UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL12;
https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355. *January-June, 2022*
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363

RELATIONSHIP BETWEEN INSTRUCTIONAL SUPERVISORY PRACTICES AND TEACHING EFFECTIVENESS IN SENIOR SECONDARY SCHOOLS IN ADAMAWA STATE

[1]Abimbola Ibukun Adeleke & [2]Babatunde Ishola BAMBI

Department of Physical Sciences Education, Modibbo Adama University, Yola
Contact Info:[1]abimbolaadeleke@gmail.com
+2348160613570;[2]tundesluv2004@gmail.com+2348063462190

ABSTRACT

This study investigated the relationship between instructional supervision and teaching effectiveness in senior secondary schools in Adamawa State. The purpose of the study was to determine the relationship between principal's supervision of teachers' classroom management and curriculum implementation as correlate of teaching effectiveness in senior secondary schools in Adamawa State. Three research questions and two hypotheses guided the study. The study adopted correlational survey research design using a questionnaire to collect its data. The population of the study was 5,133 academic personnel. The sample size was 548 academic personnel (i.e. 514 teachers and 34 principals) in Adamawa state; that was selected using proportionate sampling technique. The questionnaire was titled "Instructional Supervisory Practices and Teaching Effectiveness Questionnaire (ISPTEQ)". The data collected were analysed using mean and standard deviation to answer the research questions and Pearson Product Moment Correlation (PPMC) to test the null hypotheses at a significant level of 0.05. The findings showed that there was a significant strong positive relationship between principals' supervision of teachers' classroom management ($r = 0.944$, $p < 0.05$) and curriculum implementation ($r = 0.962$, $p < 0.05$) on teaching effectiveness. The study concluded that principal's instructional supervisory practices were significantly related to teaching effectiveness in Adamawa State. The study however recommended among others that school principals should encourage teachers to intensify classroom discipline, and also endeavour to introduce innovative ideas to motivate learning which in turn would enhance their teaching effectiveness.

Keywords: Instructional Supervision; Classroom Management; Curriculum Implementation; Teaching Effectiveness

Introduction

Education is widely accepted as a major instrument for promoting socio-economic, political and cultural development in any society. It also plays a prominent role in educating and training of future leaders as well as, tool of developing high-level technical capacities that underpin economic sustenance and development (Charas, 2015). It also remains indispensable to the needed highly skilled manpower, among other things, to accelerate socio-economic development of the nation. Muraina (2014) stated that education enhances the application of man's achievement towards improvement of his environment. Above all, it is an instrument of social change and economic development as contained in the National Policy on Education (FRN, 2013). However, the quality of education

is determined by the quality of teachers (Kareem &Ravirot, 2014).The progress and development of a nation largely depends on its teachers' community because of their noble and massive contributions in nation building (Umasankar&Pranab, 2016). Teachers have remarkable contributions in making and shaping each and every person of the society. That's why teachers are considered very essential and indispensable factor of any education system; they are the people who instruct to provide the teaching learning process.

Teachers are the mainstay of the educational system (Kiadese, 2011).The academic success or failure of a learner largely depends on the effectiveness of this factor of education. Teachers play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Bernard & Goodyear, 2013). Therefore, teaching effectiveness is a very important aspect of education because effective teaching helps student learning as well as enhancing the students' academic performance or achievement. Benjamin (2013) revealed that, teachers who are adept in a broad range of instructional strategies possess effective teaching methods. But unfortunately, it is rare to see most teachers possessing such skill in most public schools. This is because the teachers' job is usually characterised with ineffectiveness such as lateness to class, poor time management, absenteeism and poor students grasp of content taught, which usually results in students' poor academic achievement.

Of the human resources required for the production function of the school system, teachers are the most vital; teachers play great facilitative role in the teaching – learning process (Kareem &Ravirot, 2014). Archibong (2013) observed that poor supervision of teachers could lead to teacher's ineffectiveness in terms of accomplishing the teaching task, negative attitude to work, poor teaching habits, poor lesson planning etc. These prevailing attributes would lead to poor students' academic achievement. It is therefore essential that teachers are duly supervised by the school principals since an effective teacher influence students' academic achievement through effective instruction. Bello (2014) added that in the school system, it is the responsibility of the school head to develop and maintain teachers' effectiveness. This can be seen when teachers' undergo effective supervision from the principal; teachers become more capable and flexible in their capacity to make decisions while teaching. Supervision is therefore designed to meet the developmental need of teachers in order to maintain effective education and provide sufficient resources for teachers.

Therefore, supervisors in educational organizations have individual goals for improvement and the purpose of instructional supervision is to achieve those specified goals. For instance, the supervising skills of the school head would help in rating teachers, help the teachers to use various measures of self-evaluation and to a large extent make the principal to provide suitable enabling environment for teaching/learning activities (Ogbuagu, 2016). Supervision may stimulate, guide, improve, refresh and encourage teachers with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision (Bernard & Goodyear, 2013). This implies that supervision is a cycle of activities between a supervisor and a teacher with the objective of improving teaching effectiveness.

According to Osakwe (2013), instructional supervisory activities by the school head include: checking of teachers' lesson notes, scheme of work, pupils' notes; teachers' punctuality; teachers' regularity in class; classroom observation, moderation of examination question papers and marking schemes among others. On the other hand, Charles, Chris and Kosgei (2012) suggested that ways at which principals effectively supervise teachers are: they observed teachers regularly; how lessons are planned; how lessons are structured; revision of previous knowledge and teachers' use of voice variation and summary of major points at the end; teachers' use of teaching aids properly; teachers' evaluation techniques. But in the context of this study, principals' supervision of classroom management and curriculum implementation were studied as they relate to teaching effectiveness in senior secondary schools.

Classroom management is an organizational function in which tasks are performed in a variety of settings. This usually results in the inculcation of knowledge, application of knowledge, in addition to certain social values, such as, personal integrity, human respect, self-confidence, direction and decision making and cohesion (Chamundeswari, 2013). Shamina and Mumthas (2018) stated classroom management as all the things that a teacher does to organize students, space, time, and materials so that instruction in content and student learning can take place. Ritu (2015) explained that classroom management aims at establishing student self-control through a process of promoting positive student achievement and behaviour. Earlier, Emmer and Evertson (2009) explained classroom management as the actions, teachers take to create an environment that supports and facilitates both academic and social-emotional learning. This definition concentrates on the responsibility of the teacher and relates the use of classroom management strategies to multiple learning goals for students. Classroom management therefore includes all of the things that a teacher must do toward fostering student involvement, cooperation, and a productive working environment.

George, Abisola and Adam (2017) opined that effective classroom management sets the stage for teaching and learning. It sets a tone in the classroom that captures students' attention as a necessity for effective teaching and learning. This statement is obvious since a classroom which is chaotic and disorganized as a result of poor classroom management is highly unlikely to enhance expansive learning and students' academic achievement and might, indeed, inhibit it. Poor classroom management often leads to misbehaviours which interfere with teaching and learning, and produces tremendous stress (Shamina & Mumthas, 2018). Thus, academic achievement, teacher efficacy, teaching effectiveness teachers and students' behaviours are directly linked with the concept of classroom management for effective teaching. According to Ganagana and Anero (2014), teaching is a complex profession that requires teachers to be effective in implementing and maintaining order while delivering instruction. This balance is not only is a challenge for novice teachers, but also for the experienced teacher. Therefore, it is essential for school principals to continually supervise teachers' classroom management strategies in order to determine their effectiveness at work because poor teachers' classroom management is tantamount to students' lack of understanding on content taught by the teacher.

Curriculum according to Papa-Gusho and Biçaku-Çekrezi (2015) is a well-defined and

prescribed course of studies which students must complete for them to pass a given level of education. Odey and Opoh (2015) viewed curriculum implementation as the process of putting the curriculum into work for the achievement of the goals for which the curriculum is designed. Nnabuike (2016) also posited that curriculum implementation involves the dissemination of the structured set of learning experiences, the provision of resources by teachers to effectively execute the plan. The actual execution of the plan in a classroom; where the teacher and learner interactions take place. Kimosop (2015) also stated that curriculum implementation rests on the ability of the teacher to interpret, plan and implement the curriculum by following the procedures required by the profession to ensure that the instructional objectives are accomplished. All these assertions show that teachers' curriculum implementation entails the interaction of the learner and the curriculum contents under the guidance of the teacher in order to acquire desired knowledge, attitudes, abilities and skills for effective teaching to take place. Implementation to Ogwunte and Ubulom (2016) takes place when the teacher uses good teaching methods; acquire requisite qualifications; the teaching materials and the teaching environment to interact with the learner. The ability of the teacher to master the implementation process of the curriculum is what leads to teaching effectiveness. Hence, school principals need to supervise this process to ensure that teachers are implementing the right content, material and strategies for the realisation of the stated curriculum objectives for each level.

In conclusion, Sule, Ameh andEgbai (2015) stated that if teachers are not well supervised, their effectiveness in instruction will be adversely affected and the instructional purposes may not be well realized. This may also lead to low quality of instruction and invariably, teachers' lack of commitment to their job which may results in students' poor academic achievement. More so, the challenges facing instructional supervision in senior secondary schools in Adamawa state such as principals' inadequate training and experience in educational supervision, inadequate time for supervision due to non-supervisory administrative burden, lack of commitment by principals as supervisors, uncooperative attitude of some teachers as observed by the researcher has impaired the progress that could be achieved from teaching effectiveness in this particular zone of the country. Likewise, the dearth of materials on how principals' supervision of classroom management and curriculum implementation relates to teaching effectiveness in senior secondary schools in Adamawa state is another concern for this study. It is against this background that the study examined the relationship between principals' instructional supervisory practices and teaching effectiveness in senior secondary schools in Adamawa state, Nigeria.

Statement of the Problem

It is saddened to note that the teaching profession in Nigeria, which used to be prestigious in the olden days, is presently seen by so many teachers as stepping stone to other lucrative jobs (Alimi & Akinfolarin, 2012). Observation by the researcher shows that most teachers in public schools in Nigeria and especially in Adamawa state constantly display various negative work behaviours such as; lateness to class, absenteeism, lack of zeal in carrying out assigned tasks and sneaking out of school to run private businesses among others. These shortcomings have not only imparted teachers' effectiveness at work but also students'

learning as poor academic achievement in external examination has become a normalcy in the Nigerian educational system. .

Accusing fingers from different quarters have been pointed to the ineffectiveness of teachers as they execute their daily duties amid poor instructional supervisory practices by school heads. Some researchers generally have attributed the perceived ineffectiveness of teachers in the performance of their duties in secondary schools in the country to several factors such as lack of proper instructional supervision; students' behaviour; teachers' morale; principal leadership styles amongst others. As policy-makers become more involved in school reform, greater attention is given to the role instructional supervision play on teaching effectiveness in Adamawa state. The researcher personally observed that some school principals in public senior secondary schools in Adamawa state have not devoted adequate time to the supervision of classroom instruction; especially teachers' classroom management and curriculum implementation.

Although, several attempts have been made at improving principal's instructional supervision, these efforts have not proportionately been reflected in students' overall academic achievement. More painfully is the fact that most teachers do not even show concern about the appalling poor performances of their students in external examinations. The researcher is indeed worried as to the level of teaching effectiveness in senior secondary schools in Adamawa state and how principals' instructional supervision can be used to enhance it. This study therefore sought to determine the relationship between instructional supervision and teaching effectiveness in senior secondary schools in Adamawa State. Specifically, the study was designed to determine:

1. The relationship between principals' supervision of classroom management and teaching effectiveness in Senior Secondary Schools in Adamawa State.
2. The relationship between principals' supervision of curriculum implementation and teaching effectiveness in Senior Secondary Schools in Adamawa State.

Research Questions

The following research questions guided the study;

1. What is the level of principals' supervision of teachers' classroom management in Senior Secondary Schools in Adamawa State?
2. What is the level of principals' supervision of teachers' curriculum implementation in Senior Secondary Schools in Adamawa State?
3. What is the level of teaching effectiveness among Senior Secondary School Teachers in Adamawa state?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance;

Ho_1: There is no significant relationship between principals' supervision of classroom management and teaching effectiveness of Senior Secondary School Teachers in Adamawa State.

Ho_2: There is no significant relationship between principals' supervision of curriculum implementation and teaching effectiveness of Senior Secondary School Teachers in Adamawa state.

Research Method

The research design that was used for this study was the correlational survey research

design. The area of the study was Adamawa State. The population of the study consisted of 5,133 principals and teachers in the five educational zones of Adamawa State. The sample size of this study was 548 senior secondary school academic personnel (i.e. 514 teachers and 34 principals) in Adamawa state; which represents 10% of the entire population as recommended by Gall, Gall and Borg (2007). The sample was further selected using proportionate sampling technique.

The instrument that was used for data collection in this study was a self-developed questionnaire. The questionnaire was titled: "Instructional Supervisory Practices and Teaching Effectiveness Questionnaire (ISPTEQ)". The ISPTEQ was used for collecting data from teachers and school principals in the sampled schools. The instrument was made up of structured items and rated on a 5point scale as follows: Very High Level (VHL) 5 points; High Level (HL) 4 points; Moderate Level (ML) 3 points; Low Level (LL) 2 points and Very Low Level (VLL) 1 point. The questionnaire had 15 items overall seeking to provide information about instructional supervisory practices (such as classroom management and curriculum implementation) and teaching effectiveness.

Three experts from Department of Physical Sciences Education of Modibbo Adama University of Technology, Yola that are not below the rank of Senior Lecturer validated the research instrument. The instrument was trial tested to 15 non-participating teachers and principals each in non-participating schools that are outside the study area. The Cronbach Alpha method was used to determine the reliability of the instrument used in the study. The reliability co-efficient of 0.87 was obtained; which meant the instrument was reliable. There was a 100% return rate of the instrument.

The research questions were answered using Mean and Standard Deviation; while Pearson's Product Moment Correlation (PPMC) was used to test the null hypotheses. The decision rule for the research questions were determined using the real limits of numbers as follows; 4.5 – 5.00 was accepted as "VHL", 3.0 – 4.49 was accepted as "HL", 2.5 – 2.99 was accepted as "ML", 1.5 – 2.49 was accepted as "LL" and 0 – 1.49 was accepted as "VLL". While the decision rule for the hypothesis was reached when the p-value exceeds the level of significance of 0.05, the null hypotheses raised would have been accepted. However, when the computed p-value was >0.05 level of significance, the null hypothesis was rejected and the study concluded that the variable significantly correlated with the dependent variable.

Result Presentation

Research Question 1: What is the level of principals' supervision of teachers' classroom management of teachers in senior secondary schools in Adamawa State?

Table 1: Summary of Mean and Standard Deviation of the level of Principals' Supervision of Teachers' Classroom Management in Senior Secondary Schools in Adamawa State

S/N	ITEM n = 548	Mean	S. D	Remark
1.	Teachers in my school display their instructional materials during lesson delivery at the appropriate time.	3.88	0.94	HL
2.	Teachers in my school always maintain good discipline in the class	4.11	0.85	HL
3.	Teachers in my school usually ensure that the classroom is tidy and well-arranged before the start of the lesson	4.02	0.90	HL
4.	Teachers in my school do not tolerate chorus answers during their classroom teaching	3.92	0.87	HL
5.	Teachers in my school usually ensure proper arrangement of students in the classroom [short ones in front].	3.74	0.88	HL
	Grand Mean	**3.93**	**0.88**	**HL**

Table 1indicate the means and standard deviations of items that elicit responses on the level of principals' supervision of classroom management of teachers in senior secondary schools. The grand mean of 3.93 and standard deviation of 0.88 indicates high level of principals' supervision of classroom management of teachers in senior secondary schools in Adamawa state.

Research Question 2: What is the level of principals' supervision of teachers' curriculum implementation in senior secondary schools in Adamawa State?

Table 2: Summary of Mean and Standard Deviation of the level of Principals' Supervision of Teachers' Curriculum Implementation in Senior Secondary Schools in Adamawa State

S/N	ITEM n = 548	Mean	S. D	Remark
16.	Teachers in my school use the right curriculum for teaching.	4.11	0.93	HL
17.	Teachers in my school are well-guided on how well to use the curriculum at the beginning of the term.	4.00	0.88	HL
18.	Teachers in my school usually ensure they cover the curriculum before the end of the term	3.92	0.83	HL
19.	Teachers in my school use the curriculum as a guide in preparing their lesson plan	3.94	0.87	HL
20.	The curriculum is usually use by teachers in my school to prepare ahead for the next topic.	4.08	0.96	HL
	Grand Mean	**4.01**	**0.89**	**HL**

Table 2 shows the means and standard deviations of items that elicit responses on the level of principals' supervision of curriculum implementation in senior secondary schools. The grand mean of 4.01 standard deviation of 0.89 indicates high level of principals' supervision of curriculum implementation in senior secondary schools in Adamawa state.

Research Question 3: What is the level of teaching effectiveness among senior secondary school teachers in Adamawa State?

Table 3: Summary of Mean and Standard Deviation of the level of Teachers' Effectiveness among Senior Secondary Schools Teachers in Adamawa State

S/N	ITEM n = 548	Mean	S. D	Remark
11.	Teachers in my school usually deliver their lesson content effectively as prepared in their lesson plans	3.88	0.94	HL
12.	Teachers in my school are effective in managing students' classroom behaviours	3.96	0.73	HL
13.	Teachers in my school are effective in using instructional materials as aid to their teaching.	3.99	0.90	HL
14.	Teachers in my school teach effectively based on the school curriculum	4.01	0.76	HL
15.	Teachers in my school always engage students in regular class activities	3.88	0.84	HL
	Grand Mean	**3.94**	**0.83**	**HL**

Table 3 indicates the means and standard deviations of items that elicit responses on the level of teachers' effectiveness in senior secondary schools. The grand mean of 3.94 standard deviation of 0.83 indicates high level of teachers' effectiveness in senior secondary schools in Adamawa state.

Hypotheses Testing

The null hypotheses were tested using Pearson's Product Moment Correlation (PPMC) at 0.05 level of significance. The following keys represent: X = Mean; S. D = Standard Deviation; df = degree of freedom; r = PPMC.

Ho_1: There is no significant relationship between principals' supervision of classroom management and teaching effectiveness of senior secondary school teachers in Adamawa State.

Table 4: Pearson Product Moment Correlation analysis on Principals' Supervision of Classroom Management and Teaching Effectiveness

Variables	n	$\bar{X}$	SD	*r*	p-value	Decision
Classroom Management	548	3.93	0.88	0.944	0.000	Reject
Teaching Effectiveness	548	3.94	0.83			

Table 4 displays the Pearson Product Moment Correlation analysis conducted on principals' supervision of classroom management and teaching effectiveness. The result shows that there is a strong, positive correlation between principals' supervision of classroom management and teaching effectiveness, $r = 0.944$, $n = 548$, $p < 0.05$.

Ho_2: There is no significant relationship between principals' supervision of curriculum implementation and teaching effectiveness of senior secondary school teachers in Adamawa state.

Table 5: Pearson Product Moment Correlation analysis on Principals' Supervision of Curriculum Implementation and Teaching Effectiveness

Variables	n	X	SD	*r*	p-value	Decision
Curriculum Implementation	548	4.01	0.89			
				0.962	0.000	Reject
Teaching Effectiveness	548	3.94	0.83			

Table 5 reveals the Pearson Product Moment Correlation analysis conducted on principals' supervision of curriculum implementation and teaching effectiveness. The result shows that there is a strong, positive correlation between principals' supervision of curriculum implementation and teaching effectiveness, $r = 0.962$, $n = 548$, $p < 0.05$.

Findings of the Study

The following findings emanated from the study.

1. There was a high level of principals' supervision of teachers' classroom management in senior secondary schools in Adamawa state (grand mean of 3.93).
2. There was a high level of principals' supervision of teachers' curriculum implementation in senior secondary schools in Adamawa state (grand mean of 4.01).
3. There was a high level of teaching effectiveness in senior secondary schools in Adamawa state (grand mean of 3.95).
4. There was a strong positive significant relationship between principals' supervision of classroom management and teaching effectiveness of senior secondary school teachers in Adamawa State, $r = 0.944$, $n = 548$, $p < 0.05$.
5. There was a strong positive significant relationship between principals' supervision of curriculum implementation and teaching effectiveness of senior secondary school teachers in Adamawa state, $r = 0.962$, $n = 548$, $p < 0.05$.

Discussion of Findings

The finding of this study also revealed that there is significant relationship between principals' supervision of classroom management and teaching effectiveness of senior secondary school teachers in Adamawa State. The finding is in agreement with that of Sule, Ameh and Egbai (2015) who found that there was a significant positive relationship between instructional supervisory practice of classroom observation and teachers' role effectiveness. The finding is in consonance with that of Alabi (2014) who found a significant difference in the teachers' perception of classroom management effectiveness between public and private secondary schools and that classroom management and teaching effectiveness are related significantly. The finding also is in line with that of George, Abisola and Adam (2017) who reported that classroom management in terms of verbal instruction, corporal punishment, instructional supervision, delegation of authority to learners and academic performance are significantly related. In the same vein, Sunday-Piaro (2018) reported similar results which indicated that there is a significant and strong positive relationship between classroom

discipline, effective teaching, use of classroom reward system and student academic performance and a significant and moderate relationship between use of delegation of authority in the classroom and student academic performance.

The study also found that there is significant relationship between principals' supervision of curriculum implementation and teaching effectiveness of senior secondary school teachers in Adamawa state. This finding corroborate that of Awiti, Onderi and Raburu (2016) who found that there was a strong relationship between head teacher supervision, curriculum implementation and provision of quality education. Byson (2017) reported that the introduction of the revised senior secondary school curriculum was poorly managed such that the schools did not have adequate capacity to successfully implement the teaching of newly introduced subjects. The researcher further reported that implementation of new curriculum faced a number of challenges such as lack of teaching and learning materials including textbooks, lack of trained teachers, and lack of in-service training for the practising teachers who were assigned to teach the subject. In addition, teachers were not given adequate supervisory and advisory support by heads of departments, head teachers and school inspectors. In a study by Ogwunte and Ubulom (2016) who evaluated the implementation of new business subject curriculum towards unemployment reduction among secondary school graduates reported to have found that the goals of the business subjects curriculum was well stated, teachers who teach business subjects mainly used the teacher-oriented methods and that majority of teachers who teach business subjects are holders of bachelors of education and science degrees in business education.

Conclusion

Based on the findings of this study, it was concluded that the principal's instructional supervisory practices were significantly related to teachers' effectiveness in senior secondary schools in Adamawa state. It is also concluded that principals' supervision of classroom management and implementation of curriculum are significantly, positively and strongly related to teaching effectiveness. These results show that, if principals can supervise instructions very well, engage in classroom observation, and ensure that curriculum are well implemented; then teachers' effectiveness will be enhanced.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. The principals should encourage teachers to intensify classroom discipline, and also endeavour to introduce innovative ideas to motivate learning which in turn would enhance their teaching effectiveness.
2. The principals should ensure curriculums are well implemented as this practice would enhance teaching effectiveness in schools.
3. The principals should carry out an adequate instructional supervision of teachers so as to enhance their teaching effectiveness.
4. Principals should be adequately trained and enlightened with more robust supervision strategies through seminars and conferences which may include supervision of classroom management and curriculum implementation as this will impact positively on teachers' effectiveness.

REFERENCES

Alabi, F. O. (2014). Teachers' perception of classroom management effectiveness in secondary schools in Ondo state, Nigeria.*Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS) 5*(8), 155 – 158.

Alimi, O. S. &Akinfolarin, C. A. (2012).The impact of selected modes of instructional supervision activities on students' academic performance in senior secondary schools in Ondo State, Nigeria.*EducationResearch Journal, 2*(1), 1 – 6.

Archibong, F. I. (2013). Instructional supervision in the administration of secondary education: A panacea of quality assurance. *European Scientific Journal, 8*(13), 15 – 27.

Awiti, J. A., Onderi, H. &Raburu, P. (2016). Head teachers supervision of curriculum implementation: Implications on provision of quality secondary education in Kenya. *Advances in Social Sciences Research Journal, 3*(1),116 – 128.

Bello, S. A. (2014). *Supervisory relationships course outline.* (Unpublished Manuscript).

Benjamin, K. (2013). *Instructional supervision perception of Canadian and Ukrainian beginning high school teachers.* M. Ed. Thesis: University of Saskatchewan.

Bernard, L. & Goodyear J. (2013).C*omponents of supervision*. Syracuse, New York: NCATE Publishing.

Chamundeswari, S. (2013).Teacher management styles and their influence on performance and leadership development among students at the secondary level. I*nternational Journal of Academic Research in Progressive Education and Development, 2*(1), 367 – 418.

Charas, M. T. (2015). The role of committees in decision making in University of Maiduguri.*IOSR Journal of Humanities and Social Science (IOSR-JHSS), 20*(9), 34 – 42.

Charles, T., Chris, K. K. &Kosgei, Z. (2012). The influence of supervision of teachers' lesson notes by head teachers on students' academic performance in secondary schools in Bureti District, Kenya. *Journal ofEmerging Trends in Educational Research and Policy Studies, 3*(3), 299 – 306.

Emmer, E. T &Evertson, C. M. (2009). Classroom management for middle and high school teachers (8thed.). Pearson Education. USA.

Federal Government of Nigeria, FRN, (2013).*National policy on education*. Abuja: NERDC Press.

Gall, M. D., Gall, J. P. & Borg, W. R. (2007).*Educational Research: An introduction*. (8thed.). New York: NY Pearson Publishing.

Ganagana, T. &Anero, N. (2014). Classroom management styles of primary school teachers in Rivers State: A concern for effective pupils' control and learning. *Asian Journal of Management Sciences & Education, 3*(4), 185 – 191.

George, I, N., Abisola, O. S. & Adam, H. S. (2017).Effective classroom management and students' academic performance in secondary schools in Uyo Local Government area of Akwa Ibom State. R*esearch in Pedagogy, 7*(1), 43 – 56.

Kareem, J. &Ravirot, B. (2014).A study on the self-concept of teachers working in government, aided and unaided colleges in Bangalore.*The IUP Journal of Organizational Behaviour, 13*(1),61 – 70.

Kiadese, A. L. (2011). An Assessment of the Teaching Effectiveness of Prevocational Subjects Teachers in Ogun State, Nigeria.*International Journal of Vocational and Technical Education, 3*(1), 5 – 8.

Kimosop, E. (2015). Teacher preparedness for effective classroom instruction of the secondary school Christian Religious education curriculum in Kenya. I*nternational Journal of Scientific Research and Innovative Technology, 2*(12), 63 – 72.

Muraina, M. B. (2014). Principals' managerial skills and administrative effectiveness in secondary schools in Oyo State, Nigeria.*Global Journal*

of Management and Business Research: Administration and Management, 14(3), 50 – 57.

Nnabuike, E. K. (2016). Extent of utilization of instructional materials in teaching primary and secondary schools sciences in Enugu State. N*igerian Academic Forum, 14,* 19 – 22.

Odey, E. O. &Opoh, F. A. (2015). Teachers perceived problems of curriculum implementation in tertiary institutions in Cross River State of Nigeria. *Journal of Education and Practice, 6*(19), 145 – 151.

Ogbuagu, C. A. (2016). Communication as a tool in supervision and inspection. In S. O. Oluwuo, V. C. Onyeike and J. D. Asodike (eds). Supervision and inspection in schools for productivity: Emerging perspectives. Port Harcourt: Pearl Digital Press, 206 – 225.

Ogwunte, P. C. &Ubulom, W. J. (2016). An evaluation of the implementation of new business subjects curriculum towards unemployment reduction among secondary school graduates in Rivers State, Nigeria. *International Journal of Innovative Social Sciences & Humanities Research, 4*(2), 36 – 44.

Ogwunte, P. C. &Ubulom, W. J. (2016). An evaluation of the implementation of new business subjects curriculum towards unemployment reduction among secondary school graduates in Rivers State, Nigeria. *International Journal of Innovative Social Sciences & Humanities Research, 4*(2), 36 – 44.

Osakwe, E. (2013) *Navigating the nation through today's shame to tomorrows fame*. Social studies at pilat 17th in the series of inaugural lectures, Delta State University, Abraka, Feb 29th.

Papa-Gusho, L. &Biçaku-Çekrezi, R. (2015).Factors that affect effective planning skills of the teacher in the classrooms. A*cademic Journal of Interdisciplinary Studies, 4*(3), 560 – 564.

Ritu, C. (2015). Classroom management for effective teaching. I*nternational Journal of Education and Psychological Research (IJEPR), 4*(4), 13 – 15.

Shamina, E. &Mumthas, N. S. (2018). Classroom management: Implications for teacher preparation programmes. *IOSR Journal of Humanities and Social Science (IOSR-JHSS), 23*(1), 41 – 44.

Sule, M. A., Ameh, E. &Egbai, M. E. (2015).Instructional supervisory practices and teachers' role effective in public secondary schools in Calabar South Local Government Area of Cross River State, Nigeria. J*ournal of Education and Practices, 6*(23), 43 – 47.

Sunday-Piaro, M. (2018*).*Classroom management and students' academic performance in public secondary schools in Rivers State. *International Journal of Scientific Research in Education, 11*(5), 940 – 963.

Umasankar, D. &Pranab, B. (2016).Teaching effectiveness of secondary school teachers in the District of PurbaMedinipur, West Bengal, India. I*OSR Journal of Humanities And Social Science (IOSR-JHSS), 21*(7), 50 – 63.