

*Teachers' Perceptions on the Instructional Supervisory Practices of Instructional Leaders:
Basis for Capacity Building and Retooling on Supervisory Principles and Roles*

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Abstract

Instructional leaders ensure that the learners received quality instructions through assisting teachers in the improvement of the lesson. They should acquire necessary skills in supervision so that it will yield motivating results among teachers. This inquiry aimed to find out the motivating and demotivating practices of the instructional leaders from the perspective of teacher-participants. There were specific themes in this study that talked on the “Motivating and Demotivating” practices of the instructional leaders based on the feelings, thoughts and opinions of teacher-participants. This research is a phenomenological design that patterned the Moustakas’ (1994) data analysis procedure. As the result of the study, principle-based supervision motivates teachers. On the other hand, inappropriate ways of instructional supervision demotivate them. Thus, capacity building and retooling of the supervisory principles and rules are needed so that the stigma of supervision will be lessen and eventually vanished.

Keywords:

Capacity Building, Demotivating, Motivating, Retooling

Introduction

The success on the implementation of school operations particularly on academic aspects of the school is basically dependent on the management and supervisory skills of the school leaders. Moreover, the achievement of the vision, mission, and goals of the department is very much reliant to school leaders who manifest exemplary skills in instructional supervision. Thus, school leaders should know all the principles and rules in instructional supervision.

Instructional supervision is to ensure that quality teaching is being delivered by the teacher and received by the learners through the acceptable results in the assessment. However, it must be done in a way that teachers will not see it as a fault-finding encounter performed by higher in positions. Instead, it should be understood by the teachers as an opportunity to improve their teaching through the help of the instructional leaders. As what Sergiovanni and Starrat (2007) said that supervision is a process component that involves variety of roles that basically gearing towards the improvement of instructions. Similarly, O'Donnell (2017) postulated that supervision is anything that is given by instructional leaders to improve the teaching and learning situation.

Moreover, above knowing the importance of instructional supervision, instructional leaders must understand that teachers have also their needs. As explained in Maslow's Hierarchy of Needs, that every individual has physiological, safety, social, esteem and self-actualization needs. These needs should be taken into considerations in every instructional supervision encounter between the instructional leader and the teacher so that the former can understand any circumstance that will go along the process and the appropriate assistance will be given to teachers. However, the stigma of supervision is still on the minds of many teachers. They see supervision as a very discomfort experience. Thus, supervision should be strengthened by authorities in the

system of education adhering to the principles and rules of supervision so that instructions will improve through the empowered, motivated and properly assisted teachers.

Review of Related Literature

According to Olembo, et al. (1992), supervision is to maintain the good practices, change inefficacy, and improve the provision and implementation of learning experiences for the learners. Similarly, Ogusanju (2006), postulated that the main aim of supervision is not only for the improvement of learning among pupils but to help teachers improve their teaching. Furthermore, supervision facilitates effectiveness among teachers as they will be equipped with skills through the assistance of instructional leaders for them to attain the vision and mission of the educational system.

On the other hand, Okumbre (1998) added an argument that for a long time, supervision has been considered by many teachers as fault-finding activities performed by supervisors and thus, teachers further consider it as harshly judgmental activity and fear-provoking to them and learners as well.

The arguments above are somehow agreed by the findings of the study of Wango (2009) that supervision could be of two meanings. These could mean as the positive force to assist teachers to improve learning or a threat for them. Supervision is seen by some teachers as opportunity to receive technical assistance, support, and affirmation from supervisors. However, for some teachers, they see it as a threat because, the failure of the students to learn is very much associated with the failure of the teachers to find ways to enable them to do so (Sergiovanni & Starrat 2007).

Framework of the Study

The research framework of this study is anchored on the principle of Expectancy Theory of Human Motivation developed by Vroom in 1964. Based on the principle of this theory, teachers who perceived their instructional leader's supervisory practices positively are expectedly to end up being motivated and perform well in their expected tasks. On the other hand, negative perceptions of teachers towards their instructional leader's supervisory practices will make them demotivated and may lead to their poor performance.

Figure 1.

Schematic Model of the Study

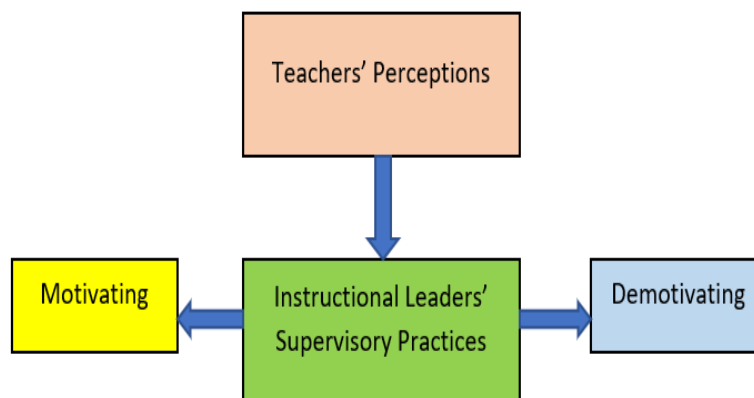


Figure 1 shows the schematic diagram of this study. The schema demonstrates the perceptions of teachers towards the supervisory practices of their instructional leaders. It is reflected that this study aims to find out on the practices of instructional leaders that inspire and motivate teachers and on the other hand, demotivate them.

Statement of the Problem

This phenomenological study sought to get the narratives, stories and lived experiences of the identified participants on the supervisory practices of their instructional leaders.

The **grand tour** question of this study to the participants was “What are your perceptions to the instructional supervisory practices of your instructional leader?”.

Specifically, this study found the answers of these following questions:

1. What are the instructional supervisory practices of your school head that motivate you?
2. What are the instructional supervisory practices of your school head that demotivate you?

Scope and Limitations

This investigation was been participated by the ten (10) teacher participants. They were from different districts within the division of Tangub City. They were selected randomly regardless of their teaching positions. They were asked with specific questions pertaining to the aim of the study as written in the statement of the problem section above.

Significance of the Study

The narratives from the teacher-participants regarding on their lived experiences on the different instructional supervisory practices of their school heads, supervisors and other instructional leaders which motivated and demotivated them will be helpful to the following:

Division office. The result of this study would give insights to the division office, specifically the Human Resource Training Development section to conduct capacity building/retooling on the instructional practices of instructional leaders that motivate and demotivate teachers.

Supervisors and School Heads. The findings of this investigation will enable them to revisit the principles and rules in supervision for them to give the proper and humane instructional assistance to teachers.

Teachers. The findings of this study will be beneficial to teachers. They will be the recipients in all the modifications and improvements that may happen pertaining to the instructional supervisory practices.

Learners. The ultimate recipients of all the improvements in the system are the learners. The results of this study will create more opportunities for learners to experience a conducive learning environment with quality instructions through the collaboration of teachers and instructional leaders.

Future Researchers. The results of this study could be a reference for their related study. It would give them some ideas and insights regarding issues which are related to their research.

Chapter 2

Method

Research Design

This endeavor is qualitative research that relies on the actual interview of respondents guided with the research questions done by the researcher himself.

The researcher employed the Phenomenological Research Design for it aimed to know the lived experiences, insights and thoughts of the teacher-participants on the instructional supervisory practices of their instructional leaders that motivated and demotivated them. The focus of this research is to formulate accurate knowledge towards developing a hypothesis or new learning theory.

Research Locale

This research was conducted in the Division of Tangub City. Tangub City is a 4th class component city located at the southern part of the province of Misamis Occidental. According to the 2022 census, it has a population of 68,398 people. On June 17, 1967, under Republic Act No. 5131, Tangub City became a chartered city. It has a land area of 162.78 square kilometers or 62.85 square miles which constitutes 8.11% of Misamis Occidental's total area. The city is bordered by Mt. Malindang on the north, Ozamiz City on the north-east, municipality of Bonifacio on the east, and finally, by Panguil Bay on the south. In February 2008, through an order duly signed by the

then Secretary of Education, Jesli A. Lapus, the Interim Division of Tangub City became a full-fledged Division in Region X.



Participants

The participants of this study were 10 teacher-participants. Six (6) teachers are Teacher 1 and the other four (4) are Teacher 3. The researcher randomly selected the participants from different position titles so that different perspectives from different groups will be gathered.

Research Instruments

The main instrument of this investigative inquiry was the researcher himself. He used a semi-structured set of questions and individualized in-depth interviews as the investigation progressed.

To facilitate the smooth gathering of information during interviews, the researcher made a necessary plan of actions that was sensible to the available time of the respondents.

Data Gathering Procedure

The researcher randomly selected the participants of the study. After the identification, the researcher secured a letter of consent to the school heads of the participants in a courteous and respectful manner. The researcher also secured a letter of consent to the Schools Division Superintendent for the conduct of the study since the study involves teachers. The researcher then

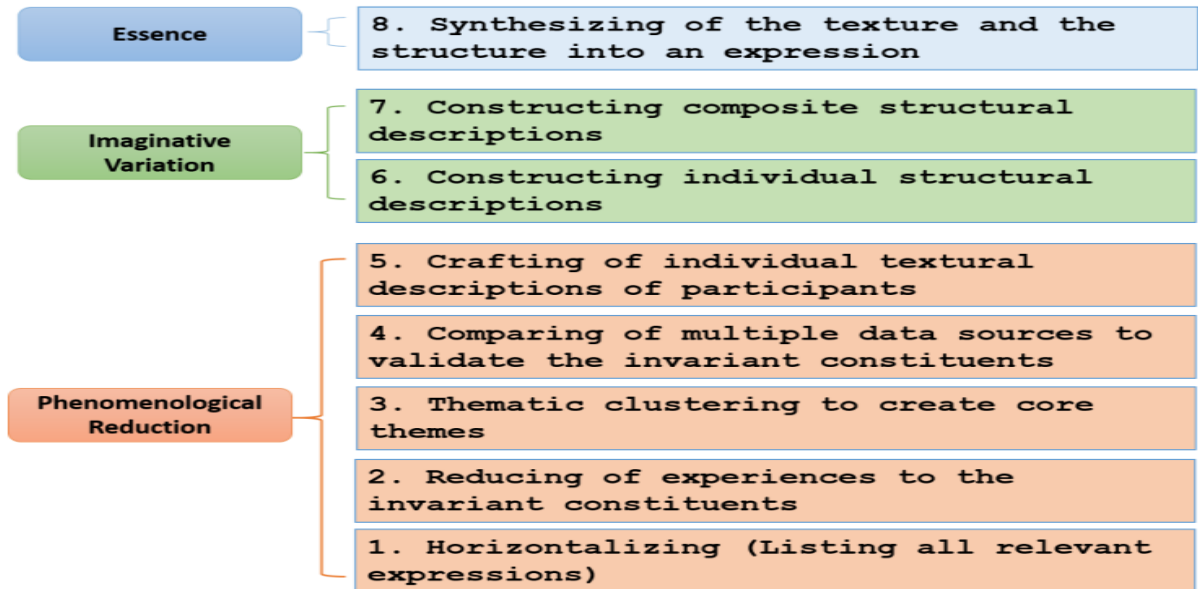
scheduled the interviews based on the respondent's available time. He used his prepared semi-structured interview questions to gather the data from the participants. The data were properly captured for analysis.

Data Analysis

Since this research is using the phenomenological method, the gathered information was analyzed using Moustakas' (1994) phenomenological data analysis procedure. The researcher employed the Moustakas' (1994) eight-step procedure clustered into three: Phenomenological Reduction; Imaginative Variation; and, Essence.

Figure 2

Steps of Data Analysis (*Adapted from Maghanoy, 2019*)



Ethical Considerations

The participants were properly coordinated and convinced by the researcher to be part of the research journey. They were given assurance that their responses will be given due respect and should be treated with utmost confidentiality. The researcher also adjusted on the available time of the respondents for the latter not to be disturbed with their works during the data collection process.

Chapter 3

RESULTS AND DISCUSSION

This chapter presents the results of the qualitative inquiry based on the lived experiences, and perceptions of the teacher-participants with regards to the instructional supervisory practices of their instructional leaders. Moreover, it shows the analysis of experiences from the 10 teacher-participants during the in-depth face-to-face interviews conducted by the researcher. This phenomenological study was able to make the researcher learn the perspectives of teachers to the instructional leaders in terms of supervisory practices. The theoretical framework of this study which is the Expectancy Theory of Human Motivation is supported by the narratives shared by the teacher-participants.

Along with the process of narration, the participants are coded “**Teacher**” with the assigned numbers 1 to 10. The phenomenon of this inquiry is presented into two major points, the motivating and demotivating practices of the instructional leaders that are categorized into different themes as the results of the coding process. These are the following:

Motivating Practices of the Instructional Leaders

Theme 1: Acknowledging teachers’ potentials and recognizing achievements.

According to Skinner (1948) in his Operant Conditioning Theory, that when a behavior is being reinforced or recognized, it is like to be repeated but when a behavior is not reinforced, this would eventually vanished. This principle was likely used by the instructional leader in this theme, he reinforces good performances of the teachers and in return, teachers are motivated to do the actions repeatedly. As they shared:

When the instructional leader will acknowledge our strengths specially during class observations. Moreover, when we are trusted as coordinator or assigned as chairman in a committee, it added our motivation specially when we are supported financially and morally. (Teacher 1)

I like instructional leaders who will appreciate our efforts, just simple praises will make us happy because it is the nature of the person to be happy if appreciated and given rewards or recognition. Just like with our principal, she will post in our group chat recognizing our achievements or those who can pass the reports ahead of time and sometimes she posted our accomplishments in Facebook and it motivated us to do more. (Teacher 3)

I like instructional leaders who will recognize my strong points during class observations. It is motivating. (Teacher 10)

Teachers 1 experienced that his immediate instructional supervisor acknowledge her strengths and made her feel valued. She was also trusted by her superior with the task that added into her confidence. On the same way, Teacher 3 became motivated because of the recognitions given by her school head. This recognition was also experienced by Teacher 10. The three teachers had the perceptions that their instructional leaders are acknowledging their potentials and recognizing their achievements. In this way, it motivated them to do more and perform their tasks well.

Theme 2: Providing of technical assistance and guidance. School heads are the providers, managers, and the instructional leaders in the school. They take charge in all the specific aspects inside the school. They see the strengths, weaknesses, opportunities and threats of the school. Above all the functions of the instructional leaders is to ensure that quality instructions are given to the learners. Thus, their provision of technical assistance to teachers is vital. Moreover, they are expected at all times, to guide their teachers in the fulfillment of the vision, mission, and goals of the school. As the participants recalled:

If she does not like our plans, she gave suggestions for alternatives to improve our works. (Teacher 1)

For me sir, I like those instructional leaders who will teach me more on classroom techniques and strategies. (Teacher 2)

Their presence has positive effects on my daily teachings. The criticisms they provided are my guide to correct my lapses and be mindful of the small things inside the classroom that still matter. (Teacher 4)

The instructional supervisory practices of school head that motivate me more are the guidance she gave me and when she gives me examples on how to improve my teaching skills. (Teacher 5)

I like instructional leaders who really perform instructional supervision because I believe that class observation is an essential part in the teaching and learning process. It helps teachers to improve the teaching and can also develop the skills in classroom management through the technical assistance. (Teacher 8)

I admire instructional leaders who will provide us technical assistance in the delivery of our instructions. (Teacher 9)

I like instructional leaders who will give technical assistance and will explain well on how to improve my teaching. (Teacher 10)

I like also that she gave me practical examples based from their experiences on how to improve my teaching ability. This is very helpful because I will be guided on what to do. I like an instructional leader who is organize. Having organized plans on school activities within a week or month can be helpful. This way, we are being aware on the things we need to prepare. (Teacher 5)

Majority of the participants do appreciate the way their instructional leaders gave them technical assistance in their teaching. It is a manifestation that supervision is a collaboration between teachers and supervisors. Collaboration in the sense that teachers prepared and implement the lesson plan and instructional leaders help the teachers to improve it based on the principles of learning. As what Sergiovannie and Starrat (2007) said, that supervision is not done to or for the teachers but it must be done with the teachers because quality education is everyone's business.

Theme 3: Relaxing and consoling supervision. As the definition speaks for itself that supervision, must be an assistance, for the improvement of the instruction (Glickman & Ross-Gordon 2020). Thus, it should be felt by teachers without tensions and stress. The following

teachers shared their perceptions about the instructional practices of their supervisors that they find relaxing and consoling. It As they shared:

What I love with my instructional leader for now sir is the way he handles our stress. Whenever there are reports, he finds ways that we will not disturb and we focus on our teaching tasks. When there were times that we feel discourage, he always reminded us that our work is an opportunity for us to become an instrument to produce good citizen in the community. (Teacher 6)

Being approachable, school heads and supervisors who are approachable are better leaders for me. I can share my opinions and ideas in pure honesty like for example my challenges in dealing with my learners. (Teacher 5)

Teacher 6 loved the way her school heads handled pressures in school. She admired how her school head find ways just to lessen the burden on their part so that they can focus on teaching. She added that at difficult times in school, their school head will inspire them that teaching is an opportunity and that makes it consoling in their part as teachers.

Theme 4: Avoiding fault-finding culture of supervision. The stigma of instructional supervision to teachers is still felt by many. With this perception, supervision is highly not comforting to teacher. If this will not be changed, the good intentions of supervision will be tainted with the inappropriate practices of some supervisors. Hence, instructional leaders who find ways to make teachers fell at ease with instructional supervisions are well appreciated by teachers. They said:

I like an instructional leader sir that will inform ahead of time that he/she will conduct a class observation so that we will be given useful tips to improve our teachings and not to critic us and find faults on our teaching preparations and presentations. (Teacher 7)

I like instructional leaders that will announce his/her visit to the classrooms so that we will be prepared and we welcome them because we look forward to receive their technical support to improve our teaching. (Teacher 8)

Both of the participants like that instructional supervision, particularly the classroom observations should not be an ambush type. However, it must be understood by the teachers that

at some instance, unannounced classroom visit will be performed by supervisors. This is done not to find faults on the side of the teachers but it is done to see the real scenario in the classroom that needs technical assistance.

Demotivating Practices of the Instructional Leaders

Theme 1: Failing to do its major responsibility. Instructional leaders are expected to perform 80% of their working time in school for the improvement of instruction. They are expected by teachers as their providers. They are the main actors of the school as far as school operations are concerned. However, there are some instances that teachers felt demotivated because of the less support provided by them from their instructional leaders. As they narrated:

It is demotivating if your school head will not support you in the implementation of your program and you become hesitant then to follow-up for support from school head. We spent from our own resources. (Teacher 1)

For me sir, the kind of instructional leaders that demotivate me are those who do not listen to the concerns of teachers and those who are inconsiderate to teachers. (Teacher 2)

I do not like instructional leaders who are inconsistent like in giving technical assistance. It will make us misguided. (Teacher 5)

I do not like instructional leaders that are not specific in giving instructions. I feel confused on what to do. Maybe because I was culture shocked when I arrived in public schools because the management in private schools are much better in the organization of instructions based from my experience. (Teacher 10)

Teacher 1 felt unsupported financially with the implementation of her program. She was forced to use her own money just to realize the goals of the program. On the other hand, Teacher 2 felt demotivated when her concerns were not given attention by her school head. Teacher 5 and 10 as well had the negative impressions towards their instructional leaders in terms of the clarity of instructions given to them. Inconsistent instructions misguided teachers.

Theme 2: Failing to recognize the efforts of teachers. As far as the principle of the Operant Conditioning by B.F. Skinner is concern, that any behavior that is not being reinforced

will eventually vanished. Hence, if the efforts of teachers will not be given due recognitions, it may not be practiced again. Thus, instructional leaders should ensure that teachers must be given recognitions for their performance so that they will sustain doing it or will make it better for the next time. As one of the participants recounted:

I feel demotivated sir if the instructional leader will not recognize our efforts. Then when all she wanted to happen should happen at our expense. Sometimes when there are tasks that we performed but the credit was given only to her. (Teacher 3)

Though it is only Teacher 3 who emphasized this concern, but on the other hand, majority of the participants liked an instructional leader who recognize their efforts. Thus, it means that majority of them do not like instructional leaders who do not know how to recognize their works.

Theme 3: Finding faults and shortcomings of teachers. Supervision's primary function is to help teachers improve the instruction and should not focus on finding faults and shortcomings of the teachers. According to Sergiovannie & Starrat (2007), teachers must come together in a common effort to help each other teach, learn, and care for each other and work together for the advancement of students' academic achievement. Thus, an instructional leader must act as the captain of the team that will always show willingness to help the teachers. Hence, he should not be perceived as individual that will just find the faults and shortcomings of teachers, rather as someone who will lend a helping hand to improve instruction. As the participants said:

I do not like instructional leaders who will make ambush observations. It is stressful a bit because we have 8 subjects a day to teach and honestly, we cannot make it all. We cannot complete our DLL because we still have to make our instructional materials that we need in our teaching. (Teacher 4)

What discouraged me sir, is when there is always instructional supervision, the preparation of the Daily Lesson Logs is so exhausting. We almost don't have time with our family because when we are at home, we still need to write the lesson logs because we are afraid that we will be apprehended if there are supervisors that will visit in our school. (Teacher 6)

Though we are prepared at all times, the presence of the supervisors will bring us nervousness and some discomforts. There were times that we forgot the sequence of the lesson due to consciousness of the presence of the supervisor maybe because we are afraid to receive their negative comments. (Teacher 8)

Teachers 4 and 6 both have negative impressions to the tiring preparations of the Daily Lesson Logs. This is because most of the public-school elementary teachers are teaching 8 subjects a day. Daily instructional monitoring will force teachers to prepare all these 8 lesson plans. As instructional leaders, this difficulty of teachers should be addressed. Instead of looking into the shortcomings of teachers, instructional leaders may simplify the preparation stage of the lesson by providing lesson guides so that teachers will only master the content of the subject and will no longer spend more time in writing the lesson plans in all subjects for the day. On the other hand, Teacher 8 felt discomfort with the presence of the supervisors during class observations. She felt that she can do more without the presence of the school head or supervisors. This feeling was brought by her worries that supervisors may give her negative comments after the lesson.

Theme 4: Threatening and embarrassing teachers. Performance is vital but relationship is critical. It means that performance of the teachers must not be a factor to maintain the good relationship between teachers and instructional leaders. Effective teaching in school is a collaboration among teachers and school heads or supervisors sharing with the same vision and mission. Teachers perform the actual teaching while instructional leaders supervise and provide technical and clinical supports to teachers. Each one plays an important role. Thus, the culture of threatening and embarrassing teachers inside the classroom must be stopped. As the participants said:

I hate instructional leaders who will embarrass teachers through telling others the weaknesses of the observed teachers. (Teacher 9)

I also do not like instructional leaders who will bring the name of the higher in positions to threaten us for us to prioritize the tasks/reports. (Teacher 10)

According to Wiles (1985), that supervision are activities designed to improve instruction at all levels of the school. If in cases of supervisory encounters that teachers perceived supervision as threat and embarrassing experience, I believe that the improvement of instruction could be impossible.

Theme 5: Delegating many tasks to teachers. The success of the school is the collaboration of school managers, teachers and stakeholders. It is undeniable that teamwork is the key to success. However, in many cases, teachers are bombarded with lots of extra works by the instructional leaders. These ancillary works became the reason why many teachers cannot focus on their teaching performance. As they shared:

Ancillary tasks are burden to us actually because we still have children to attend to. However, I understand that teamwork is essential for the school to succeed. I am not complaining sir by the way, (Laughing). (Teacher 3)

Oftentimes, we performed ancillary services delegated to us by our school head. (Teacher 4)

I do not like instructional leaders that are not transparent on their works and will always delegate tasks with less instructions on what to do. I still have to ask some teachers on how to do the task. In effect, I cannot complete my lesson logs and instructional materials needed for my teaching. (Teacher 10)

Delegation of task is definitely not bad. It is one of the management styles that is suited for highly committed and capable employee. However, it should be given in moderation for too much delegation will make the employee burned out in her work. As what Redman (2017) said, that employee may feel insecure about the task if she felt that she does not have the necessary skills and time to complete the assigned tasks along with her regular duties.

The two major concerns in this inquiry are the motivating and demotivating practices of the instructional leaders. To summarize, the following are the different themes which the teacher-

participants had been responded based on their perspectives from the instructional leaders, the supervisor, school heads and master teachers.

Motivating Practices of the Instructional Leaders

Theme 1: Acknowledging teachers' potentials and recognizing achievements

Theme 2: Providing of technical assistance and guidance

Theme 3: Relaxing and consoling supervision

Theme 4: Avoiding fault-finding culture of supervision

Demotivating Practices of the Instructional Leaders

Theme 1: Failing to do its major responsibility

Theme 2: Failing to recognize the efforts of teachers

Theme 3: Finding Faults and shortcomings of teachers

Theme 4: Threatening and embarrassing teachers

Theme 5: Delegating many tasks to teachers

Chapter 4

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents the highlights of the research journey in the form of summary, the unveiling of findings, expressions of conclusive narratives and formulations of recommendations.

Summary

This research is a phenomenological study that unveiled the lived experiences of the teacher-participants as to their perceptions particularly the motivating and demotivating instructional practices of their instructional leaders. The teacher-participants are all from the division of Tanguib City.

The researcher used the open, semi-structured approach in the interview process to gather the data. The researcher was very observant to the responses of the participants including their expressions and gestures to interpret well their transcripts.

The researcher patterned the Moustakas' (1994) phenomenological analysis technique to understand the perspectives of the participants as expressed in the interview session.

The emergence of the different themes had been the basis of findings, making conclusions and formulating of recommendations.

Findings

The honest expressions of lived experiences among the teacher-participants had been the strong foundation in the concluded narratives. These are about the motivating and demotivating instructional practices of their instructional leaders. Based on the research questions, the following are the research findings:

Motivating Practices of the Instructional Leaders

1. Acknowledge the teachers' potentials and recognize their achievements
2. Provide technical assistance and guidance to teachers
3. Promote relaxing and consoling type of supervision
4. Avoid fault-finding culture of supervision

Demotivating Practices of the Instructional Leaders

1. Fail to do its major responsibility
2. Fail to recognize the efforts of teachers
3. Focus on finding faults and shortcomings of teachers
4. Use positions to threaten and embarrass teachers
5. Delegate many tasks to teachers with less support

Conclusion

Principle-based supervision motivates teachers. On the other hand, inappropriate ways of instructional supervision demotivate teachers. Capacity building and retooling of the supervisory principles and rules are needed so that the stigma of supervision will be lessen and eventually vanished.

Recommendations

The narratives shared by the participants are based on their lived experiences. These narratives might not be true to all but as representation, their lived experiences, feelings and thoughts may be true to many teachers. Thus, to address the issues and sustain best practices raised by the participants, the researcher would like to express his recommendations to the following:

Division office. The result of this study may be the solid basis for making memorandum to call for a Reorientation and Retooling on the supervisory principles and rules to be participated by supervisor, school heads, and master teachers.

Supervisors, School Heads, and Master Teachers. Using the information of this inquiry, they may reassess their supervisory skills so that issues, conflicts, and negative impressions of teachers towards instructional supervision will be lessen or vanished.

Teachers. To avoid situations that will lead to conflicts between teachers and instructional leaders, teachers may facilitate an open communication with the instructional leaders so that all the needs of the former will be addressed by the later.

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