

Assessment of Supervision on Teaching and Learning of Social Studies Lessons in the Junior High Schools of Ghana

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Abstract:

The study was designed to assess supervision of Social Studies teachers in public basic junior high schools in the Aowin municipality in the Western North Region of Ghana. Mixed method approach was used. Stratified, simple random and quota sampling techniques were used to select two hundred and ten (210) respondents for the study. Questionnaires and interviews were used to gather the data. The quantitative data entry and analysis was done by using the SPSS version 22 software package and the qualitative data was also analysed by the use of the interpretative method based on the themes arrived at during the data collection. The study revealed that instructional supervision promotes effective coaching, mentoring and training of teaching on the profession. The study also indicated that effective supervision enhances reinforcement of relationship between the headteacher, School Improvement Support Officer (SISO) and teachers during instructional supervision; making teaching pleasurable and an enjoying practice. Appointment of Supervisors by the Municipal Director of Education should be based on seasoned heads and office staffs with vast experience and academic qualifications. It is therefore recommended that the Municipal Education Directorate should try as much as possible to appoint competent and experienced teachers as SISOs. Also, intensive training workshops should be organized to them to impact the needed professional advice and guidance that enhance teacher growth and development.

Keywords:

Assessment, Supervision, Social Studies, School Improvement Support Officer (SISO)

1. Introduction

Supervision is the cycle of activities between a supervisor and a teacher with the objective of improving classroom performance [1]. Patrick and Dawson describe the classroom performance of a teacher as implementing curriculum, planning, classroom management, and instructional techniques. In the views of Sergiovanni & Starratt supervision is a process of improving teacher's knowledge, skills, and abilities to make informal decisions and problems solved effectively [2]. The intent of

educational supervision is to assist teachers in improving instruction [3,4]. Individual goals of school municipality may vary; however, improvement of teacher performance is a common goal of instructional supervisors [5,6].

1.1. Practices of Instructional Supervision

Summative teacher evaluation is an administrative function intended to meet the organizational need for teacher accountability [5]. It involves decisions about the level of a teacher's performance. Summative evaluation seeks to determine if the teacher has met minimum expectations. For instance, if the teacher has not met his or her professional responsibilities, the summative process documents inadequate performance for the purpose of remediation, and if necessary termination [5]. Research on supervision of instruction in public primary schools in Ghana contradicted another study that posit that teachers lesson plans, teachers lesson notes and students work correlated with students' academic achievement [7,8]. There is however a positive relationship between the teachers' inspection of records of work, lesson attendance and teachers on duty giving report at the end of the week and students' academic achievement. Inspection of teachers' record of work lesson attendance and weekly report are key instructional activities because unless a student understands what is taught, covers the syllabus and is disciplined it might be difficult to pass the examinations [7].

1.2. Perceptions and Attitudes of Teachers Towards Instructional Supervision

Instructional supervision is effective when the attention of supervisors is focused on building the capacity of supervisee, giving them the autonomy they need to practice effectively, and making them responsible for helping students to be effective learners [2,9]. Several authors argued that teachers' attitude and satisfaction toward instructional supervision greatly depends on several factors such as smooth teacher-supervisor relationship, availability of supervisory choices based on teachers' needs, as well as mutual trust, respect and collaboration among supervisees and supervisors [2,6,7,8,9]. A study on beginning teachers' perception of instructional supervision revealed that beginning teachers desire more frequent use of instructional supervision that meets their professional needs, promotes trust and collaboration, and provides them with support, advice and help [9,10]. Another study depict that inadequacies of the amount and quality of instructional supervision make teachers develop negative attitude and a sense of disappointment toward supervision processes [11].

In fact, teachers tend to believe that a traditional supervisor in their classroom indicates they are being evaluated, rather than being offered support [12]. Supervision has often been a one-size-fits all approach. Supervisory practices include evaluation, whether implicitly or explicitly [13]. From laypersons conducting school inspection in the 18th century, up to the practice of neoscientific management, supervision in most schools of the world has focused on inspection and control of teachers [14]. The evaluation function of supervision was historically rooted in a bureaucratic inspectional type of supervision [15]. In a study of supervision and teacher satisfaction, recoiled that "the improvement of the teaching learning process was dependent upon teacher attitudes toward supervision" [16]. The researcher noted that unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory practice will not bring the desired effect.

Instructional supervision become effective when supervisors (principals, vice principals, department heads, assigned supervisors) focus their attention on building

the capacity of supervisee, then giving them the autonomy they need to practice effectively, and finally, enabling them responsible for helping students to be effective learners [2]. A study conducted on 600 secondary school teachers from 20 randomly selected school municipality in the United States of America revealed that teachers become satisfied with instructional supervision provided there is frequent interactions and smooth relationships with their supervisors [17]. Relating to this, the researcher, suggested that “teachers need positive motivation from principals and other formal instructional supervisors to the extent that they can achieve success and be recognized. But, for this experience to take place, there must be exhibited a relationship of mutual trust and respect” [18]. Better teaching means improved student learning. When students are not learning well, and when teachers are not teaching well, one important problem may be the amount (frequency) and quality of instructional supervision the school provides [2]. Supporting this, research findings indicated that “teachers who experienced collaborative instructional supervision reported a slightly but significantly higher level of satisfaction than teachers who did not experience collaborative supervision” [19].

The attitude and satisfaction of teachers toward instructional supervision depends largely on several factors such as smooth teacher-supervisor relationship, availability of supervisory choices based on teachers’ needs, as well as mutual trust, respect and collaboration among supervisees and supervisors [2, 6-9]. In this regard, a research conducted on beginning teachers’ perception of instructional supervision revealed that “beginning teachers desire more frequent use of instructional supervision that meets their professional needs, that promotes trust and collaboration, and that provides them with support, advice and help” [10]. In addition, recent studies show that beginning teachers’ perception of inadequacies of the amount and quality of instructional supervision develop in to the sense of disappointment and forming negative attitudes toward supervision process [11].

The way and manner that teachers react to supervision of instruction is another concern to supervisory practices. If teachers, who are the direct beneficiaries of instructional supervision, have a negative attitude towards the practice, the whole process will not yield the desired results. This is because supervision which aims at providing assistance, guidance and support for teachers to effectively provide instruction thrives on co-operation, respect and mutual trust. Some teachers see supervision as a tool used by administrators to control and intimidate them. This notion makes teachers feel unsafe and threatened when they experience any form of supervision. A study done in Turkish private primary schools revealed that some teachers who participated in his study felt supervision was an intrusion into their private instructional practices. Teachers in his study bemoaned that the principal’s intrusive monitoring and physical presence changed the setting in the classrooms which resulted in false impressions [20].

knowledge of curriculum supervision to include the provision of teacher support and logistical resources that greatly enhance curriculum supervision. Both curriculum leaders and teachers support services being the concern of curriculum supervisors and that the development of thought patterns of teachers being the focus of curriculum supervision. Supervision is meant to be the act of watching over the work or tasks of another who may lack full knowledge of the concept at hand. Curriculum supervision is rarely applied to the inexperienced teacher and approaches to curriculum supervision should follow stipulated rules. Besides, the selective curriculum supervision process should be applied in relation to the individual teacher’s

needs/challenges. Hence, limiting curriculum supervision to class interactions alone is a narrow viewed approach. [21]. This implies that effective curriculum supervision thrives on both supervisors and supervisees keeping records of all formal, as well as informal supervision sessions and providing immediate feedback. Feedback is necessary in curriculum supervision it should always be at the personal level so that individual teachers can attach maximum attention to them [22].

A study on *Functions and practices of curriculum supervision in senior high schools in the Assin North Municipality of Ghana* published in the *American Journal of Social Sciences*, concluded that the major purposes of curriculum supervision include monitoring performance, sharing information and solving problems. With regard to curriculum supervision practices it can be concluded that:

- Curriculum supervision schedules should be planned together by both the leader and the led.
- The procedure to be used by the supervisor should be discussed with, and agreed upon by the supervisee.
- Curriculum supervision should involve unannounced classroom visits so that real practices in the classroom would be revealed.
- The curriculum supervisor should appear more visible, thus reducing the isolation that most teachers feel.
- Informal observations should be frequent and numerous in curriculum supervision, without necessarily interrupting lessons.
- Supervisors should be given orientation on what they should supervise and how to supervise those aspects of the curriculum.
- Supervisors have to develop better interpersonal relationships with those they serve, helping them to see that problem solving can only work well in a friendly and trusted school environment. [23]

Although the government of Ghana is focused on improving the supervision of instruction in schools, much still needs to be done. Even though the Ghana Education Service (GES) has put supervisory structures in place and occasionally provides in-service training courses and workshops to personnel in supervisory positions, including headteachers to provide supervision services in schools, they (headteachers) still provide ineffective supervision of instruction services. Generally, the claim that there is poor supervision of teachers in public schools in the municipality seems to be based on anecdotes and assumptions. Many questions remain unanswered, such as: What knowledge and skills do school-site supervisors require to be able to perform their duties effectively? Overall, what is the state of instructional supervision of Social Studies in JHS within the municipality? There is therefore the need to conduct a study into how junior high school Social Studies teachers are supervised in the Aowin municipality. The purpose of the study was to assess supervision of Social Studies teachers in public basic junior high schools in the Aowin municipality in the Western North Region of Ghana. The study sought to answer the research question - What are the effects of supervision on teaching and learning of Social Studies in the Aowin Municipality of the Western Region of Ghana?

2. Materials and Methods

This study adopted a Mixed method approach. The population of the study included teachers, headteachers and (SISOs) circuit supervisors of selected from junior High Schools in Aowin Municipality of the Western Region of Ghana. A multi-stage sampling using stratified, simple random and quota sampling technique was used to sample two hundred and ten (210) respondents. This was made up of 120 teachers, 80 Headteachers and 10 SISOs from ten circuits of the Aowin Municipality. Of the size, twelve (12) teachers were sampled from ten (10) schools in each of the circuits using the stratified sampling technique, while a purposive sampling was used to select all the Headteacher from the selected schools in each circuit. Ten (10) circuit supervisors were purposively sampled for the study. This constituted a reasonable size of data. The two main instrument used for data collection were questionnaire and interview guide.

To ensure validity and reliability of the study, face validity was carried out by giving the instruments to colleague Master of Philosophy students in the Department of Basic Education of the University of Education, Winneba (UEW) for scrutiny. Their comments and suggestions were considered for review of the items. The content validity of the questionnaire and interview guide were ensured by experts in the area of Social Studies, as well as the research supervisor who scrutinised the items for their suitability before pre-test. All the necessary corrections in the items were made and declared valid by the supervisor. Construct validity was ensured by critically developing the items or questions within established theoretical framework. To ensure reliability of the research instruments, they were pre-tested on five SISOs, 10 headmasters of JHS and 10 Social Studies teachers from the Suaman district. The result was subjected to Cronbach's alpha reliability analysis using Statistical Product and Service Solution (SPSS) version 22.0 to determine the reliability coefficient (r) in order to establish the reliability of the instrument. A reliability coefficient (r) of 0.70 was obtained and this is deemed as an acceptable measure of reliability because more than 0.70 the threshold value of acceptability is achieved as a measure of reliability (Dörnyei & Taguchi, 2010). The quantitative data entry and analysis was done by using the SPSS version 22 software package. The data was edited, coded and analysed into frequencies, percentages with interpretations. The qualitative data was analysed by the use of the interpretative method based on the themes arrived at during the data collection. The themes were related to the research question and interpreted on the number of issues raised by respondents. These were based on question on the semi structured interviews.

3. Results and Discussions

This section of the study presents results and discussion on the effect of Social Studies supervision in the Aowin municipality. To explore the effect of Social Studies supervision on the teaching and learning of the subject by the head teachers and SISOs, respondents were beseeched to respond to the extent to which they disagreed or agreed with the statements in the questionnaire with respect to the above issue. The results are presented in Table 1.

Table 1. SISOs supervision on teaching and learning of Social Studies.

S/N	Statements	Mean	Standard deviation
1	Instructional supervision results in increasing the knowledge and experience of the Teachers in the	3.60	0.52

	subject area.		
2	Teachers receive professional support for teaching of the subject when there is effective instructional supervision.	3.10	0.32
3	Instructional supervision results in instilling confidence and independence in the teachers teaching the subject.	3.40	0.52
4	There is reinforcement of relationship between the headteacher, circuit supervisor and the teacher during instructional supervision.	3.70	0.48
5	Instructional supervision results in effective training of teaching on the job.	3.70	0.48

Source: Field work, 2021

The results from Table 1 indicate that SISOs agreed with the statement that instructional supervision results in increasing the knowledge and experience of the teachers in the subject area ($M = 3.60$, $SD = 0.52$) and provision of adequate and sufficient materials for instructional supervision ($M = 3.10$, $SD = 0.32$). Similarly, the respondents declared with the fact that Teachers receive professional support for teaching of the subject when there is effective instructional supervision ($M = 3.40$, $SD = 0.52$) and there is reinforcement of relationship between the headteacher, circuit supervisor and the teacher during instructional supervision. ($M = 3.70$, $SD = 0.48$). Table 1 clearly displays that the respondents sampled for the study agreed with the overall professional growth of the teacher as achieved during instructional supervision of teaching and learning. Table 2 shows responses from headteachers on the effects of supervision on teaching and learning of Social Studies.

Table 2. Headteachers' supervision on teaching and learning of Social Studies.

Statements	Mean	Standard deviation
1. Instructional supervision results in increasing the knowledge and experience of the teachers in the subject area.	3.81	0.39
2. Teachers receive professional support for teaching of the subject when there is effective instructional supervision.	3.00	0.00
3. Instructional supervision results in instilling confidence and independence in the teacher's teaching the subject.	3.00	0.00
4. There is reinforcement of relationship between the headteacher, circuit supervisor and the teacher during instructional supervision.	2.63	0.49
5. Instructional supervision results in effective training of teaching on the job.	2.94	0.58

Source: Fieldwork, 2021

It was established from Table 2 that headteachers were of the view that instructional supervision results in increasing the knowledge and experience of the teachers in the subject area ($M = 3.81$, $SD = 0.39$) and teachers receive professional support for teaching of the subject when there is effective instructional supervision. ($M = 3.00$, $SD = 0.00$). Also, the respondents affirmed to the fact that instructional supervision resulted in instilling confidence and independence in the teachers teaching the subject ($M = 3.00$, $SD = 0.00$) and there is reinforcement of relationship between the

headteacher, circuit supervisor and the teacher during instructional supervision. ($M = 2.94$, $SD = 0.58$). Table 2 obviously shows that most of the respondents sampled for the study agreed with the statements that instructional supervision improves teaching and learning of Social Studies. To expatiate how headteachers and circuit supervisors can be guided to improve upon instructional supervision, the study also required responses from teachers, as presented in Table 3.

Table 3. Teachers' Perception of Supervision of Social Studies Lessons.

Statements	Mean	Std. Deviation
1. Instructional supervision results in increasing the knowledge and experience of the teachers in the subject area.	3.85	0.53
2. Teachers receive professional support for teaching of the subject when there is effective instructional supervision.	3.66	0.63
3. Instructional supervision results in instilling confidence and independence in the teachers teaching the subject.	3.12	0.65
4. There is reinforcement of relationship between the headteacher, circuit supervisor and the teacher during instructional supervision.	3.02	0.52
5. Instructional supervision results in effective training of teaching on the job.	2.71	0.46

Source: Field work, 2021

Table 3 reveals that teachers agreed with the fact that instructional supervision resulted in increasing their knowledge and experience ($M = 3.85$, $SD = .53$) and they received professional support for teaching of the subject when there is effective instructional supervision ($M = 3.66$, $SD = 0.63$). Also, the findings from Table 3 connote that teachers agree with the fact that instructional supervision results in instilling confidence and independence in the teachers teaching the subject. ($M = 3.02$, $SD = 0.52$). Furthermore, the responses from teachers reveals that there is reinforcement of relationship between the headteacher, circuit supervisor and the teacher during instructional supervision. ($M = 2.71$, $SD = 0.46$).

Consequently, in order to buttress the findings above on instructional supervision of headteachers and SISOs in the Aowin municipality, the researcher tried to find out from the participants on the effect of Social Studies supervision on teaching and learning. It was revealed by seven of the participants that “*instructional supervision resulted in coaching, mentoring and effective training of teaching on the job*”. Seven participants accepted that “*there is reinforcement of relationship between the headteacher, circuit supervisor and the teacher during instructional supervision*”. Two of the participants disagreed with the above comment of promoting relationship among both the teachers, headteachers and SISOs. One of the participants also revealed that “*effective supervision making teaching pleasurable and an enjoying practice in the Aowin municipality*”.

The findings of this study was supported by another research that, instructional supervision administered in schools does help in increasing the teaching development of teachers while at the same time enable teachers to make improvements on their teaching practice to be more effective [24]. Furthermore, they also describe instructional supervision as one size fits all-practice. Through effective instructional supervision, teachers are able to improve on their teaching performance in terms of their teaching practice and the level of teaching knowledge in and out of classrooms. Since instructional supervision is focused on the teaching quality, the evaluation towards teachers can be the catalyst in improving teachers' teaching and school

performance [24]. Instructional supervision needs a great deal of time to be enforced effectively but this practice proves to be worthwhile to increase teachers' teaching performance [25]. Thus, instructional supervision is a way for teachers to improve their teaching performance which indirectly will benefit the pupils .

Again, instructional supervision encourages teachers to examine and practice the art of teaching that involves observation on teachers while they are interacting with their students [26]. A researcher postulated that supervision involves the use of skills and these must be taught or learnt [27]. Druckner continued that supervision should best be understood as a process that requires knowledge and experience. Druckner maintained that in order for the supervisor to develop the knowledge and skills to become an effective supervisor of others, the supervisor must first go through the process of effective supervision him/herself, particularly in terms of being supervised and mentored in the role of supervision. To Druckner, for supervision to be effective, prior experience and training of the supervisor must be considered and given greater emphasis [27].

Furthermore, supervision is to achieve its goal by improving the process of instruction in the school, then the supervisor must take the lead in providing a pleasant, stimulating and wholesome environment in which teachers will want to work [28]. According to Musaazi, supervisors must arrange courses or workshop, for teachers and headteachers to infuse in them new techniques in teaching. To Mankoe the heart of supervision is interaction and interaction calls for effective communication. A key goal of communication is understanding and therefore listening becomes the central part of communication. For effective supervision to be realised those in supervisory roles should therefore learn how to listen well and how to communicate ideas for the understanding of their listeners.

Supervisors who lack credibility may resort to coercive strategies to accomplish their goals. They may find it particularly difficult to undertake supervision activities in a constructive and effective way. A credible supervisor must be able to recognise good teaching when he sees it and be able to explain to teachers what he observes. The more the supervisor can relate his or her observations and suggestions to the needs of the teachers, the more credible his or her advice is likely to be. Supervision has now become technical and therefore those in supervisory positions must be proficient in conferencing, goal-setting, diagnosing instructional needs and observing classroom teaching.

4. Conclusions and Recommendations

The study revealed that instructional supervision promotes effective coaching, mentoring and training of teaching on the profession. The study also indicated that effective supervision enhances reinforcement of relationship between the headteacher, circuit supervisors and teachers during instructional supervision; making teaching pleasurable and an enjoying practice. Appointments of Supervisors by the Municipality Directors should be based on seasoned heads and office staffs with vast experience and academic qualifications. It is therefore recommended that the Municipal Education Directorate should try as much as possible to appoint competent and experienced teachers as circuit supervisors. Also, intensive training workshops should be organized to them to impact the needed professional advice and guidance that enhance teacher growth and development.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

Data Availability Statement

Data is available on request from the corresponding author.

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