



IJSSHE-International Journal of Social Sciences, Humanities and Education
Volume 2, Number 3, 2018
ISSN 2521-0041

HEADSHIP SUPERVISORY PRACTICES AS PREDICTORS OF TEACHERS' JOB EFFECTIVENESS IN NIGERIA SCHOOLS

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ABSTRACT

This study examined the supervisory practices of school heads in Nigeria schools. It investigated the influence of headship supervisory practices on teachers' job effectiveness. The study adopted descriptive survey research design. The population for the study comprised all public schools heads and teachers in a state. The sample comprised 30 heads and 450 teachers. Using stratified random and purposive sampling methods, 5 schools were selected each from the 6 Local Government Areas in Ondo State. From each school, 15 teachers and their head teacher were randomly selected. Two validated instruments titled "Headship Supervisory Practices Questionnaire - (HSP-Q)" and "Teachers' Job Effectiveness Questionnaire - (TJE-Q)" were used for data collection. Data collected were analyzed using percentage, mean and multiple regression analysis. The results showed that supervision of classroom instructions, teachers' attendance during lessons, supervision of lesson notes, students' academic progress, and teacher's development and trainings were all performed by heads in Ondo State secondary schools. The results further showed that up to 72.4% variance in school effectiveness can be attributed to the variations in headships' supervisory practices. The study concluded that the combination of the headship supervisory practices significantly influence teachers' job effectiveness.

KEYWORDS

Headship, Supervisory Practices, Predictors, Teachers, Job Effectiveness, Schools

1. INTRODUCTION

Effectiveness, in any organization can be regarded as a necessary tool for the achievement of organizational goals and objectives; and in every educational system, teachers constitute a very vital component. This is so because, it is the teacher on whose shoulder lay the actual work of pedagogy and the attainment of educational goals. Despite the advent of computer assisted instructional packages to aid teaching and learning process, the role of a teacher as an indispensable entity for knowledge dissemination to bringing about a desirable change in the learner's behavior cannot be overemphasized. Teachers play a crucial role in ascertaining whether or not the desired educational results have been achieved. However, the extent to which teachers achieve the overall school goals is contingent on their job effectiveness.

Teachers' effectiveness involves all the activities carried out by the teacher to achieve the desired educational goals. Apparently, effectiveness in the school system is related to the accomplishment of the set school goals. Teachers whether new or old on the job are to be responsible and committed to; school assignments, attending school and classes regularly, prompt preparation of lesson note, quality lesson delivery and ensuring students' academic achievement among others. The extent of teachers' participation in the accomplishment of the aforementioned is contingent to the teachers' job effectiveness. Therefore, teachers' job effectiveness is the extent to which the teachers participates in his/her role behaviour for the accomplishment of school goals.

Conversely, studies have observed a drop in the enthusiasm and devotion of teachers to their duties. Haastrup, Isaac and Osalusi (2010) observed that teachers have in recent times manifested some unwholesome attitudes toward discharging their duties; some go late to school, exhibit rudeness to school authority and trade at the expense of teaching. Sometime, when they teach; they showcase poor knowledge of the subject matter. Adebola and Yahya (2017) traced some of the unwholesome attitude manifested by some teachers to the foundation of their training where some claimed that, being into education is by accident and as a last resort. Likewise, some sees the job of teaching as a ladder to look for better jobs than making teaching a life career. Consequently, those in this category if found in teaching job, would require extra monitoring and supervision, to bringing about effectiveness in their duties. Accordingly, Adetula (2005) recognized non-professional behaviour of teachers in schools to be indices of inadequate or poor supervision. Thus, practices of supervision on teachers' job therefore become pertinent; without which, effective teaching may not be accomplished.

2. TEACHERS' JOB EFFECTIVENESS

Effective teachers are very important for the achievement of the overall school objectives. Teachers' job effectiveness involves all the activities performed by the teacher in carrying out his or her duties towards achieving the desired educational goals. Teachers' effectiveness is therefore the function of improving schools' achievement through the development and delivery of sound teaching and general commitment to work. Anderson (1991) viewed an effective teacher as those teachers who achieved the goals set for them. Thus, teachers' job effectiveness is measured by the extent to which a teacher carried out his or her given duties which is directed towards achieving the set school goals.

According to Stronge, Ward, and Grant (2011), an effective teacher is characterized by the following:

1. Teacher's instructional delivery with respect to instructional differentiation and clarity. An effective teacher should be able to use different types of teaching method and know when and how to change from one method to another in a lesson.
2. Teacher's uses of assessment for student learning to ensure students proper understanding of lessons. An effective teacher must have a high expectation about learning attitudes of students and adjust instruction based on the outcome.
3. Teacher's classroom management skill to create conducive learning environment. An effective teacher nurtures a positive climate by setting and reinforcing clear behavioral expectations which is central to achieving desirable learning outcomes.
4. Teacher's personal quality with respect to fairness and respect, dedication to students and professional practice, positive relationships with students and encouragement of responsibility. An effective teacher must ensure maximum interaction that will enhance learning in the classroom.

From the foregoing, it can be inferred that teachers' effectiveness is not a gainsaying phenomenon or an imaginable cause of action but rather, an expression of sound teaching and general commitment to given duties for the attainment of the overall school goals. A teacher cannot be said to be effective until relevant efforts have been incurred to benefit the school. Hence, the extent to which a teacher achieves the school goals is the function of his/her job effectiveness.

Similarly, literature has it that, features of effective teachers among others would include:

1. **Adequate Preparation for Classes:** It has been observed that proper preparation of teachers before coming to classes oftentimes help in preventing poor lesson delivery. Thus, an effective teacher prepares adequately before coming to class to teach. They find time to seek for relevant textbooks and materials on lesson to be taught and study them for proper understanding of the subject matter; not just to be the master of the class but also to gain prior confidence and adequate knowledge for teaching the course. According to Cashmere (1999), effective teachers exhibits content knowledge of subjects and methodology-pedagogy which is the how to present the lesson and ability to adjust and adapt to instruction.
2. **Concern for School Assignments:** At appointment, each teacher is saddled with certain responsibilities to be carried out with line of actions. Thus, they are expected to carry out such in utmost good faith. For a teacher to be tagged effective, such must have a team spirit in supporting and executing every bit of entrusted assignments. According to Laura and Courtney (2008), effective teachers collaborate with other teachers, administrators, parents, and education professionals to ensure school success.
3. **Professional Practice Accomplishments:** The process of education is not rigid but rather flexible to accommodate development and advancement for better delivery. This can find expression in the review of curriculum among others. The advancement can also be traced to the Instructional Mobile Technology Package (IMTP) and Computer Assisted Instructional Package (CAIP), which form one of the strategies for sustaining teachers' effectiveness in

this age. Thus, an effective teacher is conversant with the current trend in education via seminar, workshop and trainings. A less informed or trained teacher becomes an impediment to achieving school goals.

4. ***Punctuality at School and Classes:*** Being a good and effective teacher is not only having a good scholastic record, great teaching techniques but also having good work ethics. Punctuality revolves around responsibility, commitment and seriousness. Coming late to school is tantamount to wasting instructional time. According to Stronge, Ward, and Grant (2011), an effective teacher should maximize instructional time. Thus, teachers are expected to produce a host of cherished societal virtues such as honesty, humility, fairness, integrity, punctuality, dedication and patriotism to their job.
5. ***Regularity at School and Classes:*** One of the recognized attitudes manifested by teachers that impede their job effectiveness is going late to school and concurrent absenteeism both from school and classes. Irregular attendance of teachers to school leads to students missing important lessons, leaving them at risk of limited learning chances. Hence, for teachers to be effective in discharging their duties, such must be regular at school and classes to teach the students as time table demands. According to Stronge, Ward, and Grant (2011), an effective teacher must ensure maximum interaction that will enhance learning in the classroom. This can be achieved through regular attendance at teachers at school and classes.
6. ***Preparation of Lesson Notes:*** The development and preparation of lesson note serves as a road map for effective lesson delivery. Thus, effective teachers prepare lesson note to communicate the lesson content to the student. Robertson (2000) stated that adequate preparation of lesson note helps teachers to have focus during lesson delivery and that anyone teaching without lesson note would be impede quality teaching-learning outcome. But contrary to this is Subair (2016) who in his study on teachers' job dislike areas discovered their non-interest in lesson notes writing; and that those who write only do so to fulfill all righteousness because of the officials from SUBEB, Inspectorate, Quality Assurance Units or Ministry of Education.
7. ***Use of Instructional Materials:*** Instructional materials are the basic tools which help in simplifying learning and also making learning more practical, effective and understandable to the learners. Instructional materials can be: visual (which can be seen but not heard such as; pictures, textbooks, diagrams, maps, charts and so on), audio (which can be heard but not seen such as; voices from radio, record players, audio tapes and so on) and audio-visual (which can be seen and heard such as; films, television, video tapes, and video cassettes). These are considered instructional materials, used in teaching-learning process to facilitate greater understanding of the learning experiences. According to Babalola (2004), instructional materials are tools that help in advancing and promoting effective teaching and learning activities.
8. ***Arouse Student's Interests:*** Students' interest to classroom instruction holds so much power, it gives room for efficiency and proper classroom management. When students' create interest in classroom instructions, they connect, engage willingly and create ideas in meaningful ways. Thus, effective teacher is expected to arouse students' interest to classroom instructions by engaging them through various means, one of which involves

giving them assignment to do. Assignment is a low-stake way to help students develop interest in classroom instructions.

9. **Lessons Review:** Effective teachers are not to assume that students have gained adequate knowledge immediately after teaching. They should however use the last minutes of their class session to interact with the students, summarize and lay more emphasis on the key points. Having a recap with the student after each lesson is a good idea for effective teaching and learning. To receive full credit on this, teachers must correctly identify the most relevant information from a class session, summarize and prioritize such information, and deliver it confidently and effectively to the students.
10. **Assessment of Students' Learning Outcome:** Assessment has to do with any procedure used to estimate or collect information about the nature and extent of students' learning outcomes. An effective teacher therefore takes this procedure by giving the students' short form test, performance test, assignment, classwork, group work, project work and presentations among others. An assessment reflects teaching and learning in such a way that it reinforces the practices in instruction. Assessing students' learning outcome can greatly shape their educational experience.

3. SUPERVISION AND SUPERVISORY PRACTICES OF PRINCIPALS'

In education, supervision is an essential management tool for quality control with focus on the achievement of the set school objectives. It is a mechanism put in place to ensure that right thing is done for the accomplishment of school goals. Through supervision, teaching problems are identified, diagnosed and addressed to better improve on instruction and in turn help teachers to perform effectively. According to Igwe (2001), supervision involves the use of expert knowledge and experience to oversee, evaluate and coordinate the process of improving teaching and learning in schools. According to Fisher (2008), schools supervision includes all efforts of school officials and stakeholders directed to provide leadership support to the teachers and other educational staff in the improvement of instruction. This is so because, teachers in discharging their duties cannot perform effectively without themselves being adequately educated, supported and monitored (Ofojebe, Chukwuma & Onyekwe, 2016).

According to Nwangwu (2004), supervision is concern with the tactics of efficient and effective management of human and material resources. Accordingly, supervision is a way to provide professional stimulation, advice, guidance, and encouragement for teachers with the aim of seeking their co-operation in order that they may be successful in their given duties. Principals as school heads are therefore expected to provide professional support for teachers for effective implementation of instructional programme. According to Ogba and Igu (2014), supervision has been identified as one of the approaches to induce teachers' effectiveness. These approaches can therefore find expression in the supervisory practices of the school heads to further improve teaching and learning situation in the school system.

There is an array of practices that the school heads can utilize to bring about desirable influence on teachers' behaviour towards achieving job effectiveness. Some of these as obtained in literature are explained:

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1. ***Supervision of Classroom Instructions:*** This involves the systematic observation of teachers and analysis of their classroom practices. It is a situation where the teacher is working directly with learners and the school head is present as a witness to observe the classroom activities. During classroom visitation, the school head has to ensure that right instruction is passed. Murphy (2013) posited that classroom observation offers an opportunity for supervisors to assess teachers' styles; their classroom management skills and various aspects of teaching. According to Farrell (2011), supervision of classroom instruction helps in reflecting on pedagogical practices which can help teachers evaluate their strengths and weaknesses
 2. ***Monitoring Teachers' Attendance during Lessons:*** Attendance of teachers, especially during lessons should be an essential supervisory practice of school heads. This will act as a legal evidence of teacher's absence or attendance both at school and classes. Teachers may come to school but fail to attend classes to teach. The school principal should ensure that attendance register is monitored in respect to their punctuality and regularity in classes to teach. This will enhance the performance of teachers because their movement in and out of the school and classes are being monitored.
 3. ***Supervision of Records and Information Management:*** In every school setting, information is very crucial for day-to-day operation. School records are very important in the administration of schools, and as such require serious attention and supervision for effectiveness. Supervision of records connotes checking of teachers' lesson notes, scheme of work, diary, attendance book and register among others. Records provide useful source of information which are required to be kept for series of decisions making. Diary of work is an important record that should be properly monitored. It is a document which shows accurate record of what has been covered and when it was covered. It is upon the school head therefore to monitor these records so as to ascertain whether the teacher is teaching the right thing or not.
 4. ***Monitoring Students' Academic Progress:*** Progress report record shows individual learner's progress on a weekly basis in all tasks given in any subject. This record helps teachers and the school head to monitor academic progress of students'. The vision of any school system is to provide effective instructions to student capable of bringing about good academic results. To ensure that this take place on a consistent basis, school heads must work with the teachers to move classroom instruction and interaction from what it is not, to what it should be so as to better improve on academic progress of students. The Federal Republic of Nigeria (2013) identified this as one of the supervisory roles of school heads.

Teachers' Career and Professional Development: professional development is the activities put in place to enhance individual's skill, knowledge, expertise and other characteristics as a teacher. It is a conscious effort to ensure teachers up-grading and continuous self-improvement through training. Professional development programmes provides an avenue for conference, training and workshop with the stimulation of professional growth and the development of teachers, the selection and revision of educational objectives, materials of instruction and methods of teaching and evaluation of instruction (Ogakwu, 2010). School heads as a supervisor provides a professional guidance to teachers in order to improve their competencies for effective teaching process to enhance the learning of the students..

4. STATEMENT OF THE PROBLEM

Secondary education as an instrument for national development is aimed at shaping characters and developing individual's mental capacity for higher education. To fulfilling these, teachers' can be regarded as the wheel on which the pivot of secondary education revolves; and thus expected to be effective in discharging their given duties. However, some teachers cannot perform their jobs effectively without being supervised. Teachers in secondary schools are expected to be regular and punctual to school and classes, prepare lesson notes, teach and evaluate students' performance among others. Conversely, it is observed in the study area that there is laxity on the part of teachers in the performance of their professional duties. The constant cases of absenteeism, persistent lateness to school, irregular attendance at classes, non-interest in lesson notes and less concern for school assignments constitute a big problem to the attainment of secondary education. However, the perceived ineffectiveness of teachers in the performance of their duties in secondary schools could be attributed to several factors. This study however, is restricted to investigate the potential influence of headship supervisory practices on teachers' job effectiveness.

5. RESEARCH QUESTIONS

The following research questions were asked and answered in the study:

1. What are the supervisory practices of school heads in Nigeria schools?

5.1. Research Hypothesis

H₀₁: Headship supervisory practices will not significantly influence teachers' job effectiveness in Nigeria schools.

6. METHODOLOGY

The study adopted the descriptive survey research design. The population of the study comprised 304 principals and 9648 teachers in public secondary schools in Ondo state. The sample consisted of 30 principals and 450 teachers which are randomly selected. Using stratified random sampling method, 5 schools were selected each from the 6 Local Government Areas [LGAs]. From each school, 15 teachers and their heads were randomly selected. Two self-designed instruments titled "Headship Supervisory Practices Questionnaire (HSP-Q)" and "Teachers' Job Effectiveness Questionnaire (TJE-Q)" were used for data collection. Headship Supervisory Practices Questionnaire (HSP-Q) was divided into two sections, A and B. Section A consisted of demographic variables. Section B contained items on headship supervisory practices, based on the variables of the study. A - 4 point response scale with options of Never, Rarely, Sometimes and Always were used. Teachers' Job Effectiveness Questionnaire (TJE-Q) was also divided into sections A and B. The instrument was designed to measure the sub-variables of the dependent variable. A - 4 point rating scale was equally used. The response options were Never, Rarely, Sometimes and Always. The research instruments were subjected to validity measures and pilot-tested to ascertain its reliability; using Cronbach Alpha, a coefficient of 0.78 was obtained. Data collected were analyzed using frequency counts, percentage, mean scores and multiple regression analysis. The hypothesis was tested at the 0.05 level of significance.

7. RESULTS

Research Question 1: *What are the headship supervisory practices in Nigeria schools?*

To answer this question, the items were scored, analyzed and transformed to form the mean scores and the percentage. Mean was tested at the decision level of 2.50. The results are presented in Table 1.

Table 1: Descriptive Analysis of headship Supervisory practices in Nigeria schools.

| S/N | Items | Mean | Percentage |
|----------------------------|---|-------------|------------|
| 1. | Classroom Instructional Supervision | 3.52 | 88% |
| 2. | Monitoring Teachers Attendance during Lessons | 3.44 | 86% |
| 3. | Supervision of Records and Information Management | 3.36 | 84% |
| 4. | Monitoring Students' Academic Progress | 3.24 | 81% |
| 5. | Teachers Career and Professional Development | 3.08 | 77% |
| Mean and Percentage | | 3.32 | 83% |

Table 1 shows the headship supervisory practices with the grand mean of 3.32, which was above the decision level of 2.50. It is however established that supervision of classroom instructions had the highest mean value of 3.52. This showed that supervision of classroom instructions was much more practiced by the principals. This was followed by supervision of teachers' attendance during lessons; records of work, and students' academic progress respectively. However, teachers career and professional development were least practiced.

Hypothesis: *Headship supervisory practices will not significantly influence teachers' job effectiveness in Nigeria schools.*

To test the hypothesis, multiple regression analysis was used. The results are presented in Tables 2.

Table 2: Influence of headship supervisory practices on teachers' job effectiveness

| Model Summary R = .826 ^a R ² = .724 Adj. R ² = .601 F = 21.556 | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 64.304 | .918 | | 24.832 | .002 |
| Supervision of classroom instructions (X ₁) | .477 | .093 | .501 | 4.724 | .000 |
| Supervision of teachers attendance during lessons (X ₂) | .354 | .058 | .406 | 3.803 | .005 |
| Supervision of lesson notes and record of work (X ₃) | .280 | .097 | .307 | 3.140 | .011 |
| Supervision of students' academic progress (X ₄) | .186 | .062 | .238 | 2.230 | .023 |
| Teachers development and trainings (X ₅) | .410 | .085 | .482 | 4.021 | .003 |

Dependent Variable: Teachers' job effectiveness

Table 2 shows the magnitude of contribution of the headship supervisory practices in influencing teachers' job effectiveness. The model summary showed multiple R and coefficient of determination (R²) for the regression model. The (R²) value of 0.724 indicated that 72.4% of the variance (teachers' job effectiveness) can be explained by the independent variables (headship supervisory practices). Details of the Table reveals F-value (F=21.556, P<0.05) indicated that the model predicted the outcome accurately. As observed from the equation, it was discovered that classroom instructional supervision ($\beta=.477$, P<0.05) was found to have a significant influence on teachers' job effectiveness. This was found among other variables to be the best predictor of the dependent variable. This was followed by teachers career and professional development ($\beta=.410$, P<0.05), teachers attendance during lessons ($\beta=.354$, P<0.05), supervision of lesson notes and record of work ($\beta=.280$, P>0.05) and supervision of students' academic progress ($\beta=.186$, P<0.05) which were found to significantly influence teachers' job effectiveness. Therefore, the null hypothesis that headship supervisory practices will not significantly influence teachers' job effectiveness is hereby rejected. The regression equation therefore is "Teachers' job effectiveness = 64.304 + 0.477X₁ (supervision of classroom instructions) +0.254X₂ (supervision of teachers attendance during lessons) +0.180X₃ (supervision of lesson notes and record of work) +0.286X₄ (supervision of students' academic progress) +0.360X₅ (teachers development and trainings)".

8. DISCUSSION OF FINDINGS

Emanating from this study are findings that classroom instructional supervision, monitoring teachers' attendance during lessons, supervision of records and information management, monitoring students' academic progress and teachers career and professional development were the headship supervisory practices in Nigeria schools. The findings of these practices are in

agreement with Ayandoja and Sabaitu (2012) which stated that school heads check teachers' punctuality and attendance, their instructional records and classroom visitation. This agrees with the findings of Moraa (2010) that school heads played instructional supervisory roles by supervising the implementation of the curriculum which involved supporting teachers in their instructional practices. The results also concur with Muoka (2007), who found out that school heads carry out instructional roles such as inductions of staff and orientation of school program. The finding is also in agreement with Gaziel (2007) who found out that heads invest their time in instructional supervisory activities.

Similarly, results from the study showed that the headship supervisory practices significantly influence teachers' job effectiveness. This is in consonance with Farrell's (2011) assertion that classroom observation/visitation is one of the most common ways of reflecting on pedagogical practices which can help teachers evaluate their strengths and weaknesses. Also, Peretomode (2001) found in his investigation that classroom visitation is a procedure by which the educational leader could be of great assistance in aiding the teachers to improve both their instructional techniques and the learning processes of the student. This point to the fact that classroom visitation is very important for teachers' job effectiveness. The finding on supervision of lesson notes and record of work is supported by Robertson (2000) who posited that a lesson note helped the teacher to have focus during teaching and that anyone who taught without lesson note would be handicapped in the teaching-learning environment. And while correlating supervision of instruction with quality teaching in Wakiso district primary schools, Nambassa (2003), study findings indicated that lack of supervisors and inadequate inspection brings about poor quality teaching and learning in schools.

9. CONCLUSION

This study concluded that supervision of classroom instructions, supervision of teachers attendance during lessons, supervision of lesson notes and record of work, supervision of students' academic progress, and teachers development and trainings have positive significant influence teachers' job effectiveness.

10. RECOMMENDATIONS

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

1. School heads should always carry out supervision of classroom instruction so as to easily identify and correct areas of weaknesses in teachers.
2. School heads should give proper attention to monitoring teachers' and students' punctuality and regularity to school as well as their attendance during classes.
3. School heads, government and other educational stakeholders should support career and professional development of teachers.
4. Teachers should at all times be punctual and regular at school and class to discharge their duties

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