


## AN EVALUATION OF EDUCATIONAL SUPERVISION IN IMPROVING TEACHING QUALITY IN AKURE SOUTH LGA, ONDO STATE, NIGERIA

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<p><b>ARTICLE HISTORY</b>                  Received [19 August 2024]                  Revised [29 August 2024]                  Accepted [10 September 2024]</p>	<p><b>ABSTRACT</b>  <i>This study examined an evaluation of educational supervision in improving teaching quality in Akure South LGA, Ondo State, Nigeria. Descriptive survey research design was employed in which a total sample of 120 Principals, Vice – principals, HOD’s, Subject Heads were randomly selected from a population of 2,224 teachers in Akure South Local Government Area of Ondo State, Nigeria. One research question and two hypotheses guided the conduct of the study. Findings revealed that both teachers and principals unanimously agreed with all the item of the ESTQQ (Educational Supervision Teaching Quality Questionnaire) that is, teachers’ qualification, experience, mastery of subject and classroom management and how it affects teaching quality in junior public secondary schools in Akure South LGA, Ondo State, Nigeria. Based on the findings, it was discovered that there is a wide array of challenges that educational supervision encounters in its mission to elevate teaching quality. Among these challenges are, the lack of adequate training programs for teachers, insufficient channels for effective communication between supervisors and the teacher, and a pervasive organizational climate that often stifles open dialogue and feedback. It was recommended that supportive environment promoting open communication among teachers and fostering trust and collaboration among staff is more effective and responsive toward educational supervision process.</i></p>
<p><b>KEYWORDS</b>                  Evaluation, Educational Supervision, Teaching Quality</p>	
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### INTRODUCTION

Supervision plays a crucial role in improving teacher quality and student learning outcomes by helping teachers develop their skills, identify areas for improvement, and create a positive learning environment, this means that the task of the education supervisor is to build professionalism or improve the quality of teachers in managing and developing the learning process in schools, both in intra and extracurricular forms. There is no gainsaying that supervision of instruction plays a crucial role in achieving educational objectives, teachers’ professional development and improving students’ academic performance (Anyagre, 2016; Baffour-Awuah, 2011). However, there are contrasting views among teachers regarding the supervision of instruction. According to previous studies by Cobbold et al. (2015); Baffour-Awuah (2011) and Mandinach and Gummer (2016) reveal that some teachers view supervision as a witch hunt, causing unnecessary criticism while others view it as a tool for improving teaching skills and providing current curriculum implementation information.



Supervision is critical to the attainment of goals in any organization, the school is one of such organisation. Many factors have to be addressed if schools have to improve the quality and standards of education at all levels, areas that have to be addressed include indicators of quality and standards. Such indicators include the quality of structures and facilities at the school, supervision and management practices at the school, the quality of the human resource component at the school, the relevance of the curriculum, the processes of teaching and learning at the school, community involvement and participation, and health and sanitation facilities in the school. Tropman (2020) highlights the evolution of supervision practices in modern organizations, such as schools, and the close link between the development of management theories and the evolution of different stages of supervision, emphasizing the need for coordination in all areas. The quality of schools that affect student performance is a significant concern globally, the quality of education provided in schools is essential to ensure that students are equipped with the knowledge and skills necessary to succeed in life. The issue of school quality has received increasing attention in recent years, as policymakers and stakeholders realize the importance of education in promoting economic and social development (Ajayi et al., 2009; Oyewole, 2013). The global context of school quality that affects student performance is complex and diverse.

Several factors contribute to the quality of education provided in schools, including the quality of teachers, curriculum, resources, infrastructure, and student characteristics (Gil-Flores et al., 2017; Juneja & Shikha, 2019). These factors interact in complex ways to influence student performance in different contexts. Access to education remains a critical issue in numerous countries, impacting the overall quality of educational provision. Access to education is affected by variables including socioeconomic status, gender, and geographic location. In certain countries, girls encounter obstacles to educational access stemming from cultural norms or insufficient resources (Aikman & Rao, 2012). In other contexts, students in rural areas may face challenges in accessing quality education due to inadequate infrastructure and resources. Teacher quality is an important factor influencing school quality and student performance globally. Studies have shown that teacher quality has a significant positive impact on student learning outcomes. Highly qualified and experienced teachers are more likely to provide high-quality education to students (Lee, 2018). However, in many countries, there is a shortage of qualified teachers, especially in rural areas.

The curriculum is another important factor that contributes to the school's quality and students' performance. The curriculum must be relevant, engaging and challenging to motivate students to learn and develop critical thinking skills. In some countries, curricula may not be adequately developed, or may not be aligned with the needs of the labor market, resulting in a mismatch between the skills students acquire and the skills demanded by employers (Tefaw & Hofman, 2014). Resources and infrastructure are also important factors that affect school quality and student performance. Schools need adequate resources, including textbooks, computers, and other learning materials, to provide high-quality education to students (Murillo & Román, 2011; Asano et al., 2021). In addition, schools need infrastructure, such as classrooms, laboratories, and libraries, to support effective teaching and learning. Student characteristics, such as socioeconomic status and language proficiency, also affect school quality and student performance. Students from disadvantaged backgrounds may face additional challenges in accessing quality education and may need additional support to succeed academically (Woldegiorgis & Chiramba, 2024). In addition, students who are not



proficient in the language of instruction may find it difficult to understand the curriculum, resulting in lower academic performance.

Nigeria is a rapidly developing country, and the quality of education is an important component in achieving sustainable development. Secondary schools in Nigeria play an important role in providing education to students, and therefore, it is important to ensure that they provide high-quality education. The Nigerian Government has implemented several policies aimed at improving the quality of education, including increasing teacher salaries, improving the teacher certification process, and providing incentives for teachers to improve their skills.

## **Statement of the Problem**

Every system and organization has goals that serve as a focus for its activities. This is equally true of educational institutions and establishments. However, the extent to which to which these goals are accomplished indicates how efficient and effective the system is in the discharge of its responsibilities. Education is one of the most important factors contributing to social and economic development. Quality education is essential to ensure that individuals are equipped with the skills and knowledge necessary to succeed in life. Teachers play an important role in providing education to students. However, there is a need to improve the quality of education provided in junior secondary schools in Ondo State, faced by several challenges that hinder the provision of high-quality education to students. One significant challenge is the quality of teachers, the quality of teachers is determined by a variety of factors, including their level of education, teaching experience, and ability to communicate effectively with students. The quality of teachers has a direct impact on the quality of education provided to students, which in turn affects student performance in both internal and external examination.

This research work is to evaluate the role of educational supervision in improving teacher's quality in public junior secondary schools in Ondo State, Nigeria. The teacher's performance is expected to reflect in their ability to drive the change within the schools and therefore making an impact towards the teaching and learning activities in the schools. Kowalski (2010) in a comprehensive report on how school principals acquire and deploy their fiscal and human resources wrote that principals report spending a great deal of time managing facilities, supervising staff, dealing with discipline and security, and student learning. They devote less time to professional development and curriculum supervision.

One of the most critical problems facing the teaching profession is how to improve the development of beginning teachers. Teachers find their first few years of teaching a trying and often defeating experience. Entrance into the teaching profession is marked by an initial period of challenges and opportunities. Teachers begin their careers facing the most difficult assignments with a lack of time for planning, supervision, and interaction with colleagues (Lane & Sweeny, 2018). As Kelechukwu (2021) pointed out, to be successful, teachers must meet their challenges with perseverance, hard work, and quality assistance from experienced teachers and administrators who are willing to provide and recognize extensive support for them during the first few years of their teaching careers, effective supervision and coaching programs at the induction level have been found to ameliorate beginning teacher concerns and to increase teachers' focus on instruction (Asiyai, 2012). Among secondary school teachers, some often complain about their administrators, the head teacher, and the principals, as they primarily focus on administrative duties, rather than



giving instructional and academic support. Thus, the image of instructional leadership has become awkward in the professional rhetoric but all too often lacking the administrative practice of many school administrators. Teachers in Akure South LGA of Ondo State has been finding it difficult to cope with the teaching profession due to inadequate supervision by the principals, vice-principals, HODs and subject heads in public junior secondary schools.

As the school head or administrator, it is his/her responsibility to provide effective and efficient management of the school. Schools are headed by administrative and educational leader and their leadership roles to have a primary function only, and this function is to ensure that successful learning take place for all students in the school through supervision of their staff. The principal, vice-principal and Heads of the Department (HODs) have been deficient in the checking of lesson notes, scheme of work, teachers' punctuality, teachers' regularity in class and students' notes. In the aspect of supervision of instruction, the principals have not been performing up to the task in the area of moderation of examination question papers, moderation of making scheme and observation of classroom teaching. The problems experienced by teachers should not lead supervisors to conclude that all induction programs should focus solely on survival issues (Astuti, 2019). Ijaiya (2012) explained that supervision is a process aimed at promoting growth and development in a school setting, whereby a designated officer assists classroom teachers to become more competent and self-propelling. The study examines the evaluation of educational supervision in improving teaching quality in public junior secondary schools in Akure South LGA, Ondo State, Nigeria. The research questions how effective supervision practices can contribute to the professional growth of educators, thereby improving their instructional techniques and overall effectiveness in the classroom. Additionally, it will assess the various strategies employed by educational supervisors to foster an environment conducive to professional development. By analyzing the relationship between educational supervision and teacher quality, this study seeks to identify best practices that can be implemented to elevate teaching standards in public junior secondary schools in Akure South LGA, Ondo State.

## Research Hypothesis

- H01: There is no significant relationship between educational supervision and teaching quality of public junior secondary school teachers in Akure South LGA, Ondo State.
- H02: There is no significant relationship between educational supervision and teachers' qualification of public junior secondary school teachers in Akure South LGA, Ondo State.
- H03: There is no significant relationship between educational supervision and teachers' teaching experience in Akure South LGA, Ondo State, Nigeria.
- H04: There is no significant relationship between educational supervision and teachers' mastery of subject taught on teachers in Akure South LGA, Ondo State, Nigeria.
- H05: There is no significant relationship between educational supervision and classroom management of public junior secondary school teachers in Akure South LGA, Ondo State.



## RESEARCH METHODOLOGY

This study utilized a descriptive survey design. This is a design in which groups of items or objects are studied, by collecting and analyzing them in order to determine their present state or condition. It helps to have clear view of issues or person's without manipulation in their natural form. The study population comprised all junior public senior secondary school Principals, Vice – Principals, Head of Department and Subject Heads in Akure South LGA of Ondo State, Nigeria.

### Sample and Sampling Techniques

The simple random sampling technique was used to select the representatives of this study from the larger population of the study. This technique was used because it ensured that all the school Principals, Vice – Principals, Head of department and Subject Heads have an equal chance of being selected to partake in the study. Ten schools were selected by simple random from the study population. The sample of the study was made of 120 Principals, Vice Principals, Hod's and Subject Heads as respondents, (both male and female) are selected from the schools.

### Research Instrument

The study made use of self designed questionnaire titled "Educational Supervision Teaching Quality Questionnaire" (ESTQQ). The questionnaire was divided into two sections, Section A and B, Section 'A' contained items on the bio data of the respondents such as name of school, years of service, years of experience, gender and qualification. Section 'B' contained items such as teachers' qualification, teachers' mastery of subject taught, and falling teachers classroom management as captured in the formulated hypotheses, on a 4 four – point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The bio – data collected from the respondents were analyzed by simple percentage and frequency counts while the stated hypotheses were tested using Chi – square (X<sup>2</sup>) statistical tool at 0.05 level of significance.

### Validity of the Instrument

The Educational Supervision Teaching Quality Questionnaire" (ESTQQ) was subjected to face and content validity. These were established by experts in the Department of Educational Management and Planning, Global Wealth University, Lome, Togo.

### Reliability of the Instrument

The instrument's reliability was established through a pilot study on twenty (20) participants at a public Secondary School in Akure South, Ondo State different from the ones selected for the research. The questionnaire was collected and divided into two (2) comparable halves with even numbered items as one set and odd numbered items as the other set. Each person scores correlated using Pearson Product Moment Correlation Co-efficient formula with the aid of Statistical Package for Social Science (SPSS) software. Using Spearman Brown Prophecy Formula, the reliability of the scores was estimated. This helped to determine the instrument's internal consistency, which gave the co-efficient value as 0.82, which means the values are moderate and this made the instrument reliable for the study.

## RESULT AND DISCUSSION

The data used in this study was obtained from two hundred thirty (120) respondents. All the questionnaires were retrieved for data analysis. Four hypotheses were formulated in the course of this research and tested using the Chi-square ( $X^2$ ) statistical tool at the 0.05 level of significance.

**Hypothesis One:** There is no significant relationship between educational supervision and teaching quality of public junior secondary school teachers in Akure South LGA, Ondo State.

Table 1. Chi-square ( $X^2$ ) analysis showing the impact of educational supervision on teaching quality of public junior secondary school teachers in Akure South LGA, Ondo State

Variables	X	SD	N	Df	$X_{cal}$	$X_{Tab}$	Decision (0.05)
Educational Supervision	22.10	3.87	120	118	37.22	31.40	Reject $H_{01}$
Teaching Quality	22.31	41.19					

Table 1 shows the result of the test of significant impact of educational supervision on teaching quality of public junior secondary school teachers in Akure South LGA, Ondo State. The  $X_{cal}$  value is 37.22 while the  $X_{Tab}$  value is 31.40 at 0.05 level of significance given 20 degree of freedom. The stated hypothesis was rejected because the  $X_{Tab}$  value is (31.40) is less than the  $X_{cal}$  value (37.22). therefore, the alternative hypothesis was accepted which states that there is a significant impact of educational supervision on teaching quality of public junior secondary school teachers in Akure South LGA, Ondo State.

**Hypothesis Two:** There is no significant relationship between educational supervision and teachers' qualification of public junior secondary school teachers in Akure South LGA, Ondo State.

Table 2. Chi – square ( $X^2$ ) analysis showing the impact of educational supervision on teachers' qualification of public junior secondary school teachers in Akure South LGA, Ondo State

Variables	X	SD	N	Df	$X_{cal}$	$X_{Tab}$	Decision
Educational Supervision	22.25	4.32	120	118	36.05	28.85	Reject $H_{02}$
Teachers' Qualification	22.31	41.19	120				



Table 2 shows the result of the test of significant impact of educational supervision on teachers' qualification in public junior secondary school teachers in Akure South LGA, Ondo State. The  $X_{cal}$  value is 36.05 while the  $X_{Tab}$  value is 28.85 at 0.05 level significance given 18 degree of freedom. The stated hypothesis was rejected because the  $X_{Tab}$  value is (28.85) is less than the  $X_{cal}$  value (36.05). Therefore, the alternative hypothesis was accepted which states that there is a significant impact of educational supervision on teachers' qualification in public junior secondary school teachers in Akure South LGA Ondo State, Nigeria.

**Hypothesis Three:** There is no significant relationship between educational supervision and teachers' teaching experience in Akure South LGA, Ondo State, Nigeria.

Table 3. Chi – square ( $X^2$ ) analysis showing the impact of teachers' teaching experience and educational supervision in public junior secondary school teachers in Akure South LGA, Ondo State

Variables	$\bar{X}$	SD	N	Df	$X_{cal}$	$X_{Tab}$	Decision (0.05)
Educational Supervision	19.02	3.19	120	118	41.23	36.42	Reject $H_03$
Teachers' Teaching Experience	22.31	41.19					

Table 3 shows the result of the test of the significant impact of educational supervision on teachers' experience in public junior secondary school teachers in Akure South LGA, Ondo State. The  $X_{cal}$  value is 51.33 while the  $X_{Tab}$  value is 36.42 at 0.05 level significance given 22 degrees of freedom. The stated hypothesis was rejected because the  $X_{Tab}$  value (36.42) is less than the  $X_{cal}$  value (41.19). Therefore, the alternative hypothesis was accepted which states that there is a significant impact educational supervision on teachers' experience of public junior secondary school teachers in Akure South LGA Ondo State.

**Hypothesis Four:** There is no significant relationship between educational supervision and teachers' mastery of subject taught on teachers in Akure South LGA, Ondo State, Nigeria.

Table 4. Chi-square ( $X^2$ ) analysis showing the impact of teachers' mastery of subject on educational supervision of public junior secondary school teachers in Akure South LGA, Ondo State

Variables	X	SD	N	Df	$X_{cal}$	$X_{Tab}$	Decision (0.05)
Educational Supervision	24.75	4.64	120	118	45.12	28.13	Reject $H_04$
Teachers Mastery of subject taught	22.31	41.19					

Table 4 shows the result of the test of the significant impact of teachers' mastery of the subject taught on educational supervision of public junior secondary school teachers in Akure South LGA, Ondo State. The  $X_{cal}$  value is 45.12 while the  $X_{Tab}$  value is 28.13 at 0.05 level significance given 19 degrees of freedom. The stated hypothesis was rejected because the  $X_{Tab}$  value (28.13) is less than the  $X_{cal}$  value (45.12). Therefore, the alternative hypothesis was accepted which states that there is a significant impact on teachers' mastery of subjects taught by public junior secondary school teachers in Akure South LGA Ondo State, Nigeria.

**Hypothesis Five:** There is no significant relationship between educational supervision and classroom management of public junior secondary school teachers in Akure South LGA, Ondo State.

Table 5. Chi-square ( $X^2$ ) analysis showing the impact of educational supervision on classroom management of public junior secondary school teachers in Akure South LGA, Ondo State

Variables	$\bar{X}$	SD	N	Df	$X_{cal}$	$X_{Tab}$	Decision (0.05)
Educational Supervision	24.44	4.51	120	118	31.05	20.65	Reject $H_0$
Classroom Management	22.31	31.05	120				

Table 5 shows the result of the test of significant impact of teachers' classroom management on educational supervision of public junior secondary school teachers in Akure South LGA, Ondo State. The  $X_{cal}$  value is 31.05 while the  $X_{Tab}$  value is 20.65 at 0.05 level significance given 14 degree of freedom. The stated hypothesis was rejected because the  $X_{Tab}$  value is (20.65) is less than the  $X_{cal}$  value (31.05). Therefore, the alternative hypothesis was accepted which states that there is a significant impact of teachers' classroom management on teachers in public junior secondary school teachers in Akure South LGA Ondo State, Nigeria.

### Discussion of Findings

The findings of this study reveal significant relationships between educational supervision and various aspects of teaching quality among public junior secondary school teachers in Akure South LGA, Ondo State. The results indicate that educational supervision positively impacts teaching quality, teachers' qualifications, teaching experience, mastery of subjects and classroom management. Each hypothesis tested showed a rejection of the null hypothesis, suggesting that effective educational supervision is crucial for enhancing these dimensions of teaching. The study's findings align with previous research that emphasizes the importance of educational supervision in improving teaching quality. Ayeni (2017) found a significant relationship between teachers' classroom management strategies and students' academic performance, highlighting the role of effective supervision in fostering a conducive learning environment. This supports the notion that educational supervision is a vital component in enhancing teaching effectiveness. The results also resonate with findings from other studies that indicate a positive correlation between educational supervision and



teachers' qualifications. Asuku and Alete-Omoni (2022) demonstrated that well-structured supervision can lead to improved teacher qualifications and professional development, which in turn enhances teaching quality. This suggests that the supervisory practices in Akure South LGA are effective in promoting teacher qualifications and experience.

The significant relationship found between educational supervision and teachers' mastery of the subjects taught aligns with findings from Marshall (2013), who noted that effective supervision contributes to teachers' content knowledge and instructional skills, ultimately benefiting student learning outcomes. This reinforces the idea that educational supervision is essential for ensuring that teachers are well-prepared to deliver their subject matter effectively. While the findings of this study are largely consistent with existing literature, there are areas where they diverge. Some studies have suggested that the impact of educational supervision on teaching quality may not be as pronounced in certain contexts. Adedeji and Olaniyan (2011) indicated that in some regions, the effectiveness of supervision was hindered by inadequate resources and lack of training for supervisors, leading to minimal improvements in teaching quality. In contrast, the current study found significant positive impacts, suggesting that the context in Akure South LGA may be more conducive to effective educational supervision. The implications of these findings are significant for educational policy and practice. They suggest that enhancing educational supervision should be a priority for educational authorities in Akure South LGA. By investing in training for supervisors and establishing structured supervisory frameworks, schools can improve teaching quality and, consequently, student outcomes. Furthermore, the findings highlight the need for ongoing professional development opportunities for teachers, ensuring they remain engaged and effective in their roles.

## CONCLUSION

The study elucidates the pivotal role that educational supervision plays in enhancing the quality of teachers in public junior secondary schools in Akure South LGA, Ondo State. It emphasizes that effective educational supervision is not merely an administrative task rather, it is a vital component that directly influences the improvement of educational standards in the public secondary schools. In Akure South LGA, Ondo State, Nigeria, the implementation of educational supervision within secondary schools represents a significant advancement in the educational landscape. This initiative has introduced systematic approaches aimed at bolstering the quality of teaching staff, ensuring that they are better equipped to foster student learning and engagement. The impacts of educational supervision on teacher quality in these schools are vast and transformative. By offering structured guidance and constructive feedback, educational supervisors create a supportive atmosphere where teachers can thrive in their teaching career. This process includes regular classroom observations, professional development workshops, and mentorship programs that collectively encourage teachers to adopt innovative teaching methods and refine their instructional skills. As a result, classrooms become vibrant learning environments where students can achieve higher academic outcomes. Based on the findings of this study regarding the impact of educational supervision on teaching quality among public junior secondary school teachers in Akure South LGA, Ondo State, the following recommendations are proposed:



1. Educational authorities should create clear and structured models of supervision that outline specific roles, responsibilities, and processes for supervisors. This can help ensure consistency and effectiveness in supervision practices across schools.
2. Encourage continuous professional development opportunities for teachers, including workshops, seminars and collaborative learning sessions. These activities can deepen teachers' subject knowledge and enhance their teaching strategies.
3. Encourage the establishment of professional learning communities within schools where teachers can share experiences, challenges, and best practices. This collaborative approach can enhance teaching quality and provide peer support.
4. Educational stakeholders should advocate for policy reforms that prioritize and institutionalize effective educational supervision as a core component of teacher development programs.

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