

TEACHER SUPERVISION AND TRAINING FOR EFFECTIVE SECONDARY SCHOOL MANAGEMENT IN ANAMBRA STATE.

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Abstract

This paper examined teacher supervision and training for effective secondary school management in Anambra State. The study adopted theoretical construct in measuring effective school management. The goals of education are accomplished when certain mechanism with which to accomplish them are put in place such as supervision and training of subordinates. This paper identifies various concept of supervision and training, purpose of supervision and training, types of supervision and training, techniques for effective supervision and training and indicators of effective supervision and training in the school system. The study concluded that effective school management is viewed through supervision and training given to teachers.

Key Words: Teacher, Supervision, Training, Effectiveness, Management

Introduction

The school is an organization that is charged with the task of grooming students into responsible and effective adults, they must ensure that teachers are adequately prepared and motivated to accomplish organizational goals. The school is a social organization as members interact for the good of the school. It is said to be a service organization that provides services to the beneficiaries who have direct access with it. The school is a normative organization as its objectives include the preservation of culture, creating and transmitting knowledge. Okorie (2009) describes organization as social mechanisms designed to accomplish specific goals. He further states that it is a system of coordinated activities of people working

co-operatively towards a common goal under authority and leadership. An ideal school organization is one in which change can take place without unduly effecting any other activity. The effect of teaching and learning is mostly dependent on impact of teachers on students in terms of teaching and learning processes. These impacts could be seen as the quality of knowledge possessed by individual teacher which they gain through learning, seminars, conferences, workshops and so on. Total knowledge of every teacher shows on the output of classroom practices on subject mastery and classroom management. In a situation where teachers are not properly equipped in terms of

technical knowledge, it becomes difficult for effective lesson delivery therefore teachers in school organization should be given the necessary prerequisite measures by the school administrators that will enhance professional classroom delivery.

Teacher supervision and training are programmes designed to acquaint and familiarize the teachers with the schools ethics, policies and standards of work performance. They include supervision and training of teachers into the rudiments of the schools. The concept of teacher development programmes is important to be imbibed in secondary schools where there are vulnerabilities for their effective management. Therefore these work conceived the idea to investigate teachers supervision and training for effective secondary school management in Anambra State.

Theoretical Framework

The theory that guided the study is the Total Quality Management Theory propounded by Dr. William Edward Demming in (1950). This theory explained that the roles and responsibility for quality rest in the hands of the management of the organization. This only means that to build up quality product such as teachers in the school, it is the function and work of the principals and heads, down to all members of their staff and this is planned from on-set for effective and efficient functioning of the school.

Okorie (2000) sees Total Quality Management as the commitment of the organization for long-term goals for the continuous improvement of quality all through the organization (school). For a school to improve in quality, the principal teams up with his teachers in educating the new teachers who are just coming in. There should be active participation of all members at all levels to meet and exceed customers expectations and satisfaction. Okafor (2001) defined Total Quality

Management (TQM) as an act of trying to satisfy customers (parents and students) requirement at a minimum cost of the school. It is a system where input enlarges the process and involves both the internal and external environment. Total as the word implies consist of all in the organization to create and make the quality of service offered productive. In such case, it means both the principals, vices, teachers both old and new. The organization (school) through individuals (teachers) focuses on meeting customers (students) needs, recognizing that customers' perception identifies quality. This includes integrating leadership and empowerment so as to attain the best outcome.

The concept of Teacher

SupervisionSupervision is an important tool necessary for the effective running of any organization because it constitutes one of the development programmes. Supervision is a relationship between two people, between a supervisor and a supervisee. This supervisor could be the principal of the school or an external body and the supervisee is the teacher. Supervision is done with the aim of improving the quality, standards of teachers because they are the ones who interact with the students. Therefore, supervision is aimed also at maximizing the performance of students. Adequate supervision is a tool to improving the quality control of our educational system in our contemporary world today. With globalization taken place, learning is no more teacher-centred but child-centred and so in order to improve the standard of education for quality productivity, school supervision is a necessary tool that must be put in place. The main objective of learning is to bring about the transformation in the behaviour of students resulting from the quality of instructions imparted to them during teaching, it is

pertinent to note that for this change in behaviour to occur depends on the quality of instruction delivered during the learning process. So to achieve this, supervision must be considered as a tool to enhance teachers' quality, compliance with the instructional materials, performance of students in continuous assessment and promotion examination.

The goals of education can only be accomplished when certain mechanism with which to accomplish them are put in place such as supervision, which Nwogbo and Okeke (2010) believe can be aimed and developed by a committed teacher. To make sure that these teachers are disciplined and productive, they are to go through serials of developmental training of strengthening school's instructional supervision to attain commitment (Ikegbusi, 2014). Organizations and school's supervise and evaluate the teachers performance for certain reasons such as retention, accountability for completing task (Ekundayo, Oyerinde & Kolawole, 2013). Teachers are the backbone of the entire education system as seen by Olorunfemi (2008) and they are assigned the role of teaching, processing and training students so as to acquire the skills needed to contribute to the society at large and these teachers cannot effectively carry out such duties without being properly educated and trained themselves (Ofojebe, Chukwuma & Onyekwe, 2016).

Supervision has been identified as one way to guide teachers, which as seen by Modebelu (2008) is a process of stimulating, assisting, motivating and directing employees to enhance the teaching and learning process in the school. Ogbe (2015) defines supervision as the act of transforming an individual into the best person they can be to carry out tasks of teaching and learning to students. School supervision is the process of bringing about improvement in teachers' performance and students active

participation in the classroom. This means that supervision is primarily aimed at developing teachers towards positive attitudes and skills necessary for them to achieve excellence in their teaching. Supervision does not necessarily mean to enforce rules and regulation but to guide and promote good relationships, assign reward to those who merit it and all who are concerned with schoolwork so that learning is facilitated. To achieve all this, planning and improving teachers professionally is necessary.

Purpose of Teacher Supervision

The purpose of supervising teachers is to ensure that the right standards are maintained and upheld. Supervision also promotes accommodative environment for teaching and learning which leads to productivity in the school. Classroom supervision helps teachers to determine their problems and ways of solving them. It also helps these teachers to have an understanding of what their limitations are and adopt strategies of solving them. The purpose of teacher supervision, as seen by Arong and Ogbadu (2010) is to:

- i. determine the effectiveness of the teachers classroom management.
- ii. improve teachers competence level
- iii. ensure that teachers are carrying out their duties as scheduled.
- iv. determine the tone of the school
- v. decide the nature and content of the curriculum
- vi. select the organizational pattern and materials of the school that will enhance growth.
- vii. provide a guide for staff development.

Actually, supervision is very essential in schools because of the increases in number of school enrolment at all levels of the educational system. An improvement in teachers performance will ultimately lead to a corresponding improvement on the

performance of the students who they interact with on a daily basis.

Types of Supervision

- i. Collegial Supervision: This is a type of supervision where teachers supervise other teachers in same school and help one another to develop lesson plans. This supervision happens without the principal or head teacher interfering. The aim of collegial supervision is to render technical assistance to each other especially experienced teachers helping out new comer in the school. This is actually aimed at building and developing strong relationship among colleagues.
- ii. Instructional Supervision: This involves supervision of the instructional materials and its uses by the teacher. It involves classroom management style, use of chalkboard, time management, evaluation method, students attendance, lesson plan and lesson delivery. The aim of instructional supervision is to see how the teacher manages the classroom, mastery of the subject matter and delivery. This makes the teachers to be effectively in-charge of the lesson planned and the classroom.
- iii. Micro-Teaching: This is a mini-pattern of teaching which uses small class-size, designed to evaluate adherence to assigned time, mastery of subject matter, development of behavioural objective's and teaching skills. This supervision is aimed at assimilating the newly employed teachers to the classroom rudiments and equipping them with the required skills necessary for their classroom teaching.
- iv. Clinical Supervision: This is a face to face type of supervision between the supervisor and his supervisee. This requires maintaining good relationship with the teacher in order to make it functional, since the teaching skills of

the new teacher are understudied (Madumere-Obike, 2005).

Importance of Effective Supervision

Some importance of supervision geared towards helping the new teachers become more efficient at work and ensure improved productivity can be summed up into:

- a. Supervision can provide a clear blueprint of the requirements and responsibilities of staff members and an outline of the norms and culture of the school. This provides a means of solving problems whenever they arise.
- b. Effective supervision added with a practical feedback, mechanism can result in better employee who is more integrated, energized and part of the group.

Techniques of Effective Supervision

In order to help teachers improve the effectiveness of their job as they can contribute maximally to the achievement of educational objectives, they are to be assisted in the following areas:

- i. **Teaching Method**
- ii. Lesson Planning
- iii. Use of Instructional Materials
- iv. Record Keeping
- v. Classroom Management

1. Teaching Method: Teachers need to understand how to vary different methods of teaching based on the subject matter and the age range of the students because it will make teaching and learning effective. These teaching methods include: demonstration, group discussion, project, discovery, exposition etc. Teachers need to be guided and assisted by their supervisor through classroom observation of how effective these method used by the teacher could be. Mangal and Mangal

(2009) posit that teaching methods are effective tools to be used to get students understand so clearly. Mbakwen in Inko (2010) distinguishes teaching methods as channels of motivating students to learn.

2. **Lesson Plan:** Teachers who plan their work before hand render effective service to students (Mandah, 2010). For an effective delivery, planning the instruction should be the first agenda of any teacher, because it helps in making adequate use of the time and energy on the part of human and material resources. Stilian (2005) advocates that lesson plan is a teacher's road map of what students need to learn. When a teacher starts the planning of his lesson, he first identifies the learning objectives for the class meeting.
3. **Use of Instructional Materials:** An efficient teacher is one who makes use of the right teaching materials that demand the use of variety of instructional materials (Olele, 2010). The teacher needs a good knowledge of different instructional materials such as "audio, audio-visual resources, e-resources, stimulations, games, visuals and real objects. These materials when used rightly, can make learners receptive to knowledge. Therefore, supervisors need to observe in a classroom situation whether the right instructional materials are effectively used by the teachers. They should also guide and encourage teachers to choose the most suitable materials to make teaching and learning effective.
4. **Record Keeping:** Record keeping is another task of a teacher for effective running of a school. Their role in

record keeping is such that no decision should be taken on any student within the input from the class teachers record since he/she stands as an in-loco-parent is at hand. Maxim and Five in Inko (2010) posit that record keeping is the bedrock of effective teaching and learning. School records that teachers have control of include: Students attendance register, lesson notes, diaries, scheme of work, timetables, continuous assessment records and so on. Therefore supervisors should always monitor this aspect of the system thoroughly making sure teachers keep such records properly.

5. **Classroom Management:** Controlling or managing a classroom is an important aspect of teaching and a teacher who cannot manage his classroom well, cannot teach well. Flanders (2006) defines classroom management as the methods of teacher uses to maintain a classroom environment that is conducive to the success of his students Learning. Therefore, for increased productivity, the supervisor should observe the classroom situation and see if the new teacher is able to control his classroom well. The supervisor can provide suggestions on how to manage the activities in the classroom to the teacher, and also assist him/her to overcome whatever classroom challenges he/she may be facing.

Indicators of Effective Supervision

Adequate and efficient supervision produces positive productivity of teachers as posited by Barak (2009). Effective supervision should produce positive outcome for both the teachers, supervisors, the school itself and the students.

Supervision can be said to have been effective to the teacher if it improves the quality of life for the teacher and also improves a similar quality in service. Morrison (2010) suggests that supervision is effective when it is based on a respectful relationship, when it is embedded in the school's culture and also if it is carried out regularly in a safe and conducive learning environment. Similarly, Idoko (2009) lists some indicators of effective supervision to include:

- a. It empowers the teachers to become more grounded, independent and confident.
- b. Gives the teachers greater job satisfaction.
- c. Leads to improved quality of life for new comers.
- d. Helps teachers to find more effective and different ways of carrying out tasks.
- e. Improve relationship between the teachers, the school head and the community at large.

Communication as a tool in Supervision of Teachers

It's known that communication is the exchange of information from one person to another. And every communication between individuals is a process meaning: sender-the message-the channel-to the receiver-feedback. For effective supervision to take place, oral communication is a potent tool which cannot be overemphasized since the aim of supervision is to guide, oversee, stimulate and appraise all factors which will lead to enhanced teacher productivity (Udezor, 2003).

Adeyanju (2002) posits that communication is the best tool in supervision of teachers if the supervisor can:

- a. Listen carefully and communicate effectively because communication is not a one-way traffic thing.

- b. Use positive feelings to inspire good attitude among teachers.
- c. Be enthusiastic and inspirational in their comments.
- d. Formulate clear, direct and understandable messages.
- e. Know what they want to achieve
- f. Use effective feedback mechanism by asking questions where necessary
- g. Show respect, trust and interest in the affairs of the teachers.

The school is a place where students learn, this learning envisage changes in the behaviour of students and the person to bring about this change is the teacher therefore, the teacher's knowledge of rendering the service of teaching is evaluated by the school head who is his supervisor in the school. His regular supervision ensures that the teaching-learning goals are delivered. Therefore, for all this to happen, oral communication is very important. It is verbal and includes the use of gestures, signs, symbols and contextual cues. The purpose of communication as a tool in supervision is that it serves to motivate staff, develop an understanding, influences performance of teachers, directs, instruct, request, persuade and also to assess productivity.

Training Programmes

A teacher is the most important tool in the school system, because they shape the direction of the students thereby achieving the goals of education and for this to be achieved, the quality of training teachers employed in the school receive is very crucial. Ukeje (2007) posits that the zeal to build or destroy solely depends on the teacher who is the hub of the education process. Adeyemi (2011), Ajayi and Afolabi (2012) identify the problems of the school to include low turnover and low efficiency of teachers. They conclude that teacher efficiency is lagging behind in our education sector and is attributed to many

factors which could have adverse effects on student's performance which is one of the consequences of teacher productivity. Training is a learning activity geared towards the acquisition of specific knowledge and skills for carrying out tasks. Training is an important aspect of teacher development. Udo in Ezeani & Oladele (2013) posits that training is the development of specific skills and attitude needed to perform a particular job to maximize productivity and improve the school's efficiency. Training also implies the learning skills/knowledge for doing a job and increased skills required for the job. Ohakwe in Ezeani and Oladele (2013) posits that training is an assistance rendered to a newly employed teacher so as to help him/her be acquainted with the scope, job content and relationship within the school. Ngala and Odebero (2010) mark out training as a vehicle to improve teachers teaching skills. They went on to say that teachers pursuing higher education and training motivates them into taking their teaching profession seriously. Training helps the new teachers to be abreast with the changes in the field of education orchestrated by modern technology. Teachers training as seen by Rahman, Jumani, Akhter, Christhi and Ajmal (2011) provides them with the necessary skill and ability relevant to the professional life of a teacher, they went on to say that it moulds the personality of the teacher to the extent that their attitude are reshaped, habits reformed and personality reconstituted.

Training can also be seen as a catalyst that provoke a desired change in a teacher which also helps to broaden their visions, redefines their roles and enhances the teachers attributes. A teacher that is trained uses a systematic and logical style when teaching his students. Hills (2002) states that training is educating organizational members ways of

performing their jobs and helping them gather skills needed to be productive.

Purpose of Training Programme

The purpose of training teachers as posits by OECD in Musset (2010) is to develop, update and also broaden the knowledge that teachers acquired during the school days and provide them with new and professional understanding.

Training improves teacher's effectiveness and performance. Kamau (2011) enumerates that training serves to:

- a. Upgrade new teachers qualifications so as to enable them cope with the hindrances imposed upon them by curriculum.
- b. Helps teachers improve their qualification for career prospects.
- c. Help them improve their teaching.

Benefits of Training Programme

Training has a direct effect on productivity of teachers. Thus, the benefits cannot be overemphasized. Mwesigwa (2010) notes that training creates a positive impact on teachers work ethics. When they work as a team in assisting each other where they are more knowledgeable, share ideas for effective teaching and learning. Training enhances the job performance of teachers. Nwabueze (2010) lists benefits of training to include:

- i. **Increased Productivity:** Training increases the skills of the new teacher while performing a task. An increased skill level helps in increasing the quality and quantity of output. This is so because it helps them increase their level of performance on their jobs and prepares them for future task.
- ii. **High Morale:** The Morales of teachers are increased if they are given proper training. A good attitude towards a school activity generates better cooperation and helps in the training of students.

- iii. **Managerial Development:** Training can build up the managerial capacities of a teacher. This can help the principals to identify the talented ones who is then groomed for handling strategic positions.

Need for Training Programmes

The need for training cannot be over-emphasized due to the growing economic evidence that investing in teacher training is associated with long run profitability in an organization. Any school that wants to run effectively, must embark on training for its staffs.

- Training provides the school with the opportunity to keep track with current events.
- Training is necessary in schools so as to stay up to date with political, economic, social and technological changes.
- Hill (2002) posits that training aims to improve quality employee's dissatisfaction, morale, productivity and profitability.

Methods of Training Programmes

The various methods of training programme as suggests by Ofobruku and Nwakoby (2015) include:

- a. **Apprenticeship Programme:** This type of training takes place when extensive practice is required. This training makes use of the job training and classroom lectures.
- b. **On the Job Training:** This is a process whereby skill and knowledge are acquired formally or informally over a specified period of time. Examples of this include:
- i) **In-Service Training Program:** This is a type of training that helps to increase the teachers qualities which affects their productivity positively. In-service training is a key factor in

improving the skills and capabilities of teachers education. It helps teachers to be logical in their teaching style. In-service training programme can be done outside the school organization but sponsored by the school authority.

- c. **Pre-Service Training:** This takes place shortly before the teacher is assigned a classroom. This training involves inclusive education. The objective of this type of training is to help the new teacher develop an understanding of their roles, responsibilities in the school and gain the skills needed to become an effective teacher.

Training of Teachers is necessary in the following Areas:

- i. **Communication:** The diversity of present day workforce has made it necessary for a wide variety of language and customs.
- ii. **Safety:** Safety training is important when working with hazardous chemicals.
- iii. **Human Relations:** Training make people both old and new get along in the workplace.
- iv. **Ethics:** Diverse workforce brings a wide variety of morals and values to the work environment.
- v. **Computer Skills:** This is a necessity for conducting official and administrative task and teaching.
- vi. **Diversity:** This training involves procedures of how people have different opinions and views.
- vii. Others are quality initiatives, customer services and etc.

Training teachers brings a change in the educational sector because it helps produce good and skilled teachers to produce great leaders of tomorrow. Training programme

of beginning teachers will enhance good output in teaching and learning practices, extol inherent potentialities and also eliminate poor academic performance on students. Also teachers who are trained as they enter a school tend to be properly equipped on the innovative trends in education on the areas of instructional improvement.

Conclusion

Conclusively, one can say that supervision and training of teachers is imperative in the face of new technological development. Changes in the field of education are becoming more frequent so for teachers to be productive in the face of these change, there supervision and training has to be looked into with a renewed vigour. This is so since the concept of education keep changing with time and these changes impact both educational delivery and outcomes.

Recommendations

1. School administrators should take supervision of teachers as priority to ensure teacher effectiveness.
2. Government should raise funds for administrators for regular teacher training programmes so as to improve the management of the school.

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