

IMPROVEMENT OF LEARNING AND TEACHING THROUGH INSTRUCTIONAL  
SUPERVISION IN TECHNICAL AND VOCATIONAL EDUCATION (TVE)  
INSTITUTIONS IN NIGERIA: PRINCIPALS' AND TEACHERS' PERCEPTION.

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## **DEDICATION**

I dedicated this research project to my aged mother Haj. A'ishstu Liya, my wife Haj. A'ishatu Tabawa, and my six children, (Fatma, Khadijat, Muhammad, Abubakar, Umar, and Usman). May the almighty bless us.

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## Abstract

Generally, school leaders use instructional supervision to improve learning and teaching by providing practising teachers with on-going support and guidance after their initial teacher training programmes. Public opinion and research studies have questioned the effectiveness of the supervisory process in Nigerian public technical and vocational secondary schools. However, the main purpose of this study is to better understand the practice of instructional supervision in the schools by examining teachers', and principals' perspectives about how they experienced and conceptualised pre-observation conference in instructional supervision. The study also sought to uncover aspects pre-observation conference of instructional supervision that teachers and principals think should be practised.

A survey (quantitative method) approach was employed to collect data from multiple sources including questionnaires, and policy documents on instructional supervision. Items for the questionnaires were guided by aspects of conducting pre-observation conference in instructional supervision drawn from the literature and included both traditional and formal practices as monitoring and evaluating teachers' work.

The questionnaire included 30 Likert scale items. For each Likert scale item, participants were asked to answer how often they experienced a particular practice as well as the extent to which they agreed that it should be practised.

Four technical vocational colleges and one business apprenticeship training centre in Katsina State in Nigeria were selected for the study. One hundred and thirteen (113) out of one hundred and twenty (120) teachers and five (5) principals as well as twenty (20) out of twenty three (23) supervisory staffs returned their questionnaires.

The study found that, the state policy document on instructional supervision emphasised aspects of instructional supervision that related to monitoring teaching activities and ensuring maximum use of instructional time. Teachers and principals in this study practised, such as experienced and conceptualised instructional supervision which comprised mainly "traditional" aspects. While the participants were mostly happy about these traditional practices, they also thought that all of the contemporary aspects of pre-observation conference in instructional supervision that were included on the questionnaire should be practised much more often than they currently experienced.

This research project concludes by recommending that, Science and Technical Education Board as well as education authorities consult with teachers to revise the state policy guide on instructional supervision to include more contemporary practices, and also plan a long term budgetary allocation to provide sustainable training programmes to teachers and supervision personnel to improve instruction, and ultimately outcomes for students, in Nigerian technical and vocational schools.

## Abstrak

Secara umumnya, pemimpin sekolah menggunakan penyeliaan pengajaran untuk meningkatkan pembelajaran dan pengajaran dengan menyediakan guru-guru yang menjalankan amalan dengan sokongan berterusan dan bimbingan selepas program latihan guru awal mereka. Pendapat umum dan kajian penyelidikan telah mempersoalkan keberkesanan proses penyeliaan di sekolah-sekolah awam Nigeria teknikal dan vokasional menengah. Walau bagaimanapun, tujuan utama kajian ini adalah untuk memahami amalan penyeliaan pengajaran di sekolah-sekolah dengan memeriksa guru, dan pengetua perspektif tentang bagaimana mereka yang berpengalaman dan konsep persidangan pra-pemerhatian dalam penyeliaan pengajaran. Kajian ini juga bertujuan untuk mendedahkan aspek persidangan sebelum pemerhatian penyeliaan pengajaran guru-guru dan pengetua rasa perlu diamalkan.

Pendekatan kajian (kaedah kuantitatif) telah digunakan untuk mengumpul data dari pelbagai sumber termasuk soal selidik, dan dokumen polisi mengenai penyeliaan pengajaran. Barang-barang untuk soal selidik berpandukan aspek menjalankan persidangan pra-pemerhatian dalam penyeliaan pengajaran yang diambil daripada sastera dan termasuk kedua-dua amalan tradisional dan formal memantau dan menilai kerja guru.

Soal selidik termasuk 30 item skala Likert. Untuk setiap item skala Likert, para peserta telah diminta untuk menjawab berapa kerap mereka mengalami amalan tertentu serta sejauh mana mereka bersetuju bahawa ia perlu diamalkan.

Empat kolej teknikal dan vokasional yang satu pusat latihan perantisan perniagaan di Katsina Negeri di Nigeria telah dipilih untuk kajian ini. Satu ratus tiga belas (113) daripada satu ratus dua puluh (120) orang guru dan lima (5) pengetua serta dua puluh (20) daripada dua puluh tiga (23) kakitangan penyeliaan kembali soal selidik mereka.

Kajian mendapati bahawa, dokumen dasar negeri mengenai penyeliaan pengajaran menekankan aspek penyeliaan pengajaran yang berkaitan dengan pemantauan aktiviti pengajaran dan memastikan penggunaan maksimum masa pengajaran. Guru-guru dan guru besar yang diamalkan, seperti penyeliaan pengajaran yang berpengalaman dan berkonsep yang terdiri terutamanya daripada “tradisional” aspek. Walaupun peserta kebanyakannya gembira amalan-amalan tradisional, mereka juga berpendapat bahawa semua aspek kontemporari persidangan pra-pemerhatian dalam penyeliaan pengajaran yang telah dimasukkan dalam soal selidik yang perlu diamalkan lebih kerap daripada mereka kini berpengalaman.

Projek penyelidikan ini diakhiri dengan mencadangkan bahawa, Sains dan Lembaga

Pendidikan Teknikal serta pihak berkuasa pendidikan berjumpa dengan guru-guru untuk menyemak semula panduan dasar negeri mengenai penyeliaan pengajaran termasuk amalan yang lebih kontemporari, dan juga merancang peruntukan belanjawan yang panjang panjang untuk menyediakan program latihan yang berterusan kepada guru dan kakitangan untuk meningkatkan arahan penyeliaan, dan akhirnya hasil untuk pelajar, di sekolah-sekolah teknikal dan vokasional Nigeria.

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## Chapter 1

### INTRODUCTION

#### 1.0 Introduction

The responsibility for the improvement of instruction in the educational setting rests with the building and district supervisory staff. The supervisor can facilitate instructional improvement through direct assistance to teachers (Glickman *et al.*, 2009). According to (Glickman *et al.*, 2009), clinical supervision is a model for conducting teacher observations and setting specific goals for instructional improvement. Clinical supervision requires a high degree of trust between teachers and supervisor. It is a structured look at the teacher in his or her domain with a specific behaviour as the mutually agreed upon focus of the observation. During the observation, the supervisor collects data on the specific behaviours which will be analysed and shared with the teacher following the observation. Specific goals for teacher improvement can be formulated in the post observation conference using the data. The cycle commence with a critique of the entire process inclusive of supervisor and teacher perspectives.

In colonial New England, supervision of instruction began as a process of external inspection: one or more local citizens were appointed to inspect both what the teachers were teaching and what the students were learning. The inspection theme was to remain firmly embedded in the practice of supervision (Alfonso and Firth, 1990).

The history of supervision as a formal activity exercised by educational administrators within a system of schools did not begin until the formation of the common school in the late 1830s. During the first half of the nineteenth century, population growth in the major cities of the United States necessitated the formation of city school systems. While superintendents initially inspected schools to see that

teachers were following the prescribed curriculum and that students were able to recite their lessons, soon the job was delegated to the school principal.

Supervisory staffs and secondary school teachers are among co-operate bodies in the secondary school systems that work together to ensure that there are optimum standard of education in our secondary schools. It is very clear in the (Aladekomo, 2004) stated that, the aims of primary and secondary education is to lay a sound basis for scientific and reflective thinking creating an opportunity for the child to develop manipulative skills that will enable him to function effectively in the society within the limit of his capacity. In order that the objectives of education are achieved in our secondary schools, there must be a relationship between the supervisory officers and the teachers.

In any organization, there should be a person to control the activities of the members of the organization while the activities are to be carried out by the other group in the system. That was why every organization has super-ordinates and sub-ordinates. The super-ordinate is expected to supervise, and conversely the sub-ordinate is expected to accept some form of supervision.

A relationship is therefore needed to be established among the co-operated bodies of the secondary school system. But the problem is that, the relationship felt to exist between the supervisors and the secondary school teachers. The insufficient supervision of secondary school teachers leads to poor teaching or output and this poor performance was evidenced in the recent results released by the National Examination Bodies. The results shown that only 45% of the candidates got an English at credit level and 50% in mathematics which are the basic requirements for getting admission into the tertiary institutions. Therefore, this signified that there is an element of poor supervision of schools, which leads to poor quality of education in the country. And for quality education to be achieved, a high level of instructional supervision must be maintained in our schools.

To add weight to the need for supervision in our schools, (Aladekomo, 2004), emphasized that, the success of any system of education depends on the inspection and supervision. The need for supervision was further highlighted by the fact that, some teachers develop lack of interest and devotion to their duty. They rarely prepare their lesson notes as well as a lesson plan for better instruction. At school, they were

anxious about the time for dismissal, some take loose excuses with the intention to use the opportunity to run for their business. Even when in school, they do not care about whatever the pupils are doing whether they are busy doing any useful work or making noise is none of their concern. And the reason behind that is, the teacher does not prepare well for the lesson, he has no time for the pupils' welfare. Some teachers often inadvertently reveal a lack of interest, stretching against the walls; constantly looking at the time or out of the window and not looking at or listening to the child who is speaking, learning through the register or teacher's manual while the pupils are saying they're lost (Mcgreal, 1982). These problems and many others that are associated with poor learning and teaching in our secondary schools cannot be dictated or checked unless there is adequate supervision of instruction through the qualified supervisory staffs, the concerned bodies and local people alike in the area.

To support the above ascertains, the bureaucratic model of supervision assumes that, teachers are untrustworthy and subordinate to the leader's authority; teachers need to have close supervision and monitoring in order to reach the expected minimum, (Sergiovanni, 1992). Other problems facing school inspection and supervision in Nigeria today are lack of trained manpower and material resources. The effect of this has been that many of the schools are not inspected or supervise throughout the academic year, and teachers are left to do just what they like doing. This indicated that, lack of manpower in this area hindered the effectiveness of inspection and supervision as such resulted in low productivity of teachers towards teaching as well as half bake students (Bays, 2001). Therefore, one can say that, supervision is all about assistance towards the development of a better learning and teaching conditions in our schools.

It was in this background that the study sets out to expose what constitute instructional supervision practices and procedures in schools and how to improve standard and more realistic way of ensuring better supervision practices in our TVET schools.

## 1.1 Problem Background

One widely held aim of education is to equip students with the knowledge, skills, attitudes and competencies that enable them to render useful services to themselves and to the society at large. (Todaro, 1992), for example, notes that the formal education system of a nation is the principal institutional mechanism used for developing human skills and knowledge. Education is, therefore, viewed as an indispensable catalyst that strongly influences the development and economic fortunes of a nation and the quality of life of its people.

In this context, nations, organizations and individuals spend huge sums on the provision and consumption of education for the citizenry. In many developing countries formal education is the largest industry and greatest consumer of public revenues (Todaro, 1992). In Nigeria, for example, a great deal of human and financial resources is expended to support the public school system. As part of its expenditure, the government of Nigeria invests significantly in designing and implementing policies, including the training of personnel, to supervise instruction in the schools.

The priority of all countries, especially the developing ones, is to improve the quality of schools and the achievement of students (De Grauwe, 2001) since learning outcomes depend largely on the quality of education being offered (McMahon, 2011). McMahon further notes that higher quality education fosters economic growth and development. But quality education partly depends on how well teachers are trained and supervised since they are one of the key inputs to education delivery (Lockheed and Verspoor, 1991). (De Grauwe, 2001) posits that national authorities rely strongly on the school supervision system to monitor both the quality of schools and key measures of its success, such as student achievement.

Many researchers believe that supervision of instruction has the potential to improve classroom practices, and contribute to student success through the professional growth and improvement of teachers (Blase and Blase, 1999); (Musaazi, 1982); (Sergiovanni and Starratt, 2002); and (Sullivan and Glanz, 2005). Supervision is viewed as a co-operative venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction which logically should contribute



to student improved learning and success (Hoy and Forsyth, 1986); (Sergiovanni and Starratt, 2002); (Sullivan and Glanz, 2005).

To achieve the objectives of supervision, supervisors of instruction generally advise, assist and support teachers (Hoy and Forsyth, 1986); The International Institute for Educational Planning (IIEP)/UNESCO Module 2, 2007; (Sergiovanni and Starratt, 2002) and also inspect, control and evaluate teachers (IIEP/UNESCO Module 2, 2007). In a related way, (Blase and Blase, 1999) suggest that teachers do their best work when they are motivated. They note that effective instructional leadership impacts positively on teacher motivation, satisfaction, self-esteem, efficacy, and teachers' sense of security and their feelings of support.

Improving the quality of education in Nigeria, partly through the improvement of supervision, has been a priority of the Federal Ministry of Education. The Government of Nigeria introduced Free Compulsory Universal Basic Education (FCUBE) in 2001 to make education accessible to all children of school age and to improve the quality of education delivery. FCUBE has three main components: improving the quality of teaching and learning; improving access and participation; and improving management efficiency (Geo-Jaja, 2004) The first and third components relate directly to the practice of supervision of instruction.

The Ministry of Education represents the sector in strategic (Government and Development Partners) dialogue, and has the overall responsibility for education sector policy formulation, planning, monitoring and evaluation. The Federal Ministry of Education in collaboration with the office of the Director schools is responsible for service delivery including deployment of teachers, allocation of textbooks, and supervision of schools and teachers. The department of inspection of the Federal Ministry of Education, in collaboration with the Director of schools' office, has implemented a number of interventions to achieve the objectives of the components of the FCUBE. The Inspectorate Division at headquarters and Inspectorate Units at states and at zonal offices have been strengthened with the intention of providing effective supervision in schools.

At the secondary school level, for example, supervisory structures and practices have been put in place to improve instruction. The short-term goal of this initiative was to equip personnel involved in supervision in schools with the necessary competencies

and skills to ensure effective delivery of education. In view of this, the government of Nigeria occasionally provides in-service training courses and workshops at the national, states and at zonal levels to strengthen the management capacity of personnel in supervisory positions, and thereby to enhance their supervisory practices in the schools.

Pre-observation as one of the steps in clinical supervision and seen as the backbone of clinical supervision; from my assertion seems to be neglected or completely abolished in Nigeria by many supervisors. And if they do conduct the pre-observation, then it is not conducted the way it supposed to be conducted.

Moreover, from the related literature reviewed, it shows that the supervisor's main responsibility is to serve as "another set of eyes," or to hold the proverbial "mirror," with which the teacher can examine more closely specific classroom behaviours. Supervisors are in a better position to "hold the mirror of practice" if they collect stable data during the observation. To collect more stable data during the classroom observation, the supervisor needs specific information prior to the observation (Acheson and Gall, 1992).

Furthermore, according to (Zepeda, 2003), the pre-observation conference serves as a means to focus for the observation that provides critical information so that more informed decisions are made about what data will provide useful information for the teacher to analyse in the post-observation conference. To this end, the focus guides the supervisor in deciding what observation tool to use to collect data during the classroom observation. Ideally, the pre-observation conference should:

- I. Strengthen the professional relationship between the supervisor and the teacher;
- II. Be held within 24 hours of the observation;
- III. Be held in the teacher's classroom where the observation will occur;
- IV. Provide a clearly defined focus for the observation with the teacher taking the lead in identifying the focus;
- V. Give the teacher the opportunity to talk through teaching;
- VI. Provide information about the characteristics of students and context factors such as the climate and culture within the classroom.

Supervision as the nervous system of an organization; its main function is to improve the learning situation of students and teacher effectiveness in our educational institutions. The degree of efficiency and effectiveness in the school system has been

dashed out because of various attitudes of teachers and school heads towards: supervision of classroom instruction, supervision of instructional facilities, and positive attitudes towards guidance services.

In a developing country like Nigeria, emphasis has always been on the improvement of the educational standard. But in recent years, one of the problems that have confronted educational planners in this country was the constant public outcry against falling standard in education. Some areas that have not been adequately emphasized are effective supervision and inspection, assessment and evaluation of our teachers. The word inspection and supervision has now attracted serious consideration and has pre-occupied those responsible for policy decision on education. Yet it is noteworthy that supervision in our schools since the end of Nigerian civil war has progressed beyond what the colonial African traveling teachers did.

The supervisor should support each teacher in finding a unique voice and teaching style by not insisting on any “best” method of instruction. But this does not mean that teachers’ are free to ignore the overall goals of instruction as determined by the school or other stakeholders or to limit themselves to only one preferred method. However, supervisors should recognize their ways of perceiving and proceeding information may vary from those of the teachers. Therefore, it is important for supervisors and teachers to clarify the language of supervision to avoid misunderstandings (Pajak, 1999).

As such, we do not know, however, the extent to which head teachers (principals as school-site supervisors) in technical and vocational schools are implementing MOE policies on supervision. We are not clear about teachers and head teachers’ understandings and perceptions about supervision of instruction in these schools. This study therefore, was designed to addresses these issues.

## **1.2 Statement of the Problem**

Education is seen as a big industry that employs the largest labour forces, which is the reason, a huge sum of money is allotted to it in every government budget. Education is an industry therefore has its management posts occupied by teachers.

The output of this industry greatly and inevitably depends on the effectiveness and efficiency of the teachers as well as other associated with the system such as supervisors and school heads.

Although the government of Nigeria is focused on improving the supervision of instruction in schools, much still needs to be done. Informal discussion among people in the community and related research findings (Oduro, 2008); (Opare, 1999) suggest that poor pupil performance in public schools, in part, is the result of ineffective supervision of teachers. Yet, there is no empirical evidence about the nature or quality of supervision of instruction in Nigerian public schools. Generally, the claim that there is poor supervision of teachers in public schools in Nigeria is based on anecdotes and assumptions.

As mentioned earlier that, the Federal Ministry of Education, in collaboration with the office of the Director Schools, has formulated policies to guide supervision of instruction in primary and secondary schools. The office of the Director schools has put supervisory structures in place and occasionally provides in-service training courses and workshops to personnel in supervisory positions (including head teachers) to provide supervision services in schools. Head teachers are therefore, expected to provide effective supervision of instruction services, given the necessary resources and in-service training. (Glickman *et al.*, 2004) also suggest that heads of institutions and any person entrusted with the responsibility to supervise instruction should possess certain knowledge and skills to plan, observe, assess and evaluate teaching and learning processes.

(Zepeda, 2007), advocated for a combination of three aspects of supervision to best achieve the goal of improving teaching. Her cycle of supervision included instructional supervision, professional development, and evaluation. Several studies have been done to determine the relationship between student achievement and effective teaching methods, but yet not much literature has been identified about instructional supervision towards improvement of learning and teaching in TVET schools in Nigeria. In particular no literature has been identified that provides any information on how pre-observation conference is conducted, which methods, procedures and practices adapted in Nigeria TVET schools today, except for the recent articles shows that, the current supervision status in Nigeria and Universal

Basic Education (UBE) success. This article has relied on the information of (1955-1967 and 1980-1999) and shows how to improve learning and teaching in primary schools only. The authors of this article, revealed the inadequacies of supervisory practices and unqualified personnel in the country.

A similar study carried out by (Adeyemi, 2010) also attributed low quality education delivery to the poor supervision performance of some schools head teachers. The study focused on educational quality implementation through supervision only in the conventional schools, aimed to help rectify poor supervision and teaching in secondary schools in Nigeria. All these studies did not directly investigate supervision of instruction in TVET schools and, therefore, also lacked sufficient evidence about the quality of supervision in TVET schools.

The nature and quality of instructional supervision within a school is presumed to have effects on the expertise, practice and job satisfaction of teachers and, by extension ultimately, on student outcomes such as achievement. While there has been much written on TVET in Nigeria, none has been identified that links supervision of instruction and TVET. Thus, the central research interest in this study was to trace the current methods and procedures used by the experienced and novice supervisors in conducting pre-observation conference and how it can be apply to improve supervision of instruction in our TVET schools in Katsina state and Nigeria in general. This study will contribute to the body of knowledge about the nature and practices of supervision of instruction in Nigerian public TVET schools; ultimately, through better understanding and improved practice, the study is seen as having the potential to improve Nigerian TVET students' schooling outcomes.

### **1.3 Purpose of the study/Objectives**

Supervision is a function which can be performed in various degrees and in various forms in a school organization or private enterprise. This study therefore aims at finding out ways in which learning and teaching in TVET institutions can improve through instructional supervision. However, the specific objectives of the study are;

- I. To identify the current methods used by supervisors in conducting a pre-observation conference in instructional supervision in TVET schools.

- II. To determine the methods used by the supervisors in conducting a pre-observation conference in instructional supervision.
- III. To determine the differences between the methods used by the experienced supervisors and novice supervisors in conducting a pre-observation conference in instructional supervision.

#### **1.4 Research Questions**

**RQ1:** To identify the current methods used by supervisors in conducting a pre-observation conference in instructional supervision in TVET schools.

**RQ2:** What are the methods used by the supervisors in conducting a pre-observation conference in instructional supervision?

**RQ3:** Is there any differences between the methods used by experienced supervisor and novice supervisor in conducting a pre-observation conference in instructional supervision?

#### **1.5 Research Hypotheses**

**Ho:** There is no significance difference between experienced supervisor and novice supervisor in conducting a pre-observation conference in instructional supervision.

**Ha:** There is significance difference between experienced supervisor and novice supervisor in conducting a pre-observation conference in instructional supervision.

#### **1.6 Significance of the study**

An investigation into the influence of instructional supervision of learning and teaching was obvious because not much has been done in this area of study. Many TVET school students perform very low in daily assignments and certificate examinations and the continuous laxity in teachers towards teaching, and this may be attributed to inadequate supervision in most of the TVET schools.

One is inclined to wonder whether these are identified or not. Literature review has shown that, constant and adequate instructional supervision of schools will improve educational program; findings of the study hoped that, it will enable the researcher to give recommendations which might lead to a marked improvement in all important administrative areas of supervision, as to;

#### **1.6.1 Ministry of Education/ School:**

The findings will help the administrators at the ministry and the school to make their plans in respect of materials and human resources management effectively. The government may see the need and influence of good supervisors and may work towards achieving the government's goals for TVET education. It is equally hoped that this study motivate the researcher to probe further in different aspect of instructional supervision.

**1.6.2 Teachers:** The findings will also help teachers improve their methods of instruction as well as developing their potential in teaching assignment. The funding will help in changing the negative attitudes of teachers towards supervision and also reduces the function that sometimes exists in the relationship between supervisors and the teachers.

**1.6.3 Students:** It will also help the students to improve their performance in both class work and in the national examinations, because teachers' methods of instructions and teaching facilities will also be improved from the research findings, thereby reducing complains of parents and guardians and,

It will lead to the attainment of our educational aims and objectives in general.

### **1.7 Scope of the study**

The scope of the study is limited to four secondary technical colleges and one vocational school. The research is intended to use at least 120 or more teachers, 5 school heads, and at least 23 supervisory staff in conducting this study, and limited to identifying the current methods used in conducting pre-observation conference, the methods used by supervisors as well as the difference if any between the methods used by experienced and novice supervisors in conducting a pre-observation conference towards improving learning and teaching in our TVET school in Nigeria. Hundred and twenty (120) teachers are to be used for the research because of the time and financial constraints.

The schools were chosen because they are technical schools and their students and teachers are the target of the research topic.

### **1.8 Conceptual Framework**

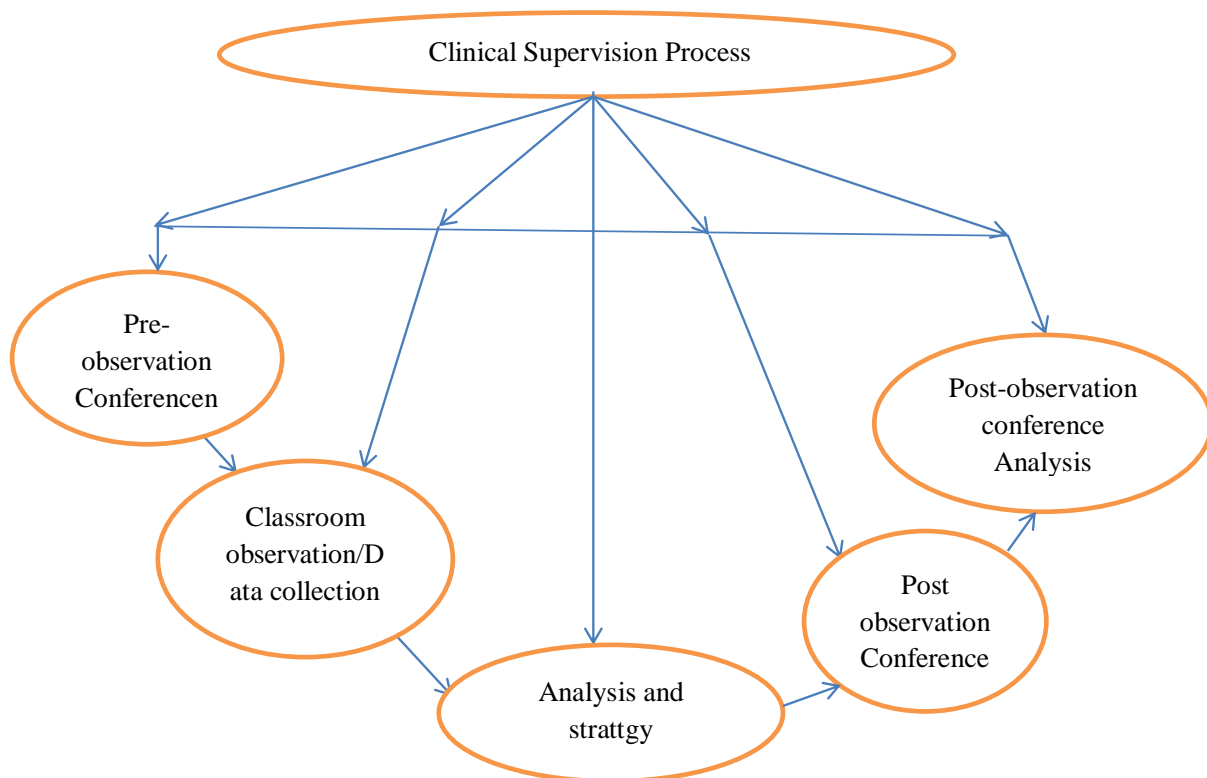
The instructional supervision is conceptually understood to be desired type of supervision to any educational organization; that is developing the capacity to continually adapt and change through facilitating the learning of individual, team, and organization. (Zepeda, 2007), defined instructional supervision, "as that aims to promote growth, development, interaction, fault-free problem solving, and a commitment to build capacity in teachers". This definition includes targeting on going change that takes place throughout an educational organization. Therefore, instructional supervision effectively functions to survive and thrive in a rapidly changing and unpredictable world. It supports both individuals and teams in continuous learning and improvement of students' performance. In this study, the concept of clinical supervision advocated by, (Cogan, 1973), (Goldhammer *et al.*, 1993), and (Cook, 1998) mostly applies to technical and vocational schools in Nigeria.

The conceptual framework of this study was based on clinical supervision by (Goldhammer, 1969), (Cogan, 1973), (Goldhammer *et al.*, 1993), and (Acheson and Gall, 2003), in which they identified five stages in clinical supervision. These stages are as follows; first of these is the *pre-observation conference*: This is a meeting



between teacher and supervisor before the observation to formalize a contract between the teacher and supervisor, establish rules for the observation, and develop a plan for observation. The second stage is the actual *observation (Classroom observation or data collection)*: During this stage data are collected by the supervisor, using the method agreed upon in the pre-observation conference. After the observation comes *analysis and strategy*: During this third stage the supervisor analyses collected data and organizes it into an understandable format to present to the teacher. Patterns and major themes that arise are discussed in a *post-observation conference*, which is the fourth stage. At this conference, the teacher looks at the data and, with the assistance of the supervisor, draws conclusions from it. The fifth and final stage is post-observation conference analysis, in which the teacher and supervisor develop a plan of action for the next cycle of supervision. These stages then repeat, at regular intervals (Goldhammer, 1969); (Kosmoski, 1997); (Neville and Garman, 1999).

This analysis provides a reflection exercise to help the instructional leader to improve the next supervisory conference (Cogan, 1973); (Goldhammer *et al.*, 1993). Therefore in this study, these five steps formed the latent construct role of the instructional supervision concept.



**Figure 1 : shows the steps in clinical supervision and they are research conceptual frame work.**

## **1.9 Definition of Terms**

**1.9.1 Supervision:** Supervision is to “help bring about change in teachers’ instructional practices” (Alfonso and Firth, 1990). It can also be defined more broadly as in Ben Harris’ checklist:

Teaching and learning, responding to changing external realities, providing support, assistance, and feedback to teachers, recognizing teaching as the primary vehicle for facilitating school learning, and promoting the new improved innovative practices (Harris, 1985).

But in this study, the supervision process is defined as learning and teaching progression using various approaches.

(Zepeda, 2007) combined instructional supervision, professional development, and evaluation, stating that, when “woven together in a holistic way, learning opportunities follow their own course while contributing to the overall development of the faculty and the organization”

**1.9.2 Instructional Supervision:** (Zepeda, 2007) defined instructional supervision as the “Aims to promote growth, development, interaction, fault-free problem solving, and a commitment to build capacity in teacher”.

*In this research, Instructional Supervision can be described as training guidance that is aim to advertise growth, development, interaction, fault-free problem-solving, as well as a dedication to build ability in teacher.*

**1.9.3 Evaluation:** Evaluation is defined as judging the quality of a teacher's performance (Sergiovanni and Starratt, 2002). Evaluation is part of supervision (Zepeda, 2007).

*Under this study, Evaluation is refers to as assessment which means judging the calibre of any teacher's overall performance*

**1.9.4 Professional Development:** For this study, professional development is defined as the teachers' or supervisor's focus on the development of professional expertise using problem solving and inquiry (Sergiovanni and Starratt, 2002). This is also categorized as part of supervision (Zepeda, 2007).

*For this research, Professional Development is refers to specialist advancement which is understood to be the teachers' or perhaps supervisor's target the continuing development of specialist expertise employing problem solving along with questions.*

**1.9.5 Bureaucracy:** Bureaucracy "consists of a hierarchy of authority, prescribed rules, centralized decision-making and procedural specifications" (Glanz, 1998).

*For the purpose of this study, Bureaucracy is consists of a hierarchy involving authority, approved regulations, centralized decision-making as well as step-by-step specifications.*

. For the purpose of the study, **professionalism** is referred as a democratic and cooperative form of supervision (Glanz, 1998). Professionalism can be viewed as the model in which teachers and supervisors can work in team to increase learning and produce better teaching, with the understanding that, both of them are professionals in the field.

*For the purpose of the study, professionalism will be known like a democratic along with helpful type of supervision.*

**1.9.6 The pre-observation conference:** This is a meeting between teacher and supervisor before the observation to formalize a contract between the teacher and supervisor, establish rules for the observation, and develop a plan for observation.

*In this research, the pre-observation conference is refers to a meeting between teacher and supervisor prior to the observation to formalize an agreement between the teacher andhis/her supervisor, establish rules for that observation, and create arrange for observation.*

**1.9.7 during the classroom observation/data collection step:** the instructional leader observes the teacher teaching the lesson outlined in the lesson plan. The instructional leader should use an observation instrument to collect data on the lesson being taught (Cogan, 1973); (Goldhammer *et al.*, 1993).This procedure provides written information for the teacher in the post observation conference.

*Throughout the class observation/data collection step, the training leader observes the teacher teaching the lesson lay out within the lesson plan. This process provides written information for that teacher within the publish observation conference.*

**1.9.8 The analysis/strategy:** stage is the core of clinical supervision; the instructional leader conceptualizes what was observed in the classroom and converts the analysis into readable data for the teacher (Cogan, 1973); (Goldhammer *et al.*, 1993). The teacher then has a representation of how the instructional leader perceived the lesson.

*The analysis stage is refers as the core of clinical supervision, in which the supervisor conceptualizes the thing that was observed within the class and converts example into readable data for his/her teacher. The teacher then features a representation of techniques and the supervisor perceived the lesson*

**1.9.9 The post observation conference:** allows the instructional leader in dialogue with the teacher in the observed lesson (Cogan, 1973); (Goldhammer *et al.*, 1993)and

allows the teacher to give input on the lesson. In addition, the instructional leader and teacher work together to establish goals to be met at the next observation date.

*The post observation conference enables the training leader in dialogue using the teacher within the observed lesson and enables teacher to provide input around the lesson. Additionally, the training leader and teacher interact to determine goals to become met in the next observation date.*

**1.9.10 the post conference analysis:** is primarily for the instructional leader, who must analyse if the best supervisory practices were used by the teacher. This analysis provides a reflection exercise to help the instructional leader to improve the next supervisory conference (Cogan, 1973); (Goldhammer *et al.*, 1993).

*In this study, the post observation conference analysis is refers to the publish conference analysis, and it is mainly for that training leader who must evaluate when the best supervisory practices were utilised through the teacher. This analysis supplies a reflection exercise to assist the training leader to enhance the following supervisory conference.*

From the given definitions above, we can say that, instructional/teacher supervision is the process of bringing about improvement in instruction by working with people who are helping the pupils. It is a process of stimulating growth and a means of helping teachers to be able help themselves. The supervisory program is one of instructional improvement.

## **1.10 Chapter summary**

Amid the roles of the principal and administration ever-expanding, supervision is at the forefront of educational reform. (Dipaola and Tschannen-Moran, 2003) explained the responsibilities of principals and the time constraints in which they work. They also described five key aspects of effective principals: defining and communicating the mission of the school, coordinating the curriculum, supervising and supporting

teachers, monitoring student progress, and nurturing the positive learning climate. National statistics should increase resources and help to further define the role of the principal supervisor.

Throughout history, different methods and philosophies of supervision have developed. This has led to several different theories about the supervisory processes used in schools today. Because of the diversity and complexity of the supervisory role, no study has examined the essence of supervision in Nigeria today. This study attempts to analyse one small aspect of supervision, in order to lay the foundation for broader research in supervision processes. By studying the types of supervision in use today and the roles supervisors play in assisting teachers in their professions, we can discover how to positively impact student learning through these supervisory process.

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