

Instructional Supervision Practices: Comparison of Private and Public Secondary Schools of Lahore

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ABSTRACT

This study aims to compare the instructional supervision practices used by the principals in public and private secondary schools of Iqbal Town, Lahore. The research is quantitative and descriptive, and it is based on quantitative data derived through the use of a structured questionnaire. The study's population consisted of all secondary-level teachers from public and private schools of Iqbal Town, Lahore who taught at the secondary level. Two hundred teachers were selected through multistage random sampling technique from both sectors and gender (male and female), with an equal number of teachers from each sector and both genders participating in the study. Based on the mean score data it can be concluded that principals of the private school are have better practice of instructional supervision as compared to the principals of public schools. Results of the t-test indicate that difference between the mean score regarding principals' instructional supervision practices in private and public schools is statistically significant. It can be inferred that principals of the private schools have significantly better practice of instructional supervision than principals of public schools. It is recommended that instructional supervision practices in the public schools needs to be improved to enhance the students' performance and to make the school effective.

KEYWORDS

Instructional, Supervision, Practices, Public, Private, Secondary School

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INTRODUCTION

Education institutions, such as schools, are formal institutions of learning where future citizens are transformed and produced through the teaching and learning process. Schools must assist all students in realizing their potential and improving their performance in school. To raise student learning through instructional supervision, schools should improve their fundamental functions of classroom instruction, which are aimed at assisting and enhancing all teachers to raise student learning (Nwambam & Eze, 2017). Administrators and supervisors regarded teachers as instruments that needed close supervision in ensuring that they mechanically managed to carry out the procedures established by the administration (Mwaniki & Guantai, 2018).

It takes time for supervision to emerge as a distinct context of school practice with clearly defined roles and responsibilities, always regarding the organizational, academic, cultural, and professional trends that have historically shaped the agenda of schooling and shaped its complex historical agenda (Dea, 2016). Members of the school community carry out instructional supervision to assist teachers in improving their professional development and teaching. Different authors (Kurebwa et al., 2015; Desta, 2008) agree on a central element in supervision activities, primarily related to improving teaching and learning and ongoing professional development to maximize students' academic performance and provide higher-quality education to citizens as a result. Sergiovanni and Starratt (2007) stated that instructional leadership significantly stimulates teachers' professional development. It is developed to recognize and demonstrate varied classroom management techniques and teachers' skills to develop good teaching-learning with their results. So, we can conclude that instructional supervision is primarily concerned with the overall advancement and educational quality provided to learners and the support of teachers to improve their practical teaching skills. The arrangement of effective supervisory assistance for teachers aids in promoting effective learning among students (Nwambam & Eze, 2017).

The realization of a profession based on the competence of teachers and the quality of education remains in doubt as long as instructional supervision is not implemented effectively (Dea, 2016). The supervisory practice benefits individual teachers' professional development, academic development, maintaining high-quality education, and improving student performance. Lucio and McNell (1979) indicated that the supervisor's primary concern is enabling and encouraging teachers to develop instruction in their respective subjects. An essential part of a country's social, economic, and political growth comes from education. The research said that no education system could rise above how well its teachers are. This is why the government spends money on the education of its citizens. It has been a while, but schools have become more and more complicated because of how sophisticated software and a broad range of aspirations have become, as well as how teachers do their jobs and how schools are structured. These things seemed to make it essential for teachers to be in charge of the classroom.



Teachers play an essential role in determining whether the educational goals have been met (Iroegbu & Etudor-Eyo, 2016). People who looked at teachers over the last ten years found that they no longer had much enthusiasm for their job or dedication to their job in the schools. Teachers have recently shown a bad attitude about doing their jobs. Some come to school late, are rude to school administrators, and make money off teachers' backs. When they teach, they show that they do not know their subject areas very well, do not give students regular tests or keep good records of how well they did, and do not do their jobs well. This has caused problems for both educational goals and the students' education (Ajayi et al., 2010). Even though the government has implemented new instructional supervision practices in schools, teachers are not receiving adequate support from their supervisors in addressing instructional problems to improve the quality of education provided. Teachers' problems are not identified by their supervisors, and there is no thriving organized, systematic follow-up and support system that works in school systems (Dea, 2016; Awwuah, 2013).

According to the latest research, teachers need guidance and counselling from their supervisors, so they must keep themselves up to date on developmental supervisory skills, abilities, and knowledge (Ubogu, 2020). Sometimes supervisees are more advanced in supervisory practices than the supervisors, which provides an additional opportunity to know from the supervisees because supervision is a two-way exchange of information. The lack of ongoing supervisory learning is a serious barrier. A well-designed training program with appropriate planning and administration will improve the supervisors' performance by teaching them the fundamental knowledge and techniques required to do the job, and it will also prepare them to take on new responsibilities that may arise as a result of technological and other changes that affect his or her job (Ubogu, 2020; Zepeda, 2013).

The perceived inability of teachers to do their jobs well in secondary schools across the country could be caused by several things. On the other hand, this study only looks at the instructional supervision practices of principals as a significant factor in how well teachers do their jobs. If teachers are not well-supervised, their teaching ability will be harmed, and the educational goals may not be fully realized. This could also lead to low-quality instruction and, more often than not, teachers who do not want to do their job, making schools less effective. Sule et al. (2015) said that for teachers to do their job well, the principals should always inspect their lesson plans to see if the content was prepared in the lesson plans. He said that if principals checked teachers' lesson plans often, it would help teachers do better in the classrooms. Creating a lesson plan is like having a map to help you teach well. Zepeda (2013) said that an instructional plan helped the teacher stay focused while having taught and that everyone who taught without a lesson plan would be less effective in the classroom. When teachers wrote their lesson plans, they had to take extra care. School heads, who were teachers' immediate supervisors, had to check their plans simultaneously. This made them more accountable for their work. In the education system, the head of the school is in charge of making sure that teachers have the skills they need to be good teachers (Sule et al., 2015). Instructional, supervisory practices by the head of the school include: checking for mistakes in the teacher's lesson plans, scheme of work, and students' notes; checking for teachers who show up on time; checking for teachers who are regular in class; checking for mistakes in the exam questions and marking schemes. They must be able to do this, and the school head must be in charge of them. Also, the teachers should be encouraged to show off their skills when necessary so that instruction and instructional processes can be better in the end (Goodyear, 2014; Sule et al., 2012).

LITERATURE REVIEW

There is no defining aspect of supervision in either of the existing literature. In order to explain the concept of supervision, various scholars and critics have expressed their opinions in their way. Therefore, it is impossible to develop a clear and extensive definition of supervision acceptable to all critics (Adu et al., 2014; Senge et al., 2000). Another perception of supervision presented in the supervision manual is that it is a combination of classroom activities designed to achieve educational goals while also making the learning procedure more result-oriented by improving curriculum design and assisting teachers in the solution of problems that prevent them from achieving their professional objectives (Ekundayo et al., 2013). According to the researchers, instructional supervision is defined as a systematic road map for improving the instructional process, a mutual learning and teaching environment, and opportunities for on-the-job training (Kurebwa et al., 2015; Aggrawal, 1985). In order to motivate and guide teachers in their intellectual growth as individuals and as members of a group that is undergoing rapid and having to carry out the teaching and learning process, it aims to help in the provision of an ideal learning environment, the maintenance of the bare basic threshold of the instructional program and the continual improvement of the program with time to meet an ever challenges. Students' progress is monitored and improved through regular, systematic decisions made by the supervisors and teachers (Atanda & Lameed, 2006).

The instructional effectiveness of a teacher involves the proper implementation of curriculum, the planning of lessons, the management of classes, and the utilization of good instructional techniques to achieve the desired results in the classroom. The goal of supervision is to improve a teacher's command of the subject matter, his ability to adapt to changing circumstances, and his ability to decide to resolve problems that arise during the teaching-learning process (Kurebwa et al., 2015; Dull, 1980). The primary goal of supervision would be to assist teachers in advancing their instructional skills and abilities. While different schools, areas, and regions may have a variety of objectives, they all have in common a desire to see their teachers achieve

perfection in their professional performance (Goodyear, 2014; Nakpodia, 2011).

Supervision combines the requirements of both the teacher and the organization to work together toward achieving the school's goals and objectives. As the focal point of supervision, it incorporates the achievement of individual goals based on checklists and rating scales, which serve as central factors in monitoring and evaluating the teachers' presentations (Awwuah, 2013). Supervision is a multi-faceted method that focuses on instruction and aims to provide a conducive teaching environment to improve their professional expertise. It is a collaborative effort between teachers and administrators (Ubogu, 2020). A variety of positions somewhat on the part of supervisors are required to carry out this multi-faceted task of teacher supervision, all to improve student learning Ololube & Major, (2014).

The attitude of teachers toward instructional supervision is a major challenge that instructional supervisors must overcome. Because supervision in the early decades was focused on controlling and evaluating, the teacher's perception of instructional supervision is negative. This perception has remained unchanged. Following something like this, Adu et al. (2014) stated that teachers, on the whole, despise the idea of being under observation. These individuals view supervisory authority as an inherent part of the organizational hierarchy and regard the supervisor as a potential threat. The issue of trust between supervisors and teachers is indeed a significant impediment to the successful implementation of instructional supervision at the school level. Teachers and supervisors must have mutual trust to carry out adequate instructional supervision; otherwise, when trust levels are low, team members will be completely disingenuous, and communication will be difficult (Okobia, 2015).

As a result, teachers must gain the confidence of their supervisors to develop positive attitudes toward instructional supervision. If the answer seems to be no, the instruction has been severely hampered. According to the researcher's observations and experiences, the stakeholders, such as supervisors, principals, and senior teachers, lack professionalism in their skill and knowledge, as well as the ability to properly organize and manage the incorporation of instructional supervision now at the school level (Kurebwa et al., 2015). Although the instructional supervisory practices are implemented at the school level, teachers are not adequately supported, resulting in lower student achievement on exams. The quality of instruction worsens from time to time. In order to maintain the quality of an educational process, educational administrators are entrusted with the responsibility of ensuring that the educational process carried out by the teaching staff in their institutions is completed successfully (Iroegbu & Etudor-Eyo, 2016). As a result, the primary goal of this study is to investigate the practice of instructional leadership and the interaction between teachers and supervisors in public and primary secondary schools in Lahore under the administration. Specifically, this study aimed to ascertain the degree to which supervision of the education system is carried out within public and private secondary schools. It will also look at how this process is carried out in public and private secondary schools in Lahore and the differences in their natures and practices. A similar number of data both from public and private institutions and a proportional representation of genders are included in this study. It looks into the standards for instructional supervision in private and public secondary schools, the mechanisms in place, and the follow-up. This research identified the current processes, their lacking areas, their level of expertise, and any beneficial effects of the practice on the teachers in terms of its quality of supervision and students' level of performance in the classroom. Data from a survey and investigation into properly well-organized instructional supervision and supervisory practices in public and private secondary schools in Lahore, the findings of the research will be used to develop recommendations for change.

The study is important to be conducted because of scarcity of research in the area. Further, it is very important to carry out this research because it is the school principal who influence teachers and develop teachers professionally to perform their duties in appropriate manner. This in turn improves the students' performance and school performance. The findings of this study will assist teachers and administrators in observing the process, strategies, relevance, and outcomes of supervision in instructional practice. It will make it easier to put supervision into practice, which will result in improvements in teaching methodology, class administration, and the teaching-learning mechanism. The study is relevant, especially for the academic institutions in Lahore, because it will be one of the few research on supervisory practices in the area, making it particularly relevant. Specifically, it will help to improve the understanding of instructional supervision among administrators of academic institutions in a region where the concept of instructional supervision is unique. The following fundamental question was posed to the researchers to identify the underlying causative factors and suggest a possible future direction for investigation.

OBJECTIVES OF THE STUDY

The objectives of the study are to:

- Explore the instructional supervision practices of principals in public and private secondary schools of Lahore.
- Examine the difference of instructional supervision practices of principals in public and private secondary schools.

Research Questions

What are the instructional supervision practices of principals in public and private secondary schools of Lahore?

What is the difference between instructional supervision practices of principals in public and private secondary schools?

METHODOLOGY

The study uses a quantitative approach. It is descriptive, and it requires secondary school teachers from public and

private schools in Lahore to fill out a questionnaire about the status of the instructional supervision practices of their heads in the school. The population of this study consists of 650 secondary school teachers from private schools and 850 secondary school teachers from public schools of Iqbal Town, Lahore. The sample was selected using a multistage sampling technique. Firstly, 40 secondary schools were randomly selected. An equal number of girls' and boys' schools were selected during the selection process. Second, 200 teachers were selected as sample from these schools. 50 Male and 50 Females from public and 50 females and 50 males from private secondary schools were selected randomly. An adapted survey questionnaire was used to solicit teacher responses (Alkrdem, 2011). The research tool was sent to experts in the field for expert opinion before its pilot tested in five secondary schools. Twenty secondary school teachers were approached during pilot testing. Cronbach Alpha was used to validate the research tool, and the value was found to be 0.89. The researchers went to the schools and handed over the survey questionnaire to the teachers by themselves. Respondents were ensured that their opinions would be kept confidential.

Analysis and interpretation of data

The completed questionnaires have been scored and coded to gain data in numerical form. The data was organized in tables, and statistical tests such as mean, standard deviation, and t-test were used to analyze the data. The following compares teacher opinions from both sectors on different statements/questions about instructional supervision undertaken by their school principals.

Data Analysis and Results

Table 1. Comparison of Mean Scores of Public and Private School Teachers' Perceptions regarding Instructional Supervision Practices

Sr #	Statements	Sector	M
	My Principal...		
1.	Visits the classroom when teachers are teaching.	Public	3.76
		Private	3.98
2.	Keeps check whether teachers are coming on time.	Public	3.58
		Private	3.91
3.	Keeps teachers' leaves record.	Public	4.01
		Private	4.32
4.	Checks teacher's dress and Appearance	Public	3.20
		Private	3.99
5.	Checks the teacher's teaching Methodology	Public	3.17
		Private	3.96
6.	Checks how the teacher manage class.	Public	3.11
		Private	3.69
7.	Checks lesson plan.	Public	2.83
		Private	3.54
8.	Checks how the teachers organize their lessons.	Public	2.30
		Private	3.73
9.	Assesses subject knowledge of the teacher.	Public	2.94
		Private	3.59
10.	Monitors the utilization of A.V. Aids and teaching resources.	Public	2.81
		Private	3.68
11.	Looks how teachers make the lessons interesting.	Public	3.09
		Private	3.47
12.	Develops each teachers 'portfolio based on his/her observations of the classes.	Public	2.01
		Private	3.55
13.	Checks achievement of course objectives.	Public	3.27
		Private	3.86
14.	Monitors pupils' progress records and examine marks and grades.	Public	3.39
		Private	3.93
15.	Observes and notes-down the concerns of the teachers regarding students' academic progress.	Public	3.51
		Private	3.97

16.	Keeps concern about teachers' interest about students' character building.	Public	3.62
		Private	3.74
17.	Observes the interest of teachers regarding development of sense of responsibility in students.	Public	2.40
		Private	3.65
18.	Checks teachers' interest to motivate pupils to participate in co-curricular activities.	Public	3.44
		Private	2.98

Table 1 shows that on 17 out of 18 statements private school has more mean score than public school mean scores on these statements. However, on one statement "Checks teachers' interest to motivate pupils to participate in co-curricular activities" public school has more mean score than private school. Based on the data it can be concluded that principals of the private school are have better instructional supervision practices as compared to the principals of public schools.

Table 2. Comparison between public and private school teachers' perception regarding instructional supervision practices

Sector	N	Mean	t- value	Df	p-value
Public	100	56.44	4.89	198	0.01
Private	100	67.53			

Table 2 shows that the t-value is 4.89, and the corresponding significance value is 0.01, which is less than the predefined value of P (0.05). It means difference between the mean score regarding principals' instructional supervision practices in private and public schools is significant statistically. It can be inferred that principals of the private schools have significantly better practice of instructional supervision than principals of public schools.

DISCUSSION

According to the teachers of the respective schools, there is a significant difference in various aspects of supervisory practice undertaken by school principals of public sector schools compared to principals of private sector schools after a thorough analysis of the data. Principals in the private sector frequently visit their teachers' classes, doing so regularly, checking for progress on the scheme of studies, keeping a record of their observations given, communicating about their observations to teachers, monitoring the appropriate use of instructional aids by teachers, and following up on their earlier given instructions. Teachers' instructional processes were supervised by principals, which helped them improve their punctuality and teaching methodology regularly. In line with Ubogu's (2020); Mwaniki and Guantai's (2018) observation that frequent instructional supervision encompasses all activities that lead to the enhancement of instruction and the professional development of teachers, this finding is supported by the literature. Through special workshops on the choice and the use of instructional materials, supervisors assist teachers in improving the use of relevant instructional materials in their classrooms. This is following the findings of Atanda and Lameed (2006). They concluded that frequent instructional supervision could aid in the improvement of teaching and learning situations by instructing and opportunity to attend to teachers and students regarding the use of such instructional aids and materials.

Contrary to popular belief, public-sector principals occasionally visit their teachers' classes, make it a habit, check the progress of the scheme of studies, keep a record of their observations given to teachers, start communicating their observations to teaching staff, monitor the appropriate use of instructional tools by teachers, and keep track of their earlier given instructions. Public secondary school principals supervised teachers' instructional processes, which helped them improve their punctuality on occasion. Based on the findings, It can be inferred that teachers in public secondary schools in Lahore believe that instructional supervisors are not carrying out their responsibilities properly. Researchers have identified that public school principals might not have regularly supervised instructions. This finding aligns with Okobia's (2015) findings, which found that Delta State's education institutions did not have the frequent supervision recorded in their data. Ubogu (2020) states that schools have been overseen to help ensure that institutions work efficiently within the confines of the law. Schools are also overseen to ensure that teachers carry out their responsibilities and that students receive the proper educational opportunities possible. Regular supervision should be carried out to ensure a good education, the development of teachers, and the academic and developmental soundness of students' (Ubogu,2020). These findings are consistent with those of previous studies. The findings present a significant challenge. Nakpodia (2011) argues that instructional supervision grooms teachers via performance appraisal. A lack of such supervision will result in poor implementation of the curriculum, the poor performance of teachers, and the development of school leavers who are not capable in their respective fields. Many different reasons have been proposed in the literature for why instructional supervisors might have been so ineffective. In particular, Kurebwa et al. (2015) found

that supervisors had little understanding of the roles in the supervision of teachers; in addition, Ibara (2013) found that supervisors in the school system lacked academic competence/skills; and that a lack of materials, such as charts, maps, and projectors, was a significant obstacle to their assignment (Adu et al., 2014).

CONCLUSION

According to the data analysis, there is a significant difference in teachers' perceptions of their principals' instructional supervision in public and private schools in Lahore. According to the data, private-sector principals frequently visit their teachers' classes, whereas public-sector principals do so only occasionally. The analysis also reveals that private-sector principals perform instructional supervision regularly/frequently, whereas public-sector principals do so only on occasion. It is also worth noting that private-sector principals regularly monitor progress on schemes of studies, whereas public-sector principals do so only occasionally. The data also show that private-sector principals regularly keep track of their observations and communicate them to teachers, whereas public-sector principals do so only occasionally. According to the findings, private-sector principals frequently monitor teachers' appropriate use of instructional aids, whereas public-sector principals only do so occasionally. The data also shows that private-sector principals frequently follow up on previously given instructions, whereas public-sector principals do so only occasionally. The results of the data analysis show that principals in the private sector frequently assist teachers in improving punctuality and overall performance, whereas principals in the public sector only assist teachers in improving punctuality and overall performance on rare occasions. Eventually, any country that is serious about improving its educational system's quality could not afford to neglect the importance of instructional supervision practices in its educational system. Unsupervised schools present a threat to the school system's daily functioning. This could lead to the wasted of resources, which is undesirable. On the other hand, adequate instructional vision is dependent on both the teachers and the supervisors. Teachers' needs must be met in order for them to be effective (Okobia, 2015; Orenaiya et al., 2014).

Recommendations

The following are the recommendations made by the current study:

1. Measures should be taken to increase the practices of instructional supervision in public schools.
2. In-service training for principals in both sectors is required for their professional development.
3. The value of instructional supervision in public and private schools should be guaranteed equally by raising supervision standards. Professionals in teacher education institutions should be taught instructional supervision as part of their curriculum.
4. The government should provide adequate funds, infrastructures, facilities, and personnel to improve instructional supervision practices in schools.
- 5.

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Compliance with Ethical Standards:

It is declare that all authors don't have any conflict of interest. It is also declare that this article does not contain any studies with human participants or animals performed by any of the authors. Furthermore, informed consent was obtained from all individual participants included in the study.

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