Effects of Modified Clinical Supervision on Teacher Instructional Performance

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Abstract
There is strong evidence that poor performance of students in Senior Secondary School Examination in Ebonyi State of Nigeria is closely linked to poor instructional competence of teachers in schools. The purpose of this study is to investigate the effect of modified Cogan supervision on Teachers instructional Performance. Three research questions guided the study. The design adopted for the research was quasi experimental involving a pretest and post test. The population comprised all teachers, 820 in number in the three education zone in Ebonyi State of Nigeria. A simple random technique involving balloting with replacement was used to select 40 teachers for both the experimental and the control group. A five point Likert scale called Teacher Instructional Effectiveness Assessment Scale adapted from the instrument developed by Alphonso. Teacher Instructional Performance inventory was used to collect data for the research work. Mean and Standard deviation was used to analyze the data. The study among others, found that clinical supervision approach proved to be more effective on female teachers than their male counterparts. Based on the findings, it was recommended among others that management should encourage school executives to organize regular conferences for teachers on clinical supervision process.

Keywords: modified clinical, supervision, teachers, instructional performance

INTRODUCTION
Over the decades, schools are becoming increasing complex partly because of the sophistication of technology, and diversification of goals, coupled with the nature of their tasks and patterns of the organizational structure. It appears that diversity of schools goals, combined with large number of employees often makes them comparable in complexity with other organizations. These factors seemed to make supervision more imminent in Nigeria schools.

Supervision may be seen as the process of helping, guiding, advising and stimulating growth in teachers in order to improve the quality of teaching. Subscribing to this view point Obianwu (2001) stated that supervision involves the act of ensuring that teachers fulfil their instructional responsibilities effectively and efficiently. He reiterated that teachers should demonstrated high standard of academic excellence through periodic checks to improve the quality of their work. Teachers should be guided and encourage to popularize innovative instructional processes taking appropriate steps to eliminate obstacles that may constrain their ability to adopt and acquire competencies and current ideas that will facilitate growth on the job and increased professional competencies in teaching. Okorji (2011) argued that the world of work has enormous potential for providing individuals with enrichments, challenges and self development and the success of any school system primarily depends on effective supervision.

Modified clinical supervision is a driving force for professionally oriented occupations such as teaching. Sergiovanni & Strarratt (1979) emphasized that the essential ingredients of clinical supervision as articulated by Cogan include the establishment of a healthy general supervisory climate, a special supervisory mutual support system called ‘collegueship’ and a cycle of supervision comprising conferences, observations of teachers at work as well as pattern analysis. In other words, the basis of clinical supervision is an intense, continuous, collegial relationship between supervisor and teacher with the aim of improving professional practice.

In Ebonyi State of Nigeria, an educationally backward state in Nigeria, (World Bank, 2000), the present practice in the secondary school system is that teachers are assessed professionally for on the job growth and development through the traditional method of instructional supervision. Ogbo (2005) observed that experts have continually criticized this method on account of its inclination towards fault finding and sanctioning of teachers who are found deficient in instructional performance, methods, procedures and subject content development.

The traditional method of supervision is based on three steps which involved classroom observation,
scoring of lesson notes and writing of report. The intent is to access the instructional objectives, procedures and methods. The supervisor, therefore summaries the teacher’s ability for the purpose of record keeping and performance evaluation. The traditional method involves a critical check of the teacher tasks and errors by the supervisors.

Apparently, the teacher in most cases is made to face condemnation for perceived poor performance or ineffectiveness in the course of teaching in the classroom. Conversely, little or no effort is made to share empathy with the teachers by the supervisors. Nworgu (1980), Oliatan(1981) and Ogunsaju(1983) maintained that most teachers would avoid supervision for fear of this apparent fear, perhaps may be to shy away of being ridiculed or made object caricature by supervisors. Thus, teachers consider every visit of supervisors as attack on their personality.

The applicability and suitability of cogan eight steps of supervision to Nigerian setting has not been very easy on account of factors like cost, and timing as observed by (Okobia, 1982).

In the school system in Nigeria, there are both male and female teachers who constitute the practitioners. Findings appear to suggest that there are more female teachers than males in our school systems today. The current poor instructional competence of teachers which appears to have impacted negatively on the scholastics achievement of students in their senior secondary school certificate is an issue of concern to stake holders of education. It appears that the current supervisory practice in use in school do not provide the necessary instructional guidance needed by teachers. Modified clinical supervision, which involves interpersonal interaction, diagnosis and clinical assistance to teachers, may well likely provide the best instructional assistance teacher need. Thus, it needs to be subjected to empirical proof in Ebnyni Secondary School system and this is the aim of this research paper.

**STATEMENT OF THE PROBLEM**

The recent poor instructional competence of teachers which results in student’s poor academic achievement in Senior School Certificate examination has been a subject of concern to stake holders of education in the Nigeria. This situation coupled with the increasing rate of truancy poor utilization of instructional resource and poor classroom management on the part of teachers appears to suggest that instructional supervisors have failed in inculcating in teachers the desired skills and attitudes for efficient functioning in classroom.

The arguments for the use of modified clinical supervision model appears to be strong and laudable, the efficacy of this model in improving the instructional effectiveness of teachers have not be an actually subjected to empirical proof with our secondary school system considering the fact that this model is guidance oriented and clinical in practice, it could be inferred that gender of the teachers may well influence the responses of the teachers. This study therefore seeks to find the effect of the clinical model of instructional supervision on teacher’s instructional performance.

**RESEARCH QUESTIONS**

The following Research Questions were formulated to guide the study:

1. What is the effect of the modified form of Cogan’s clinical supervision approach on teacher’s instructional performance?

2. What is the effect of the modified form of Cogan’s clinical supervision approach on instructional performance of male and female teachers?

3. What is the interaction effect of supervisory approach and gender on teacher’s instructional performance?

**METHOD**

**Research Design:** This study adopted the quasi experimental design, involving a pretest-post test. Specifically it employed a non-equivalent control group design, intact classes were used and treatment was randomly assigned to them. The duration of the study was for six weeks and that justified the use of intact classes, so that normal programme will not be disrupted, Thus the design was:

\[ Y^b, X^a, Y^a, X^b \]

Where:

- \(Y^b\) = Pretest
- \(Y^a\) = Posttest
- \(X\) = Treatment
- \(X = Control\)

**Area of the Study**

The study covered the Secondary Schools in Abakaliki Education Zone comprising Abakaliki Local Government Area (L.G.A), Ebonyi L.G.A. Ohaukwu L.G.A., Izzi L.G.A. Abakaliki Education is one of the three Education Zones in Ebonyi State of Nigeria.

**Population of the Study**

The population for this study comprised all teachers in the education zone. The total number of teachers is 820. Source: Secondary School enrolment 2011.

**Sample and Sampling Technique**

The simple random sampling technique was adopted to draw four secondary schools. Two schools were assigned to the experimental group and two to the control group using balloting by replacement
technique. The stratified random sampling technique was employed to select 10 teachers (5 males and 5 females) from each school selected, making it a total of 40 teachers for both experimental and control groups.

**Instrument for Data Collection**
The Teacher Instructional Effectiveness Assessment Scale (TIEAS) was used to collect data for the research. It is a Likert-type scale scored on five point basis adapted from the instrument developed by Alphonso’s (1994) Teacher Instructional Performance Inventory. The instrument has 20 items, which include:

1. Personal appearance and composure of the teacher in the classroom
2. Initiative, resourcefulness and use of instructional materials
3. Firm grasp of the subject matter and general classroom control.

The instrument was used by supervisors in rating teachers as they taught in the classrooms.

**Validation of the Instrument**
The teacher instructional effectiveness assessment scale was validated by two specialists in educational administration and supervision and one expert in Educational Measurement and Evaluation. They did the screening of the items for suitability and congruence with objectives of the research work. Their expert ideas were used in the final draft of the instrument. The original instrument had been standardized and as such the draft was not subjected to construct validation procedures.

**Reliability of the Instrument**
The instrument was subjected to a measure of stability using test-retest method. The instrument yields a coefficient of 0.68 which was high and appropriate for the study.

**Method of Data Analysis**
Research questions were answered using mean and standard deviation.

**PRESENTATION OF RESULTS**
The findings of the study based on the research questions are presented in the following tables:

**Research Question 1.** What is the effect of modified form of Cogan’s clinical supervision approach on teachers instructional performance?

<table>
<thead>
<tr>
<th>Group</th>
<th>No</th>
<th>Pre-test Mean</th>
<th>Post-test Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment group</td>
<td>20</td>
<td>37.60</td>
<td>80.35</td>
<td>5.575</td>
</tr>
<tr>
<td>Control group</td>
<td>20</td>
<td>35.85</td>
<td>58.9</td>
<td>11.65</td>
</tr>
</tbody>
</table>

Table 1 revealed that the clinical method of supervision is more effective in improving the performance of secondary school teachers in Ebonyi State. Teachers supervised using modified cogan’s clinical supervision approach had a mean score of 80.35 while their counterpart supervised with the traditional approach had a mean of 58.9.

**Research Question 2.** What is the effect of the modified form of clinical supervision approach on instructional performance of male and female teachers?

<table>
<thead>
<tr>
<th>Gender Group</th>
<th>No</th>
<th>Pre-test Mean</th>
<th>Post-test Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>20</td>
<td>37</td>
<td>67.16</td>
<td>14.67</td>
</tr>
<tr>
<td>Females</td>
<td>20</td>
<td>43.66</td>
<td>72.10</td>
<td>13.44</td>
</tr>
</tbody>
</table>

The result as revealed from Table 2 shows that the Cogan’s clinical supervision approach proved to be more effective on female teachers than the males. The data on the table attest to this finding.

**Research Question 3.** What is the interaction effect of modified Cogan’s clinical supervision and gender on teacher’s instruction performance?

<table>
<thead>
<tr>
<th>Gender Group</th>
<th>No</th>
<th>Male X</th>
<th>Female X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean for Treatment</td>
<td>20</td>
<td>67</td>
<td>57.49</td>
</tr>
<tr>
<td>Mean for Control</td>
<td>20</td>
<td>72</td>
<td>60.32</td>
</tr>
</tbody>
</table>

Evidence from table 3 shows that there is no interaction between supervisory model and gender on teachers instructional performance. This implies that the Cogan model is most suitable for both male and female teachers.

**DISCUSSION**
The findings of this study indicated that modified Cogan’s clinical is more effective than traditional supervision in improving the performance of teachers in Ebonyi State as was shown of Table 1. The
findings of the study is in conformity with those of previous research workers such as Ani (1990), who argued that clinical supervision is more product oriented than traditional supervision. This study revealed that clinical supervision induces greater teacher performance as well as greater pupil’s achievement. This research tend to lend support that modified clinical supervision promote a democratic, participatory relationship between supervisor and the teacher.

Evidence from the research shows that there is higher men performance scores of female than male teachers. The implication is that the modified clinical supervision approach is more effective on female teachers than their male counterparts.

The findings of kinz & Hoy (1976) tend to lend credence to this research discovering in that they found that women are more likely to perform well than male in matters relating to human relation. Ani (1990) also found a gender difference in his study where women performed better than men though he attributed that to the nature of the supervisory methods.

Another line of argument for the high performance of female in this study could stem from the gender imbalance in the teaching profession in Nigeria. Studies have shown that there are more females in the teaching profession than males. This factor may well have given the females edge over the male teachers. Clinical supervision requires patience, which in most cases men appears not to have time for that. Weightmen (1989) stated that men as seen as tough, aggressive leaders who are preoccupied with tasks rather than relationships.

Even more worrisome is the finding that there is no interaction between supervisory model and gender on teacher’s instructional performance ordinarily one would expect that treatment interaction which presupposes that teachers with different characteristics may profit more from one type of treatment approach then another and thus reveal the best match of teachers characteristics and instructional supervisory method that yields maximum learning outcomes. The modified clinical supervision has the garment of a clinic where supervisors has to patiently help a teacher improve positively on instructional and professional growth.

RECOMMENDATIONS

The following recommendations are made based on the findings of the study:

- The modified clinical supervision should be adopted in supervising both male and female teachers for effective and efficient instructional performance in schools and personal development of the teachers while on the job. This is necessary because schools are composed of both gender and capacity tendencies appears the same for both males and females. Thus no group should be given preference to the other.
- School executives should be encouraged by management to have regular conferences with teachers on the process of clinical supervision. This is because, teachers are closer to their principals and appear more relaxed to them than the external supervisors, whom they see as "fault finders" and tend to fear them. The Rapport that is expected in clinical supervision is more likely to be seen among principals and teachers than teachers and external supervisors.
- Orientation and workshops should be given to teachers on positive behaviours and demands of critical task of modified clinical supervision. Thus, under this circumstance teachers would interact better, air their views and problems would be solved together and innovative ideas would learnt.

CONCLUSION

The several reforms in Nigeria Education system is geared towards exploring ways to better educate learners and improve out comes. Clinical supervision of instructions is a supervisory package designed to help teachers improve on instruction and increasing professional growth. The findings from the research suggest that modified clinical supervision is gradual on teachers in that it induces some level of effectiveness on the teachers through supervisors. The modified clinical supervision engenders cordiality among teachers and supervisors, therefore. The implication therefore is that the supervisory approach to an extent removes fear and anxiety experienced by teachers in traditional supervision.

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