

School Administration and Supervision

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Introduction

What is Administration?

Administration has been defined in a number of ways. In more specific terms, administration is concerned with the performance of executive duties, the carrying out of policies or decisions to fulfill a purpose and the controlling of day-to-day running of an organization. (Peretomide, 1990). Henri Fayal defined administration in terms of five functions - planning, organizing, coordinating, controlling and commanding. Nwankwo (1987) defined administration as careful and systematic arrangement and use of resources, situations and opportunities for achievement of specific objectives of the organization. It is the systematic arrangement of human and material resources and programmes available for education and carefully using them systematically within defined guidelines to achieve stated goals. Onanwa et al (2020) write that the degree of success that is achieved from school programme depends on the quality of the teaching which goes on in the school. Thus, the

process of quality control in education through supervision is deemed necessary

What Is Supervision?

Supervision has different meanings from different scholars. For the purpose of this study, supervision is a process of directing, helping, guiding, advising and stimulating growth in the subordinate in order to improve quality of performance. It is the process of bringing about improvement in the workers. In management, supervision according to Morgan (2003) is overseeing the subordinates at work with authority and with an aim to guide the employees, if he is doing wrong. In the school system, Supervision means a process of helping teachers to help themselves. The underlying meaning is that there is something lying dormant in the teachers which need to be improved or stimulated in order to generate quality performance. Wallace (2008) defined supervision as all efforts of designated school officials towards providing leadership to teachers and educational workers in the improvement of instruction. The purpose of supervision is described as stimulating, overseeing and appraisal of activities leading to an achievement of instructional goals at specified quality level. Thus supervision activities include service, development, direction, control and stimulation of efforts towards goal with observations to determine where minor adjustments must be made in the ongoing programme and the appraisal of the outcome. Many scholars including Omorobi (2021) defined school supervision as a special educational management control mechanism or pillar that ensures the maximum achievement of objectives and goals of education. It is the process of manipulating all elements and conditions surrounding teaching and learning to produce better outcomes. The key ideas in various definitions of supervision of

instruction include; stimulating growth, helping teachers, improving instruction, facilitating learning, solving problems, appraisal and developing in-service education of teachers.

The Philosophy of Supervision of Instruction

Johnson (2000) writes that supervision philosophy encompasses recognizing the value of providing a safe, supportive, trusting and open learning environment where the supervisee can develop and continue to build the competencies and skills necessary for their professional development.

Hynes, C. (2001) established a philosophy of supervision which has it that a comfortable, private space for supervisees has to be provided to enable them explore struggle openly, knowingly that they will be understood and assisted. The philosophy underlying supervision of instruction is that all human beings in the educational process whether students, teachers, administrators or supervisors are individuals or people of worthwhile, unique talents and capacities. The primary aim of supervision of instruction is to recognize the inherent worth of each individual and to this end, the full potentials of the individuals are released. It recognizes that human beings are people of **worth**, subordinates are people of **potentials**, that they are not mere chattels but reasonable potential beings who have human **feelings**. Under this philosophy, supervision of instruction recognises that individuals possess certain qualities which when stimulated, they get into action. The concepts associated with philosophy of supervision of instruction are that the supervisor can only direct, assist, help and guide someone if there exist a close personal relationship between him and his subordinate. These close relations are established in a number of ways such as:

visiting, recognition of worth, words of praise, helping out of problems and so on. Once there is close relationship, between the supervisor and the supervisee, there is every possibility of the subordinate acceptance of the supervisor. Acceptance gives rise to respect and cooperation, and finally to effective supervision. (Emerson 1999, Nelson et al (2001).

Purpose of Supervision in Schools

Cleminson (2015) outlined five major purposes of supervision in school as:

1. To ensure that the **goals** of the school are achieved.
2. To provide **assistance** to teachers, correct mistakes, operate at a maximum level so as to overcome faults and become highly productive.
3. To provide control and bring **conformity** to established laws.
4. To bridge **communication** gap between teachers and the school administrator by providing a link between the two levels.
5. To generate industrial harmony /mutual understanding which results to adequate efficiency and organizational **climate**.

Basic Elements of Supervision

Many authors such as Godenthai (2002), Nelson (2001) and Rex (2021) discuss essential elements of supervision under planning, implementing, directing and evaluating.

Elements that guide the practice of supervision, are discussed under the following headings: -

Building and maintaining an efficient working group:

The school as an organization has a plan, design or structure, showing how people relate, how the components are arranged so as to work together, observing the authority, responsibilities, relationship, span of control and delegation of work. Therefore, an administrator has to plan by grouping people in the school organization using the principles of administration such as: Specialization, communication and human relation.

Building and Maintaining an Efficient Working Force:

This is a critical element of supervision because it has a direct relationship with productivity of workers. In this regard, the supervisor should employ a motivational satisfactory strategy to see that workers are in a state of mind. Therefore, in order to maintain an effective working force, he should be able to improve and foster staff welfare, safety and being up-to-date in wage system.

Controlling the Work:

The supervisor should be directing and coordinating the activities and roles of the various workers for achieving the established goals. It involves:

1. Setting procedures on how tasks should be performed.

2. Division of work and delegation of responsibilities to individuals.
3. Regulation of work of the individual staff so as to access him in terms of performance.
4. Quality control to see that the quality of performance does not fall below expectation.

Qualities of a Good Supervisor

For a supervisor to perform well, he must possess both personal and professional qualities, as pointed out by Monday (2019):

A. Personal Qualities of a Supervisor

1. A supervisor of school should be a person of high native intelligence, have a broad grasp of educational process in the society.
2. He should have a likeable personality and great skill in human relations.
3. He should be humble, friendly, and thoughtful with a sense of humane, patience and good understanding of human behavior.
4. He should have ability to win the respect of co-workers.
5. A supervisor should possess the spirit of compassion and pity.

6. He should be democratic in his approach to issues.
7. He should have a high degree of enthusiasm or interest.
8. He should have skill in leadership.
9. A supervisor should have love for children and have interest in them and their learning problems.
10. He should be research oriented so as to be able to promote innovations in teaching and learning situations.
11. He should have a feeling of adequacy. Feeling **confident** enhances the authority of the supervisor.
12. He should have a sense of originality, always seeking fresh points of view and new questions to posse.

B. Professional Qualities of a Supervisor

1. In Nigeria, the professional qualifications in education include: B.Ed, B.Sc., BA, M.Ed, Ph.D, BED, PGDE. A supervisor of school may possess one or more in any of the above named qualifications.
2. A supervisor should have knowledge of some study and practice in administration, supervision, leadership or group process, personality development, general curriculum.
3. Some advance training is necessary in specific areas of public relations.

Functions of a School Supervisor

The major functions of a supervisor include:

1. Curriculum Development and Actualization:

The supervisor is not designing a new curriculum but is following the existing one. If there is need for improvement, he goes ahead to do that and this is what is known as development. Curriculum development is trying to improve the content of what is taught in the school. The need for the change might come from the teachers, community, society, and Mass media or from the education authority, in form of writing reports against the school. The supervisor has to verify and evaluate. He ensures that the change must be relevant to the current needs of the school and the community as well as achieving the goals of education.

2. Improvement of Instruction and Learning:

a. The supervisor will help the teacher plan his work and execute them properly. Though teachers have autonomy on how they teach, yet the supervisor has the authority to direct and tell how better the work should be done by relating himself well to the teacher. From this, the teacher will feel free to ask for any help. Supervisor is therefore seen as a helper than an executor. Occasionally, the supervisors do go to teachers' class to help teach difficult topic. A supervisor cannot know what the teacher is doing unless he goes into the classroom and observe classroom teaching; after which he criticized, suggest ways of improvement and reinforce what has been done well.

b. The supervisor provides the necessary materials where they are not available. He tells and directs teacher on where to get materials and can also help to improvise scarce materials.

c. the supervisor also provides some psychological needs of teachers. The provision goes a long way to support and improve teachers' effectiveness in school.

3. Control, Coordination and Problem-Solving:

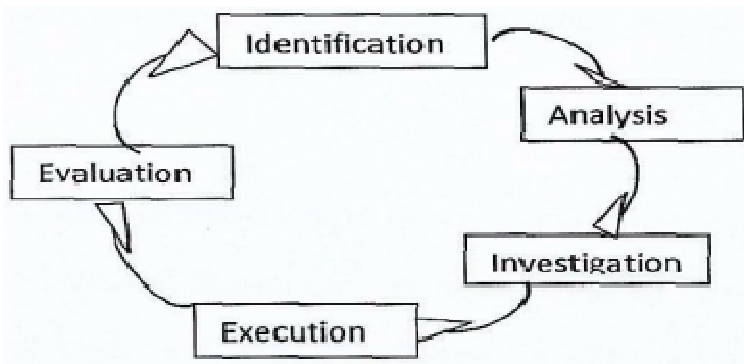
The Head teacher as a supervisor directs and coordinates activities in the school. There are several things going on at the same time in the school. All these various parts must be moving towards the same goal. There are units in the school whose primary function is academics that has to do with teaching and learning, the other might be sports that handle games activities, catering unit which cares for the boarders in the school house etc. These are all subsystems working towards the same goal of education. The supervisor helps to bring together all the component parts of the school system to move towards the same goal. If the Head teacher pays attention to only academics and relegate other sub systems, he will not be regarded as a good supervisor. The work of all the subsystems in the school must be coordinated and none must be allowed to suffer. The supervisor must coordinate activities, correcting deviations as he get feedback until he reaches output stage so that the output becomes the totality of his effort.

When the supervisor tries to coordinate, there will always be problems. It is the duty of the supervisor to resolve the problem.

Thus, the process of problem solving are:

- a. Identify the problem- supervisor has to realize that the problem exists.
- b. Analysis of the problem-understand real significance of it and the type of attention needed.
- c. Investigation- Ask questions relating to the problem, search for information, collect data from people, books, other sources that will help solve the problem and arrange in alternative ways to finding solutions. Consider implications of each alternative and choose the one that will best solve the problem.
- d. Execute the method.
- e. Evaluate the process to see if it is actually solving the problem, if it does maintain it, if not, discard the method and try the next alternative solution to the problem, as shown in the diagram below.

Problem solving cycle:



4. Staff Development:

The supervisor has the responsibility to help the staff grow professionally, improve knowledge and skills. This is because; there are always changes in what should be taught, how to teach and who is taught. All these changes make it necessary for the teacher to learn new ideas, skills and methods so as to be current. When people improve, they will have new ways of handling new challenges; being current provides the teacher with new ideas which prepares him for meeting situation. Current techniques used for staff professional development include:

- i. Attending university courses.
- ii. Attending seminar/workshops and conferences.
- iii. Teachers can improve their knowledge by reading newspapers, magazines, good novels, and other enlightenment programmes. The supervisor should know when his staff needs professional growth by going closer to their classes to

know their abilities, identify them and arrange for the necessary development programme.

5. Motivation:

The supervisor should know various factors that facilitate individuals to work hard and provide the drive for them to take action. He must know his workers' expectation for doing the work. He should realize the factors within the individuals and their categories of needs. There could be over riding factors like health that could depress a person not to work hard. The supervisor has to create confidence at the individual so as to arouse enthusiasm while supporting them psychologically. He has to create a conducive and comfortable environment in addition to establishing good relationship among workers in the school. A good and healthy environment will remove barriers so that workers will never hide their difficulties in doing their work effectively. The good climate makes for stability and sincere devotion to duty. When the environment is rich, workers will promote the progress. Supervisor should reward good behavior over a long period so it becomes part of them as they will internalize the good work because they know the advantage of doing it. All these are the functions of the supervisor as he tries to motivate his workers.

6. Evaluation of Outcome:

It is the function of the head teacher as a supervisor to determine the extent to which the school objectives have been achieved, to assess how teachers' performance conform to standard and then secure bases for making judgment about the school progress. The supervisor should evaluate periodically

to determine areas of weakness and strength; identify things that are not done well and improve on them. Periodic evaluation correct problems before they become destructive and as well identify areas of success so as to maintain them. It helps continuous effective and improved operations that make school better.

All these supervisory functions help to identify strength and weakness in the school and the feedback is for remedial purposes.

Techniques of Supervision

Techniques of Supervision common to most authors are:

A. Classroom Visitation

This is where the supervisor or the educational administrator undertakes an official visit to school with the major aim of seeing both the teacher and the students in action. For the fact that the supervisor possesses supervisory knowledge than the teacher in the teaching learning process, he is in the position to avail the teacher his supervisory knowledge, wisdom and vision in the attempt to improve the technique of instruction. While the supervisor does this, he also tries to help the students in improving their learning activities. Therefore, the roles of the supervisor in classroom visitation include to observe, guide, advice direct and stimulate teaching-learning activities.

Aims of Classroom Visitation:

1. To examine and study all learning activities and place them against the objectives of the lesson, know the areas of lack and give help.

2. To examine teacher's process of dealing with students' difficulties and suggest better method, to minimize the students' difficulties.
3. To examine teacher's method of facilitating students learning, find out whether the materials taught were able to help the physical, mental, social and moral development of the students.
4. To examine the teacher's method and process of evaluation of students' learning and know whether the means of the measurement are in agreement with the goals of education.

Features of Good Classroom Visitation

Characteristics of a good classroom visitation include:

1. A supervisor should establish sound report and interact with the staff of the school in order to remove fear and nervousness in them whenever he undertakes classroom visiting so that he will not be regarded as a fault finder or enemy.
2. A supervisor can involve the teacher in preparation for classroom visitation by requiring the teacher to submit her record books earlier; e.g., Notes of lessons, diaries, assignment books and progress records.
3. The supervision, if possible, should be familiar with the background of the teacher and the pupils.
4. He should keep records of his previous visits to classes to help him monitor teachers and students' performance.

5. He must in advance, emphasis to the teacher that the programme is not aimed at finding fault or rating, but provide forum for proper diagnosis of student- teacher problems in order to find solution.
6. He must be modest in his behavior to the classroom teacher and the students while the lesson goes on. There should be no intervention or slowing down lessons.
7. The supervisor must perform an evaluation at the end of lesson, to assess the objectives of the lesson.

Types of Classroom Visitation

1. Invited classroom visitation - This is where the supervisor has been invited by the school. The initiation is that of the school not supervisor.
2. Arranged classroom visitation: The initiation is from the Ministry of Education and a supervisor is sent out on routine business. He maps out his visitation communication programme for a particular school, department or unit. The visitation is therefore pre-arranged.
3. Unarranged classroom visitation: The supervisor comes suddenly uninvited. He had just quickly decided to visit the school.

Importance of Records in Classroom Visitation

The records which are very important in classroom visitation include:

1. Folders; This tells the story of performance in the classroom

2. Record of Evaluation; which should be kept in triplicate; one in teachers' file, one for the school and the other for the supervisor.

B. Teachers' Conference

Conference in this context means the supervisor meeting with the teachers or conferring with them. This could be done by way of organizing interview between a supervisor and only one teacher or a group of teachers. This meeting of staff could be presided over by the school head or the supervisor.

Features of Conferences Techniques:

1. Planning should be a cooperative effort. It can be in form of the supervisor asking his teacher to assemble all necessary documents for the conference. Therefore, a supervisor should not plan out things and comes to impose them on the supervisee.

2. A conference must have a purpose which must be made clear to both parties. Supervisor must clarify the purpose to the supervisee before the conference.

3. Supervisor should establish rapport with the teacher before conference, and should avoid showing any element of superiority over the teacher. Situation of the conference should be such that both parties must feel relaxed so as to be sincere to one another.

Things that can lead to initiating a conference:

1. arrival of new teachers in school.
2. application of certain techniques of teaching
3. lack of knowledge of use of equipment
4. introduction of new rules, regulations, policies, etc

Guides for Holding Teachers' Conference:

1. A conference between a supervisor and teachers should be held in a very quiet atmosphere that does not have distraction. Such venue as conference rooms should be used so that both parties should be comfortable and relaxed.
2. Accurate and factual records of all conference activities should be kept.
3. Speed of conferences should be regulated; not to be the fast or slow so as to have proper assimilation of necessary information.
4. Timing of conference should be carefully done; not to be held when both parties are tired, better during morning hour to help understanding of the issues. There is no limit to a time conference would consume. It depends on issue to be discussed.
5. Every conference should have a good conclusion. There should be no disagreement otherwise it will affect the next

sitting. Unresolved issues should form the basis for next conference.

6. Record of agreement of the participants should be kept as a communique at the end of the conference.

Role of conference in improving teaching and learning include:

1. creating forum for encouraging, advising and stimulating staff.
2. coordinating instructional operations among various departments or units.
3. providing opportunity for exchange of new ideas in teaching-learning process.
4. helping professional growth of teachers.
5. identifying problems in teaching-learning process, leading to discussion.
6. bringing in specialists in various fields of learning to address staff in a conference on issues of modern trends in education.

C. Demonstration

The technique of demonstration is used in getting across to practicing teachers' new ideas, new processes and new experiences or innovations that use demonstration to convey the knowledge. The supervisor undertakes this technique

because he is professionally competent or he must have attended some conference or workshop where such new development has been demonstrated. The supervisor goes round the schools to demonstrate to the teachers. Some teachers or school heads who have mastered the new development could be recruited to help the supervisor in demonstrating the new concepts to other staff. In-service training courses or workshops where Head teachers and other masters or senior staff members are acquainted with current methods or processes of teaching and learning require them to go back to their schools summon other members and demonstrate the new trends which they have learnt.

New Trends in Education which will use the Technique of Demonstration are:

1. The use of audiovisual equipment in education.
2. The use of direct method of teaching in languages.
3. Historical research methods in history.
4. Numbering or counting in Igbo.
5. Modern method of farming in agriculture.

D. Educational Workshop

Educational workshop is a programme that is designed to give opportunity to those participating in it to work on common problems affecting them under the guidance of a knowledgeable people in that area. It provides opportunity for

discussion and efforts to find solutions to common problems with resource persons leading the programme.

Workshop could be organized at school level and state

Characteristics of Educational Workshop:

1. It must provide participant opportunity to work on their own professional problems or problems of the school.
2. Both participants & teachers must prepare a workshop plan or schedule, before starting the workshop.
3. There must be a committee whose assignment is to plan, organize and coordinate the programme.
4. There should be a work-group to attack the common problem with cooperative effort, supervised by Head.
5. There must be a devise to identify how successful the workshop is.

E. Clinical Supervision

Clinical supervision is a help-oriented supervision that deals with the process of helping teachers to help pupils. It involves getting the student teacher exposed to pass a teaching practice. It makes provision for concept of joint accountability. The student-teacher and the supervisor are jointly accountable for what, how, and etc of the teaching practice exercise. In order words, if the student-teacher fails, the supervisor has also failed.

1. Pre-Observational Conference:

This emphasizes the need to establish a common understanding between the student-teacher and the supervisor before entering the classroom. It involves direct discussion of the topic to be taught. The discussion must be face-to-face in which an agreement must be reached by both parties on lesson objectives, presentation of skills and every other aspect of the lesson notes. It is usually regarded as a contract between both parties.

2. Classroom Observation:

In this phase, the agreement reached by both parties in phase 1 is now put into execution by the student-teacher. Everything the teacher trainee is doing throughout the lesson period is documented. Two key words in this phase are careful observation and documentation.

3. Analysis and Strategy:

This involves collecting the data in all specific skills presented by the teacher during the lesson, determining their adequacy and suitability, thereby evaluating teacher's effectiveness or otherwise. Strategy involves adopting an appropriate approach to talk to the teacher trainee.

4. Post-Observational Conference:

These calls for face-to-face discussion to enable student teacher get feedback from his performance. Things to be done in this phase are:

- a. Supervisor pays some compliments to the teachers for effort so far made
- b. Supervisor highlights areas of good performance first, before poor performance.
- c. Supervisor should not condemn the teacher instead should offer suggestions. d. Post observational conference can serve as a pre-observational conference for a re-teach.

Basic Principles of Supervision

Authors such as Blum (2020) and Sanna et al (2016) informed that the principles and practice of supervision that supports development of teaching include: - cooperation, integration, creativity, flexibility, leadership and so on. Generally, the principles are discussed in this paper to include the following

Teaching methods can be improved through appropriate and adequate supervision.

Effective democratic method in supervision should be practiced by supervisory personnel if they expect teachers to use such methods in the classroom.

Merits of all methods of classroom instruction should be weighed in terms of desirable students' growth. It should aim at producing desirable behavior change in pupils.

All certificated personnel have degree of responsibility for improving classroom activities and should function as a supervisory team.

Good supervision promotes method that brings about classroom climate of satisfaction and accomplishment.

Supervision should provide help for individual teachers and the general methodology improvement programme.

Supervision of methods should include pre-planning, observation and followed by conference.

8. Wise supervision should include freedom for teachers' initiative in classroom experimentation. That is to say that teachers should use a variety of methods based on their own initiatives.
9. All supervision while recommending methods should consider individual differences of teachers with regards to personal physical/mental and social capabilities.
10. Suggestions of new methods should involve discussions with other staff to know the weak point of the method used before.
11. Supervisor should produce in the teachers/ a genuine interest in professional improvement.
12. A good supervisory method enables growth of class work/ teachers' knowledge and leading to further improvement,
13. Effective supervision provides for a cooperative programme of continuous evaluation and general improvement of instructional delivery in school.

The Roles of various Agencies in Supervision of Instruction

Ukeje et al (1992) discuss the roles of various agencies in the supervision of schools in Nigeria.

The bulk of supervisory function in the school is carried out by the Ministry of Education.

Specific functions carried out by the Ministry of Education include:

1. Routine inspection: This is carried out periodically to assess the general working or internal efficiency of the schools. The school records, accounts and facilities that are available are examined.

2. Full Inspection: This aims at examining the whole curricular activities; the programme of studies and activities in the school/ the scheme of work, Notes of lessons etc.

3. Incidental Inspection: The aim of this is to inquire into reported irregularities in the school. The Ministry will send some team of supervisors to inquire into the things going wrong in schools. Such problems may include disciplinary matters and other inadequacies.

4. Accreditation Inspection: The purpose of this is mainly to accord recognition to schools for taking school certificate examination. They look into the school age, laboratory,

examination hall, and other facilities to see if they suite the level of eligibility.

5. Training Workshop/Seminars: are organized for different categories of teachers.

The Role of State Primary Education Board (SPEB) In Supervision

The supervision that is carried out in the State Primary Education Board is organized. Their activities cover areas such as: classroom observation. aspects of school administration: Number of teacher and qualification, scheme of work for all classes, instructional materials: Laboratory equipment, library etc, co-curricular activities: games, sporting activities, general cleanliness, tidiness and beauty of compound, punctuality/ Attendance of both staffs and pupils. The comprehensive report compiled goes to the State to help increase the overall efficiency and effectiveness of schools. The report also is used for promotion and reprimanding offending officers in schools.

The Local Government

Since inception of presidential system of government in Nigeria, administration and management of primary education is left in the hands of the Ministry of Local Government. The supervision of primary education is decentralized under zonal levels. Under the zonal commissioner are the Chief Education Officers for different Local Government Areas. All the Chief Education Officers report to the zonal commission. For purpose of supervision; a team of supervisors are appointed. This team includes the Chief Education Officer and some Principal supervisors made up of experienced Headmasters

who graduated from H/M 1 to Classical Principals. They tour all primary schools and carry out similar activities of supervision. The Local Government Area is also charged with the responsibility of payment of teachers' salaries. Posting of primary school teachers, Discipline of primary school teachers. The feedback received from the supervision exercise is used for the general improvement of primary education in the State.

Conclusion: -

Generally, School Administration entails duties that involve the business of keeping school running smoothly, whereas school supervision entails management of staff human and material resources. Both are complementary, therefore, must be integrated for achievement of school goal.

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