

Pedagogic Supervision As a Function of Effective Curriculum Implementation in Some Selected Primary Schools in Yaounde 3

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Abstract- Effective curriculum implementation will only take place if all the necessary things are put in place. Every profession requires continuous improvement in methods and skills that necessary for employee performance. This means that the effective curriculum implementation of teacher is vital for the success of every school. One of the most important reasons for pedagogic supervision is to see to it that each teacher performs the duties assigned to him or her and improve the effectiveness of teachers to enable them contribute their maximum quota to attain the goals of a school. Whenever we come across the term pedagogic supervision in our country our minds goes to inspectors. We know pedagogic supervision is mostly done by inspectors but we should also bear in mind that principals and head teachers are also pedagogic inspectors in their various schools. The teacher's duty as a curriculum implementer cannot be over emphasized and so this article is on Pedagogic supervision and curriculum implementation. Our focus in this research will be based on the head teacher and teachers in some primary schools in Yaounde 3. The purpose of this research is to investigate the extent to which pedagogic supervision can lead to effective curriculum implementation. The sample consists of 130 primary school teachers in Yaounde 3 randomly selected from 10 schools. The research instrument used was the questionnaire. The results shows that all the research hypotheses were accepted while the null hypotheses were rejected. Recommendations weremade to pedagogic inspectors and teachers.

Index Term- Pedagogy, Supervision, Effective, Curriculum, Implementation.

I. INTRODUCTION

Supervision is an effective method that could help achieve good results as far as teaching and learning are concerned. This means that it is very important for teaching and learning procedures to be constantly monitored and reviewed to ensure the total achievement of the objectives. It is for this reason that pedagogic supervision and instruction in the basic school is very necessary (Kweku and Eric, 2014).

According to Kpatakpa (2008) there is a widespread feeling that academic standards are fast falling and the blame is shifted to the teacher, who is seen not to be providing effective teaching and learning. What then might have gone amiss to affect the performance of the teachers so much so that their performances affect negatively the general output of pupils in the schools? The challenge is placed at the door post of "effective pedagogic supervision".

It is assumed that effective pedagogic supervision in the basic schools is likely to improve the teachers' professional performance and consequently enhance the general output of pupils in the schools. Many researchers, as postulated by Sergiovanni and Starratt (2002) believe that supervision of instruction potentially improves classroom practices, and contributes to pupils success through the professional growth and improvement of teachers (Baffour-Awuah, 2011).

Curriculum is a course of study in a school, what is to be learned, the content and purpose of an educational programme, together with their organization, a plan for the education of pupils during their stay in a given school. It is the overall plan that is intended to be used by the teacher as a point of departure for developing teaching strategies to be used with specific classroom groups of pupil. It is the organization of intended learning opportunities for which the school takes responsibility (Sadker and Sadker, 2000 cited by Tambo, 2003). The three types of curriculum are: subject curriculum, which is characterized by a certain bodies of subject matter, arranged in logical order to facilitate exposition and are called subjects. We also have the core curriculum and activity curriculum (Fonkeng and Tamajong, 2009). Curriculum implementation is the act of translating the curriculum document into action in the classroom by the teacher and so concluding any issue on curriculum implementation without mentioning the teacher will be like one going for cry and leaving his/her eyes behind, like an Igbo adage will say. This is to say that curriculum implementation is the arduous work of the teacher.

II. THE RESEARCH PROBLEM

The effective curriculum implementation by teachers in primary schools is an essential aspect that is not supposed to be reckoned with, if quality output has to be achieved. Teachers are the sole implementers of the curricula changes and there are better place to know what to suggest as far as the educational growth of their pupil is concerned. In spite of this we observed that pupils' performances especially in continuous assessments in most primary schools does not match with expectations of stakeholders. Furthermore many pupils upon graduation still face serious problems in language and mathematics. This proves that the process of curriculum implementation is not effective and learners are not learning what they are expected to learn. This poses a major problem of none attainability of school objectives and wastage of salient resources. The primary school is the foundation of the educational process. When curriculum implementation is a problem at this level, it means that learners may face serious problems completing the

educational cycle since they may lack the basic notions. This could equally engender pupil repetition and dropout which would reduce the possibility of these individuals from participating in the development processes of the society in which they live. It is against this backdrop that we intent to study the elements of pedagogic supervision that influence curriculum implementation in primary schools.

Research Questions

General Research question.

How does Pedagogic supervision affects curriculum implementation?

Specific Research Questions.

- How does the head teacher supervisory techniques influences curriculum implementation?
- How does teacher management affects curriculum implementation?

Research Objectives

General Research Objective

To find out the extent to which Pedagogic supervision affects curriculum implementation.

Specific Research Objectives

- To investigate the extent to which the head teacher supervisory techniques influences curriculum implementation.
- To verify the extent to which teacher management affects curriculum implementation.

Hypotheses

General hypotheses

Ha: Pedagogic supervision can influence curriculum implementation.

Ho: Pedagogic supervision does not influence curriculum implementation.

Specific hypotheses

- **Ha1:** The head teacher supervisory techniques can influence curriculum implementation.
- **Ha2:** Teacher management have a link with curriculum implementation.

Significance of the Study

The findings of the study may be of help to other researchers who may like to pursue further research on the effect of pedagogic supervision on curriculum implementation of basic school teachers. Apart from adding to knowledge, and literature on pedagogic supervision and curriculum implementation, the findings may be beneficial to the Cameroon Education Sector (CES) since it may serve as a framework for planning, reorganizing and providing training and development programmes for present and future pedagogic supervisors through seminars, workshops, and short courses. Thus, the findings of the study may broaden the knowledge and skills of pedagogic supervisors which will go a long way to improve supervision and organization of professional development programmes for basic school teachers. The findings of the study may also help to understand relevant issues in pedagogic supervision in the Yaounde 3 Municipality in the Central Region of Cameroon in general.

III. LITERATURE REVIEW

Curriculum as viewed by Alebiosu (2005) is an instrument that dictates the affairs of every educational system. It is the vehicle through which knowledge and other learning activities are disseminated. Curriculum implementation involves the dissemination of the structured set of learning experiences, the provision of resources to effectively execute the plan, and the actual execution of the plan in the classroom setting where teacher-learner interactions take place (Ivowi, 2009). In curriculum implementation, the learner for whom the programme is being planned interacts with the contents and materials in order to acquire the necessary skills, attitudes and abilities (Mkpa and Izuagba, 2009). They went further to define curriculum implementation as the actual engagement of the learner with the planned learning opportunities. This means that curriculum implementation is that stage of the curriculum process where the learner through the guide of a teacher interacts with learning activities so as to maximize learning as will be noticed in the learners new behaviour/new approach to issues.

Another name for the teacher is curriculum implementer. The teacher is one who translates the curriculum document into operating curriculum through a joint effort of hers/his, the learners and other interest groups as viewed by Mkpa (1987). This implies that the task of implementing the curriculum lies on the teacher. The teacher does not just implement the content as it is, rather he breaks the content into teachable units. Precisely what comes to the teacher is not the curriculum plan rather the syllabus which he breaks down to get the scheme of work, down to the unit of plan and finally to the lesson plan which is being used daily in his/her teaching.

Pedagogic supervision is one of the administrative tools which individuals as well as groups of people employ in the day-to-day administration of their work or organisations (Nyarko, 2009) and for Segun (2004), the importance attached to school supervision in modern educational systems requires a lot of attention because many people are currently more conscious than in the past about the essence of education. As a result, there is a great interest in the day-to-day operations of the school system (Bessong and Ojong, 2009). The ineffective curriculum implementation can also be as a result of the ineffective present of the head teacher in school and the use of old supervisory techniques. Sergiovanni and Starratt (2007) argue that no matter how capable supervisors are, as long as supervision is viewed as nothing of value to teachers, its potential to improve schools will not be fully realized (Tesfaw and Hofman, 2012). According to Sergiovanni and Starratt (2007).

Hismanoglu and Hismanoglu (2010), assert that there is a difficulty in the agreement of a specific definition of the term "pedagogic supervision" since there are some differences in orientations, perceptions, comprehension and familiarity with aspects of the framework and also analysis of its content. This is substantiated with the description of pedagogic supervision by Daresh (2001), as a dynamic process leading to studying and improving all factors that affect the education situation, while Kilminster, Jolly & Van der Vleuten (2007) explain pedagogic supervision as the provision of guidance and feedback on matters of personal, professional and educational development in the context of trainee's experience.

Segun (2004), contends that pedagogic supervision is seen as the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction, methods of teaching, and the evaluation of instruction (Bessong and Ojong, 2009). Dodd (2008), also explains pedagogic supervision as a way of advising, guiding, refreshing, encouraging, stimulating, improving, and over-seeing certain groups with the hope of seeking their co-operation to enable supervisors who are the inspectors, the principal, head teachers become successful in their supervision tasks (Bessong and Ojong, 2009).

Modern pedagogic supervision, as expressed by Bailey (2006) is characterized among others as a technical process which seeks at improving teaching and learning through the care, guidance and simulation of continued development for not only teachers but also any other person having an impact on the educational context. Bailey (2006) also sees pedagogic supervision as a collaborative process in different stages because it welcomes various views that represent the proper relationship between the supervisor who is the head and the teacher so as to address the educational problems and find appropriate solutions to them.

To Nwaogu (2006), other reasons for pedagogic supervision include improving incompetent teachers, providing guides for staff development, helping teachers to see the problems and needs of pupils and help them solve these problems and provide as far as possible for most of their needs, enlisting the co-operation of all staff members in serving their own needs and those of others to prevent teaching difficulties, and knowing the effectiveness of classroom management by teachers and improving methods of teaching and learning. Alemayehu (2008) asserts that supervision in most schools in the world, from the era of neoscientific management, have focused on inspection and control of teachers. Supervision, when carried out in a manner which shows direction and development rather than judgment and criticism will go a long way to improve performance (Wilkinson, 2010). This shows that the improvement of the teaching learning process is dependent upon teacher attitudes toward supervision, and noted that unless teachers view supervision as a process of promoting professional growth and pupils learning, the supervisory practice will not bring the desired effect.

Glickman, Gordon and Ross-Gordon (2005) propose that developmental supervision which is explained as the application of certain knowledge, interpersonal skills and technical skills to the tasks of direct assistance, group development, curriculum development, professional development, and action research enable teachers to teach in a collective, purposeful manner uniting organizational goals and teacher needs and provide for improved pupils learning. This view of pedagogic supervision represents a paradigm shift from mere inspection of people as subordinates to encouraging collegial interactions. Several authors such as Sergiovanni and Starratt (2007) and Zepeda (2007), argue that teachers' attitude and satisfaction toward pedagogic supervision greatly depends on several factors such as smooth teacher-supervisor relationship, availability of supervisory choices based on teachers' needs, as well as mutual trust, respect and collaboration among supervisees and supervisors. Substantiating this, Kutsyuruba (2003) in a study on beginning teachers' perception of pedagogic supervision revealed that beginning teachers desire more

frequent use of pedagogic supervision that meets their professional needs, promotes trust and collaboration, and provides them with support, advice and help (Tesfaw and Hofman, 2012).

The overall purpose of pedagogic supervision is to help teachers improve, and this could be on what teachers know, the improvement of teaching skills, as well as teacher's ability to make more informed professional decisions (Sergiovanni and Starratt, 2007). For Nolan and Hoover (2008), pedagogic supervision is a crucial tool used in building effective teacher professional development. It is also seen as an organizational function that seeks the growth of teachers and improvement in teaching performance and greater student learning (Tesfaw and Hofman, 2012). This proves the point that every profession requires continuous improvement in methods and skills that necessary for employee performance. This means that the effective curriculum implementation of teacher is vital for the success of every school (Carter, 2001; Zepeda, 2007).

IV. RESEARCH METHODOLOGY

This study was carried out in Yaounde 3 subdivision in the centre region of Cameroon. Moreover, the centre region is one of the most important centres for the Bantu group known as the Beti-Pahuin, the Fang-Betis or simply the Fang. The region is the intellectual capital of Cameroon comprising of variety of primary schools, secondary schools and universities.

For our study, the sample survey design is used. This design is used to study a sample drawn from the population of teachers in English primary schools in Yaounde III subdivisions in the Centre region of Cameroon. The target population of this study includes all the private and public teachers in English primary schools in Yaounde in Mfoundi division in the central region of Cameroon. The accessible population includes all the English primary schools teachers in Yaounde 3 subdivision in the central region of Cameroon. The sample population is gotten from the accessible population and its result is being generalised to represent the target population. Sample population of 130 teachers was drawn from 10 primary schools (G.B.P.S GR1,2 and 4, G.B.P.P S GR 1, St Joseph Mvolye, E.E.S, Oxford P.S, Jumping Jack, Guardian Angels and Cherubs P.S). The sampling technique employed in this study was the simple random sampling and the purposive sampling techniques. The main research instrument used in this study is the questionnaire.

Statistical tool used

For the inferential statistics, the Spearman correlation index (r_s) was used. The Spearman correlation index between two variables denoted by P_s is used to measure the degree and direction between the two variables when both variables are measured at the ordinal level of measurement. The Spearman rank correlation can be obtained by using the formula below:

$$r_s = 1 - \frac{6 \sum D^2}{n(n^2 - 1)}$$

Where:

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D= the difference between the ranks of X and the corresponding ranks of Y.

n=number of paired ranks.

V. PRESENTATION AND ANALYSIS OF DATA

Head teachers supervisory techniques

no	Items	Modalities	Frequency	Percentage
1	The head teacher does regular checking and controlling lessons notes in order to improve quality teaching and learning.	Strongly Agree	69	53.1
		Agree	5	3.8
		disagree	46	35.4
		strongly disagree	10	7.7
2	The head teachers always makes sure didactic materials are present at the right time.	Strongly Agree	68	52.3
		Agree	18	13.8
		disagree	39	30.0
		strongly disagree	5	3.8
3	The head teacher does regular classroom visitation in order to observe how teaching is carried out.	strongly agree	11	4.4
		Agree	86	66.2
		Disagree	22	16.9
		strongly disagree	11	8.5
4	The head teacher organized seminars and workshops to reinforce teacher competences on the use of the CBA as a teaching approach	Strongly Agree	63	48.5
		Agree	17	13.1
		Disagree	28	21.5
		Strongly disagree	22	16.9
5	The head teacher creates a favorable environment which motivates teachers to work effectively	Strongly Agree	63	48.5
		Agree	6	4.6
		Disagree	39	30.0
		Strongly disagree	22	16.9

The above table is talking about the head teachers' supervisory techniques, all the items in the table are all agreed and strongly agreed by respondent. Also, the modalities of agreed and strongly agreed are observed to have always been the highest when combined together. This insinuate that all the items used by the head are very relevant. Among all the items in the above table, item two which is the head teachers' always makes sure didactic materials are present at the right time had the highest frequency of 86 and a percentage of 66.1. Didactic materials are essential in any school environment for proper teaching and learning to occur. The absence of didactic materials makes it difficult for the teachers in any institution of learning. Also, curriculum coverage and implementation becomes very difficult too.

Teachers' management

n	Items	Modalities	Frequency	Percentage
1	The head teachers is effectively present in school and also makes sure that teachers are effectively present and do their job accordingly	Strongly Agree	69	55.6
		Agree	9	7.8
		disagree	22	17.7
		strongly disagree	27	21.8
2	The head teachers lays emphasis of effective curriculum coverage	Strongly Agree	63	48.5
		Agree	18	13.8
		disagree	27	20.8
		strongly disagree	22	16.9
3	The evaluation processes are regularly checked and controlled by the head teachers	Strongly Agree	46	35.4
		disagree	45	34.6
		strongly disagree	39	30.0
4	The head teachers consults teachers in the process of decision making and this acts as a motivation to teachers as far as decision implementation is concerned	strongly agree	6	4.6
		Agree	28	21.5
		disagree	45	34.6
		strongly disagree	51	39.2
5	The head teacher possess salient techniques of conflict resolution which he uses to solve	strongly agree	6	4.6
		Agree	18	13.8
		neutral	16	12.3
		disagree	55	42.3
		strongly disagree	35	26.9

problems among teachers			
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From the table above, the frequency of teachers who disagreed and strongly disagreed on the fact that the head teachers consults teachers in the process of decision making and this act as a motivation to teachers as far as decision implementation is concerned had a frequency of 96 and a percentage of 73.8. Also, the frequency of teachers who disagreed and strongly disagreed with the fact that the head teacher do not possess salient techniques of conflict resolution with a frequency of 90 and a percentage of 73.8. The respondents who agreed and strongly agreed with item 1, 2 and 3 in the above table had the frequency of 78,81 and 91 respectively and a percentage of 63.4, 62.3 and 70 respectively. Tesfaw and Hofman (2012), pedagogic supervision is effective when the attention of supervisors is focused on building the capacity of supervisee, giving them the autonomy they need to practice effectively, and making them responsible for helping pupils to be effective learners.

Curriculum implementation

no	Items	Modalities	Frequency	Percentage
1	Program coverage in your school is effectively carried out	strongly agree	5	3.8
		Agree	31	23.8
		disagree	53	40.8
		strongly disagree	41	31.5
2	As a teacher you are comfortable with your class size and this eases your teaching activities	Agree	45	34.6
		disagree	52	40.0
		strongly disagree	33	25.4
3	You have a mastery of the NPA and the CBA approaches	strongly agree	40	30.8
		Agree	11	8.5
		disagree	39	30.0
		strongly disagree	40	30.8
4	You have the necessary tools and an enabling environment that facilitates the use of the NPA and the CBA in the teaching learning transaction	strongly agree	27	20.8
		Agree	52	40.0
		disagree	34	26.2
		strongly disagree	17	13.1

The above table on curriculum implementation shows that program coverage is not effectively carried out, having a frequency of 88 and a percentage of 67.7. Also, from the responses given by the teachers, it shows that teachers do not

really have a mastery of the NPA and the CBA approaches and they are not comfortable with their class size giving a frequency of 79, 85 respectively and a percentage of 60.8 and 65.4.

The fact that teachers are not comfortable with their class size and do not master the new approaches, makes it stressful on the side of the teacher to effectively implement the curriculum.

VI. INFERENCE STATISTICS

Hypothesis one

Correlations

		Head teachers supervisory techniques	Curriculum implementation
Spearman's rho	Head teachers supervisory techniques	Correlation Coefficient	1.000
		Sig. (2-tailed)	.517**
		N	130
	Curriculum implementation	Correlation Coefficient	.517**
		Sig. (2-tailed)	.000
		N	130

** Correlation is significant at the 0.01 level (2-tailed).

From the correlation table above, we can conclude that there is a moderate positive relationship between the variables under observation. The p-value of 0.00 indicates that head teachers supervisory techniques significantly affects curriculum implementation in the primary school.

Hypothesis Two

Correlations

		Teacher management	Curriculum implementation
Spearman's rho	Teacher management	Correlation Coefficient	1.000
		Sig. (2-tailed)	.739**
		N	130
	Curriculum implementation	Correlation Coefficient	.739**
		Sig. (2-tailed)	.000
		N	130

** Correlation is significant at the 0.01 level (2-tailed).

The correlation table above gives us correlation coefficient of 0.739, and based on this we conclude that there is a strong

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positive relationship between the variables under observation. The p-value of 0.00 indicates that teacher management affects curriculum implementation in the primary school.

The acceptance of all the specific hypotheses permits us to conclude that quality pedagogic supervision significantly determines effective curriculum implementation in the primary schools in Yaounde 3.

VII. DISCUSSION OF FINDINGS

From the above table, it was revealed that all the research hypotheses under study were accepted while the null hypotheses were rejected. Also, this shows that there exist a link between the independent and dependent variable which is pedagogic supervision and effective curriculum implementation. The strength of the link differs from variable to variable using the same alpha (0.05) and P-Value ($0.00 < 0.05$). Looking at the position of the variables from the above table, the researcher discovered that the variable of Teacher management came first with a correlation strength of 0.739 while the variable of the head teacher supervisory technique came the second with 0.517. This means that the head teacher being the pedagogic supervisor here has a lot to do as far as his techniques of supervision of teachers is concerned.

VIII. CONCLUSION

We can conclude that there exist a significant relationship between pedagogic supervision and curriculum implementation. Also emphasizes should be laid on some sensitive issues in school and teachers should be given the chance and opportunities to manifest their know how in order for effective curriculum implementation to take place.

IX. RECOMMENDATIONS

- The teachers should be involved in curriculum planning and development processes.
- Teachers should have the zeal to always study and so grants should be given to them to further their studies. They should also be eager to attend conferences, seminars, workshops, and other in-service training programmes.
- Pedagogic supervision should be organized with the view of helping teachers to develop experiences in the teaching field. This could be achieved when pedagogic supervision seeks to explain the importance of current educational issues, discuss circulars from the Cameroon Educational Sector and Ministry of Education with teachers, identify teachers' professional needs, and encourage teachers to do self-learning to update their professional knowledge, skills and experience.
 - Pedagogic supervision should help teachers to understand the curriculum, and adopt appropriate and varied teaching methods. Thus, teachers should be trained to use modern teaching techniques and methods that are suitable for their pupils. Again, teachers should be given the opportunities to engage in micro-teaching or peer-teaching during school based

and cluster-based in-service training programmes. Also, pedagogic supervisors should not be interested in finding faults of teachers but more importantly, teach by demonstrating the use of modern teaching strategies during professional development activities. More so, teachers should be encouraged to discuss ways of addressing challenges identified in the school curriculum, and advise teachers in preparing scheme of work and lesson plans.

- Pedagogic supervision should help teachers in managing their classrooms effectively. This means that teachers should be made aware of the different techniques of classroom Management and they should be comfortable with their class size. Teachers should also be encouraged and assisted to establish positive rapport with their pupils to enable them (pupils) express their ideas and feelings, and more especially, explain to teachers, the various ways of considering and teaching pupils with mixed abilities.
- Pedagogic supervision programmes should expose teachers to various and current assessment techniques. This will help teachers to design effective classroom exercises, tests and examinations. Again, it will guide teachers to use practical ways of diagnosing the strengths and weaknesses of pupils, and suggest ways and solutions for pupils' difficulties.
- Regular and effective professional development activities should be organized by pedagogic supervisors to enable teachers identify and develop their strengths, and address their weaknesses.

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