

Principal Supervision Competence in Secondary School in Lagos Central Senatorial District

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Abstract

The study investigated principal supervision competence in Lagos central senatorial district secondary schools. The research design used for the study was a descriptive survey. One hypothesis was developed, along with two research questions. There were 225 responses in the sample size. The teachers were chosen randomly, and fifteen items were used as the data gathering tool. The mean and standard deviation were used to analyze the data to answer the research questions, and the t-test was used to evaluate the hypotheses at 0.05. The research's findings showed how important it is to analyze the principal's supervision in secondary schools. As a result, suggestions were made that the Lagos State Ministry of Education constantly remind principals that their roles should be to support teachers rather than to criticize them. The Lagos state government should assign more qualified and capable principals to meet the burdens of principals' aiming at teachers. Additionally, the principal should always make helpful suggestions and respect the best advice teachers need. All of these things should be done to help teachers advance their teaching skills through collaboration with teachers.

Keywords: Principal's Supervision, Competence, Secondary Schools, Lagos State.

INTRODUCTION

Education is important for a nation's development on a national level because teachers bring much energy to the classroom. Despite the significant advancements in technology that have occurred in all facets of the teaching and learning process, including creating a wide variety of instructional materials, teachers continue to play a crucial role in motivating and imparting knowledge to students at all educational levels Lindberg *et al.* (2016). Teachers can fulfill this important job of imparting knowledge to varying degrees depending on their efficacy. It is impossible to overstate the importance of secondary school principals' supervisory capability role in today's educational system; they have not yet reached the goal of continuously supporting teachers in enhancing their work performance through established standards and guidelines. There has been a harmonious view of many variances between the schools of the past and present (Schwartz, 2012). This is true since the present schools are considered by student detonation and correspondingly need obligation on the part of the principals and teachers. Today, moral decadence and other social immoralities have become widespread in the educational framework.

All flaws have been blamed on the schools for being ineffectual in carrying out stable supervising methods.

The principal is expected to have the capacity for leadership to influence school operations. While human relations in any workplace should demonstrate concern for the well-being of staff members to incentivize staff members to supervise teachers, school principals need to have a self-concept defined as self-possession to fulfill their responsibilities. Tai (2018) claims that school principals' management abilities are heavily reliant on ensuring that all available resources—human, material, and otherwise—are utilized to achieve the goals and objectives of the organization. Finally, teaching and learning are supposed to advance through the methodical presentation of serious supervision procedures such as classroom inspection, reflection, etc. Sadly, there has recently been a quick retreat from this admirable notion as educators, especially in schools, have performed their duties without considering professional development. The consequent difficulty teachers' face, which manifests itself in various areas of their poor performance within their assigned professional responsibilities, may thus be a sign of the principal's supervisory inefficiency in secondary education, particularly in institutions located in the Lagos Central Senatorial District.

Gurr (1999) claims that there is a growing teacher resistance to lesson planning, which results in a lack of prepared lesson notes, late or nonexistent scheme and record work preparation, high rates of teacher and student absenteeism, tardiness, and general student performance that culminates in a complete lack of supervision competence. The importance of education and the desire to raise educational standards have made principals' monitoring abilities crucial in today's world. As to Sklar (2016), supervision pertains to providing teachers and students with professional guidance and assistance that is focused on achieving authentic teaching and learning inside the school.

In carrying out their duties, the school principal assists the teachers in achieving efficiency in lesson planning and note preparation before lesson delivery, as well as the effective use of instructional approaches and teaching aids, keeping and maintaining school records, and classroom management, among others. Through supervision, the principal can provide evocative responses and bearing to teachers that can have a thoughtful effect on the learning that occurs in the classroom. As a result, it has turned out to be vital that principals' supervisory techniques be correctly directed for effective learning environments.

This is only possible with the use of effective supervisory techniques. Alexander (2020) stated that the duty to verify that effective teaching and learning occurred and the extent to which principals carry out their responsibilities is by utilizing various strategies to improve teachers' job performance. Consequently, Patton *et al.* (2016) have identified several strategies principals can use to support teachers in their professional development and facilitate effective instruction in schools. These strategies include self-appraisal, micro-teaching, classroom visitation, clinical supervision, workshop, and demonstration methods. These tools respond to teachers regarding the various learning outcomes of the educational structure and also aid in understanding the target. The degree to which teachers fulfill these objectives, according to Baddeley (2012), is dependent upon how well their principals carry out their duties as instructional supervisors. These responsibilities include monitoring the following: lesson plans, student attendance records, instructors' lesson notes, lesson delivery observations, and more. It is realistic in the research region that teachers' professional role presentation has been presented with carelessness. Many educators remain in their positions to pursue greater opportunities elsewhere. Persistent tardiness, improper and unauthorized departures from duty stations, and other types of indiscipline seriously challenge secondary schools' ability to meet their academic objectives.

Additionally, there is a negative attitude toward the oversight of teachers in the classroom. Some of the principals are incredibly ignorant about contemporary methods of supervision. Their efforts as supervisors tend to be of little use to the teachers and learners since they have distanced themselves from the strict instructional realities of the classroom. Additionally, a few of the instructors have come to see monitoring negatively, so they won't be able to gain much from the implementation. This study was conducted repeatedly to investigate principal supervision competence in secondary schools in Lagos central senatorial district.

Research Questions

Given the study, the following questions were put forward.

1. What is the effect of principals' supervisory leadership on teachers' job performance?
2. What is the effect of principals' supervisory human relation skills on teachers' job performance?

Hypotheses

The following null hypotheses shall be tested

1. There is no significant difference in the teachers' job performance due to principals' supervisory leadership.

Review of Related Literature

According to Koe Hwee Nga & Shamuganathan (2010), the principal's supervision competency is that part of school administration that focuses primarily on meeting the appropriate expectations of the educational system. It is defined as those activities of the school enterprise and as official organizational behavior that directly affects teacher behavior in such a day to facilitate student learning and achieve the organization's goals. The goal of supervision competency is to help and encourage teachers to modify their behavior in order to improve their lessons. It is important to emphasize that Durlak *et al.* (2011) describe supervision competence as a cooperative effort encompassing a series of tasks intended to enhance the process of teaching and learning.

Monitoring is not intended to place blame or impose punishment; rather, it is intended to work in tandem with the teacher. Supervision is the effort to manage the day as part of the administrative process. The employees' efforts are being guided, encouraged, and coordinated by the work group's current activities, which also cultivate healthy interpersonal relationships to enable them to work toward the ultimate goal more successfully (Ojo, 2012). Simply put, education can be seen as a tool or weapon that every person must acquire to navigate the complex world. Without it, a person risks becoming lost or living in the dark without becoming blind (Ravi, 2022). It greatly impacts scholastic advancement, social mobilization, and political survival. It also impacts Nigeria's national growth (Ravi, 2022). Another trend is that a school system's principal functions as a professional leader. He is the best supervisor at juggling the responsibilities of subject instruction and administration oversight. According to Cranston (2018), the principal is in the best position of all these school staff members to learn about the general public's reaction to the school's endeavor. As a result, the principal is perceived as someone who puts forth maximum effort to attain goals, which can be done with the assistance and collaboration of other educators. Consequently, the teacher must be motivated and have the correct frame of mind to provide students with high-quality instruction. According to Mcconnell (2016), principals' low performance in the supervisory competence role was caused by their incapacity and distraction from other labor-intensive routine tasks. According to Massachusetts (2016) assessment, educational institutions are essentially authoritarian institutions that train their students to follow directions.

According to Randall (2020), the head teacher plays a key role in ensuring that teachers do the following tasks: creating lesson plans, using instructional tools to help students learn,

managing the classroom well, and mastering the curriculum. Lesson observation was noted to be one of the efficient monitoring systems' distinguishing features in the school with the best performance (Gagne, 1997; Firz, 2006).

Additionally, teachers' planning, data assessment, and comments on student work are provided. They also help with goal-setting and planning. According to Darling-Hammond & Bransford (2017), staff members' professional development and capacity to use their knowledge and abilities in proportion to the size of the school are crucial. According to Cranston (2018), learners tend to perform better academically in schools where the principal is able to balance the demands of the school and the welfare of the instructors than in schools where the principal does not demonstrate sufficient concern for both. Zepeda & Poncell (2018) have published studies on the value of supervision from a variety of angles. Each of them sees human resources as a critical component in determining the organization's future course. Hewstone & Stroebe (2001) contend that because humans are lazy, they need to be prodded into producing results by authoritative, top-down monitoring. According to Cochrane (2017), Max Weber's bureaucracy theory, which strongly emphasized controlling power structures and creating hierarchies within organizations, was perceived by the human relations movement as alienating supervisory staff members from their superiors by downplaying the human element of work.

However, Robbins *et al.* (2002) noted that McGregor agrees with Herzberg's two-factor theory, which emphasizes that satisfaction comes from achievement, recognition, advancement, responsibility, work, and growth responsibilities. In contrast, McGregor's theory holds that subordinates work hard, cooperate, and have positive attitudes. All of these showed potential for enhancing instruction through more effective monitoring through observation of the classroom and calming teacher concerns to demonstrate relevance and objectivity in training to advance the development of teaching methods. The various schools emphasized the relevance of the human aspect in the workplace as a way to explain why people want the freedom to choose their own paths and devise plans for achieving their goals with the least amount of oversight. Despite some obvious flaws, role-based supervision that incorporates counseling theories aids in "promoting growth and change in supervise," according to Menta & Sagai (2015). The foundation of this psychotherapy-driven supervision's strength is the way counseling theories offer ideas for understanding human behavior as well as strategies for encouraging constructive change. Theory needs to be commended for emphasizing the role of people in monitoring. The principal serves as a team leader in an educational institution, comprising educators with diverse experiences,

perspectives, and goals. Only his "ability to understand and work with people who have a variety of backgrounds, needs, perceptions, and desperations"—as described by Markholt *et al.* (2018)—will suffice to gauge his performance. People are given power over cognized behavior, as advocates of the behavioral approach have pointed out. According to McAllister (2019), models pay very little consideration to the supervisor's motivations when assessing group processes. He continues by pointing out that the supervisor is not given any direction on harnessing the group's communal character to promote growth. This explains why there is a lack of clarity on principals' supervisory role in improving teachers' job performance, which causes friction and resistance between lead teachers and teachers. McAllister (2019) states that a study has not concentrated on the group's evolution. The study of group supervision has been the subject of very few empirical investigations. Simon (2021) cited that the principal's competence remained the only resource that senior secondary schools could use to improve teachers' work performance through the principals' supervision function. According to Damnyang & Akinleye (2018), supervision is how management works with subordinates to accomplish predetermined goals. The supervisor's relationship with their subordinates and the organizational environment constitutes the idea of supervision style. It is the method the principal uses to impose control over subordinates to achieve the organization's objectives.

The aforementioned writers discussed how supervisors influence, manage, inspire, and oversee their subordinates to meet the establishment's goals. A principal's education, training, and experience all contribute to developing his or her supervision position. Therefore, a principal must have the experience to meet the supervisory eligibility criteria, regardless of their educational background. The school's success is greatly dependent on the principal. Therefore, effective supervision techniques can increase staff members' dedication, work satisfaction, and output. The educational system must be dependable in delivering instruction, and monitoring is the only way to increase the system's dependability. Finally, schools cannot run efficiently. Teachers may not realize their full potential, and effective learning may not occur if adequate principal supervision is not provided.

METHOD

The study used a descriptive survey as its design. Two hundred and twenty-five teachers from eleven public secondary schools overseen by the Lagos State Ministry of Education made up the study's sample. The study employed the stratified random sampling technique as its sampling method. The researcher tested developed hypotheses at the 0.05 significance level using

a t-test and analyzed research questions using mean and standard deviation. 2.50 was the criterion mean for making decisions. Any response mean score of 2.50 or higher was required to accept an item; anything below that was not.

Instrument

Principal Supervision Competence in Secondary School (PSCSSQ) was the name of the assessment tool. The instrument is composed of five divisions and fifteen components. Using the Cronbach Alpha method, the reliability coefficient of the instrument was calculated using the generated data, indicating its dependability.

RESULTS AND DISCUSSION

Research Question One

What is the effect of principals' supervisory leadership styles on teachers' job performance?

Table 1: Mean and Standard Deviation of the Respondents on the Principals' Leadership Styles on Teacher's Job Performance

S/N	Items Group A	N	Mean	Standard Deviation	Decision Level
1	The principal's democratic leadership style boosts teachers' performance.	225	3.21	079	Accepted
2	The autocratic leadership style of principals improves work performance.	225	1.76	0.93	Not Accepted
3	Principals' laissez-faire leadership attitude inhibits teachers' effectiveness.	225	3.24	079	Accepted
4	The teacher's absence from school is authorized, and tasks are outsourced.	225	2.88	0.98	Accepted
5	Involve the school disciplinary committee when dealing with irresponsible teachers.	225	3.31	0.81	Accepted

Table 1, item 1 displays a standard deviation of 0.79 and a mean of 3.21, falling between 2.50 and 3.49. Consequently, the decision level indicates that the respondents enjoy talking with their principals to gain further suggestions about how to raise their performance in class. As a result, this item is acceptable. In contrast, item 2 displays a standard deviation of 0.93 and a mean of 1.76, which is within the range of 1.50 and 2.49. Consequently, the decision level reveals that the respondents believe that speaking with the key supervisor terrifies them since he criticizes them rather than offering guidance to help them perform better in class.

As a result, the item cannot be approved since its mean is less than the 2.50 criteria mean. A mean of 3.24 (between 2.50 and 3.49) and a standard deviation of 0.79 are shown in item 3. As

a result, the decision level reveals that the respondents believe that communication with their supervisors encourages them to research their topics more to enhance the education they provide in the classroom significantly. Thus, item 3 is acceptable. A mean of 2.88 (between 2.50 and 3.49) and a standard deviation of 0.98 are likewise displayed in item 4. The respondents' perceptions on classroom instruction are significantly altered, according to the decision level, by interactions with their principle.

As a result, the item is acceptable. A mean of 3.31 (which ranges from 2.50 to 3.49) and a standard deviation of 0.81 are likewise displayed in item 5. Consequently, the decision level indicates that the respondents believe they learn a great deal about new skills and attributes for their teaching from their interactions with the principal. Thus, we can accept this item. Research question one can be approved based on the decision levels of the items.

Research Question Two

What is the effect of a principal's supervisory human relation skills on teachers' job performance?

Table 2: Mean and Standard Deviation of the Respondents on the Principal's Human Relation on Teachers' Job Performance

S/N	Items Group B	N	Mean	Standard Deviation	Decision Level
1	Maintain a seamless working relationship.	225	3.66	0.61	Accepted
2	Reward teachers for their successful achievement.	225	3.47	0.76	Accepted
3	Encourage effective communication abilities.	225	3.04	0.94	Accepted
4	Improve welfare programs for teachers.	225	3.01	0.97	Accepted
5	Resolve conflicts as they arise.	225	3.56	0.57	Accepted

The mean of 3.66 (which is between 3.50 and above) and the standard deviation of 0.61 are displayed in item 6 of Table 2. Consequently, the decision level indicates that the respondents believe that good working relationships, as shown by the principal's ability to supervise, greatly enhance their ability to educate. Thus, item 6 can be approved. A mean of 3.47 (between 2.50 and 3.49) and a standard deviation of 0.76 are displayed in item 7. As a result, the decision level indicates that the respondents believe that incentivizing instructors contributes to their motivation to perform well in the classroom.

Item 7 can, therefore, be approved. Item 8 has a standard deviation of 0.94 and a mean score of 3.04, ranging from 2.50 to 3.49. The decision level reveals that the respondents believe

that teachers who cultivate strong communication skills can better assist students in learning concepts more quickly and effectively. We can accept this item. A mean of 3.01 (between 2.50 and 3.49) and a standard deviation of 0.97 are displayed in item 9. As a result, the decision level indicates that the respondents thought that increasing teachers' welfare benefits inspired them to put greater effort into their work. As a result, the item is acceptable. Item 10 has a standard deviation of 0.75 and a mean of 3.56, falling between 3.50 and higher. According to the respondents, addressing conflict when it happens strengthens an organization, as seen by the decision level. This renders the thing appropriate. As a result, research question number two is acceptable.

Hypothesis

The supervisory leadership of the principals will not show up in the way that teachers do their jobs.

Table 3 shows the results of the t-test analysis comparing the mean evaluations of teachers with more and less experience on their principal's work performance and supervision competency.

Table 3. Results of t-test Analysis of Average Evaluations of Teachers with High and Low Experience on Work Performance Competence and Supervision of Their School Principals

S/N	Principal's Supervision Competence and Teaching Job Performance	0-9 yrs N = 136		10 and above N = 89		t- Calculated	Decision Level
		X ₁	SD1	X ₂	SD2		
1	The principal's democratic leadership style boosts teachers' performance.	3.28	0.67	3.10	0.93	1.67	NS
2	The autocratic leadership style of principals improves work performance.	1.80	0.91	1.69	0.95	0.92	NS
3	Principals' laissez faire leadership attitude inhibits teachers' effectiveness.	3.26	0.82	3.21	0.75	0.48	NS
4	The teacher's absence from school is authorized, and tasks are outsourced.	3.00	1.00	2.71	0.94	1.20	NS
5	Involve the school disciplinary committee when dealing with irresponsible teachers.	3.37	0.80	3.22	0.82	1.30	NS
6	Maintain a seamless working relationship.	3.63	0.61	3.70	0.61	-0.78	NS
7	Reward teachers for their successful achievement.	3.48	0.73	3.45	0.81	0.27	NS

S/N	Principal's Supervision Competence and Teaching Job Performance	0-9 yrs N = 136		10 and above N = 89		t- Calculated	Decision Level
		X ₁	SD ₁	X ₂	SD ₂		
8	Encourage effective communication abilities.	3.06	0.97	3.02	0.90	0.28	NS
9	Improve welfare programs for teachers.	3.01	0.97	3.02	0.97	-0.12	NS
10	Resolve conflicts as they arise.	3.57	0.72	3.54	0.80	0.26	NS
11	Ability to solve a teacher's dilemma.	3.54	0.72	3.52	0.71	0.28	NS
12	A principal must believe in himself.	2.99	0.87	2.96	0.89	0.25	NS
13	Principals should have a practice of disparaging others.	1.79	1.06	1.61	0.93	1.36	NS
14	Ability to deal with problems	3.35	0.71	3.21	0.80	1.37	NS
15	Principals help to enhance teachers' confidence.	3.45	0.73	3.36	0.80	0.86	NS

Key X_1 = 0-9 yrs Mean Score; SD_1 = 0-9 yrs Standard Deviation; X_2 = 10 and above Mean Score; SD_2 = 10 and above Standard Deviation; **NS** = Not Significant; **df** = 223; **t-table** value = 1.96

It is evident from the preceding table that, at the 0.05 level of significance, all of the estimated t-values for the items are less than the crucial table value of 1.96. The null hypothesis is so accepted. This suggests that, in terms of their principal's supervision competence in a secondary school, there is no discernible difference between the mean ratings of teachers with less teaching experience (0–9 years) and teachers with more experience (10 and above). This includes interactions with the principal, the use of a democratic leadership style, and the involvement of the school disciplinary committee in dealing with irresponsible teachers as recommended by the principal.

The first research question examined how principals' leadership styles affected teachers' job performance. The respondents strongly agreed that interactions with main supervision significantly impacted their job performance. The respondents agreed that to a large extent, they like interacting with the principal to get more concepts about how to improve their job performance; they alleged that to a small extent, interaction with the principal in an autocratic style of leadership scares them because he disapproves rather than assist them to improve their job performance; they perceived to a great extent that interaction with the principal makes them look for more information on their subjects to improve their class instruction, They also thought that engagement with the principal changed their unfavorable attitudes regarding job performance

to a large level, as well as causing them to uncover new abilities and traits for their job performance. This outcome is not surprising, given that the principal is a supervisory function assigned to teachers to assist them in improving their job performance. This can be accomplished when there is an amicable connection between the supervisor and the supervisee (i.e., the principal and teachers). Improvement in teachers' talents, traits, and job performance is heavily influenced by how teachers evaluate their interactions with the principal.

Since their view of principal supervision competency and instructors' job performance is good, supervision will develop individual potentials. For teachers to achieve the laudable goals and objectives of secondary school education as entrenched in the National Policy on Education (Federal Republic of Nigeria, 2014), their positive perception about the principal supervision competence is greatly needed. This will make them exploit maximally the usefulness, essence, and benefits of having principal supervision, which is to help them improve class instruction, which will invariably improve their job performance and students' class performance. The good perception might be attributed to the type of contact between instructors and their principal supervision and the influence this has had over time. This finding is consistent with Damnyang & Akinleye (2018) findings that supervision facilitates the identification of individual teachers' abilities and attributes, making classroom visits critical and that supervision develops individual potential.

Research question 2 examined the impact of principals' supervisory human relations skills on teacher job performance. The respondents believe that a smooth working relationship, as represented by principals' supervisory skills, greatly aids their effective teaching ability. They believed that rewarding teachers for effective performance, as suggested by the principal, encourages teachers to be more dedicated, that developing good communication skills, as suggested by the principal, assists teachers in improving their teaching skills, and that improving teachers' welfare packages, as suggested by the principal, serves as a motivator.

The findings of this study with respect to this research question imply that teachers see that the use of smooth working relations by principals helps to a great extent the teachers' job performance because to teachers, it makes them teach more effectively, makes students understand better and faster in class, make teaching less stressful, and aids students concentrate in class, which means that with all these improvements, the stated objectives of education are on the verge of achieving. The possible explanation for the principal's supervision competency must be prioritized for successful instructors' work performance.

The hypothesis proposed was that there would be no significant difference in mean evaluations between instructors with less and more teaching experience in terms of the influence of principal supervision on their work performance. The results indicate that the null hypothesis was accepted. This suggests that instructors' years of experience, whether young or old, had no effect on their principal's supervision ability or job performance. This result, however, contradicts Menta & Sagai (2015), who stated that senior teachers believe their many years of teaching experience are sufficient and that supervision should be limited to younger teachers.

CONCLUSION

The following suggestions are given in light of the study's findings, conclusions, and educational implications; after realizing the importance of the principle's supervisory competency in secondary education, the zone's principal and Lagos State should make it a point of responsibility to communicate positively with their supervisors, or the teachers. The Lagos State School Management Board should constantly remind all principals that their role is to support teachers, not to criticize them. Through their interactions with teachers, they should constantly be prepared to help teachers develop their teaching abilities.

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