

## **Inspection and Supervision: A Tool for Effective Improvement of Teaching and Learning in Technical Colleges in Rivers State, Nigeria.**

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### **Abstract**

*This study investigated inspection and supervision as a tool for effective improvement of teaching and learning in technical colleges in Rivers State, Nigeria. A sample of 55 respondents (supervisors, 15; teachers, 40) was used for the study. Simple random sampling technique was used to compose the sample. Four research questions were answered in this study. The instrument used for data collection was “Teachers/Supervisors Opinion on Effectiveness of Supervision and Instruction Questionnaires in Technical Colleges” (TSOESIQTC). TSOESIQTC was validated and a reliability coefficient of 0.86 was obtained. Mean was used to answer the research questions. It was found that reportorial, evaluation, analytical and disciplinary skills are needed by teachers to be effective in teaching. It was also found that the major problems of effective implementation of supervision and inspection in Rivers State technical colleges are poor funding, inadequate training facilities and acute shortage of trained qualified teachers, supervisors and inspectors. It was recommended among others that the Ministry of Education (MOE) should constantly organize workshop, conferences and seminars for supervisors, inspectors and teachers on the need for supervision. School supervisors, inspectors and teachers should be carefully selected base on higher and professional qualifications, level of experience in order to foster effective teaching and learning process in technical colleges in Rivers State, Nigeria.*

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**Keywords:** Supervisors, Inspectors, Supervision, Inspection, Technical College, Teachers.

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### **1. Introduction**

Every institutions or individual have a set goals and objectives to be achieved. Without a target and set goals, supervision and inspection will be meaningless and without supervision and inspection, goals cannot be achieved. In the educational system, there are various reasons for carrying out supervision and inspection in schools. One of these crucial reasons is to ensure that the individual teacher within the school environment will perform his/her obligation as enshrine in the condition of service. This calls for the reason why in every school system especially technical colleges in Rivers State, there are supervisory and monitoring agencies such as Ministries of Education (MOE), Teaching Service Commission (TSC) who are set up by statues and laws to monitor teaching and learning activities especially in Nigeria.

According to Orenaiya et al. (2014), supervisors and inspectors in technical schools perform the functions of monitoring/overseeing/supervising and inspecting teachers and their teaching activities. It was further stressed that supervisors/inspectors are routinely required to visit schools to collect administrative data which is a prerequisite for any administrative functions of teachers' posting, transfer, correspondence matters, settling disciplinary and disputes and regular visits to schools to do some things and also to observe teachers in the classroom and mostly check lesson notes and other records (school register, teachers' time book etc). Frequent supervision and inspection will definitely reduced the rate of late coming to school by teachers and perpetual absentees from classes by teachers. Supervision in Rivers State technical college should be carried out jointly by the teachers, principal and ministry of education personnel. The teachers should supervise the students and report to the principal while the principal supervises the teachers for effectiveness and the ministry of education undertakes the final supervision of the student, teachers and the principal. When this is done, there will be enhancement in the effectiveness of teaching and learning process.

### **The Concept of Supervision**

Supervision have been identified as crucial for the daily operation and function of the school system since they assess and record the performance of teachers, their ability and consistency in carrying out intellectuality, challenging teaching and the keeping of high quality records (Mortimore, 1998). For Igwe (2001), supervision is a means of overseeing, directing, and guiding or to make sure that expected educational standards are met. De Grauwe (2005) opined that supervision is a key tool to ensure that all education staff respected the same rules and regulations and followed a similar programme. Effective supervision is based on identifying certain areas that if well supervised, would help to improve quality of technical college in Nigeria.

Ani (2007) observes that a supervisor could also be the school principal, or a senior member of staff of a school. However, Isa and Jailaini (2014) stressed that supervision in a school system implies the process of ensuring that the policies, principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives for education are effectively carried out. According to Nkechi et al. (2013), supervision is a way of advising, guarding, refreshing, encouraging, stimulating, improving and overseeing their cooperation in order for the supervisor to be successful in their tasks or supervision. It is base on this that Afolabi and Loto (2008) took into cognizance the following areas for supervision:

#### **➤ The Nature of Lesson Plan**

The lesson plan shows the level of preparedness and the effort the teacher made in gathering information for the lesson. If the lesson plan is poorly prepared, it indicates how the teacher is committed through his teaching. The school head must examine the following items in the lesson plan:

- The clarity and the appropriateness of the learner behavioural objectives.
- The relevance and the adequacy of the lesson note.
- Selection of the appropriate teaching aids and
- Appropriate evaluation techniques to determine the extent of achieving the objectives

or goals effectively.

### **Lesson Presentation**

Teaching is said to be effective if the objectives are achieved. The principal, during internal supervision should pay attention to the following areas:

- Introduction of the lesson and the ability of the teacher to carry the students along during the lesson.
- Good use of classroom management techniques to enable the participation of students.
- Teachers knowledge about the subject matter and
- The teacher's voice, how audible is he/her clarity of expression and appropriate use of language and effective use of instructional material.

### **Reference Materials**

The use of appropriate reference material such as textbooks, scheme of work and syllabus cannot be overlooked. The principal must look into the following:

- The sequence of presentation.
- The use of current materials.
- The duration of the topic and
- Logical use of the reference materials used.

### **The Relationship between Teacher and Student**

Cordial relationship between teachers and students can enhance effective learning and achievement of educational goals/objectives. Principal must seek for positive concern and acceptable disposition between teachers and students, to enable them relate well in every aspect.

### **Classroom Management**

Good classroom management facilitates teaching and learning process. The principal or other appointed school personnel must be conversant with the following:

- The physical condition of the classroom.
- Create a conducive classroom atmosphere.
- Identify cases and causes of student's misbehavior.
- Ability to discipline and control students.
- Reward or reinforce good performance or conduct and
- Classroom management.

### **Personality of the Teacher**

Personality of the teacher includes the trait he or she possess; emotional status, intelligence, physique, leadership skills, communication skills etc.

Supervision of instruction plays an important role in effective teaching and learning and it is a tool with which educational objectives are achieved. According to Sergiovanni and Sharratt as

observed in Babatope and Gabriel (2014) advocated a renewed interest in supervision because of the necessity for reordering or re-shaping present strategies for improving the quality of educational service as a result of declining for productivity, accountability, teachers' surpluses and smaller budgets for education. According to Kyte (2001), the main purpose of supervision is to offer guidance to the teacher so that he can be competent in self-analysis, self-criticism and self improvement. This is instructive to Nigerian technical colleges as many teachers, student teachers and young teachers who have not acquired enough skills and experience to stand on their own need to be guided and assisted in the classroom situation for effective instructional delivery. Supervision of teaching and learning process is a vital tool in the school system for enhancing teachers' and learners' performance in Nigerian technical colleges. It clarifies school goals, improves the values of the teachers and ensures good quality teaching and learning.

Shantz and Ward (2000) opined that for technical college teachers to improve on their instructional delivery, they must depend on the feedback given to them by their supervisors (internal or external supervisor). Constructive criticism and guidance giving by supervisors will help the teachers to readjust in their teaching proficiency in order to improve effective learning on the part of the learner (student). It was further argued that instructional activities foster teacher motivation, inspiration and trust which help to improve teaching performance (Retting, 2000). In the context of this work, supervision involves the process of assessing and evaluating the status of a classroom teacher in teaching by designated officials to ensure that high standards are maintained in accordance and conformity with the rules and regulations of technical college. Supervision of personnel and materials are implemented in technical colleges in order to ensure that set minimum goals and standards are attained, sustained and to have positive impact on the student and society at large.

### **Inspection for Effective Teaching and Learning**

The importance of inspection by inspectors for improving effectiveness in teaching and learning in technical colleges in Nigeria cannot be over-emphasized. Inspection is an indispensable tool that can be used to achieve effectiveness in teaching and learning processes. According to Akinwumiju and Agabi in Isa and Jailani (2014), inspection is carried out specifically to ensure that minimum standards are maintained in the basic activities of teaching and learning. This in their view encompasses content coverage, resource provision, maintenance of discipline and keeping of statutory records and accounts. It also provides opportunities to access the challenges confronting the school and the level of success achieved in the pursuit of school goals. Tyagi (2010) stressed that inspection is a top-down approach focused on the assessment and evaluation of school improvement based in stated standards. In this paper, inspection is defined as special and official visits by internal or external personnel within the technical college to ensure that teaching and learning process are complemented to achieve educational standards. It includes: taking inventory of the environment, classroom facility and structure such as (students' sitting arrangement, class size), desk, office space, teachers' time book, students' register, neatness of the student, instructional materials (duster, chalk/board, marker/board, seats, tables, lesson note etc), comparison between Scheme of Work (SOW) and teachers lesson note etc.

### **Statement of the Problem**

Effective consumers are getting more conscious of the type and quality of knowledge being

provided for them. The role of the supervisor in ensuring conducive teaching/learning environment can therefore not be trivialized. Moreover, the dismissal performances of students in both internal and external examinations have given cause for concern as the low academic performance of technical college students has been visited with a lot of public mixed complains and reactions. In another vein, the Nigeria society believes that the quality of technical college has fallen which indicates that our system of professional teaching and education is at the verge of collapsing.

The quality of training offered in technical college in Rivers State, has bedeviled the performance of their products (students) in the society. These fallen standards are traceable to ineffectiveness of the teachers and students as they reluctantly and carelessly perform their normal daily official assignment. This includes: teachers' and students' lateness to work and classroom, absent of teachers' and students' from work and classroom, teaching without proper organization of lesson note, instructional aids, poor personal preparation, refusal of student to do and submit assignment etc. The result of this now is that, teachers cannot cover the course content and the subject matter is not addressed. Again, the student will not learn what they are supposed to be taught. This lapses and ineffectiveness in our technical colleges can be bridge if supervision and inspection is given due attention and implemented. The problem of this study is therefore: To what extent does supervision and inspection be a tool for effective teaching and learning in technical colleges in Rivers State, Nigeria.

### **Purpose of the Study**

The purpose of the study is to examine the effectiveness of supervision and inspection as a tool for teaching and learning in technical colleges in Rivers State, Nigeria. Specifically the study tends to:

- I. identify the skills required by teachers for effective teaching in technical college in Rivers State.
- II. describe the reasons for effective implementation of supervision and inspection in Rivers State technical college.
- III. investigate the challenges face by supervisors during supervision and inspection of technical colleges in Rivers State.
- IV. examine the strategies for improving effective supervision and inspection of technical college in Rivers state.

### **Research Question**

The following research questions are formulated to guide the study:

1. What are the skills require by teachers for effective teaching in Rivers State technical colleges?
2. What are the reasons for effective implementation of supervision and inspection in Rivers State technical colleges?
3. What are the challenges faces by supervisors during supervision of technical colleges in Rivers State?
4. What are the strategies for improving effective supervision and inspection of technical colleges in Rivers State?

## 2. Methodology

Descriptive survey design was adopted for this study. The design was considered adequate since the study will obtain information from supervisors/inspectors and teachers of technical colleges in Rivers State, Nigeria. This study was carried out in four Government Technical Colleges in Rivers State. The schools are: Government Technical College, Port Harcourt, Government Technical College, Ele-ogwu, Government Technical College, Tombia and Government technical College, Ahoada. The population of the study was all Schools Board supervisors/inspectors and classroom teachers in technical college. 10 teachers were selected from each school and 15 supervisors/inspectors through simple random sampling technique which give a sample size of 55 respondents. The instrument used for data gathering was a structured questionnaire title “Teachers/Supervisors Opinion on Effectiveness of Supervision and Inspection Questionnaire in Technical Colleges (TSOESIQTC)” was developed and made up of 35 items statements. The instrument was designed in accordance with the research questions in the patterned of Likert-5 point rating scale with numerical values of 5, 4, 3, 2 and 1 respectively. The response options for the questionnaire are Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D) and Strongly Disagree (SD). The instrument was face validated by two experts from Department of Science and Technical Education, Rivers State University of Science and Technology, Port Harcourt. The questionnaire was tried out on 15 teachers and 10 supervisors who were not part of the sample for reliability. Statistical mean was used to analyze the data while Pearson Product Moment Correlation (PPMC) coefficient was used to establish a reliability of 0.86. The data was collected by administering the instrument directly on the respondents by the researcher.

## 3. Results

**Research Question 1:** What are the skills require by teachers for effective teaching in Rivers State technical colleges?

**Table 1: Mean response of teachers on skills require for effective teaching in technical college in Rivers State.**

S/No	Item Statement	Mean	Decision
1	Pedagogical skills are needed by teachers for mastery of subject matter, teaching methods, improvisation, etc.	3.60	<b>Accepted</b>
2	Evaluation skills are needed by teachers for questioning and computation of students' continuous assessment.	3.55	<b>Accepted</b>
3	Disciplinary skills are use by teachers for class control and punishment of students.	3.70	<b>Accepted</b>
4	Teachers' uses motivational skills for rewards and reinforcement of student.	3.76	<b>Accepted</b>
5	Reportorial skills help teachers for documentation of report card, class register, log book, attendance book etc.	3.68	<b>Accepted</b>

6	Technical skills are needed by teachers for time management, good use of teaching aids, difficult situation.	3.81	<b>Accepted</b>
7	Interactive skills help teachers for creation of rapport, teacher's personality and general characteristics.	3.72	<b>Accepted</b>
8	Analytical skills are used for possession of mathematical ability, statistical computation and interpretation of data etc.	3.95	<b>Accepted</b>
9	Conceptual skill and emotional stability are used by teachers to motivate others.	3.88	<b>Accepted</b>
	<b>Grand Mean</b>	<b>3.73</b>	

**Source:** *Researchers' Field Data; 2016*

Table 1 identifies some skills required by teachers for effective teaching in Rivers State technical colleges. Some of the skills identify includes: reportorial, analytical, interactive, technical, conceptual, disciplinary skills etc. The analysis of the teachers' responses has a mean value between 3.55 and 3.95 which indicated that these skills are actually needed by teachers in Rivers State technical college.

**Research Question 2:** What are the reasons for effective implementation of supervision and inspection in Rivers State technical colleges?

**Table 2: Mean responses of supervisors and teachers on the need for effective implementation of supervision and inspection in Rivers State technical colleges**

S/No	Item Statement	Supervisors	Teachers	Decision
		$\bar{X}_1$	$\bar{X}_2$	
10	It improves teacher's effectiveness to contribute maximally to the achievement of schools goals.	3.95	3.81	<b>Accepted</b>
11	Supervision helps to discover special abilities or qualities possessed by teachers in the school.	3.65	3.88	<b>Accepted</b>
12	It helps in appropriate management of funds in schools	3.60	3.75	<b>Accepted</b>
13	It helps to monitor and improve teaching and learning in the classroom	3.87	3.56	<b>Accepted</b>
14	It is used to identify discipline problems among teachers and supervisors	3.76	3.91	<b>Accepted</b>
15	It supervise the implementation of school curriculum	3.84	3.71	<b>Accepted</b>

16	To acquire an overview of the quality of education.	3.65	3.83	<b>Accepted</b>
17	supervision checkmates' the activities of teachers.	3.74	3.92	<b>Accepted</b>
18	It is used in the management of school funds appropriately.	3.60	3.63	<b>Accepted</b>
19	It causes punctuality and regularity Of teachers to work.	3.93	3.80	<b>Accepted</b>
	<b>Grand Mean</b>	<b>3.76</b>	<b>3.78</b>	

**Source:** *Researchers' Field Data; 2016*  $\bar{X}_1$ = Supervisors,  $\bar{X}_2$ = Teachers

Results of Table 2 revealed the reasons by supervisors and teachers on the need for effective implementation of supervision and inspection in Rivers State technical colleges in Nigeria. The respondents agree with the reasons outline in the table with a mean value above 3.50 which is used as a decision point. The supervisors' level of acceptance lies between 3.60 and 3.95 while those of the teacher's ranges between 3.56 and 3.92.

**Research Question 3:** What are the challenges face by supervisors and inspectors during supervision and inspection of technical colleges in Rivers State?

**Table 3: Mean response of supervisors and inspectors on the challenges faced during supervision in Rivers State technical colleges.**

S/NO	Item Statement	Mean	Decision
20	Lack of basic facilities	3.95	<b>Accepted</b>
21	Lack of time	3.55	<b>Accepted</b>
22	Insufficient Staff/Shortage of educational supervisors	3.67	<b>Accepted</b>
23	Poor funding	3.80	<b>Accepted</b>
24	Training and retraining of supervisors	3.74	<b>Accepted</b>
25	Motivation and reinforcement of supervisors	3.65	<b>Accepted</b>
26	Lack of orientation among supervisors /inspectors	3.56	<b>Accepted</b>
27	Poor attitude of the teachers especially the newly employed	3.66	<b>Accepted</b>
28	Supervisors and inspectors are not professionally and educationally qualified	3.57	<b>Accepted</b>
	<b>Grand Mean</b>	<b>3.70</b>	

**Source:** *Researchers' Field Data; 2016*

Table 3 identifies' some of the challenges face by supervisors and instructors during their administrative and official duty. The respondents consented the identify challenges by the researchers as factors impeding the effective supervision and inspection in Rivers State technical

colleges.

**Research Question 4:** What are the strategies for improving effective supervision and inspection of technical colleges in Rivers state?

**Table 4: Mean responses of teachers and supervisors on the strategies for improving effective supervision and inspection of technical college in Rivers State.**

S/No	Item Statement	Supervisors	Teachers	Decision
		$\bar{X}_1$	$\bar{X}_2$	
29	Training and retraining of teachers and supervisors.	3.83	3.72	Accepted
30	Reward for Performance of supervisors and teachers will improve supervision activities.	3.92	3.87	Accepted
31	Disciplinary action against unprofessional or unethical conduct or performance	3.64	3.56	Accepted
32	Morale boosting is a strategy to motivate supervisors and teachers	3.51	3.60	Accepted
33	Avoidance of personal hatred among supervisors and teachers.	3.67	3.74	Accepted
34	Employment of supervisors and teachers with higher experience and qualifications.	3.50	3.61	Accepted
35	Carefulness in selection to ensure cordial relationship between supervisors and teachers.	3.70	3.55	Accepted
	<b>Grand Mean</b>	<b>3.68</b>	<b>3.66</b>	

**Source:** *Researchers' field Work; 2016*  $\bar{X}_1$ = Supervisors,  $\bar{X}_2$ = Teachers

Table 4 shows the mean responses of supervisors and teachers on the strategies of improving effectiveness of supervision and inspection as a tool for effective teaching and learning in technical colleges in Rivers State. The respondent agrees on all the item statements as a way of improvement. This was shown in their responses with a mean value above the cut-off point of 3.50.

#### 4. Discussion of Findings

Result of Table 1 revealed that technical college teachers need some special skills for effective teaching in technical college. Pedagogical skills which is item 1 of Table 1 will help the teacher in enhancing the improvisation of teaching aids for effectiveness. This finding is in conformity with the study of Akinwumi (2002) who asserted that instructional aids are indispensable in teaching as they will help teachers to perform effectively in their job. This finding also collaborate with those of Akinade in Omemu (2015) who identified some of the qualities of a

good leader (school teachers, supervisors and inspectors) as technical skill, human skill, conceptual skill, emotional stability, ability to motivate others, honesty, commitment to duty, clear vision and goal-minded as some of the skills needed by teachers in their job.

Item 28 in Table 3 revealed that supervisors and inspectors in Rivers State are not professionally and educationally qualified with required degree. It is quite unbelievable that in the 21st century, Nigeria is still operating school inspection with non professional; that is staff without a degree in Educational Supervision. This finding is in conformity with Ogunu (2000) who observed that in Edo State where 15 Inspectors were to inspect 1153 schools and only 6 had degrees in Education. This shows the high level of inexperience among the school inspectors in Nigeria. The result also shows that lack of orientation among inspectors and supervisors stampede proper school supervision. This is in collaboration with the view of Isolo (2000) who opined that many inspectors are fond of looking down upon teachers with resentment and suspicion while some are dictatorial and work with unsmiling determination, which often lead to cold war between them, teachers and schools' administrators.

From Table 4, item 34 shows that personnel (supervisors, inspectors and teachers) with high qualification and experiences are needed for teaching and supervision. This finding is in agreement with Okoro (2004) who argue that educational personnel with higher qualifications display more confidence in their workplace. In addition, they are more accessible to quality information, and adapt to changing in occupational conditions than their counterparts with lower qualification, who are usually more indisposed and ill-equipped in adapting to modern changes. The finding of this study also revealed that careful selection should be done in selecting supervisors and teachers. This revelation is in line with the observation of Obanya (2005) who observed that rigorous selection exercise stimulates confidence, which is a necessary ingredient for skill acquisition and performance in supervision, inspection and teaching in schools.

## **5. Conclusion and Recommendations**

This paper examines supervision and inspection as an effective tool for teaching and learning in technical colleges in Rivers State, Nigeria. It is found that effective school inspection and supervision are focused on improving the teaching competence and general well being of the school system. This invariably impacts positively on students' achievement and educational development of the society at large. Without proper school supervision and inspection, the rationale for effective instructional services in Rivers State technical colleges is therefore underscored. Unfortunately, the inadequacies of effective school inspector and supervisory practice in the country generally have been revealed, given the dearth of qualified personnel and other education facilities to enhance teaching and learning. This therefore makes a strong case for the school supervisory network team to be effective in their supervised and inspected duty especially in Rivers State technical colleges. In doing this, the paper has emphasized clinical supervision and effective administration of schools by the various board supervisors and inspectors, which if properly done will actualize the primary objective of the school effectiveness in teaching and learning.

Arising from the findings of the study, the discussions made, conclusions drawn, and the importance attached to supervision and inspection of instruction in technical college, the

following recommendations are made in this paper:

1. The school board supervisors and inspectors should try and exhibit, establish a cordial relationship between them and the teachers to avoid dictatorial pattern of supervision, unsmiling determination towards the teacher and looking down on teachers with resentment and suspicion. of students' involvement in examination malpractices both at internal and external examinations.
2. School supervisors, inspectors and teachers should be carefully selected base on higher and professional qualifications, level of experience in order to foster effective teaching and learning process in technical colleges in Rivers State, Nigeria.
3. The Ministry of Education (MOE) should constantly organize workshop, conferences and seminars for supervisors, inspectors and teachers on the need for supervision.
4. Government at both Federal and State levels should provide more funds to Ministry of Education (MOE) to enable school supervisors and inspectors to provide and maintain available and qualitative classroom teacher's supervision to enhance effective teaching and learning.

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