principals and supervisors. Also, that there should be maintenance of proper record keeping in all schools; the government should supply teaching aids to the schools in the absence of which teachers must improvise, and teachers should employ various teaching methods in the classrooms to promote learning. Based on the findings of the study, the following conclusions were made: (i) That discipline helps to promote teachers' job tasks in the school; (ii) That record keeping is an integral part of supervision; and (iii) the need for consistent utilization of teaching aids to promote teachers' classroom tasks.

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