

Clinical Supervision as a Key for Effective Teaching and Learning in Enugu State of Nigeria Secondary Schools: Relevance and Challenges

Roseline U. Chidobi

Department of Educational Management
Faculty of Education
Enugu State University of Science and Technology Enugu
Nigeria
Phone number +2348068439262
E-mail: chidobirose123@yahoo.com

Abstract- The paper, therefore discussed relevance and challenges in using clinical supervision for effective teaching and learning in the secondary education. The purpose of this paper is to identify the relevance and challenges of clinical supervision for effective teaching and learning. The study was a descriptive survey research in which the quantitative data were collected through 20 – item questionnaire. This was administered on 335 respondents made up of principals and teachers. The data were analyzed using mean, standard deviation on a modified 4 – point rating scale for the research questions and t – test statistics for the null hypotheses. Findings of the study revealed some of the relevance of clinical supervision in teaching and learning; which includes improving the teacher classroom behaviour, activities of clinical favour students learning etc. It also revealed that clinical supervision has some challenges which include problem of collaborated disagreement between the teacher and principal, lack of trained supervisor, inadequate supervisors in different areas of specialization and time constraint. Based on the findings the study recommended that post primary school management Board should make it compulsory that clinical supervision should be carried out at least once a term in all the secondary schools in Enugu State.

Index Terms— Clinical supervision, teaching and learning, relevance, challenges

I. INTRODUCTION

Teaching and learning are the ultimate goal of educational industry. All efforts of a school administrator gears towards the achievement of effective teaching and learning.

Many research studies on effective teaching have been conducted in the recent years, on what constitutes effective teaching and how to identify characteristics of effective teaching. Such steps that constitute effective teaching are set clear goals for the class, holds high expectation of students, focuses on the academics, maintains an orderly classroom, use suitable material for instruction, monitors student performance etc. It is according to Oliva and Pawlas (2004) are indeed correct and practices geared towards what makes a difference in student achievement.

Effective teaching leads to effective learning. Medley in Oliva and Pawlas (2004) stated that teacher effectiveness positively related to students achievement which is learning. Effective learning is characterized by a permanent positive change in behaviour on the part of the learner. Effective teaching is applicable to all teachers at all levels. More importantly for teachers at the secondary school level. This is

because learning at this level helps to produce high level manpower. Inyamah (2011) states that in this time and age, education is aiming to produce human beings that are intelligent, knowledgeable and hopefully leaders in their field of endeavors.

In view of the above, the educational administrator at that level is charged with the responsibility of ensuring that proper teaching and learning scholarship flourish in his school. Such administrator should strive to supervise his teachers, ensure that they are dedicated to their work so that there will be positive, permanent and favourable change in the students' behaviour. In support of the above, Mgbodile, (1997) noted that, the school administrator is the instructional leader; he supervises the implementation of curriculum and above all teachers' delivery of instruction. Supervision according to Eye, Netzer and Krey (1971) in Ani (2007) is that phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectations of education system. Supervision is the process of guiding, directing and stimulating growth with the overall view of improving teaching and learning. Owing to the short comings, of the general/traditional method of supervision such as divergence in the perception of teachers and supervision ineffectiveness in our schools, the researcher is of the view that clinical supervision which is the most modern method of supervision and the most appropriate method that leads to effective teaching and learning.

Clinical supervision was developed at Harvard University by Morri Cogan. It is that supervision method that focuses on the improvement of teachers' performance through direct interaction of supervisors and teachers in natural teaching settings, (Caruso and Fawcett 1986). Clinical supervision is a means of improving the performances of staff members who provide teaching and learning in the learner. Caruso and Fawcett (1986) stated that clinical supervision is carried out through series of stages that are repeated to form an ongoing cycle. The five stages are pre – observation conference, observation, analysis and strategy, supervision conference and post conference analysis. While Olivia and Pawlas (2004) posit models or phases of clinical supervision in a cycle form that minimally of three stages;

1. Pre observation conference – here the teacher and the supervisor make plans for supervisory forthcoming visit to the classroom. They decide on specific behaviours or events to be observed.

2. Observation which can be made in two types either global or specific. In global the supervisor records all teacher behaviours, in specific observation he noted selected behaviours that have been agreed earlier on. These observations should be recorded.
3. A post observation conference should take place after the supervisor has had time to analyse and organize the data. Both pre and post observation should be carried out in a mutually acceptable location. In the cycle of clinical supervision, the supervisor plays the role of knowledgeable, trained and experienced peer of the teacher. He should demonstrate skill following non directive, collaborative, directive approaches and know when to use each.

The problem of the study therefore is what are the relevance and challenges of clinical supervision as key to effective teaching.

II. PURPOSE OF THE STUDY

1. To identify the relevance of clinical supervision on effective teaching and learning.
2. To examine the challenges associated with the use of clinical supervision for effective teaching and learning.

III. SIGNIFICANCE OF THE STUDY

The findings of the study will be of immense help to school administrators who carry out the duty of supervision. Equally teachers will benefit because clinical supervision is meant to improve their teaching. At the same time students will benefit because the use of clinical supervision enhances learning. Finally the contribution made by this study to knowledge is that it will help principals to learn what is involved in clinical supervision and how to use it to promote teaching and learning.

IV. RESEARCH QUESTIONS

1. What are the relevance of clinical supervision for effective teaching and learning?
2. What are the challenges of clinical supervision for effective teaching and learning?

V. HYPOTHESES

Ho₁ -there is no significant difference in the mean rating of principals and teachers on the relevance of clinical supervision as a key for effective teaching and learning.

Ho₂ -The mean rating of principals and teachers on the challenges of clinical supervision as a key for effective teaching and learning is not statistically significant.

VI. METHOD

Descriptive survey was employed to collect data which helped to identify the relevance of clinical supervision on effective teaching and learning in secondary schools in Enugu state, Nigeria. Enugu state is made up of six educational zones namely: Agbani, Awgu, Enugu, Nsukka, Obollo Afor and Udi zones.

Descriptive survey, according to Nworgu (2006) is one in which groups or items are studied by collecting and analyzing data from those considered being representatives of the entire group.

The population of the study consisted of all the principals and teachers of Government owned secondary schools in Enugu state, Nigeria. Enugu state has 6, 307 teachers and 275 principals in the government owned secondary schools (Source: Post Primary School Management Board). The researcher used proportionate sampling technique to get the sample size of 315 teachers. That represents 5% of population of teachers while 10% was used for principals, which is 28 principals, giving total sample size of 343 for the study. Only principals that are heading schools were used. The instrument for data collection was a 20 – item questionnaire on the relevance and challenges in using clinical supervision in the secondary schools for effective teaching and learning (RCCSETL). Two experts in Educational management and one in measurement and evaluation validated the instrument. Combach alpha method was used to determine the reliability coefficient of the instrument 0.75 and 0.84 respectively for cluster 1 and 2 while the overall index was 0.80. The instrument was a modified four point scale ranging from strongly Agree (SA) – 4 point to Strongly Disagree (SD) – 1 point. The researcher engaged the services of 6 trained research assistants to administer and retrieve the instruments. Out of 343 copies of questionnaire distributed 335 were retrieved, giving a return rate of 98% percent.

Mean X and standard deviation (SD) were used in answering the research questions while t – test was used to test the null hypotheses to establish the significant difference between the mean scores of principals and teachers for decision – making. 2.50 was used as a benchmark, any item with a score 2.50 and above was regarded as agreed whereas those below were disagreed. For the null hypotheses if the t – calculated is equal or greater than t – critical, the null hypotheses is rejected while if otherwise the null hypothesis is not rejected.

Research question 1

What are the relevance of clinical supervision in secondary school effective teaching and learning?

Table 1: Mean x and standard deviation (SD) of principals and teachers on the relevance of clinical supervision on effective teaching and learning of secondary education.

S/N	Item Statement	Principals = 28			Teachers = 307		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
1	Clinical supervision improves teacher's classroom behaviour in terms of method and interaction ability.	2.61	1.02	Agree	2.72	1.04	Agree
2	It improves instruction by direct feedback to a teacher on aspect of his teaching.	2.75	1.01	Agree	3.23	1.00	Agree
3	The approach gives the teacher the opportunity of identifying and discussing what improves his teaching.	2.75	0.97	Agree	2.70	0.95	Agree
4	It is concerned with classroom activities which favour students learning than general school activities	2.64	1.16	Agree	2.62	1.14	Agree
5	The good relationship which clinical supervision offers between the teacher and the supervisor sharpens the programme, procedures and strategies designed to improve students' learning.	2.65	1.07	Agree	2.28	1.02	Disagree
6	Clinical supervision removes the fear which inspection and general supervision instill in the teachers that stifle learning.	2.11	0.99	Disagree	2.62	0.84	Agree
7	Clinical supervision gives room for the two persons concerned to find a special way of improving teaching and learning.	2.68	1.12	Agree	2.89	1.13	Agree
8	The face – to – face and one to one process which clinical supervision offers in teaching in the classroom makes for professional development and improvement of teaching and learning	3.00	1.09	Agree	2.58	1.06	Agree
9	Clinical supervision offers the teacher the opportunity to solve instructional problems such as to interpret concepts, choosing suitable instructional materials for a given topic, formulate lesson objectives etc	3.00	1.05	Agree	2.87	1.26	Agree
10	It provides the opportunity to have good working climate in the school which enhances teaching and learning	2.54	0.93	Agree	2.48	1.19	Disagree
	Grand Mean	2.67	1.19	Agree	2.70	0.98	Agree

In table 1 a grand mean of 2.67 for principals and 2.70 for teachers revealed that the subjects agreed on the items on the relevance of clinical supervision on effective teaching and learning of secondary education. These grand means were above the bench mark of 2.50. Although item 5 and 10 on the teacher's side and item 6 on principal's was disagreed as the

relevance of the clinical supervision on effective teaching. These items have mean below the benchmark of 2.50.

Research question 2: What are the challenges of clinical supervision which may hinders effective teaching and learning?

Table 2: Mean \bar{x} and standard deviation (SD) on the challenges of clinical supervision which may hinders effective teaching and learning.

S/N	Item Statement	Principals = 28			Teachers = 307		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
11	There is the problem of clinical supervision making school supervision on internal affair.	2.54	1.10	Agree	2.59	1.06	Agree
12	It gives time constraint on the school administrator to carry out clinical supervision on all the teachers.	3.11	0.75	Agree	2.79	1.04	Agree
13	There is always corroborated dissatisfaction of teachers with the principal providing clinical supervision.	2.64	0.95	Agree	2.81	0.92	Agree
14	It constitutes work over – load on the part of school administrator because it makes then to be hard pressed to do the job well.	3.07	1.12	Agree	3.31	1.04	Agree
15	The helping of teachers which clinical supervision offers may not be judiciously used by teachers afterwards.	2.93	1.15	Agree	2.65	1.16	Agree
16	There is the problem of getting trained supervisors in different areas of specialization to carry out clinical supervision across discipline in terms of content and pedagogy.	2.75	1.17	Agree	2.63	1.13	Agree
17	Money poses problem when school decides to lunch programme on clinical supervision	2.71	1.08	Agree	2.69	0.83	Agree
18	Lack of technological gadget to be used especially as it concerns recording of what occurred to enhance the use of clinical supervision	2.68	1.12	Agree	2.61	0.82	Agree
19	Using clinical supervision frequently in order to influence teaching and learning will be boring to teachers.	2.75	0.89	Agree	2.79	0.90	Agree
20	School administrators in Enugu state lack the competency in the use of clinical supervision	2.68	0.95	Agree	2.58	1.17	Agree
	Grand Mean	2.79	1.03		2.75	1.01	

The grand mean of 2.79 for principals and 2.75 for teachers affirm that the two respondents agreed that the 10 items listed are challenges of clinical supervision which may hinders effective teaching and learning. The means of these items were above the benchmark of 2.50.

Hypotheses

H_{01} – There is no significant difference in the mean scores of principals and teachers on the relevance of clinical supervision on effective teaching and learning in secondary schools in Enugu state.

Table 3: T – test statistical Analysis of the responses of principals and teachers on the relevance of clinical supervision on teaching and learning in secondary schools in Enugu state.

Variables	\bar{x}	S^2	N	df	Level of significance	T – crit	T – cal	Decision
Principals	2.67	1.19	28	333				Accept H_{o1}
Teachers	2.70	0.98	307		0.05	± 1.96	-0.13	
total			335					

Table 3 above shows that the calculated t – test value of -0.13 is less than the critical value of ± 1.96 at 0.05 level of significance and 333 degree of freedom. Thus, the null hypothesis is not rejected. This shows that there is no significant difference in the response of principals and teachers

on the relevance of clinical supervision on effective teaching and learning in secondary schools in Enugu state.

H_{o2} – The mean rating scores of principals and teachers on the challenges of clinical supervision on effective teaching and learning is not statistically significant.

Table 4: T – test statistical Analysis of the responses of principals and teachers on the challenges of clinical supervision on teaching and learning.

	Variables	\bar{X}	SD	N	df	Level of significance	T – crit	T – cal	Decision
1	Principals	2.79	1.03	28	333				Accept H_{o2}
2	Teachers	2.75	1.01	307		0.05	± 1.96	-0.20	
	Total			335					

Table 4 above shows that the calculated t is less than the table t value of ± 1.96 at 0.05 level of significance and 333 degree of freedom. Thus the null hypothesis is not rejected. This indicated that there is no significant difference the response of principal and teachers on the challenges of clinical supervision on effective teaching and learning. In other words the two respondents agreed on the same level that the items constitute challenges.

and inadequate technological gadget for recording what occurred hinders carryout clinical supervision.

Another problem found was that there are no trained supervisors to carry out this exercise. This is in opposition with Ani (2007) recommendation that clinical supervision is very technical, unique and demanding and requires training for the supervisors. Also Olivia and Pawlas (2004) retaliated that the supervisor plays the role of knowledgeable trained and experienced peer of the teacher.

The t – test analysis in table 3 and 4 show that there is no significant difference between the mean rating of scores of principal and teachers on the relevance and challenges of clinical supervision on effective supervision in secondary schools in Enugu state.

VII. DISCUSSION

Regarding research question 1, which sought to identify the relevance of clinical supervision on effective teaching and learning? Findings revealed that clinical supervision improves teacher’s classroom behaviour, improves effective instruction through direct feedback, and identifies the teaching method to be used which will improve students’ learning and creates good relationship between the supervisor and the supervisee. The benefits identified by the study is in agreement with the statement made by Caruso and Fawcett that clinical supervision help the supervisor and supervisee identify and develop problem solving strategies which usually leads to changes in teaching behaviour. In support of the above, Ani (2007) opined that clinical supervision model rests on the conviction that instruction can be improved by a direct feedback to a teacher on aspects of his teaching which will in turn improve learning.

On research question 2 which sought to examine challenges of clinical supervision on effective teaching and learning. The result indicated that challenges like time constraint on the part of school administrator and work over load affects adversely effective clinical supervision which in turn affects effective teaching. Also lack of money to launch full clinical supervision

VIII. CONCLUSION

This study identified some benefits of clinical supervision on effective teaching and learning which includes that clinical supervision affords the supervisor the opportunity to observe the teacher in the classroom as a clinic and interacts with the supervisee on issues pertaining to his teaching. Also problems associated with carrying out clinical supervision were discovered. The findings of this study have a lot of implication to secondary education in Enugu state. This is because if these challenges were not eliminated, clinical supervision that has a lot of advantages on teaching and learning could not be effectively carried out.

IX. RECOMMENDATIONS

Based on the finding of the study, some recommendations were made:

1. Post Primary School Management Board should make it compulsory that clinical supervision should be carried out in all secondary schools in Enugu State, at least once a term.
2. Awareness should be created to both principals and teachers on the need for clinical supervision for affective teaching and learning.
3. Principals and supervisors should be trained on how to carry out clinical supervision exercise in our schools.
4. Government should budget money to principals which should be used for clinical supervision.
5. Time should be allocated by school administrator for clinical supervision exercise.
6. Adequate technological gadgets should be provided for teaching and recording what occurred during clinical supervision exercise.

- [2] Caruso, J.J. and Fawcett, M.T. (1986) Supervision in early childhood education a developmental perspective. New York: Teachers College Press.
- [3] Ezeocha, P.A. (1992), School Management and supervision. Owerri: New Africa Publishing co. Ltd
- [4] Inyamah, C.K. (2011) Educational the 7 – point agenda for national development some critical issues. A paper presented at the 12th annual national conference of National Association for Advancement of Knowledge (NAFAK). Held at Kaduna Polytechnic, Kaduna 15th – 19th March, 2010.
- [5] Nduanya, M.O. (1986). The cogan system of clinical supervision, in Mgbodile, T.O. (eds), (1997) Educational Administration and Supervision, Ibadan: Heinemann Education books.
- [6] Nworgu, B.G. (2006). Educational research: Basic issues and methodology. Nsukka: university Trust Publishers.
- [7] Olivia, P.F and Pawlas, G.E., (2004). Supervision for today's schools: U.S.A: Wiley Publishing inc

REFERENCES

- [1] Ani, C.I. (2007) Dynamics of school supervision, Nigeria: Cheston Agency ltd.