
COMPARATIVE ANALYSIS OF THE CHALLENGES OF INSTRUCTIONAL SUPERVISION IN SOUTH EAST GEOPOLITICAL ZONE OF NIGERIA

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Abstract

This study is a comparative analysis of the challenges of instructional supervision in secondary schools in South-East Geopolitical Zone. Two research questions and two null hypotheses guided the study. The ex-post facto research design was employed in the study. The population for the study was made up of 22, 054 respondents from Anambra, Enugu and Imo States. The sample for the study comprised 702 respondents which constituted 165 principals, 420 teachers and 117 inspectors selected from the above named States through the stratified random sampling and systematic sampling techniques. A 20-item questionnaire designed by the researcher and titled: "Challenges of Instructional Supervision for Principals, Teachers and Inspectors Questionnaire (CISPTIQ) was used to conduct the study. The research instrument was validated by three experts from the Faculty of Education, Delta State University, Abraka. The reliability was determined through a pilot test which yielded an overall internal consistency of 0.82. The data collected were analyzed using mean scores and standard deviation in order to answer the research questions, while the hypotheses were tested using ANOVA statistics at 0.05 level of significance. The findings of the study revealed among other things that: the challenges of instructional supervision when compared across the three States were similar in most areas and included: the principals' leadership style which negatively influence effective instructional supervision in the school, records of instructional supervision are not utilized after supervision of instructions, and principals lack of administrative experience. The hypothetical results indicated that the difference in the mean scores of principals, teachers and inspectors on the

challenges of instructional supervision when compared among secondary schools across Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria is significant. The difference lies in mean scores between teachers and inspectors across the States. Among the recommendations proffered from the findings of the study included that the principals of secondary schools in Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria should promote efficient instructional supervision in their schools by solving the challenges affecting the effectiveness of instructional supervision. This should be followed by adopting leadership styles and practices which encourage effective instructional supervision in the school and utilizing records of instructional supervision after supervision of instructions.

Key words: *Comparative, Analysis, Challenges, Instructional, Supervision, South-East geopolitical zone*

Introduction

Education is a crucial factor for national development and human capacity building. It is the process on which sustainable national development of any nation which includes socio-economic, cultural and political development, hangs. The Federal Republic of Nigeria (FRN, 2013: xii) in the National Policy on Education (NPE), described education as an 'instrument par excellence' for effecting social transformation and an investment for national development. Given the important roles(s) of education in national development, various formal education system which is made up of ECCE/pre-primary education, primary/basic education, secondary education and tertiary education has been established to cater for all individuals' interests in the country. But the focus of the present study is on only secondary education. Secondary education is offered to students immediately after their primary education to prepare them for successful careers in the future. The Federal Republic of Nigeria (FRN, 2013:17) explained that secondary education which is also known as Post Basic Education and Career Development (PBECD) is the education children receive immediately after a successful completion of basic education in preparation for tertiary education and for the world

of work, wealth creation and entrepreneurship. The objectives of secondary education as stressed further are to: provide holders with the Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with opportunity for education of a higher level, irrespective of gender, social status, religious and ethnic background; offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles; provide trained manpower in the applied sciences, technology and commerce at sub-professional grades; provide entrepreneurial, technical and vocational specific skills for self-reliance, and for agricultural industrial, commercial and economic development; among others (FRN, 2013:17). Achievement of the above objectives depends highly on the functionality of secondary education, which entails ensuring that all the stakeholders in the system which includes principals and vice principals, teachers, external inspectors, among others, continuously promote quality instruction and education by rendering efficient services in schools for positive outcomes. This course could be effectively realized when instructions are effectively monitored and supervised in the schools by concerned officials. This process is known as instructional supervision. Instructional supervision is an important mechanism for efficient management, administration and improvement of secondary education. This is one tool for monitoring and evaluating the implementation of the provisions of the NPE for actualization of quality assurance (FRN, 2013: 22 & 63).

The FRN (2013: 52) highlighted that “the success of any system of education is hinged on proper planning, efficient administration and adequate financing which is also achievable through effectiveness of school inspection and supervision”. The Federal Government further emphasized that they shall supervise and inspect secondary schools regularly to ensure schools' conformity to approved curricula and the National Policy on Education (NPE). In this course, Government established efficient inspectorate services at the Federal, State and Local government levels for monitoring and maintaining minimum standards at all levels of education under their jurisdiction (FRN, 2013). In the secondary education system in the South-East geopolitical zone, which is the study area, the State Education Management Boards are responsible for school inspection

through the appointed officers, while instructional supervision is carried out in the school by the high level management officers like the principals, vice principals and head of departments. Sometimes, few middle level officers like subject heads and delegated teachers are involved in instructional supervision. Secondary education in the South-East geopolitical zone needs effective instructional supervision in order to become functional, but most times instructional supervision face some challenges which make them look ineffective towards achieving educational goals. Adequate attention needs to be given to the challenges of instructional supervision for the realization of educational goals and instructional objectives. This will entail ensuring that all the challenges affecting effectiveness of the various types and techniques of instructional supervision used in the South-East Geopolitical zone, are put under control and ejected from the secondary school system. The objectives of instructional supervision are enormous to cover providing efficient administrative and management control for the maintenance and improvement of the system; ensuring quality assurance and a control system through regular and continuous supervision of instructional and other educational services; and putting in place a machinery for monitoring and evaluating the implementation of provisions of the NPE (FRN, 2013: 63). Odeh, Bua and Agbe (2014) opined that all formal organizations with goals to achieve are usually structured and guided such that the work of various units and individuals in the organizations is carried out in such a way that the set goals will be achieved. The process through which the work is done has to be organized and controlled in order to avoid deviations from the planned course towards achievement of the goals and this process is called 'school instructional supervision'. The ways in which to control deviations and improve the quality of work in the school can be achieved through effective instructional supervision. School instructional supervision as defined within the context of this study means careful monitoring and evaluation of secondary schools by internal management officials like the principals and other auxiliary staff with the intent of improving school academic and extra-curricular activities, and achieving the instructional objectives. Adeyemo and Folajin (1997) defined school instructional supervision as all efforts of designated school

officials towards providing leadership to teachers and other educational workers for the improvement of instruction in the school. Nwaham (2011) sees school instructional supervision as the process of guiding, assisting and stimulating teachers to improve on their teaching skills and experiences which are mostly carried out by principals and other delegates in the school. Internal instructional supervision as earlier noted is conducted by the principals who delegates duty to the Vice Principals, Deans and Heads of Departments (HODs) and teachers to oversee teaching and learning activities in the classroom.

The general purposes of school instructional supervision are to promote professional leadership to educational workers so as to improve their work and give corrective direction in school; offer technical services to teachers in the form of teaching techniques, instructional aides, diagnostic techniques and remedial measures in school; check inefficiency, irregularities and negligence in functions in schools; among others (Kulbir, 2007; Peretomode, 1998). The process of instructional supervision in the secondary schools can be done through the use of various techniques. School instructional supervision as indicated by Afolabi and Loto (2008), Jacobson, Logsdon and Wiegman, (1994), Kulbir (2007), Mbipom (2006), Nwaham (2011), Odeh, Bua and Agbe (2014) and Peretomode (1998) are organized through classroom observations and visitations, clinical classroom supervision, individual conferences, supervisory bulletins, educational workshops, professional readings, among others. At times, certain challenges may arise from the techniques of instructional supervision deployed and this equally becomes a barrier towards achieving the purpose and objectives of education. This is what the present study also sought to find out. From all the foregoing, instructional supervision could provide corrective, preventive and creative services in the secondary school system in South-East geopolitical zone. In addition, inspectors from the school boards and supervisors in the schools should be competent and possess skills/abilities to perform certain functions that will aid effective instructional supervision. These officials are to have the ability to diffuse information about instructional materials through tested and effective teaching methods; obtain information in respect of difficulties experienced by teachers in schools and institutions and further provide

advisory solution through appropriate authorities; organize meetings with and workshops for teachers when necessary with a view to improving their professional competence; and provide a strong sense of comradeship and professionalism among teachers (FRN, 2004). In support of the above statement, Udabah (2012) sees a supervisor, as anyone whose principal function or responsibility is to supervise an educational activity or programme. Such a person could be a team leader, foreman, unit head, operating manager, shift leader, inspector of education, principal or head teacher. A supervisor performs essential function of planning, organizing, directing and controlling of an educational activity for achievement of goals. Most times certain factors or variables could negatively influence the supervisor's work, and this becomes a serious challenge for effective instructional supervision to be carried out in schools. For instance, whereby external inspectors and internal supervisors are either not competent to do their job, constant retraining programmes are not offered to and organized for supervisors, or that they apply wrong approaches and techniques while conducting instructional supervision, among others, any one of this could have negative consequences on instructional supervision. For effective instructional supervision to be realized, the school supervisor should be competent and utilize various techniques and methods.

The present study however, examined whether supervisors' variables, including other variables could become a challenge for instructional supervision in the South-East geopolitical zone. Notwithstanding, the South-East geopolitical zone is made up of five States which includes: Abia, Anambra, Ebonyi, Enugu and Imo State. But the present study was carried out in three States of Anambra, Enugu and Imo States. Secondary education, on the other hand, in the South-East geopolitical zone as a formal system is not different, as the schools require effective instructional supervision to evaluate teachers' effectiveness and promote commitments from stakeholders towards bringing about positive behavioural changes in the learners. The process of teaching and learning in secondary schools in the South-East geopolitical zone may be well packaged but without effective instructional supervision during the delivery period, such instructions may fail to achieve the desired results. In practice, most of the instructional supervisions that have been carried out in the South-East

geopolitical zone are shown to have been inadequate in the school system. This is evident in the way and manner schools' activities are poorly arranged, organized and managed in some parts of these States. Also, a lot of teachers' seem to show laxity and poor attitude to work, a lot of the non-teaching staff show less commitment in their duties, students' performances seems to be dwindling in many schools, academic activities are disrupted by strikes as a result of non-payment of teachers' salaries, conditions of many of the schools' plant facilities which composed of the buildings, structures and equipment are in deteriorating state and worst conditions. With these general observations from many of the secondary schools in the South-East geo-political zone, the researcher seems to wonder whether internal supervision of instruction by principals and teachers not been effective. This situation which is worrisome has made it possible for scholars like Jacobson, Logsdon and Wiegman (1994) to observe in the past that supervision of instructions in secondary schools are inadequate. In Anambra State, which seems to have demonstrated that they provide quality education in disguise, observations still show that secondary schools in the area of study especially a few in the urban areas and those in the rural and riverine areas, suffer a myriad of problems which range from issues of poor quality education and instructional delivery, and inadequate educational resources. Other problems include teacher inefficiency and low commitments, administrative problems, deplorable conditions of school facilities, technological backwardness, and poor quality control in the school system, among others. These problems which are related to school supervision issues would not have been there if there was effectiveness in instructional supervision. Meanwhile in Enugu State, a lot of schools, especially those out of the metropolitan State, in the rural areas for example, suffer problems of instructional supervision. Majority of the teachers and non-teaching staff show negative attitude to work and laxity in executing their work. Students' performances in internal and external examinations are very poor, many of the secondary schools' facilities are in bad shape, there is existence of poor quality control in many schools, use of incompetent teachers in teaching some subjects still exist, inadequate use of technological devices in effecting teaching and learning,

among others. These situations of secondary schools begin to raise doubt about effectiveness of instructional supervision in the Enugu State.

In Imo State too, the quality of education and instructions seems to be dwindling, principals and teachers complained about inadequate infrastructure and facilities in schools, many of the principals and teachers display non-challant attitudes while executing their task, use of incompetent teachers still remains the order of the day, many school facilities are in devastating state and deplorable conditions, students' performances in examinations are very poor, there are administrative bottlenecks and poor quality control, among others. These issues in the secondary schools also raise doubts on the effectiveness of instructional supervision in Imo State. Seeing the devastating state of secondary schools in Anambra State, Enugu State and Imo State, the effectiveness of instructional supervision in these areas is questionable. The researcher begins to wonder whether inspectors from the various education boards in the three States coupled with principals and teachers that implement education policy at the school level, really execute their functions in supervising schools in the area thoroughly or maybe, there seems to be other challenges inhibiting the efficiency of instructional supervision in the South East geopolitical zone. All these situations in these three States are worrisome and have created a gap in the secondary education system which calls for redress in instructional supervision. Since secondary schools in the South-East geopolitical zone play a vital role in human development and also contribute to national development, with these myriad of problems makes the realization of the objectives of school programmes difficult. Despite all the benefits of instructional supervision, there are yet challenges affecting the effectiveness of the school system, and the South-East geo-political zone is inclusive. Several scholars in their write ups and studies have equally identified some of the challenges or problems affecting instructional supervision in most States in the country. Adeyemo and Folajin (1999), Adu, Akinloye and Olaoye (2014), Anuna (1997), Ayeni (2012), Berhane (2014), Ezeh (2006), Jonh (2011), Nwakpa (2001), Obiweluozor, Momoh and Ogbonnaya (2013), Ogunu (2005), Okendu (2012) and Yelkpieri and Namale (2016) observed the obstacles which might hinder instructional supervision in the school as:

administrative bottlenecks, problem associated with training of teachers, irregular supervision of instructions in schools, poor utilization of supervision reports in school, among others. Consequently, the poor development of schools especially in the rural areas and the administration inefficiencies which is worrisome in many of the secondary schools in the South East geo political zone has motivated and deemed it necessary that the researcher conducts a comparative study on the challenges of instructional supervision in the South-East geopolitical zone. Again, to determine whether there are similarities or differences in the challenges of instructional supervision within the South-East States, a comparative analysis is warranted and important. Meanwhile, it has been established by scholars that through constant and regular instructional supervision, the objectives of school are realized (Udabah, 2012). The increasing demand for quality education and maintenance of high standards in secondary schools in the South-East area, demands and calls for intensification of teaching and learning programmes organized internally through instructional supervision respectively.

If the laudable objectives of instructional supervision of maintaining minimum standards and achieving the objectives of the NPE, improvement of teaching and learning situation, teacher efficiency, promotion of quality education, among others, in the South-East zone must be guaranteed, then the views and opinions of stakeholders such as principals, teachers, inspectors and supervisors in the various secondary schools and management boards in the South-East zone concerning these challenges, cannot be overlooked. It is, therefore, important to sample their views and opinions in order to find out the challenges of instructional supervision, and also challenges facing the use of techniques of instructional supervision. The present study examined not only the challenges of instructional supervision in the three States selected for the study but also made comparison of these challenges. The study sought to compare the challenges of instructional supervision in secondary schools in South-East geopolitical zone. A challenge as viewed from the perspective of the present entails any obstacle or barrier hindering the functionality of an education system, like the secondary education system.

Statement of the Problem

The problem in connection with the ineffectiveness of instructional supervision among secondary schools when compared across Anambra, Enugu and Imo States in the South-East Geo-Political Zone of Nigeria has become worrisome and a new matter of discourse for the researcher, inspectors, principals, teachers and other stakeholders in this zone. Discussions between the researcher and inspectors of the various education management boards and supervisors (that is: principals, vice principals, subject heads and teachers) concerning the situation of school supervision showcased a situation where all these stakeholders expressed dissatisfaction on the effectiveness of school instructional supervision. In Anambra State, the supervisors complained about the poor development of schools in terms of poor infrastructural development and utilization in schools, teacher inefficiency and students' low performances and administrative bottlenecks. In Enugu State, the stakeholders expressed dissatisfaction about the devastating condition of secondary schools in the area of teachers' inefficiency and lack of motivation, increased students' enrolment and other managerial problems. In Imo State, the stakeholders complained about the poor quality of instructions, lack of teachers' commitment, administrative bottlenecks and poor students' academic performances. The management of secondary schools in the three States have shown evidences of lapses in school operations which could have been the caused by ineffectiveness of school supervision, which includes instructional supervision. Lapses in instructional supervision are mostly attributed to some challenges hindering the effectiveness of the process. The researcher then begins to wonder whether the effectiveness of instructional supervision could be guaranteed. Are there challenges affecting the effectiveness of instructional supervision when compared among secondary schools across the three States of the South-East Geo-political zone? These challenges hindering the effectiveness of instructional supervision among the three States of the South-East area has created a huge gap which needs to be filled by the present study.

Purpose of the Study

The purpose of this study is to compare the challenges of instructional supervision among secondary schools in South-East Geo-Political Zone. Specifically, the study sought to compare:

1. the challenges of instructional supervision among secondary schools across Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria;

2. the challenges facing the use of the techniques of instructional supervision among secondary schools across Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria.

Research Questions

The following research questions were raised to guide the study:

1. What are the challenges of instructional supervision when compared among secondary schools across Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria?
2. What are the challenges facing the use of the techniques of instructional supervision when compared among secondary schools across Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance in the study:

1. There is no significant difference in the mean scores of the principals, teachers and inspectors from the post-primary education boards on the challenges of instructional supervision when compared among secondary schools across Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria.
2. There is no significant difference in the mean scores of the principals, teachers and inspectors from the post-primary education boards on the challenges facing the use of the techniques of instructional supervision when compared among secondary schools across Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria.

Method

The ex-post facto research design was employed in the study as a method of investigation. The population of the study was made up of Twenty-Two Thousand and Fifty-Four (22, 054) people. This population consisted of all 256 public secondary school principals, 6,402 teachers in the 256 State government-owned secondary schools and 132 inspectors within the six

education zones in Anambra State. 291 public secondary school principals, 9,194 teachers in the 291 State government-owned secondary schools and 163 inspectors within the six education zones in Enugu State; and 280 public secondary school principals, 5,047 teachers in the 280 State government-owned secondary schools and 289 inspectors within the six education zones in Imo State. The sample for the study comprised 702 respondents, which constituted 165 principals, 420 teachers and 117 inspectors. These samples were drawn using two sampling procedures, the stratified random sampling technique and the systematic sampling technique. The samples for the study were representative of the six education zones from each of the three States (Anambra, Enugu and Imo States) and constituted the following: 51 principals, 134 teachers and 26 inspectors, making a total of 211 participants for Anambra State. Also, 58 principals, 184 teachers and 33 inspectors, making a total of 275 participants for Enugu State, with 56 principals, 102 teachers and 58 inspectors, equally making a total of 216 for Imo State.

To get the samples, the stratified random sampling technique was used in selecting the public secondary schools, the principals and inspectors according to their six education zones respectively. The systematic sampling technique was used in selecting the teachers. Twenty percent (20%) of the public secondary schools including 20% of the principals and 20 % of the inspectors at the various secondary education boards in the three States were selected using stratified random sampling technique. A 20-item questionnaire designed by the researcher and titled: "Challenges of Instructional Supervision for Principals, Teachers and Inspectors Questionnaire (CISPTIQ)" was used to conduct the study. The items on the questionnaire were organized in two clusters and structured on a 4-point scale weighted as follows: (a) Strongly Agree (SA) - 4, Agree (A) - 3, Disagree (D) -2 and Strongly Disagree (SD) – 1. Copies of the questionnaire were submitted to three experts in order to determine face and construct validity of the instrument. Two of the experts came from Educational Management and Foundations Department and one expert in measurement and evaluation, Faculty of Education, Delta State University, Abraka, to examine the content in line with the purpose of the study and for appropriate validation. These experts were requested to validate the

items in the questionnaire in terms of their face value, content relevance, items clarity and construction. Reliability of the research instrument was determined through a pilot-test. This method involved administering the research instrument to selected samples of 10 principals, 20 teachers and 10 inspectors selected from the public secondary schools and Inspectorate Department, Ministry of Education, Basic and Secondary, Asaba, Delta State at different areas in Delta State (which were not part of the study area). Thereafter the scores were collated and measured using Cronbach Alpha statistical method in order to determine the internal consistency of the instrument. In this case, the set of scores obtained were then collated; giving an overall internal consistency reliability value of 0.82. The following internal consistency reliability values were obtained in each of the two clusters respectively: reliability value of 0.79 was obtained for the challenges of instructional supervision and 0.85 was obtained for challenges facing the use of techniques of instructional supervision. The result indicated internal consistency of the instrument, which was considered reliable for the study. Therefore, the reliability of the questionnaire showed that it was trust-worthy, consistent and its measures or scores were dependable. The instrument was distributed to the participants on a personal, direct contact by the researcher with the aid of seven research assistants. These research assistants were trained and guided on how to administer the questionnaire to the respondents. The training entailed explaining properly to the research assistants the location of the various school boards in the three States sampled, including the sampled public secondary schools in each of the education zones and modalities/guidelines on how the participants would fill the questionnaire. Both the researcher and research assistants waited for the completion of the instrument and collect them on the spot in order to obtain the highest possible rate of return. However, a total of 702 copies of the questionnaire were printed and distributed. Mean statistics was used for answering the research questions, while the analysis of variance statistics (ANOVA) was used to test the hypotheses at 0.05 level of significance. The decision rule for the research questions was based on the benchmark of 2.50, which was the mean of the scale used. Only mean scores of 2.50 and above was accepted as an indication of agreeing to the statement; while mean scores

below 2.50 was regarded as disagreeing to the statement. The ANOVA statistics (measuring the mean variance between the groups) was used for testing the two hypotheses at an alpha of 0.05 level of significance. The decision rule for testing the hypotheses using ANOVA statistics was based on the premise that whenever the F-ratio calculated value or F-ratio observed value is greater than the table F-value or F-critical table value, the null hypotheses – H_0 of no significant difference between the three mean scores sampled was rejected, which stated that there is a significant difference between the three mean scores sampled. Whenever the F-calculated value or F-observed value is less than the F-critical table value, the null hypotheses – H_0 was accepted and alternative hypotheses - H_a not accepted.

Results

Research Question 1: What are the challenges of instructional supervision when compared among secondary schools across Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria?

Table 1: Mean and Standard Deviation Scores on Challenges of Instructional Supervision When Compared among Secondary Schools across Anambra, Enugu and Imo States (N=702)

S/N	ITEMS	ANAMBRA STATE			ENUGU STATE			IMO STATE					
		TRS	PRS	IRS	TRS	PRS	IRS	TRS	PRS	IRS			
		\bar{x}	\bar{x}	\bar{x}	\bar{x}	\bar{x}	\bar{x}	\bar{x}	\bar{x}	\bar{x}			
		DE	DE	DE	DE	DE	DE	DE	DE	DE			
1	Principals' leadership style negatively influence effective instructional supervision in the school	2.7	A	2.9	A	3.2	A	3.3	A	2.9	A	3.2	A
2	Supervision appears to be a fault-finder, this hinders the supervision of instructions in the school	1.8	D	2.0	D	2.1	D	1.8	D	1.9	D	2.1	D
3	Teachers professional growth are not positively impacted by instructional supervision which makes them lack cooperative skills during supervision	2.0	D	2.2	D	1.7	D	1.9	D	1.8	D	1.9	D
4	Records of instructional supervision are not utilized after supervision	2.9	A	3.3	A	3.4	A	3.3	A	3.3	A	3.2	A
5	Principals lack of administrative experience militates against instructional supervision in the school	2.9	A	3.1	A	3.3	A	3.6	A	3.5	A	2.9	A
6	Supervision does not positively improve the quality of instructions in the school	2.1	D	2.0	D	3.3	A	1.8	D	1.7	D	3.0	A
7	Instructional supervision in the school does not comply with the standard laid down quality assurance guidelines for effective school supervision	3.0	A	3.2	A	3.1	A	3.5	A	3.4	A	2.8	A
8	There are no adequate staff to carry out effective instructional supervision in the school	2.6	A	3.1	A	3.3	A	2.9	D	3.3	A	3.2	A
9	The problem of insufficient funds affects instructional supervision	3.0	A	3.3	A	3.2	A	2.8	A	3.3	A	2.9	A
10	Lack of time militates supervision of instructions in the school	3.0	A	3.1	A	3.1	A	2.8	A	3.1	A	3.2	A
11	Inadequate instructional materials hinders the supervision of instructions in the school	2.9	A	3.2	A	3.2	A	2.6	A	3.2	A	3.1	A
	Orientation on instructional supervision are not usually												

12	Orientation on instructional supervises are not usually provided for newly appointed principals	3.0	A	3.2	A	3.4	A	3.3	A	3.1	A	3.0	A	2.9	A	3.1	A	3.0	A
13	Newly employed teachers are not given proper orientation to support instructional supervision	2.9	A	3.2	A	3.7	A	3.2	A	3.2	A	3.1	A	2.9	A	3.3	A	3.2	A
14	The right caliber of personnel are not utilized for effectiveness of instructional supervises in the school	2.7	A	3.1	A	3.4	A	3.1	A	3.1	A	3.2	A	2.9	A	3.0	A	2.7	A
15	Teachers performance evaluation report forms are not utilized during the supervision of instructions	2.7	A	2.9	A	3.3	A	2.8	A	2.8	A	3.1	A	3.3	A	3.0	A	3.2	A
16	Supervision of instructions are not delegated to well experienced staff	2.7	A	3.1	A	3.2	A	2.8	A	3.0	A	3.0	A	3.3	A	3.0	A	3.3	A
17	Supervisors are not abreast with the current trends in supervision of instructions in the school	2.8	A	3.4	A	2.8	A	3.3	A	3.1	A	2.8	A	3.1	A	3.4	A	3.0	A
18	Inadequate collaborations between principals and teachers is a problem to instructional supervision	2.9	A	3.0	A	3.2	A	2.9	A	2.9	A	3.0	A	3.2	A	3.4	A	3.2	A
19	Principal's commitments to external official activities affects supervision of instructions in the school	2.8	A	3.2	A	3.5	A	3.2	A	3.2	A	3.0	A	3.1	A	3.3	A	3.0	A
	Grand x	2.7	A	3.0	A	3.1	A	2.9	A	2.9	A	2.9	A	2.9	A	3.1	A	2.9	A

Footnotes: TRS = Teachers; PRS = Principals; IRS = Inspectors; X = Mean score; DE = Decisions; A = Agree; D = Disagree

(Source: Computed from Field Work)

Table 1 above presented the summary analysis of the challenges of instructional supervision when compared among secondary schools across Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria. The grand mean for teachers, principals and inspectors in the three States are as follows: 2.7, 3.0 and 3.1 respectively for all the respondents in Anambra State, 2.9, 2.9 and 2.9 respectively for all the respondents in Enugu State and 2.9, 3.1 and 2.9 respectively for all the respondents in Imo State. These entire grand mean indicated that the respondents reacted positively to majority of the statements on the challenges of instructional supervision when compared among secondary schools across Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria.

Research Question 2: What are the challenges facing the use of the techniques of instructional supervision when compared among secondary schools across Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria?

Table 2: Result Summary of Mean and Standard Deviation Scores on Challenges facing the use of Techniques of Instructional Supervision When Compared among Secondary Schools across Anambra, Enugu and Imo States (N=702)

ITEMs	ANAMBRA STATE						ENUGU STATE						IMO STATE					
	TRS		PRS		IRS		TRS		PRS		IRS		TRS		PRS		IRS	
	\bar{x}	D	\bar{x}	D	\bar{x}	D	\bar{x}	D	\bar{x}	D	\bar{x}	D	\bar{x}	D	\bar{x}	D	\bar{x}	D
Supervisors have no time to observe teachers regularly during classroom visits	2.7	A	3.4	A	3.2	A	2.9	A	3.2	A	3.2	A	2.9	A	3.4	A	3.2	A
Lack of collaborations among principals hinders inter-school visitation	2.8	A	3.3	A	3.2	A	3.0	A	3.1	A	3.1	A	3.1	A	3.4	A	3.8	A
Principals does not encourage inter-class visitation in the school	3.0	A	3.4	A	3.0	A	2.8	A	3.1	A	3.0	A	3.2	A	3.2	A	3.0	A
The use of demonstrative teaching has not been adopted as part of instructional supervision in the school	2.8	A	3.3	A	3.2	A	3.0	A	3.0	A	3.1	A	3.2	A	3.2	A	2.9	A
Funds are not adequate to organize regular workshops and seminars for teachers	2.9	A	3.2	A	3.4	A	2.9	A	3.0	A	3.3	A	3.3	A	3.2	A	3.3	A
The use of micro teaching has not been approved by the board as part of instructional supervision	3.0	A	3.1	A	2.9	A	2.8	A	3.0	A	2.9	A	3.2	A	3.4	A	3.1	A
There is no room for group research in the school	2.9	A	2.9	A	3.2	A	3.2	A	2.8	A	2.9	A	2.8	A	3.3	A	3.1	A
The principals fails to always utilize clinical supervision practices	2.7	A	3.3	A	3.0	A	3.1	A	3.1	A	3.3	A	3.1	A	3.4	A	3.3	A
Lack of collegial co-operation among teachers creates difficulty for supervisors during instructional supervision	2.9	A	3.0	A	3.4	A	2.9	A	2.7	A	2.9	A	2.7	A	3.3	A	2.7	A
Teachers put up a nonchalant attitude towards developing their note of lessons and lesson plan thereby creating difficulty for instructional supervisors	3.0	A	3.0	A	3.4	A	3.1	A	2.6	A	3.4	A	3.1	A	3.2	A	2.9	A
Grand x	2.9	A	3.2	A	3.2	A	2.9	A	2.9	A	3.1	A	3.1	A	3.3	A	3.0	A

Footnotes: TRS = Teachers; PRS = Principals; IRS = Inspectors; X = Mean score; DE = Decisions; A = Agree; D = Disagree

(Source: Computed from Field Work)

Table 2 above presented the summary analysis of the challenges facing the use of the techniques of instructional supervision when compared among secondary schools across Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria. The grand mean for teachers, principals and inspectors in the three States are as follows: 2.9, 3.2 and 3.2 respectively for all the respondents in Anambra State, 2.9, 2.9 and 3.1

respectively for all the respondents in Enugu State and 3.1, 3.3 and 3.0 respectively for all the respondents in Imo State. These entire grand mean indicated that the respondents reacted positively to majority of the statements on the challenges facing the use of the techniques of instructional supervision when compared among secondary schools across Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria.

Test of Hypotheses

Table 3: Test of Difference in the Mean Scores of Principals, Teachers and Inspectors on Challenges of Instructional Supervision When Compared among Secondary Schools across Anambra, Enugu and Imo States

<i>Source of Variation</i>	Sum of Squares	Df	Mean Square	F	Sig.
<i>Between Groups</i>	1522.742	2	761.371	6.305	.002
<i>Within Groups</i>	84405.299	699	120.752		
<i>Total</i>	85928.041	701			

**p < 0.05*

The analyses on Table 9 shows test of difference in the mean scores of principals, teachers and inspectors on challenges of instructional supervision when compared among secondary schools across Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria. The results shows a significant difference given that $F_{(2,699)} = 6.305$, and $p < 0.05$ ($.002 < 0.05$), thus, the null hypothesis is rejected. A Tukey post hoc test revealed a significant difference ($p=.026$, $p < 0.05$) between mean scores of principals and teachers on challenges of instructional supervision among secondary schools across Anambra, Enugu and Imo State. However, the difference between the mean scores of inspectors and principals ($p=.404$, $p > 0.05$) as well as inspectors and teachers ($p=.704$, $p > 0.05$) on challenges of instructional supervision among secondary schools across Anambra, Enugu and Imo States is not significant

Table 4: Test of Difference in the Mean Scores of Principals, Teachers and Inspectors on the Challenges facing the use of Techniques of Instructional Supervision When Compared among Secondary Schools across Anambra, Enugu and Imo States

Source of Variation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	865.725	2	432.862	5.221	.006
Within Groups	57954.351	699	82.910		
Total	58820.075	701			

**p < 0.05*

Analyses on Table 11 shows test of difference in the mean scores of principals, teachers and inspectors on the challenges facing the use of techniques of instructional supervision when compared among secondary schools across Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria. In addition, the analysis indicates a significant difference given that $F_{(2,699)} = 5.221$, and $p < 0.05$ ($.006 < 0.05$), hence, the null hypothesis is rejected. Furthermore, a Tukey post hoc test revealed a significant difference between mean scores of principals and teachers ($p = .014$, $p < .05$) as well as principals and inspectors ($p = .012$, $p < .05$) on challenges facing use of techniques of instructional supervision among secondary schools across Anambra, Enugu and Imo State. However, the difference between the mean scores of teachers and inspectors ($p = .682$, $p > 0.05$) on challenges facing the use techniques of instructional supervision among secondary schools across Anambra, Enugu and Imo States is not significant.

Discussions

The results of the findings have revealed the challenges of instructional supervision among secondary schools in Anambra, Enugu and Imo States of South-East Geopolitical Zone of Nigeria. Result of the findings of this study which answered research question one revealed that the challenges of instructional supervision among secondary schools when compared across Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria were similar and different in certain aspects. Hence, the hypothesis indicated that difference in the mean scores of principals, teachers and inspectors on challenges of instructional supervision when compared among secondary schools across Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria is significant. In Anambra State, the challenges of instructional supervision were found in

the principals' leadership style which negatively influence effective instructional supervision in the schools, records of instructional supervision are not utilized after supervision of instructions, and principals lack of administrative experience. Also, instructional supervision in the school does not adopt the quality assurance guidelines for effective school supervision, there are no adequate staff to carry out instructional supervision in schools, problem of insufficient funds, lack of time, inadequate instructional materials, orientation on instructional supervision are not usually provided for newly appointed principals, newly employed teachers are not given proper orientation to support instructional supervision, the right caliber of personnel are not utilized for effectiveness of instructional supervision in the school, teachers performance evaluation report forms are not utilized during the supervision of instructions, supervision of instructions are not delegated to well experienced staff which causes a problem for instructional supervision, supervisors in the school are not abreast with the current trends in supervision of instructions in the school, inadequate collaborations between principals and teachers, and principals commitments to external official activities affects supervision of instructions in the school. In Anambra State, such challenges in which instructional supervision appears to be a fault-finder and which does not aid professional growth of teachers to gain their cooperation, and seeing instructional supervision as something that does not positively improve the quality of instructions in the school, were not found as the challenges of instructional supervision and these were the areas of differences with the other two states. Enugu State also shares similarity in the challenges of instructional supervision.

In Enugu State, the challenges of instructional supervision were discovered in the principals' leadership style which negatively influence effective instructional supervision in the school, records of instructional supervision are not utilized after supervision of instructions, and principals lack of administrative experience. Also, instructional supervision in the school does not comply with the standard laid down quality assurance guidelines for effective school supervision, there are no adequate staff to carry out instructional supervision, problem of

insufficient funds, lack of time, inadequate instructional materials, orientation on instructional supervision are not usually provided for newly appointed principals, newly employed teachers are not given proper orientation to support instructional supervision, the right caliber of personnel are not utilized for effectiveness of instructional supervision in the school, teachers performance evaluation report forms are not utilized during the supervision of instructions, supervision of instructions are not delegated to well experienced staff which causes a problem for instructional supervision, supervisors in the school are not abreast with the current trends in supervision of instructions in the school, inadequate collaborations between principals and teachers, and principals commitments to external official activities affects supervision of instructions in the school. Furthermore, in Enugu State, such challenges which sees instructional supervision as a fault-finder and which does not aid professional growth of teachers to gain their cooperation, and seeing instructional supervision as something that does not positively improve the quality of instructions in the school, were not discovered as the challenges of instructional supervision and these were the areas of differences with the other two states. Whereas, in Imo State, there was a mix in the result of the finding. Imo State shared similarities with Anambra and Enugu States in certain areas, and had their own differences in few aspects. In Imo State, it was found that the challenges of instructional supervision were discovered in the principals leadership style which negatively influence effective instructional supervision in the school, principals lack of administrative experience militates against instructional supervision in the school, instructional supervision in the school does not comply with the standard laid down quality assurance guidelines for effective school supervision, there are no adequate staff to carry out instructional supervision, the problem of insufficient funds affects instructional supervision, lack of time militates supervision of instructions in the school, inadequate instructional materials hinders the supervision of instructions in the school, orientation on instructional supervision are not usually provided for newly appointed principals, and newly employed teachers are not given proper orientation to support instructional supervision. Other challenges included that the right caliber of personnel

are not utilized for effectiveness of instructional supervision in the school, the right caliber of personnel are not utilized for effectiveness of instructional supervision in the school, and teachers' performance evaluation report forms are not utilized during the supervision of instructions. Also, supervision of instructions is not delegated to well experienced staff which causes a problem for instructional supervision, supervisors in the school are not abreast with the current trends in supervision of instructions in the school, inadequate collaborations between principals and teachers is a problem to instructional supervision in the school, and principals commitments to external official activities affects supervision of instructions in the school.

It was further discovered in Imo State that challenges such as instructional supervision being a fault-finder and which does not aid professional growth of teachers to gain their cooperation, instructional supervision does not aid professional growth of teachers so teachers lack cooperative skills, and that supervision does not positively improve the quality of instructions in the school, were not found as challenges of instructional supervision in Imo State and these were the areas of differences with the other two states. While challenge as records of instructional supervision not been utilized after supervision was not identified among the challenges of instructional supervision by some of the respondents, and this is the aspect where the result finding in Imo State was different from that of Anambra and Enugu States. However, going by the result of this finding, instructional supervision in the public secondary schools when compared across Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria suffered mostly the same challenges. Put together, this finding agrees and corroborates with the findings of Adeyemo and Folajin (1999), Ogunu (2005), Obiweluzor, Momoh and Ogbonnaya (2013), Adu, Akinloye and Olaoye (2014), Ode, Bua and Agbe (2014) and Nwaham (2011) studies which discovered that staff inadequacy, lack of time, teachers resistance to supervision, inadequate basic instructional materials, lack of adequate training and orientation in instructional supervision, fiscal and financial inadequacy, corruption, lack of basic knowledge or formal training of supervisors, lack of motivation and reinforcement for supervisors and inadequate improved criteria for

supervisors. Yelkperi and Namale (2016) study supporting the above findings confirmed that inadequate coordination of workshop and seminars, including, inadequate funding due to the poor economic condition of the country has acted as obstacles to instructional supervision in schools. Ayeni (2012) discovered in a study that the challenges of instructional supervision were found in the areas of task of institutional governance, resources inputs, curriculum delivery and students' learning required effective collaboration and goal-oriented synergetic interrelationship between the school and the relevant stakeholders in its environment. Okendu (2012) found out in a study that irregular supervision affected the supervision of instructions in schools. All the findings of the previous studies reported corroborates with the finding of the present study in Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria. The difference between their study and the present study is that it was further discovered in the present study that teachers' performance evaluation report forms are not utilized during the supervision of instructions which is also a challenge for instructional supervision. Therefore, whereby the challenges of instructional supervision are properly tackled, this will bring about quality education for achievement of effective service delivery in the secondary schools in Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria.

Result of the findings of this study which answered research question two revealed that the challenges facing the use of techniques of instructional supervision when compared across Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria, was similar in these three States. The public secondary schools in the three States shared the same similarity in this finding. Hence, the hypothesis tested indicated that the difference in the mean scores of principals, teachers and inspectors on the challenges facing the use of techniques of instructional supervision when compared in secondary schools across Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria is significant. In Anambra State, it was discovered that the challenges facing the use of techniques of instructional supervision included that the supervisors have no time to observe teachers regularly during classroom visits, and lack of collaborations among

principals hinders inter-school visitation. In addition, principals do not encourage inter-class visitation in the school, the use of demonstrative teaching has not been adopted as part of instructional supervision in the school and funds are not adequate to organize regular workshops and seminars for teachers. Also, the use of micro teaching has not been approved by the board as part of instructional supervision, there is no room for group research in the schools, the principals fails to always utilize clinical supervision practices, lack of collegial co-operation among teachers creates difficulty for supervisors during instructional supervision, and teachers put up a nonchalant attitude towards developing their note of lessons and lesson plan thereby creating difficulty for instructional supervisors. Similarly, in Enugu State, the same result was discovered. Whereas in Imo State, the finding showcased, the same result. Going by the result of this finding, challenges facing the use of techniques of instructional supervision in public secondary schools when compared across Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria were the same challenges. No area of differences was discovered among the three States. This finding agrees with the finding of Ezeh (2006) study which confirmed that there was little or no time to use the demonstration teaching and providing other supervisory services that will aid instructional improvement during instructional supervision. Nwaham (2011) discovered that inter-school visitation which gives opportunity to various categories of teachers to visit other teachers in the classroom was not very much in use during instructional supervision. Peretomode (1998) and Nwaham (2011) studies found that the use of such instructional supervisory techniques as workshop, microteaching, clinical supervision, guided practice and research which finds solutions to teaching problems have not been fully incorporated in the schools. Anuna (1997) study discovered that intra-mural or collegial supervision which is a new instructional technique was inadequate in supervising numerous schools. The finding of the present study disagrees with the finding of Afolabi and Loto (2008) which discovered that teachers were supervised using classroom instructional supervision. The finding further disagrees with the findings of Mbipom (2006) which reported that classroom observation and demonstrative teaching was useful in improving teachers' competency.

Moreover, most of the previous finding corroborates with the present study in most areas on the challenges facing the use of techniques of instructional supervision when compared across Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria. The difference between most of these previous studies and the present study is that it was further discovered in the present study that funds are not adequate to organize regular workshops and seminars for teachers; and the use of micro teaching has not been approved by the board as part of instructional supervision. In this regards, if all the challenges facing the use of techniques of instructional supervision are resolved and properly controlled, this will promote quality learning and education for achievement of the instructional objective of secondary schools in Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria.

Conclusion

School instructional supervision which is one of the components of school supervision is one way to ensure that quality learning and education is guaranteed in the secondary schools. Instructional supervision is an important mechanism for efficient management, administration and improvement of secondary education. It is one of the machineries for monitoring and evaluating the implementation of the provisions of the National Policy on Education for actualization of quality assurance especially in secondary education. Given the benefits of instructional supervision in secondary education, there are still challenges hindering its effectiveness in the South-East Geo-Political Zone of Nigeria. The present study from its findings therefore submits that there were numerous challenges hindering instructional supervision among secondary schools which warranted a comparative analysis in the three States that is, Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria. The study discovered that there were certain challenges affecting instructional supervision coupled with the challenges affecting the use of different techniques of instructional supervision when compared across Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria. Among these challenges included: the principals' leadership style which negatively influence effective instructional supervision in the school, records of instructional supervision are not utilized after supervision of instructions, and principals lack of administrative experience. Also, instructional supervision in the school does not comply with the standard laid down quality assurance guidelines for effective school supervision, there are no adequate staff to carry out instructional supervision, problem of insufficient funds, lack of time, inadequate instructional materials, and so on. The findings further indicated that the challenges facing the

use of techniques of instructional supervision when compared across Anambra, Enugu and Imo States of the South-East Geo-political Zone of Nigeria were similar and included that the supervisors have no time to observe teachers regularly during classroom visits, lack of collaborations among principals hinders inter-school visitation, principals do not encourage inter-class visitation in the school, the use of demonstrative teaching has not been adopted as part of instructional supervision in the school, funds are not adequate to organize regular workshops and seminars for teachers, among others. Failure for the different State Governments in the South-East Geo-Political Zone of Nigeria to solve the challenges of instructional supervision, this will continue to have negative consequences and create difficulties in achieving quality instructions and education including effective service delivery in this area. But when all these challenges affecting instructional supervision are controlled and resolved, quality education can be harnessed in the South-East Geo-Political Zone.

Recommendations

From the findings of the study, the following recommendations have been proffered:

1. The principals of secondary schools in Anambra, Enugu and Imo States of the South-East Geo-Political Zone of Nigeria should promote efficient instructional supervision in their schools by solving the challenges affecting the effectiveness of instructional supervision. This should be followed by adopting leadership styles and practices which encourage effective instructional supervision in the school and utilizing records of instructional supervision after supervision of instructions.
2. The challenges facing the use of techniques of instructional supervision in Anambra, Enugu and Imo States should also be eradicated. The supervisors in the secondary schools like the principals and their vice, subject heads and form teachers, should create time to visit and observe instructions regularly. Other challenges which might hinder the effectiveness of the use of techniques of instructional supervision such as inter-school visitation, inter-class visitation, demonstrative teaching, workshops and seminars, should be rectified.

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