



Relationship between Supervisory Climate and Teachers' Effectiveness in Senior Secondary Schools in Yobe State, Nigeria

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Abstract: Teachers' effectiveness seems declining which put to question the conduciveness of school climate in Senior Secondary Schools in Yobe State, Nigeria. The purpose of this study is to investigate the relationship between supervisory climate and teachers' effectiveness in Senior Secondary Schools in Yobe State, Nigeria. Two research questions were raised and one null hypothesis was formulated and tested at 0.05 level of significance. The study adopted correlation survey design. The population of the study was 5,322 participants comprising school administrators and classroom teachers of senior secondary schools across the three education zones. The sample size for this study was 359 participants calculated using Taro Yamane's formula. The researcher adapted questionnaire to generate data from the field titled: supervisory climate questionnaire (SSCQ) and teachers' effectiveness questionnaire (TEQ). The statistical tools used in the analysis of two research questions were mean and standard deviation while linear regression analysis was used to test the null hypotheses at 0.05 level of significance. Findings from this study revealed that Supervisory climate and teachers' effectiveness were found to have statistically moderate, positive relationship in senior secondary schools in Yobe State, Nigeria (r value = 0.229). This study concluded that, supervisory climate is moderate in Senior Secondary Schools in Yobe State, Nigeria. Based on the findings of this study, it was recommended that, Yobe State Government should. Principals should plan and maintain cordial relationship with teachers and student. Principals should be adequately trained on supervisory strategies and teachers should also adhere to regular update of school records and be punctual to classes.

Keywords: supervisory, school, climate, teachers' effectiveness.

INTRODUCTION

The term teacher effectiveness and the instruments for its measurement have generated a lot of controversy in the world and hence there has been no consensus definition of teachers' effectiveness because there is little or no agreement on what good teaching should be. It has been defined variously by researchers. Uduak (2015) argued that teachers' effectiveness involves all the activities carried out in school by the teacher to achieve the desired educational goal and objectives in school. Uduak (2015) concluded that teachers' effectiveness is the extent to which the teacher participates in the overall running of the school in order to achieve the expected objective and goals of the school. In other words, teachers' effectiveness is the accomplishment of school's goal and objectives.

Raza (2010) observed that effective teacher is he who have high intimacy with school members, know each other well and share personal issues with each other who provide strong support for each other and are there for each other during difficult situations, support and encourage those teachers that are able to work with full enthusiasm and at the end become effective in their teaching job. As a result of a positive relationship, it is likely to contribute to positive climate. Mohammed (2016) stated that the set of effectiveness of a teacher has to be with skills, knowledgeable. Abilities and beliefs acquired during training may reflect on the academic achievement of their students' Akiri (2013) stated that effective teachers who are still willing to serve so that they can contribute their wealth of experience to improve the system of education and effective teachers should produce students of high academic performance while Poor academic performance of students in Nigeria has been linked to ineffective teachers' in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which have been attributed to poor motivation.

Akiri (2013) observed that conditions that would make for effective teaching resource would be available to teachers, general conditions of infrastructure as well as instructional materials in public secondary schools in Nigeria. Badau (2016) believed that students who are assigned to one ineffective teacher after another have significantly lower achievement and learning that is, gains in achievement than those who are assigned to a sequence of several highly effective teachers.

The teachers' effectiveness can be well assessed by using the newly recognized classes of variables related to teacher effectiveness identified by Kaur (2018) as: Process criterion, product criterion, presage criterion, process criterion. It involves the classroom relationship of the teacher with the pupils and students. It also includes the behavior of the teacher, the reciprocate behavior of the pupils and rapport established between the two (resource link) in various academic activities. Product Criterion: It is very common and conventional way of appraising the standard of a process from the results or end products it incurs. Such criteria seek the extent to which the educational objectives have been achieved by the pupils. Whatever materials and resources may be applied and exercised by the teacher, his effectiveness is gauged from the progress and prosperity sustained by the learner. Presage criterion: It focuses on the academic background and personal characteristics of the teacher. The teachers' effectiveness is measured by his educational, professional and personal qualifications and experiences.

Kindley (2016) asserted that teachers with a high sense of effectiveness may have high self-efficacy, typically have an easier time producing cognitive growth in their students and motivating them. Such teachers recover quickly from setbacks and have an optimistic approach to trying new concepts or techniques. Consequently, teachers with low efficaciousness tend to be critical and more controlling of their teaching style Kindley (2016) confirmed that teachers' effectiveness impacts students in numerous ways. Regardless if negative or positive, their actions and mannerisms toward students may impact learning and student achievement

Background of the Study

Supervisory climate and teachers' effectiveness

Oyewole (2014) defined supervisory climate as the process of bringing about improvement in the teaching-learning process through a network of cooperative activities and democratic relationship of persons concerned with teaching and learning objectives. Ogbo (2015) defined supervisory climate as the maximum development of the teacher into the most effective person capable of becoming an effective teacher in all academic endeavors. This definition recognizes that a teacher has potentials that needed guidance and direction and become effective in the classroom. The Federal Republic of Nigeria (2013) identified supervisory climate of school as the ability of the administrator to monitoring and evaluating students' progress, classroom instruction and achievement, promoting and enhancing the learning environment, establishing and supporting continuous staff development and procuring instructional materials for teaching and learning as major supervisory functions of school administrator and external supervisors from the ministry of education which facilitates teachers' effectiveness in school. Efanga (2006) argued that that supervisory climate is an art

of management, the purpose of which is to promote and develop favorable settings of teaching/learning as well as the stimulation, overseeing and appraisal of activities leading to the achievement of instructional goals at a specific quality level. Whatever the principal or supervisor from the ministry does in his supervisory interaction with teachers should be such that leads to improvement in classroom instructions and teachers' effectiveness in school.

Olowoselu and Bello (2015) viewed supervisory climate as an activities undertaken by a supervisor who provides direction and expert advice on development of teaching and learning in school. The principal has a duty to lead, guide, conduct, direct and motivate both the teaching and non-teaching staff toward achievement of the school goals and objectives and opromote teachers' effectiveness. Clark (2015) and Walker (2016) stated that supervisory climate is a task of improving instruction through regular monitoring/inspection and in-service education of teachers which aimed at improving teachers' effectiveness in school. Eya and Leonard (2012) indicated that supervisory climate is all about promoting leadership and teacher growth in educational practices that provide foundation for teachers to be effective in schools. It is in the same vein that, Olorunfemi (2008) and Okobia (2015) affirmed supervisory climate to be a helping relationship whereby the supervisor guides and assists the teachers to meet the set educational goal and objectives. By implication, if the educational goal and objectives are achieved teachers' are effective. This described instructional supervision from the point of establishing the relationship with stakeholders in the school system for the purpose of achieving the set educational goal and objectives. All the various levels of education (early childhood, primary, primary/basic, post primary, and tertiary), must be properly supervised, managed in order to produce vibrant outputs (students) that will contribute effectively towards national development. This in essence will include attainment of a high level of academic excellence which entails the inculcation of the right type of knowledge, skills, values and attitudes of the learner to enable him to function efficiently and effectively within the society and ensure societal survival (Oyedeggi, 2012).

According to Nwogbo and Okeke (2010) a functional supervisory climate disciplined and commit teachers, ensure that teachers are highly effective and their high productivity achieved in the education sector, this apart from staff development will also include strengthening schools' instructional supervision to ensure that teacher high effectiveness and work commitment is guaranteed and enhanced. Ikegbusi (2014) agreed that a functional supervisory climate has respect and regard to a person's position and duty in a school tend to bring out the best in most teachers and also give him a perceptive sense of satisfaction in whatever duty the principal accomplishes and corporations supervise and evaluate employee performance for a variety of reasons including retention, promotion and accountability for completing teachers' effectiveness. Ekundayo, Oyerinde & Kolawole (2013) stated that supervisory climate evaluate teachers' effectiveness, also, education aimed at bringing about the relative change in the behavior of the learner as a result of learning. Teachers are the backbone of the entire education system according to their effectiveness is perhaps the most important factor affecting the future development of the education process is the school supervisory climate. Ikegbusi (2014) observed that under effective supervisory climate teachers teach, train and process students acquire the necessary life skills, that would enable them survive and contribute meaningfully to the society they belong. Teachers cannot effectively and efficiently execute the above duties without themselves being properly and adequately educated, provided for and monitored through supervisory climate of school..

Oyewole, Ehinola and Gabriel (2014) asserted that supervisory climate is the interaction between the supervisor and the tutor or teacher to effectuate the quality of instruction. This implies that the analysis of the behaviour and teachers' antecedent factors of the two groups in the interaction process and proposition which seek to explain the interaction process itself. This interaction process involves the supervisor who happens to be a professional superior and a professional teacher who is a subordinate. The behavior of the supervisor in his relationship with the teacher is assumed to be one of the significant factors on the teachers' effectiveness. Oyewole (2014) described supervisory climate as a process of improving instruction for the benefit of students. He noted that supervisory climate helps the students to learn as effectively and efficiently

as possible where teaching and learning are complementary processes. Supervision of instruction is required to guide teachers to be able to combine relevant input for enhancement of the teaching- learning process and become effective in school.

Mecgley (2015) stated that, the major function of the supervisory climate is to assist others to become efficient and effective in the performance of the assigned duties. Teachers cannot effectively and efficiently execute the duties of teaching without themselves being properly and adequately supervised and monitored in school in order to bring out the best. Emenike (2016) stressed that supervisory climate over sees the teacher's task to teach the lesson as well as possible and to invent or document the occurrence during the lesson as accurately as possible where the supervisor records everything that is said and done by the teachers as accurately as possible, specific verbatim where the supervisor selects specific areas to record in as much detail as possible, general observation where the supervisor selects areas that he/she will record and focus on during the observation, videotaping where an agreed upon lesson or segment is video-taped for later review and audio taping of teacher and student's responses if it has been so agreed upon before the lesson.

Kotirde (2014) further stated that supervisory climate roles define the school mission, managing the curriculum and instruction, supervising teacher monitoring learner progress and promoting the entire school progress. Emenike (2016) stated that in any school organization especially the public secondary school setting, there is always a person appointed to occupy a high status position of the school head otherwise known as the principal. The effectiveness of the school is largely dependent on the supervisory climate, allow the teachers to clarify instructional goals and work collaboratively to improve teaching and learning. Ogba and Igu (2014), Ofojebe and Chukwuma (2016) stressed that supervisory climate has been identified as one of the approaches to teacher effectiveness. This calls for supervision of instructional procedure in secondary schools. Oyedeji (2012) stressed that the functions of supervisory climate of school is to make classroom visits, supervising heads of departments and teachers by checking their scheme of work and lesson notes, checkmating teachers' classroom attendance, checking absenteeism and rewarding hardworking teachers and punishing indolent ones by assigning administrative duties to them as means of encouraging to do the right things at the right time.

Modebelu (2008) and Walker (2016) agreed that supervisory climate is more effective in promoting teacher effectiveness in schools. Eya (2012) postulates that supervisory climate is more conversant, the reasons being that it helps teachers to be dedicated to their duties and helps the less effective and inexperienced teachers to improve their teaching and become effective in classroom. Walker (2016) argued that supervisory climate is the way out to the problem of supervision of instruction in senior secondary school, which motivates teachers to prepare well and through this teacher become effective in their schools. Oyewole (2014) further believed that the primary purpose of supervisory climate in Nigerian schools is to improve the instructional program and there are three categories of teachers to whom supervisory assistance should be directed. They are: (a) new teachers, (who are fresh from school and so need encouragement and support in their new profession in order to achieve the stated goals). (b) Old teachers (who attempt to resist change because they have been used to certain styles of teaching, hence, they consider change as a threat). (c) Incompetent teachers (because of their shallow knowledge of subject matter, poor classroom organization, ineffective use of language, etc. Clemen (2016) confirmed that supervisory climate performs with excellence if they have well-defined jobs are capable of doing the job, know what is expected of the instruction, tools to do the job, have the necessary skills and knowledge, and receive feedback for performing as desired. Oyewole (2014) commented that supervisory climate provides a basis for an effective dissemination of concrete and constructive educational advice and ideas to ensure minimum desirable standards so as to provide equal opportunity for children. Supervision also stimulates desirable educational practices and provides a basis for action by the teachers, head teachers, inspectors and other officials which finally results in improving teachers' effectiveness in school. Clemen (2016) maintained that supervisory climate that works best depends upon the manager's emphatic attitude in accomplishing tasks through proper human relations and participation of the teacher as the number one

active agent of the learning process that leads to better learning outcomes. Therefore, teachers' effectiveness exerts strong influence on the learning process and on the outcomes of the learning which could be as a result of good supervisory climate of school. Supervisory climate has a direct relationship to teacher effectiveness that needs to be given proper attention to maximize students' academic achievement through teachers' being effective. However, Archibong (2012) argued that, supervisory climate is an act of school heading, school administrator or those who manage education at various levels or sectors. In a school setting, there are consisting differences between the academic function and administrative functions of supervisory climate. Whereas the academic aims of supervisory climate include tasks such as: monitoring of instruction, guiding teachers to improve the teaching and learning process, assessment of students' learning outcomes, evaluating goals of programs, and many others, the administrative goals of supervision aimed at proper management of the school facilities and resources

Archibong (2012) expressed that supervisory climate should be able to detect such effective teaching and learning behaviors in schools for improvement of student learning outcomes and quality assurance in education and enhance day-to-day instructions, guidance and discipline as required to be able to fulfill their duties and responsibilities and problems that a supervisor faces. Clemen (2016) confirmed that supervisory climate is mostly designed to improve instruction at all levels of the school enterprise which helps establish communication and makes teachers hear each other. It serves as a liaison to get teachers into contact with each other who have similar problems. The quality of the school is dependent upon the quality of classroom instruction and the quality of instruction is dependent upon the quality of the supervision is a means to develop teacher effectiveness and increase their moral and effective teaching Clemen, (2016). The teachers perceived that the supervisory climate gives the teacher a more accurate feedback, sometimes record the series of questions asked by the teacher to improve the teacher's question, techniques, and sometimes record directions given by the teacher in the course of the lesson. It means that the supervisors are showing their assistance to the teacher in the classroom through their observation records that serve as a useful picture of follow-up work as a monitor of the suggestions given (Clemen, 2016).

Statement of the Problem

The decay in senior secondary schools in Yobe state is glaring in terms of poor supervision and poor relationship among members of the staff (Muhammad, 2018, Thursday, 21). Parents, teachers, government officials and stakeholders have also expressed considerable concern about this poor performance in both internal and external examinations such as terminal examination, Mock and West African Examination Council. Parents tend to point accusing fingers on poor supervision, poor interpersonal relationship among members of the staff, poor teaching methods, and poor classroom management. According to Kajo (2011) the problems of ineffectiveness of teachers may be attributed to lack of supervision, high enrollment rate, inadequate staff and poor working conditions. These observed problems if not taken care of will not only decline teachers' effectiveness but also affect the students' academic performance and may have a significant negative bearing on the development of the State. It is against this background that this study intends to investigate the relationship between school climate and teachers' effectiveness in senior secondary schools in Yobe State, Nigeria.

Purpose of the Study

The purpose of this study is to investigate the relationship between supervisory climate and teachers' effectiveness in senior secondary schools in Yobe State, Nigeria.

Research Questions

The following research questions were raised to guide this study:

1. What is the level of supervisory climate in senior secondary schools in Yobe State, Nigeria?
2. What is the level of teachers' effectiveness in senior secondary schools in Yobe State, Nigeria?

Hypotheses

The following null hypothesis was formulated and tested at 0.05 level of significance.

H₀₄ There is no significant relationship between supervisory climate and teachers' effectiveness in senior secondary schools in Yobe State, Nigeria.

Methodology

Research Design

A correlation survey design was adopted for this study. The area of this study was Yobe State. It is located in the North – eastern part of Nigeria. Latitude 12.1871° E and Longitude 11.7068° N. (National Geospatial-Intelligence Agency, Bethesda, MD, USA 2004). The target population of this study was 3522 subjects comprising principals and Teachers of senior secondary schools within the three education zones of Yobe State. (Directorate for planning research and statistics, Yobe State Teaching, Service Board Damaturu, 2017). The sample size for this study was 359 subjects calculated using taro Yamane's method and two closed ended questionnaire with a five Likert format response scale were used by the researcher to generate data from the field. The research questions were answered using descriptive statistics (mean and standard deviation). The hypothesis was tested using linear regression at 0.05 level of significance.

Results and Discussion

Research question 1: What is the level of supervisory climate in Senior Secondary Schools in Yobe State?

Table 1: Mean and standard deviation of teachers' opinion on the level of supervisory climate in senior secondary schools in yobe state.

S/N	ITEM	n=359	Mean	Std. D	R
31	Principal evaluates teachers' instruction in the school regularly		3.27	1.33	ML
32	Principal stimulates teachers in the school		3.71	1.18	HL
33	Principal provides leadership to teachers		3.11	1.41	ML
34	Principal improves instructional materials in the school		3.53	1.31	HL
35	Principal supervises the teachers very strictly		3.63	1.35	HL
36	Principal allows teachers for in-service training		3.35	1.44	HL
37	Principal supervises classroom instruction regularly		3.01	1.51	ML
38	Principal plans, curriculum in the school		2.45	1.45	LL
39	Principal organizes workshops to teaching in the school		2.76	1.44	ML
40	Principal provides instructional materials to teachers in the school		3.23	1.22	ML
	Grant Mean		3.22		ML

Key: HL= High Level, ML= Moderate level, R = Remark and n = Valid number of the respondents

Table 1 shows the mean and standard deviation of respondents' opinion on the level of supervisory climate in senior secondary schools in Yobe State. A grand mean of 3.22 indicates that the supervisory climate is moderate.

Research question 2: What is the level of teachers' effectiveness in Senior Secondary Schools in Yobe State?

Table 2: Mean and standard deviation of principals' opinion on the level of teachers' effectiveness in senior secondary schools in Yobe State.

S/N	ITEM	n=359	Mean	SD	R
30	Team work with teachers improves teachers' knowledge of the subject matter		4.60	0.49	VHL
31	Evaluating teachers' classroom instruction promotes the teachers' teaching delivery		4.60	0.49	VHL
32	Motivating teachers in school facilitates the teachers' initiative		4.30	0.58	HL
33	Principal's provision of leadership for teachers determines the teachers' role model in the classroom		4.94	5.68	VHL
34	Improvement of instructional materials in the school enhances teachers' use of teaching aids in class		3.56	1.09	HL
35	Strict supervision of Principal facilitates teachers update school records		4.12	0.33	HL
36	Allowing teachers for in-service training promotes mastery of the subject matter		4.09	0.48	HL
37	Regular supervision of teachers improves teachers' classroom instruction		4.48	0.50	HL
38	Planning curriculum in the school by principal facilitates teachers update school scheme of work		3.38	1.17	ML
39	Organizing workshops to teachers enhances teachers new discovery in the subject matter		3.94	0.79	HL
40	Provision of instructional materials improves teachers' lesson presentation		4.22	0.55	HL
	GRANT MEAN		4.14		HL

Key: HL= High Level, ML= Moderate level, R = Remark and n = Valid number of the respondents

Table 2 shows the mean and standard deviation of Principals' opinion on the level of teachers' effectiveness in Senior Secondary Schools in Yobe State. A grand mean of 4.14 indicates that the teachers' effectiveness is high in Senior Secondary Schools.

H₀₁: There is no significant relationship between supervisory climate and teachers' effectiveness in senior secondary schools in Yobe State

Table 3: Summary of ANOVA of supervisory climate and teachers' effectiveness

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.125	1	3.125	5.020	.029 ^b
	Residual	31.752	51	.623		
	Total	34.877	52			

a. Dependent Variable: Teachers' effectiveness

b. Predictors: (Constant), Supervisory Climate

Linear regression analysis was conducted to test whether any significant relationship exists between Supervisory climate and teachers' effectiveness. The results show that there is statistically significant relationship between supervisory climate and teachers' effectiveness, $F(1, 52) = 5.020$, $p = 0.029$. Therefore, the null hypothesis was rejected since the p – value (0.029) is less than 0.05 levels of significance.

Table 4: Model Summary of supervisory climate and teachers' effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.299 ^a	0.090	0.072	0.78904

a. Predictors: (Constant), Supervisory climate

The result in Table 3 shows how the independent variable explains the variance in the dependent variable. The result shows that supervisory climate and teachers' effectiveness were found to have weak relationship which is indicated by r value = 0.229.

Findings of the study

The following are the findings of the study:

1. Supervisory climate and teachers' effectiveness were found to have statistically moderate, positive relationship in senior secondary schools in Yobe State, Nigeria (r value = 0.229).

Conclusion

2. This study established that supervisory climate is moderate in Senior Secondary Schools in Yobe State, Nigeria.

Recommendation

- 1) Principals should be adequately trained and enlightened with more robust supervision strategies where teachers should be involved in textbook selection;
- 2) classrooms should be decongested by erecting new buildings, provide educational materials,
- 3) Staff should receive training in the rudiments of instructional supervision to endow teachers with the necessary skills, seminars, workshops and conferences should be organized in schools.

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