

EXTENT OF THE USE OF CLINICAL SUPERVISION MODEL FOR TEACHING PRACTICE SUPERVISION IN IMO STATE UNIVERSITY, OWERRI

EXTENSÃO DO USO DO MODELO DE SUPERVISÃO CLÍNICA PARA A SUPERVISÃO DA PRÁTICA DOCENTE NA IMO UNIVERSIDADE ESTADUAL, OWERRI

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Received: 01/05/21

Accepted: 15/05/21

Published: 19/05/21

Abstract: The seeming decline in the quality of teachers in Nigeria necessitated this study. The study adopted the descriptive survey research design. Four research questions guided the study while three hypotheses were tested at 0.05 level of significance. The population of the study comprised 323 respondents made up of 240 final students and 83 lecturers in the seven Departments of the faculty of Education Imo State University, Owerri. The entire population was used for the study. A researcher developed questionnaire was the instrument used for data collection. The instrument was validated by three experts. The Cronbach's alpha method was used to determine the internal consistency of the items and it yielded a reliability coefficient of 0.74. The researchers with the help of four research assistants distributed and successfully collected 298 copies of the questionnaire administered. The research questions were answered using the mean, while the hypotheses were tested using z-test at 0.05 level of significance. It was found among others that pre-observational techniques were used to a very low extent in Imo state university Owerri for teaching practice supervision. Based on the findings of the study, it was recommended among others that conference, workshops and seminars should be organized for lecturers at Imo State University where various techniques of clinical supervision will be exposed to them towards ensuring qualitative teaching practice supervision.

Keywords: Teaching practice. Clinical supervision.

Resumo: O aparente declínio na qualidade dos professores na Nigéria exigiu este estudo. O estudo adotou o projeto de pesquisa descritiva. Quatro perguntas de pesquisa guiaram o estudo enquanto três hipóteses foram testadas em nível 0,05 de significância. A população do estudo era composta por 323 respondentes, composta por 240 estudantes finais e 83 professores nos sete departamentos da Faculdade de Educação da Universidade Estadual de Imo, Owerri. Toda a população foi utilizada para o estudo. Um pesquisador desenvolveu um questionário que foi o instrumento utilizado para a coleta de dados. O instrumento foi validado por três especialistas. O método alfa do Cronbach foi usado para determinar a consistência interna dos itens e produziu um coeficiente de confiabilidade de 0,74. Os pesquisadores, com a ajuda de quatro assistentes de pesquisa, distribuíram e coletaram com sucesso 298 cópias do questionário administrado. As perguntas da pesquisa foram respondidas usando a média, enquanto as hipóteses foram testadas usando o teste z a 0,05 nível de significância. Foi descoberto, entre outros, que as técnicas pré-

observadoras foram utilizadas em uma extensão muito baixa na universidade estadual de Imo Owerri para a supervisão da prática de ensino. Com base nos resultados do estudo, foi recomendado, entre outros, que conferências, workshops e seminários fossem organizados para professores da Universidade Estadual de Imo, onde várias técnicas de supervisão clínica seriam expostas a eles para garantir a supervisão qualitativa das práticas de ensino.

Palavras-chave: Práticas de ensino. Supervisão clínica.

Introduction

One of the essential qualities of a worthy profession is the incorporation of internship into its training programme during which the trainee are given the opportunity to demonstrate practically what they have been exposed to in theory. The same is obtainable in the teaching profession, and it is being referred to as teaching practice. The teaching practice exercise is when the student-teachers (teacher trainees) are given the opportunity to practice the act of teaching under a normal conventional classroom before their graduation from the universities, colleges of education and other equivalent degree and NCE awarding institutions. As the name suggests, Teaching Practice is a course or programme in which the students or trainees are posted to schools (secondary, primary or nursery schools), to teach the students subject areas of their specialization for a specified period. During the period, student teachers, as they are called, assume the position of normal subject teachers and at the same time engage in all lawful assignments given by the cooperating school authorities.

There is no teacher education programme that can be said to be complete without an effective Teaching Practice programme. Although, there is a school of thought, which says that "teachers are born, not trained", the overwhelming view today is that there is a need for professionally trained teachers to teach in our schools. This view was echoed by the then Minister of Education, Professor Aliu Babatunde Fafunwa who expressed his belief that "a good teacher education programme must seek to assist the individual teacher to grow and develop as a person, provide him with the necessary skills and professional abilities that will help him become an effective teacher". The type of teacher education under discussion can only be provided through several strategies, one of which is Teaching Practice (TP). Teaching Practice is a kind of apprenticeship stage during which the students are sent out to school to gain practical and professional experience by translating all the educational theories they have acquired or learnt during training into practice (Fagbulu, 1984). According to Salawu and Adeoye (2002), Teaching Practice is a practical teaching activity by which the student-teachers are given an opportunity in

actual school situation to demonstrate and improve training in pedagogical skill over a period of time. The most important thing is that it is a professional exercise which is focused on helping the student-teacher to bridge the gap between theory and practice in education. In the process of bridging the gap between educational theories and practice, the student-teacher, through a programme of cooperative and interactive guidance, acquires valuable skills in teaching and the management of classroom from experienced teachers. A meaningful TP embodies laboratory/ clinical (microteaching) and field teaching experiences in actual school classroom situations.

The Federal Government of Nigeria (FGN) in her National Policy on Education NPE (2009: 42) outlined the goals of teacher education to include the following: to;

- a. Produce highly motivated , conscientious and efficient classroom teachers for all levels of our educational system;
- b. Further encourage the spirit of enquiry and creativity in teachers;
- c. Help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals;
- d. Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations; and
- e. Enhance teachers' commitment to the teaching profession.

Implicit in these specifications of the NPE is the fact that the teacher education programme in all educational institutions in Nigeria is billed to turn out effective professional teachers. The value of TP lies in providing the teacher-trainees the initial exposure to the realities of teaching through a broad range of activities. A successful participation in TP is a compulsory requirement for the completion of any certificate, diploma or degree in Teacher Education Programme in Nigeria. The basic assumption is that since most of the teacher-trainees have never taught formally before, it is rational to include Students' Teaching Practice (STP) in their professional training programme, to provide them, unique experience and opportunities to learn by doing. There are very many views about the goals of TP. However, the mostly accepted general view is that TP provides for testing educational theories and for putting educational principles into practice. In other words, the purpose of TP is to provide planned and carefully supervised learned activities which allow the teacher-trainees not only to demonstrate but also to improve their resourcefulness as teachers to be. Teaching practice is important to prospective teachers for many reasons; first it is a vital avenue for developing the skills, attitudes and understanding of

the teaching profession (Adeniran, 1996). According to him, teaching practice offers an opportunity to test the theoretical ideas which the student teachers have learnt and it also helps to determine what procedures are appropriate for what categories of students and under what classroom conditions. Hence, teaching practice is conceived by some teacher educators as a necessary laboratory experience (Grims & Michealis, 1953), an apprenticeship or internship (Martins & Westcott, 1963), which gives the student teacher an opportunity to gain insight into the broad view of teaching. This helps him or her to increase his or her professional competence and to test the applicability of his theoretical experience in real classroom situation.

There are certain personal qualities as well as skills in lesson preparation and delivery every student -teacher must possess in order to have a successful teaching practice exercise. These personal qualities and skills includes among others; dressing mode, self- confidence and emotional composure, exhibition of enthusiasm, acceptance of constructive criticisms and corrections, respect for students, writing of lesson note, skills in lesson preparation and delivery, preparation of lesson plan, statement of aims and objectives, logical presentation of materials, use of chalk board, language and voice control, effective utilization of teaching aids. Student teachers must not only know and possess these personal qualities and skills but must in addition be able to demonstrate them practically in the classroom. It is these personal qualities and skills in lesson preparation and delivery that is the pedagogy of teaching and learning process that necessitate supervision of the teaching practice exercise by the supervisors.

The supervision of student teachers on teaching practice leads to assessment of their teaching performance (Shaw, 1995). It aims at providing information feedback to help the student teacher gain insight into his or her performance so that it is valuable to his or her professional growth (Tillema, 2009). Student teachers are assessed in order to provide information on how well they are performing to detect difficulties and alert them to areas that need to be strengthened (Nyaumwe & Mavhunga, 2005). Assessment also helps student teachers to implement teaching methods promoted in their teacher education curriculum, evaluate their teaching and reflect on their instructional practice. Chakanyuka (2006) adds that assessment serves to ensure that only those student teachers who have developed sufficiently are allowed into the teaching field and to determine how much the student teacher has acquired in terms of professional knowledge and skills. Assessment is the term typically used to describe the activities undertaken by a teacher or in this context supervisor to obtain information about the knowledge,

skills and attitudes of student teachers. University supervisors are concerned with academic aspects of student teaching including how well classroom teaching ties to theory (Borne & Moss, 1990; Horton & Harvey, 1979). The supervisor typically assigns a grade or mark for work undertaken by student teachers (Marsh, 2009). Teaching practice employ all the rules and regulations of assessment so as to make sure that the skills attained by the student teachers in the field are recorded and ranked clearly. According to Chase (1999), the main reasons for assessment in teaching practice as in other areas of educational tasks includes diagnosis of learning and monitoring process, grading students, predicting future achievements, motivating students and diagnosis of teaching process. These assessment motives can be met through intensive discussion between the supervisor and student teacher. The discussion is guided by questions, answers and explanations which help the teacher-trainees to understand his or her weaknesses and areas for future improvement. In grading students, sufficient evidence needs to be collected by the teacher or supervisor to enable the person assign accurate grades. It should be noted also that the corrections and feedback provided should be evident and informative so as to help students towards improvement in their teaching. The more varied the assessment used, the more informed the supervisor or teacher will be to give grades to students. Further, McInnis and Devlin (2002) noted that any assessment must communicate to the participant how to make instruction more effective; this is because assessment is an integral and prominent component of the entire teaching and learning process. Generally, teaching practice exercise is also geared towards accomplishing need for understanding student teachers achievements and informs the areas of improvement for further rectification.

Certainly, supervision is the core of teaching practice exercise. Valid information on student teachers' performance is obtained only through the supervision of their live teaching. The role of supervisors therefore is of great importance. Supervisors are the lecturers from various universities and colleges of education who should supervise student teachers in his area of specialization, however, where specialists in specific subject areas are not available, other lecturers (teacher educators) in other subject areas could serve as supervisors. It is ideal that each student teacher should be supervised by at least two different supervisors. In Imo State university (also in most teacher training institutions) it is expected that every supervisor should visit and supervise the student teachers assigned to him or her at their practicing schools at least twice; and he or she must be at the school where the student teacher is teaching in time to ensure full

observation and supervision of the student. The scores given by the supervisors are aggregated to get a mean score which becomes the final score.

There are various techniques used in instructional supervision. These techniques include group supervision technique, inter-school visitation technique, micro teaching technique, and clinical model of supervision technique among others. The clinical model of supervision technique is peculiar to teaching practice supervision which aims at improving the teacher activities in the classroom. It is called clinical in the sense that it utilizes the counseling and skill training models as well as taking into account the behavior and feelings of the teacher in supportive, analytical and non-evaluative context. Clinical model of supervision technique basically involves three main stages as follows; pre- observation conference; actual classroom observation and post- observation conference (Oraemesi, 2002). Modern practice of supervision implies that supervisors not only observes the classroom setting and concept but also confers with the student teacher before and after that observation. It also implies coping with the same problems that face the student teacher in the classroom, taking into account also the teachers' psychological, emotional and personal aspects into consideration. Teaching practice supervision therefore is seen as providing instructional leadership, helping student teachers to teach better and solve their instructional and classroom problems and not just policing the student teacher with the sole purpose of finding fault with the student teacher.

From the foregoing, it is evident that modern supervision (teaching practice supervision inclusive) is all about bringing about an improvement of teaching-learning situation. The major purpose of supervision is for the improvement of instructional strategies. Teaching practice is a major aspect of professional preparation of teachers. It is, therefore, germane to ensure effective supervision of it, so as to prepare qualitative teachers for basic education (Lawal & Viatonu, 2011). The quality of teachers prepared for basic education in Nigeria and perhaps in other continents of the world is a consequence of the knowledge of content acquired and the pedagogy. In this connection, effective teaching practice supervision could determine the level of teacher trainees' performance in the art of teaching. Universities are unique no doubt and are likely bound to design their model for teaching practice supervision and Imo State University is likely to design her own model of supervision. However, whatever models a particular institution adopts, it has to be in tandem with the five stages of clinical supervision. These stages of clinical supervision according to Oraemesi (2002) include the pre-observation conference where the

supervisor and the teacher contact and reach agreement on the reasons for the supervision and how it will work; actual classroom observation where the supervisor observes and carefully records the classroom interaction between the student teachers and their students; analysis of data where the supervisor carry out an analysis on the classroom observation; post-observation conference where the supervisors gives the student teachers feedback and guidance based on their performance and supervisor's self-evaluation where the supervisor evaluates her supervisory role in the classroom interaction.

Clinical supervision appears to be the model generally used in most institutions as it gives room for greater interaction and collegial relationship between the supervisors and supervisees leading to improvement of instruction. There seems to be a persistent decline in the quality of teachers. The reason could be that there are some institutions that do not use and follow the clinical model of supervision in carrying out teaching practice supervision. Little wonder Zindi, Nyota & Batidzirai (1996) observed that while all teacher training institutions were engaged in the supervision and assessment of teaching practice, the method they used were open to questions as no systematic or standardized techniques were followed. In Imo State university it seems as if students are not supervised frequently and judiciously following the stages involved in clinical model of supervision; most supervisors seems to visit the student teachers once, while others seems not to visit the student teachers at all, they just sit down in their offices and formulate scores for the student teachers Such problems seems to have affected the overall quality of Teaching practice supervision and assessment in Imo State University. These and other related problems may begin to raise a number of questions as at what technique is being used by the supervisors in Imo State University in the supervision of students doing teaching practice. It is in a bid to provide answers to this and other related questions that this study was carried out on the extent of the use of clinical supervision model in Imo state University Owerri for effective teaching practice supervision.

Statement of the Problem

From the researcher's observation, it seems as if the teaching practice exercise in Nigeria universities and Imo State University in particular is not well and adequately supervised. There have been many reported cases where supervisors do not show up at the cooperative schools throughout the period of the teaching practice exercise to supervise the student teachers. Others

that manage to supervise come only once and seem not to be using adequate technique of clinical supervision. Most of them just serve as inspectors with the sole aim of fault-finding and not necessarily helping the student-teachers to overcome their difficulties and improving the teaching-learning process. In most cases, some supervisors constitute themselves as terrors to the student teachers who actually they are supposed to guide and counsel towards their professional growth. These attitudes could limit the knowledge base of the student-teachers as one of the main aims of teaching practice is to ultimately make the student teacher a better teacher on graduation.

Furthermore, those that managed to show up for the supervision exercise seem not to religiously follow the stages of clinical supervision. Worst still, many supervisors tend to demand for gratification from the student-teachers before supervision, while some awards marks for teaching practice arbitrarily.

On this premise, one may begin to wonder the adequacy of the processes in the training of prospective teachers via teaching practice exercise. Is it that supervisors do not use the right technique for teaching practice supervision? Or is it that the stages of the techniques of teaching practice supervision are not adequately followed? These and other related problems necessitated the study.

Purpose of the Study

The main purpose of this study was to find out the extent of use of clinical supervision model for teaching practice supervision in Imo State University Owerri. Specifically, this study assessed the extent:

1. Pre observational techniques are used in Imo State University by supervisors for teaching practice supervision
2. Classroom observation techniques are used in Imo State University by supervisors for teaching practice supervision
3. Post-observational techniques are used in Imo State University by supervisors for teaching practice supervision
4. Unorthodox practices are used in Imo State University by supervisors for teaching practice supervision.

Research Questions

The following research questions guided the study:

1. To what extent do supervisors use pre-observational techniques in teaching practice supervision in Imo State University?
2. To what extent do supervisors use actual classroom observation techniques in teaching practice supervision in Imo State University?
3. To what extent do supervisors use post- observational techniques in teaching practice supervision in Imo State University?
4. To what extent do supervisors use unorthodox practices for teaching practice supervision in Imo State University?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significance difference in the mean ratings of supervisors and student teachers on the extent to which teaching practice supervision pre observational techniques were used in Imo State University by lecturers
2. There is no significance difference in the mean ratings of supervisors and student teachers on the extent to which teaching practice supervision classroom visitation techniques were used in Imo State University by lecturers
3. There is no significance difference in the mean ratings of supervisors and student teachers on the extent to which teaching practice supervision post observational techniques were used in Imo State University by lecturers.

Method

The study adopted the descriptive survey research design. According to Akuezuilo and Agu (2003), descriptive research design describes and interprets what is; seeks to find out the conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing.

The area of the study was Imo State university, Owerri (IMSU). IMSU is one of the 38 states universities in Nigeria.

The population of the study comprised of 332 respondents which consisted of all the 240 final year students and all the 83 lecturers in the seven Departments in Faculty of Education in Imo State University, Owerri. The entire population was used purposively for the study since the population is small and can be managed by the researcher and therefore there was no sampling.

The instrument that was used to collect information from the respondents is a questionnaire developed by the researchers. Three hundred and twenty three copies of the questionnaire were administered to the respondents by the researchers with the help of four research assistants.

The research questions were answered using mean, while the hypotheses were tested using z -test at 0.05 level of significance. Any response with a mean score of 2.50 and above was regarded as being used to a high extent, while any mean score below 2.50 was regarded as being used to a low extent.

Results

Research Question One

To what extent do supervisors use pre-observational techniques in teaching practice supervision in Imo State University?

Table 1

Mean ratings of the Respondents on the extent to which Supervisors Use Pre-Observational Techniques in Teaching Practice Supervision

S/N	Supervisors conduct a pre observation meeting with supervisees to discuss the following:	SUPERVISORS (N = 71)			STUDENTS (N = 227)			Mean	Remark
		Mea n	SD	Remark	Mean	SD	Remark		
1	The reason for the supervision	2.01	0.96	Low extent	1.96	0.91	Low extent	1.98	Low extent
2	How the supervision will be done	1.97	1.03	Low extent	1.78	0.78	Low extent	1.87	Low extent
3	The duration of the actual classroom observation	2.04	1.11	Low extent	1.77	0.92	Low extent	1.90	Low extent

4	Set objectives of the lesson against which the teaching will be evaluated	1.72	1.02	Low extent	1.49	0.68	Low extent	1.60	Low extent
5	Clarifications on the areas the supervisees ask questions	2.11	1.10	Low extent	1.88	0.91	Low extent	1.99	Low extent
6	What type of data that will be recorded during the actual classroom observation	2.08	1.04	Low extent	1.86	0.84	Low extent	1.97	Low extent
7	How data are to be recorded during the actual classroom observation eg, video recording, verbatim, tape recording among others	2.31	1.01	Low extent	2.14	0.90	Low extent	2.22	Low extent
8.	What the supervisees are expected to do at the subsequent stages of the supervision	1.77	0.93	Low extent	1.48	0.50	Low extent	1.62	Low extent
9	What the supervisors are expected to do at the subsequent stages of the supervision	2.17	1.07	Low extent	1.99	0.93	Low extent	2.08	Low extent
10	Mentally rehearse upcoming lesson	2.17	1.08	Low extent	1.93	0.89	Low extent	2.05	Low extent
11	Orally describe the upcoming lesson	2.08	1.12	Low extent	1.85	0.94	Low extent	1.96	Low extent
12	Describe the purpose of the upcoming lesson	2.35	1.15	Low extent	2.19	1.05	Low extent	2.27	Low extent
13	Describe the student-teachers activities in the upcoming lesson	1.76	0.98	Low extent	1.46	0.60	Low extent	1.61	Low extent
14	Describe the students' activities in the upcoming lesson	2.48	1.19	Low extent	2.42	1.17	Low extent	2.45	Low extent
15	Outline what the students are expected to learn from the upcoming lesson	2.39	1.10	Low extent	2.41	1.05	Low extent	2.40	Low extent
16	Ask questions to the supervisor	2.03	0.77	Low extent	2.06	0.65	Low extent	2.04	Low extent
Grand Mean								2.00	Low extent

Table 1 shows that all the items therein and ultimately the grand mean were below the mean benchmark of 2.50 and above. This revealed that pre-observational techniques were used to a low extent for teaching practice supervision in Imo State University.

Research Question Two

To what extent do supervisors use actual classroom observation techniques in teaching practice supervision in Imo State University?

Table 2

Mean ratings of the Respondents on the extent to which Supervisors Use actual classroom Observational Techniques in Teaching Practice Supervision

S/N	The following actual classroom observation techniques are used for teaching practice supervision:	SUPERVISORS (N = 71)			STUDENTS (N = 227)			Mean	Remark
		Mean	SD	Remark	Mean	SD	Remark		
17	Supervisors give enough time in the classroom teaching observation	3.27	0.93	High extent	2.51	0.92	High extent	2.89	High extent
18	Supervisors take down note while they observe the supervisees teach	3.73	0.53	High extent	3.71	0.59	High extent	3.72	High extent
19	Supervisors give corrections to the supervisees in the presence of the students during the classroom observation	1.23	0.78	Low Extent	3.78	0.78	High extent	2.50	High extent
20	Supervisor make the supervisees relaxed during the teaching observation process	3.52	0.58	High extent	1.02	0.58	Low extent	2.27	Low extent
21	Supervisors concentrate more in finding faults with the supervisees during the classroom observation	2.31	0.90	Low extent	3.29	0.92	High extent	2.80	High extent
22	Supervisors record the classroom teaching process verbatim	1.42	0.71	Low extent	1.44	0.72	Low extent	1.43	Low extent
23	Supervisors video record the classroom teaching process	1.48	0.50	Low extent	1.48	0.50	Low extent	1.48	Low extent
24	Supervisors audio tape the classroom teaching process	1.65	0.91	Low extent	1.66	0.92	Low extent	1.65	Low extent
25	Supervisors give attention to a particular area of the teaching process	1.56	0.82	Low extent	1.57	0.83	Low extent	1.56	Low extent
Grand mean								2.25	

Table 2 revealed that the respondents agreed that items 17 and 18 were used to a high extent for teaching practice supervision as they were up to 2.50 and above. However, the table shows that item; 22, 23, 23 and 25 were used to a low extent for teaching practice supervision as they scored below the mean benchmark of 2.50. Furthermore, there are variances in the respondents of lectures and students on items 19, 20 and 21. It revealed that the students indicated in items 19 and 21 that the supervisors to a high extent give them corrections before the students during classroom observation and also that supervisor concentrate on finding fault during the observation. However, the supervisors indicated that it was done to a very low extent. The table also revealed that the supervisors indicated that they to a high extent make the students

to feel relaxed during the classroom visitation while the student indicated that it was used to a very low extent. However, based on the grand of 2.25 which was below the mean benchmark, it was revealed that actual classroom observational techniques were used to a low extent in Imo State University for teaching practice supervision.

Research Question Three

To what extent do supervisors use post-observational techniques in teaching practice supervision in Imo State University?

Table 3

Mean rating of the Respondents on the Extent to which Supervisors Use Post- Observational Techniques in Teaching Practice Supervision.

S/N	The following post observation conference techniques are used for teaching practice supervision:	SUPERVISORS (N = 71)			STUDENTS (N = 227)			Mean	Remark
		Mean n	SD	Remark	Mean	SD	Remark		
26	Supervisors conduct a meeting with the supervisees after the actual classroom observation	2.22	1.05	Low extent	1.80	1.06	Low extent	2.01	Low extent
27	During the meeting, the supervisors avoid criticism	2.66	1.041	High Extent	2.63	1.06	high extent	2.64	High extent
28	During the meeting, the supervisors withhold evaluative judgment of the supervisees thoughts, ideas and feelings	3.41	0.92	High Extent	3.39	0.93	High extent	3.40	High extent
29	Supervisors during the meeting allow supervisees to express themselves	3.23	1.23	High Extent	1.61	0.88	Low extent	2.42	Low extent
30	Supervisors allow the supervisees to critically examine their own teaching	1.17	1.24	Low extent	1.44	0.51	Low extent	1.30	Low extent
31	Supervisors help the supervisees to assess themselves during the meeting	3.25	1.20	High Extent	1.70	0.90	Low extent	2.47	Low extent
32	Supervisors focus only on the supervisees areas of weakness during the actual classroom observation in the meeting	2.15	1.26	High extent	3.40	0.49	High extent	2.75	High extent

33	Supervisors ask supervisees to tell them about the lesson while they listen The supervisors furnish the supervisees with feedback on the supervisees' classroom teaching in the following areas during the post conference observation meeting:	3.25	1.22	Low extent	1.69	0.95	Low extent	2.47	Low extent
34	Appropriateness of format of their lesson note	3.25	1.18	High Extent	1.90	0.85	Low Extent	2.57	High extent
35	Adequacy and coverage of topic taught	3.27	1.22	High Extent	1.74	1.03	Low Extent	2.50	High extent
36	Appropriateness of use of language of the lesson note	3.30	1.15	High extent	3.00	0.92	Low Extent	3.15	High extent
37	Introduction of the lesson	3.73	0.70	High extent	3.85	1.00	High extent	3.79	High extent
38	Mastery of the subject matter	3.70	0.72	High extent	3.09	1.01	High extent	3.39	High extent
39	General completeness of note	3.75	0.65	High extent	3.22	0.92	High extent	3.48	High extent
40	Provision of assessment of learning	3.76	0.69	High extent	3.27	1.02	High extent	3.51	High extent
41	Dressing mode (appearance)	3.73	0.65	High extent	3.18	0.91	High extent	3.45	High extent
42	Voice projection	3.72	0.66	High extent	3.11	0.93	High extent	3.41	High extent
43	Composure (emotional control)	3.76	0.66	High extent	3.22	1.02	High extent	3.49	High extent
44	Expression of enthusiasm	3.27	1.15	High extent	1.77	0.77	Rejected	2.52	High extent
45	Sense of responsibility	3.41	1.05	High extent	2.20	1.06	Low extent	2.80	High extent
46	Opportunity given for pupils' participation in the lesson	3.86	0.57	High extent	3.54	0.96	High extent	3.70	High extent
47	Use of chalk board (legible and orderliness)	3.77	0.70	High extent	3.28	1.10	High extent	3.52	High extent
48	Use of teaching aids	3.77	0.64	High extent	3.30	0.95	High extent	3.53	High extent
49	Originality of the teaching aids	3.80	0.55	High extent	3.36	0.85	High extent	3.58	High extent
50	Effective utilization of the teaching aids	3.76	0.55	High extent	3.23	0.77	High extent	3.49	High extent
51	Suitability of the teaching aids	3.90	0.34	High extent	3.67	0.60	High extent	3.78	High extent
52	Teacher-pupil relationship	3.21	1.19	High extent	1.59	0.61	Low extent	2.04	Low extent
53	Checks on pupils home assignments and class works	3.27	1.13	High extent	1.77	0.70	Low extent	2.52	High extent
54	Statement of the aims and objectives of the lesson	3.73	0.65	High extent	3.17	0.93	High extent	3.45	High extent

55	Signs and dates the Assessment Instrument immediately after each supervision exercise	3.86	0.42	High extent	3.53	0.69	High extent	3.69	High extent
Grand mean									3.02

The result in Table 3 shows that the respondents accepted item in 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54 and 55 as the mean score is above 2.5 decision level indicating that the items were used to a high extent as post-observational techniques in teaching practice supervision in Imo State University. Table 3 further revealed that the students indicated that items 29, 30, 31, 32, 33, 34, 35, 36, 44, 45, 52 and 53 as being used to a high extent as post-observational techniques in teaching practice supervision in Imo State University. However, the grand mean of 3.02 is above the mean benchmark, therefore post-observational techniques were applicable is used to a very high extent in teaching practice supervision in Imo State University.

Research Question Four

To what extent do supervisors use unorthodox practices for teaching practice supervision in Imo State University?

Table 4

Mean ratings of the Unorthodox Practices Used by Supervisors for Teaching Practice Supervision

S/N	Items	Mean	Remark
The following are the unorthodox practices used by supervisors for teaching practice:			
56	The students were supervised by only one supervisor	2.00	Low extent
57	The supervisors avoided institutional supervision	3.63	High extent
58	The supervisors informed you before coming for the supervision exercise	1.36	Low extent
59	The supervisors asked you to bring your lesson plan to their offices from which they use to evaluate your performance	2.57	High extent
60	Supervisors awards marks arbitrary	3.62	High extent
61	The supervisors demanded for gratification from the student-teachers before supervision.	3.56	High extent
Grand mean		2.75	

Table 4 revealed that respondents indicated that items 56 and 58 were used to a low extent. However, items 57, 59, 60 and 61 were accepted as being used to a high extent for teaching practice supervision as they were above the mean benchmark of 2.50 and above. This revealed that unorthodox practices are used by supervisors for teaching practice supervision in Imo State University and they include that; the supervisors avoided institutional supervision, the supervisors do not inform the supervisees before coming for the supervision exercise, the supervisors asked the students to bring the lesson plan to their offices from which they use to evaluate their performance, supervisors awards marks arbitrary and that the supervisors demanded for gratification from the student-teachers before supervision.

Test of Hypotheses

Hypothesis One

There is no significance difference in the mean ratings of supervisors and student teachers on teaching practice supervision pre observational techniques used in Imo State University.

Table 5

z-test Output of the Mean Ratings of Supervisors and Student Teachers on Teaching Practice Supervision Pre Observational Techniques.

Variable	Status	N	Mean	SD	t-cal	df	t-cri	Decision
Pre-observational techniques	Supervisors	71	2.09	0.66	1.666	296	1.96	S
	Students	227	1.91	0.41				

S- Significant @ 0.05 level of significance

Table 5 revealed that there is no significance difference in the mean ratings of supervisors and student teachers on teaching practice supervision pre observational techniques used in Imo State University by lecturers ($t_{calc} = 1.66$, $df = 296$). The null hypothesis was therefore upheld. Thus, it was concluded that there is no significance difference in the mean ratings of supervisors and student teachers on teaching practice supervision pre observational techniques used in Imo State University by lecturers.

Hypothesis Two

There is no significance difference in the mean ratings of supervisors and student teachers on teaching practice supervision classroom visitation techniques used in Imo State University by lecturers

Table 6

z-test Output of the Mean Ratings of Supervisors and Student Teachers on Teaching Practice Supervision Classroom Visitation Techniques used by Lecturers

Variable	Status	N	Mean	SD	t-cal	df	t-cri	Decision
Classroom visitation techniques	Supervisor	71	2.24	0.28	1.993	296	1.96	S
	Students	227	2.27	0.30				

S- Significant @ 0.05 level of significance

Table 6 revealed that there is a significance difference in the mean ratings of supervisors and student teachers on teaching practice supervision classroom visitation techniques used in Imo State University by lecturers ($t_{\text{calc}} = 1.99$, $df = 269$) as the calculated value of 1.99 is greater than the table value of 1.96. The null hypothesis therefore was rejected. Thus, it was concluded that there is a significance difference in the mean ratings of supervisors and student teachers on teaching practice supervision classroom visitation techniques used in Imo State University by lecturers.

Hypothesis Three

There is no significance difference in the mean ratings of supervisors and student teachers on teaching practice supervision post observational techniques used in Imo State University by lecturers.

Table 7

z-test Output of the Mean Ratings of Supervisors and Student Teachers on Teaching Practice Supervision Post Observational Techniques used.

Variable	Status	N	Mean	SD	t-cal	df	t-cri	Decision
Post observational techniques	Supervisors	71	3.48	0.61	1.54	296	1.96	S
	Students	227	3.02	0.20				

S- Significant @ $t_{\text{cal}} > 1.96$

Table 7 revealed that there is no significance difference in the mean ratings of supervisors and student teachers on teaching practice supervision post observational techniques used in Imo State University by lecturers ($t = 1.54$, $df = 296$) the calculated value of 1.54 is greater than the critical value of 1.96. The null hypothesis therefore was upheld. Thus, it was concluded that there is no significance difference in the mean ratings of supervisors and student

teachers on teaching practice supervision post observational techniques used in Imo State University by lecturers.

Discussion

The discussions of the findings were done in relation to the issues in the study.

Pre-observational Techniques Used in Imo State University for Teaching Practice Supervision

The study disclosed that pre-observational techniques for teaching practice supervision by supervisors were used to a very low extent in Imo State University Owerri. This was revealed in Table 1 as all the pre-observational techniques for teaching practice were used to a very low extent as response from respondents were below the benchmark mean score. This implies that teaching practice supervisors in Imo State University Owerri do not use to a high extent pre-observational techniques such as having a meeting with the student teachers to discuss the rea for the up-coming supervision, how the supervision will be done, the duration of the actual classroom observation among others for effective teaching practice supervision. The study further revealed that there is no significant difference in the means ratings of supervisors and student teachers on teaching practice supervision pre-observational technique used in Imo State University.

Actual classroom Observational Techniques Used in Imo State University for Teaching Practice Supervision

The study disclosed that actual classroom observational techniques for teaching practice supervision by supervisors were used to a low extent in Imo State University Owerri. This was revealed in Table 2 as majority of the response from respondents were below the benchmark mean score. The study found out that though supervisors give enough time in the classroom teaching observation, however, other techniques were used to a low extent. It was disclosed that neither verbatim nor video and tape recording devices were used to record the actual classroom observation.

The study also revealed that there is a significant difference in the mean ratings of students and lecturers on the actual classroom observational techniques used for teaching practice supervision. The study disclosed that supervisors correct the student-teachers in the

presence of the students during the actual classroom observation; do not make the student teachers to feel relaxed and also concentrates more in finding faults with the supervisees.

Post-observational Techniques Used in Imo State University for Teaching Practice Supervision

The study disclosed that post-observational techniques for teaching practice supervision by supervisors were used to high extent in Imo State University Owerri. This was revealed in Table 3 as majority of the response from respondents were below the benchmark mean score. However, the study revealed that teaching practice supervisors in Imo State University Owerri use to a low extent some of the post-observational techniques such as having a meeting with the student teachers after the actual classroom observation to discuss the outcome of the exercise. It was further revealed that the supervisors that manage to organize the post conference meeting always critics the student teachers; does not allow them to express themselves and among others do not allow them to examine their own performance in the actual classroom observation. The study further revealed that though there is a difference in the means ratings of supervisors and student teachers on teaching practice supervision post-observational technique used in Imo State University, but the difference is not significant.

Unorthodox Practices Used in Imo State University for Teaching Practice Supervision

The study revealed that many unorthodox practices is used in Imo State University for teaching practice supervision. This was revealed in table 4 as the respondents confirmed that majority of the supervisors avoided institutional visitation, ask the student teachers to bring their lesson plans to their offices which they uses to evaluate their performance. The study further revealed that the supervisors demands for gratifications from the student teachers and awards marks arbitrarily. The findings of the study is not in line with Thobega and Miller (2008) who found out that most university supervisors engage in clinical supervision.

Conclusion

An inference that is drawn from the findings of this study is that lecturers in Imo State University do not use adequate techniques (pre-observational, actual classroom observation and post-observational techniques) and as well uses some unorthodox practices for teaching practice

supervision. Therefore one can conclude that the inadequate use of these techniques and the use of some unorthodox practices for teaching practice in the university to a great extent could result in sharp decline in the quality of teachers produced in Imo State University.

Recommendations

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

1. Conference, workshops and seminars should be organized for lecturers at Imo State University where the different techniques of clinical supervision will be communicated to them

2. The school management should make adequate arrangement to ensure that the necessary facilities that will facilitate effective teaching practice supervision are put in place such as provision of transportation and feeding allowances and payment of teaching practice supervision honorarium for supervisors

3. Disciplinary committee should be set up in Imo State University to be charged with the responsibility of handling any supervisor demanding and or receiving gratification from student teachers

4. There should be a monitoring committee on teaching practice supervision in Imo State University whose responsibility will be to make sure that all the student teachers are visited and thoroughly supervised at the various cooperating schools.

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