



Instructional Supervision as Predictor of Learning Support and Evaluation Practices of Senior Secondary Schools in Sokoto State, Nigeria

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Abstract

This study examined instructional supervision as predictor of learning support and evaluation practices in senior secondary schools in Sokoto State, using a correlational survey research design. Two hypotheses were tested at the 0.05 level of significance. The population comprised 2,831 teachers and administrators (principals and vice principals) drawn from six education zones in the state. Proportionate sampling technique was used to select 495 participants for the study. Data were collected through three researcher-developed instruments: (i) Instructional Supervision Assessment Questionnaire (ISAQ) (ii) Learning Support Questionnaire (LSQ) and (iii) Evaluation Practices Questionnaire (EPS). The instruments were validated by experts, producing content validity indexes - CVI of 0.85 for ISAQ, 0.90 for LSQ and 0.88 for EPS. Reliability coefficient of 0.89, 0.88 and 0.87 were established for ISAQ, LSQ and EPS respectively. Pearson Product Moment Correlation (PPMC) was employed for data analysis. The findings revealed a strong, positive and significant relationship between instructional supervision and learning support, as well as between instructional supervision and evaluation practices in senior secondary schools in Sokoto State. Part of the recommendations stated that education stakeholders should strengthening instructional supervision practices since instructional supervision significantly influences learning support. Also there should be intensified supervisory focus on assessment practices through monitoring of continuous assessment records, examination setting and grading procedures.

Keywords: Instructional Supervision, Learning Support, Evaluation Practices, Senior Secondary School

1. Introduction

The importance of secondary education in Nigerian education system cannot be overemphasized. At this level learners acquire subject specialization, critical thinking abilities and practical skill that shape their academic and career trajectories. According to Akinwale and Adebayo (2022), secondary education plays a decisive role in determining students readiness for high education and employability, making it cornerstone for manpower development and socio-economic advancement in Nigeria.

Supervision in education refers to a systematic process of guiding, monitoring and evaluating teacher's instructional activities to ensure efficiency and effectiveness in the teaching-learning process. Precisely the goal of teacher education is to enhance their skill. Obi and Eze (2021) assert that supervision should be viewed as a developmental tool that enables teachers to refine their pedagogical approaches and stay updated with contemporary teaching methods. Precisely, educational supervision can be broadly categorised into internal and external supervision. Internal supervision involves school-based oversight by principals, head of departments and senior

educators, while external supervision is conducted by government agencies, inspectors or education boards (Chibuzor, 2023). This study focuses on instructional supervision as an aspect of internal supervision, which directly impacts teachers' daily instructional practices and performance. Internal supervision is clinical, a trial of pre-lesson conferences, classroom observation and post-classroom observation stand-out as a structured approach to support teacher productivity (Adewale, 2021).

Learning support services, on the other hand, refer to the range of academic, psychological, social, and guidance services provided to students to enhance their learning, welfare, and academic success. In secondary schools, effective instructional supervision ensures that teachers implement instructional strategies that respond to students' academic and emotional needs while also coordinating support systems such as academic guidance, and remedial programs. Thus, both instructional supervision and learning support services work together to promote a conducive learning environment and improve students' overall development. However, evaluation practices which involves systematic assessment of students' academic progress, provides feedback for both teachers and school administrators on the effectiveness of instructional practices. Effective supervision helps teachers adopt appropriate assessment strategies, maintain accurate records of students' performance, and improve learning outcomes. Consequently, instructional supervision and student evaluation are

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closely linked in achieving quality education and improved academic performance in secondary schools (Oguniyi, 2020).

Evaluation practices refer to the systematic process of assessing, monitoring and interpreting students learning progress. Through formative and summative assessment practices, teachers obtain vital feedback on students' understanding, skills and learning difficulties, enabling them to adjust instructional strategies (Black & Williams, 2022). Effective evaluations practices are reported by Brookhart (2025) improve productivity by ensuring that teaching is responsive to learners needs.

This study will offer policy makers evidence based recommendations to formulate policies that will strengthen educational supervision. The findings will help educational authorities in Sokoto State to identify areas in need of intervention and improvement in supervisory practices. Precisely the study focused on instructional supervision in secondary schools in Sokoto state being educationally less advantage state in Nigeria.

1.1 Statement of the Problem

In an ideal senior secondary school system, instructional supervision is expected to function as a systematic quality assurance mechanism through which school administrators provide continuous professional guidance, classroom monitoring, and instructional feedback aimed at improving teachers' effectiveness in classroom management, strengthening learning support services and enhancing evaluation practices. Effective supervision ensures that teachers are adequately mentored in lesson delivery, student assessment, record keeping and learner support strategies, thereby promoting overall instructional quality and student achievement. Reports by UNICEF (2021) and USAID (2020) have highlighted significant gaps in teacher professional development, classroom management capacity, and student support services in northern Nigeria, including Sokoto State, largely linked to weak instructional supervision frameworks. Empirical studies further reveal that poor teacher productivity in areas such as classroom management, student support services, evaluation practices, professional development participation, and administrative task execution is strongly associated with inadequate supervisory practices that fail to provide consistent feedback, mentoring, and instructional support (Akinwumi, 2020; Ibrahim, 2021). The consequences of these deficiencies include declining student academic performance in external examinations, ineffective learner engagement, poor assessment validity and reduced overall quality of secondary education delivery in the state. Addressing these challenges requires strengthening instructional supervision through structured classroom observation, continuous professional support, data-driven feedback systems, and improved monitoring of learning support services and evaluation practices. Despite these concerns, there remains a significant empirical gap, as

limited studies have specifically examined instructional supervision as predictors of learning support services and evaluation practices in senior secondary schools in Sokoto State.

1.2 Objectives of the Study

The purpose of this study is to examine instructional supervision as predictor of learning support and evaluation practices of senior secondary schools in Sokoto State. The specific objectives are to find out:

1. The relationship between instructional supervision and learning support in senior secondary schools in Sokoto State.
2. The relationship between instructional supervision and evaluation practices in senior secondary schools in Sokoto State.

1.3 Research Hypotheses

The following hypotheses were tested at .05 level of significance

- Ho₁: There is no significant relationship between instructional supervision and learning support in senior secondary schools in Sokoto State.
- Ho₂: There is no significant relationship between instructional supervision and evaluation practices in senior secondary schools in Sokoto State.

2. Theoretical Framework

2.1 Transformational Leadership Theory

Transformational Leadership Theory was first introduced by James MacGregor Burns in 1978 in his seminal work "Leadership". Burns described transformational leadership as a process where leaders and followers engage in a mutual relationship that raises the level of motivation and morality of both parties.

2.2 Assumptions of the Theory

Transformational Leadership Theory is based on several key assumptions that define its application across organizations, including schools:

1. Leaders can inspire and motivate followers to achieve more than they initially expected.
2. Effective leadership is built on trust, respect, and commitment between leaders and subordinates.
3. Leaders should act as role models, influencing others through their vision, values, and behaviors.
4. Intellectual stimulation encourages innovation and creativity among followers.
5. Individualized consideration ensures leaders recognize and support the unique needs of each follower. These assumptions highlight the leader's role in empowering subordinates and fostering a culture of continuous growth (Bass & Riggio, 2006).

According to Baffour-Awuah (2023), transformational leadership in instructional supervision promotes collaboration, teacher empowerment, and the pursuit of higher instructional quality, which are essential in improving secondary school outcomes. By inspiring teachers, supervisors ensure that instructional practices remain dynamic and responsive to learners' needs. Teacher productivity is strongly influenced by the supervisory style of school leaders. Transformational supervision ensures that teachers are not only held accountable but also motivated and supported to reach their full potential. Research by Adams and Muthoni (2022) found that schools with transformational supervisory practices had higher teacher commitment, job satisfaction, and instructional effectiveness, all of which directly enhance productivity in the classroom.

In Sokoto State, where challenges of inadequate resources, large class sizes and teacher competencies exist, the application of transformational leadership within instructional supervision is highly relevant. Moreover, by aligning supervisory practices with shared educational goals, transformational leaders can improve teacher morale, reduce burnout, and enhance productivity despite systemic challenges (Okeke & Anyanwu, 2022).

3. Review of Related Literature

Instructional supervision is instrumental to teaching quality, as noted by Akpalu, et al., (2025) school administrators who effectively supervise instructional activities are able to ensure that teachers provide adequate academic guidance and assistance to students. This includes monitoring how teachers support struggling learners, organize remedial lessons, and collaborate with school counselors to address students' academic and personal challenges.

According to Tarimo and Lekule (2024), instructional supervision plays a fundamental role in improving teaching quality and monitoring students' learning outcomes in secondary schools. They argued that school administrators who regularly supervise classroom activities ensure that teachers follow appropriate instructional strategies and assessment procedures. Through activities such as classroom observation, checking lesson plans, and reviewing students' assessment records, supervisors help teachers improve instructional delivery and the accuracy of students' evaluation processes. Effective supervision therefore promotes accountability and ensures that student evaluation reflects actual learning outcomes.

Araiyegebemi (2024) opined that effective instructional supervision strengthens the process of evaluating students' academic progress by ensuring that teachers comply with curriculum standards and assessment procedures. According to the study, supervisors who regularly examine students' assignments, tests, and examination records are able to determine whether teachers are implementing appropriate evaluation strategies. The author lamented that inadequate

supervision may result in poor monitoring of students' performance and inaccurate assessment of learning outcomes in secondary schools. Similarly, Ludigo, et al., (2023) observed that internal school supervision practices such as reviewing students' work records, monitoring teachers' lesson notes, and supervising assessment procedures significantly contribute to improved academic performance. Precisely basic indicators of evaluation effectiveness include, designing tests, administering examinations, maintaining continuous assessment records and using evaluation records to improve students' learning.

Owoyale-Abdulganiy and Bibire (2022) lamented that ineffective supervision can weaken the evaluation process in secondary schools because teachers may fail to maintain proper assessment records or provide adequate feedback to students. Their study indicated that principals' supervisory roles such as monitoring classroom instruction and checking students' assessment records are essential for ensuring that evaluation practices align with educational objectives. Effective supervision therefore ensures that students' academic performance is properly measured and monitored.

In addition, instructional supervision strengthens accountability in the evaluation system. When principals and other supervisors regularly review students' test results, assignments, and examination records, teachers are encouraged to maintain transparency and fairness in grading. This oversight reduces the possibility of biased assessment and ensures that evaluation results accurately reflect students' academic abilities (Owoyale-Abdulganiy & Bibire, 2022; Araiyegebemi, 2024). Effective supervisory monitoring therefore promotes integrity and accuracy in the process of student evaluation in secondary schools.

Suleiman and Musa (2020) investigated "relationship between instructional supervision and student support service delivery in senior secondary schools in Kaduna State" using a correlational survey design. Finding revealed that teachers and counselors who received regular supervisory attention through classroom observations, feedback sessions, and monitoring of counseling programs were more effective in providing academic guidance, remedial support, and psychosocial services to students. The study also highlighted that consistent supervision enhanced the coordination of student support activities, increased the responsiveness of teachers and counselors to students' needs, and fostered a more inclusive and supportive school environment. Schools with structured and supportive supervisory practices were shown to have higher student engagement and improved welfare service delivery.

Lawal and Abdullahi (2022) examine "instructional supervision as a determinant of student support services effectiveness in senior secondary schools in

Kwara State". Finding revealed that instructional supervision significantly predicted the effectiveness of student support services. Analysis using regression analysis showed that schools where principals and supervisors engaged in consistent, structured and collaborative supervision exhibited higher levels of guidance, counseling and welfare service delivery. Teachers and student support staff in these schools were more proactive in planning and implementing remedial programs, mentoring initiatives, and welfare interventions, ensuring that students' academic and socio-emotional needs were adequately addressed.

Mohammed, et al., (2020) examined the "relationship between instructional supervision and student evaluation effectiveness in senior secondary schools in Kaduna State". The study was a correlational survey design. Finding revealed that instructional supervision was significantly related to the effectiveness of student evaluation practices in senior secondary schools in Kaduna State. The analysis indicated that teachers who received regular and structured supervision demonstrated higher proficiency in conducting continuous assessments, administering examinations, and maintaining accurate and objective grading. Supervisory practices such as classroom observation, feedback on assessment methods, and guidance on standard evaluation procedures were shown to enhance teachers' adherence to professional assessment standards, improve the reliability and validity of tests, and ensure fairness and transparency in reporting student performance. Schools with consistent supervisory interventions exhibited more credible and effective evaluation practices, highlighting the critical role of supervision in strengthening assessment quality.

Lawal and Ibrahim (2022) examined "instructional supervision as a predictor of effective student evaluation in senior secondary schools in Kwara State. Finding revealed that instructional supervision significantly influenced student evaluation practices. Analysis using regression and ANOVA indicated that teachers who were regularly supervised performed better in designing, administering, and grading assessments, ensuring that evaluation processes were fair, objective, and aligned with curriculum standards. Supervisory activities such as classroom observation, review of test materials, feedback on assessment strategies, and mentoring were found to improve teachers' competence in continuous assessment and examination management. The study further highlighted that structured and consistent supervision enhanced accountability and credibility in student evaluation.

4. Methodology

The study adopts correlational survey research design. The population for the study comprises of 2831 teachers and 147 school administrators making a total of 2978 participants in all the six education zones (i.e. Goronyo, Gwadabawa, Bodinga, Sokoto North, Sokoto South and Yabo) in Sokoto state. 370 teachers and 125,

administrators making a total of 495 participants across the six educational zones in Sokoto state were proportionately sampled. This ensures that each subgroup is represented fairly and accurately in relation to its actual occurrence, thereby improving the representativeness of the sample. Three researcher developed instruments used for the study are named as follows: (i) instructional supervision assessment questionnaire (ISAQ), Learning Support Questionnaire (LSQ) and (iii) Evaluation Practices Questionnaire (EPS). Reliability indexes of 0.89, 0.88 and 0.87 were established for ISAQ, LSQ and EPS respectively. This implies that the instrument is appropriate for the study. The completed instruments were collected on the spot. However, in testing the research hypotheses, Pearson Product Moment Correlation Coefficient (PPMC) was used to test the hypotheses at .05 alpha levels of significance

5. Results and Discussion of Findings

5.1 Results

Ho₁: There is no significant relationship between instructional supervision and learning support in senior secondary schools in Sokoto State.

Table 1 is a summary table showing Pearson Product Moment Correlation (PPMC) analysis for relationship between instructional supervision and learning support in senior secondary schools in Sokoto State.

The result presented in Table 1 shows a statistically significant positive relationship between instructional supervision and learning support in senior secondary schools in Sokoto State, with a correlation coefficient of $r(485) = .908^{**}$, $p < .05$. This finding revealed the significant association between instructional supervision and learning support in senior secondary schools in Sokoto State as p-value is below the threshold of .05. Therefore, the null hypothesis (H₀₁), which posited that no significant relationship exists between instructional supervision and learning support in senior secondary schools in Sokoto State, was rejected. This implies that effective instructional supervision significantly contributes to the improvement of learning support services schools. The strong positive correlation coefficient indicates that schools with effective supervisory practices are more likely to provide efficient academic support and other welfare programmes that enhance students' overall development and learning experiences.

Ho₂: There is no significant relationship between instructional supervision and evaluation practices in senior secondary schools in Sokoto State.

Table 2 is a summary table showing Pearson product moment correlation (PPMC) analysis for relationship between instructional supervision and evaluation practices in senior secondary schools in Sokoto State.

Table 1: Pearson Product Moment Correlation statistics showing relationship between instructional supervision and learning support in senior secondary schools in Sokoto State.

Variables	N	Mean	Std.Deviation	r-Cal	p-Value	Decision
Instructional Supervision	485	3.05	.894	.908**	.000	H0 Rejected
Learning Support	485	3.07	.876			

($\alpha = .05$)

Table 2: Pearson Product Moment Correlation statistics showing relationship between instructional supervision and evaluation practices.

Variables	N	Mean	Std.Deviation	r-Cal	p-Value	Decision
Instructional Supervision	485	3.08	.891	.923**	.000	H0 Rejected
Evaluation Practices	485	3.09	.871			

($\alpha = .05$)

The result presented in Table 2 shows a statistically significant positive relationship between instructional supervision and evaluation practices in senior secondary schools in Sokoto State, with a correlation coefficient of $r(485) = .908^{**}$, $p < .05$. This finding revealed the significant association between instructional supervision and evaluation practices in senior secondary schools in Sokoto State as the p-value is below the threshold of .05. Therefore, the null hypothesis (H02), which posited that no significant relationship exists between instructional supervision and evaluation practices in senior secondary schools in Sokoto State, Nigeria was rejected. This implies that effective instructional supervision has a substantial influence on effectiveness of student evaluation practices in senior secondary schools in Sokoto State. This statistically significant relationship suggests that when principals and supervisors consistently monitor instructional activities, provide professional guidance, and ensure adherence to academic standards, teachers are more likely to conduct accurate, fair, timely, and comprehensive student assessments. This indicates that instructional supervision enhances teachers' competence in designing tests, administering examinations, maintaining continuous assessment records, and using evaluation outcomes to improve students' learning.

5.2 Discussion of the Findings

Finding presented in Table 1 revealed a statistically significant relationship between instructional supervision and learning support in senior secondary schools in Sokoto State. This finding implies that effective instructional supervision contributes substantially to the improvement of learning support such as academic advising, monitoring of students' welfare, co-curricular activities, health-related support, and emotional assistance provided in the school. This implies that when supervisors regularly supervise instructional activities, monitor teachers' performance,

and provide professional guidance, schools are better positioned to address students' academic needs effectively. The findings integrate with the study of Suleiman and Musa (2020) that principals' instructional supervision significantly contributes to improved student-related outcomes in post-basic secondary schools. Furthermore, the findings support the ideas of Lawal and Abdullahi (2022), that effective instructional supervision helps schools coordinate instructional activities, improve communication, and implement supportive strategies that address students' educational and welfare needs.

Finding presented in Table 2 revealed a statistically significant relationship between instructional supervision and evaluation practices in senior secondary schools in Sokoto State. This finding implies that effective instructional supervision greatly enhances the quality of student evaluation practices. This implies that when principals and supervisors consistently monitor teaching activities, review assessment procedures, and provide professional guidance to teachers, there is improved accuracy in test construction, continuous assessment practices, grading procedures, record keeping, and feedback to students. The finding further indicates that instructional supervision helps teachers adhere to appropriate evaluation standards and assessment techniques, thereby ensuring fairness, accountability, and improved academic monitoring of students' progress. It also suggests that inadequate supervision may weaken the effectiveness of student evaluation processes, leading to poor assessment practices and reduced educational quality in secondary schools.

In the same vein, the finding integrate with the study of Mohammed, et al., (2020), that effective instructional supervision promotes accountability, consistency, and quality assurance in teachers' assessment and evaluation responsibilities in secondary schools.

Furthermore, the findings support the ideas of Lawal and Ibrahim (2022), that principals' instructional supervision strategies positively influence teachers' instructional effectiveness and assessment practices in secondary schools. Their study emphasized that regular classroom visitation, monitoring, and constructive feedback improve teachers' competence in evaluating students and maintaining proper academic records.

6. Conclusion

The study found that instructional supervision is positively associated with both learning support and evaluation practices. This means that improvements in instructional supervision are consistently associated with stronger learning support services and improved student evaluation practices. The record of strong relationships across all variables demonstrate that strengthening instructional supervision practices would likely lead to significant improvements in teachers' performance. Consequently, the study underscores the need for education stakeholders and policymakers to intensify effective supervision strategies as a key intervention for improving learning support and evaluation practices in secondary schools.

7. Recommendations

Based on the findings of this study, the following recommendations were made:

1. Educational administrators must strengthen instructional supervision practices. Since instructional supervision strongly influences learning support, supervisors should ensure that teachers are effectively contributing to students' academic, emotional, and social development.
2. There should be intensified supervisory focus on assessment practices through monitoring of continuous assessment records, examination setting and grading procedures. Because instructional supervision significantly relates to student evaluation, improving supervision will enhance fairness, accuracy, and quality of student assessment practices in schools.
3. There should be regular capacity building for young administrators in the area of instructional supervision. This becomes necessary as it has been established that instructional supervision is positively related to learning support and evaluation practices in senior secondary schools.

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