

SCHOOL TEACHER'S VIEWS ABOUT SUPERVISOR'S STRATEGIES FOR THE IMPROVEMENT OF INSTRUCTIONS

Dilnashin Bibi, Hafiz Muhammad Inamullah,
Hafiz M. Irshadullah and Muhammad Khalil

ABSTRACT

Instruction is the actual engagement of learners with planned learning opportunities. Supervision of instruction is multifaceted interpersonal process dealing with teacher's behavior, curriculum, grouping of students and teacher's utilization of all skills for set targets. In Pakistan the instructional supervision is the duty of school principals, headmasters and the Education officers. This study was conducted to know the views of the school teachers about the strategies of instructional supervisors for the improvement of instruction. A random sample of 468 Secondary School Teachers (SST) was selected from 95 Girls High Schools of the seven Districts of Khyber Pakhtunkhwa. Data were collected through a self-constructed questionnaire. Chi-Square test was applied to gain reliable results through the SPSS software program. Major findings of the study indicated that all instructional supervisors had proper knowledge and skills to perform their role as instructional leaders but due to their hectic schedules they could not manage to supervise the schools properly. Moreover, lack of budget and other facilities was found to be the main hurdle in promotion of effective teaching practices. Thorough knowledge of instructional objectives was required to be communicated to the supervisors and the subject teachers. New methods of teaching and evaluation are likely to be adopted. Measures need to be taken to improve the parent's involvement in the process of teaching and learning.

Keywords: *Instruction, Supervision, Strategies, Instructional Supervisors*

Introduction

The process of academic learning involves two parties: the teacher and the taught. A classroom situation can be a teaching situation wherein teacher become so absorbed in teaching a subject-matter and loses a

sight of the learner in developing their personality. Instruction is the second name of teaching. Instruction is comprehensive and a pedagogical term which includes the teacher, the taught, the learning process and the curriculum along with eva-

valuation and assessment procedure. Retting (2007) believes that "supervision provides opportunities for the teachers to be groomed through a discursive critical study of classroom interaction". Supervision of instruction is multifaceted interpersonal process dealing with teacher's behavior, curriculum, grouping of students and teachers' utilization of all skills for set targets. Fullen (2006) has marked the critical importance of supervision role in high quality instruction and its systematic delivery as the most necessary process in order to ensure continuous improvement and ongoing academic success. Teachers consider curriculum plan, goal and objectives stated, curriculum designed instruction in a process of purposeful direction of the learning process properly planned based on the achievement of predetermined goals of class activity. Effective learning requires the learner to keep a deep approach rather than surface approach to curriculum (Nayak & Rao 2002).

The learner must also understand that their knowledge is tentative and capable of evolving with changing experien-

ces. Osakwe (2010) considers supervision as the provision of professional assistance and guidance geared towards the achievement of effective teaching and learning for teachers and students in the school system. The effectiveness of teaching practices and the instruction largely depends upon the strategies plan and actions of instructional supervisors. Supervision is the act of overseeing, inspection, superintendence and oversight. It also refers to the management and operation of a person and a group.

Supervision is differently defined. Some try to capture its essence in a single sentence or more than one sentence. Some focus on summarizing the function supervision entitles. Nwacham (2008) says "supervision of instruction plays a vital role at assisting, guiding and stimulating the teachers to improve on their teaching skills and experiences as well as enhance their professional growth". She also believes that the supervision of instruction is also for the utmost benefit of students. Egwuyenga (2005) defines this process as the phase of school administration which focuses

primarily upon the achievements of the appropriate instructional expectations of educational system.

Supervision is an ongoing and participatory way between the teaching faculty and the administration and other authorities to whom the duties of supervision has been assigned. Supervision is a vehicle to create dynamic growth. It is to create high professional standards and enhance quality and culturing competent services (Delano & shah 2007). Selection of educational objectives material for instruction and its revision, method of teaching and evaluation of instruction are the major role and responsibility of the supervision process. Beach and Reinhartz (2000) indicated that "if the schools are to improve quality of instruction it will be the local building with the teacher at the heart of the improvement process (Productivity through people)".

Presently, supervision is not concerned merely with the improvement of teachers as it was conceived in the earlier days, when the supervisory activities were direct and prospective. The present situation of super-

vision in schools reported by Ezekwensilis (2007) showed that there has not been a thorough supervision of schools. Supervision has often been one of inspection, over sight and judgment for a long time, supervision of instructors has been vivid exclusively as an inspection issue. It deals with the total setting of learning rather than the narrow and limited aim of developing teachers in service. Wiles and Bond (2008: 399) envisage supervision as supporting, assisting and sharing rather than directing. Supervision is a vehicle to create dynamic growth. It is to create high professional standards and enhance quality and culturing competent service (Delano & Shah 2007). Supervision is a very technical task; it require skills based upon knowledge which are acquired through the years of professional involvement. Selection of educational objectives, material for instruction and its revision, method of teaching and evaluation of instruction are the major role and responsibility of the process of supervision. Currently, supervision is not concerned merely with the development of tea-

chers as it is conceived that when the supervisory activities were direct and prospective. One way that in which that the school as an organization can grow can be achieved through teacher development (Wanzare & Da Costa, 2000).

Modern supervision not only directs the attention towards the fundamental of education but it aims to improve the total teaching learning process. Many studies have been conducted in this regards to see the role of instructional supervisors and instructional leaders in promotion and betterment of effective teaching practices using different indicators to determine the effectiveness of teaching practice of district among respondents. Reafer and Pool (1992) indicated that the collaborative efforts has perceived by teachers as resulting in their highest level of instructional improvement. Chel (2000) highlighted the importance of good leadership skills and the diagnosis of required skills, performing as instructional leaders in schools. Author concluded that although besides the accomplishment of other tasks related to their managerial role, they have

to do their best as instructional leaders but principals seldom practiced their this role, due to their hectic schedule they merely concentrated on it. It is an ignored area and must need to enhance their skill and role and practice it for getting better results.

Blasé (2000) discovered different strategies of supervision for the promotion of better learning environment. Concern of Teachers and Principals on instructional supervision in Three Asian countries: Study was carried out by Sharma et al., (2002). It was conducted to discuss the nature of supervision in the institution of educational leadership, University of Malaysia. The discussion focused on four main themes: Supervision is developmental, continuous and corporate process and supervision as a specialist area. Negative relation was found between teachers and supervisors, and mostly teachers' perceptions were negative regarding the role of supervisors and behavior. The findings advocated for supervision to be continuous developmental and corporate process. Ibrahim (2011) found that there is lack of pre-

paration and development on the part of the principals but other ways like seminars, and in service trainings are there to make the principal ready for their leadership role.

Manas (2012) concluded that supervision is constrained by subject specialization of the supervisors and for many teachers, it is a meaningless exercise. John (2013) revealed that instructional problems has significant relationship with supervision, but instructional supervision has no significant relationship with the educational planning and academic program planning of secondary schools at Delga (Nigerian state). Khan et al. (2009) found that the performance indicators of professional attitude, interpersonal relationship, leadership qualities and managerial abilities were found to be better, but the aspect of instructional behavior was weaker among the head teachers. The performance of female head teachers in regard to instructional behavior, professional attitude and managerial abilities was found to be relatively better than those of their male counterparts. However, none of the studies, to the

best of our knowledge, have investigated that teachers views about supervisor's strategies for the improvement of instructions in the Pakistani context. This study has focused on to find out teachers' views about supervisor's strategies for the improvement of instructions and to know about the supervisor's efforts for the improvement of instruction through the prevailing teaching practices in their schools.

Research Questions

1. Do School principals perform their role as instructional supervisors?
2. Do they have skills and plans for the improvement of instruction?
3. What measures are being taken by the instructional supervisors to bring positive changes in instructions?

Method of Data Collection and Analysis

Survey method, which involves collection, analysis and interpretation of data, was adopted for the research purpose. Since survey was conducted to get the opinions of the respondents regarding objectives of the study, so the nature of the study was purely descriptive. A

thorough study of related literature was carried out by the researcher and a questionnaire was designed for students on its basis. The questionnaire was based on three point Likert scale ranging from (frequently to never). Questionnaire was used as a data collection tool because the respondents were educated, high in number, widely spread. Besides, questionnaire was economical, easy to be coded, administered, and analyzed. Moreover, minimizing embarrassment on the part of the respondent it, at the same time, ensured maximum chance of negative feedback. The questionnaire designed consisted of 25 closed-ended items which were based upon three points rating scale. Teachers' views were collected to know about the strategies of school principals taking the teachers practices as the indicators of their strategies regarding instructional objectives and subject allocation, method of teaching and techniques, professional growth, time management and evaluation and supervisory techniques.

The population of the study was constituted of all the 2084

female Government Secondary School Teachers of Khyber Pakhtunkhwa. Out of the above mentioned population 468 Senior School Teachers (general) were randomly selected from eight selected districts on average basis of total number of teachers in the school mostly considering average five (5) teachers per school. Half of the Schools selected for the study were from urban area while rest of the schools was from the rural side. The researcher visited the sampled schools in person and administered the questionnaires to the respective respondents. When the requisite responses were received from the respondents, the collected data was tabulated, analyzed and interpreted in the light of objectives of the study and the research questions, by employing the statistical technique of chi-square. The items were given by rating the responses on three point rating scale. The following scoring procedure was adopted: Frequently = 3, Sometimes = 2, Never = 1, and Chi-Square test, keeping degree of freedom 2 and the level of significance as 0.05 were applied to obtain the results.

RESULTS

Table 01: Instructional Objectives and Subject Allocation

S#	Items	Frequently	Sometimes	Never	χ^2	df	p
1	Distribution of Syllabus at the beginning of academic session	139	211	118	30.50	2	.000
2	Know about the instructional objectives	185	67	216	79.24	2	.000
3	Develop lesson plan	195	151	122	17.32	2	.000
4	Teach subjects of own choice	139	211	118	30.50	2	.000
5	Know about all teaching techniques required for a subject to teach	281	55	132	1.69	2	.000

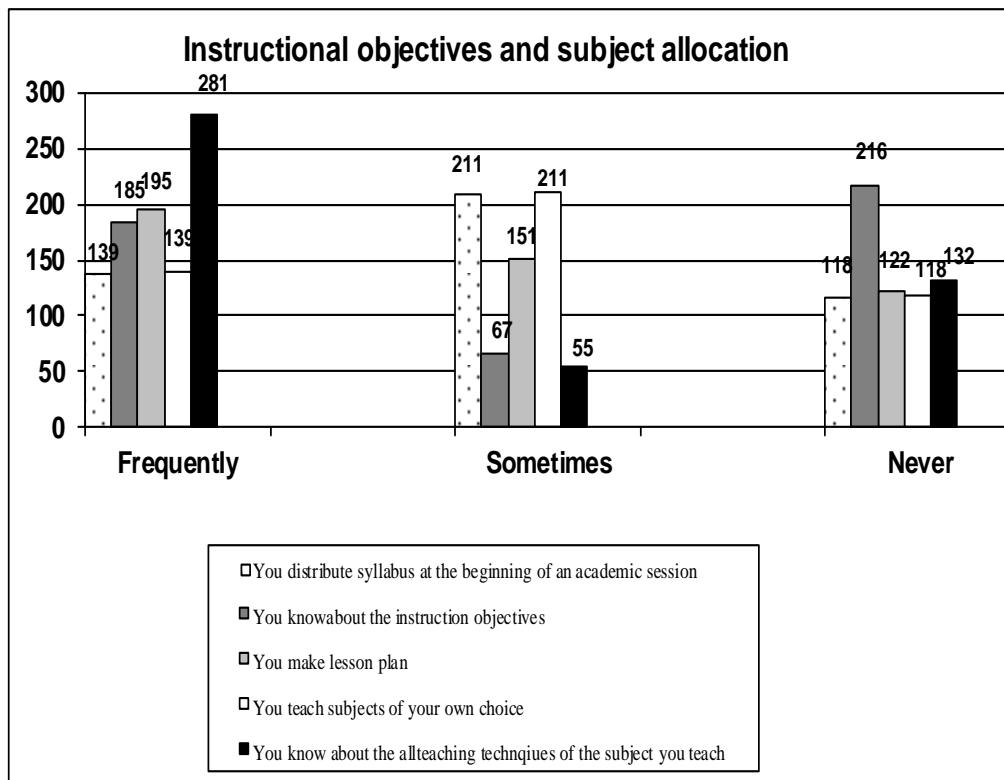
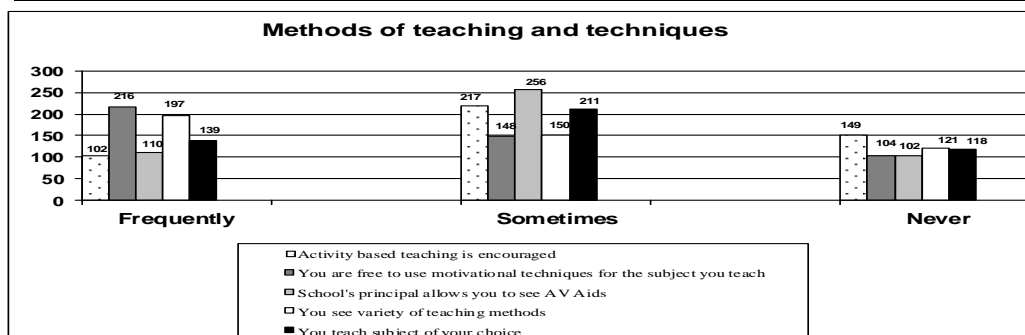


Table 1 contains those aspects which are related to instructional objectives and allocation of subjects to the teachers. The χ^2 values for all the statements were found to be highly significant which reflects that teachers are well aware about the instructional objectives and they are given subjects of their own choice of which they have full command. The first statement shows that syllabus is distributed among the teachers in the beginning of the academic year, so that they may be able to have information about the subjects assigned to them. The second statement indicates that teachers are well aware about the instructional objectives and know how to achieve these objectives.

Third statement shows that teachers develop the lesson plan and try to implement it during teaching in the classroom. Fourth statement reflects that teachers teach subject of their own choice. The fifth statement represents that teachers know about all those teaching strategies which suit to that subject which is assigned to him to teach. On the whole, it can be concluded that to ensure effective teaching learning process in the classrooms, teachers must know about instructional objectives of their subjects and they must be assigned those subjects on which they have full command.

Table 02: Methods of Teaching and Techniques

S#	Items	Frequently	Sometimes	Never	χ^2	df	p
1	Activity based teaching is encouraged	102	217	149	42.85	2	.000
2	Use motivational techniques during tea-ching	216	148	104	40.82	2	.000
3	School's principal allows you to use audio-visual aids	110	256	102	96.35	2	.000
4	Use variety of teaching methods	197	150	121	18.85	2	.000
5	Use the appropriate methodology to the subject and topic	139	211	118	30.50	2	.000



The above table answers the question as to how far the present teaching methods and techniques are apt to facilitate the teaching-learning process in classrooms. The χ^2 values for all the statements were found to be highly significant which indicates that teachers know which teaching methods and techniques are appropriate to which subject, topic and level of students. The very first statement shows that teachers encourage activity-based learning in the classroom. Second statement reflects that teachers use different motivational techniques to ensure the active participation of learners during teaching.

Third statement indicates that school principals allow teachers to use different audio-visual aids during the teaching-learning process to ensure maximum learning of students. Fourth statement reflects that teachers use variety of teaching methodology during teaching to achieve the instructional objectives. The fifth statement suggests that teachers use those methods which suit to subject and topic. The overall conclusion is that teachers use different teaching methods and techniques to ensure maximum learning of students.

Table 03: Professional Growth of the Teachers

S#	Items	Frequently	Sometimes	Never	χ^2	df	p
1	Academic qualification matters in teaching	312	122	34	2.58	2	.000
2	Professional development enhances teaching	325	108	35	2.91	2	.000
3	You are encouraged to improve your qualification by heads	109	123	236	62.16	2	.000
4	Selection for in in-service training is based on required criteria	95	128	245	79.65	2	.000
5	Receive constant guidance from heads to make teaching more effective	85	109	274	1.35	2	.000

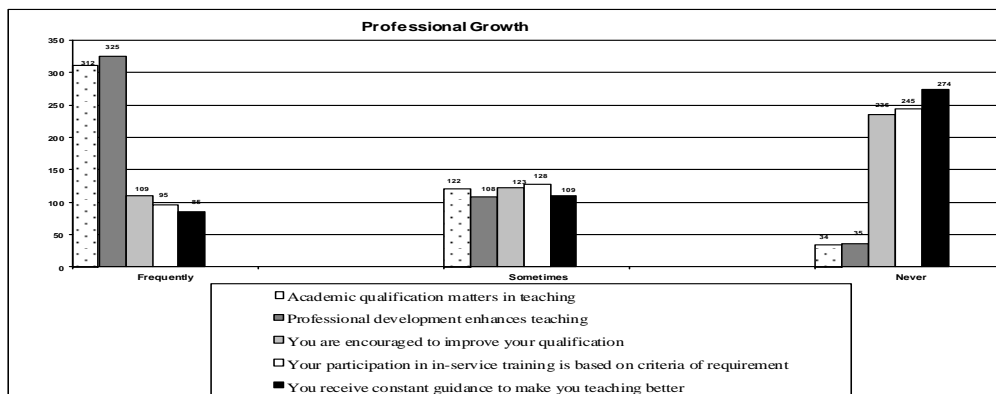
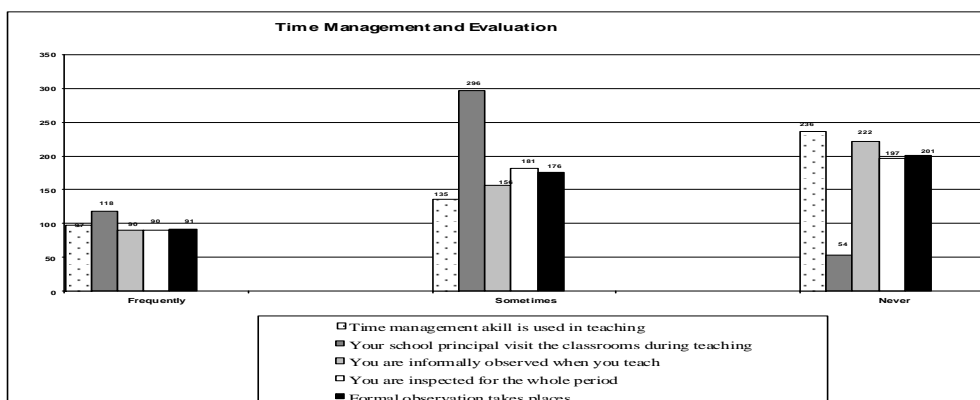


Table 3 shows those factors which are responsible for professional growth of the teachers. The χ^2 values for all the statements were found to be highly significant which reflects that professional development matters in the views of the teachers. The very first statement shows that academic qualification matters very much in teaching-learning process perceived by teachers. The second statement shows that professional development enhances the art of teaching as viewed by teachers. Third indicates that heads encourage teachers to improve their

academic and professional qualification for making their teaching more effective. Fourth reflects that selection of teachers for in-service training programme is based on required criteria instead of personal liking and disliking by heads. The last statement suggests that teachers constantly receive guidance from their heads to make their teaching more effective. On the whole, it can be concluded that for ensuring effective teaching-learning process in the classrooms, professional growth of the teachers is necessary.

Table 04: Time Management and Evaluation of Teaching

S#	Items	Frequently	Sometimes	Never	χ^2	df	p
1	Use time management skill during teaching-learning process.	97	135	236	66.16	2	.000
2	School principal visit the classrooms during teaching.	118	296	54	2.016	2	.000
3	Informally observed during teaching by principal.	90	156	222	55.84	2	.000
4	Inspected for the whole period.	90	181	197	42.70	2	.000
5	Formal observation takes places	91	176	201	42.62	2	.000

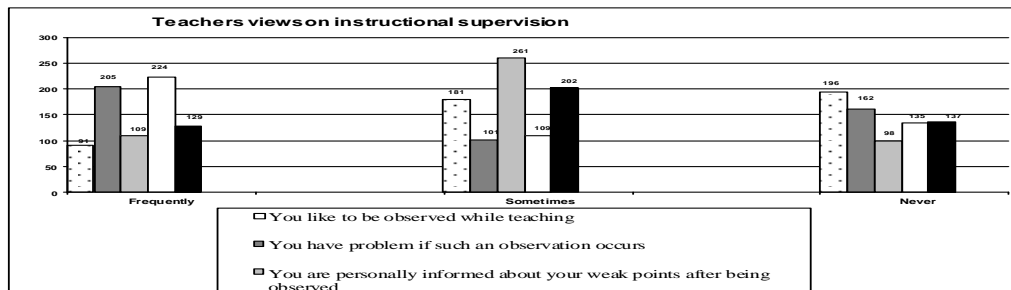


The above table shows the time management skill and the evaluation procedure of the teachers during teaching-learning process. The χ^2 values for all the statements were found to be highly significant which shows that teachers have the ability to manage stipulated period of time efficiently and their evaluation procedure for the achievement of instructional objectives are appropriate. The first statement shows that teachers are much conscious about managing their instructional time for all the activities during teaching. The second statement

indicates that heads of the institution frequently visit to observe teachers in the classrooms during teaching learning process. Teachers believe that they are formally as well as informally observed by their heads during teaching-learning process. Sometimes, heads inspect them during the whole period. On the whole, it can be concluded that teachers have the skill to manage their instructional time effectively and efficiently. They are both formally and informally evaluated by their heads during instruction.

Table 05: Instructional Supervision

S#	Items	Frequently	Sometimes	Never	χ^2	df	p
1	You like to be observed while teaching	91	181	196	41.34	2	.000
2	You have problem if such an observation occurs	205	101	162	35.01	2	.000
3	You are personally informed about your weak points after being observed	109	261	98	1.064	2	.000
4	Your weak points are discussed in post observation staff meeting	224	109	135	46.62	2	.000
5	Regular inspection of your teaching enhance your teaching	129	202	137	20.15	2	.000



In the above table, instructional supervision of teachers is highlighted to show how it plays important role during teaching-learning process. The χ^2 values for all the statements were found to be highly significant which shows that how much teachers liked to be observed by their heads during teaching-learning process. The very first statement reflects that teachers liked to be observed by their heads because they believe that this observation will help them to remove shortcomings. Second statement shows that teachers have the problem when they are being observed by someone because this situation

leads to frustration. Third statement indicates that teachers have been informed about their shortcoming while teaching to the students and in this way they may be able to get rid of those problems identified by the observer. Fourth statement reflects very negative comments about teachers when their weak points are being discussed by observers in post observation meetings which they consider to be negative. The fifth statement shows that teachers believe that regular observation made by their heads enhances their teaching skills, because in this way they may be able to become aware of their weak points.

Discussion

This study investigated the views of teachers regarding supervisor's strategies for the improvement of instructions. It was found that secondary school teachers have positive perceptions regarding the strategies used by supervisors for the improvement of the instruction. Teachers believe that strategies like distribution of subjects on the basis of mastery, developing lesson planning, knowing required teaching skills for effective teaching are the vital aspects of the supervisor's strategies for the improvement of the instruction. Fraser (1980) stated that "the improvement of the teaching learning process was dependent upon teacher attitudes toward Supervision" (p. 224). For many less experienced teachers, supervision is meaningless exercise with little value than completion of the required evaluation form (Sergiovanni & Starratt, 1994). However, as noted by Fraser (1980), unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory practice will not bring the desired effect. Teachers are

honored and appreciated for good results.

Majority of the teachers think that strategies like activity-based teaching, using different motivational techniques, using different audio-visual aids, using different teaching methods which suit to the subject and topic will ensure effective instruction. Most of the instructional supervisors provide necessary supports, material and had worked to provide congenial environment in schools to promote effective teaching practices matched the views of Glickman (1990) that "instructional supervision is the link between teacher needs and school goals so individuals can improve and work together towards the vision of the school". Teachers with a strong understanding of the subject they teach are more likely to produce successful students. The result was supported by summary of key research findings on teachers' preparation of National Council for Accreditation of Teacher Education 2012. "Because one size does not fit all," it is imperative that a variety of teaching strategies be

used in a differentiated classroom”.

Study results show that academic and professional qualification matters a lot. For this purpose, heads are encouraging their subordinates to improve their qualification and provide continuous support and encouragement to improve their teaching skills. Shehnaz (2001) in her study identifying the current academic supervisory practices of head teachers in government secondary schools of Rawalpindi found that female head teachers were fulfilling their supervisory practices better than male head teachers. Female head teachers were more competent than male. Female head teachers were more communicative and friendly in their behavior while male head teachers were authoritative in their attitudes toward teachers and students. Mehmood (2000) and Saeed (2001) in their studies found that teacher's views about their head teachers were relatively more positive with regard to performing multiple roles and responsibilities. Bayrak (2001) found that in view of teachers' perceptions, female

head teachers were less positive in 'instructional behavior' than their male counterparts.

Teachers believe that time management skills are very much necessary for teaching learning process. It should be noted that if one knows how to use one's time effectively and efficiently, many of one's problems will disappear gradually. They also perceive that for better instruction both formal and informal observation is necessary as they are the tool to ensure maximum learning and remove deficiencies. Moswela (2010) concluded that for instructional supervision to fully benefit schools, it needs restructuring so that the teachers and the head teachers play a more meaningful and effective role.

Conclusions

On the basis of findings, following conclusions were drawn:

1. Regarding instructional objectives and subject allocation factors, the tabulated data in table 01 shows that allocation of subjects to the teachers are done in the beginning of the academic ses-

- sion on their own choices. They develop lesson plan for the achievement of instructional objectives and know about all the required teaching techniques to teach effectively. However, some of teachers think differently and think that sometimes they are forced to teach those subjects in which they have no interest.
2. Teachers believe that they know they encourage activity-based learning in their classrooms; their heads encourage them to use available audio visual aids. Similarly, they try to use variety of teaching methodologies to ensure the maximum learning of students and for the achievement of pre-stated objectives. But activity-based teaching is not very common. Due to lack of space, time, skills and absence of facilities and support teachers are reluctant to use new teaching methods.
 3. Teachers perceive that for their professional growth academic qualification matters. For this purpose their heads encourage them to improve their academic as well as professional qualification. For professional growth, they receive constant encouragement and guidance services from their seniors to improve teaching-learning process and they are selected for professional training on the basis of pre-determined criteria.
 4. Teachers think that they have excellent time management skills to run academic activities smoothly in the class. They are both formally and informally observed by their heads during teaching learning process so that their weaknesses may be removed through this practice and teachers become conscious about teaching-learning process.
 5. Most of the teachers wish that they are observed by their heads on regular basis so that their teaching skills may become more effective. However, on the other hand, they wish that their weak points should not be discussed publically and they may be informed personally. Principals are sincere to provide best ever possible facilities and make school

environment conducive for learning but they face hurdles in doing so, due to lack of budget.

Recommendations

On the basis of conclusions, numbers of recommendations are offered to policy makers and school principals for enhancing the effectiveness of supervision.

1. It is recommended that teachers should be encouraged to develop effective lesson plan, so that they may be able to achieve the pre-stated objectives and ensure the maximum learning of the students. This may be possible when heads assign those subjects to the teachers in which they have deep interest in and full command over the subject matter. Aims, goals, objectives, learning outcomes and benchmarks for each subject might be clear to all concerned supervisors and should be communicated to the subject teachers before the academic session starts.
2. Activity based teaching should be encouraged by the

supervisors in the classrooms and for this purpose conducive environment should be provided to ensure the great objective of teaching. Teachers should use all the motivational techniques to ensure the active participation of the students during instruction. It may be possible if they use multiple teaching methodology approach in the classrooms. Great efforts are required to establish a clear connection between supervision and professional development. Teachers also need to be encouraged and facilitated for their professional growth.

3. The quality of education is directly related to the quality of instruction in the classroom. The teacher is considered the most crucial factor in implementing all educational reforms at the grassroots level. It is a fact that academic qualifications, knowledge of the subject matter, competence and skills of teaching and the commitment of the teacher have effective impact on the teaching-learning process. It

- may be possible if teachers are provided opportunities for in-service training programme to enhance their teaching skills and professional competencies.
4. Teachers should be encouraged to manage their instructional time effectively and efficiently. Through time budgeting they can achieve the targeted objectives within the stipulated period of time. For this purpose, building time management capacities of teachers may be a worthwhile strategy.
 5. Supervision needs to be priority in schools so that improvement in instruction can occur. Supervisors should help teachers by spending an average one full class period during the observation session. It is recommended that during observation negative points should be pointed out for the sake of improvement of instruction rather than negative criticism and propaganda. For this purpose, trained and professional supervisors should be assigned the duty to observe teachers in the classroom.

References

- Adediwura, A.A. (2012).A Study of Principal Supervisory Strategies and secondary School Discipline. *Journal of Educational and Social Research*, 2 (1).
- Beach, D .& Reinhartz, J. (2000).Boston MA: Allyn and Bacon Inc.Pp.133-134
- Blase, J. (2000).Effective instructional leadership. *Journal of Educational Administration*, 381, 130-141.
- Egwyunyenga, E.J. (2005).*Essentials of school administration*. Benin City: Justice. JECO. Publishers, Pp.77
- Ezekensili, O. (2007).*Reinventing Education*. Vanguard newspaper, daily Jan, p.47.
- Fullan, M. (2006).*Leadership and Sustainability: system thinkers in Action*. Thousand Oaks, CA. Sage publishers,
- Ibrahim, (2011). *Preparation and development of public secondary schools principals in Kenya*. *International Journal of humanities and social Sciences*, 1
- Khan, S. H., Saeed, M., &Fatima, K. (2009).Assessing the Performance of Secondary School Head teachers: A Survey Study Based on Teachers' Views in Punjab. *Educational Management Administration & Leadership*, 37(6), 766-783.

- Moswela, B. (2010). Instructional Supervision in Botswana Secondary Schools: An Investigation. *Educational Management Administration & Leadership*, 38(1), 71-80.
- Nayak, A.K, and, Rao, V.K. (2002). *Classroom teaching method and practices*. APH Publishing Corporation .New Delhi. American Educational Research Association (AERA), Chicago.Ic.
- Nawaham, C, O. (2008). *Supervisory Leadership focus on Instructions*. Agbor: Krisbee Publishers.
- Okendu, N.J. (2012).The Influence of instructional process and supervision on academic Performance of secondary School's Students of River State Nigeria. *Academic research International*.3 (1)332-335.
- Osakwe, R.N. (2010).The relationship between principals, supervisory strategies and teacher's Instructional performance in Delta North Senatorial District Nigeria. *Pakistani Journal of Social Sciences*, 7(6) 437-440.
- Osakwe, R. N. (2013). Supervisory Functions of School Principals and factors competing with this functions .*IOSR Journal of Research and Method in Education*, 1(3), 13-19.
- Panigrahi, M. R. (2012). Implementation of Instructional Supervision in secondary School. *STAR Journal*, 1(3):59-67.
- Retting, P.R. (2007).Leslie's Lament: how can I make teacher supervision meaningful? *Educational Horizons*, 79:31-37.
- Saeed, M. (2001). 'Head teacher as Instructional Supervisor', *Taleemi Zawayi*, Quarterly of Pakistan Education Foundation, Islamabad.
- Shehnaz, B. (2001). 'A Survey on Current Academic Supervisory Practices of Head teachers in Government Secondary Schools of Rawalpindi', MA (education) thesis, Department of Education, Rawalpindi, Fatima Jinnah Women University, Pakistan.
- Sherma, S., Yousoff, M, & Baba, S.B. (2002). Concern of Teachers and Principals on Instructional Supervision in three Asian countries. *International Journal of Social Sciences and Humanity*, 1 (3).214-217.
- Wanzare, Z. & Da Costa, J. L. (2000). Supervision and staff development: overview of the literature. *NASSP Bulletin*, 84(618), 47-54.
- Wiles & Bond. (2008).*Supervision: A Guide to practice*. 5th Edition. Upper Saddle River, J: Merrill.