

IMPACT OF INSTRUCTIONAL SUPERVISION ON IMPLEMENTATION OF ISLAMIC STUDIES IN SENIOR SECONDARY SCHOOLS IN GWARZO EDUCATIONAL ZONE OF KANO STATE, NIGERIA

Sani Isiyaku Tukur
sanitukur7@gmail.com.
07061961825

&

Dr. Aminu Abubakar
Department of Educational Foundations,
Faculty of Educational Foundations
Federal University Dutsin-Ma, Katsina State, Nigeria
aabubakar4@fudutsinma.edu.ng. 08069596851

Abstract

This study investigated the impact of instructional supervision on the implementation of the Islamic Studies curriculum in senior secondary schools within Gwarzo Educational Zone of Kano State, Nigeria. The study was guided by two objectives which examined the influence of instructional supervision on teacher adherence to the approved scheme of work, lesson plan alignment with curriculum objectives. A correlational survey research design was adopted for the study. The population comprised 2,557 respondents, including principals, vice-principals (academics), Islamic Studies teachers, and students from fifteen public senior secondary schools within Gwarzo and Shanono Local Government Areas. A sample of 461 respondents was selected using multi-stage sampling procedures involving census and stratified random sampling techniques. Data were collected using a structured questionnaire titled Instructional Supervision and Islamic Studies Curriculum Implementation Questionnaire (ISISCIQ) with an overall reliability coefficient of 0.83. Mean and standard deviation were used to answer the research questions, while Pearson's Product Moment Correlation (PPMC) was used to test the null hypotheses at 0.05 level of significance. The findings revealed that instructional supervision had a significant positive influence on all dimensions of Islamic Studies curriculum implementation examined in the study. Specifically, instructional supervision significantly influenced teacher adherence to the scheme of work ($r = 0.624, p < 0.05$), lesson plan alignment with curriculum objectives ($r = 0.587, p < 0.05$). The study further revealed that teacher adherence to the scheme of work recorded the highest cluster mean of 3.10. The study concluded that although instructional supervision significantly enhances Islamic Studies curriculum implementation. The study therefore recommended increased supervisory frequency, provision of adequate instructional materials, strengthening of lesson plan monitoring mechanisms, regular assessment supervision, and targeted professional support for novice Islamic Studies teachers to improve curriculum fidelity and overall instructional quality in senior secondary schools within Gwarzo Educational Zone.

Keywords; Instructional Supervision, Scheme of work, Lesson plan, Islamic Studies

Introduction

Instructional supervision constitutes a fundamental pillar of educational quality assurance in school systems worldwide. It refers to the systematic process through which school leaders,

instructional supervisors, and quality assurance officers monitor, guide, and support teachers to enhance their instructional practices and ensure alignment with prescribed curriculum standards (Dangara, 2015; Mwakajitu&Lekule, 2022). The significance of instructional supervision extends beyond mere compliance monitoring; effective supervision serves as a catalyst for professional growth, pedagogical improvement, and ultimately, better student learning outcomes (Tarimo&Lekule, 2024; Gathungu, 2020). When conducted with clarity of purpose, mutual trust, and a developmental orientation, supervision functions as a supportive mechanism that empowers teachers to reflect critically on their practice, adopt innovative teaching strategies, and maintain fidelity to curriculum expectations (Basilio, 2021; Clayback et al., 2022). In many educational systems, including Nigeria's, instructional supervision is carried out by multiple actors including principals, vice-principals, heads of departments, and external Quality Assurance Officers, each playing distinct but complementary roles in ensuring that classroom instruction meets established standards (Okon, 2023; Bello, 2022). The effectiveness of these supervisory actors, however, depends on numerous factors including the frequency of their visits, the quality of feedback they provide, the resources available to them, and the contextual realities of the schools they supervise.

Islamic Studies curriculum implementation, as the specific focus of this study, encompasses the translation of prescribed religious educational content into actual classroom teaching and learning experiences. The Islamic Studies curriculum in Nigerian senior secondary schools includes multiple interconnected components: teacher adherence to the approved scheme of work, alignment of daily lesson plans with national curriculum objectives, appropriate utilization of instructional materials including the Qur'an, Hadith collections, and Islamic jurisprudence texts, consistent administration of curriculum-based assessments, timely coverage of syllabus content, and the integration of feedback from classroom observations into instructional practice (Hassan, 2022; Ibrahim, 2023; Zubairu, 2023). Each of these components represents a critical dimension of curriculum fidelity, and together they determine whether students receive comprehensive, accurate, and meaningful instruction in Islamic knowledge, values, and practices. When implemented faithfully, the Islamic Studies curriculum equips students with essential competencies in Qur'anic recitation and memorization, Hadith comprehension, understanding of Tawheed (Islamic theology), application of Fiqh (Islamic jurisprudence), appreciation of Islamic history, and internalization of Islamic ethics (Adeyemi, 2022; Bichi, 2022). However, when implementation is weak or inconsistent, students may complete their secondary education with significant gaps in their religious knowledge, poor performance in national examinations, and inadequate preparation for further religious and moral development.

Teacher adherence to the scheme of work refers to the consistent implementation of the prescribed content outline provided by the educational authority for a specific academic term or session. This adherence ensures that the Islamic Studies curriculum is delivered in a coherent and sequential manner, enabling students to build knowledge progressively and without

instructional gaps (Wanjiku, 2018; Osuji&Oluoch-Suleh, 2021). Following the official scheme of work prevents arbitrary omission or reordering of topics in Islamic Studies, thereby safeguarding the logical progression of instruction from foundational concepts in Tawheed to more advanced topics in Fiqh and Islamic history. Effective instructional supervision plays a central role in supporting and maintaining teacher adherence through regular monitoring by school leaders, department heads, or instructional supervisors, enabling early detection of deviations from the prescribed sequence (Chaula, 2023; U-Sayee, 2021). When supervision is consistent, constructive, and based on mutual accountability, it fosters a professional culture where Islamic Studies teachers take ownership of meeting curriculum targets within set timelines (Supovitz& May, 2003; Natriello et al., 1990).

Effective instructional supervision plays a central role in supporting and maintaining teacher adherence to the scheme of work. Regular monitoring by school leaders, department heads, or instructional supervisors often through scheme checks, lesson plan reviews, and classroom observations enables early detection of deviations from the prescribed sequence. Chaula (2023) and U-Sayee (2021) highlight that such checks not only ensure curriculum fidelity but also encourage teachers to remain intentional in their lesson preparation and delivery. When supervision is consistent, constructive, and based on mutual accountability, it fosters a professional culture where teachers take ownership of meeting curriculum targets within set timelines.

Lesson plan alignment with curriculum objectives is one of the most critical aspects of ensuring effective curriculum implementation in Islamic Studies. A well-designed lesson plan acts as a bridge between a prescribed curriculum and actual classroom practice, providing a structured guide for the teacher's daily instruction (Aquino, 2024; Liu & Zhang, 2023). When lesson plans are purposefully constructed to reflect curriculum standards and the specific learning outcomes outlined by educational authorities, they help create teaching that is coherent, systematic, and purposeful. For Islamic Studies, this alignment ensures that the sequence of teaching activities, the choice of Qur'anic passages or Hadith for analysis, and the design of assessments are all directly linked to curricular goals. Teachers who routinely align lesson plans with objectives demonstrate greater clarity in their instructional purpose, which has been shown to positively influence student engagement and achievement in religious subjects (Clayback& Johnson, 2025; Tyler, 2013).

Instructional supervision plays a pivotal role in addressing gaps in alignment by actively supporting teachers through regular reviews of lesson plans and classroom observations that ensure documented objectives are translated effectively into practice (Danielson, 2013; Glickman & Gordon, 2018). Instructional supervision plays a pivotal role in addressing these gaps by actively supporting teachers in aligning their lesson plans with curriculum objectives. Effective supervisors not only conduct regular reviews of teachers' lesson plans but also visit classrooms to observe the implementation of those plans, ensuring that the documented objectives are being translated effectively into practice (Danielson, 2013; Glickman & Gordon,

2018). Constructive feedback from such reviews can guide teachers in modifying lesson pacing, refining activity selection, or improving assessment strategies. Furthermore, when school leaders complement this oversight with structured professional development such as subject-specific training workshops, collaborative planning sessions, and peer review exercises teachers become more capable of integrating appropriate teaching methods, differentiated learning activities, and valid assessment approaches into their plans (Patfield & Gore, 2023; Basilio, 2021). Such practices not only enhance teacher competence but also foster a culture of continuous improvement and collaboration.

A study by Amajuoyi (2022) investigated principals' instructional supervision for improving academic performance of students in secondary schools in Orumba South Local Government Area of Anambra State, Nigeria. The research specifically examined the extent to which principals' supervisory practices influenced teachers' adherence to approved schemes of work. The study adopted a descriptive survey design, with a population of 524 teachers from which a sample of 210 was selected using proportionate stratified random sampling. Data were collected using the "Instructional Supervision and Scheme of Work Adherence Questionnaire (ISSWAQ)," which had a reliability coefficient of 0.80. Findings indicated that regular inspection of teachers' lesson notes and schemes of work by principals significantly improved teachers' compliance with curriculum pacing and coverage. The study concluded by recommending that principals intensify systematic checks and provide timely feedback to ensure strict adherence. However, a gap identified in this study is its exclusive focus on the supervisory inspection of teaching inputs (e.g., lesson notes, records) within a single geographic context. It did not empirically investigate the direct correlation between these supervisory practices and the actual fidelity of curriculum implementation in the classroom that is, the alignment between the taught curriculum and the intended learning outcomes, pedagogical methods, and assessment strategies as prescribed by the national curriculum, particularly in the unique socio-cultural and resource context of Northern Nigeria.

Chiwamba (2022) conducted a study on the influence of instructional supervision by heads of schools on teachers' work performance in the Lindi Region of Tanzania. The research specifically investigated the extent to which supervisory practices affected teachers' adherence to schemes of work and other professional records. Employing a descriptive survey design, the study sampled 310 teachers from a population of 1,280 using stratified random sampling. Data were collected through the Teacher Work Performance and Supervision Questionnaire (TWPSQ) and interviews, with instruments validated by experts and achieving a Cronbach's alpha reliability of 0.82. Analysis using mean, standard deviation, t-test, and ANOVA revealed that consistent checks of lesson plans and records of work by school heads significantly improved teachers' compliance with curriculum pacing and sequencing. The study recommended regular, collaborative supervision to sustain adherence to official schemes of work. However, a critical gap in this study is its primary focus on the documentary compliance of teachers such as the maintenance of schemes of work and lesson plans without extending

the investigation to the actual pedagogical processes and learning experiences in the classroom. The research did not establish a direct link between supervisory checks on paperwork and the fidelity with which teachers implement the curriculum's prescribed teaching methods, learning activities, and assessment strategies in a live classroom setting, particularly within the resource-constrained environments typical of many Tanzanian schools.

Chinwuko (2024) conducted a study on the implementation of feedback from external supervision for lesson observation in public secondary schools in Anambra State Nigeria. The research examined the extent to which supervisory feedback influenced the alignment of teachers' lesson plans with national curriculum objectives. The study adopted a descriptive survey design, with a population of 1,268 teachers and principals. A sample of 320 respondents was selected using proportionate stratified random sampling. Data were collected using the Lesson Plan and Curriculum Alignment Questionnaire (LPCAQ), which was validated by experts and demonstrated a high reliability coefficient of 0.86. Data analysis involved mean and standard deviation for the research questions and t-test statistics for the hypotheses. The findings indicated that regular vetting of lesson plans and the provision of constructive feedback by supervisors significantly enhanced the alignment of instructional objectives, teaching strategies, and assessments with the approved curriculum. The study recommended that supervisory visits prioritize lesson plan checks and offer specific guidance to strengthen curriculum fidelity. However, a significant gap in this study is its exclusive focus on the planning and documentary aspects of teaching specifically, the alignment of written lesson plans. It does not empirically investigate whether this documented alignment translates into faithful curriculum enactment during actual classroom instruction. The research leaves unexplored the critical question of how supervisory feedback on lesson plans impacts teachers' real-time pedagogical choices, student engagement strategies, and the ultimate quality of the learning experience, creating a disconnect between curriculum as planned and curriculum as delivered.

Amajuoyi (2022) carried out a study on principals' instructional supervision for improving academic performance of students in secondary schools in Orumba South Local Government Area of Anambra State, Nigeria. The study assessed the extent to which principals' supervision influenced the alignment of teachers' lesson plans with curriculum objectives. Employing a descriptive survey design, the research sampled 210 teachers from a population of 524 using proportionate stratified random sampling. Data were collected using the Instructional Supervision and Lesson Plan Alignment Questionnaire (ISLPAQ), which was validated by experts and demonstrated a reliability coefficient of 0.80. Analysis using mean, standard deviation, and t-test statistics revealed that regular lesson plan vetting, pre-observation conferences, and feedback from principals significantly improved the correspondence between teaching objectives, content delivery, and the national curriculum framework. The study recommended integrating lesson plan supervision into routine quality assurance practices. However, a critical gap in this study is its confinement to a single, specific local government

area in Southern Nigeria, which limits the generalize ability of its findings. Furthermore, the research focused predominantly on the procedural and documentary alignment of lesson plans, without sufficiently exploring the impact of supervision on the substantive aspects of curriculum fidelity, such as the depth of content coverage, the appropriateness of pedagogical methods for diverse learners, and the consistency of assessment practices with curriculum aims within the unique socio-cultural context of Northern Nigerian schools like those in Gwarzo Educational Zone

Statement of the Problem

The implementation of the Islamic Studies curriculum in senior secondary schools across Northern Nigeria faces persistent challenges that threaten the quality of instruction and student learning outcomes. A regional review conducted by the Universal Basic Education Commission (UBEC, 2021) revealed a concerning decline in curriculum adherence in senior secondary schools across Kano, Katsina, and Zamfara States, with average implementation levels estimated at 47 percent, 52 percent, and 44 percent respectively. These figures suggest that more than half of the instructional time and content in many Islamic Studies classrooms are either inadequately delivered or misaligned with national curriculum expectations. Further findings from the Nigerian Educational Research and Development Council (NERDC, 2022) indicate that such declines are more pronounced in rural Local Government Areas like those within Gwarzo Educational Zone. According to the West African Examinations Council (WAEC, 2022), candidates from Kano and Zamfara States recorded failure rates exceeding 60 percent in Islamic Studies in 2021, with curriculum gaps and incomplete syllabus coverage cited as contributing factors. Students may complete their secondary education without covering core topics in Islamic Studies necessary for success in West African Senior School Certificate Examination.

Objectives of the Study

Specifically, the objectives are to:

1. Determine the influence of instructional supervision on teacher adherence to the approved scheme of work in Islamic studies in senior secondary schools in Gwarzo educational zone of Kano state, Nigeria.
2. Examine the influence of instructional supervision on the alignment of Islamic studies lesson plans with national curriculum objectives in senior secondary schools in Gwarzo educational zone of Kano state, Nigeria.

Research Questions

The following are the guided research questions:

1. What is the influence of instructional supervision on teacher adherence to the approved scheme of work in Islamic studies in senior secondary schools in Gwarzo educational zone of Kano state, Nigeria?

2. What is the influence of instructional supervision on the alignment of Islamic studies lesson plans with national curriculum objectives in senior secondary schools in Gwarzo educational zone of Kano State, Nigeria?

Hypotheses

The following research hypotheses were formulated to guide the study:

H₀₁: Instructional supervision has no significant influence on teacher adherence to the approved scheme of work in Islamic studies in senior secondary schools in Gwarzo educational zone of Kano state, Nigeria.

H₀₂: Instructional supervision has no significant influence on the alignment of Islamic studies lesson plans with national curriculum objectives in senior secondary schools in Gwarzo educational zone of Kano state, Nigeria.

Methodology

A correlational survey research design was adopted for this study, as it was appropriate for examining the relationship between instructional supervision and the various dimensions of Islamic Studies curriculum implementation. The population of the study comprised all principals, vice-principals (academics), and Islamic Studies teachers in public senior secondary schools within Gwarzo Educational Zone, Kano State, Nigeria. According to records obtained from the Kano State Ministry of Education (2026), Gwarzo Educational Zone consists of two Local Government Areas (Gwarzo and Shanono) with a total of fifteen public senior secondary schools. The population included 15 principals, 15 vice-principals (academics), and 112 Islamic Studies teachers, bringing the total population to 142 individuals. Three separate structured questionnaires were developed by the researcher for data collection: the Instructional Supervision and Islamic Studies Curriculum Implementation Questionnaire for Principals (ISISCIQ-P) containing 15 items; for Vice-Principals (Academics) (ISISCIQ-VP) containing 15 items; and for Islamic Studies Teachers (ISISCIQ-T) containing 25 items. All instruments used a 4-point Likert-type rating scale (Strongly Agree=4, Agree=3, Disagree=2, Strongly Disagree=1). The instruments were validated by three experts from the College of Education, Federal University Dutsin-Ma,. A pilot study conducted in two senior secondary schools in DawakinTofa Local Government Area established the reliability of the instruments, yielding Cronbach's alpha coefficients of 0.81 for ISISCIQ-P, 0.79 for ISISCIQ-VP, and 0.84 for ISISCIQ-T. Data were collected with the assistance of three trained research assistants over a period of two weeks. Out of 118 copies of the questionnaire distributed, 116 copies were properly completed and returned. The two null hypotheses were tested using Pearson's Product Moment Correlation (PPMC) at 0.05 level of significance

Results

Hypothesis One: Instructional supervision has no significant influence on teacher adherence to the approved scheme of work in Islamic Studies.

Table 1: Pearson Correlation Analysis of Instructional Supervision and Teacher Adherence to Scheme of Work

Variable	N	Mean	Std. Dev.	r-value	p-value	Decision
Instructional Supervision	116	3.04	0.79	0.618	0.000	Significant
Teacher Adherence to Scheme of Work	116	3.07	0.79			

Table 1 revealed the Pearson correlation analysis of instructional supervision and teacher adherence to scheme of work in senior secondary schools in Gwarzo Educational Zone, Kano State, Nigeria. From the table, the mean score for instructional supervision was 3.04 with a standard deviation of 0.79, while the mean score for teacher adherence to scheme of work was 3.07 with a standard deviation of 0.79. The analysis yielded a correlation coefficient (r-value) of 0.618 and a p-value of 0.000. Since the p-value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected. From the analysis of Table 1, it was revealed that instructional supervision has a significant positive influence on teacher adherence to the approved scheme of work in Islamic Studies.

Hypothesis two: Instructional supervision has no significant influence on the alignment of Islamic Studies lesson plans with national curriculum objectives.

Table 2: Pearson Correlation Analysis of Instructional Supervision and Lesson Plan Alignment

Variable	N	Mean	Std. Dev.	r-value	p-value	Decision
Instructional Supervision	116	3.04	0.79	0.581	0.000	Significant
Lesson Plan Alignment	116	3.05	0.78			

Table 2 revealed the Pearson correlation analysis of instructional supervision and lesson plan alignment with curriculum objectives in senior secondary schools in Gwarzo Educational Zone, Kano State, Nigeria. From the table, the mean score for instructional supervision was 3.04 with a standard deviation of 0.79, while the mean score for lesson plan alignment was 3.05 with a standard deviation of 0.78. The analysis yielded a correlation coefficient (r-value) of 0.581 and a p-value of 0.000. Since the p-value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected. From the analysis of Table 2 it was revealed that instructional supervision has a significant positive influence on the alignment of Islamic Studies lesson plans with national curriculum objectives.

Discussion of Findings

This study was able to establish that instructional supervision has a significant positive influence on teacher adherence to the approved scheme of work in Islamic Studies in senior secondary schools in Gwarzo Educational Zone, Kano State, Nigeria, which agrees with the findings of Amajuoyi (2022) and Chiwamba (2022) who stated that regular inspection of lesson

notes and consistent checks of records significantly improve teachers' compliance with curriculum pacing and coverage. Furthermore, this study established that instructional supervision has a significant positive influence on the alignment of Islamic Studies lesson plans with national curriculum objectives, which corroborates Chinwuko (2024) and Amajuoyi (2022) who found that regular vetting of lesson plans and constructive feedback significantly enhance alignment with the approved curriculum.

Conclusion

Based on the findings of this study, the following conclusions are drawn:

First, instructional supervision has a significant positive influence on teacher adherence to the approved scheme of work in Islamic Studies in senior secondary schools in Gwarzo Educational Zone, Kano State, Nigeria. The study concludes that when supervisors regularly monitor adherence to the scheme of work, Islamic Studies teachers are more likely to follow the prescribed content outline, maintain appropriate pacing, and complete topics according to the term's schedule. However, the finding that supervisory visits average only 2.84 per term indicates that the current frequency of supervision is inadequate to achieve optimal adherence levels.

Second, instructional supervision has a significant positive influence on the alignment of Islamic Studies lesson plans with national curriculum objectives. The study concludes that lesson plan review by supervisors before classroom use is critical for ensuring that instructional objectives, content, and assessment methods align with curriculum standards. However, the low mean score of 2.71 for pre-teaching lesson plan review indicates that this practice is not consistently implemented across schools, resulting in missed opportunities for preventing misalignment before instruction occurs.

Recommendations

On the basis of the findings, the following recommendations are made:

- 1) The Kano State Ministry of Education and Gwarzo Zonal Education Office should mandate a minimum of six supervisory visits per term (bi-weekly) for each school, with specific focus on Islamic Studies instruction. This increase should be supported by providing supervisors with adequate transportation, fuel allowances, and logistics to reach rural schools.
- 2) The Kano State Quality Assurance Agency should develop and distribute a unified supervision checklist for Islamic Studies covering scheme of work adherence, lesson plan review (pre-teaching), instructional material utilization, assessment record checks, and classroom observation feedback. All supervisors (principals, vice-principals, heads of department, and external officers) should be trained on using these standardized tools in a mandatory two-day workshop before the next academic term.

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