



APPROACHES TO SUPERVISION OF INSTRUCTION AS CORRELATE OF TEACHERS JOB PERFORMANCE IN SENIOR SECONDARY SCHOOLS IN DELTA STATE

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Abstract

This study determined the relationship between the approaches to supervision of instruction and teachers job performance in public secondary schools in Delta State. The study adopted a correlational design. A sample size of 400 respondents which comprised of 21 principals and 379 teachers was used for this study. The study adopted a multi-stage sampling technique. The instruments for data collection were 26 item questionnaire titled "Supervision of Instruction in Secondary School Scale (SISSS) and a 20-item "Teachers Job Performance Scale (TJPS)". The instruments were validated by three experts, two (2) from Educational Management in the Department of Educational Management and one (1) from Measurement and Evaluation in the Department of Science Education, all in the College of Education, Michael Okpara University of Agriculture, Umudike. Pearson Product Moment Correlation Coefficient was used to determine the stability of the instrument while Cronbach Alpha method was used to determine the internal consistency of the instruments. These yielded 0.85 and 0.77 coefficient for the stability of SISSS and TJPS respectively as well as 0.77 and 0.79 for internal consistencies of SISSS and TJPS respectively. Two briefed research assistants helped in the administration and collection of the instruments. Out of 400 copies each of the two instruments administered, 388 well-responded copies of the each instruments which is 97% return rate were used for data analysis. Pearson Product Moment Correlation Coefficient statistics was used to answer the research questions raised for the study while linear regression analysis was used to test the null hypotheses was tested with multiple regression at 0.05 level of significance. The findings showed among others that clinical supervision of instruction significantly to a very high extent relate with teachers' job performance in secondary schools in Delta State while differentiated and contextual approaches to supervision of instruction significantly to a high extent relate to teachers' job performance in secondary schools in Delta State. The study recommended among others that government and school proprietors should expose school administrators to regular training and workshops on effective use of clinical supervision of instruction in their respective schools.



Introduction

Education plays an indispensable role in shaping the destiny of a nation as it brings about change in every individual's life; hence education in Nigeria is an instrument for effecting national development. Education also remains a vital and indispensable key to the development of the socio-economic sector of any nation, as it is an instrument of economic, political and scientific development of a nation. Ogedi and Okoro (2017) defined education as essential tool for national and global development in terms of industrial expansion and sustainability, manpower production, technological advancement and quality standard of living. Education thus remains the foundation of progress in any given society in the world.

The senior secondary education is one arm of the education that can be used to achieve meaningful and sustainable development. Secondary education is that form of education that is provided for children after the Nine years Universal Basic Education and prepare them for tertiary education. Chukwu and Obunadike (2018) defined secondary school education as an educational stage that prepares the individuals for useful living within the society and for higher education. This entails that secondary school education is very vital in every society as it prepares and equips its citizens for better opportunities to survive and be useful to oneself and the society at large. Ogbonna in Ajie, Agha and Ebinu (2019) defined secondary education as full-time education provided in secondary school usually for students between the age of 11 or 12 and 18 plus. Ige (2011) argued that education is aimed at developing a child better than the primary

level, because it is obvious that primary education is insufficient for children to acquire literacy, numeracy and such communication skill. Similarly, education can be owned by government (State or Federal), individuals (private) missionary (faith-base) or community. In other to achieve meaningful and sustainable development in Nigeria through the senior secondary education, the following objectives have been formulated by the Federal Republic of Nigeria (FRN) in the National Policy on Education (NPE).

Teachers constitute very vital components in any educational system, and education which is the key to any national development can only come by through teachers; as they are the implementers of educational policies. A teacher is a person who helps others to acquire knowledge, competences or values. Mbakwem (2011) defined a teacher as a person who is certified and licensed by a professional body to impart knowledge, skills and values to the learners in other to bring about desirable change which is relatively permanent in the learners. In a formal setting a teacher teaches the students in the school environment while in the informal setting the teacher can teach the learners outside the formal setting (school). Ekpo and Eze (2015) were of the opinion that teachers are the indispensable significant factor for motivating and imparting knowledge to the learners at each level of education. Thus, a teacher who brings about the desirable change in the senior secondary school students is regarded as been an effective teacher.

For a teacher to effect the needed desirable change in the students, the senior secondary



school teachers are expected to possess some unique characteristics. Chamundeswari (2013) is of the opinion that performance of teachers depends on the teacher characteristics such as knowledge base, sense of responsibility, inquisitiveness; students' characteristics such as opportunity to learn, and academic work; the teaching factors such as lesson structure, and communication; the learning aspects such as involvement and success; and the classroom phenomena such as environment and climate, and organization and management.

Job performance assesses the extent to which a person performs a [job](#) description well or not. Mawoli and Babandako (2011) defined job performance as a multidimensional construct consisting of various kinds of behavior. Reviewing previous research on job performance, Oko (2018) offer a general definition of job performance as the extent to which an employee is able to accomplish the task assigned to him or her and how the accomplished task contributes to the realization of the organizational goal. Job performance can be ascribed to the performance of different employees to different job they do, thus we have job performances for different employees such as teachers, doctors, nurses, soldiers, pilots, mechanics, artistes amongst others.

Teachers' job performance may involve all the activities carried out by teachers both in and outside classroom environment to ensure that effective teaching and learning take place in order to realize the objectives of education in any society. Arop and Ofem (2016) defined teachers' job performance from the view point of manifested

positively or negatively in efficiency, productivity, turnover rate, truancy and absenteeism. Teacher job performance entails that the teacher is effective in carrying out its functions as a teacher. Inayatullah and Jehangir (2013) noted that performance of teachers in school can be highly affected by supervision. Job performance therefore can be seen as the work-related activities carried out by an employee and how well those activities are being done. To this extent, Agomuo (2015) asserted that variables of teacher's job performance are; (a) teacher's knowledge of the subject matter, enthusiasm and responsibility for learning; (b) teachers' activities that encourages learning; (c) promoting assessment activities that encourage learning through experience; (d) effective assessment and feedback mechanism; (e) respect for the students. Hence, the teacher job performance does include being an excellent facilitator, motivator, interventionist and a catalyst who excites learning by creating a proper environment for delivery of instruction to the students.

Instruction may refer to as teaching done by the teacher. According to Wordnet (2017), instruction is the activities of educating or instructing or teaching; activities that impart knowledge or skill; instruction is the act of imparting skills, knowledge and attitude which is usually carried out by the teachers towards bringing about behavioral changes in the individuals. The objectives of instruction are to bring about behavioral changes in the attitude, skills and knowledge. Agomou (2015) noted other objective of instruction to include reshaping the life of the learner to a



more developed person. Thus, one of the indices of effective instruction delivery is usually manifested in the academic performances of the student. The academic performances of the students go a long way to determine the quality of instruction the teachers have delivered to the students, as instruction delivery helps to assess the teachers job performance.

Supervision of instruction involves all activities by which, educational administrators' express leadership in the improvement of teaching and learning, by observation of classroom instruction and conducting teachers meetings and conducting a group and individual conferences. It also involves development and execution of plans towards increased effectiveness in the school programmes and the organization and reorganization of the curriculum. According to Ogba and Igu (2014) supervision has been identified as one of the approaches to effective teacher's job performance, hence this calls for supervision of instructional procedure in secondary schools.

Supervision deals with the appropriate or adequate guiding and monitoring of human and material resources in a given organizational setting towards prudential management and efficiency in achieving set goals to which these resources were provided. Ugwu in Ogedi and Okoro (2022) defined supervision as the process of overseeing the performance of tasks assigned to an individual, a group or group of people with the aim of directing and controlling its execution to a successful outcome. Ogbo (2015) defined supervision as the maximum development of the teacher into

professionally efficient and effective teacher he is capable of becoming. This definition realizes that a teacher has potentials that needed help, guidance and directing in other to enhance high job performances. Walker (2016) and Clark (2015) on the other hand see supervision as a task of improving instruction through regular monitoring and in-service education of teachers. This definition according to Eya and Leonard (2012) indicate that supervision is all about promoting leadership and teacher growth in educational practices.

Education is an instrument capable of triggering meaningful and sustaining human development and socio-economic development of the nation, it therefore requires that the instructional process involved in achieving the objectives of education are constantly supervised. Tyagi (2010) defined supervision of instruction is an indispensable factor that boosts teachers' job performance and effective operation of the school system. Osakwe in Ekpo and Eze (2015) noted that supervision is concerned with the provision of assistance and guidance to teachers and students geared towards the achievement of effective teaching and learning in the school. Supervision of instruction is basically concerned with supporting and assisting teachers to improve instructions through changing their behavior, hence it is a service activity that exists to help teachers do their job better.

Supervision of instruction is a service rendered to teachers by the school administrators which is directed at ensuring quality assurance of the classroom



instruction delivered by the teachers. Supervision of instruction is required to guide teachers to be able to combine relevant input for enhancement of the teaching- learning processes. Sule et al (2012) concerted that supervision of instruction is a tool for quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectations of the educational system. Ibiam (2015) sees supervision of instruction as the process of stimulating growth among people that work with students, improving all elements and factor resources surrounding teaching and learning to improve quality learning and the total educational programme. Fritz and Milner in Modebelu (2016) identified five different approaches of supervision of instruction which aids effective supervision of instruction. These five approaches of supervision are clinical supervision, differentiated supervision, conceptual supervision, developmental supervision and contextual supervision. However, this research interest will centre clinical supervision, differentiated supervision and conceptual supervision. Clinical supervision as a supervisory approach emerges as an issue of discourse in this study.

Clinical supervision is one of the approaches of supervision of instruction. Onwuchekwa (2016) opined that clinical supervision aims at developing teacher professionally as well as improving instructions. The supervisor monitors the teacher while teaching, gathers information about his external behavior, and discusses with him the effective ways to modify them

(Cogan, 1973). Izuogu (2019) concerted that in clinical supervision, supervisor takes into account the teachers' psychological, emotional and personal dimensions and offers his assistance and support in an analytical and non-evaluative manner. The purpose of the clinical supervision is to create a learning climate in which the teacher can attain effective teaching skills. The supervisor in this type of supervision is able to supply data to the teacher in a fair and equitable manner. The teacher and the supervisor jointly review and analyse the collected data, then develop an improvement plan.

Differentiated supervision is a professional and continuous cooperative process for the improvement of instruction. Looking at differentiated supervision, Ibiam (2015) observed that it is characterized by guidance, assistance, sharing of ideas, facilitation or creation to help teachers improve learning situations and quality of learning output in schools. In this type of supervision of instruction, the supervisor allows the supervisee to have options of supervision approaches. The options are intensive development, cooperative professional development, self-directed development, and administrative monitoring. Intensive development follows the clinical supervision phases. involves the principle of cooperation and agreement. It also encourages unionism in achieving instructional goals. Ogedi and Okoro (2022) opined that this kind of supervision creates an enabling environment in which there is a mutual relationship between the supervisor and the supervisee in ensuring that the instructional and administrative purposes are met with. They further noted



that cooperative professional development is a collegial process in which the supervisee meets with a small group of teachers to work toward professional growth. Self-directed development enables the supervisee to work independently on professional growth concerns. Contextual supervision approach thus emerges as a subject of discussion in this study.

The contextual supervision is characterized by the supervisor varying his or her supervisory approach to match the supervisee's readiness level. Readiness consists of confidence and competence when performing particular teaching tasks. Ebochuo and Awa (2022) noted that competence as a means of contextual instruction helps in achieving high performance outcome in instructional supervision. Situational variables rooted in the supervisee's confidence include willingness, motivation, interest, and enthusiasm to become engaged in a task. Variables rooted in the supervisee's competence are knowledge, skill, and ability to perform a task. Contextual supervision requires that the instructional leader have the ability to provide different leadership styles to match the teacher's developmental level of teaching, since the developmental stages of the teachers varies, as some teacher are fast about a given task while some are slow. Hence, the supervisor supervises according to the pace of the teacher on given task. Contextual supervision requires that the instructional leader have the ability to provide different leadership styles to match the teacher's developmental level of teaching.

Statement of the Problem

An improved academic performance of the students and distinct character exhibition of the students that is guided by high moral discipline is a function of effective job performances of the teachers. When the teachers perform well in the course of discharging their duties which involves effective teaching, lesson-note preparation, effective use of scheme of work, effective supervision, monitoring of students' work, teachers' commitment to job and extra-curricula activities, effective leadership, effective monitoring of students' work, class control and disciplinary ability of the teachers; the students' are expected to perform significantly well in their academics and exhibit high level of moral discipline in the society thereby becoming productive and functional beings.

Today there have been recent decline in the academic performance of students both at the internal and external examination and also the high level of moral decadence of the secondary school students which are responsible for the fallen standard of Nigeria's educational system. These have put the quality of the nation's education sector to serious question. The above poor situation of academic and moral tone of the secondary schools could be attributed to the teachers' poor job performances. This poor situation also could be due to use of wrong approaches of instructional supervision or that the supervisors lack skills for effective application of supervisory approaches.

It is on the above back drop that the problem of the study will be put in a question form: To what extent does approaches to supervision of instruction



correlate with teachers job performance in senior secondary schools in Delta State?

Purpose of the Study

This study aimed at finding out the extent approaches to supervision of instruction correlate with teachers job performance in senior secondary schools in Delta State, Nigeria. Specifically, the study seeks to:

- 1 Determined the extent to which clinical supervision approach correlate with teachers' job performances in secondary school in Delta State.
- 2 Ascertain the extent to which differentiated supervision approach correlate with teachers' job performances in senior secondary schools Delta State.
- 3 Assess out the extent to which contextual supervision approach correlate with teachers' job performances in senior secondary schools Delta State.

Research Questions

The following research questions were posed to guide the study.

1. To what extent does the clinical supervision approach correlate with teachers' job performance in senior secondary schools Delta State?
2. To what extent does the differentiated supervision approach correlate with teachers' job performance in senior secondary schools Delta State?
3. To what extent does the contextual supervision approach correlate with teachers' job performance in senior secondary schools Delta State?

HYPOTHESES

The following null hypotheses were formulated and tested at 0.05 level of significance to guide the study. They are:

HO₁: There is no significant relationship between the clinical supervision approach and the teachers' job performance in senior secondary schools Delta State.

HO₂: Differentiated supervision approach does not significantly relate with teachers' job performance in senior secondary schools Delta State.

HO₃: There is no significant relationship between contextual supervision approach and the teachers' job performance in senior secondary schools Delta State.

Methodology

The study adopted a correlational design. A sample size of 400 respondents which comprised of 21 principals and 379 teachers was used for this study. The study adopted a multi-stage sampling technique. The instruments for data collection were 26 item questionnaire titled "Supervision of Instruction in Secondary School Scale (SISSS) and a 20-item "Teachers Job Performance Scale (TJPS)". The instruments were validated by three experts, two (2) from Educational Management in the Department of Educational Management and one (1) from Measurement and Evaluation in the Department of Science Education, all in the College of Education, Michael Okpara University of Agriculture, Umudike. Pearson Product Moment Correlation Coefficient was used to determine the stability of the instrument while Cronbach



Alpha method was used to determine the internal consistency of the instruments. These yielded 0.85 and 0.77 coefficient for the stability of SISS and TJPS respectively as well as 0.77 and 0.79 for internal consistencies of SISS and TJPS respectively. Four briefed research assistants helped in the administration and collection of the instruments. Out of 400 copies each of the two instruments

administered, 388 well-responded copies of the each instruments which is 97% return rate were used for data analysis. Pearson Product Moment Correlation Coefficient statistics was used to answer the research questions raised for the study while linear regression analysis was used to test the null hypotheses 1-5 as hypothesis 6 was tested with multiple regression, all at 0.05 level of significance.

RESULTS

The results of the study were presented in Tables and based on the research questions and the hypotheses that guided the study.

Research Question 1

To what extent does the clinical supervision approach correlate with teachers' job performance in senior secondary schools Delta State?

Data for answering research question 1 are presented in Table 4.1 below

Table 4.1: Correlation Matrix between Clinical Supervision Approach and Teachers' Job Performance in Secondary Schools

		CLSIA	TJP
CLSIA	Pearson	1	.864
	Sig (2-tailed)		.000
	N	388	388
	R ²	(0.746)	
TJP		75%	
	Pearson	.864	1
	Sig. (2-tailed)	.000	
	N	388	388

CLSIA= Clinical Supervision of Instruction Approach, TJP= Teachers' Job Performance

The data on Table 4.1 indicates a correlation R of .864 which is positive and within the coefficient limit or range of 0.80 and above indicating strong positive and very high extent relationship. This result indicates that clinical supervision approach to instruction relate to teachers' job performance to very high extent. The coefficient of determination (R^2) of 0.746 indicates that 75% of the variance observed in the teachers' job performance was attributed to principals' clinical supervision of instructions in Delta State.

Hypothesis 1

There is no significant relationship between the clinical supervision approach # and the teachers' job performance in senior secondary schools Delta State.



Data for testing hypothesis 1 are presented in Table 4.2

Table 4.2: Regression Analysis of Relationship between Clinical Supervision of Approach and Teachers' Job Performance in Secondary Schools

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2072.437	1	2072.437	91.261	.000 ^b
Residual	8765.599	386	22.709		
Total	10838.04	387			

Data on Table 4.2 reveals a significant P- value of 0.000 which is less than the alpha value of 0.05. Since the P-value is less than 0.05 alpha value, the hypothesis of no significant relationship was rejected and the alternate upheld. Therefore, there is significant relationship between clinical supervision approach to instruction and teachers' job performance in secondary schools in Delta State.

Research Question 2

To what extent does the differentiated supervision approach correlate with teachers' job performance in senior secondary schools Delta State?

Table 4.7: Correlation Matrix between Differentiated Supervision Approach and Teachers' Job Performance in Secondary Schools

		DFSIA	TJP
DFSIA	Pearson	1	.772
	Sig (2-tailed)		.000
	N	388	388
	R ²	(0.596) 60%	
TJP	Pearson	.772	1
	Sig. (2-tailed)	.000	
	N	388	388

DFSIA= Differentiated Supervision of Instruction Approach, TJP= Teachers' Job Performance
The data on Table 4.7 reveals a correlation (r) of .772 which is positive and within the coefficient range of 0.61 to 0.80 indicating strong positive high extent relationship. This result indicates that differentiated supervision approach to instruction relate to teachers' job performance in secondary schools to high extent. The coefficient of determination (R²) of 0.596 indicates that 60% of the variance observed in the teachers' job performance was attributed to Principals' differentiated supervision approach to instruction in secondary schools in Delta State.



Hypothesis 2

Differentiated supervision approach does not significantly relate with teachers' job performance in senior secondary schools Delta State.

Data for testing hypothesis 4 was presented in Table 4.8

Table 4.8: Regression Analysis of Relationship between differentiated supervision approach and Teachers' Job Performance in secondary schools

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2952.254	1	2952.254	24.383	.000 ^b
Residual	9411.746	386	95.068		
Total	12364.000	387			

The data on Table 4.8 indicates a P-value of 0.000 which is less than the alpha value of 0.05. This implied that the null hypothesis was rejected and alternate hypothesis accepted. Therefore, there is significant relationship between differentiated supervision approach to instruction and teachers' job performance in secondary schools in Delta State.

Research Question 5

To what extent does the contextual supervision approach correlate with teachers' job performance in senior secondary schools Delta State?

Data for answering research question 5 was presented in Table 4.9 below

Table 4.9: Correlation Matrix between Contextual Supervision Approach and Teachers' Job Performance in Secondary Schools

		CXSIA	TJP
CXSIA	Pearson	1	.758
	Sig (2-tailed)		.000
	N	388	388
	R ²	(0.575) 58%	
TJP	Pearson	.758	1
	Sig. (2-tailed)	.000	
	N	388	388

CXSIA= Contextual Supervision of Instruction Approach, TJP= Teachers' Job Performance

Data on Table 4.9 reveal a correlation coefficient of 0.758 which falls within the correlation coefficient range of 0.60-0.80 indicating positive and high extent relationship. This however implies that the contextual supervision approach to instruction to high extent relate to teachers' job performance. The coefficient of determination (R²) of 0.575 indicates that 58% of the variance observed in the teachers' job performance was attributed to Principals' contextual supervision approach to instruction in secondary schools in Delta State.

Hypothesis 5

There is no significant relationship between contextual supervision approach and the teachers' job performance in senior secondary schools Delta State.

Data for testing hypothesis 5 was presented in Table 4.10

Table 4.10: Regression Analysis of Relationship Between Differentiated Supervision Approach and Teachers' Job Performance in Secondary Schools

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2979.777	1	2979.777	121.798	.000 ^b
Residual	9443.503	386	24.465		
Total	12423.28	387			

Data on Table 4.10 reveals a P-value of 0.000 which is less than 0.05 alpha value. This implies that the null hypothesis stated was rejected and the alternate accepted. Therefore, there is significant relationship between contextual supervision approach to instruction and teachers' job performance in secondary schools in Delta State.

Findings of the Study

The findings of the study include:

1. Clinical supervision of instruction approach significantly to a very high extent relate to teachers' job performance in secondary schools in Delta State.
2. Differentiated supervision of instruction approach significantly to a high extent relate to teachers' job performance in secondary schools in Delta State.
3. Contextual supervision of instruction approach significantly to a high extent relate to teachers' job

performance in secondary schools in Delta State.

Recommendation

1. Government and school proprietors should expose school administrators to regular training and workshops on effective use of Clinical supervision of instruction approach in their respective schools.
2. Adequate knowledge of differentiated and other approaches of instructional supervisions should be one of the criteria in the appointment of school Principals.
3. Authors of books in school administration should emphasize on



effective use of contextual and other approaches in the instructional supervision.

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