

TITLE PAGE

**STRATEGIES FOR THE IMPROVEMENT OF INSTRUCTIONAL
SUPERVISION OF PRIMARY SCHOOLS IN ENUGU EDUCATION ZONE**

BY

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APPROVAL PAGE

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DEDICATION

This study is dedicated to God Almighty, the giver of life and wisdom.

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ABSTRACT

The study investigated the strategies for the improvement of instructional supervision of primary schools in Enugu Education Zone. The study was guided by four research questions with four corresponding null hypotheses formulated. Literatures relevant to the study were reviewed. The design of the study was a descriptive survey. The population of the study was made up of all the 2144 teachers. The sample of the study was 528 respondents drawn using multi-stage sampling procedure. The instrument for data collection was a researcher developed questionnaire. The instrument was face validated by three experts from the Faculty of Education, University of Nigeria, Nsukka and trial tested in Awgu Education Zone. The internal consistency of the instrument was established by Cronbach Alpha reliability coefficient methods. All copies of the questionnaire were distributed and returned with the assistance of three research assistants. Data collected were analyzed using mean and standard deviation, while the null hypotheses were tested at 0.05 level of significance using t-test statistics. The results indicated that all the training strategies are suitable for improvement of instructional supervision of primary school in Enugu Education Zone, most of the ICT facilities application can serve as strategies for improvement of instructional supervision of primary school in Enugu Education Zone, all the moral boosting methods serve as strategies for improvement of instructional supervision of primary school in Enugu Education Zone, and all the disciplinary strategies serve for improvement of instructional supervision of primary school in Enugu Education Zone. With respect to the hypotheses 1 - 4, the t-calcs are less than the t-table value of 1.96 showing that there is no significant difference between the mean ratings of teachers and instructional supervisors on training as a strategy, application of ICT facilities as a strategy, moral boosting as a strategy and disciplinary action as a strategy for improvement of instructional supervision of primary school. Based on the findings, the study was concluded and recommended that seminars and workshops should be organized for instructional supervisors from time to time, Information and Communication Technology (ICT) facilities should be made available for instructional supervision and the government should provide some incentives to instructional supervisors to increase their morale.

CHAPTER ONE

INTRODUCTION

Background of the Study

The activities of teachers and other educational workers in school system need to be supervised in a bid to ensure that they conform to generally accepted principles and practice of education and the stipulated policies and guidelines of education authority. Supervision controls the system of education and provides professional guidance to school personnel to improve the conditions which affect the learning and growth of student and teachers. Supervision promotes effective teaching in schools, helps teachers to achieve both qualitative and quantitative instructional delivery.

Supervision involves raising student achievement and creating valuable educational opportunities for students. Morgan (2014) states that, supervision is a process which provides an individual with the opportunity to clarify and resolve issues and dilemmas presented by their clients and workplaces. Supervision includes those activities which are primarily and directly concerned with studying and improving of students' academic performance. Emond (2011) notes that supervision helps to improve the teaching function. Chamber (2013) states that supervision is a process of helping, guiding, advising and simulating growth in the subordinate in order to improve in the quality of his work. Igwe (2011) stated that

to supervise means to direct, oversee, guide to make sure that expected standards are met.

Supervision is therefore any program which help teacher achieve both qualitative and quantitative instructional delivery. Supervision is an indispensable variable in the teaching learning process, as well as the overall school and education objective. Supervision involved supervising the teaching cum classroom of the teacher. Supervision can only be said to be effective if it achieve its stated objective which is quality instructional delivery. However, the essence of instructional supervision in schools is to ensure things are done in a proper way.

Instructional supervision is the process of supervising a teacher in an instructional setting often involves direct assistance to improve the strategies of classroom practice through observation and evaluation of teacher performance. Lotus (2012) states that instructional supervision is designed to supervise, support and influence instructions of teachers in the classrooms instructional activities to develop students performance. Sergiovanni and Starratt (2007) define instructional supervision as set of activities and role specifications designed to influence instruction. Instructional supervision is directed towards both maintaining and improving the teaching-learning processes of the school. Burton (2011:11) takes instructional supervision to include, óefforts taken by the school principals to

support teachers and provide resources, including professional development, to facilitate teacher improvement.

Thus, instructional supervision in the school means that the laid down rules, regulations, are followed to maintain the minimum standard set for the schools. Instructional supervision is a way of advising, guarding, refreshing, encouraging, stimulating, improving and overseeing cooperation in order for the supervisor to be successful in their tasks supervision. Effective instructional supervision is based on identifying certain areas that if well supervised, would help improve quality of primary education in Nigeria. From the foregoing definitions it is clear that instructional supervision consists of all those activities leading to the improvement of instruction. It is the process through which teachers and supervisors work together to remove any obstacles to student learning in the classroom. Such improvement and development rely on a supervisory system that is dedicated to helping teachers be successful in their classrooms. Its emphasis is on the development and improvement of professional techniques and procedures.

Thus, in order to bring effective education through the improved teaching-learning process; instructional supervisors are expected to be honest and discipline. This would help in improving the way this practice are introduced and avoid any potential conflict. In line with this, it is very crucial to provide quality based instructional supervision to improve the quality of education (Sergiovanni and

Starratt, 2007). Instructional supervision gives emphasis on controlling and evaluating the improvement of schools based on stated standards set by external agents outside the school system. Instructional supervision is the service provided to help teachers in order to facilitate their own professional development so that the goals of the school might be better attained

A teacher (also called a school teacher) or educator is a person who provides education for students. Teachers are subjective insiders involved in classroom instruction as they go about their daily routines of instructing students, grading papers, taking attendance, evaluating their performance as well as looking at the curriculum (Zeus, 2011). The role of teacher is often formal and ongoing, carried out at a school or other place of formal education. In many countries, a person who wishes to become a teacher must first obtain specified professional qualifications or credentials from a university or college. These professional qualifications may include the study of pedagogy, the science of teaching (Simon, 2012). A teacher can be said to be a guide, mentor, maker, implementer, applicator of various rules and regulations for the welfare of the child. Teachers may use a lesson plan to facilitate pupils learning, providing a course of study which is called the curriculum in primary schools.

A primary school is a school in which children receive primary or elementary education from the ages of about five to eleven, coming before

[secondary school](#) and after [preschool](#) (Chenab, 2008). It is the first stage of [compulsory education](#) in most parts of the world, and is normally available without charge, but may be offered in a fee-paying [independent school](#) (Linux, 2009). Primary school is that kind of education which is given to children from age 5+ to about 11. That is, school age children from primary 1-6. Primary school in Nigeria is of paramount importance to the attainment of personal and national development. Nonetheless, instructional supervision can be conducted in primary schools.

For many years, the field of instructional supervision has been suffering from unfriendly and unstable relations between teachers and supervisors. At primary school level, how supervisors should professionally support while working with teachers was the discussion about the field of instructional supervision. This was a main drive for developing the different supervision models because; different models produced different practices (Katany, 2010). The aim was to increase for the best method by which supervisors could best improve the teachers' performance. Provide them with the needed assistance; for the total school improvement and providing quality education for the learners. Moore (2003) mentioned that the main focus of instructional supervision is providing support for teachers and enhances their role as key professional decision makers in practice of teaching. Morris (2006) mentioned that, the previous years, education experts who

are assigned to supervision at school level are not able to solve school problems. Because of this, teachers did not gained support from supervisors for improvement of their instructional limitations. Nonetheless, there are several challenges, which tend to militate against effective instructional supervision of primary schools in Enugu Education Zone.

These problems may include: staff inadequacy, shortage of external supervisor or inspectors, lack of time, inadequate basic instructional materials, lack of adequate training and orientation in instructional supervision, fiscal inadequacy, poor funding, lack of qualified supervisors among others. It seems that teachers give bribe to instructional supervisors to write good report about them during the period of supervision exercises. Many unfaithful teachers seem to bribe instructional supervisors so that they will write a good report about them. The government seems not to be work with the findings made by instructional supervisors. Hence, there is need to seek for strategies to improve the instructional supervision of primary schools in Enugu Education Zone as this will engender quality assurance in primary education in the Education Zone.

Strategy is a plan, a "how," a means of getting things work out amicably. It is a pattern in actions over time; it is perspective, that is, vision and direction. Strategy is perspective, position, plan, and pattern (Henry, 2010). Strategy is the bridge between policy or high-order goals on the one hand and tactics or concrete

actions on the other. Strategy straddles the gap between ends and means. In short, strategy is a term that refers to a complex web of thoughts, ideas, insights, experiences, goals, expertise, memories, perceptions, and expectations that provides general guidance for specific actions in pursuit of particular ends (Freedman, 2013). Strategies that can help to improve the instructional supervision of primary schools are training of supervisors, application of information and communication technology facilities, moral boosting and disciplinary actions.

Training is teaching, developing in oneself or others, any skills and knowledge that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity, productivity and performance (Damy, 2014). Training constitutes a basic concept in human resource development. It is concerned with developing a particular skill to a desired standard by instruction and practice (Joppa, 2011). Training is the act of increasing the knowledge and skill of an employee for doing a particular job, while re-training is the process of learning a new or the same old skill or trade for the same group of personnel. Nevertheless, adequate training can help one get acquainted with information and communication technology (ICT).

ICT is an accepted acronym of the word Information and Communication Technology. It include diverse set of technology and technological tools used to communicate, disseminates, store and manage information. The use of ICT in

schools by staff and students have become a necessity as it can be used to improve the quality of teaching and learning in any tertiary institution (Remad, 2015). ICT is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications. Examples of ICT facilities include: computers, iPod, phones, projectors, close circuit television (CCTV), satellite, modem, switch, router among others. Joppa (2011) asserted that the adoption of close circuit television (CCTV) on instructional supervision will go a long way to make the exercise a success. Apart from ICT, moral boosting is another strategy that can help to improve the instructional supervision of primary schools.

Morale boosting is an act of giving hope or support to someone. It is a tendency to or intention to [improve](#) people's [confidence](#). Morale-boosting is an action or event that makes people [feel](#) more [confident](#) and have self-esteem. Morale boosting is a [psychological](#) feature that arouses an individual to act towards a desired [goal](#) and elicits, controls, and sustains certain goal-directed behaviors. It can be considered a psychological driving force that compels or reinforces an action toward a desired goal (Schater, 2011). Morale boosting is based on someone's emotions and achievement-related goals. It can be defined as the inspiration behind all the actions of an individual. It is the rationale for underlie

behavior that is characterized by willingness and desire. Having discussed moral boosting, another strategy that can help to improve the instructional supervision of primary schools is disciplinary action.

Discipline implies a system by which orderly operation and control are maintained for the effective management of an organization of established institutions. This has become imperative since the goal of every organization or establishment is to enhance workers' satisfaction that would lead to higher productivity and profitability. This can only be realized where there are sets of rules and regulations that would govern the conduct of people at work. The absence of these rules and regulations will lead to anarchy, workers dissatisfaction which is antithetical to the basic principles that informed the establishment of such an organization (Embuck, 2013). Sometimes, an employer might need to raise more serious concerns with an employee. In these cases, the employer may wish to commence 'disciplinary action'. 'Disciplinary action' can take many forms. It should be seen primarily as a corrective measure, aimed at preventing further misconduct or poor performance. Examples of disciplinary actions include: suspension of a worker, sack of a worker, cutting down the salary of a worker, sudden transfer of a worker, denying a worker certain privileges among other. These aforesaid strategies can help in the improvement of the instructional supervision of primary schools.

Improvement is the process of a thing moving from one state to a state considered to be better, usually through some action intended to bring about that better state. Improvement is an alteration of the structure, fixtures, fittings, or decoration of a building without changing its function. It is the act or process of making something better. It is the quality of being better than before. It is an addition or change that makes something better or more valuable. Improvement is the act of advancement or growth; promotion in desirable qualities; progress toward what is better (Fuban, 2013). Improvement is the act of making profitable use or application of anything, or the state of being profitably employed; a turning to good account; practical application, as of a doctrine, principle, or theory, stated in a discourse.

Given this background, the researcher deemed it fit to carry out a research on strategies for the improvement of instructional supervision in primary schools in Enugu Education Zone.

Statement of the Problem

Educational activities in schools need supervision to achieve its educational goals. Teachers need supervision to help them improve in terms of teaching and learning skills, it encourages teachers to work harder and not to abscond from schools to go about their different business. The inspectorate division is expected to be up and doing about the new trend in teaching and learning in Nigeria school. However, there seems to be challenges which tend to militate against effective instructional supervision of primary schools in Enugu Education Zone. They are: limited number of external supervisors, dearth of instructional materials staff inadequacy, working with unqualified supervisors, inadequate training and orientation in instructional supervision among others.

The number of professionally trained supervisors in primary schools in Enugu Education Zone tends to be grossly inadequate to meet the needs of effective and efficient programme of supervision. External supervisors are usually Ministry of Education or Education Board officers specially those assigned to access the level of compliance of school instructional activities with approved government standards. Regrettably, it seems that these categories of staff are usually few in number due to the large number of government schools and teachers in Enugu Education Zone. It seems that head teachers are so weighed down by

routine administrative burden that they hardly find time to visit the classrooms and observe how the teachers are teaching.

Many newly appointed head teachers seem not to be given the necessary training and orientation to equip them with the skills they need to carry out their instructional supervisory functions. There is a speculation that lack of funds often results in head teachers' inability to organize in-house orientation and in-service programmes for their staff or travel out to other schools and resources centres to gain access to new developments in curriculum and instruction that could benefit their schools. Hence, there is need to investigate development of strategies for the improvement of instructional supervision of primary schools in Enugu Education Zone.

It seems no study has been conducted on strategies for the improvement of instructional supervision of primary schools in Enugu Education Zone; the researcher strives to cover this gap. Therefore, the problem of this study is what strategies can be adopted for the improvement of instructional supervision of primary schools in Enugu Education Zone.

Purpose of the Study

The main purpose of this study is to investigate into the strategies for the improvement of instructional supervision of primary schools in Enugu Education Zone.

Specifically, the study seeks to:

1. Determine training as a strategy for improvement of instructional supervision of primary school in Enugu Education Zone.
2. Determine application of ICT facilities as a strategy for improvement of instructional supervision of primary school in Enugu Education Zone.
3. Examine morale boosting as a strategy for improvement of instructional supervision of primary school in Enugu Education Zone.
4. Examine disciplinary action as a strategy for improvement of instructional supervision of primary school in Enugu Education Zone.

Significance of the Study

This study has both theoretical and practical significance. The theoretical aspect of this study is hinged on the theory of supervisory practice. Theory of supervisory practice was propounded by Sergiovanni in 1978. The theory of supervisory practice states that it is pertinent to improve instruction and the quality of classroom life through the integration of scientific, artistic, and clinical

supervision methods. Scientific methods are used to identify facts and descriptions of instruction by focusing on the observed behaviors of teachers and students. Artistic methods are used to gain a broader view of instruction by focusing on the expressive character of what teachers and students are doing in the educational setting.

The findings of this study will be practically significant to head teachers, instructional supervisors, teachers, students, Enugu Education Zone, and future researchers.

Head teachers will benefit from the findings of this study. The findings of this study will help the head teachers to adopt new strategies that will help them determine whether a teacher should be transferred, retained, promoted, retired or dismissed based on the performance of the teacher.

Instructional supervisors will benefit immensely from the findings of this study. The findings of this study will help instructional supervisors to device new strategies that will help them to ócheckmateô the activities of staff, the newly recruited and the old to see their performance in teaching and learning.

Teachers will benefit from the findings of this study. The findings of the study will unearth new strategies to improve effectiveness of teachers so that they can contribute maximally to the attainment of the schools goals. This will assist the

supervisors in making recommendations for the improvement of incompetent teachers to perform better in the classroom.

Students will benefit from the findings of this study. When teachers are properly supervised based on the new strategies uncovered in this study, they will absolutely improve in their vocation generally. Consequently, students will receive quality education and also excel academically in all ramifications.

The findings of this study will be very beneficial to Enugu Education Zone. As these new strategies are adopted religiously for the improvement of instructional supervision of primary schools in Enugu Education Zone, there will be quality assurance in her primary school education system, hence, to the honor and glory of the local government area.

The findings of this study will be added to the existing literatures. Researchers in a similar field of study will also find the results of this study very interesting and it can be adopted as a useful material in their own studies.

Scope of the Study

Geographically, this study covered all the government owned primary schools in Enugu Education Zone. The content scope focused on strategies for the improvement of instructional supervision of primary schools in Enugu Education Zone. It is also limited to training of supervisors as a strategy for improvement of

instructional supervision, application of ICT facilities as a strategy for improvement of instructional supervision, moral boosting as a strategy for improvement of instructional supervision, and disciplinary action as a strategy for improvement of instructional supervision of primary school in Enugu Education Zone.

Research Questions

The following research questions will guide the study.

1. What is the training strategy for improvement of instructional supervision of primary school in Enugu Education Zone?
2. What ICT facilities application serves as strategy for improvement of instructional supervision of primary school in Enugu Education Zone?
3. In what ways do moral boosting serve as strategy for improvement of instructional supervision of primary school in Enugu Education Zone?
4. What disciplinary strategies serve for improvement of instructional supervision of primary school in Enugu Education Zone?

Hypotheses

The following null hypotheses formulated will guide the study, and will be tested at 0.05 level of significance.

H₀₁: There is no significant difference between the mean ratings of teachers and instructional supervisors on the training as a strategy for improvement of instructional supervision of primary school.

H₀₂: There is no significant difference between the mean ratings of teachers and instructional supervisors on the application of ICT facilities as a strategy for improvement of instructional supervision of primary school.

H₀₃: There is no significant difference between the mean ratings of teachers and instructional supervisors on moral boosting as a strategy for improvement of instructional supervision of primary school.

H₀₄: There is no significant difference between the mean ratings of teachers and instructional supervisors on disciplinary action as a strategy for improvement of instructional supervision of primary school.

CHAPTER TWO

REVIEW OF LITERATURE

In this chapter, literature related to this study was reviewed under the following sub-headings: conceptual framework, theoretical framework, review of empirical studies and summary of literature review.

Conceptual Framework

- Concept of Supervision
- Concept of Instructional Supervision
- Concept of Strategy
- Concept of Primary Education

Theoretical Framework

- Theory of supervisory practice
- Administrative Theory

Empirical Studies

- Studies Related to Development
- Studies Related to Strategies for the Improvement of Instructional Supervision
- Studies Related to Primary School

Summary of Literature Review

Conceptual Framework

Concept of Supervision

Supervision comes from the Latin root meaning *“oversee”* or *“have oversight of”*. To supervise means to direct or manage the work of others. So far as the etymological meaning of supervision is concerned it means *“Super”* ñ *“Vision”* for one who supervises. But it actually implies a *“forward look”* or a broad *“look”* for the professional growth of teachers (Mathias, 2014). Supervision is a way of stimulating, guiding, improving, refreshing and encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision (Ogunsaju, 2013). Supervision is essentially the practice of monitoring the performance of school staff, noting the merit and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of schools and achieving educational goals.

Supervision, as a field of educational practice with clearly delineated roles and responsibilities, did not fall from the sky fully formed. Rather, supervision emerged slowly as a distinct practice, always in relation to the institutional, academic, cultural, and professional dynamics that have historically generated the complex agenda of schooling (Ogad, 2011). Supervision is a way of advising, guarding, refreshing, encouraging, stimulating, improving and over seeing their

cooperation in order for the supervisor to be successful in their tasks or supervision. Ogunu (2005) defines supervision as the art of overseeing the activities of teachers and other educational workers in a school system to ensure that they conform with generally accepted principles and practice of education and the stipulated policies and guidelines of education authority which controls the system of education and provide professional guidance to them (school personnel) to improve the conditions which affect the learning and growth of student and teachers.

Supervision implies looking into an affair critically and taking the necessary decision. According to Igwe (2011), to supervise means to direct, oversee, guide or to make sure that expected standards are met. Thus, supervision in a school implies the process of ensuring that principles, rules, regulations and methods prescribed for purposes of implementing the objectives of education are achieved. Supervision therefore involves the use of expert knowledge and experiences to oversee, evaluate and coordinate the process of improving teaching and learning activities in schools (Chember, 2013). Furthermore, supervision could be seen as an interaction involving some kind of established relationship between and among people, such that people influence people. Such interactions are greatly influenced by a predetermined programme of instruction. In this regard, and according to Netzer and Kerey (2007), the systematization of the interaction of those

responsible for operating within the structure of administration is called supervision. Thus, the supervisor is expected in the course of his duty, to initiate several activities that will lead to a successful merging of these two contexts in order to achieve harmony and satisfaction.

Skills Required for Supervision

A lot of professional skills are required for supervision in schools. According to Olowoye (2009), these skills can be classified into eight major groups as stated below:

- **Pedagogical Skills:** These include mastery of subject matter, teaching methods, improvisation, presentation of content, preparation of lesson notes, lesson plans and units etc.
- **Evaluation Skills:** These include questioning, continuous assessment and examination skills.
- **Disciplinary Skills:** These include class control, punishment, use of rules and regulations and maintenance of order.
- **Motivational Skills:** Issues bordering on rewards and reinforcement are emphasized.
- **Reportorial Skills:** Documentation of report card, class register, log book, attendance book etc.

- Managerial Skills: These are skills on time management, good use of teaching aids, difficult situation, and students' behaviour.
- Interactive Skills: Creation of rapport, teacher's personality and general characteristics, and cooperation.
- Analytical Skills: Possession of mathematical ability, statistical computation and interpretation of data etc.
- The importance of acquiring these skills cannot be left to chance or in the hands of charlatans or mediocre. This informs the need to improve on the skills of school supervisors in order to achieve the objectives of primary education in Nigeria.

Duties of School Supervisors

In a nutshell, Guym (2011) states that the responsibilities of the head supervisors could be outlined as follows:

- Helping teachers and stimulating curriculum improvement
- Emphasizing the use of group process with teachers, students and other school personnel.
- Performing administrative functions only to help instructions through in-service.
- Teaching of teachers for improving instruction through inservice. Igwe (2011) noted that supervision involves evaluation, monitoring and quality

control for the purpose of curriculum and infrastructural development and improvement.

In order to achieve this, Chember (2013) states that:

some specific tasks of the supervisor in a modern school have been identified and listed here as follows; Helping school head teachers to understand students better; Helping teachers and individuals for professional growth; Acquiring cooperating spirit for team work; Making better use of teaching materials; Improving methods of teaching; Improving teacher's appraisal of his standards; Acquisition of originality for the teacher within the commodity; Faculty plan for curriculum improvement; The common denominator in the objectives of supervision as outlined above is to help teachers become more effective in planning their class work in terms of utilizing maximally, textbooks and other basic materials and curricular aids as well as helping teachers with guidance and evaluation (p.33).

What to Supervise

Effective intra-school supervision is based on identifying certain criteria areas that if well supervised, would help improve the quality of primary school education in Nigeria. Afolabi and Loto (2008) identified, among others, the following areas:

The Nature of Lesson Plan

The lesson plan is a reflection of the level of preparedness as well as the effort the teacher made in gathering information for the lesson. So a poorly written lesson plan not only indicates the quality of the teacher, but also the level of commitment to his primary task of teaching. The school head (principal) must critically examine the following items of the lesson plan:

- The clarity and appropriateness of the learner behavioural objectives
- The relevance and adequacy of the lesson notes,
- Selection of appropriate teaching aids,
- Selection of appropriate evaluation techniques to determine the extent of realizing the objective effectively.

Lesson Presentation

Teaching is said to be effective if the desired objectives are achieved. Ogad (2011) discloses that the school principal is required to carefully pay attention to the following areas:

The introduction of the lesson and the teacher's ability to maintain students' attention throughout the duration of the lesson; The teacher's voice quality, speech, clarity of expression, intelligibility and appropriateness of language, effective use of learning materials such as audio-visual aids and chalkboard, etc.; Teacher's knowledge of the subject matter in terms of structure and sequence; Use of classroom management techniques including skills in affecting student's participation in class activities (p.54).

Reference Materials

The use of appropriate reference materials such as textbooks, scheme of work and syllabus cannot be overlooked. The principals must look into the following:

- The duration of item or topic.
- The relevance and logicity of the materials used,
- The sequence of presentation of contents, etc.,
- Use of current as opposed to obsolete materials.

The Relationship between Teacher and Student

Without doubt, a harmonious interpersonal relationship between teachers and students could engender learning and attainment of educational goals. In this regard, the principal must seek for genuine love and concern, positive and acceptable disposition between and among the teachers and students. His ability to accommodate or tolerate and, if possible, lend a helping hand through guidance and counseling services must be considered.

Classroom Management

Effective classroom management facilitates teaching and learning process. The principal or other appointed school personnel must be conversant with the following:

- Ability to discipline and control students,
- Reward skills to reinforce good performance or conduct,
- Ability to identify cases and causes of students' misbehavior,
- Creation of conducive classroom climate,
- Sitting arrangement of students,

- Classroom physical condition

Personality of the Teacher

Teacher's personality includes among things his personal traits or characteristics, emotional status, appearance, intelligence, physique, leadership skills, communication skills, etc.

Challenges of School Supervision

There are several problems, which tend to militate against effective supervision of instruction in our schools. The number of professionally trained supervisors in our schools is grossly inadequate to meet the needs of an effective and efficient programme of supervision. The population of students in the school has so exceeded the stipulated teacher/pupils ratio that all that most principals do in terms of instruction is to ensure that there are enough teachers to man the classes.

External supervisors are usually Ministry of Education or Education Board officers specially assigned to assess the level of compliance of school instructional activities with approved government standards. Unfortunately, this category of staff is usually in short supply due to the large number of government schools and teachers. According to Ogunu (2005) the consequence of this shortage of supervisory personnel is that most of the time, a lot of unprofessional practices are carried out in our schools to the detriment of the children.

According to Ogunu (2005) secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit the classrooms and observe how the teachers are teaching. When principals give more time to correspondence with the Ministry of Education and its parastatals, community affairs, parents and a host of other visitors and in the process neglect their primary duty of overseeing instruction in the schools, we cannot expect good performance from students. Some unscrupulous teachers easily exploit the school head's neglect of supervision to achieve their selfish ambitions.

There can be no effective supervision of instruction without instructional materials. According to Mathias (2014), experience has shown that most schools lack even the basic materials and equipment for teaching such as textbooks, chalkboard, and decent classroom for students. Apart from such cases of nothing to supervise, there are others where the problems are lack of facilities and materials for the supervisor to use. External supervisors (inspectors) for example, often do not have transport facilities and writing materials to carry out their supervisory duties.

Many newly appointed principals are not given the necessary training and orientation to equip them with the skills they need to carry out their instructional supervisory functions. They manage through for years without understanding what instructional supervision entails and how to do it.

Lack of funds often results in head teachers' inability to organize in-house orientation and in-service programmes for their staff or travel out to other schools and resources centres to gain access to new developments in curriculum and instruction that could benefit their schools. There is an urgent need for the government to provide adequate funds and the right calibre of personnel for the supervision of instruction in our schools if the goals for national development are to be realized.

Concept of Instructional Supervision

All efforts of designated school officials towards providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, material of instructions and methods of teaching; and the evaluation of instruction (Morris, 2006). Instructional supervision in this context is an aspect of school administration which focuses on the achievement of appropriate instructional expectations of educational system. Tuoyo (2010) sees instructional supervision as the practice of monitoring the performance of school staff, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving educational goals.

Instructional supervision affords the teacher an opportunity for knowledge update. Burton (2011:27) summarized instructional supervision as an efforts made by the school head to support teachers to become more effective in their job and equally access professional development on the job. Therefore, the principal, need to improve teaching and learning and the professional growth of the teachers through instructional supervision. To fully carryout these responsibilities, the school principals should be abreast with the teachers and instructional supervisors.

Instructional supervision is a service activity that exists to help teachers do their job better. Obilade (2009) opined that instructional supervision is a helping relationship whereby the supervisor guides and assists the teachers to meet the set targets. This definition described instructional supervision from the point of establishing the relationship with stakeholders in school system for the purpose of achieving the set objectives. Similarly, Olaniyan (2006) described instructional supervision as a means to help, guide, stimulate and lead teachers through criticism, appraisal and practices in their education and procedures. This definition focuses much on teachers' attitudes over other vital elements that present themselves during the teaching and learning process. Instructional supervision is a cycle of activities between a supervisor and a teacher with the main aim of improving classroom performance (Patrick & Dawson, 2015).

Instructional supervision is an essential activity for the effective operation of a good school system. Nwankwo (2014) noted that instructional supervision is a set of activities which are carried out with the purpose of making the teaching and learning better for the learner. In addition, instructional supervision is a behaviour that is officially designed which directly affects teacher behaviour in such a way to facilitate student learning and achieve the goals of the school system. Through the effective supervision of instruction, supervisors can reinforce and enhance teaching practices that will contribute to improved student learning. The foregoing suggested that instructional supervision particularly in secondary schools is basically concerned with supporting and assisting teachers to improve instruction through their changing behaviour.

Effective Instructional Supervision involves raising student achievement and creating valuable educational opportunities for students. A supervisor can achieve this by clearly defining goals for the teachers and facilitating opportunities for the teachers to learn about local, state, and federal requirements. Emond (2011) stated that a successful supervisor would also provide support to teachers through not only workshops, but also by being available to the teachers and fostering growth by issuing a constructive advice. Furthermore, an instructional supervisor would work with parents and teachers to keep current on the community needs in order to

help provide students with a meaningful educational experience that will benefit them in various career paths.

Instructional supervision is that phase of school administration which focuses primarily upon the achievement of the appropriate expectations of educational system. Peretomode (2004) sees it as those activities which are designed to improve instruction at all levels of the school enterprise and as behaviour officially designed by the organization that directly affects teacher behaviour in such a way to facilitate pupil learning and achieve the goals of the organization. Instructional supervision is basically concerned with supporting and assisting teachers to improve instructions through changing their behaviour. The instructional supervisor does much than supervision. Instructional supervision is a service activity that exists to help teachers do their job better.

An instructional supervisor may not be an official sent from the Ministry or Board of Education. Akinwumiju and Agabi (2008) define instructional supervision as a collaborative effort involving a set of activities designed to improve the teaching and learning process. The purpose of supervision is not to find fault or to punish, but rather to work cooperatively with the teacher. Supervision as the element of the administrative process is concerned with efforts to guide the day-to-day activities of the work group by stimulating, directing and coordinating the workers and their efforts, cultivating good working personal

relationships so that they all work towards a more efficient achievement of the task goal.

Instructional supervision focuses on the improvement of teaching and learning and to assist teachers to know and accept the objective of the organization. In a similar vein, Norsiri (2007) affirms that instructional supervision enhances effective teaching and learning in schools. Obi (2010) added that instructional supervision is one of the best examples of educational leadership that focuses exclusively on the achievement of the desired instructional practices in educational organizations. Eze (2006) affirmed that instructional supervision is all programme activities and actions school administrator apply to improve instructional process. Kyte (2010) conceived instructional supervision as the maximum development of the teacher into the most professionally efficient person he/she is capable of becoming. To Archar (2008) instructional supervision is an-in-service education provided by the school system to update and improve teaching. These definitions depict supervision of instruction by school heads as an agent of change. In this, view, the school principal is the change agent whose responsibility is to provide variety of supervisory techniques for the teacher to see the need for change, plan for change and practice new behavior for effective teaching and learning. The implication of supervision of instruction is that the supervisor (school principal) has to supervise the activities of the teacher and resources available for

instructions; discover teachers' weakness and offer suggestions for improvement for the achievement of stated school goals.

Purpose of Instructional Supervision in Nigerian Schools

It must be noted that the essence of instructional supervision in schools is to ensure things are done the way it should be in order to achieve the stated objectives. According to Deji (2004), the purpose of supervision of instruction includes:

- i. To directly influence the behaviour of teachers and the teaching process employed to promote students learning;
- ii. To ensure that each individual teacher within the school system has been performing the duties to which he was scheduled; and to cooperatively develop favourable climate for effective teaching and learning.

Others purposes of supervision of instruction according to Ogunsaju (2013), are:

- To know the performance of the teachers recruited to teach in the school system.
- To determine whether a teacher should be transferred, promoted, retrained or dismissed.
- To provide professional information to teachers.
- To improve the incompetent teachers.
- To discover special abilities or qualities possessed by teachers in the schools.

- To guide teachers to the sources of instructional materials.
- To provide a guide to staff development.
- To know the effectiveness of classroom management by the teachers.

In summary, supervision of instruction must be built on the supervisor's thorough understanding and in-depth knowledge of instructional theory and not on a check list of what should be in a lesson.

Concept of Strategy

Strategy is a high level [plan](#) to achieve one or more goals under conditions of uncertainty. In the sense of the "art of the general", which included several subsets of skills including "tactics", siegecraft, logistics etc., the term came into use in the 6th century, in East Roman terminology, and was translated into Western vernacular languages only in the 18th century (Henry, 2010). From then until the 20th century, the word "strategy" came to denote "a comprehensive way to try to pursue political ends, including the threat or actual use of force, in a dialectic of wills" in a military conflict, in which both adversaries interact (Freedman, 2013). Strategy is important because the resources available to achieve these goals are usually limited. Strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions.

A strategy describes how the ends (goals) will be achieved by the means (resources). The senior leadership of an organization is generally tasked with

determining strategy. Strategy can be intended or can emerge as a pattern of activity as the organization adapts to its environment or competes. It involves activities such as [strategic planning](#) and [strategic thinking](#). [Mintzberg](#) (2006) defined strategy as "a pattern in a stream of decisions" to contrast with a view of strategy as planning, while [McKeown](#) (2011) argues that "strategy is about shaping the future" and is the human attempt to get to "desirable ends with available means". [Vladimir](#) (2009) defines strategy as a system of finding, formulating, and developing a doctrine that will ensure long-term success if followed faithfully.

The word "strategy" has entered in the field of management from the military services where it refers to apply the forces against an enemy to win a war. The word "strategy" came from the two Greek words i.e. Stratus (Army) and Agein (to lead). The Greeks felt that the strategy making is one of the responsibilities of the Army General. This concept today is adopted even in the business. Even around the same time, the Chinese General Sun Dzu who wrote about strategy also suggested that the strategy making is one of the responsibilities of the leader (Xerox, 2006). One of the earliest definitions of Strategy is traced to the ancient Greek writer Xenophon who said "Strategy knows the business you proposed to carry out." This definition implies that the knowledge of the business as strategy.

Strategy is a pattern to carry out an action. Damon (2009) stated that strategy is 'the art of so moving or disposing the instrument of warfare as to impose upon enemy, the place, time and conditions for fighting by one self' (p.44). In management, the concept of strategy is taken in broader terms. In simple terms, strategy means looking at the long-term future to determine what the company wants to become, and putting in place a plan, how to get there. Strategy is both art and science. Raphael (2008) stated that strategy is an art because it requires imagination, sensitive thinking, and capability to visualize the future, and to encourage and connect those who will apply the strategy. Strategy is science because it requires analytical skills, the ability to organize and analyze information and take well knowledgeable decisions. Without a strategy, an organization is meaningless and weak to [changes in the business environment](#) (Lobby, 2010). Strategy acts as some kind of a guidepost for a company's ongoing development. Strategy provides a direction for the company and indicates what must be done to survive, grow and be profitable.

Strategy is an approach to tackle pertinent issues. Kenneth (2012) defined strategy as 'the pattern of major objectives, purposes or goals and essential policies or plans for achieving the goals, stated in such a way as to define what business the company is in or is to be in and the kind of company it is or is to be' (p.21). This definition of strategy emphasizes on purpose and the means by which purpose will

be achieved. It also emphasizes on the values and the cultures that the company stand for. Kenichi (2013) defines strategy as “the way in which a corporation endeavors to differentiate itself positively from its competitors, using its relative strengths to better satisfy customer needs” (p.51). . Kenichi’s definition highlights the competitive aspect of strategy and the strengths required to satisfy customer needs. This definition thus aims at customer satisfaction as the driver of the strategy.

For any establishment to excel, an effective strategy is required. According to Glueck (2011), “Strategy is the unified, comprehensive and integrated plan that relates the strategic advantage of the firm to the challenges of the environment and is designed to ensure that basic objectives of the enterprise are achieved through proper implementation process” (p.88). This definition of strategy lays stress on the following: Unified comprehensive and integrated plan, strategic advantage related to challenges of environment, and proper implementation ensuring achievement of basic objectives.

Another definition of strategy is given below which also relates strategy to its environment. Monarch (2010) stated that strategy is organization’s pattern of response to its environment over a period of time to achieve its goals and mission. This definition lays stress on the following: It is organization’s pattern of response

to its environment and the objective is to achieve its goals and missions. However, various experts do not agree about the precise scope of strategy. Lack of consensus has lead to two broad categories of definitions: strategy as action inclusive of objective setting and strategy as action exclusive of objective setting (Zeus, 2011).

The top management of an organization is concerned with the selection of a course of action from among different alternatives to meet the organizational objectives. The process by which objectives are formulated and achieved is known as [strategic management](#) and strategy acts as the means to achieve the objective (Elaho, 2008). Strategy is the grand design or an overall öplanö which an organization chooses in order to move or react towards the set of objectives by using its resources. An organization is considered efficient and operationally effective if it is characterized by coordination between objectives and strategies (Lorenzo, 2014). There has to be integration of the parts into a complete structure. Strategy helps the organization to meet its uncertain situations with due diligence. Without a strategy, the organization is like a ship without a rudder. It is like a tramp, which has no particular destination to go to. Without an appropriate strategy effectively implemented, the future is always dark and hence, more are the chances of business failure.

Strategies for the improvement of instructional supervision

A strategy is a plan of action designed to achieve a specific goal or series of goals within an organizational framework. However, Simon (2011) highlighted the strategies for the improvement of instructional supervision as follows:

- **Training and retraining of supervisor:** The training of new supervisors and the retraining of old ones should be taken seriously. Special training centers where experienced and practicing supervisors are available should be established for this purpose. This is important because the ideas of using old or obsolete techniques or method negate the spirit of the supervision of primary education. Supervisors could be sponsored to seminars and workshops or conference to update their knowledge and skills on modern and acceptable techniques of supervision.
- **Morale Boosting:** Researches are replete with the relationship between motivation and performance of skills. If supervisors are properly motivated with available work materials such as stationery, transportation, conducive working environment and enhanced salaries and allowances the morale of the supervisor could be boosted thereby affecting the skills.
- **Employment of supervisors with higher educational qualifications:** Supervisors with higher qualifications are more likely to perform better in the field than those with lower qualification. According to Okoro (2004),

education personnel with higher qualifications display more confidence in their workplace. In addition, they are more accessible to quality information, and adapt to changing occupational conditions than their counterparts with lower qualification, who are usually more indisposed and ill-equipped in adapting to modern changes.

- **International and inter-state exchanges:** It is suggested that deliberate and government sponsored international and interstate exchange of supervisory personnel and experiences could boost the skills of supervisors. Countries with similar educational policies such as Ghana, Gambia or Sierra Leone could be involved in such exchange programmes. The purpose is to ensure cross-fertilization of ideas, and explore way of tackling similar problems or challenges.
- **Improved Selection Criteria for Supervisors:** Supervision is a technical task that requires meticulous, firm and objective assessment. Therefore, those saddled with this responsibility should be carefully selected from among the available education personnel in the schools or state ministries of education. A special aptitude test could be administered testing various aspect of candidates' personality to determine their suitability. This rigorous exercise, according to Obanya (2005), stimulates confidence, which is a necessary ingredient for skill acquisition and performance.

- **Disciplinary Action Against Unprofessional or Unethical Conduct or Performance:** In order to improve the skills of school supervisors appropriate sanctions should be leveled against any erring or deviant supervisor who tends to undermine the expected standard. A situation whereby mediocrity is exalted and standard sacrificed, while supervisors who excel in their assignment should be rewarded accordingly, either in kind or cash sanctioning unacceptable performance could serve as a deterrent to others.
- **Reward for Performance:** Even though reward of various kinds has a way of boosting the morale of workers, it also has the capacity of instigating increased performance and development of quality skills. Therefore, supervisors with excellent performance should be rewarded accordingly in order to maintain, and if possible improve their skills.

Concept of Primary Education

Primary education or elementary education often in [primary school](#) or [elementary school](#) is typically the first stage of [compulsory education](#), coming between [early childhood education](#) and [secondary education](#). In most countries, it is compulsory for children to receive primary education although it is permissible for parents to provide it (Archer, 2008). The major goals of primary education are achieving basic [literacy](#) and [numeracy](#) among all pupils, as well as establishing foundations in [science](#), [mathematics](#), [geography](#), [history](#) and other [social sciences](#).

Basic sexual education is also received by pupils attending primary school. The relative priority of various areas, and the methods used to teach them, are areas of considerable political debate.

Typically, primary education is provided in [schools](#), where the child will stay in steadily advancing classes until they complete it and move on to high school/secondary school. According to Neon (2012), children are usually placed in classes with one teacher who will be primarily responsible for their education and welfare for that year. This teacher may be assisted to varying degrees by specialist teachers in certain subject areas, often [music](#) or [physical education](#). The continuity with a single teacher and the opportunity to build up a close relationship with the class is a notable feature of the primary education system. Traditionally, various forms of [corporal punishment](#) have been an integral part of early education. This practice has recently come under scrutiny and in many cases has been outlawed, especially in [Western countries](#).

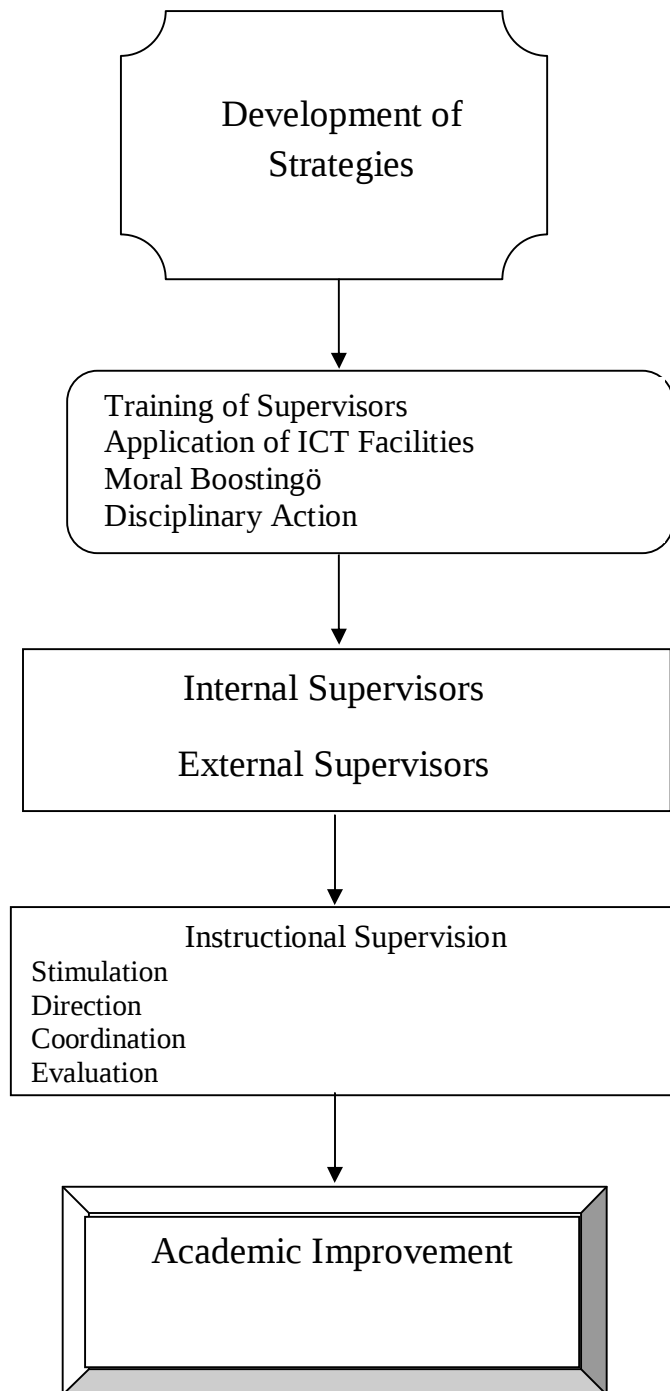
Primary education in Nigeria is of paramount importance to the attainment of personal and national development. The crucial role of primary education in both personal and national development informed the introduction of various educational programmes aimed at enhancing primary education in Nigeria and in

other parts of the world. In Nigeria, such programmes include the Universal Primary Education (UPE) in 1976 and the Universal basic Education (UBE) in 1999. The goals of primary education as stated in the National Policy on Education (2004) include the following:

To inculcate permanent literacy and numeracy and the ability to communicate effectively. Lay a sound basis for scientific and reflective thinking. Give citizenship education as a basis for effective participation in and contribution to the life of the society. Mould the character and develop sound attitude and morals in the child. Develop in the child the ability to adapt to his changing environment. Give the child opportunities for developing manipulative skills that will enable him to function effectively in the society within the limits of his capacity. Provide the child with basic tools for further educational advancement, including preparation for trades and craft of the locality. The document further stated that the curriculum for primary education shall include among others; language, i.e. English, French and language of the environment, mathematics, science, physical and health education, religious knowledge, agricultural science, home economics, social studies, citizenship education, cultural and creative arts, etc.(p.66).

The above goals and curriculum content necessitate the need for a well-balanced and result-oriented teaching and learning process as well as interaction between and among students, teachers, school leaders and external education officials. One of such organized and structured interaction is the supervision of instruction and other relevant educational activities and school facilities by school heads or other designated officials. The discharge of this task cannot be left to chance or in the hands of unqualified, out-dated, or untrained education personnel.

Instructional Supervision Schema



Source: Researcher's Design

The schema depicts a diagrammatic representation of strategies for the improvement of instructional supervision of primary schools. The arrow drops down from development of strategies to instances of the strategies required for the improvement of instructional supervision of primary schools. They include: training of supervisors, application of ICT facilities, moral boosting and disciplinary action. The arrow drops down to internal and external supervisors who are the main agents of supervision. The arrow further drops down to various aspects of instructional supervision, which include: stimulation, direction, coordination and evaluation. The arrow finally drops down to the result of the supervision, which is academic improvement.

Theoretical Framework

Theory of Supervisory Practice

Theory of Supervisory Practice was propounded by Sergiovanni in 1978. Theory of supervisory practice states that it is pertinent to improve instruction and the quality of classroom life through the integration of scientific, artistic, and clinical supervision methods. Scientific methods are used to identify facts and descriptions of instruction by focusing on the observed behaviors of teachers and students. Artistic methods are used to gain a broader view of instruction by focusing on the expressive character of what teachers and students are doing in the

educational setting. Clinical supervision provides structure for interpreting the data derived from scientific and artistic methods.

The case for integrating scientific and artistic methods rests on the notion that through interpretation of facts, meanings are derived and analyzed. Sergiovanni (1978) emphasizes that theories of practice are ultimately concerned with action taken to improve a present situation and in our case the beneficiaries would be teachers and students. Action taken to improve the quality of art instruction is the ultimate concern of the supervision of discipline-based art education. The supervisor's role in initiating, implementing, and maintaining Art programs in schools is significant. While it is recommended that the role of art specialists be expanded in school districts that adopt Art programmes, in many schools supervision for the purpose of improving or managing accountable instruction is the responsibility of principals and classroom teachers. In most cases, the principals and teachers have had little or no formal training in art or art education. The theory is relevant to the present study because of its emphasis on supervision which is the premise of the present study.

Administrative Theory

Henry Fayol postulated the administrative theory in 1989. Administrative theory states that all the activities that occur in an organization or an industrial undertaking could be grouped into technical, commercial, financial, security,

accounting and administration. These were: division of labour, authority and responsibility, discipline, unity of command, unity of direction, subordination of individual interest, remuneration of personnel, centralization, scalar chain, order, equity, stability of tenure of personnel, initiative and esprit de corps. Henry Fayol tried to abstract certain universal principles by which organization should be structured and operated. Henry Fayol's work was complementary to F.W. Taylor's scientific principles. Three principles were highly emphasized by this theorist. They are: Division of Labour: Each employee performing a specialized function. Unity of Command: Each employee reporting to only one superior. Coordination: The harmonious integration of the different aspects of an organization. Span of supervision - the number of subordinates reporting to one manager or supervisor, the hierarchical arrangement of functions and authority, and the subordination of individual to institutional authority. The administrative theory is relevant to the present study because it focused on how the entire organization should be structured and managed to improve performance in which primary schools is not left out, especially in the area of instructional supervision.

Empirical Studies

Studies Related to Development

Salami (2012) conducted a research on state university students' perception on development and service quality assurance in the school. The study aimed to identify: university students' perception on the development and service quality assurance dimensions in their school. The study uses a quantitative approach through a survey method. Four research questions and two hypotheses were posited for the study. The population of the study was made up of all the state university students from two states. The respondents of this study are 155 state university students from two state universities selected through simple random sampling techniques. Questionnaire was used as the instrument for data collection. The instrument was face validated by two experts. Cronbach Alpha Reliability Co-efficient technique was used to calculate the internal consistency of the instrument. The reliability coefficient of .81, .84, .72, and .77 were obtained for the four clusters. The overall reliability co-efficient of the instrument was .78. Both multiple regression analysis and t-test analysis are used to analyze the data. Research results show that there are seven perceived development and service quality assurance dimensions considered important to university students, i.e. curriculum, facilities, contact personnel, social activities, education counselors, assessment, and instruction medium. The perceived development and service

quality assurance dimensions contributing most towards overall perceived service quality assurance of a state university is facilities. Furthermore, the research also shows that university students with a different study period have a different perceived development and quality assurance level on the social activities dimension, while university students with different gender have a different perceived development and quality assurance level on two dimensions, i.e. social activities and facilities. The study is related to the present study to an extent, the design of the study is similar to that of the present study. The instrument of data collection for the study and that of the present study were analogues. However, the study is different from the present study with regard to their method of data analysis.

Tsinidou (2010) carried out a study on evaluation of the developmental factors that determine quality assurance in higher education. The aim of the study is to identify the quality assurance developmental determinants for education services provided by higher education institutions (HEIs) in Greece and to measure their relative importance from the students' points of view. A multi-criteria decision-making methodology was used for assessing the relative importance of quality assurance determinants that affect student satisfaction. Three research questions were used for the study. Three hypotheses were postulated for the study. The population of the study was made up of all the students in higher education

institutions in Greece. One thousand two hundred and eighteen students were adopted as the sample of the study through a proportionate sampling technique. The research is based on the questionnaire of the Hellenic Quality Assurance Agency for Higher Education. The instrument was face validated by two experts. Cronbach Alpha Reliability Co-efficient technique was used to calculate the internal consistency of the instrument. The reliability coefficient of .94, .87, .86 and .76 were obtained for the four clusters. The overall reliability co-efficient of the instrument was .79. More specifically, the analytical hierarchical process (AHP) was used in order to measure the relative weight of each quality assurance factor. Findings ñ The relative weights of the developmental factors that contribute to the quality of educational services as it is perceived by students was measured. It was also discovered that human input is one of the major factors that determine quality assurance in higher education. The study is related to the present study because the instrument of data collection in it will also be adopted in the present study. However, the study is different from the present study in terms of research method.

Studies Related to Instructional Supervision

Esteban (2013) conducted a study on ICT strategies and tools for the improvement of instructional Supervision: The virtual supervision. This study aims to evaluate and analyze strategies, proposals, and ICT tools to promote a paradigm

shift in educational supervision that enhances the schools of this century involved not only in teaching-face learning, but e-learning and blended learning. The study design of the study was quantitative perspective method. Five research questions were used for the study. Two hypotheses were tested for the study. The population of the study comprised of 784 local supervisors in three different regions of Spain. The sample of the study was 278 local supervisors in three different regions of Spain. The instrument for data collection was questionnaire. The instrument was face validated by three experts. Cronbach Alpha Reliability Co-efficient technique was used to calculate the internal consistency of the instrument. The reliability coefficient of .81, .93, .84, and .77 were obtained for the four clusters. The overall reliability co-efficient of the instrument was .82. The method of data analysis used in the study was analysis of variance (ANOVA). The findings of the study revealed that web 2.0 was ideal for the improvement of virtual instructional supervision. Both studies are related because their goal is to seek for strategies for the improvement of instructional supervision. Nonetheless, both studies differ in the sense that the former emphasizes on virtual supervision, while the later emphasizes on physical supervision.

Berhane (2014) carried out a study on the practice and challenges of instructional supervision in Assossa Zone primary schools. This study was conducted to assess the Practices and Challenges of Instructional Supervision in

Asossa Zone Primary Schools. To conduct the study, descriptive survey design was employed and Multistage sampling technique was employed to select the sample Woredas, cluster centers, school principals and teachers. To this end, 6 Woreda Education Officers, 13 cluster supervisors, 24 primary schools with 24 school principals and 157 teachers were included in this study. The study made use of six research questions and six three hypotheses. The population of the study was made up of 413 teachers, 88 principals, and 31 cluster supervisors. However a sample of 157 teachers, 24 school principals, and 13 cluster supervisors was randomly selected. Questionnaire was the main data gathering instrument for this study. The instrument was face validated by three experts. Cronbach Alpha Reliability Co-efficient technique was used to calculate the internal consistency of the instrument. The reliability coefficient of .83, .91, .74 and .77 were obtained for the four clusters. The overall reliability co-efficient of the instrument was .91. An interview was also conducted to enrich the quantitative data. As a result, six Woreda Education Officers were interviewed. Quantitative data collected through questionnaire was analyzed by using mean scores and ~~AF~~ test by using SPSS v.16.o. The data gathered through interview was discussed in line with questionnaire. Consequently, the main findings come out from this study were: instructional supervisors attempt to identify strengths and limitations of teachers in the classroom in order to design appropriate intervention was insignificant; in

addition, intervention of instructional supervisors so as to assist teachers improve their limitations was insufficient; teachers gained support from supervisors in order to improve their instructional skills was insufficient. Instructional supervisors effort in liaising schools/clusters with various organizations, community groups and other interests in matters that affect quality education were also insufficient. The major challenges that primary school instructional supervisors come across while implementing instructional supervision was multiple. They were overburdened with other tasks, teaches the same credit like other teachers, teachers are challenged to accept recommendation and do not have financial allowances. The research method used in the study will be adopted in the present study. However, the study differ from the present study because it premise was on practice and challenges of instructional supervision, while the premise of the present study is on new strategies for the improvement of instructional supervision.

Studies Related to Primary School

Alabi (2012) conducted a study on utilization of committee system and primary school headteachersö administrative effectiveness in Ibadan Metropolis, Nigeria. The study investigated the relationship between utilization of committee system (CS) and primary school headteachersö administrative effectiveness in Ibadan metropolis. The researcher adopted a correlation survey research design. Three research questions were raised and answered, while three hypotheses were

also formulated and tested. The population of the study consisted of 74 headteachers and 618 teachers. Random sampling technique was used to select 25 primary secondary schools in Ibadan Metropolis and 290 participants comprising 40 headteachers and 250 teachers. A researcher-designed questionnaire titled 'Committee System and headteachers' Administrative Effectiveness Questionnaire (CSHAEQ)' was used to collect relevant data. The instrument was face validated by three experts. Cronbach Alpha Reliability Co-efficient technique was used to calculate the internal consistency of the instrument. The reliability coefficient of .86, .95, and .79 were obtained for the three clusters. The overall reliability co-efficient of the instrument was .92. The data gathered for the study were statistically analyzed using percentage and Pearson product moment correlation statistic at 0.05 level of significance. Among the findings were that there was significant relationship between utilization of committee system (CS) and primary school principals' administrative effectiveness in Ibadan Metropolis. The study is related to the present study because the instrument for data collection for the study will also be adopted for the present study. Nevertheless, the study differs from the present study because the researchers adopted a correlation survey research design, while descriptive research design will be adopted for the present study.

Udemani (2010) conducted a study on the influence of communication on administration of primary schools in Delta State, Nigeria. The study was conducted

in Delta State. The study investigated the extent to which communication affects administration of primary schools in Delta State. It was a survey study based on ex-post facto design. The researcher raised three research questions and formulated three hypotheses for the study. The target of the population of the study was 320 public primary school headteachers and 9608 teachers in the state. The researcher sampled 30 (9%) headteachers and 650 teachers (3%) through simple random sampling technique. The instrument was a questionnaire validated in its face and content values. The reliability coefficient of .81, .90, and .72 were obtained for the three clusters. The overall reliability co-efficient of the instrument was .89. The three research questions and three hypotheses were tested using z-test to guide the study. The findings of the study revealed that there was a significant difference in the influence of communication on the administration of primary schools, using school location, sex and experience as the independent variables. The instrument of data collection in the study will uphold in the present study. However, the study was survey study based on ex-post facto design, while the present study will adopt a descriptive survey method.

Summary of Literature Review

The literature review for this study focused on four main headings: Under the conceptual framework, Concept of Development, Concept of Instructional Supervision, Concept of Strategy, Strategies for the improvement of instructional supervision, and Concept of Primary Education were discussed. Concept of development made it known that development is the [systematic](#) use of scientific and [technical knowledge](#) to meet specific [objectives](#) or [requirements](#). Concept of instructional supervision means to direct, oversee, guide or to make sure that expected standards of education are met, raising student achievement and creating valuable educational opportunities for students. Concept of strategy elucidated that strategy is a high level [plan](#) to achieve one or more goals under conditions of uncertainty. Strategies for the improvement of instructional supervision are a plan of action designed to achieve a specific goal or series of goals within an educational framework. Concept of primary education depicts that primary education or elementary education often in [primary school](#) or [elementary school](#) is typically the first stage of [compulsory education](#), coming between [early childhood education](#) and [secondary education](#)

This study was hinged on theory of Supervisory Practice. Theory of Supervisory Practice has a direct link to the study and is suitable for the purpose of the study. Theory of supervisory practice states that it is pertinent to improve

instruction and the quality of classroom life through the integration of scientific, artistic, and clinical supervision methods. The theory is relevant to the present study because of its emphasis on supervision which is the premise of the present study. Another theory reviewed was administrative theory. Administrative theory states that all the activities that occur in an organization or an industrial undertaking could be grouped into technical, commercial, financial, security, accounting and administration. Empirical studies of literature relevant to the present study were reviewed taking cognizance of the tenets of research which include the name of the author, title of the study, place of study, purpose of the study, research questions, hypotheses, design of the study, population of the study, sample and sampling technique instrument of data collection, method of data analysis, and findings of the study.

The literatures reviewed in the present study are related to the present study, but none of them is exact to the topic of this present research study. No researcher seems to have carried out a research on strategies for the improvement of instructional supervision in primary schools in Enugu Education Zone. **In order to cover this gap, the researcher deemed it necessary to carry out a research on** strategies for the improvement of instructional supervision in primary schools in Enugu Education Zone.

CHAPTER THREE

RESEARCH METHOD

In this chapter, the procedure that will be adopted for the study are presented under the following sub-headings namely: research design, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection, and method of data analysis.

Research Design

The design of the study was a descriptive survey. According to Nworgu (2015) a descriptive survey design is a type of research design in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of entire group. The use of this research design is considered appropriate because it will establish the opinions of teachers and instructional supervisors on strategies to be developed for the improvement of instructional supervision of primary schools in Enugu Education Zone.

Area of the Study

The study was carried out in Enugu Education Zone of Enugu State. The education zone is made up of three Local Government Areas namely; Enugu

North, Enugu East, and Isiuo. The zone is made up of 88 primary schools. The choice of the area is because supervision of primary school teachers is no longer effective in Enugu Education Zone; hence, it is pertinent to seek for strategies for the improvement of instructional supervision of primary schools in the area.

Population of the Study

The population of the study was made up of all the 2144 teachers in the 88 primary schools in Enugu Education Zone. It also included 28 instructional supervisors in charge of Enugu Education Zone primary schools (Source: Research, Planning and Statistics, Ministry of Education, Enugu, 2016). A breakdown of the population showed that there were 984 male teachers and 1160 female teachers in all the government owned primary schools in Enugu Education Zone.

Sample and Sampling Technique

The sample of the study was 528 respondents. A breakdown of the sample shows that 500 teachers (250 male and 250 female) are selected from 84 out of 88 government owned primary school in Enugu Education Zone and all the 28 instructional supervisors in the education zone were selected. This sample was drawn using multi-stage sampling procedure. First, the three local government areas in the education zone were purposely selected. This was to ensure that

teachers in the various LGAs were given equal opportunity to participate in the research. Next, stratified sampling technique was used to randomly select 28 primary schools from each of the three local government areas used for the study. A total of 500 teachers (250 male and 250 female) were randomly selected from the 84 primary schools in the three local government areas in Enugu Education Zone. All the 28 instructional supervisors were also used as respondents. The rationale for using the entire population of the 28 instructional supervisors is because it was not much and can be managed by the researcher. In other words, there was no sampling of the instructional supervisors.

Instrument for Data Collection

The instrument for data collection was a researcher developed questionnaire titled: "Strategies for the Improvement of Instructional Supervision Questionnaire" (SIISQ). The questionnaire has two sections; A and B. section A contains information on personal data of the respondents, while part B contains forty items arranged in four clusters, A, B, C, and D. Cluster A of the questionnaire focused on the training and the retraining of supervisors as a strategy for improvement of instructional supervision of primary schools. Cluster B of the questionnaire hinged on the application of the ICT facilities as a strategy for improvement of instructional supervision of the primary schools. Cluster C of the questionnaire centered on the moral boosting as a strategy for improvement of instructional

supervision of primary schools and finally, Cluster D of the questionnaire concentrated on disciplinary action as a strategy for the improvement of instructional supervision of primary schools in Enugu Education Zone. All the clusters have ten items each, all relating to the research question that guided the study.

The response format for cluster A to D was based on a four point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The respondents indicated their level of agreement by ticking (å) on the rating scale. The scale weighed 4, 3, 2, and 1 respectively.

Validation of the Instrument

To determine the face validity of the Strategies for the Improvement of Instructional Supervision Questionnaire (SIISQ), some copies of the instrument with the specific purposes, research questions, and hypotheses were given to three experts. One of the experts was in Measurement and Evaluation and two in Educational Administration and Planning at the University of Nigeria, Nsukka. They were specifically requested to assess the adequacy of the items of the instrument in getting the required information, the quality of its language and the logicity of its arrangement. The experts were expected to assess the suitability of the language, adequacy and relevance of the items of the instrument in addressing

the research questions bearing in mind the purpose of the study. Their corrections and comments were used to modify the questionnaire before the final copy was produced.

Reliability of the Instrument

In order to ascertain the reliability of the instrument, Strategies for the Improvement of Instructional Supervision Questionnaire (SIISQ) was trial tested on 20 (10 male and 10 female) teachers in ten government-owned primary schools and 10 instructional supervisors in Awgu Education Zone. This local government area was chosen because it is outside the study area. Cronbach Alpha Reliability Co-efficient technique was used to calculate the internal consistency of the instrument. The reliability coefficient of .78 for cluster one, .87 for cluster two, .69 for cluster three, and .80 for cluster four were obtained. The overall reliability coefficient of the instrument is .79. This result showed that the instrument was reliable for data collection in this study (see Appendix D: p.102).

Method of Data Collection

The questionnaire was administered to the respondents by the researcher and three research assistants. The three research assistants were properly trained by the researcher for one day. They were trained on how to administer and retrieve the questionnaires to enable them get familiar with the modalities for administering the

instrument appropriately. The researcher acquainted them with the purpose of the study, and also made explanations to them on the items in the clusters on each research question. It is necessary to use research assistants to make sure that the actual respondents for whom the instrument is meant for are indeed those who completed the instrument. Also, they will help to make clarifications to the respondents on the items whenever the need arises. The instruments were retrieved on the spot.

Method of Data Analysis

Mean and standard deviation were used in answering the four research questions. The null hypotheses were tested at 0.05 level of significance using t-test statistics. The level of rejection or acceptance of the null hypotheses was on t-calculated. When the t-calculated is greater than the t-critical table value, the item will be considered rejected. But when the t-calculated is less than the t-critical table value, the item will not be considered rejected rather it will be accepted.

The researcher used the values attached to the four-point scale to compute the mean scores for the items of the questionnaire. A mean score of 3.50 ñ 4.00 was accepted as strongly agree, 2.50 ñ 3.49 agree, 1.50 ñ 2.49 disagree and 0.50 ñ 1.49 strongly disagree. Data collected from the respondents was arranged, coded,

and analyzed at 0.05 alpha level of significance through the application of statistical package for social sciences (SPSS).

CHAPTER FOUR

ANALYSIS OF DATA AND RESULTS

This chapter presents the results of the analysis of data obtained for the study in relation to the research questions and hypothesis that guide the study. The research questions and hypotheses are reproduced and related tables of data are presented.

Research question one

What is the training strategy for improvement of instructional supervision of primary school in Enugu Education Zone?

Table 1: mean ratings on the training strategy for improvement of instructional supervision of primary school in Enugu Education Zone

S/N	ITEMS	TEACHER			INSTRUCTIONAL SUPERVISOR		
		$\bar{X}$	SD	REM	$\bar{X}$	SD	REM
1	Sponsoring supervisors to seminars to update their knowledge	3.50	0.50	SA	3.31	0.47	A
2	Sponsoring supervisors to workshops to update their skills	3.51	0.50	SA	3.34	0.48	A
3	Sponsoring supervisors to conferences to update their knowledge	3.07	1.01	A	3.31	0.47	A
4	Retraining of supervisors on how to apply peer coaching in supervision	2.61	1.51	A	2.68	0.47	A
5	Retraining of supervisors on how to apply micro teaching in supervision	3.54	0.50	SA	3.34	0.48	A
6	Training of supervisors on how to use closed-circuit television (CCTV) for supervision	3.07	1.01	A	3.25	0.51	A
7	Training of supervisors on how to discern the psychological state of a teacher	2.79	0.41	A	3.31	0.47	A
8	Training of supervisors on how to use video camera for supervision	2.86	0.35	A	3.25	0.51	A
9	Training of supervisors on how to discern the emotional state of a teacher.	2.70	0.74	A	3.25	0.51	A
10	Training of supervisors on how to use computers for supervision	2.79	0.41	A	3.25	0.51	A
	GRAND MEAN	3.04		A	3.23		A

The result in Table 1 shows that the mean ratings of the teachers for item numbers 1-10 are 3.50, 3.51, 3.07, 2.61, 3.54, 3.07, 2.79, 2.86, 2.70, and 2.79, with the corresponding standard deviation of 0.50, 0.50, 1.01, 1.51, 0.50, 1.01, 0.41, 0.35, 0.74, and 0.41 respectively. On the other hand, the mean ratings of the instructional supervisors on the above items are 3.31, 3.34, 3.31, 2.68, 3.34, 3.25, 3.31, 3.25, 3.25, and 3.25, with the corresponding standard deviation of 0.47, 0.48, 0.47, 0.47, 0.48, 0.51, 0.47, 0.51, 0.51, and 0.51 respectively. However, the grand mean scores of the two groups are 3.04 and 3.23.

Research Question Two

What ICT facilities application serves as strategy for improvement of instructional supervision of primary school in Enugu Education Zone?

Table 2: mean ratings on the ICT facilities application that serves as strategy for improvement of instructional supervision of primary school in Enugu Education Zone

S/N	ITEMS	TEACHER			INSTRUCTIONAL SUPERVISOR		
		$\bar{X}$	SD	REM	$\bar{X}$	SD	REM
11	Application of closed-circuit television (CCTV) in supervision	3.14	0.35	A	3.50	0.51	SA
12	Application of video conferencing (CCTV) in supervision	3.16	0.37	A	3.34	0.48	A
13	Use of tape recorder in supervision	2.71	0.76	A	3.31	0.47	A
14	Use of video camera in supervision	2.57	1.11	A	2.69	0.47	A
15	Utilization of webcam in supervision	3.54	0.50	SA	3.34	0.48	A
16	Utilization of intranet in supervision	3.07	1.01	A	3.25	0.50	A
17	Adoption of Ipad for supervision	2.09	0.01	D	2.31	0.07	D
18	Adoption laptops for supervision	2.06	0.05	D	2.29	0.13	D
19	Adoption palmtop for supervision	2.00	0.04	D	2.25	0.11	D
20	Use of satellite for supervision	3.00	0.66	A	3.25	0.51	A
	GRAND MEAN	2.73		A	2.95		A

The result in Table 2 shows that the mean ratings of the teachers for item numbers 11-20 are 3.14, 3.16, 2.71, 2.57, 3.54, 3.07, 2.09, 2.06, 2.00, and 3.00, with the corresponding standard deviation of 0.35, 0.37, 0.76, 1.11, 0.50, 1.01, 0.01, 0.05, 0.04, and 0.66 respectively. On the other hand, the mean ratings of the instructional supervisors on the above items are 3.50, 3.34, 3.31, 2.69, 3.34, 3.25, 2.31, 2.29, 2.25, and 3.25, with the corresponding standard deviation of 0.51, 0.48,

0.47, 0.47, 0.48, 0.50, 0.07, 0.13, 0.11, and 0.51 respectively. However, the grand mean scores of the two groups are 2.73 and 2.95.

Research Question Three

In what ways do moral boosting serve as strategy for improvement of instructional supervision of primary school in Enugu Education Zone?

Table 3: mean ratings on the ways in which moral boosting serve as strategy for improvement of instructional supervision of primary school in Enugu Education Zone

S/N	ITEMS	TEACHER			INSTRUCTIONAL SUPERVISOR		
		$\bar{X}$	SD	REM	$\bar{X}$	SD	REM
21	Paying the salaries of supervisors as at when due	2.57	1.11	A	2.69	0.47	A
22	Giving transport allowance to supervisors	3.54	0.50	SA	3.34	0.48	A
23	appreciating supervisors for doing a good job one-on-one, in writing, or both	3.07	1.06	A	3.25	0.51	A
24	Be willing to take the time to meet with the supervisors	3.14	0.35	A	3.50	0.51	SA
25	Provide supervisors specific and frequent feedback about their performance.	3.54	0.50	SA	3.34	0.48	A
26	Recognize, reward, and promote high performers of supervisors	3.07	1.01	A	3.25	0.51	A
27	Involve supervisors in decisions, especially as those decisions affect them	3.14	0.35	A	3.50	0.51	SA
28	Give supervisors a chance to grow and learn new skills	3.16	0.37	A	3.34	0.48	A
29	Provide employees with a sense of ownership in their work and their work environment	2.71	0.76	A	3.31	0.47	A
30	Giving supervisors all the necessary support they needed in their job	2.57	1.11	A	2.69	0.47	A
	GRAND MEAN	3.05		A	3.22		A

The result in Table 3 shows that the mean ratings of the teachers for item numbers 21-30 are 2.57, 3.54, 3.07, 3.14, 3.54, 3.07, 3.14, 3.16, 2.71, and 2.57, with the corresponding standard deviation of 1.11, 0.50, 1.06, 0.35, 0.50, 1.01, 0.35, 0.37, 0.76, and 1.11 respectively. On the other hand, the mean ratings of the instructional supervisors on the above items are 2.69, 3.34, 3.25, 3.50, 3.34, 3.25, 3.50, 3.34, 3.31, and 2.69, with the corresponding standard deviation of 0.47, 0.48, 0.51, 0.51, 0.48, 0.51, 0.51, 0.48, 0.47, and 0.47 respectively. However, the grand mean scores of the two groups are 3.05 and 3.22.

Research Question Four

What disciplinary strategies serve for improvement of instructional supervision of primary school in Enugu Education Zone?

Table 4: Mean ratings on the disciplinary strategies that serve for improvement of instructional supervision of primary school in Enugu Education Zone

S/N	ITEMS	TEACHER			INSTRUCTIONAL SUPERVISOR		
		$\bar{X}$	SD	REM	$\bar{X}$	SD	REM
31	Giving a verbal warning to supervisors found in any act of indiscipline	2.08	0.05	D	2.00	0.02	D
32	Rebuking supervisors who came to work late	3.39	0.49	A	3.59	0.50	SA
33	Rebuking supervisors who are playing truancy	3.11	0.78	A	3.19	0.99	A
34	Issuing query to supervisors who abandoned their duty	3.29	0.46	A	3.25	0.44	A
35	penalizing low performing supervisors so that they improve or leave	3.39	0.49	A	3.59	0.50	SA
36	Issuing query to supervisors who quarrel in the office	3.11	0.78	A	3.19	0.99	A
37	Issuing query to supervisors who gossip in the office	2.29	0.06	D	2.25	0.04	D
38	Suspending supervisors who fought in the office	3.20	0.40	A	3.28	0.46	A
39	Delivering a final warning to supervisors who defaulted	2.05	0.03	D	2.01	0.02	D
40	Terminating a supervisor who committed a serious offence	2.68	0.61	A	2.50	1.32	A
	GRAND MEAN	2.86		A	2.89		

The result in Table 4 shows that the mean ratings of the teachers for item numbers 31- 40 are 2.08, 3.39, 3.11, 3.29, 3.39, 3.11, 2.29, 3.20, 2.05, and 2.68, with the corresponding standard deviation of 0.05, 0.49, 0.78, 0.46, 0.49, 0.78, 0.06, 0.40, 0.03, and 0.61 respectively. On the other hand, the mean ratings of the instructional supervisors on the above items are 2.00, 3.59, 3.19, 3.25, 3.59, 3.19, 2.25, 3.28, 2.01, and 2.50, with the corresponding standard deviation of 0.02, 0.50, 0.99, 0.44, 0.50, 0.99, 0.04, 0.46, 0.02, and 1.32 respectively. However, the grand mean scores of the two groups are 2.86 and 2.89.

H₀₁: There is no significant difference between the mean ratings of teachers and instructional supervisors on the training as a strategy for improvement of instructional supervision of primary school.

Table 5: t-test of the two groups on training as a strategy for improvement of instructional supervision of primary school

S/N	Group	No.	Mean	SD	df	t.cal	t-value	Decision
1	TEACHER	500	3.04	0.69	526	0.99	1.96	Not significant
2	INSTRUCTIONAL SUPERVISOR	28	3.23	0.49				

The table above shows the calculated t-value of 0.99 at 526 degree of freedom and 0.05 level of significance. Since the calculated t-value of 0.99 is less than the table value of 1.96, the null hypothesis is accepted.

H₀₂: There is no significant difference between the mean ratings of teachers and instructional supervisors on the application of ICT facilities as a strategy for improvement of instructional supervision of primary school

Table 6: t-test of the two groups on the application of ICT facilities as a strategy for improvement of instructional supervision of primary school

S/N	Group	No.	Mean	SD	df	t-cal	t-value	Decision
1	TEACHER	500	2.73	0.49	526	1.25	1.96	Not significant
2	INSTRUCTIONAL SUPERVISOR	28	2.95	0.37				

The table above shows the calculated t-value of 1.25 at 526 degree of freedom and 0.05 level of significance. Since the calculated t-value of 1.25 is less than the table value of 1.96, the null hypothesis is accepted.

H₀₃: There is no significant difference between the mean ratings of teachers and instructional supervisors on moral boosting as a strategy for improvement of instructional supervision of primary school.

Table 7: t-test of the two groups on moral boosting as a strategy for improvement of instructional supervision of primary school

S/N	Group	No.	Mean	SD	df	t-cal	t-value	Decision
1	TEACHER	500	3.05	0.71	526	1.14	1.96	Not significant
2	INSTRUCTIONAL SUPERVISOR	28	3.22	0.49				

The table above shows the calculated t-value of 1.14 at 526 degree of freedom and 0.05 level of significance. Since the calculated t-value of 1.14 is less than the table value of 1.96, the null hypothesis is accepted.

H₀₄: There is no significant difference between the mean ratings of teachers and instructional supervisors on disciplinary action as a strategy for improvement of instructional supervision of primary school.

Table 8: t-test of the two groups on disciplinary action as a strategy for improvement of instructional supervision of primary school

S/N	Group	No.	Mean	SD	df	t-cal	t.value	Decision
1	TEACHER	500	2.86	0.42	526	0.87	1.96	Not significant
2	INSTRUCTIONAL SUPERVISOR	28	2.89	0.53				

The table above shows the calculated t-value of 0.87 at 526 degree of freedom and 0.05 level of significance. Since the calculated t-value of 0.87 is less than the table value of 1.96, the null hypothesis is accepted.

Summary of Major Findings

The major findings of this work are as follows:

1. The respondents agree that all the training strategies are suitable for improvement of instructional supervision of primary school in Enugu Education Zone.
2. The respondents agree that most of the ICT facilities application can serves as strategies for improvement of instructional supervision of primary school in Enugu Education Zone.
3. The respondents admitted that all the moral boosting methods serve as strategies for improvement of instructional supervision of primary school in Enugu Education Zone.
4. The respondents accepted that all the disciplinary strategies serve for improvement of instructional supervision of primary school in Enugu Education Zone.

5. With respect to the hypotheses 1 - 4, the t-cals are less than the t-table value of 1.96 showing that there is no significant difference between the mean ratings of teachers and instructional supervisors on training as a strategy, application of ICT facilities as a strategy, moral boosting as a strategy and disciplinary action as a strategy for improvement of instructional supervision of primary school.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter deals with the discussion of the findings, conclusion, implications of the findings, recommendations, limitations of the study and suggestions for further study. The discussion is done using topical headings.

Discussion of Findings

Training strategy for improvement of instructional supervision of primary school in Enugu Education Zone

The result on table one shows that there are certain training strategies needed for the improvement of instructional supervision of primary school in Enugu Education Zone. Such training strategies include: sponsoring supervisors to seminars to update their knowledge, Sponsoring supervisors to workshops to update their skills, Sponsoring supervisors to conferences to update their knowledge, retraining of supervisors on how to apply peer coaching in supervision, retraining of supervisors on how to apply micro teaching in supervision, training of supervisors on how to use closed-circuit television (CCTV) for supervision, training of supervisors on how to discern the psychological state of a teacher, training of supervisors on how to use video camera for supervision, Training of supervisors on how to discern the emotional state of a teacher and training of supervisors on how to use computers for supervision. These findings are in

harmony with the statement credited to Damy (2014) that training has specific goals of improving one's [capability](#), capacity, [productivity](#) and [performance](#).

ICT facilities application as strategy for improvement of instructional supervision of primary school in Enugu Education Zone

The result on table two shows that some ICT facilities application can serve as strategy for improvement of instructional supervision of primary school in Enugu Education Zone. These ICT facilities applications are: application of closed-circuit television (CCTV) in supervision. This finding buttressed the assertion made by Joppa (2011) that the adoption of close circuit television (CCTV) on instructional supervision will go a long way to make the exercise a success. Other ICT facilities applications are: application of video conferencing (CCTV) in supervision, use of tape recorder in supervision, use of video camera in supervision, utilization of webcam in supervision and use of satellite for supervision. The result on the table also portray that some ICT facilities application cannot serve as strategy for improvement of instructional supervision of primary school in Enugu Education Zone. They are: adoption of ipad for supervision, adoption laptops for supervision and adoption palmtop for supervision.

Moral boosting as a strategy for improvement of instructional supervision of primary school in Enugu Education Zone

The result on table three shows that moral boosting can be used as a strategy for improvement of instructional supervision of primary school in Enugu Education Zone. Such moral boosting strategies are: paying the salaries of supervisors as at when due, giving transport allowance to supervisors, appreciating supervisors for doing a good job one-on-one, in writing, or both, be willing to take the time to meet with the supervisors, provide supervisors specific and frequent feedback about their performance, recognize, reward, and promote high performers of supervisors, involve supervisors in decisions, especially as those decisions affect them, give supervisors a chance to grow and learn new skills, provide employees with a sense of ownership in their work and their work environment and giving supervisors all the necessary support they needed in their job. These findings are in harmony with the statement credited to Schater (2011) that moral boosting can be considered a psychological driving force that compels or reinforces an action toward a desired goal.

Disciplinary strategies for improvement of instructional supervision of primary school in Enugu Education Zone

The result on table three shows that disciplinary strategies can serve for improvement of instructional supervision of primary school in Enugu Education Zone. These disciplinary strategies include: rebuking supervisors who came to work late, rebuking supervisors who are playing truancy, issuing query to supervisors who abandoned their duty, penalizing low performing supervisors so that they improve or leave, issuing query to supervisors who quarrel in the office, suspending supervisors who fought in the office and terminating a supervisor who committed a serious offence. These disciplinary strategies are pertinent for improvement of instructional supervision, considering the assertion made by Embuck (2013) that the absence of these rules and regulations will lead to anarchy, workers dissatisfaction which is antithetical to the basic principles that informed the establishment of such an organization. The result from the table also depicts that some disciplinary strategies cannot serve for improvement of instructional supervision of primary school in Enugu Education Zone. Such disciplinary strategies include: giving a verbal warning to supervisors found in any act of indiscipline, issuing query to supervisors who gossip in the office and delivering a final warning to supervisors who defaulted.

Hypothesis one

The data in table 5 reveals that there is no significant difference between the mean ratings of teachers and instructional supervisors on the training as a strategy for improvement of instructional supervision of primary school. This is because the calculated t-value is less than the table value of t, and so the null hypothesis is accepted.

Hypothesis two

The hypothesis tested with respect to table 6 indicates that there is no significant difference between the mean ratings of teachers and instructional supervisors on the application of ICT facilities as a strategy for improvement of instructional supervision of primary school. This is because the calculated t-value is less than the table value of t, and so the null hypothesis is accepted.

Hypothesis Three

The data in table 7 reveals that there is no significant difference between the mean ratings of teachers and instructional supervisors on moral boosting as a strategy for improvement of instructional supervision of primary school. This is because the calculated t-value is less than the table value of t, and so the null hypothesis is accepted.

Hypothesis Four

The data in table 8 reveals that there is no significant difference between the mean ratings of teachers and instructional supervisors on disciplinary action as a strategy for improvement of instructional supervision of primary school. This is because the calculated t-value is less than the table value of t, and so the null hypothesis is accepted.

Conclusion

Based on the findings of the study, the following conclusions were drawn.

1. Training, application of ICT facilities, morale boosting and disciplinary action are strategies that can be adopted for improvement of instructional supervision of primary school in Enugu Education Zone.
2. There is no significant difference between the mean ratings of teachers and instructional supervisors on the training, application of ICT facilities, morale boosting and disciplinary as strategies for improvement of instructional supervision of primary school.

Educational Implications of the Study

Through the effective supervision of instruction, headmasters can reinforce and enhance teaching practices that will contribute to improved pupils learning. By skillfully analyzing performance and appropriate data, headmasters can provide meaningful feedback and direction to teachers that can have a profound effect on the learning that occurs in each classroom. Because pupil learning is the primary function of the schools, the effective supervision of instruction is one of the most critical functions of the instructional supervisors. If primary schools are to provide equal access to quality educational programs for all pupils, instructional supervisors of primary schools should seek for effective strategies for the improvement of instructional supervision of primary schools. Such strategies may include: training, application of ICT facilities, morale boosting and disciplinary actions. If these strategies are properly utilized, it will engender the improvement of instructional supervision of primary schools.

Recommendations

Based on the findings and implications of this study, the following recommendations are made:

1. Seminars and workshops should be organized for instructional supervisors from time to time.
2. Information and Communication Technology (ICT) facilities should be made available for instructional supervision.
3. The government should provide some incentives to instructional supervisors to increase their morale.
4. Instructional supervisors should be acquainted with the consequences of any act of indiscipline found among them.

Limitation of the Study

A successful completion of the research of this nature is, no doubt, a formidable and onerous task. A number of factors have impinged on the efforts of achieving a thorough research of this nature. First, the frequent travels to and from the study area constituted a major limitation to this study. The long distance, the heavy traffic and ever-increasing transportation fares to the study area put a toll on the researcher's finance.

Also, the un-cooperating attitude of the respondents was another major limitation. Some of the respondents approached to fill the questionnaires were reluctant in doing that and a number of them were hostile to the researcher.

Lastly, the few available literatures on the subject area of study also impinged heavily on this research work. Not many academic efforts have been put forward to bring to fore the strategies for the improvement of instructional supervision of primary schools in Enugu Education Zone.

However, care and caution have been taken to ensure that the validity and reliability of the research is not eroded by these stated limitations.

Suggestions for Further Research

The following suggestions have been made:

1. This study could be replicated in other Education Zones in Enugu State.
2. Administrative task performance of Headmasters in primary schools in Enugu Education Zone.
3. Innovative measures to enhance a qualitative education in primary schools in Enugu State.

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Appendices

Appendix A

Department of Educational Foundations

University of Nigeria, Nsukka.

01/01/2016.

Dear Sir/Madam

REQUEST FOR VALIDATION OF RESEARCH INSTRUMENT

I am a post graduate student of the above mentioned department in the above mentioned institution. I am currently conducting a research work on "Strategies for the Improvement of Instructional Supervision of Primary Schools in Enugu Education Zone".

I wish to request your assistance in the validation of the research instrument in terms of: clarity of items, simplicity of vocabulary, relevance of items on the study, and agreement of the items with the research topic, purpose and research questions set aside for the study. Please, kindly comment and suggest measures for improvement of the instrument.

Attached is a draft copy of the purpose, research questions, hypotheses and instrument for the study.

Yours faithfully,

Eze Virginia Chinelo

PG/MED/12/62342

Appendix B

QUESTIONNAIRE

PART A: PERSONAL DATA

Read thoroughly the following items and indicate the answer that best corresponds to your opinion by ticking (å) in the appropriate column.

Name of Schoolë ..

Position: Teacher

☐

Instructional Supervisor

☐

Part B: Information on Development of New Strategies for the Improvement of Instructional Supervision of Primary Schools in Enugu Education Zone.

Read the following items and indicate the answers that best corresponds to your opinion by ticking (å) in the appropriate column. Use the key stated below to answer the questions.

Clusters A, B, C, D, and E.

Strongly Agree SA (4-points)

Agree A (3-points)

Disagree D (2-points)

Strongly Disagree SD (1-point)

Cluster A: Training and retraining of supervisors as a strategy for improvement of instructional supervision of primary school in Enugu Education Zone

S/N	ITEM STATEMENT	SA	A	D	SD
1	Sponsoring supervisors to seminars to update their knowledge				
2	Sponsoring supervisors to workshops to update their skills				
3	Sponsoring supervisors to conferences to update their knowledge				
4	Retraining of supervisors on how to apply peer coaching in supervision				
5	Retraining of supervisors on how to apply micro teaching in supervision				
6	Training of supervisors on how to use closed-circuit television (CCTV) for supervision				
7	Training of supervisors on how to discern the psychological state of a teacher				
8	Training of supervisors on how to use video camera for supervision				
9	Training of supervisors on how to discern the emotional state of a teacher.				
10	Training of supervisors on how to use computers for supervision				

Cluster B: Application of ICT facilities as a strategy for improvement of instructional supervision of primary school in Enugu Education Zone

S/N	ITEM STATEMENT	SA	A	D	SD
11	Application of closed-circuit television (CCTV) in supervision				
12	Application of video conferencing (CCTV) in supervision				
13	Use of tape recorder in supervision				
14	Use of video camera in supervision				
15	Utilization of webcam in supervision				
16	Utilization of intranet in supervision				
17	Adoption of Ipad for supervision				
18	Adoption laptops for supervision				
19	Adoption palmtop for supervision				
20	Use of satellite for supervision				

Cluster C: Morale boosting as a strategy for improvement of instructional supervision of primary school in Enugu Education Zone

S/N	ITEM STATEMENT	SA	A	D	SD
21	Paying the salaries of supervisors as at when due				
22	Giving transport allowance to supervisors				
23	appreciating supervisors for doing a good job one-on-one, in writing, or both				
24	Be willing to take the time to meet with the supervisors				
25	Provide supervisors specific and frequent feedback about their performance.				
26	Recognize, reward, and promote high performers of supervisors				
27	Involve supervisors in decisions, especially as those decisions affect them				
28	Give supervisors a chance to grow and learn new skills				
29	Provide employees with a sense of ownership in their work and their work environment				
30	Giving supervisors all the necessary support they needed in their job				

Cluster D: Disciplinary action as a strategy for improvement of instructional supervision of primary school in Enugu Education Zone

S/N	ITEM STATEMENT	SA	A	D	SD
31	Giving a verbal warning to supervisors found in any act of indiscipline				
32	Rebuking supervisors who came to work late				
33	Rebuking supervisors who are playing truancy				
34	Issuing query to supervisors who abandoned their duty				
35	penalizing low performing supervisors so that they improve or leave				
36	Issuing query to supervisors who quarrel in the office				
37	Issuing query to supervisors who gossip in the office				
38	Suspending supervisors who fought in the office				
39	Delivering a final warning to supervisors who defaulted				
40	Terminating a supervisor who committed a serious offence				

