



---

## **INFLUENCE OF EDUCATIONAL SUPERVISION ON ACADEMIC PERFORMANCE OF PUBLIC SECONDARY SCHOOL STUDENTS IN DELTA STATE**

**\*MR. ICHAZU KINGSLEY; \*\*MR. UGBOME GEORGE**

*\*Department of Educational Foundations and Administration, College of Education Agbor, Delta State \*\*School of Early Childhood and Primary Education, College of Education Agbor, Delta State*

---

### **Abstract**

*The study examined the influence of educational supervision on academic performance of public Secondary Schools in Delta State. The work adopted the descriptive survey design and ex-post facto. The population consisted of all the principals and teachers in some selected public Secondary Schools in Delta State. A total number of 1,620 participants teacher were sampled from 60 public secondary schools. For the purpose of the study, Delta State was divided into three Senatorial District (Delta North, Delta Central and Delta South), in which stratified random sampling techniques was used to select two Local Government Areas in each district to get a total of six Local Governments in the State. Two (2) instruments: Academic Supervision Questionnaire (ASQ) and performance of WAWASSCE results for a period of three years. (2017-2019) were used to collect data from the sampled schools. And data analyzed using descriptive statistics and Pearson Product Moment Correlation (PPMC), hypothesis were tested at 0.05 level of significance. The findings revealed that there is a significant relationship between supervision and students' academic performance ( $r= 0.544, p<0.05$ ). Therefore, it important that as educational supervision are put in place to ensure teachers, students, and management are guided toward the desired goals and objectives of the schools in terms of students quality output.*

**Key words:** *Educational Supervision, Academic Performance, Public Secondary Schools*

---

## **Introduction**

In all aspects of life, supervision has become a cross-cutting edge instrument and a pivot around which performance orbits. There are widespread and on-going deliberations centered on the impact of supervision on academic performance in our academic institutions. The educational delivery system in Nigeria is fraught with innumerable challenges. These challenges include teacher deficit, inadequate infrastructure, wobbling educational policies and high cost of quality education. In the midst of some of these challenges, a lot of patrons have always focused more on the academic performance of students, failing to have a spot on the other routes through which excellent students' academic performance is achieved. Other procedures that are usually overlooked are school-community relationship, stakeholders' commitment, management and supervision styles of school managers. Researchers have always maintained that management and supervision method as a rule reflect the academic performance in schools.

Supervision is the process of overseeing the work of teachers with the aim of assisting them to solve their instructional problems so that students can benefit maximally from classroom activities and conform to with the general acceptable principles and practices of Education (Nwadiani, 2016). This can be effected with the participation of the principal or any other top management member (vice-principal and head of department) interacting with teachers and students in the classroom regularly to monitor the teaching and learning process. According to Nwagwu (2014), the supervisor has the responsibility of monitoring and evaluating all staff activities and programmes of their organisation. The major reason for this is to ensure dutiful compliance of all teachers with established laws and declared goals through quality assurance, maintenance of standards and quality control. The Dean, school of Education, College of Education, Agbor, Dr. Mrs. Okokoyo (2009) assert that supervision involves the development of the professional growth of the teacher through the provision of instructional leadership which brings about uniformity of standards in all schools.

This view is in line with the National Policy on Education (2014) which declared that supervision is a device for quality control. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior professional(s), monitoring the quality of professional services offered to the clients she, he, or they see, and serving as a gatekeeper of those who are to enter the particular profession (Bernard & Goodyear, 2014). The leaders in the public secondary schools do not only serve as senior professionals providing assistance to their teachers but are also tasked to supervise all other activities of the school but academic work being the central activity.

The goals of the school can be achieved via the continuous supervision of the teaching staff and the non-teaching staff. According to Nwankwo (2014) as cited by Peretomode (2017) supervision can be divided into two classifications. These are instructional and personnel supervision. Instructional supervision has been defined as a set of activities which are carried out with the purpose of making the teaching and learning purpose better for the learner. The situation on supervision in schools which reported by Nwadiani (2016), shows that, there has not been adequate supervision in schools in recent past decades.

The lack of supervision in schools has been the stakeholders cum educational policies. A system not supervised and evaluated will not yield the desired result. It is the duty of the school managers to supervise and monitor classroom instructions regularly, thereby reducing inequalities within the horizontal and the vertical instructional delivery system of the school. When supervision is absent, it leads to ineffective curriculum delivery which often cause poor academic performance of students in secondary schools.

Research shows that often times in Nigeria, parents have worked hard to get their wards into certain particular schools such as mission and private schools because of their sterling academic performance which is an outcome of vigorous and effective supervision. Even though the obvious remains that effective supervision is subjective, its end effect affects society. Neagley and Evans (2010) conceived that effective supervision requires a high level of leadership. It is, therefore, worth to undertake such a study. This research is uniquely positioned to address gaps in effective supervision issues in public secondary schools in Nigeria, especially in Delta State.

## REVIEW OF RELATED LITERATURE

### Theoretical Framework

The study was premised on two key theoretical frameworks: Collegial Supervision.

### Collegial supervision

Heads cannot work in isolation; heads cannot have a field day coordinating all other things without having to coordinate their staff, especially, teachers. More than a few authorities in the area of supervision recommend collegial processes as options for supervision of teachers (Glatthorn, 2010; Sergiovanni & Sullivan & Glanz, 2010). Sergiovanni & Starratt (2013) believed that promoting collegiality among teachers is an important way to help schools change for the better. According to them, collegial supervision refers to “the presence of high levels of teamwork among teachers and between teachers and principals and is characterized by mutual respect, shared work values, cooperation, and specific conversations about teaching and learning” (Sergiovanni & Starratt, 2013). Again, Glatthorn (2010) explained the cooperative professional development as a process of aiding teacher growth through systematic collaboration with peers and includes a variety of approaches such as scholastic dialogue, curriculum development, peer observations and feedback, and action research projects.

Furthermore, Glatthorn affirms that this process includes a 39 variety of approaches such as professional dialogue, curriculum development, peer observations and feedback, and action research. One key question that remains is how collegiality can promote effective academic performance. It is one thing having teachers and heads to work together and another thing concentrating that cooperation into best practices and good academic output. A well-endorsed collegial supervision can involve a series of actionable research between the supervisor and the teacher whereby they pose a hypothesis experiment and implement strategies towards reasoned solutions (Gebhard, 2010). In his assertion, Kelechukwu (2011) stated that an active and well-organized principal must be a learning officer, a coach, a designer and ideal person, a leader of leaders and a teacher. He continued to buttress his avowal by confirming that:

*“The principal must possess certain qualities to reach the zenith of success...The secondary education needs a lot of changes and the school principal is likely to be the key agent that such*

*changes are introduced and sustained. He is responsible for the smooth running of the school. His challenge therefore, is to ensure that all children reach the levels of academic achievements. This he achieves by setting instructional methods for the attainment of school goals” (Kelechukwu, 2011).*

In Nigeria, principalship of schools has evolved from the position and performance of teachers (Aderounmu & Ehiamentalor, 2015). This position of Aderounmu and Ehiamentalor goes to confirm later citations by Kelechukwu (2011) and Bays (2011) as far as Collegial supervision is concerned. Even though this model may have its inherent weaknesses having to work in a group, Goldhammer (2010) stood by the speculation that the most telling mark of any consultant’s commitment and fitness to perform professional work is the willingness to have such work examined and criticized by other knowledgeable workers.

### **Effective Educational Supervision**

Nolan and Francis (2012) saw supervision to provide a tool for teachers and supervisors to increase their knowledge of the teaching-learning process through combined inquiry with other professionals. The essence of supervision provided by these researchers can be grouped under the following themes: fostering curriculum and staff development; improving instruction; encouraging human relations and motivation; and encouraging actionable research and supporting teamwork (Baffour-Awuah, 2011). According to Baffour-Awuah, supervision was initially described as inspection, which has the connotation of direct control of teachers by school inspectors.

The term supervision has progressively taken over inspection, but both terms are occasionally used together. Marzano, Frontier and Livingston (2011) are of the view that the priesthood were among the first supervisors used in schools and these distinct supervisors or supervisory committees were charged with monitoring the quality of education. These supervisors had nearly unrestrained power to create criteria for effective training and to hire and fire teachers (Burke & Krey, 2015). Because there was no essential agreement as to the significance or nature of pedagogical knowledge, the quality and type of feedback to teachers was highly mottled (Marzano, Frontier and Livingston, 2011).

Effective supervision as explained by Gordon (2014), requires well trained personnel with knowledge, personal and interpersonal skills, and technical skills who are prepared to provide the necessary and appropriate guidance and support to the teaching staff. Supervision should result in growth and learning by the teacher (Duke, 2013).

### **Academic Performance**

Ali. (2009), argue that students' performance (academic performance) plays a vital role in producing the best quality graduates who will become prodigious leaders and manpower for the country thus responsible for the country's economic and social development. Since educational performance is an object of interest and oftentimes used as a quota for making certain precarious decisions in life, a lot of research work have been carried-out on it.

A lot of considerations including supervision goes in to impact educational performance but these factors vary from person to person and from one region to another (Shachar and Neumann, 2010) sometimes based on the administrative panaches of school heads. Students' attainments depends on many factors such as gender and age differences, learning facilities, etc. that can impact student performance (Hansen, 2010).

Mushtaq and Khan (2012) identified four factors that affect students' academic performance. These factors are:

- i. Students' communication skills,
- ii. Learning facilities,
- iii. Proper guidance and
- iv. Family stress.

Some other researchers used test results or previous year results since they were studying performance for the specific subject or year (Hijazi and Naqvi, 2016; Hake, 2018).

Furthermore, research studies show that learners' academic accomplishments and activities, view point of their coping strategies and encouraging attributions, and background physiognomies (i.e., family income, parents' level of education, guidance from parents and other negative situations in the home) were indirectly related to their complex scores, through educational achievement in high school (Noble & Sawyer, 2016). In sum, there are a lot of

factors that potentially pose treat to academic performance of students but none of them touched on the effective supervision on academic performance on SHS. The poor academic performance can also be accredited to ineffective instructional supervision. For effectiveness, instructional supervision is mostly needed at the secondary school. Owadiae (2012) observes that secondary school students' academic performance in external examinations conducted by the West Africa Examination Council (WAEC) and National Examination Council (NECO), have been low, and this is to the disappointment of the general public.

Report of academic performance on students in the Senior School Certificate Examination (WASSCE) conducted by West Africa Examination Council (WAEC) in Nigeria was poor in 2011, as only 30.9 % of the 1,540,250 candidates obtained credit level passes in five subjects including English Language and Mathematics, while in the 2011 June/July NECO WASSCE; only 22.34% of the 1,160,561 candidates obtained credit level passes and above in English Language and 25.14% in Mathematics in the 36 States of the Federation and Federal Capital Territory (Owadie, 2011 and Okpala, 2011).

In 2012 May/June West African Senior School Certificate Examination, out of the 1,672,224 candidates that sat for the examination, only 649,156 candidates, representing 38.81% obtained credit level passes and more in subjects including English Language and Mathematics, in the 36 States of the Federation and the Federal Capital Territory (Owadie, 2012). In 2015, 36.57% obtained five credits and above in subjects including English Language and Mathematics while 31.28% was recorded in 2015 and 39% in 2016. (Eguridu, 2017).

In Delta State, the performance of students who obtained credit level passes in five subjects, including English Language and Mathematics in WAEC Examination were 24% in 2011, 33% in 2012, 22.9% in 2013, 29% in 2014 and 33.80% in 2016, in all public secondary schools. Private secondary schools recorded 45% in 2013 which could be considered unsatisfactory by the stakeholders. This implied that the Educational supervision is yet to yield the desired results in secondary schools.

### **Empirical Predictions**

There abundant studies in this field fail to focus on statewide descriptive studies to address the gaps in effective supervision issues in public secondary schools at states level in Nigeria. According to Delta State Commissioner for Basic and

Secondary Education, Mr. Patrick Ukah; “Effective supervision by course supervisors can help reduce teacher absenteeism in the Delta” (The Ika Weekly, 2019).

There are countless research work on supervision, nonetheless, they fail to address the role of effective supervision in public secondary schools. Recently, attention on supervision has only being on teaching and learning in Basic Schools (Anderson & Donkor, 2016); discipline in public secondary schools (Sackey, Amaniampong & Abrokwa, 2016). Azure (2016, p.163) also looked at the “elements of effective supervision from Nigerian graduate students’ perspective” and found no significant difference between effective supervision and gender.

In their research which sought to find “strategies for improving the Academic Performance of Students in Botswana Primary Schools”, Maimela and Monyatsi (2016) only found “parental involvement, substructure provision and human resources” as factors influencing educational performance. This research therefore wish to discourse this confusion, where previous research work cited operative supervision as very important to academic performance conflicting to Maimela and Monyatsi (2016) who never found this.

### **Statement of the Problem**

Despite of the efforts being made by the Nigerian Government to facilitate the quality of education through the educational supervision of teachers for effective management and educational task performance, the quality of output (students’ academic performance) seem to be relatively low (below 40%). This situation has become a matter of concern to stakeholders in the education sector and the society at large. The dwindling academic performance may be ascribed to the challenges of insufficient supervision of instruction, which has obstructed negatively on students’ academic performance in secondary schools

### **Purpose of the Study**

The purpose of this study is to examine the relationship between educational supervision and students’ academic performance in secondary schools in Delta State.

### **Research Questions**

The following research questions were raised to guide the study.

- i. Will there be any significant relationship between educational supervision and students performance in public secondary school students?



- ii. What is the level of students' academic performance in public secondary schools in Delta State?

### **Hypothesis**

There is no significant relationship between Educational supervision and students' academic performance in secondary schools in Delta State

### **METHODOLOGY**

This study adopted a descriptive research design of the survey type and *ex-post facto*. The population of the study consists of all teachers in all the selected 183 public Secondary Schools in Delta State. A multi-stage sampling technique was used to select the schools, and teachers for the study. A total number of 1,620 participants in which 27 teachers (per school) were randomly selected from the 60 secondary schools sampled for the study. For the purpose of the study, Delta State was divided into three Senatorial District (Delta North, Delta Central and Delta South), in which stratified random sampling techniques was used to select two Local Government Areas in each district to get a total of six Local Governments in the State. Simple random sampling technique was used to select ten (10) secondary schools from each Local Government, simple random sampling technique was used to select 27 teachers from each sampled secondary schools.

Two instruments were used to obtain data from respondents: The structured questionnaire tagged "Teachers supervision Questionnaire"(TSQ) and performance of (WAWASSCE) results for a period of three years (2017-2019), was collected from sampled schools to ascertain the trend of the academic performance of students.

### **Data Analysis**

The data collected in this study were analyzed using descriptive statistics frequency count, percentage, mean score and inferential statistics, hypothesis were analysis using Pearson Product Moment Correlation (PPMC) and tested at 0.05 level of significance.

**Research Question one: Will there be any significant relationship between educational supervision of principals and students' academic performance in secondary schools?**

**Table 1.** Academic supervisory duties and students’ academic performance in Delta state secondary schools

Variables	N	Mean	SD	r- cal	r-tab	Sig.
<b>Academic Performance</b>	1,620	54.59	29.35	0.603	0.40	P<0.05*
<b>Academic Supervision</b>	1620	2.40	0.412			

**Source:** Field work, August, 2019

Table 1 depicts the mean and standard deviation between the views of teachers on academic’ supervisory duties among school heads in Delta States and also shows the level of learners’ academic performance. A grand average of the mean of academic supervision stood at 2.40; a signal that the level of educational supervisory duties of school heads in Delta State Secondary Schools was low. It is concluded therefore from the findings of this study that there is significant relationship between academic supervision of principals and secondary school students’ academic performance in Delta state as r-cal is 0.603 and P<0.05.

**Research Question two: What is the level of students’ academic performance in Delta State secondary schools?**

In order to determine the level of academic performance of schools under study, data collated on students WAWASSCE results for a period of three years (2017-2019) for each sampled school were pooled and averaged to the nearest whole number for each school and the average obtained. Key: Passed: 5 credits and above including Mathematics and English Language Failed: Less than 5 credits without English Language and Mathematics.

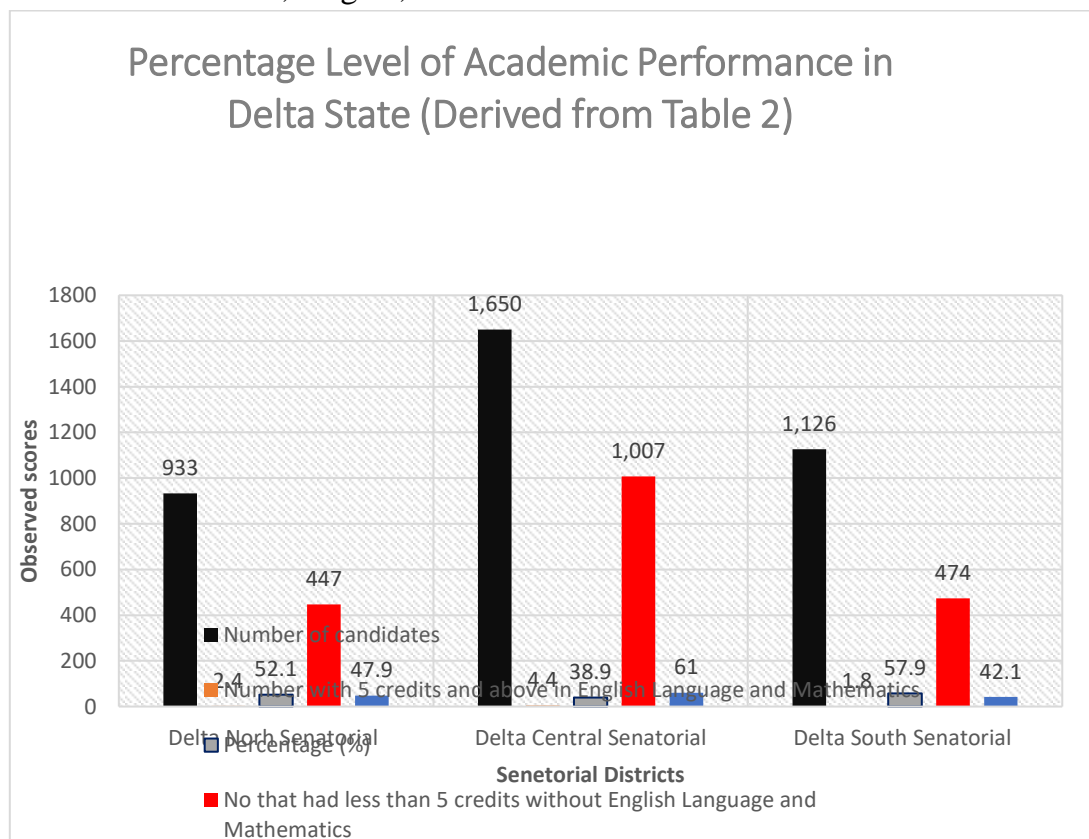
From the Table 2 below, the result showed that academic performance from Delta North Senatorial District was; out of 933 students that sat for the exam, in the 2017-2019 only 486 (52.1% Passed) with 5 credits including English and Mathematics in WAWASSCE examination while 447 (47.9 % failed). The finding showed that in the Delta Central Senatorial District out of 1,650 that sat for the exam only 643 (38.9% passed) with 5 credits including English and Mathematics in WASSCE examination while 1,007 (61% failed). However, the results from the Delta South Senatorial District indicated that out of 1,126 that sat for the exam, 652 (57.9%) passed with 5 credits including English and Mathematics in WASSCE examination, while 474 (42.1% failed.) On the total

grand average, 48% passed and 52% failed from the sampled schools in Delta State. In order to show the variations at a glance Table 2 is depicted with Figure 1.

**Table 2.** Level of Students’ Academic Performance in Delta State Secondary Schools between 2017 and 2019

s/no.	Senatorial District	Number of candidates	Number with 5 credits and above in English Language and Mathematics	%	No that had less than 5 credits without English Language and Mathematics	%
1	Delta North Senatorial	933	486	52.1	447	47.9
2	Delta Central Senatorial	1,650	643	38.9	1,007	61
3	Delta South Senatorial	1,126	652	57.9	474	42.1

Source: Field work, August, 2019



**Figure 1:** Percentage Level of Academic Performance in Delta State (Derived from Table 2)

Source: Field work, August, 2019

**Table 3.** Summary of Relationship between Educational Supervision and Students' Academic Performance in Delta State Secondary Schools

Variables	N	Mean	SD	r- cal	r-tab	Sig.
Academic Performance	1,620	54.59	29.35			
Teachers Supervision	3709	3.30	0.5708	0.544	0.40	P<0.05*

Source: Field work, August, 2019

\*= Correlation is significant at 0.05 level (2-tailed)

### Hypothesis

There is no significant relationship between educational supervision and academic performance in Delta State secondary schools. In testing the hypothesis, educational responses to educational supervision items on the instrument in line with students' academic performance was subjected to Pearson's Product Moment Correlation Coefficient to arrive at Table 3. The result of the test performed indicates that there is a positive and significant relationship between educational supervision and students' academic performance in Delta State secondary schools ( $r= 0.544$ ,  $p< 0.05$ ).

This result indicates that the hypothesis which states that there is no significant relationship between educational supervision and students' academic performance in Delta State secondary schools is rejected. The positive result is an indication that as supervision of teachers by their heads increases, the academic performance of students increased

### DISCUSSION

The findings revealed that there is a positive and significant relationship between educational supervision and students' academic performance in Delta State secondary schools ( $r= 0.544$ ,  $P < 0.05$ ). This implies that the hypothesis which states that, there is no significant relationship between educational supervision and students' academic performance in Delta State secondary

schools is rejected. The positive value is an indication that as supervision of teacher by their bosses' increases, the academic performance of students improves. This finding confirms the findings of Ogunsaju (2014), who posited that there is need for effective supervision to achieve the set goals in the schools system, while Ijaiya (2008), is of the opinion that efficient and effective supervision is dependent on the level of intellect, competence and capability of the manager to handle the condition he finds himself or herself so as to archive the best for his or her organization.

The more the teachers are supervised; the better is the performance of the students. The significant relationship implies that supervision is not well conducted in Delta state secondary schools. One of the major roots cause of the poor academic performance can be unproductive instructional supervision. This is corroborated with the Akudo (2017), that students' performance depend on how school principals invest their energy in their instruction role, maintain visibility, monitor students' performance, build teachers capacity and coordinate curriculum, promote educational academic professional development.

This finding is in tandem with the findings of Adesola (2015), who indicated that, it is only the effective utilization of human resource management variables such as teachers' supervision and teachers' capacity building that would in turn utilize and improve other resources of education for better performance. The Academic Performance of Students with five Credits and above including English Language and Mathematics in the 2017-2019 WAWASSCE Results in Delta State Secondary Schools revealed that Delta North Senatorial District goes thus: out of 933 students that sat for the exam, only 486 (52.1%) Passed with 5 credits, including English and Mathematics in WASSCE examination while 447 (47.9% failed). The finding revealed that in the Delta Central Senatorial District, out of 1,650 that sat for the exam only 643 (38.9% passed) with 5 credits including English and Mathematics in WASSCE examination, while 1,007 (61%) failed.

However, the results from Delta South Senatorial District reveal that out of 1,126 that sat for the exam, 652(57.9%) passed with 5 credits, including English and Mathematics in WASSCE examination , while 474( 42.1%) failed. This finding confirmed the statement of the research problem, that there is a falling standard in education due to the retrogression in the academic standard

of students in secondary schools. The falling standard of education perhaps requires an effective utilization of human resource as corrective strategy, which would in turn utilize other resource of education to enhance better students' academic performance.

This finding is in support of the study outcome conducted by Owadiae (2012), who revealed that secondary school students academic performance in external examination have been low and this is to the dissatisfaction of the general public and the poor performance of students in examinations is always attributed to the level of human resource management by school administrators who are responsible for the coordination and supervision of teachers affairs.

### **Conclusion**

This study admitted that academic supervision had positive correlation to students' academic performance. Hence, students' academic performance in examination can be attributed to the level of supervision of teachers for effectiveness in secondary schools. Conclusively there is no doubt that achieving quality learning depends largely on effective supervision of teachers by the school heads and other stakeholders in the educational sectors which will improve the academic performance of students in schools, this ensure the realization of the desired goals and objectives of secondary education in terms of students quality output.

### **Recommendations**

Based on the findings and conclusion from this study, the following recommendations are made:

- i. All the stakeholders in the education sector should collaborate to organize annual education summit for comprehensive review and assessment of the degree of success in producing the desired output and achieving the overall educational objectives to ensure sustainable improvement in resource inputs, institutional management, curriculum delivery and quality learning
- ii. It is recommended that the inspectorate division of the Ministry of Education should be strengthened with more personnel to effectively carry out the function of academic supervision that will have a meaningful impact on students' academic performance.

- iii. The public secondary schools principals should ensure that the available teachers are maximally utilized through strict supervision by department heads.
- iv. The school principals should provide constant and adequate feedback to teachers on their instructional task performance, and ensure periodic review by comparing students' academic performance with the set goals in order to improve the teaching and learning process in secondary schools.

## REFERENCES

- Aderounmu, W. O. and Ehiamentor, E. T. (2015). *Introduction to Administration of Schools in Nigeria*. Ibadan: Evans Brothers.
- Adesola A.A, (2015). Resource provision and utilization, mathematic ability and learning environment as prediction of learning outcome. (Unpublished Ph. Dthesis), University of Ibadan, Nigeria.
- Akudo F.V (2017). The influence of supervision of instruction on teachers effectiveness in primary schools in Nigeria. *J. Educ. Manag.*, 6(1):75-82.
- Ali, N., Jusoff, K., Ali, S., Mokhtar, N., and Salamt, A. S. A. (2009). 'The Factors Influencing Students' Performance at Universiti Teknologi MARA Kedah, Malaysia'. *Canadian Research and Development Center of Sciences and Cultures*, 3(4). <http://www.cscanada.net/index.php/mse/article/view/812> [23 October 2012].
- Anderson, H. K., and Donkoh, K. E. (2016). Problems of Teaching and Learning in Basic Schools-The Case of Ewusa Demonstration Basic School, Ghana. *Advances in Social Sciences Research Journal*, 3(4).
- Azure, J. A. (2016). Students' Perspective of Effective Supervision of Graduate Programmes in Ghana. *American Journal of Educational Research*, 4(2), 163-169.
- Baffour-Awuah, A. M. (2011). Clinical supervision and case study. Retrieved from <http://www.soencouragement.org/clinical-supervision-case-study.htm>.
- Bernard, J. M. & Goodyear, R. K. (2014). *Fundamentals of Clinical Supervision*. Boston: Allyn and Bacon.
- Burke, P. J., and Krey, R. D. (2015). *Supervision: A guide to instructional leadership* (2nd ed.). Illinois: Charles Thomas Publishers.
- Duke, D.L. (2013). Removing Barriers to Professional Growth. *Phi Delta Kappan* 74(9):702.
- Eguridu C (2017, August). Mass failure as WAEC, releases May/June Examination results. Retrieved from <http://www>
- Ezekwensili O (2017, October). Our educational system. Paper presented at the Presidential Forum of Education, Abuja.
- Gebhard, J.G. (2010) Models of Supervision: Choices, Pp. 263-269. In: Richards, J.C. and Nunan, D. (Eds.), *Second Language Teacher Education*, Cambridge: Cambridge University press.
- Glatthorn, A. A. (2010). Theories of supervision: Introduction. In, G. R. Firth & E. F. Pajak, (Eds.), *Handbook of research on school supervision*. pp. 1029-1031. New York: Macmillan.

- Goldhammer, R. (2010). *Clinical Supervision. Special Method for the Supervision of Teachers*. New York: Holt, Rinehart and Winston.
- Gordon, S.P. (2014). *Professional Development for School Improvement: Empowering Learning Communities*. Boston: Allyn & Bacon.
- Hake, R. (2018). Interactive-engagement vs. traditional engagement “A six-thousand-student survey of mechanics test data for Introductory Physics courses. *American Journal of Physics*. v.66 no.1.
- Hansen, J. B. (2010). ‘Student performance and Student Growth as measure of success: A evaluator’s perspective’ paper presented at annual meeting of the American Education Research Association New Orleans, Louisiana, April 25, 2010.
- Hijazi, S. T. and Naqvi, S. M. M. R. (2016). ‘Factors Affecting Students’ Performance: A Case of Private Colleges’. *Bangladesh e-Journal of Sociology: Volume 3, Number 1*. Available WWW: <http://www.col.org/news/Connections/2009jun/Pages/News.aspx> (accessed 23 October 2012)
- Ijaiya Y (2011). From quality control to quality assurance: A panacea for quality education in Nigeria Schools. Paper presented at the Third Annual Conference of the National Association of Educational Administration and Planning held at University of Benin.
- Kelechukwu, N. (2011). Analysis of Administrative Roles of Principals in Private Secondary Schools in Aba Education Zone of Abia State. *Continental J. Education Research*. 4 (1): 18-27.
- Maimela, M. M., and Monyatsi, P. P. (2016). Strategies for Improving the Academic Performance of Students in Botswana Primary Schools. *World Journal of Educational Research*, 3(1), 157.
- Marzano, R. J. Frontier, T. and Livingston, D. (2011). A Brief History of Supervision and Evaluation. Retrieved from <http://www.ascd.org/publications/books/110019/chapters/A-Brief-History-of-Supervision-and-Evaluation.aspx>
- Mushtaq, I. and Khan, S. N. (2012). Factors Affecting Students’ Academic Performance. *Global Journal of Management and Business Research* 12(9), 16-22.
- Neagley, R. L., and Evans, N. D. (2010). *Handbook for effective supervision of instruction* (3rd ed.). New Jersey: Prentice-Hall Inc.
- Noble, J. P., Roberts, W. L., and Sawyer, R. L. (2016). ‘Student Achievement, Behavior, Perceptions, and Other Factors Affecting ACT Scores’. ACT Research Report Series 2016 - 1.
- Nolan, J. F. and Francis, P. (2012). Changing perspectives in curriculum and instruction. In C. D. Glickman (Ed.), *Supervision in transition: The 2012 yearbook of the association for supervision and curriculum development* (pp. 44-60). Alexandria, VA: ASCD.
- Nwadiani M. (2016). *Educational Management for Sub-saharan Africa*, Nigerian Society for Educational Planning (NSEP) (pp. 35-37), Benin City. ISBN: 97830933509.
- Nwagwu NA (2014). Personnel management in Nwagwu NA, Ijeoma M E, Nwagwu CC, (Eds.), *Organisation and administration of education perspective and Practices*. (48-55) Benin City, Festa Printing Press Ltd. 48-55
- Ogunsaju TO (2016, April). Human capital management for effective corporate governance. Paper presented at a workshop titled: Corporate Governance for Sustainable National Development, Abuja Nigeria.
- Okokoyo E. I. (2009) *Essential of Educational Administration Planning and Supervision*, Krisbec Publication (pp. 74), Agbor. ISBN: 9782494536



- Okpala PM (2011 November 15). Mass failure as NECO releases results. *The Nation NewPaper*. P10.
- Owadiae I (2012, August 11). West African Senior Certificate Examination Results. *The Punch*, p.8. Owadiae I, (2010, August 31). West African Senior School Certificate Examination result . *The Punch*, p.39. Owadiae I (2011, August 11). West African Senior School Certificate Examination result. *The Nation*, P.4.
- Peretomode VF (2017). *Introduction to the teaching profession in Nigeria*, Owerri: Total Publishers Ltd.
- Sackey, E., Amaniampong, K., and Abrokwa, J. E. (2016). Analysis of the State of Discipline in Kwanyarko Senior High School in the Central Region of Ghana. *Journal of Education and Practice*, 7(6), 124-139.
- Sergiovanni, T. J., and Starratt, R. (2013). *Supervision: A redefinition*. New York: McGraw-Hill.
- Sergiovanni, T. J., & Starratt, R. (2013). *Supervision: A redefinition*. New York: McGraw-Hill.
- Shachar, M. and Neumann, Y. (2010). Twenty Years of Research on the Academic Performance Differences Between Traditional and Distance Learning: Summative Meta-Analysis and Trend Examination. *MERLOT Journal of Online Learning and Teaching* Vol. 6, No. 2, June 2010.
- Sullivan, S. and Glanz, J. (2010). *Supervision that improves teaching: Strategies and techniques*. Thousand Oaks, CA: Corwin Press Inc.
- The Ghanaian Times (2015). Effective supervision can reduce teacher absenteeism. <http://www.ghanaiantimes.com.gh/effective-supervision-can-reduce-teacher-absenteeismminister/> (accessed 29 April 2016)
- West African Examination Council (2017). Chief examiner's report, Lagos: WAEC Press.