



# **Perceived Impact Of Instructional Supervision Strategies On Teacher's Job Performance In Senior Secondary Schools In Obio-Akpor Local Government Area Of Rivers State**

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## **ABSTRACT**

This study investigated the impact of instructional supervision strategies on teachers' job performance in senior secondary schools in Obio-Akpor Local Government Area of Rivers State. Three specific objectives were stated, three research questions raised and three hypotheses were formulated to guide the study. This study adopted the descriptive survey research design. The population of this study was 400 teachers in senior secondary schools in Obio-Akpor Local Government Area of Rivers State. The Taro Yamen formula was used to obtain the sample size of 200 respondents, while the simple random sampling technique was adopted in selecting the sample for the study. A structured questionnaire titled "Instructional Supervision Strategies and Teachers Job Performance" (ISSTJP) with a four point rating scale was designed for the study. The instrument was validated by the supervisor and two experts in the field of Measurement and Evaluation, while a reliability coefficient value of 0.78 was obtained using the Pearson's Product Moment Correlation. Mean and standard deviation was used to answer the stated research questions, while Z-test Analysis was used in testing the formulated hypotheses at 0.05 level of significance. The study found that there is no significant difference in the mean response of principal and teachers on the extent to which classroom visitation, micro-teaching and research approach influences teachers' job performance in senior secondary schools in Obio-Akpor Local Government Area of Rivers State. The study concluded that instructional supervisory techniques in terms of classroom visitation, micro-teaching and research approach have a significant influence on teacher's job performance. The job performance of teachers would be enhanced when they are adequately supervised by principals using the various supervisory techniques. It was therefore, recommended among other things that principals should regularly observe teacher classroom instructional delivery and provide professional guidance and assistance to them were necessary, and that government should provide opportunity for principals to attend conference, workshop seminars and supervisory techniques at least once a year both nationally and internationally for more acquisition of skills and supervision I order to keep them at par with their foreign counterparts.

**Keywords:** Instructional Supervision, Strategies, Teachers Job Performance, Secondary Schools

## **INTRODUCTION**

Education plays important roles and is vital key to national development of any nation. According to Koko and Osuji (2018), Government as well as stakeholders has recognized education is the single most potent instrument for the emancipation of the people. The opportunities open to individuals who have acquired education in the past, indicate it is a vital tool that prepares its graduates for the world of work

(Ebong 2006). For the goals and objectives of any educational system to be achieved, personnel management becomes imminent. Secondary schools are managed by both academic and non-academic personnel and students are very important of the community. The principal as the head of the school has numerous duties to perform in order to attract the co-operation of other personnel toward attainment of goals. Thus, the principal administers rules and regulations towards the attainments of goals while teachers are expected to conform to the set rules. Kalagbor, Adeley and koko (2017), contend that although the principal has the formal authority to assign task to teachers to which they comply, it is not enough to encourage them to exert extra effort and enthusiasm in effective performance.

At any level of education globally, teachers are acknowledged vital constituents in the achievement of its goals and objectives, thus, secondary schools are likely to succeed in achieving its set goals if the teachers perform their jobs creditably. Teachers are therefore expected to expend enough energy towards commitment in the performance of their duties without, any fear or favor. Yet experience shows that most often teachers are found loitering during working hours leaving their students un-attending to student, success to some extent becomes dependent on the teachers devotion to duty and exhibited handwork.

Teacher's job performance according to Ekpob and Eze (2015), can be measured by extent to which the teacher participates in the overall running of the school in order to achieve the expected objective and goals of the school, unfortunately, researchers observe professional Laxity on the part of the teachers, (Affianmagbon, 2007). Teachers try to pass time during school hours and show irregularity, unpunctuality, nonchalant attitude and indiscipline. Thus, the outlined bring to the fore the importance of supervision of a teacher's work in order to motivate him/her to better performance.

Instructional supervision according to Nkwankwo et al cited in Asuru (2012), involves activities which are carried out with the aim of making teaching and learning process better for both the learners and the teachers. It is a process of assisting the teacher to improve his /her classroom instructional ability and management of student in order to achieve the goals and objectives of the school. Kalagbor, Adeley and koko (2017), are of the view that for school goals and objectives to be achieved, the principal as head of school has to be involved in instructional supervision and as he/she does this he/she interacts with the teachers who are members of the school. The principals' effectiveness in school management is therefore measured by the ability to influence positive teacher commitment and success in classroom management. thus the need for effective instructional supervision in secondary schools cannot be over emphasized.

Osakwe (2010), contends that supervision is concerned with the provision of professional assistance and guidance to teachers toward the achievement of effective teaching and learning. According to him the principal in carrying out the instructional supervision assist the teachers to creditably perform the duties of preparation of lesson plan and notes, lesson delivery, effective use of diverse methods of teaching in the classroom, use of instructional materials, keeping and maintenance of school records, effective/efficient classroom management etc. through effective supervision, the principal can provide meaningful feedback and direction that can assist the classroom teacher perform his/her own duties.

Obi (2004) cited in Ekpoh and Eze (2015), outlined some strategies available for instructional supervisors that will help teachers improve on their jobs and also facilitate effective teaching and learning in school. These strategies include amongst others, self- appraisal method, classroom visitation, micro-teaching, workshop, demonstration method etc. According to Usman, Bushra and Talat (2018), also include checking attendance, develop and design curriculum and work scheme, lesson delivery patterns, lesson preparatory drills, etc. When principals adopt the outlined methods in supervising the teacher's classroom activities in line with recognized supervision procedures, it is expected that the goals of quality students learning will be assured.

### **Statement of the Problem**

Teachers who are acknowledged as the hub and engine that drives all teaching and learning activities are sometime accused of being poor performers in their assigned duties. Because of the poor academic achievement of secondary school students in Obio/Akpor Seems to indicate that instructional supervision is not regularly performed by the principals in order to provide professional guidance and assistance to teachers to enable them Improve on their instructional delivery. The secondary school principals in Obio/Akpor spend more of their official hours on other administrative duties to the detriment of

supervision. It is in the light of this unpleasant situation that this study was set out to investigate the perceived impact of instructional supervision strategies on teachers' job performance in Obio/Akpor Local Government Area of Rivers State.

### **Purpose of the Study**

The purpose of the study was to investigate the perceived impact of instructional supervision strategies on teachers' job performance in Obio/Akpor Local Government Area of Rivers State.

The study specifically addressed the following:

- 1 To investigate the extent to which classroom visitation influence teachers' job performance in senior secondary schools in Obio/Akpor Local Government Area of Rivers State.
- 2 To evaluate the extent to which workshop/seminar influence teachers' job performance in senior secondary schools in Obio/Akpor Local Government Area of Rivers State.
- 3 To determine the extent to which research approach influence teachers' job performance in senior secondary schools in Obio/Akpor Local Government Area of Rivers State.

### **Research Questions**

The following research questions guided the study;

- 1 To what extent does classroom visitation influence teachers' job performance in senior secondary schools in Obio/Akpor Local Government Area of Rivers State?
- 2 To what extent does workshop/seminar influence teachers' job performance in senior secondary schools in Obio/Akpor Local Government Area of Rivers State?
- 3 To what extent does research approach influence teachers' job performance in senior secondary schools in Obio/Akpor Local Government Area of Rivers State?

### **Hypotheses**

The following hypotheses were tested at 0.5 level of significance

- 1 There is no significant difference in the mean response of principal and teachers on the extent to which classroom visitation influence teachers' job performance in senior secondary schools in Obio-Akpor Local Government Area of Rivers State.
- 2 There is no significant difference in the mean response of principal and teachers on the extent to which workshop/seminar influence teachers' job performance in senior secondary schools in Obio-Akpor Local Government Area of Rivers State.
- 3 There is no significant difference in the mean response of principal and teachers on the extent to which research approach influence teachers' job performance in senior secondary schools in Obio-Akpor Local Government Area of Rivers State.

### **Concept of School Supervision**

The word supervision is made of two words super and vision, meaning superior power to oversee or superintend in two perspectives. Negatively, it means directing, investigating and policing the activities of staff in the organization. Positively, a supervisor has to guide advice and even teach the teachers the best way to do the work so as to achieve the set targets. Supervision is an administrative strategy that has been in use in many areas of human endeavors.

Abraham (2013), Defined school supervision as all efforts of designated school officials directed towards providing leadership to the teachers and other educational workers in the improvement of instructional activities, method of teaching and evaluation of instructions. It Can be deduced that supervision is exercising some degree of control during which a superior having assigned tasks to the subordinates, directs, guides, monitors and evaluates to determine whether or not the school activities are performed as scheduled or whether progress is made towards the achievement of school set objectives and deviations are corrected and effected accordingly.

Babalola.Ayeni, Adedeji, Suleman and Arikwuyo in Olawolu (2012), defined supervision as the interaction between two or more persons towards the improvement of instructional activities in the school system .they explained further that it is a kind of formative, supportive and training process designed to improve and re-mould attitude of teachers, students and the principals which promote growth and development towards maintaining the established standard of education. This implies that supervision is

some form of school administrator-subordinate relationship where a leader guides the day-to-day operation of the institution by stimulating, directing and coordinating the workers and their efforts, creating or cultivating good working personal relations such that everyone involved can collectively bring out their best ability to perform all the functions towards achievement of set goals. This definition further explained that supervision seeks to stimulate, guide, oversee and appraise all elements that will lead to enhanced instructional quality and improve teacher's performance.

### **Instructional Supervision Strategies**

Strategy as a concept is concerned with the long-term direction of an organization whether it is education concerned or not. Harrison (2011), claimed that strategy involves the determination of the critical goals, objectives and success factor of an enterprise, the adoption and the allocation of resources necessary to achieve these goals the searchlight here is on those factors or courses of action and resources available to the classroom teacher to attain his teaching goals and the objectives of the school. Osakwe (2010), describes supervisory strategies or techniques as method of performing certain activities with the hope of achieving a set goals or objectives. While Ezeocha (2014) claimed that supervisory strategies seek to improve the teaching & learning process.

There are several instructional supervisory strategies Iloh, Nwaham, Igbinedion and ogogor (2016), listed the variety of supervision strategies to include: classroom visitation/ observation, inter/intra school, team teaching practices, workshops, demonstration , clinical supervision and micro-teaching among others. This is also in line with Ani (2007), Who outlined supervision techniques as follow: classroom visitation, micro-teaching, research approach, workshop, demonstration technique and tape recording.

### **Supervision Strategies That Influence Teachers Performance Positively;**

Classroom visitation or observation is a supervisory technique in which the principals visit the classroom and observe teachers' delivery of the instruction taking account of their mastery of the subject matter application of teaching strategies and aids, classroom management and organization among others. Similar to this Iloh, et al (2016), Pointed out that classroom observation involves practically in real classroom situation, whereby the supervisor presents what he or she had prepared for his or her lesson, utilizing various teaching pedagogies, instructional materials, interacting with the learners, jotting salient points on the instructional board, assessing the students using both formative and summative evaluations, co-coordinating class activities, while the supervisor (principal) inspect, observe and evaluates what and how the instructor has performed. Classroom visitation is not an avenue for fault finding exercise but a platform for principal to involve teachers in the process of improving upon their shortcomings. After the classroom observation, the objective of the visitation could not be said to have been achieved unless, heads provide professional guidance and assistance to help teachers improve on their instructional delivery, because the essence of supervision is not to witch-hunt teachers but to provide provisional help to them to improve in delivery of teaching roles. The deficiency of teachers observed during instructional supervision could be handled using workshop supervisory techniques.

Workshop as an instructional supervisory technique is a platform where the supervisor principal teachers and subject specialists are brought together to exchange ideas and share teaching experiences in order to acquire knowledge and skills to meet current and emerging demands of teaching profession. Ekpoh and Eze (2015), pointed that workshop is a technique in which teachers are brought together in an organized way to enable principal communicate with them on the matters of school and classroom mgt especially on instructional improvement as the act making progress in instructional delivery for better academic achievement. School administrators should communicate new ideals and trends in the education industry to teachers in order to ensure instructional improvement during workshops, ideals are exchanged, analyses of new ideals are achieved, evaluations of overall ability of the teachers to exhibit the right attitude to work, be committed and dedicated to the teaching roles and making efforts towards the attainment of educational performance is evaluated in his or her ability to make deliberate effort to enhance student academic performance and display of in-depth knowledge of his or her subject matters, presentation of lesson in wellorganized manner, effective classroom organization and control, participation in the school curricular activities, regularity and punctuality in the school maintenance of good interpersonal

relationship with subordinates and superiors, discipline motivation and counseling of student and compliance to teachers professional code of conduct among others.

### METHODOLOGY

This study adopted the descriptive survey research design. The population of this study was 400 principals and teachers in senior secondary schools in Obio-Akpor Local Government Area of Rivers State. The Taro Yamen formula was used to obtain the sample size of 200 principals and teachers, while the simple random sampling technique was adopted in selecting the sample for the study. A structured questionnaire titled “Instructional Supervision Strategies and Teachers Job Performance” (ISSTJP) with a four point rating scale was designed for the study. The instrument was validated by the supervisor and two experts in the field of Measurement and Evaluation, while a reliability coefficient value of 0.78 was obtained using the Pearson’s Product Moment Correlation. Mean and standard deviation was used to answer the stated research questions, while Z-test Analysis was used in testing the formulated hypotheses at 0.05 level of significance.

**Research Question 1:** *To what extent does classroom visitation influence teachers’ job performance in senior secondary schools in Obio/Akpor Local Government Area of Rivers State?*

**Table 1: Mean response of the extent to which classroom visitation influences teachers’ job performance in senior secondary schools in Obio/Akpor Local Government Area of Rivers State. (200)**

S/N	Questionnaire Item	SA (4)	A (3)	D (2)	SD (1)	Total	SD	$\bar{X}$	Remark
1	Classroom visitation influences teachers’ job performance.	85 (340)	75 (225)	30 (60)	10 (10)	635	1.03	3.18	Accepted
2	Proper visitation by principal brings about effective job performance.	90 (360)	50 (150)	45 (90)	15 (15)	615	1.97	3.08	Accepted
3	Classroom visitation instills discipline on teachers.	80 (320)	65 (195)	35 (70)	20 (20)	605	1.83	2.03	Rejected
4	Lack of frequent classroom visitation discourages teachers.	85 (340)	70 (210)	35 (70)	10 (10)	630	1.92	3.15	Accepted
<b>Grand Total</b>							<b>1.69</b>	<b>3.11</b>	<b>Accepted</b>

The mean score of 3.18 implies that classroom visitation influences teachers’ job performance. The mean score of 3.08 agrees that proper visitation by principal brings about effective job performance, the means score of 2.03 also indicates that classroom visitation does not instill discipline on teachers, while the mean score of 3.15 agrees that lack of frequent classroom visitation discourages teachers. The grand mean of 3.11 implies that classroom visitation influence teachers’ job performance in senior secondary schools in Obio/Akpor Local Government Area of Rivers State.

**Research Question 2:** *To what extent does workshop/seminar influence teachers' job performance in senior secondary schools in Obio/Akpor Local Government Area of Rivers State?*

**Table 2: Mean response of the extent to which workshop/seminar influences teachers' job performance in senior secondary schools in Obio/Akpor Local Government Area of Rivers State.**

S/N	Questionnaire Item	SA (4)	A (3)	D (2)	SD (1)	Total	SD	$\bar{X}$	Remark
1	Workshop/seminar improves teachers' job performance.	90 (360)	70 (210)	30 (60)	10 (10)	640	1.13	3.2	Accepted
2	Proper conduct of workshop/seminar help teachers to acquire new ideas and be innovated.	85 (340)	55 (165)	40 (80)	20 (20)	605	1.84	3.02	Accepted
3	Workshop/seminar furnishes and equip teachers with necessary information and suggestion for instructional improvement.	81 (324)	64 (192)	32 (70)	23 (20)	606	1.06	3.03	Accepted
4	Lack of proper workshop/seminar affects job performance of teachers.	85 (340)	80 (240)	25 (50)	10 (10)	640	1.90	2.2	Rejected
<b>Grand Total</b>							<b>148</b>	<b>3.11</b>	<b>Accepted</b>

The mean score of 3.18 implies that workshop/seminars improves teachers' job performance. The mean score of 3.02 agrees that proper conduct of workshop/seminar helps teachers to acquire new ideas and be innovated, the means score of 3.03 also indicates that workshop/seminar furnishes and equip teachers with necessary information and suggestion for instructional delivery, while the mean score of 2.2 disagrees that lack of proper workshop/seminar, affects job performance of teachers. The grand mean of 3.11 implies that workshop/seminar influence teachers' job performance in senior secondary schools in Obio/Akpor Local Government Area of Rivers State.

**Research Question 3:** *To what extent does research approach influence teachers' job performance in senior secondary schools in Obio/Akpor Local Government Area of Rivers State?*

**Table 3: Mean response of the extent to which research approach influences teachers' job performance in senior secondary schools in Obio/Akpor Local Government Area of Rivers State.**

S/N	Questionnaire Item	SA (4)	A(3)	D (2)	SD (1)	Total	SD	$\bar{X}$	Remark
1	Research approach influences job performance of teachers.	90 (360)	75 (225)	25 (50)	10 (10)	645	2.03	3.23	Accepted
2	Research approach help teachers to improve in their job.	90 (360)	50 (150)	35 (70)	25 (25)	605	1.37	3.03	Accepted
3	Good research approach help teachers to improve their job performance.	80 (320)	85 (225)	15 (30)	20 (20)	595	1.20	2.18	Accepted
4	Bad research approach affects teachers' job performance.	85 (340)	75 (225)	10 (20)	30 (30)	615	1.62	3.08	Accepted
<b>Grand Total</b>							<b>1.56</b>	<b>3.08</b>	<b>Accepted</b>

The mean score of 3.23 implies that research approach influences job performance of teachers. The mean score of 3.03 agrees that research approach help teachers to improve in their job, the means score of 2.18 also indicates that good research approach does not help teachers to improve their job performance, while the mean score of 3.08 agrees that bad research approach affects teachers' job performance. The grand mean of 3.08 implies that research approach influence teachers' job performance in senior secondary schools in Obio/Akpor Local Government Area of Rivers State.

**Test of Hypotheses**

**Hypothesis I:** There is no significant difference in the mean response of principal and teachers on the extent to which classroom visitation influence teachers' job performance in senior secondary schools in Obio-Akpor Local Government Area of Rivers State.

**Table 4: Z-test of the difference in the mean response of principal and teachers on the extent to which classroom visitation influence teachers' job performance in senior secondary schools in Obio-Akpor Local Government Area of Rivers State**

Category of Staff	$\bar{X}$	SD	N	Df	Standard Error	z-cal	z-crit
Principal	2.1224	3.0521	100	198	2.57	1.54	1.645
Teachers	2.2001	3.1905	100				

Since the calculated z-value is 1.54 while the critical value is 1.645 showing that the z-calculated is less than the critical value. It is imperative therefore to state that the null hypothesis is accepted. This implies that there is no significant difference in the mean response of principal and teachers on the extent to which classroom visitation influences teachers' job performance in senior secondary schools in Obio-Akpor Local Government Area of Rivers State

**Hypothesis II:** There is no significant difference in the mean response of principal and teachers on the extent to which micro-teaching influence teachers' job performance in senior secondary schools in Obio-Akpor Local Government Area of Rivers State.

**Table 5: Z-test of the difference in the mean response of principal and teachers on the extent to which micro-teaching influences teachers' job performance in senior secondary schools in Obio-Akpor Local Government Area of Rivers State**

Category of Staff	$\bar{X}$	SD	N	Df	Standard Error	z-cal	z-crit
Principal	3.4011	2.0341	100	198	3.23	0.88	1.645
Teachers	4.1664	1.1280	100				

Since the calculated z-value is 0.88 while the critical value is 1.645 showing that the z-calculated is less than the critical value. It is imperative therefore to state that the null hypothesis is accepted. This implies that there is no significant difference in the mean response of principal and teachers on the extent to which micro-teaching influences teachers' job performance in senior secondary schools in Obio-Akpor Local Government Area of Rivers State.

**Hypothesis III:** There is no significant difference in the mean response of principal and teachers on the extent to which research approach influence teachers' job performance in senior secondary schools in Obio-Akpor Local Government Area of Rivers State.

**Table 6: T-test of the difference in the mean response of principal and teachers on the extent to which research approach influence teachers’ job performance in senior secondary schools in Obio-Akpor Local Government Area of Rivers State**

Category of Staff	$\bar{X}$	SD	N	Df	Standard Error	z-cal	z-crit
Principal	2.0094	4.5221	100	198	3.81	0.95	1.645
Teachers	2.1005	4.1182	100				

Since the calculated z-value is 0.95 while the critical value is 1.645 showing that the z-calculated is less than the critical value. It is imperative therefore to state that the null hypothesis is accepted. This implies that there is no significant difference in the mean response of principal and teachers on the extent to which research approach influences teachers’ job performance in senior secondary schools in Obio-Akpor Local Government Area of Rivers State.

**DISCUSSION OF FINDINGS**

It was found that there is no significant difference in the mean response of principal and teachers on the extent to which classroom visitation influence teachers’ job performance in senior secondary schools in Obio-Akpor Local Government Area of Rivers State. This finding is supported by the view of Usman, Bushra and Talat (2018) , that checking attendance, develop and design curriculum and work scheme, lesson delivery pattern etc. when principals adopt the outlined methods in supervising the teachers classroom activities in time with recognized supervision procedures it is expected that the goals of quality student learning will assured.

It was also found that there is no significant difference in the mean response of principal and teachers on the extent to which micro-teaching influences teachers’ job performance in senior secondary schools in Obio-Akpor Local Government Area of Rivers State. At any level of education globally, teachers are acknowledged vital constituents in the achievement of its goals and objectives, thus, secondary schools are likely to succeed in achieving its set goals if the teachers perform their jobs creditably. As such micro-teaching improves the competencies of teachers. Teachers are therefore expected to expend enough energy towards commitment in the performance of their duties without, any fear or favor. Yet experience shows that most often teachers are found loitering during working hours leaving their students un-attending to student, success to some extent becomes dependent on the teachers devotion to duty and exhibited handwork. Teacher’s job performance according to EkpobandEze (2015) can be measured by extent to which the teacher participates in the overall running of the school in order to achieve the expected objective & goals of the school, unfortunately, researchers observe professional Laxity on the part of the teachers, (Affianmagbon, 2007).

Finally it was found that there is no significant difference in the mean response of principal and teachers on the extent to which research approach influence teachers’ job performance in senior secondary schools in Obio-Akpor Local Government Area of Rivers State. The principal as the head of the school has numerous duties to perform in order to attract the co-operation of other personnel toward attainment of goals. Thus, the principal administers rules and regulations towards the attainments of goals while teachers are expected to conform to the set rules. This finding is in line with the view of Kalagboret al (2017), that principal has the formal authority to monitor research approach of teachers, assign task to them and to encourage them to exert extra effort and enthusiasm in effective performance.

**CONCLUSION**

Based on the finding, it was concluded that instructional supervisory techniques in terms of classroom visitation and workshop had a significant relationship with teacher’s job performance. The job performance of teachers would be enhanced when they are adequately supervised by principals using the various supervisory techniques. From these therefore, it is necessary for secondary school principals to

ensure the utilization of the various supervisory techniques for teacher to improve their teaching capabilities and overall work performance in the school. Hence, teacher job performance depend significantly on these techniques which have been found as basis for improvement in the quality of teacher job performance that will result in improved students' academic achievement.

### **RECOMMENDATIONS**

The following recommendations were made based on the finding of the study:

1. Principals should regularly observe teacher classroom instructional delivery and provide professional guidance and assistance to them were necessary.
2. Government should provide opportunity for principals to attend conference, workshop seminars and supervisory techniques at least once a year both nationally and internationally for more acquisition of skills and supervision I order to keep them at par with their foreign counterparts.
3. Proper Investigation into research approach by teachers should be carried out by principals.

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