



CLINICAL SUPERVISORY SKILLS AND TEACHERS' INSTRUCTIONAL EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN CALABAR EDUCATION ZONE, CROSS RIVER STATE, NIGERIA

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Abstract

The study investigated the relationship between clinical supervisory skills and teachers' instructional effectiveness in secondary schools in Calabar education zone, Nigeria. The survey research design was adopted for the study. Four null hypotheses were formulated to guide the study. The target participants were all 1,259 teachers in Calabar Education zone. A sample of 200 teachers selected through stratified and simple random sampling techniques was used for the study. The instrument for data collection was a questionnaire validated by five academic staff in educational management and measurement and evaluation disciplines. The internal consistency of the instrument was established using Cronbach alpha and 30 respondents that were not part of the study sample. This yielded a co-efficient of 0.71 for the entire instrument. The collected data were analyzed using mean scores and standard deviation, with the criterion mean benchmark set at 2.50 and Pearson Product Moment Correlation analysis. The result revealed that pre-observation conference skills, observation skills, post-observation conference skills and analysis and strategy skills significantly relate to teachers' instructional effectiveness in secondary schools. It was recommended among others that the government should ensure pre-professional or pre-practice training for principals through workshops and seminars on clinical instructional supervision aimed at acquisition of relevant skills for performing their supervisory functions to enhance quality instruction.

Keyword: clinical, instructional, supervisory skills, teachers, effectiveness

Introduction

The main goal of educational institutions is to prepare students for maturity and inclusion in society by teaching them the necessary values, skills, and societal standards. Teachers must be successful and efficient in order to achieve these goals. It is no longer hard to see how the public feels about students' academic performance and teachers' ineptitude. As educators, we must assist students in realizing their full potential and gaining information that will support their holistic development. Teaching is a challenging yet rewarding profession. It requires a wide range of competencies, expertise, and knowledge.

Students' learning results will suffer if teachers exhibit a high degree of inefficiency or incompetence. A teacher's effectiveness in his line of work is determined by a number of elements, including the availability of suitable facilities, compensation, the correct credentials and fundamental abilities, and the standard of the principal's instructional supervision. Therefore, clinical instructional supervision is necessary to bring about high-quality education, increase classroom effectiveness, and lessen the obstacles that instructors confront in the course of their professional activity.

Clinical supervisory skills refers to the skills of the school principals in conducting clinical supervision inside the classroom. The principal's ability to provide effective instructional supervision is crucial to the



achievement of the school's stated goals. Clinical instructional supervision is thought to increase teachers' efficiency in the classroom by offering a private, secure space where staff members may discuss and reflect on their work as well as their personal and professional reactions to it. Clinical supervision has been associated with higher levels of job satisfaction, improved retention, reduced turnover and staff effectiveness. Effective clinical supervision may increase teachers' perceptions of the school management support and improve their commitment to the school's vision and goals.

There are several definitions of clinical supervision. Bernard and Goodyear (1998) offer this definition that has come to be accepted. "Supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s), monitoring the quality of professional services offered to the clients she, he, or they see(s), and serving as a gatekeeper of those who are to enter the particular profession." Another definition by Powell & Brodsky (2004) states that: "Clinical supervision is a disciplined, tutorial process wherein principles are transformed into practical skills, with four overlapping foci: administrative, evaluative, clinical and supportive." Clinical supervision is the process which enables you as a professional to reflect on your experiences in practice. Developing you both professionally and personally and to support your management of complex situations associated with the care, treatment and engagement of people in your care.

Clinical supervision is a method of supervision whereby the supervisor is involved with the teacher in a close, "helping, relationship". Essentially, clinical supervision in education involves a teacher receiving information from a colleague who has observed the teacher's performance and who serves as both a mirror and a sounding board to enable the teacher critically examine and possibly alter his or her own professional practice. Within the context of such supervision, ideas are shared and help is given in order to improve the teacher's ability through the analysis of objective data that is collected during the observation. It might interest us to note that the use of clinical supervision as a method for improving instruction has a fairly recent history in the United States.

The earliest application began with Morris Cogan and Robert Goldhammer at Harvard University in the 1960s and continued later at the University of Pittsburgh and other institutions. As recorded by Glickman et al., (2001 p.324) Cogan's Clinical Supervision 1973 and Robert Goldhammer's book, also entitled Clinical Supervision (1969), are publications resulting from this pioneer work. Their efforts were stimulated by frustrations they encountered as university supervisors trying to help teachers who were beginners succeed. Goldhammer and Cogan borrowed the term "clinical supervision" from the medical profession, where it has been in use for decades, to describe a process for perfecting the specialized knowledge and skills of practitioners. Although Clinical supervision is used almost in all levels of school of thought, it is increasingly used and successfully too by mentor teachers, peer coaches, and teacher colleagues who believe that a fresh perspective will help to improve classroom success. To apply this method supervisors must be willing to spend considerable time working with individual teachers on classroom problems or issues that the teachers themselves have identified and about which they want more information. In doing so, the supervisor must have better planning, data-collecting and good analysis of same, and then human relations skills to boost his/her efforts. (Goldhammer, Anderson, and Krajewski, Clinical Supervision: 1980 p.19).

Assumptions of clinical supervision

In education, Clinical Supervision model is based on several assumptions:

1. •Teaching profession is not random but is characterized by regularity in style and approach.
2. The pedagogical skills used by the teacher can be classified and studied.
3. If the teacher is conscious of his/her behavior, the learning environment is greatly enhanced as is the teacher's overall instructional ability.
4. Through careful and systematic observation, analysis and dialogue with a supervisor, effective teaching can be reinforced.

Phases of Clinical Supervision in Education

Clinical supervision consists of four phases which can be modified according to the needs of the teachers and the supervisor. The stages and skills needed by supervisors are briefly described below as: Pre-



observation conference skills; Classroom observation skills; Analysis and strategy session skills; Conference stage skills and Post- conference observation skills.

Clinical supervision skills are vehicles for improvements in instructional practices, and they are considered part of instructional supervision. Within the context of such supervision, ideas are shared and help is given in order to improve the teacher's ability through the analysis of objective data that is collected during the observation. As stated above, it is done in four stages, pre-observation conference, observation, post-observation and analysis and strategy.

Task of the teacher and the Supervisor during each stage

Pre-conference to be held before formal observation, it will provide the administrator the opportunity to obtain as much information as possible. The goal of the pre-observation conference are:

- a. To establish real two-way communication
- b. To discuss and agree on an objective of supervision cycle
- c. Discuss and agree on what is expected of the supervisor and the teacher during the supervision.

A genuine feeling of trust must exist between the two to make the supervisor cycle productive. The task of the teacher and the Supervisor during each stage and the key questions that both ought to occupy themselves with can be articulated below in these ways without any pretext however of being too exhaustive.

Stage 1 Pre-observation Conference

Teacher's Task: To mentally rehearse and orally describe the upcoming lesson, including the purpose and the content, i.e. what the teacher will do, and what students are expected to do and learn from the lesson.

Clinical Supervisor's Task: To learn about and understand what the teacher has in mind for the lesson to be taught by asking probing and clarifying questions, not however with the view to floor or embarrass him/her but for clarity and assistance where need be.

According to Goldhammer, how the supervisor manages Stage 1 depends very much upon what he already knows about the teacher from their earlier work together. Among other things, "it is important in pre-observational activity not to do anything that is likely to unsettle the teacher before he steps into the class, as we noted above. If there is nothing that the Supervisor can do to enhance teacher's probabilities of success- perhaps nothing needs to be done □at the very least, Supervisor should not reduce teachers chances.

Stage 2 Classroom Observation

According to Goldhammer, "the principal purpose of Observation is to capture realities of the lesson objectively enough and comprehensively enough to enable supervisor and teacher to reconstruct the lesson as validly as possible afterwards, in order to analyze it. (p. 83). Summarily, classroom observation has two concerns:

Teacher's Task: To teach the lesson so well; or as well as possible.

Clinical Supervisor's Task: To invent or document the occurring during the lesson as accurately as possible. There are numerous ways the record takings can be done in a classroom observation:

- **verbatim recording:** Where the Supervisor records everything that is said and done by the teachers as accurately as possible.
- **Specific Verbatim:** Where the Supervisor selects specific areas to record in as much detail as possible.
- **General Observation:** Where the supervisor selects areas that he/she will record and focus on during the observation.
- **Video Taping:** is an effective technique where an agreed upon lesson or segment is video-taped for later review.
- **Audio Taping** of teacher and student responses is also a valuable technique if it has been so agreed upon before the lesson. Most supervisors tend to use the General Observation recording.



Stage 3 Data Analysis and Strategy

Teacher's Task: To help make sense of the data (if directly involved in this stage).

Clinical Supervisor's Task: To make some sense of the raw data and to develop a plan for the conference.

Questions to Consider: What patterns are evident in the data? Are any critical incidents or turning points obvious? What strengths did the teacher(s) exhibit? Were any techniques especially successful? Are there any concerns about the lesson? Which patterns, events, and concerns are most important to address? Which patterns, events, and concerns can be addressed within the time available? How will the conference begin? How will the conference end?

Stage 4 Conference session.

One way of viewing the conference between a supervisor and a teacher is in the context of a helping and healthy relationship and never competition or a show of authority or subjugation. With respect to the Supervisory conference, the supervisor's objective is to help the teacher make more functional use of his own resources and therefore perform more effectively within the classroom.

For effective supervisor-Teacher conference, Arthur Blumberg (1970) suggests this of the supervisor: "the helping person is more likely to make the relationship a growth-promoting one when he communicates a desire to understand the other person's (Teacher) meanings and feelings. This attitude of wanting to understand is expressed in a variety of ways. When he talks, the helping person is less inclined to give instruction and advice, thus creating a climate, which fosters independence. He (she) avoids criticism and withholds evaluative judgments of the other person's ideas, thoughts, feelings, and behavior. He listens more often than he talks and when he speaks he strives to understand what the other person is communicating in thought and feeling.

The comments of the helping person are aimed at assisting the other individual to clarify his own meanings and attitudes" According to Goldhammer, Clinical Supervisory conference embodies the following: Teacher's Task: To critically examine his or her own teaching with an open mind and to tentatively plan for the next lesson.

Clinical Supervisor's task: To help clarify and build upon the teacher's understanding of the behaviors and events that occurred in the classroom.

Questions to consider: What patterns and critical incidents are evident in the data? What is the relationship between these events and student learning? Were any unanticipated or unintended outcomes evident? What will the teacher do differently for the next class meeting (e.g., new objectives, methods, content, materials, teacher behaviors, student activities, or assessments)? The observation phase is designed to obtain specific data that will be analyzed and used for Discussion on re-instruction. Tools for collecting and recording this data are varied. Often, the new teacher and supervisor's observation (specific or general) are the tools that will be used to provide the most useful feedback. It is interesting to note that Goldhammers' proposal for effective clinical supervisory conferencing tallies with view of Madeline Hunter (Feb. 1980), as she notes that, "no instructional conference will be successful unless the observer utilizes and models those cause effect teaching and learning relationships that promote both teachers' and students' achievements."

Stage 5 Post-conference Analysis This is the time when the teacher and the supervisor meet alone to discuss the observation and the analysis of data relative to the teacher's objectives. If the data is collected and presented in a clear fashion, the teacher will be more likely to use the data and evaluate his/her teaching and classroom performance by himself/herself. It is necessary to furnish the teachers with the feedback of their observation. It augurs with the research conducted by Dornbush and Scott (1975) and Natrello (1982) which has shown that teachers who receive the most classroom feedback are also most satisfied with teaching. It is important to try to elicit the feedback directly from what the teacher sees from the data. This is accomplished only after a feeling of trust and communication has been established. Vilan (2021) maintained that in a post-conference supervision or through a face-to-face conference between both the supervisor and the teacher, a collegial meeting takes place to discuss the teacher's learning experience is needed. At this stage, the supervisor examines more of what the teacher is experiencing—related to his teaching skills—at this stage, the supervisor explores more about what the teacher is experiencing—related to his teaching ability.



Teacher's Task: To provide honest feedback to the clinical supervisor about how the clinical supervision cycle went.

Clinical Supervisor's Task: To critically examine his or her performance during the clinical supervision cycle. In doing this the clinical supervisor should address the following issues:

- a. Ask the teacher to analyze the data and tell the supervisor about the lesson. (Rather than having the teacher sit passively by while the supervisor tells the teacher about the lesson).
- b. Ask questions to focus the teacher on certain aspects of the lesson. (Since it may not always be possible for a teacher to successfully evaluate his/her own teaching, there may be occasions where the supervisor needs to be more directive seeking collaborative skills for a detailed discussion of giving and receiving feedback and critiquing. In general, every effort should be taken to elicit the analysis of the data from the teacher).
- c. Discuss ways to improve the lesson and whether the focus of the next observation is going to remain on the already agreed upon objective. (This part of the meeting can serve as a part of the next pre-observation conference).
- d. Request feedback from the teacher as to how effective the supervision cycle has been and how to improve the next supervision cycle.

Related Literature

Every teacher's primary focus in education should be effective learning. This is because the blame for lack of student learning and poor outcomes is mostly placed on the teachers and their teaching techniques. The public dissatisfaction with students' achievement and incompetence in teaching has become very obvious. Teaching is a complex task that requires teachers to help learners exploit their potentialities and acquire knowledge and facts that will help them develop into a total person. It demands a variety of skills, knowledge and abilities. Schools are often as good as their teachers. If the teachers are largely inefficient or incompetent it will affect the students and the learning outcomes. A teacher's performance in his profession is a function of several factors ranging from supply of adequate facilities, remuneration, right qualification and possession of basic skills to the quality of instructional supervision provided by the principal. To bring quality education and classroom effectiveness and reduce constraints faced by teachers in their professional work, there is therefore need for clinical supervisory skills. Teachers' instructional effectiveness is assumed to be enhanced through clinical instructional supervision. The focus is on supporting staff in their personal and professional development and in reflecting on their practice.

Clinical supervision has been associated with higher levels of job satisfaction, improved retention, reduced turnover and staff effectiveness. Effective clinical supervision may increase teachers' perceptions of the school management support and improve their commitment to the school's vision and goals. This is evidenced in the study by Ebmeier (2003) that linked teacher efficacy to supervision. Ebmeier defined efficacy as an individual's belief about his or her own capabilities to achieve a certain end. The study revealed that supervision activities that teachers considered supportive to their roles included providing feedback, encouragement, emotional support, reinforcement, as well as modeling experiences. Principals are expected to be instructional experts, to support curriculum, to provide professional development, to use data-driven decision-making, to be visionary, and to be able to unite the teachers into a unified force to advance student achievement (Tucker, 2003).

As a means of quality control and enhancement in the educational system, instructional supervision involves the use of expert knowledge and experience in overseeing, evaluating and coordinating teaching and learning activities in the school system. According to Akintunde (2001) instructional supervision should be considered as a service to help teachers beyond their present performance and improve on it. It is a process of giving and receiving help in order to improve instruction. The effort is concerned with what to teach, when to teach, whom and by who will be taught. Through instructional supervision mistakes are easily identified and eliminated thus engendering staff development, effective channels of communication, accountability and provides adequate rewards. Underscoring the importance of supervision, the National Policy on Education (2008) stipulates that supervision in education deals with ensuring quality control through regular inspection and continuous supervision of instructional and other educational services.

Holland dan Adam (2002) and Veloo, Komuji, and Khalid (2013) affirmed that clinical instructional supervision when effectively administered helps in improving teachers teaching practice, level of teaching knowledge in and out of the classroom as well as increasing the teaching development of teachers. Vilan (2021) carried out a study using the non-experimental descriptive survey research design to investigate the level of the clinical supervisory skills of the public elementary school heads as perceived by district



supervisors in all public elementary and secondary schools in the division of Davao del Sur. This study utilized the researcher-made questionnaire which items focused on the supervisory skills, the Cronbach Alpha was tested to assess its validity and reliability. This study revealed that the school heads from both elementary and secondary frequently used the process in conducting clinical supervision. The findings further revealed that there is significant positive link between pre-observation, observation, and conference analysis and strategy and teachers instructional effectiveness.

Ekpo (2015) studied the effect of clinical supervision on job effectiveness of secondary school teachers in Odukpani Local Government Area, Cross River State, it was revealed that there is a significant relationship between pre-observation conference, observation analysis and strategy and post-observation conference and teachers job effectiveness. The study recommended that principals should create quality time in engaging in clinical supervision so that inexperienced teachers can be given the needed help.

Sule, Okpa, Igbineweka and Sule (2020) investigated the influence of clinical instructional supervisory practices on teachers' professional efficiency in secondary schools in Calabar education zone, Nigeria. The survey research design was adopted for the study. Four null hypotheses were formulated to guide the study. The target participants were all 1,259 teachers in Calabar Education zone. A sample of 200 teachers selected through stratified and simple random sampling techniques was used for the study. The instrument for data collection was a questionnaire validated by five academic staff in educational management and measurement and evaluation disciplines. The internal consistency of the instrument was established using Cronbach alpha and 20 respondents that were not part of the study sample. This yielded a co-efficient of 0.73 for the entire instrument. The collected data were analyzed using mean scores and standard deviation, with the criterion mean benchmark set at 2.50. The result revealed that pre-observation conference, observation, post-observation conference and analysis and strategy significantly influence teachers' professional efficiency in secondary schools in Calabar Education Zone, Nigeria.

Negeri and Ulu (2021) examined supervision of school principal clinical in junior high school. The research uses a qualitative approach descriptive. Data collection techniques through observation and interviews. The results of the study based on the data obtained indicate that the implementation process of clinical supervision at SMPN 4 Banyuasin III has been going well and has received support from the principal and staff as well as the teachers concerned. In this clinical supervision, each stage carried out is able to provide meaning that can increase the ability of teachers to manage learning. The stages referred to are between the initial meetings, the learning observation stage to the post-feedback stage. Clinical supervision is a solution that is quite effective in improving teacher skills. This, it can be seen from the final results of the study that the teacher is able to master learning with various methods in accordance with the learning objectives.

Leni, Nur and Mahasir (2022) examined clinical supervision and principal leadership's influence on teacher performance. The quantitative study utilizing an ex post facto technique was used. This study was carried out at SMA Sub Rayon 18 Palembang, with a population of 265 teachers, and 159 persons were chosen at random as samples. Questionnaires are used to collect data. The validity test employs construction and content validity, and the reliability test use Cronbach's Alpha. The data were analyzed using multiple linear regression approaches. The findings revealed that clinical supervision and principal leadership had a good and substantial influence on teacher performance.

Bello and Olaer (2020) examined influence of clinical supervision of department heads on the instructional competence of secondary school teachers. Descriptive-correlational research design. Respondents were the eight (8) school heads and one hundred seventy eight (178) teachers who were permanently employed at Digos City National High School during the School Year 2018- 2019. Complete enumeration was used in the identification of department heads while simple random sampling for the teacher respondents. Mean, Pearson r and Multiple Regression were the statistical tools used to treat the gathered data. Findings showed that the department heads had a high level of clinical supervision in terms of pre-observation, observation/analysis and strategy post-observation conference/analysis. Similarly, teachers had high level of instructional competence of teachers. This result signified a very strong positive relationship between the two variables which indicated that about 75.80% on the variance of instructional competence can be attributed by the variation of the level of clinical observation. Regression analysis further entailed that clinical supervision significantly influenced the instructional competence of teachers. It was concluded that the significant influence of clinical supervision on teachers' instructional competence implies that the more teachers are mentored, the better teachers they would become. Thus, it was recommended clinical supervision in schools



shall be constantly monitored and implemented so as to improve competence of teachers in the teaching learning process.

Fischer (2001) suggested that for a pre-conference to be held before formal observation, it will provide the administrator the opportunity to obtain as much information as possible. He also advocated for post conferences which must be collaborative, guided or directive in nature. According to him, collaborative conference is effective when the teacher is able to identify problem areas, suggest alternative, develop a plan and is ready and willing to grow professionally. Edmeirer and Nicholas (1999) suggest that teachers' professional relationships with their supervisors may have a direct effect on their satisfaction with teaching. This affirms that through conferencing with the supervisors, old teachers who are resistant to changes could be helped in staff/principal conferences. Accordingly through participation in conferencing, the teachers feel a sense of belonging and are more willing to cooperate and make school programme succeed. Teachers' participation in conference with the supervisor defends, protects and arouses interest, sense of fulfillment and efficiency.

In a study on principals' instructional supervisory techniques and teachers' effectiveness in Oyo state, Ajibola (2002) found out that there is a strong positive relationship between principal conferencing and teachers' effectiveness. It was therefore emphasized, if properly managed principal-teacher conferencing can serve as an avenue for sharing of ideas and information on innovations and best practices in teaching. Conferencing offers teachers opportunity to ventilate some innovative issues and problems affecting staff and the school at large (Osika, Essien, and Nsan, 2014). A well conducted conference enables every teacher to understand the programmes of the school, personal and social problems and gives the teachers sense of belonging. Ekpo (2015) studied the effect of clinical supervision on job effectiveness of secondary school teachers in Odukpani Local Government Area, Cross River State, it was revealed that there is a significant relationship between pre-observation conference, observation analysis and strategy and post-observation conference and teachers job effectiveness. The study recommended that principals should create quality time in engaging in clinical supervision so that inexperienced teachers can be given the needed help.

Analysis and strategy requires that supervisor to compile, sort, organize and transform classroom data into readable information for the teacher so as to adopt appropriate strategies that will lead to an improvement in the instructional process. This process includes reviewing the events of the lesson in terms of the teacher's intent and past history, the teaching techniques used, and the outcome (Ekaette and Eno, 2016). Since all school personnel are busy, the observer must review the teacher performance data and choose priority items to discuss during the conference

Statement of the problem

There have been many concerns raised about the poor performance of students in public examinations. Teachers on the other hand have been blamed for failing to impart the necessary skills to enable the students compete favourably with their counterpart nationally and in other parts of the world. The palpable decline in the effectiveness of teachers and the quality of instruction in spite of the seeming improvement in the conditions of service suggests that they are not properly and regularly supervised. Some of the principals are actually out of touch with modern supervisory techniques, especially clinical instructional supervision. They continue in large measure to engage in supervisory practices that contribute very little to effective instruction and students' achievement. They have estranged themselves from the actual instructional realities of the classroom and as a result their activities tend to be very little. This study is therefore aimed at finding out the influence of clinical supervisory skills on teachers' instructional effectiveness in secondary schools in Calabar Education Zone. .

Objectives of the study

The main objective of the study is to investigate the influence of clinical instructional supervisory practices of pre-observation conference, observation, post-observation and analysis strategy on teachers' professional efficiency.

Research questions

1. How does pre-observation conference influence teachers' instructional effectiveness?
2. How does observation influence teachers' instructional effectiveness?
3. To what extent does post-observation conference influence teachers' instructional effectiveness?



4. To what extent does analysis and strategy influence teachers' instructional effectiveness?

Research hypotheses

1. There is no significant influence of pre-observation conference on teachers' instructional effectiveness.
2. There is no significant influence of observation conference and teachers instructional effectiveness.
3. There is no significant influence of post-observation conference on teachers' instructional effectiveness.
4. There is no significant influence of analysis and strategy on teachers' instructional effectiveness.

Methodology

The study adopted descriptive survey design. The research questions and null hypotheses were formulated to guide the study. Public secondary school teachers were utilized. The population of the study consists of 1,259 teachers in 87 secondary schools in Calabar education zone comprising of Akamkpa, Akpabuyo, Bakassi, Biase, Calabar Municipality, Calabar South, and Odukpani Local Government Areas. Stratified and simple random sampling techniques were used to select a sample of 200 teachers from the ten (10) public secondary schools in the area. Data was collected using questionnaire titled: Clinical Supervisory skills and Teachers instructional effectiveness Questionnaire (CSSTIEQ) validated by experts in administration and measurement and evaluation. The questionnaire had two sections A and B. section A sought demographic data, while section B contained 30 items constructed in a 4-point Likert scale of strong agree (SA), agree (A), disagree (D) and strongly disagree (SD). The internal consistency of the instrument was established using Cronbach alpha and 20 respondents that were not part of the study sample. This yielded a co-efficient of 0.73 for the entire instrument. Descriptive statistics (means and standard deviation) was used for data analysis. Out of the 200 questionnaire administered, all were retrieved and none was lost. Hence the sample size was reduced to 200 respondents. The research questions were analyzed using descriptive statistics mean and standard deviation a mean (\bar{x}) benchmark of 2.50. The respondents were deemed to have accepted or agreed when the mean (\bar{x}) response is at least 2.50. A mark less than 2.50 signified disapproval.

Results

Table 1

Summary of mean scores for clinical instructional supervision and teachers' instructional effectiveness.

S/N	Variables	No. of respondents	Total Mean score	Standard Deviation	rx	Decision
			\bar{x}	SD		
1.	Pre-observation conference	200	24.03	3.87	0.152	Agreed
2.	Observation conference	200	50.23	9.98	0.185	Agreed
3.	Post-observation	200	47.04	8.84	0.151	Agreed
4.	Analysis and strategy	200	22.09	3.65	0.152	Agreed
5.	instructional effectiveness	200	21.60	3.29	0.150	Agreed
	Total		164.99	29.63		
	Grand mean		32.99	5.93		Agreed

df = 198, Critical r = 0.138

Table 1 above shows that the grand mean (\bar{x}) of 3.09 is higher than the criterion mean (\bar{x}) of 2.50, which indicates that clinical instructional supervision significantly influence teachers instructional effectiveness. The result of the Pearson Product Moment correlation analysis of the influence of Pre-observation (0.152), observation (0.185), post-observation (0.151) and analysis and strategy (0.152) and instructional effectiveness (0.50) as shown on table 1 revealed that the calculated r-value of all the sub-variables are each higher than the critical r-value of 0.138 at 0.05 level of significance and 198 degrees of freedom. Following this result the null hypothesis was rejected and alternate hypothesis retained. This means therefore that there is a significant relationship between clinical supervisory skills and teachers' instructional effectiveness in Calabar Education Zone. The positive r-values is an indication that the higher the principal possess the clinical supervision skills the better the instructional effectiveness of teachers.



Discussion of findings

To find out the influence of pre-observation conference on teachers' instructional effectiveness in secondary schools in Calabar education zone, the findings revealed that pre-observation conference significantly influence to teachers instructional effectiveness. The finding agrees with the result of the study by Ekpo (2015) that pre-observation conference significantly relates to teachers job effectiveness. Observation as a clinical instructional practice gives the principal opportunity of seeing the teachers and students in action. It is clear from the finding that monitoring of classroom work and the assessment of the entire teaching and learning process should be a continuous exercise if the objective of enhancing students learning outcomes and teachers professional efficiency is to be achieved.

The result of research hypothesis two as revealed that there is a significant influence of observation conference and teachers instructional effectiveness. The finding agrees with Jackson (2000) who affirmed that through conferencing teachers feel a sense of belonging and are more willing to corporate and make school programme succeed. Participation in conference with the supervisor defends, protects and arouses interest, sense of fulfillment and efficiency.

To ascertain the influence of post-observation conference on teachers' instructional effectiveness secondary schools, the analysis on table 1 revealed that post-observation conference significantly influence teachers' instructional effectiveness. This finding relate to the finding of Ajibola (2002) that established a strong positive relationship between principal conferencing and teachers' effectiveness. He maintained that post-conference observation between the principal-teacher can serve as an avenue for sharing of ideas and information on innovations and best practices in teaching, and offers teachers opportunity to ventilate some issues and problems affecting staff and the school at large. This is so because post –observation conference helps to provide feedback, reward the teacher, and techniques for improvement of the instructional process.

The result of research hypothesis four as found in table 1 revealed that there is a significant positive influence of strategy and analysis on teachers' professional effectiveness. This result shows that adequate analysis of classroom data will enable the teachers develop better strategies in order to be more effective in their instructional responsibilities. The result agrees with Ekaette and Eno (2016) who found that the use of analysis and strategy in instructional supervision leads to teachers' effectiveness.

The findings of Vilan (2021), Ekpo (2015), Sule, Okpa, Igbineweka and Sule (2020), Negeri and Ulu (2021), Leni, Nur and Mahasir (2022), Bello and Olaer (2020) revealed that here is significant positive link between pre-observation, observation, conference, analysis and strategy and teachers instructional effectiveness. The authors recommended that principals should create quality time in engaging in clinical supervision so that inexperienced teachers can be given the needed help. They concluded that clinical supervision is a solution that is quite effective in improving teacher skills and instructional effectiveness.

Conclusion

The role of the clinical supervisor is evolving from a traditional top-down executive approach to one that includes providing teachers with opportunities to better themselves and contribute to the excellence of school administration and the best possible integration of the students in their pursuit of knowledge. Every day, the clinical supervisor should remind themselves that they are the center of attention created in and around them, and that helping to meet the needs of a good, functional education system is a task that needs to be given the appropriate approach and carried out with everyone's full cooperation. When applied effectively, clinical supervision fosters a sense of trust and shared purpose between the supervisor and the teacher. It also helps teachers develop the skills necessary to keep an eye on their own and their colleagues' classroom behaviors, which improves productivity across the board for educational policies and practices.

Recommendations

Based on the findings, the following recommendations were made:

1. Principals should be encouraged to organize regular clinical supervisory sessions in order to build skills of teachers and improve the instructional process.
2. The Government should ensure pre-professional or pre-practice training for principals through workshops and seminars on clinical instructional supervision aimed at acquisition of relevant skills for performing their supervisory functions to enhance quality instruction.



3. Supervision should be a continuous process by the principals and the relationship between supervisors and teachers should be a learning situation where both parties contribute to the success of the teaching learning process.
4. Principals should ensure that teachers adopt current teaching methodologies so as to ensure effective teaching-learning delivery.

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