

ABSTRACT

APPRAISAL OF THE SUPERVISION TECHNIQUES ADOPTED BY THE UNIVERSAL BASIC EDUCATION (UBE) SUPERVISORS IN PRIMARY SCHOOLS IN ENUGU STATE, NIGERIA

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This study investigated the "Appraisal of the Supervisor Techniques Adopted by the Universal Basic Education (UBE) Supervisors in Primary Schools in Enugu State" with an emphasis on the extent of utilizing demonstration, classroom visitation, inter-school visitation, and micro-teaching techniques. Research questions were answered and four hypotheses were extensively reviewed. The population for the study was 12,959, comprising 176 supervisors and 1271 teachers. A questionnaire was the only instrument used for data collection. The questionnaire was validated by three experts in Educational Management and Measurement and Evaluation. The mean scores of the teachers and UBE supervisors were used to answer the four research questions while the hypotheses were tested with t-test statistics at 0.5 level of significance and 1287 degrees of freedom. The findings, which include that inter-school visitation is the only supervisory technique among the techniques used for the study that was not utilized by supervisors when supervising primary school teachers. Consequent upon the findings of the study, some recommendations were made, one of which was that the government should recruit more supervisors to boost the number of existing supervisors. Suggestions were also made..

KEYWORDS: *Inspection, Supervision, Supervision Techniques, Demonstration Technique*

INTRODUCTION

Primary education forms the crux of whatever a child will become academically in the future. A good primary education can mould any child, while a bad one in the same vein may mar such a child. The reason is that any virtue or vice imbibed by a child in his/her formative years lives with him/her for a very long time.

The Federal government properly understood this when it came up with a national policy on education that made primary education free and compulsory. According to the National Policy on Education (1), the goals of primary education were as follows: permanent literacy and numeracy; and the ability to communicate effectively; lay a solid foundation for scientific and reflective thinking; provide citizenship education as a foundation for effective participation and contribution to the life of the society; mold the character and develop sound attitude and morals in the child; and provide the child with basic tools for further educational advancement.

This really brought about a great increase in the school population all over the Federation. The surging population of pupils made it necessary to employ more people to teach in primary schools in order to meet the demand. However, many of the people recruited were not well qualified to teach.

Managers of the educational system have to find a way to make these unqualified teachers fit to teach in our primary schools, so as to impart the requisite knowledge, virtues, and discipline needed to mould a complete child. One way of achieving this is to have good and qualitative supervision of all our primary schools. For duties and responsibilities assigned to go well at all levels, there must be effective supervision. Supervision is an essential part of any organizational set up. No wonder Wilhens in Ossai (2) asserted that supervision of instruction is imperative and crucial for an effective primary school system.

The aim of supervision of instruction in the school system is the improvement of the total teaching and learning processes. Supervision as we know it today first started as inspection and was primarily concerned with issues of compliance with rules and regulations, while "supervision" uses information from evaluation and inspection to direct, guide, and, to some degree, support.

At its early stage, school supervision was tagged with inspection. Even though Ogunsanya argued in National Open University (4) that supervision and inspection are the same thing and that the difference is mostly a matter of how the words are used, since supervision comes from American English and inspection comes from British English. But many Nigerian scholars hold the opinion that supervision is the new order or modern approach to school supervision, while inspection is perceived as the old order, which assumed a directive, dictatorial, coercive, judgmental, and undemocratic pattern which later became moribund due to its ineffectiveness. Egbebi and Harbau (5) opined that in the past years, school inspectors jumped over the windows of a classroom for inspection. One could only imagine the awe and apprehension this action invoked in both teachers and students and how it destabilized the teaching and learning process in school.

This unprofessional practice was as a result of the utilization of quacks that had no formal exposure to pedagogic principles and practices and who posed a threat to the teaching and learning process instead of improving it. Gradually, practitioners and research evidence disclosed the negative impact of this method on the teacher, learners, and general teaching and learning process, thus advocating for a democratic, teacher and learner-friendly method (supervision) that further enhances the teaching and learning process.

Every prospective head teacher, school administrator, planner, or educational practitioner needs to be conversant with the concept of supervision and its techniques in order to improve instruction and facilitate the achievement of educational objectives.

The supervisor's primary responsibility is to help teachers attain an appreciable level of professional competence and methodological effectiveness. Such supervisor is seen as a resource person, a motivator, a leader and a teacher of teachers. Anybody who supervises or performs the functions of supervision could be referred to as supervisor

Objectives of the Study

The objectives of this study were:

- To critically appraise the various supervision techniques adopted by the Universal Basic Education Board in supervising primary schools in Enugu State.
- To ascertain how this has impacted on the performance of the pupils
- To find out how the demonstration technique has affected the performance of the teachers

A Literature Review

People think of education as a way to teach discipline through training and to learn skills and facts.

Kingsley (6) "is of the view that education refers to the systematically organized programs designed to produce certain knowledge, skills, understanding, attitudes, and behavior patterns in members of a given social group".

According to Ugwu (7), "the aim of education is multilateral and the end objective is to produce an individual who is honest, responsible, skilled, co-operative, and conformable to the social order of the day".

According to Orji (8), "education is the sum total of all experiences, whether formal or informal, that a man comes across in his journey through life". Orji regards this as the holistic view of education, which implies the continuous development of the physical, mental, and spiritual potentialities of man.

Brain (2006) stated that education determines the growth, freedom, and happiness of every human being; the quality of our society; and the wealth of our nation.

Aguba (10) defined primary education as the education given in institutions for children aged 6 to 11 plus. Since the rest of the education system is built upon it, the primary level is the key to the success or failure of the whole.

system. NPE (2004) view primary education as the first formal level of education and it is the education given in institution for children aged to 6 – 11 years. Since this level of education is the foundation for all other levels, it is seen as the key to either the success or failure of the whole system of education. The duration is six years.

Ocho (11) cited in Aguba (10) perceives education as the process of making members of the society knowledgeable and contributing members for the development of the community. He agrees with Peter and Plato that the essence of education is morality and value transmission. He added that Education can heal or, kill, bind up or tear apart, lift or deprave. It is an instrument that can be used for good or evil. It is no gain saying that education plays a vital role in the development of a nation. This is why education has been given prominence and generally recognized as a basic fundamental human value and right.

In his views, Jowitt cited in Briggs (21) "the purpose of education is to make the educated develop his tendency and power in a manner, satisfactory to himself and to the community in which he lives by the growth of socially desirable knowledge, attitudes and skills".

Fafunwa (12) sees education "as the aggregate of all the processes by which a child or young adult develops the abilities, attitudes and other forms of behaviour which are of positive value to the society in which he lives". Fafunwa's definition entails life-long experiences which cut across infancy and adulthood.

The Concept of Supervision

Ajayi (13) opined that supervision is a helping relationship whereby the supervisor guides and assists the teachers to meet targets.

According to Owoeye (14) supervision is "that part of school administration which has particular pertinence for the appropriateness of instructional expectations (products) of educational programmes". By this definition, supervision can be viewed as the management of personnel to carry out purposes of administration.

Ukeje (23) cited in Aguba (10) cautioned that without thorough supervision, even the best programme set out in a well laid out or structured establishment could not be effectively executed

While Anih, (19) defined supervision as an allocated time held regularly between the worker and the supervisor, which may be a line manager or an experienced staff member who has been trained in giving supervision

According to Nwaogu (16) supervision of instruction is concerned with making adequate provisions for all the conditions that are essential for effective learning through effective teaching. To him, supervision covers all studies directed at improving the conditions which surround the learning and growth of pupils and teachers. Nwaogu noted that supervision of instruction is very important because, just as good teaching facilitates good learning good supervision enhances good teaching.

Nwosu (17) defined supervision as activities directed towards the teachers for stimulating professional instructional effectiveness. Supervision is, therefore, a process of helping, guiding and stimulating the teachers with a view to improve the desired professional behaviour on their part and enhancing their pupil's learning.

Ojelabi (218) enumerated some of the purposes of inspection to include:

- *To ensure that minimum standards are maintained
- *To provide a forum through which purposeful and constructive advice can be rendered for the sake of improving the quality of teaching and learning in schools.
- *To make sure that prudence is maintained in the way and manner that public funds are spent in running the schools.
- *To make available to the appropriate authorities the true position of human and material resources.
- *To stimulate and provide guidance in the display of desirable educational practices which noting the various negative educational practices.

- *To provide a verifiable foundation upon which various course of action can be initiated by the teachers and principals, locally within the school.
- *To collect data
- *Provision of professional support for personnel in educational institutions.
- *Improved curriculum delivery
- *Effective and efficient school management
- * and Providing feed-back.

Anih (19), had a similar view though differently outlined as below:

- *Monitor work and performance. *Clarify priorities, responsibilities and role. *Share information about work.
- *Identify areas within the work where additional support and/or training may be needed.
- *Provide an opportunity to discuss how the worker and the supervisor feel about the work.
- *Recognize and deal with existing or potential problems. *Discuss how outside factors are affecting work. *Provide a framework for discussing and effecting change.

Nwosu (17), opined that the cardinal objective of supervision of School programmes is to promote all round positive change in behavior of the students.

Non-teaching purpose of school supervision

Note that supervision is an all-encompassing quality assurance school improvement exercise that is not only limited to teachers alone but it also concerns with all aspects of school life including non-academic staff, school structures and facilities among others. This helps the supervisor to interact with the environment where teaching and learning takes place and thus make informed decisions, recommendations and reports for general improvement of the learning environment.

Kalule and Bouchamma (20) put forward the following as purposes of non-teacher school supervision:

To determine the general well-being of schools, improve school administration, to determine cost/benefit, bridge the Gap between Teachers and the Ministry of Education, ensure efficiency and effectiveness in fund utilization, Accreditation/recognition of school, Recommendation for grant and loans, Supervision provides the opportunity to assess the moral tone of school.

Briggs (21), enumerated the following activities logically that are falling under supervision as:

- *survey of the school system; *improvement of classroom teaching; *in-service education of teachers; *selecting and organizing materials for instructions; *researching the problems of teaching; *determining the desirable physical condition of teaching and *Performing semi-administrative duties.

Characteristics/Principles of Schools Supervision

Report Writing: Supervisory role of primary school Head teachers are concerned with critical examination and evaluation of primary school system as a place of learning. Through inspection or supervision, necessary and relevant advice may be given for the improvement of the school. Such advice is usually registered in a report.

Training and re-training: Ezeocha (22) upholds that internal supervisor will consequently be “professionally strangled”, if he fails to avail himself with training skills designed to equip him with the equality of an instructional leader.

Co-operation of the other members of Staff: This is necessary without which no supervision exercise will succeed. Different authors viewed it differently as stated below:

Ezeocha (22) outline five basic characteristics of school supervision to include:

Cooperation, Integration, Science-based, Flexible and Standing (continuous)

Ukeje (23) noted that supervision of instruction follows certain principles which include. Flexibility, Co-operation, Improvement of teaching and learning, Prior knowledge of the School Situation, Ensuring Job Satisfaction in the Job of Education Staff, Directed to a Certain Purpose, Assistance to All.

Why School Supervision is Necessary

Thompson in Ossai (24) opined that supervision becomes necessary because the pace of curricular and methodological changes and the changing place of the school in the society.

This view is supported by Ogunsajo (25), when he asserted that “each year, supervisors are lifted from the classrooms to take up supervisory responsibilities as Heads of schools, without adequate preparations for such positions”. Such inadequate preparations consequently account for the majority of supervisory difficulties which are endemic in school system.

Ani (26) re-iterated that teachers not only impart knowledge, but they are also expected to inculcate attitudes, develop essential skills, strength loyalties, promote allegiance to our way of life and reinforce moral imperatives. He further posited that for teachers to achieve these arduous tasks efficiently and effectively, they need some helping hands through the process of supervision.

Igbo (2002) noted that supervision was very vital in the business of education because many teachers were not dynamic. All teachers are not as knowledgeable as supposed, and all teachers are not as skillful and professionally sound as they ought to be. As a result, supervision is designed to help and stimulate affected teachers so as to become more productive and result oriented.

Similarly, Ogunsaju (27) noted that the increasing size of schools and teaching staff, the greater mobility of the instructional force on the large number of beginning teachers indicate the need for more supervisory efforts. Teachers that are new in the system require careful orientation.

Okibe (28) wrote that adequate information on supervision and its related concept like supervisory instruction and utilization of supervisory technique for schools or when to carry out supervision, seeking support and when to improve the instruction of teachers through effective application of supervision to improve academic performance of learners. He stated that supervision of schools contributed greatly to net working among schools and among individuals in schools.

Supervision is necessary like any other planning activity, supervision is a very needful step toward progress in the activities of secondary schools and primary education. Neglect to carry out effective supervision practice is assurance to total failure of educational objectives. Results are hard to come by when effective supervisory practice are not drawn. Supervision helps financial control and also enhances the evaluation of school performance as to maximize the scarce resources available. Ocho (29)

Teachers should be well and regularly supervised to ensure quality in schools. Based on that, Ukeje (30) lamented that teachers mistake is dangerous when compared with the mistake of other professionals. According to him, “If a medical doctor makes a mistake, the patient may die, if an accountant makes a mistake, some money may be lost, if an engineer makes a mistake, the bridge may collapse, but if a teacher makes a mistake, the effect may be everlasting”. As a result, the teachers must be helped, guided and directed, which is the basic function of supervision. Today, teachers are faced with an ever broadening complexity of the educational task.

Nwosu (2007) observed that the need for efficient supervision of programmes in the school system has become compelling. He linked the falling standard of education in Nigeria to dwindling interest in instructional supervision in schools. He added that for any supervisor to achieve the aims of instructional supervision, he must possess the qualities of respectability, creativity, inspiration, leadership and resourcefulness and further stressed that such supervisor must work in line with the following principles: Co-operation, flexibility and democracy.

Techniques of School Supervision

According to Ani (31) techniques simply means methods, approaches or styles adopted to perform certain activities in the hope of achieving some desirable objectives, Supervision of instruction is an activity designed to improve teaching and learning which form the central focus of education.

Oki (32) defined it as ways of doing things. In supervision of instruction at the primary school level, techniques of supervision of instruction according to him include the techniques used in supervision of teaching and learning for greater output, for the fulfillment of educational goals. The objectives of supervision cannot be fully achieved without the application of certain techniques by the supervisor.

Classroom Visitation. Ani (34) asserted that this is the most commonly used techniques of instructional supervision. It is a situation where a supervisor or a group of supervisors visit a teacher or group of teachers in their various schools. During the visit, the teacher picks a topic from his lesson note and teaches the students while the supervisor sits in the class to observe teacher’s teaching. During the observation, the supervisor pencils down some points of interest covering the good aspect and bad aspects of the teaching, that will be discussed later with the teacher.

Oguli (2007) identify three different types of classroom visitation. One of the three is the visit which is made in the morning by the supervisor before the teacher and the students arrive, or late after the school is over. Indeed much can be learned about school and the educational system when the class is empty. The observer would really make any decisions as well as ask some questions. For instance, the supervisor will note how attractive and neat the classroom is. Is the classroom well-equipped with the material resources to improve teaching and learning? So, visiting the classroom when students are not there tells a lot of revealing stories which should be used to better classroom environment.

Short visits during the day are a second observational technique that could be used by the

supervisor. This visit as its names goes is short. Usually, the visit lasts between 5 – 10 minutes. Such visits would help the supervisor to visit many classrooms the same day, and this in turn would help to answer the question on whether the classroom is neat and attractive, whether there are material resources? Above all, it would help the supervisor to gather information concerning teacher-student relationship and the general climate. The third type of visitation, and probable the best one is that which makes the supervisor a particular observer. The supervisor visits many classrooms and is really a participant in the activities going on in the class. This does not really mean that the supervisor has taken over the class from the teacher. It is necessary to state at this point that the teacher is in charge of class all time. The supervisor is just assisting the students who need help that the classroom teacher cannot give. For this type of situation to exist without misunderstanding, there must be excellent rapport between the supervisor, the teacher and the students. (Igboeli,(35). (Hornby, (36).

Merits of Classroom visitation

- *It gives the supervisor the opportunity of seeing the teacher in action and this will create and objective approach to the supervisors helping hand to the teachers as a means of improving instructions.
- *It throws new light upon the quality of the learning experiences present in a teaching situation which can be analyzed during the supervisor/teacher discussion.
- *It enables the supervisor to understand the status availability, use relevance and competence of the teacher in relation to instructional materials.
- *It exposes the supervisor to the quality of classroom management exhibited by the teachers. The quality of classroom management determines to a great extent, the degree of achievement of the objectives of teaching and learning in any situation.
- *Through classroom visitation, the supervisor becomes aware of several factors that can promote educational growth and development. For examples, the quality of seating arrangements, provided for the students, the relevance of the texts and other materials used for instruction. Sergiovanni and Starratt (1993),
- *It helps the supervisor to know the physical condition of the school buildings and other facilities and structures that promote teaching and learning, and it affords the supervisor the opportunity of making recommendations where need be.

Inter- School Visitation: According to Ani (34) this is a situation where teachers of different subject areas, qualifications and experiences visit other teachers of the same or different categories in their classrooms to observe them teach certain concepts, apply certain methods or improvise or use instructional materials in their lessons.

This technique has been described as a very effective technique of supervision because of the following:

- *It gives teachers the opportunity of knowing different techniques and methods used by other teachers in teaching the same concepts or organizing their classroom activities.
- *It helps beginning teachers and incompetent teachers to adjust and organize their methods and classroom activities.
- *It helps beginning teachers to capture a desirable approach to effective classroom management.
- *It affords experienced teachers the opportunity of sharing ideas with the new or inexperienced ones.
- *It helps inexperienced teachers to plan effective ways of utilizing resources. Ani (26).

Demonstration Techniques: This technique is very effective in stimulating growth in the teachers. Ani (34) notes that it is a method where a more experienced or a supervisor prepares series of lessons, and activities which he demonstrates to a group of teachers, each of the pre-planned activities must be geared towards achieving a particular purpose.

Ngwu (38) stated that demonstration is most effective when involvement is enhanced by viewers using systematic observation procedures, followed by activities such as discussion. He observed that demonstration is very important because it affords the new and inexperienced teachers the opportunity of seeing the actual and desirable instructional activities being performed by experts. Also, it affords both the teachers and the supervisors the opportunity of interacting and sharing ideas. It gives the teachers the opportunity of asking probing questions that can lead to discovering new methods and ideas.

Workshop Techniques: Ani (34) defined it as a method where a group of people is organized to discuss a specific topic or work on a particular problem with the aim of finding a solution to the problems. Workshops are usually organized at a particular time of the year and directed towards solving a particular problem. For example, retraining of teachers, introducing new methods, sourcing and improvisation of instructional materials. During workshops, ideas are exchanged, and decisions are taken.

Merits of Using Workshop as Techniques of Supervision

- *There is face to face interaction which can result in objective analysis of ideas and making of result oriented decisions.
- *A small group is used at a time which makes it easy to appreciate their individual difference and inculcate into them the desired skills and knowledge.
- *Specific problems can be handled at a time and diverse opinions are collected and analyzed to find a lasting solution to the problem.

Micro Teaching Techniques: This is a situation which is scaled down in terms of time, class size and teaching complexities to allow the teachers to focus on a selected teaching strategy. It is designed to develop new skills and retain old ones. Ike (39) stated that microteaching is a process that makes it possible for a teacher to participate in an actual teaching situation with immediate feedback available. Ogunsaju (40) noted that micro teaching provides an opportunity for supervisors and teachers to identify, define, try out, describe, analyze and re-try certain teaching skills without the risk of an actual teaching situation.

The advantages of using this technique according to Ogunsaju (25) include:

- *It gives the supervisor and the teacher the opportunity of going over an activity of instruction times without numbers to identify and re-identify the strength and the weakness involved in the particular instruction.
- *Affords the teacher the opportunity of seeing himself in action and thus give objective evaluation of himself and subsequent agreement with the supervisor on the strength and weakness of her teaching.
- *Prevents subjective evaluation of a teaching exercise by a supervisor.
- *Helps a teacher to compare his performance at various periods of teaching, especially when the tapes are available to the teacher.
- *Can be used to prepare inexperienced teacher for an actual job of teaching.

- *Can be used to improve on the teaching performance of an incompetent teacher.
- *Gives an immediate feedback on the performance of a teacher in his teaching activity.

Listening to Tape recordings or Radio : This is a situation where a topic or series of topics are given to an ideal teacher to prepare and present as if she is delivering the lesson. This will be recorded in a studio or by the aid of a tape recorder. The recorded cassette or digital video disc (DVD) or compact disc (CD) can be used as supervisory machinery, where teachers can sit together and listen to the recording. Harris (41) noted that this technique of supervision involves the use of sound recordings to present ideas to one or more listeners in such a way as to help develop understanding of skills.

Advantages Igboeli, (35) and Hornby, (36).

- *It can be used by inexperienced and incompetent teachers to develop understanding of skills in lesson presentation.
- *It can be used to stimulate group discussion.
- *It can be used to induce change in teacher's behaviour which can lead to effectiveness in instructional practices.
- *It can be used by a teacher to organize his lessons.

Research: In science, research is carried out only when there is problem and this research is the scientific way of collecting and analyzing data for the purpose of finding solution to an existing problem. In teaching, a supervisor can use research as a technique of supervision. This technique is not commonly used in Nigeria system of education, but it has been found to be very effective.

Advantages of Research Method

- *It gives everybody, both the teachers and the supervisors the opportunity of being involved in finding solution to an existing problem
- *It encourages co-operation among the participants.
- *It discourages the common practice of a supervisor being the only source of solution in instructional problems.
- *It recognizes the individual work of a teacher.

Full Inspection: Full inspection is a form of supervision where a team of inspectors arrive a school to inspect it in its entirety Adeniji, (42). It is the supervision of every aspect of the school life. This include the teaching staff, non- teaching staff, subjects taught in school, school records, equipment, school plant, and overall organization of the school, etc. This is carried out to know the level of school performance in the area of curriculum implementation Eziuzo, (43).The principal is usually adequately informed in advance before the visit.

Egbebi and Harbau (5) outlined aspects of concerns during full inspection to include:

- The school physical facilities and equipment for teachers and students' use to determine their adequacy or inadequacy and whether or not they are in good shape or condition.
- Look at students' works to determine their standard.
- Inspect the teaching of some teachers to ascertain the quality of instructions.
- Look at the school record books to see whether or not they are being properly kept.
- Look at staff strength to determine its adequacy or inadequacy.
- Evaluate the general administration of the school. Oduro (44), Rous (48)

After the exercise which in some cases last for one week, the inspectors write a full report of the inspection, which will later be discussed with the principal. At the end of the exercise inspectors take time to address teacher emphasizing their strengths and weaknesses as well as key areas of urgent administrative intervention. Egbebi and Harbau (5) observed that the interval of full inspections is about every 3 to 5 years.

Routine Inspection: this is a brief visit at specific intervals with the motive of familiarizing the inspectors with the day to day affairs of the school. In this kind of supervision the supervisor does not write any formal report, it merely for sight-seeing but brief verbal comments could be on staff situation, record of attendance of staff and students, other school records, physical facilities like library, laboratory, technical workshop among others are usually inspected. Oduro (44), Rous (48)

Follow-Up Inspection: Eziuzo (43) observed that, this type of supervision is carried out to assess the actions taken on the recommendations and suggestions made in the supervisor(s) report during the full inspection exercise. This type of inspection focuses on ascertaining the effect of the previous recommendations on the school, whether its implementation is yielding positive results. In this type of visit the inspector checks for level of compliance by teacher to the previous recommendations and give further suggestions for improvement as the case may be. Oduro (44), Rous (48)

Partial Inspection: this form of inspection is limited in scope. It is not comprehensive like the full inspection. This implies that it does not involve all aspects of the school as well, it does not make use of a team of inspectors. It can be a walk in to the school by any educational official like commissioner for education, Chairman of State Universal Basic Education Board (SUBEB), Local government education secretary etc.

Sample Inspection Visit: this type of inspection, the principals is not usually informed the inspector just randomly samples some school to visit at a specific point in time to check schools' compliance to standards and ministry's rules and regulations. According to Egbebi and Harbau (5) during this visit, the note of lesson of teachers are checked including scheme of work and other school records in terms of adequacy of preparation. It is also aimed at checking whether students are given enough written work, whether assignments and test are marked or not, whether corrections done by learners are properly checked by the teacher before the next lesson. Sergiovanni and Starratt (37), Oduro (44), Rous (48)

Certificate Inspection: Eziuzo (43) maintains that this type of inspection is meant for teachers that are to be upgraded for one reason or the other. And that it is useful for confirmation of appointment at the end of the teachers' probation period, which is usually two years from the date of first appointment.

Special Investigation Visit:

Egbebi and Harbau (5) opined that inspection is usually carried out following report of professional misconduct bordering on disciplinary, financial or educational problems. Take for instance the case little Precious that became famous for being flogged by a teacher for not paying illegal fees in Edo state, the his Excellency- the governor of the state set up a special investigation visit to the school for details to ascertain whether the head teachers was collecting illegal fees or not. Members of such investigation are appointed by the minister or the commissioner for education.

Cases to be investigated include students' disobedience, administrative mismanagement, embezzlement of school funds, corruption, riot and demonstration, rape, cultism, and other social vices. It is always accompanied with official report to the commissioner for education or appropriate organ of government for careful study and necessary action.

Applicable Theories

*McGregor's X and Y theories

*Maslow's Theory of Physiological needs (Physiological, Safety, Belongingness and Love, Esteem, Self Actualization)

* Piaget's Theory of Learning 1923

Jean Piaget proposed four stages of cognitive or intelligence development. They are the sensori motor stage, preoperational stage, concrete operational stages and the formal operational stage. The period of sensori motor stage is from birth to 2 years. It is marked with an extraordinary development of the mind. The infant begins to form reflex domination and reaches the stage of sensori motor schemes in a means to an end relationship.

*** Systems Theory**

A system theory is a series of interrelated and independent parts, such that the interaction of any part or sub-system affects the whole structure. This theory rests on the assumption that primary institution has different departments each unit performing different functions in such a way that each unit interacts and is independent with the other unit and with other system (environment) around what affects one department, affect the other department in the same system and its environment.

*** Getzels and Guba Theory of Organizational Behaviour**

This theory is based on the assumption that task achievement of a social system, irrespective of the nature of the task, requires the combine effort of a number of people with varying functions and responsibilities whose positions in social system are usually vertically arranged as to

establish the relationship between the supervisors and the subordinates.

This basic argument of the Getzel and Guba theory of organization is that organization like primary schools are established for the purpose of achieving their educational goals and fostering the survival of the primary school institutions through the efforts of the individual staff that make up primary school system.

***The Human Relations Theory**

The central idea in this theory is that human being and their contribution to organization is important in the achievement of organizational goals. Thus, it was believed that workers will achieve better if their personal welfare was taken into consideration. According to Nankeen in Enzi (2004) the theory related to human relation brought into administration such concepts as democratic leadership, delegation of authority and decentralization of administration.

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central argument of human relations theory is that it is only when individuals are treated humanely that they can have the motivation to participate actively in the achievement of organizational goals.

Administrative Theory

Administrative theory of human behavior propounded by Herbert Simon (1957-1997) formed the theoretical basis for this study. The theory states that the values and objectives that guide individual decisions in organization are largely the organizational objectives.

Ngwu, (45) conducted a study on the extent of utilization of instructional supervisory techniques in promoting teachers' effectiveness in teaching and learning in Benue State. The main thrust of the study was to identify the extent principals utilize different supervisory techniques to promote teachers' effectiveness in teaching and learning. The study was carried out in two secondary schools in Markudi, Benue State. The instruments used for the study were questionnaire and oral interview. Three research questions guided the study and the collected data were analyzed using simple percentage and frequency table. The findings of the study revealed that principals don't utilize different supervisory techniques to promote teaching effectiveness and learning.

Esia-Donkoh and Baffoe (46) found that in Ghana, educational supervision widely practiced to improve teacher motivation includes orientation of new teaching staff, reviewing the work record of teachers, provision of in-service instruction, observation of lessons and punctuality control. However, research has shown that school principals face difficulties in discharging supervisory duties, including a lack of supervisor preparation, a weak relationship between teachers and supervisors and a lack of support for supervisors from higher offices. Rashid, (47).

A study conducted in Finland showed that the concepts of supervision and practical implementation, and special methods of supervision are instructional supervision that promotes inclusive teaching. Alila et al., (49). These include knowledge of similar strategies; thorough supervision preparation, regularity and long-term length, as well as sensitivity to the needs of teachers, varied techniques, and understanding of the supervisory process, respectively.

Onele and Aja (50), in their study of Issues of Instructional supervisory Practices in primary Schools of Ebonyi State

;with a population of 1320 teachers in 66 primary schools in the area. Simple random sampling was used to select 10 teachers from each school this bring about 100 research respondents while

Self structured questionnaire titled “issues of instructional supervisory practices assessment scale”. The instrument received face validation from 3 experts Educational Administration and an expert from Measurement and Evaluation. More so, the instrument was pilot tested through test-retest method. This was done using ten teachers in Abakaliki Education Zone of Ebonyi State. This was done on two accessions at the interval of two weeks. The results of the two tests were correlated using Pearson Product Moment correlation procedure and it yielded 0.76 correlation coefficient. Data were collected personally by the researcher and were analyzed using mean scores. The findings showed that lack of personnel, tools and supervision equipment and even general motivation makes supervision uninteresting thereby making it difficult to achieve the desired aim for which the inspectorate unit was set up

The findings revealed that although some of the available supervisors are qualified but the number is not adequate for effective supervisions of instruction to be carried out in primary schools. This finding agreed with Akabogu (1991) who noted that the number of schools and teachers to be supervised are much not proportional to the number of supervisors. This has not only affected the frequency of supervision but also the quality of supervisory services rendered in schools. In respect to inadequate fund as it affect instructional supervision in primary school as provided by research question two, the finding indicated that supervisors are not provided with imprest money or special allowances to take care of running cost and as such are tempted to ask for or receive financial gratifications from principals and teachers. This made them to compromise the aim of supervision and reduce the personality of the supervisors.

Lawal and Dogara (51) conducted a study on the status of supervision of instruction among secondary school teachers in Rivers State. The main purpose of the study was to find out the extent to which teachers activities are carefully supervised to promote teaching and learning. Questionnaire was used as instrument for data collection. The respondents were 260 teachers randomly selected from four secondary schools. Six research questions were formulated to guide the study and the collected data were analyzed using percentage and frequency distribution table. The study revealed that teachers were not properly supervised in schools as a result of insufficient supervisory personnel. This study created a gap because it did not address the appraisal of supervisory technique as applied by secondary school principals and supervisors in Enugu State. Both studies are related because they are on supervision of instruction.

Otegbulu (52) conducted a study on Measures for engendering democratic supervision in primary schools in Nsukka education zone of Enugu State. The purpose of the study was to identify measures for engendering democratic supervision in primary schools in Nsukka education zone. She formulated three research questions and one hypothesis to guide the study. The population of the study includes 300 teachers. The research questions were answered using mean scores and standard deviations. The research hypothesis was tested using t-test at 0.05 level of significant. Otegbulu (52) stated that supervisors must adopt the democratic ideals of participation, discussion and cooperation during the supervision exercise. A supervisor who must be democratic and functional should recall that human resources ought to be preserved, renewed, and cultivated. Democratic supervision calls for a participative process of helping teachers improve on instructional skills and classroom performance. According to Otegbulu (52), modern democratic supervision clearly breaks always from the narrower conception of supervision which centered on teachers but focuses on the totality of teaching and learning processes. Modern democratic supervision should involve the supervisor, head teachers, teachers, and the Parents Teacher’s Association (PTA).

Afianmagbon (53) conducted a study on clinical supervision and teacher effectiveness in the management of secondary schools in Abia and Imo states. One purpose of study, one research question and one hypothesis were formulated to guide the study. The study was a descriptive survey carried out ex-post. The population for the study was six hundred and fifty two (652) supervisors from secondary schools, Ministers of Education and Secondary Education Management Board. The entire population was used as the sample for the study. The instrument for data collection was a research designed questionnaire.

The data collected were analyzed using simple percentage. The major finding of the study revealed that clinical supervision technique enhances teacher effectiveness. The result further revealed that teachers perform better when supervised with modified Cogan's clinical supervisory approach.

Onuigbo (54) conducted a research study on internal supervision of instruction by principals and vice-principals as perceived by teachers in Ebonyi North Education Zone. Three purpose of study and three research questions were formulated to guide the study. The research design was descriptive survey study. The target population for the study comprises of 779 teachers based in all the 36 secondary schools in Ebonyi North Education Zone. Data collected were analyzed using mean and standard deviation. The major finding of the study indicated that specific skills needed by principals and teachers for internal supervision of instruction include setting achievable goals for supervision. The finding also shows that the way in which principals carry out internal supervision are by delegating responsibilities to most senior teacher, scheduling time to observe teachers in class as well as move around classes in their schools to observe teachers in action.

Dinham (55) conducted a study in Australia on principals participatory decision-making process for outstanding educational outcome (quality) in junior secondary State schools in New South Wales. 38 secondary schools were involved in the sample through triangulation of quality and qualitative data across North South Wales. The decision-making process is a key factor in the achievement of outstanding education outcome (quality). It was therefore recommended that principals of secondary schools must involve teachers in decision-making process since they are responsible for implementation such decisions in order to achieve outstanding educational outcome.

Anagbogu (56) carried out research investigation on the supervisory skills by principals in Enugu East local government had four purposes of study and four research questions were posed. The research design was descriptive survey design. The population of the study comprise of all the six principals and one hundred and fourteen teachers from the secondary schools in the area for the study. The data collected for the study were analyzed using mean. The major finding of the study revealed that the instructional supervision enhance teaching and learning activities. The finding also indicated that teachers agreed that principals carry out supervisory exercise well by applying the supervisory skills during in situational supervision.

Mba (57) carried out a research study on teacher rating of principles as supervisors of instruction in Anambra State schools. Six purposes of study and six research questions were formulated to guide the study. The research design was descriptive survey design. The study was carried out in the five education zones of Anambra state the population of the study comprises all the head teachers and ten supervisors of secondary school in Anambra state. Twenty-three secondary

school situated in both rural and urban areas of Anambra state were used twenty percent of teachers in each school were used ten supervisor at the state education commission were used while all the principals were used. The data collected were analyzed using weighted mean. The finding shows that there is no much of stimulation of professional growth of teacher the finding also revealed that both supervisor and teachers agreed that principals did not encourage in-service training for improving knowledge

Methodology

The research design adopted for this study is survey research design. Nworgu (58) noted that a survey research is one in which a group of people or items is studied by collecting and analyzing data from only a few people considered to be representative of the entire group. Thus, the researcher deemed it wise to adopt survey design because it uses a representative sample of the entire population. The survey research design is best suited for this study because it permits the collection of original data and describes the conditions as they exist in their natural setting. It also helps to homogenize the population and affords respondents equal chance of being chosen for the study.

The study focused on Enugu State and covered the of local governments Areas that make up the State. According to Planning, Research and Statistics of Universal Basic Education Board Enugu State, UBE 2012(59) the total population of government owned primary school in Enugu State is 1221, spanning across the seventeen Local Government.

Data for the study were obtained from two main sources: Primary and Secondary sources

Questionnaires and interviews were adopted in eliciting information from the respondents.

The interviews were not stated here because the staff preferred to be anonymous

The population consists of the entire 1221 headmasters/ headmistress of government owned primary schools and 176 UBE supervisors in Enugu State. This gives a total population of 1397 The researcher used simple random sampling technique to sample two local governments out of seventeen local governments in Enugu State. The two local governments include Enugu South and Enugu North Local Government. The total number of headmasters and supervisors in those local governments is 113 comprising of 97 headmasters/ headmistress and 16 UBE supervisors.

Method of Data Analysis

Mean was used to answer the four research questions. The use of mean is adopted because of its high reliability in comparison to other measures of central tendency. Again, mean is used in view of the need to calculate the standard deviations which will be employed to determine the spread of the mean. The four hypotheses postulated for the study will be tested using t-test statistics at .05 level of significance. The researcher will also use a four point responses scale to elicit information from the respondents. The responses and their numerical values are as follows: Very Great Extent (VGE) 4

Great Extent

(GE) 3 Little

Extent (LE) 2

Very Little Extent (VLE) 1

To draw inference for the interpretation of the research questions, a cut –off point is obtained by dividing the sum of the nominal rating values with the number of rating item. This is sum of the rating values (10) number of rating item (4)

Decision

$$10 = 2.50$$

Rule

$$-4$$

Where the mean of any variable is equal or greater than 2.50, it is regarded as high extent. This decision rule is in agreement with the views of Uzoagulu (60) who stated that with four-point scale, a factor with 2.50 or above as mean should be positive, while those less than 2.50 should be regarded as negative. Regarding the null hypotheses, when the calculated t –test is equal or greater than the critical value, the null hypothesis is rejected, while the null hypothesis is not rejected if the calculated t-test is less than the critical value.

Data Presentation

Research questions I: Extent of utilization of demonstration techniques during supervision by supervisors. Table 4.1

S/N	ITEMS	_Supervisor				Teachers_			
		N	X	SD	Dec	N	X	SD	Dec
Stem									

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1	Supervisors utilize demonstration techniques in supervision?	16	2.14	.499	LE	97	1.54	.499	LE
2	Supervisors utilize demonstration techniques in other to improve the teacher's experience?	16	2.06	.489	LE	97	1.53	.498	LE
3	Supervisors utilize demonstration supervisory techniques in order to assist teachers in improving teaching and learning activities?	16	2.22	.481	LE	97	1.62	.486	LE
4	Supervisors utilize demonstration techniques in order to improve the beginning teachers?	16	1.96	.438	LE	97	1.65	.477	LE
5	Supervisors encourage teachers to evaluate what they demonstrated to them?	16	1.74	.477	LE	97	2.16	.417	LE
	Grand Mean		2.19	0.49			1.65	.055	

Source: Field Survey (2021)

Data on table I above indicate that a grand mean score of 3.109 of both primary school teachers and U.B.E supervisors in Enugu State on the extent of utilizing demonstration techniques during supervision. However, further analysis of the items revealed that both teachers and supervisors agreed with all the items in the cluster as properly utilized. The implication is that in primary schools in Enugu State, supervisors encourage the use of demonstration techniques when supervising teachers to enhance their teaching skills and promote teaching and learning.

Research Question II: Table 4.2
Extent of utilization of classroom visitation

S/N	ITEMS	Supervisor				Teachers			
		N	X	SD	Dec	N	X	SD	Dec
Stem									
6	Supervisors utilize classroom visitation asa supervisory technique?	16	1.50	.500	LE	97	1.54	.499	LE
7	Supervisors utilize classroom visitation asa supervisory technique in order to assist teachers in improving teaching and learning?	16	1.58	.495	LE	97	1.53	.486	LE
8	Supervisors utilize classroom visitation as a supervisory technique to improve the beginning teachers?	16	1.54	.495	LE	97	1.62	.477	LE

9	Supervisors utilize classroom visitation technique in order to develop inexperienced teachers?	16	1.65	.477	LE	97	1.65	.420	LE
10	Supervisors utilize classroom visitation technique in order to improve teacher's competency?	16	1.61	.625	LE	97	1.54	.817	LE
11	Supervisors utilize the classroom visitation as a supervisory technique in order to help teachers develop in depth knowledge of their subject matters?	16	1.54	.499	LE	97	2.16	.625	LE
	Grand mean		1.57	0.51			1.66	0.55	

Source: Field Survey (2021)

Data on table 2 above indicate that a grand mean score of $\bar{3.391}$ of both primary school teachers and U.B.E supervisors in Enugu State on the extent of utilizing classroom visitation during supervision of primary school teachers. The analysis further revealed that both teachers and supervisors agreed with all the items in the cluster as properly utilized as their mean scores are above 2.50 decision point. The implication is that, supervisors always encourage and utilize classroom visitation techniques when supervising primary school teachers in Enugu State.

Research Question III: Table 4.3 Extent of utilization of inter-school visitation

S/N	ITEMS	Supervisors				Teachers			
		N	X	SD	D	N	X	SD	D
12	Supervisors utilize inter-school visitation as a supervisory technique?	16	2.14	.595	LE	97	2.30	.474	LE
13	Supervisors utilize inter-school visitation as a supervisory technique to assist teachers in improving teaching and learning?	16	1.74	.473	LE	97	2.00	.000	LE
14	Supervisors utilize inter-school visitation as a technique to encourage teachers to form discussant groups in order to exchange teaching ideas and experiences?	16	2.22	.625	LE	97	1.68	.462	LE
15	Supervisors utilize inter-school visitation techniques in order to improve teachers' competency?	16	2.64	.583	LE	97	1.32	.485	LE
16	Supervisors utilize inter-school visitation techniques in order to assist teachers in instructional delivery?	16	2.19	.469	LE	97	2.35	.409	LE

17	Supervisors utilize inter-school visitation technique in order to develop the inexperienced teachers?	16	1.66	.472	LE	97	1.00	.247	LE
18	Supervisors encourage old and experienced teachers to teach the newly recruited and inexperienced teachers during inter-school visitation?	16	1.74	.481	LE	97	1.54	.499	LE
19	Supervisors conduct post-conference meetings with the teachers to appraise their performances during inter-school visitation supervision?	16	2.17	.123	LE	97	2.56	.321	
	Grand mean		2.05	0.52			1.74	0.368	

Source: Field Survey (2021)

Table III above shows that the grand mean score of 2.45 of both primary school teachers and U.B.E supervisors in Enugu State with the regard to the extent of utilizing inter-school visitation technique during supervision in Enugu State. Analysis of the items revealed that both teachers and supervisors disagreed with items 13 and 20 since their mean score is below 2.50, but agreed with some items.

Research IV: Table 4.4 Extent of utilization of micro-teaching techniques during Supervision.

S/N	ITEMS	Supervisors				Teachers			
		N	X	SD	Dec	N	X	SD	Dec
	Item								
20	Supervisors utilize micro-teaching techniques as a supervisory technique?	16	3.15	.661	GE	97	3.37	.594	GE
21	Supervisors conduct pre-conference orientation before embarking on micro-teaching supervision?	16	3.31	.611	GE	97	3.38	.599	GE
22	Supervisors encourage the use of micro-teaching lab during micro-teaching supervision?	16	3.23	.574	GE	97	3.50	.500	GE
23	Supervisors utilize micro-teaching technique to assist teachers in improving teaching and learning activities?	16	2.99	.684	GE	97	3.06	.741	GE
24	Supervisors utilize micro-teaching	16	3.15	.722	GE	97	3.50	.500	GE

	technique to assist teachers in improving teaching and learning activities?								
25	Supervisors utilize micro-teaching technique in order to assist teachers in instructional delivery?	16	3.31	.606	GE	97	3.38	.656	GE
26	Supervisors utilize micro-teaching technique in order to improve the beginning teachers?	16	3.54	.499	GE	97	3.24	.651	GE
27	Supervisors utilize micro-teaching technique in order to help develop in-depth knowledge of their subject matters?	16	3.46	.596	GE	97	3.40	.582	GE
28	Supervisors utilize micro-teaching technique in order to assist teachers in using instructional aids?	16	1.73	.714	GE	97	1.63	.669	LE
29	Supervisors encourage post observation conference during micro-teaching supervision exercise?	16	2.39	.630	GE	97	1.61	.486	LE
30	Supervisors utilize micro-teaching technique in order to develop the inexperienced teachers?	16	3.67	.481	HE	97	1.93	.514	LE
31	ensure that school time table are strictly followed by the teachers?	16	3.50	.501	HE	97	2.50	.514	HE
	Grand mean		3.14	0.60			2.90	0.57	

Source: Field Survey (2021)

Data on table 4 above indicate that a grand mean score of 2.888 of both teachers and U.B.E supervisors in primary schools in Enugu State on the extent of utilizing micro-teaching techniques during supervision. However, further analysis of the item revealed that both primary school teachers and UBE supervisors agreed on items 21, 23, 24, 25, 26,27 28, 29 and 30 as highly utilized micro-teaching techniques during supervision of instruction with the following mean points respectively 2.837, 3.506, 3.004, 3.173, 3.004, 3.506, 2.671 and 3.339. Since the following mean score is above the decision point of 2.50, the implication is that, in primary schools in Enugu State, micro- teaching techniques is properly encouraged by U.B.E supervisors during supervision of primary school teachers.

Discussion of Findings

The result of the study revealed that inter-school supervisory techniques are not properly utilized when supervising primary school teachers in Enugu. This finding is in agreement with Peretomode (33) who noted that this technique is not commonly used and where it is used;

teachers sometimes are not very serious with it. He noted that inter- school visitation cost and stress demanding, but if properly checkmated, facilitate good teaching and good learning.

The result also revealed that demonstration supervisory techniques are properly utilized by supervisors. The result is in agreement with Ikediugwu (61) who noted that demonstration technique is very good because it affords the new and inexperienced teachers the opportunity of seeing the actual and desirable instruction activities being performed by experts. Nworgu (62) Opined that demonstration technique is most effective when involvement is enhanced by viewers using systematic observation procedures followed by activities such as discussion, videotape replays and directed practices.

The finding also shows that supervisors utilized classroom visitation technique properly when supervising primary school teachers. The finding is in agreement with Ani (26) who noted that classroom visitation acquaints the supervisors with the factors that can promote education growth and development and help the supervisor to share actual classroom experience with the teacher, which can enable the supervisor recommend for a better future and noted that it throws new light upon the quality of the learning experiences presented in the teaching situation.

Finally, the findings also revealed that supervisors utilized micro-teaching school technique when supervising primary school teachers. The result is in agreement with the view of Ogunsaju (63) who noted that supervisors and teachers to identify, define tryout, describe, analyze and re-try certain teaching skills without the risk of an actualteaching situation.

Conclusion and Recommendations

Summary of the Findings

From the analysis of data collected, the following where the findings.

1. Supervisors utilize demonstration technique properly when supervising primary school teachers in EnuguState.
2. Classroom visitations are also properly utilized by supervisors when supervising primary school teachers.
3. Inter-school visitation supervisory technique was not properly utilized and encouraged by the supervisors.
4. Supervisors also utilized micro-teaching supervisory technique when supervising primary school teachersin Enugu State.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. Government should recruit more supervisors in our primary school sector to boost the number of availablesupervisors in other to ensure effective and constant supervision.
2. Supervisors should be properly encouraged by equipping their offices and properly remunerated to enablethem discharge their basic function adequately.
3. Government should encourage teachers to always indulge in inter-school visitation in order to promotetheir teaching skills.
4. Capacity building among major stakeholders: In order to ensure adequate and effective supervision of instruction in secondary schools in Nigeria, government need to embark on capacity building of supervisors, administrators as well as teachers to enable them perform their duties effectively. This can be done through regular training, induction programmes,

seminars and workshops to equip them with necessary skills and keep them abreast of the current trends in the school system. They can equally be given opportunities to participate in international conferences in order to acquaint themselves with what operates in the school system outside the shores of Nigeria.

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