

**EXTENT OF USE OF CLINICAL SUPERVISION  
APPROACH BY SUPERVISORS OF SECONDARY  
SCHOOLS IN ZONE “A” SENATORIAL DISTRICT OF  
BENUE STATE**

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*Henry Serumun Amenger*  
*Department of Educational Foundation and Management,*  
*College of Education, Katsina-Ala,*  
*Benue State.*

*Sunday Abel Okwori*  
*Department of General Studies Education,*  
*College of Education, Katsina-Ala,*  
*Benue State.*

**And**

*Korave James Uno*  
*Department of Educational Foundation and Management,*  
*College of Education, Katsina-Ala,*  
*Benue State.*

**Abstract**

*The study investigated the extent of the usage of clinical supervision approach by supervisors of secondary schools in Zone ‘A’ senatorial district of Benue State. The study was carried out with research questions laying particular emphasis on supervisor-teacher relationship, supervisors planning with the teachers, observation of teaching activities and holding a post conference with the teachers. Literature was reviewed under these sub-headings: origin and concept of clinical supervision, differences of clinical supervision and the old method of supervision, clinical supervision sequence. The total population for the study was 2976, respondents comprised of 90 principals and 2886 teachers. The researcher used stratified proportionate random sampling technique to sample 596 respondents representing 20% of the total population. Questionnaire was the only instrument used for data collection. Data was analysed and result presented discussing the findings, drawing conclusion and giving recommendations. It was recommended among others that supervisors should be encouraged to establish teacher-supervisor relationship during supervision of instruction.*

Education is primarily aimed at imparting knowledge and skills to the consumers, who are also called learners. Thus, if instruction which is the process of imparting knowledge to the learner must be effective in achieving the objectives of education, then the services of the instructional supervisor becomes inevitable. An instructional supervisor is one who is in-charged with the function of helping, guiding, advising and stimulating professional growth in a teacher (Ani, 2007). For the supervisor to be effective in his job, he or she must possess the skill, the knowledge and the competence that can help him advise, help, earn the respect and induce confidence in the teacher. Apart from all these, he/she must be one who can easily adapt to changes, both in the educational and professional needs of the teacher and changes in the models of the supervision. Ihebereme (2006) as cited in Chidobi (2007) posited that the status of supervisor of instruction should be held supreme in the school system. Contextually, instructional supervisors are staff of the Ministry of Education, or the State School Management Board, and senior teachers who are vested with the authority to carry out supervision exercise in order to ensure that the teachers improve on both their teaching competencies and learning processes of the learner.

Surprisingly, despite confidence is placed on the supervisors and supervision process, the quality of instruction in secondary schools, especially in zone A senatorial District of Benue state seem to be substandard. Ayodele (1998) as cited in Ani (2007) says, the greatest blame for this type of situation was leveled on the supervisors of instruction who seem to be unwilling to integrate some aspects of clinical supervision model like supervisor teachers relationship, planning with the teacher, observation and post conference into their conventional method of supervision.

### **Origin and Concept of Clinical Supervision**

Clinical supervision is the most recent and the most modern method of supervision. This method of supervision was first developed by an American Professor in education called Professor Morris Cogan in the late 1950's while performing practical work in teaching with his post graduate students. According to Reavis (1978) as cited in Ani (2007) Clinical supervision was developed more than a decade ago by Morris Cogan and a group of colleagues. Cogan was working with his Harvard, Master of Arts in teaching (MAT) students, when he was confronted with the view that the conventional supervisory pattern of observing a lesson and then conferring with the teacher was not perceived as helpful either by the teacher or by the supervisor. Cogan, (1973). The old situation was disturbing and described as not promoting the good intentions of supervisory practices. According to Reavis (1978) in Ani (2007), through experimentation couple with honest evaluation by Morris Cogan and his Harvard interns over a period of years, there evolved what is known today as

clinical supervision sequence. Perhaps, this is why it is sometimes referred to as Cogan's clinical supervision sequence.

This clinical supervision model rests on the conviction, that instruction can be improved by a direct feedback to a teacher on aspect of his or her teaching that are of paramount importance to the teacher rather than using a check list or an evaluation format that contributes little or nothing to the development of the teachers' professional competence. In essence clinical supervision approach gives the teacher, the opportunity of identifying and discussing what is of paramount importance to him with the supervisors, rather than the conventional approach where the supervisor satisfy himself with his evaluation forms. Hammer (1980) as cited in Ani (2007), observed that clinical supervision, conveys the idea that the efforts of the model are based upon data collected in actual classroom or other instructional situations where the teacher is working directly with the learners and the supervisor is present as a witness if not a participant observer.

Cogan (1973), defined clinical supervision, as "a rationale and a practice designed to improve the teacher's classroom performance. It takes its principal data from the events of the classroom. The analysis of this data and the relationship between the teacher and the supervisor from the basis of the program, procedures and strategies designed to improve the students learning by improving the teacher's classroom behaviour. In other words, clinical supervision is much more concerned with classroom activities than with the general activities of the school. It focuses its attention on what the teacher does in the classroom, in an attempt to teach the pupils, his strategies, methods and the interaction abilities of the teacher. It aims at improving the teachers' classroom behaviours, his methods of teaching and his instructional competence.

Chidobi (2007) stated that clinical supervision is the rationale and practice designed to enhance the teacher classroom performance and which collects its principal data from what takes place in the classroom on the side of both teachers and pupils during the teaching learning process. Hammer (1980) as cited in Ani, (2007), maintained that, it is the phase of instructional supervision which draws its data from first hand observation of actual teaching events, and involves face-face (and other associated), interaction between the supervisor and the teacher in the analysis of teaching behaviours and activities for instructional improvement.

In conclusion, it could be noted that the introduction of the clinical method of supervision in American schools and colleges and some other parts of the world was successful because it came at a period when good human relation was seen as an essential ingredient for effective school administration. It also came at a period when much emphasis was laid on good working climate at a period when teachers were already, frustrated with the conventional method of supervision, finally, it came at a time when there was much demand to separate supervision from inspection and thus redefine the functions of a supervisor.

Ani (2007) identify some differences in the following areas:

1. **Objectives:** One can argue that there are no differences in the aims and objectives of the two methods of supervision since they are all geared towards helping teachers' to improve, but this argument may not hold enough water. This is because it can be said that while the aims and objectives of the conventional method of supervision are general in outlook, the aims and objectives of the Clinical supervision are specific. That is to say, while the conventional method of supervision aims at enhancing an all round development of the teacher as a professional, the Clinical supervision aims at effecting positives changes in the instructional behaviours of the teacher in the classroom.
2. **Supervisor –Teaching Relationship:** This is an area where a very distinct difference exists between the clinical supervision and the traditional or conventional method of supervision. In clinical supervision much emphasis are placed on the cordial relationship which should exist between the teachers and the supervisors. The relationship is called “colleagueship relationship”. To add credence to this, Cogan maintained that a supervisor should always regard the teacher as a professional colleague, an associate and a professional equal. The relationship is also referred to as an adult-to-adult relationship. In the conventional method of supervision the story is different. In the Nigerian situation, the supervisor sees the teacher as a subordinate. In fact according to Odo (2009), the supervisors respect for the teachers as a professional has been missing” To this end, the supervisors give their own opinion and ideas four times as often as they ask for the teachers. This type of relationship usually makes the teachers a passive listener, an acceptor of suggestions who must obey without complain and must be seen and not heard. In short, the relationship is better described as a pupil-teacher relationship”.
3. **Organization and Sequence:** This has to do with the practice involved in the supervisory activities. Clinical supervision has a distinct eight stage cycle each stage has its aims and objectives well spelt out and strategies for achieving them vigorously followed. The stages are sequentially arranged and each stage leads into the other. The conventional method of supervision is not rigidly organized into stages. In the Nigerian situation it can be said that there are two main stages which are not rigidly observed. The first stage is where the supervisor observes the teachers, inspect his note of lessons, diaries etc. while the second stage may be the time when the supervisor engages the teacher or teachers in a conference where the supervisors issue out warnings to the teachers in relation to the purported mistakes committed by the teachers, during the supervision. In some cases, the supervisory may not suggest ways of correcting this mistake but only advice the teachers to improve on the mistake.

4. **Method of Data Collection:** Clinical supervision employs the services of sophisticated gadgets like video tapes, tape recorders etc. during observation and data collection, while the data in the conventional method of supervision are collected with the use of paper and pencil. The implication here is that with the use of video tapes in the clinical supervision, all the interaction that ensured in the class are recorded while in the conventional method, the use of paper and pencil only may not be adequate enough to record all the interaction that ensued in the class.

5. **Supervisor Teacher Ratio:** In each case of clinical supervision, a specific teacher is the direct client of the supervisor and has a direct stake in the outcomes of the supervisory process, unlike in the conventional method where a supervisor can engage more than one teacher in more than one activity within the same space of time. For instance, a supervisor, within one hour can supervise more than two teachers teaching different subjects. His areas of interest when supervising teaching "A" may not be his area of interest when supervising teacher "B"

6. **Supervisor –Teacher Conference:** Research findings, Blumberg (1974) cited in Ani (2007) have shown that the conventional supervision conference between supervisors and teachers were always one way traffic. Supervisors give their own opinion and ideas four times as often as they seek that of the teachers. Also Coffey (1967) cited in Ani (2007) noted that supervisors tend to dodge legitimate teacher complaints and concerns. In his own contribution, Odo (2009) wrote that majority of the conference time is concerned with procedural matters rather than instructional matters on the other hand, conference during clinical supervision are characterized by mutuality and adult-to-adult conversation. Previous research in counselling, (Rogers, 1961), in leadership (Halpin 1966) and change process (Glass, 1964); Markey (1962). Stitch (1962:15) cited in Ani (2007) suggested that in clinical supervision conferences with the teachers, exhibit more of the democratic behaviors and this behaviour are more favorably received teacher.

### **Clinical Supervision Sequence**

Morris Cogan, the founding father of clinical supervision proposed an eight stage sequence according to Ani (2007). The stages are:-

- Stage 1: Establishing supervisor-teacher relationship
- Stage 2: Planning with the teacher
- Stage 3: Planning the strategy for conference for observation
- Stage 4: Observation
- Stage 5: Analyzing the teaching-learning process
- Stage 6: Planning the strategy for conference
- Stage 7: The conference
- Stage 8: Renewed planning

According to Ozochi (2009), clinical supervision technique was mainly the brain Child of Professor Morris Cogan. It is significant to point out early that the term, clinical does not have anything to do with pathology or clinical psychology. He also noted that, in educational administration, the term, clinical means to convey an image of face-to-face relationship between supervisors and supervisees sitting down to take decisions on classroom problems and endeavour to find solutions to such problems. Chidobi (2007) stated that clinical supervision is the rationale and practice designed to enhance the teacher classroom performance and which collects its principal data from what takes place in the classroom on the side of both teachers and pupils during the teaching learning process.

**A. Establishing the Teacher-Supervisor Relationship**

The major concern of this phase is that there should be a rapport between the teacher and the supervisor. There is need for both to trust each other. It is important to remark that trust gives rise to acceptance. Acceptance, in return, has something to do with respect. When there is respect, such respect leads to cooperation with the supervisor. When teachers respect the ideas, advice and suggestions of the supervisors, it guarantees improvement in teaching and learning processes Chike-Okoli, (2005) as cited in Chidobi (2007).

**B. Planning with the Teacher**

According to Otegbulu (2010), there is need for the supervisor to plan together with the teacher. The objective of the supervisor planning with the teacher is based on the fact that the competencies and abilities of the teachers have been recognized and it helps to increase the morale of the teacher and also ensure that the instruction is effectively enhanced. The planning is concerned with exposure and strategies that can correct some of the handicaps of the teacher in the classroom (Ani, 2007).

**C. Planning the strategy for observation**

It is the responsibility of the supervisor to plan on the strategies he/she will employ in observing the teachers in the classrooms. He/she has to plan with respect to how he/she can collect and analyze data obtained from supervision with a view to improving the process of instruction (Chidobi, 2007).

### **Research Questions**

The following research questions guided the study.

1. To what extent do supervisors use supervisor- teacher relationship during supervision of instruction in zone A senatorial district of Benue State?
2. To what extent do supervisors hold post conference with the teachers during their supervision of instruction in zone A senatorial district of Benue State?
3. To what extent do supervisors observe teachers classroom teaching activities during supervision of instruction in zone A senatorial district of Benue State.
4. To what extent do supervisor hold post conference with the teachers during their supervision of instruction in zone A senatorial district of Benue State?

### **Research Design**

The design used for the study is descriptive survey research design.

### **Area of the Study**

The area of study is zone “A” senatorial district of Benue State. It is made up of the Tiv speaking area and host seven (7) local government council area comprised of Ukum, Katsina-Ala, Logo, Ushongo, Kwande, Vandeikya, and Konshisha. Benue State shares border with Taraba State to the North, Enugu State in the East, and Cross-River state in the south.

### **Population for the Study**

The total populations for the study include 2976 respondents, comprised of 90 principals of grant-aided secondary schools in zone A senatorial district spread across the seven local government and 2,886 secondary school teachers (Source: Post Primary School Management Board of Benue State 2016).

### **Method of Data Collection**

The instrument was directly administered to 596 respondents comprising of 18 principals and 578 teachers using two research assistants and the researcher. The two research assistants were trained by the researcher in a one day consultative meeting. During the training programme, the researchers explained to the assistant the rationale for the study and how to administer and collect the data. The training is aimed at ensuring that any point not understood by the respondents was properly explained to them by the research assistant. The researchers also attach an introductory letter to the instrument to establish rapport with the respondents.

### **Method of Data Analysis**

For data analysis, mean responses of the respondents was used to answer the research questions. The use of mean is indicated because of its high reliability in comparison to other measures of central tendency. Again mean was used in view of

the need to calculate standard deviations which will be use to determine spread of the means and in testing hypothesis. The null hypotheses postulated for the study were tested using t-test at.05 level of significance.

Where the mean of any variable is equal or greater than 2.50, it was regarded as high extent while variables whose mean score fell below 2.50 was regarded as low extent. This decision rule is in agreement with the views of Uzoagulu (2011) who stated that with four points scale, a factor with 2.50 or above as mean should be positive, while those less than 2.50 should be regarded as negative. Regarding the null hypotheses, when the calculated t-value is greater than the critical values, the null hypothesis is rejected, but the null hypothesis is not rejected if the calculated t-value is less than the critical value.

## Results

The results were presented according to the research questions and hypotheses formulated to guide the study.

**Research Question 1.** To what extent do supervisors establish supervisor- teacher relationship during supervision of instruction?

**Table 1: Supervisor-Teacher Relationship**

S/N	Items	Principals N= 18			Teachers N= 578		
		$\bar{X}$	SD	D	$\bar{X}$	SD	D
1	Supervisors develop and facilitate meaningful opportunities for teachers professional growth	2.11	1.06	LE	1.66	1.21	LE
2	Supervisors initiate and implement strategies for continuous improvement of the teacher	1.69	1.74	LE	2.46	2.01	LE
3	Supervisors support teachers efforts to improve instructional programmes	2.34	.123	LE	2.11	1.44	LE
4	Supervisors provide materials and resources to support teaching and learning	2.22	1.84	LE	2.32	1.56	LE
5	Supervisors provide feedback to teachers based on classroom observation	2.01	1.23	LE	2.40	1.62	LE
6	Supervisors help teachers to develop shared vision and achieve collective aims	2.16	1.11	LE	1.76	1.26	LE
7	Supervisors encourage experimentation and assess outcome	1.74	1.10	LE	1.86	1.14	LE
	Grand Mean	2.17		LE	2.14		LE



Data on table I above shows the grand mean scores of 2.17 and 2.14 respectively of principals and teachers in Zone A senatorial district of Benue State on the extent supervisors established supervisor teacher relationship during supervision of instruction. Further analysis of the items revealed both the principals and teachers did not agree as the mean scores are below the acceptable point of 2.50 and above. The implication is that, supervisor teacher relationship is to a low extent as established by the supervisors in zone A senatorial district of Benue State.

**Research Question 2:** To what extent do supervisors plan with the teachers during their supervision of instruction?

**Table 2: Planning Conference**

S/N	Items	Principals N= 18			Teachers N= 578		
		$\bar{X}$	SD	D	$\bar{X}$	SD	D
1	Working the teachers to test new instructional materials	2.24	1.04	LE	2.47	1.16	LE
2	Counselling teachers to change unethical teaching conducts	2.36	1.17	LE	2.46	1.24	LE
3	Communicating appropriately with teachers to help them improve their teaching skills	2.49	0.16	LE	2.44	1.01	LE
4	Helping teachers to conduct action research to identify instructional problems	2.40	1.66	LE	2.34	1.19	LE
5	Guiding teachers to use lesson plan effectively	2.44	1.24	LE	2.46	1.24	LE
	Grand mean	2.36		LE	2.34		LE

Result of data analysis on table ix above shows that grand mean score of 2.36 and 2.34 respectively of principals and teachers in zone A senatorial district of Benue State with respect to the extent supervisors plan with the teachers during their supervision of instruction. The implication of the above findings is that to a low extent supervisors in Zone A senatorial district of Benue State do not plan with the teachers during their supervision of instruction.

**Research Question 3:** To what extent do supervisors observe teachers classroom teaching activities during supervision of instruction.

**Table 3: Observation of Teaching Activities**

S/N	Items	Principals N= 18			Teachers N= 578		
		$\bar{X}$	SD	D	$\bar{X}$	SD	D
1	Adequacy of teacher’s lesson plans.	2.54	1.15	GE	2.66	1.12	GE
2	Adequacy of teacher’s diaries.	2.62	1.14	GE	2.50	1.22	LE
3	Teacher’s usability of instructional materials in the classroom.	2.75	1.13	GE	2.57	1.09	LE
4	Teachers lesson note being updated.	2.69	1.23	GE	2.74	1.13	LE
5	Availability of relevant textbooks for teachers’ lesson preparation	2.73	1.09	GE	2.61	1.19	LE
6	Preparation of home work’s by teachers before lesson begin.	2.81	1.13	GE	2.48	1.16	LE
	Grand mean	2.85		GE	2.49		LE

Result of data analysis on table 3 revealed that principals have the grand mean of 2.85 while teachers have the grand mean score of 2.49 respectively. The implication is that teachers have different opinions with the view of the principals as the grand mean score of the two differs.

**Research Question 4:** To what extent do supervisors hold post conference with the teachers during their supervision of instruction?

**Table 4: Post Conference with the Teachers**

S/N	Items	Principals N= 18			Teachers N= 578		
		$\bar{X}$	SD	D	$\bar{X}$	SD	D
1	Supervisors ability to give general and specific corrections on how to improve teaching	3.24	1.04	GE	3.77	1.16	GE
2	Supervisors speaking to the teachers harshly and unfriendly	2.66	1.17	GE	2.96	1.24	GE
3	Supervisors disgracing wanting teachers before the students	2.79	0.16	GE	2.74	1.01	GE
4	Supervisors calling for teachers question and comments	2.60	1.66	GE	2.54	1.19	GE
5	Teachers satisfaction with the supervision process and supervisor	2.54	1.24	GE	2.66	1.24	GE
	Grand mean	2.71		GE	2.81		GE

Result of findings of research question 4 shows that the grand mean score of 2.71 and 2.81 respectively of principals and teachers in zone a senatorial district of Benue State with respect to post conference with the teachers during their supervision of instruction. The implication of the above findings is that to a great extent, supervisors in zone A senatorial district of Benue State conduct post conference with the teachers during their supervision of instruction.

### **Discussion of Findings**

To a low extent, supervisor establishes supervisor teacher relationship during supervision of instruction.

The findings is in agreement with the views of Ani (2007) who observed that the major concern on supervisor- teacher relationship should be to create rapport between the teacher and supervisor which will bring cordial relationship during supervision of instruction. He observed that Most supervises sees themselves as semi-gods and has little or no respect for teachers. Supporting the finding also Chike- Okoli ( 2005) as cited in Chidobi (2007), observed that there is need for both teachers and supervisors to trust each other. He noted that it is important to remark that trust gives rise to acceptance, and acceptance in return, has something to do with respect, and when that is done such often leads to cooperation with the supervisor. When teachers respect the ideas, advice and suggestions of the supervisors, it guarantees improvement in teaching and learning processes.

Result of data analysis in table 2 revealed that to a low extent, supervisors plan with the teachers in their supervisory activities.

This findings is in agreement with the views of Ani (2007) as he noted that most often, supervisors hardly plan with the teachers concerning topic to be chosen, objectives to be achieved, instructional materials to use, the duration of the lesson, the strategies of evaluation. He noted that planning stage is a cooperative activity which demands that both the teacher and the supervisor must contribute effectively to the plan so that there is a unity of purpose.

Result of data analysis in table 3 revealed that to a great extent supervisor observed teachers classroom teaching activities during supervision of instruction.

Supporting the finding, Ani (2007) observed the teacher teaches his lesson. He noted that at this stage, face to face activities are encouraged. Supervisors can apply the ‘eye one’ approach where by he/she works down verbatim as many of the verbal exchanges in the classroom as possible or he can apply the services of other observational and recording devices like tape recorder, video tapes or other electronic gadgets.

Finally, on table 4, the result revealed that to a high extent, supervisors hold post conference with the teachers during supervision of instruction. The finding is in agreement with the views of Castaldi (2006) as cited in Ani, (2007) as he observed that conference involves the identification of the teachers instructional objectives, the

review of the students behavior patterns during the instruction and thus, indentifying the relationship between the students learning behavior pattern and the teacher instructional objectives. He noted that conference also involves the identification of the patterns of the teacher's classroom behavior and mapping out strategies for improving such behavior with the view of improving the students learning behaviours. Ani (2007) supported the finding when he observed that post conference is positive and productive in teaching and learning. This is because it is usually focused on the aspect of instruction previously identified as areas of concern by the teacher.

### **Conclusion**

Based on the findings of this study, the following conclusions were made to a low extent, supervisor's established supervisor-teacher relationship during the supervision of instruction and supervisors plan with the teachers in their supervisory activities during supervision of instruction. Principals and teachers in zone A senatorial district agreed that to a great extent that supervisors observe teachers classroom teaching activities and finally the respondents also agreed that supervisors hold post conference with the teachers during supervision of instruction.

### **Recommendations**

Based on the findings of the study, the following recommendations were made.

1. Supervisors should be encouraged to establish teacher- supervisor relationship during supervision of instruction to enable the teacher understand the aim, purpose and significance of supervision.
2. Conference and seminars should be periodically organized for the supervisors to understand that teacher are part of supervision process and should always be involved in the planning of supervision activities with the supervisor.
3. Government and other wealthy individuals should always provide recording devices like tape recorder, video tapes and electronic gadgets in the schools to use during supervision which enable supervisors to always observe teachers activities in totality during supervising.
4. During supervision of instruction, school authorities should make it compulsory for all supervisors to organize a post conference with the teachers.

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