

**PRINCIPALS' CLINICAL SUPERVISION AND SCHOOL DISCIPLINE IN PUBLIC  
SECONDARY SCHOOLS IN SOUTH-SOUTH  
GEOPOLITICAL ZONE, NIGERIA**

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***Brief Academic Biography of the Author***

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**Introduction**

Education is aimed at imparting knowledge and skills, and inculcating human values which help in personal and professional growth. It is the education which constitutes an essential prerequisite for achieving national goal of inclusive development and equitable justice to the society at large. Giving quality education is the priority of each and every nation in the world because the quality of education forms the basis of socio-economic and personal growth, an indicator of national progress.

Of late, there have been high expectations from schools in terms of discipline to improve the quality of education. This demand has augmented the need for clinical supervision to improve activities in the schools setting. Emphasizing the role of clinical supervision on discipline, Lockheed and Verspoor (2021) observed that the quality of education partly depends on how well teachers and students are trained, directed, coordinated and supervised since they are one of the key inputs to educational delivery.

However, a major aspect of the principals' instructional leadership responsibility is the supervision of instruction. In an exploration, Adam and Ogunsanya (2020) found that for principals to be deemed competent in instructional supervision, they should be able to effectively perform their supervisory job with different strategies to ensure discipline, successful learning and attainment of objectives. Principals' utilisation of supervisory strategy such as classroom visitation, clinical supervision, monitoring and use of closed circuit television supervisory strategies could make teachers, students and the non-teaching staff to become familiar with those indices of indiscipline in the schools. This will enable them to suggest solutions to problems of discipline that is influencing teaching, learning and discipline processes negatively. The supervisory responsibility of the principal is critical for schools to make success (Amirova, 2021).

According to Zepeda (2013), the intents of supervision is to promote face-to-face interaction, building of relationship between the teacher and supervisor, promotion of capacity building of individuals who are fundamental for the coordination and planning of the school goals and objectives. Teseme (2014) expressed that supervision leads to the improvement of students' learning through improvement in instructional practice, promotion of changes that results in a better developmental life-styles for teachers and students in the learning environment. It, thus, becomes a

strategy which helps to implement and improve teaching learning process for the advantages of the teachers and students respectively.

On the other hand, discipline creates a good image of a school and allows students to learn productively in a conducive environment. Discipline helps students to succeed in their learning and in later life. Teachers on the other hand can teach effectively only when the classroom environment is calm and devoid of students' disruptive behaviour. Poor academic performance of students may be attributed to lack of discipline in the school. The principal is often blamed for students and teachers lack of discipline due to poor supervision. Secondary school principals are confronted with numerous challenges daily in the management of schools. These challenges impede the attainment of goals and objectives. Among the challenges are issues of maintenance of peaceful school climate and discipline (Abdulrasheed & Bello, 2015).

According to Ehiane (2014), discipline has collapsed in schools as learners come late to school, some loiter around during lesson, and fight with dangerous weapons. An individual requires discipline to know how to respect people and obey and apply rules in order not to harm others and establish good relationship with them in the school and work place. Acts of discipline which an individual exhibits in school impacts positively on the individual's growth and development of good personality (Yudhawati, 2018). Practicing good behaviour, obeying rules, respect for others, and self-control are gradually formed over time. Training is one process of formation of good personality (Handayani, Sayekti, Redjeki, Rimayati, Marliyah and Agustingrum, 2021). Students' personality and character can be developed in school through extra-curricular activities, moral and character education, value training, admonition and counselling and belonging to voluntary organizations with ethical standards.

Discipline to a large extent ensures the security of the personnel in schools. School discipline has received consideration from the public and media (Mills & Keddie, 2010). Principals encounter many challenges in schools in the implementation of discipline which if not well managed can make the school depressing (Murithi, 2010). Attainment of school objectives to a large extent may depend on discipline. No significant growth can flourish in an environment devoid of peace. According to Asiyai (2019), learning becomes more effective and meaningful when the school and classroom environment is calm and devoid of distractions. Discipline is a significant aspect of human behaviour. It assists not just to control people's responses to different circumstances but as well control human behaviour and relationship with others.

### **Concept of School Supervision**

The word "supervision" has been used interchangeably with terminology relating to administration, much like many other management and sociological concepts. Mbiti (2014) saw supervision as the centre piece of administration. Members of the public sometimes equate supervision with inspection. Supervision is one of the administrative tools which individuals as well as groups of people employ in the day-to-day administration of their work or organization (Pettes, 2021). For Segun (2014), the importance attached to school supervision in modern educational systems requires a lot of attention because many people are currently more conscious than in the past about the essence and roles of education. Within the school system itself, the concept of supervision varies, depending on whether the perceiver is a subordinate or a superior officer. A subordinate staff working under a leader whose conception of man is that he must be controlled and told what to do, see supervision as a synonym of control. When a leader is accommodating and recognizes the worth of his subordinates, the junior staff will interpret supervision as cooperative action. In each case, the conception of supervision changes depending on the leadership pattern and interpersonal relationship with the co-workers/staff members.

Supervision is a process of stimulating growth and means of encouraging teachers to increase in both administrative and academic performance. It is conceived as a task of improving instruction through regular monitoring and in-service education of teachers. In other words, it involves providing expert assistance to teachers to be more skilful and competent in their respective area of specialization. On this note, principals are to supervise, guide and direct the instructional activities of teachers in line with the professional conduct (Edo & David, 2019). In the school context, supervision is viewed as the process of observation, discussion and decision-making by principals and inspectors of education to improve teaching/learning process (Ogunsaju, 2013).

School supervision is not a uni-dimensional concept. It is not the concerns of superiors, principals or ministry officials alone. It arises from collaborative activities between a designated leader and the led. Indeed, there would be no supervision if there is no people to be supervised (Led). Therefore, it appears, that there are four important elements associated with the concept of supervision. They are: supervisor (a designated leader), set tasks and objectives, resources (human/material) and cooperative action. While it is clear that the concept of supervision embraces the first three elements, the element of cooperation is often neglected. This makes the supervisor to become an autocrat with the perception that his main role is to prescribe procedures to subordinates rather than cooperate to fashion out alternative approaches to solving crucial problems.

According to Owoeye (2012) supervision is “that part of school administration which has particular pertinence for the appropriateness of instructional expectations (products) of educational programmes”. By this definition, supervision can be viewed as the management of personnel to carry out purposes of administration. Ajayi (2010) opined that supervision is a helping relationship whereby the supervisor guides and assists the teachers to meet targets. Supervision could be summed as the art of selecting, developing, co-ordinating and directing assistants to secure desired results. Education as a sector of a nation’s economy has objectives, programmes, resources and budgetary allocations to meet educational needs. Supervision is necessary in order to relate the objectives of education programmes to actual and observed performances. Whenever any ministry official supervises, he or she wants to check whether the laid down procedures are followed in schools or not. Supervision is a control mechanism that reduces variance between standard policies and procedures and the interpretation and implementation of educational programmes.

Supervision in schools is very necessary to inform and discuss with teachers new and alternative methods of teaching. It is to make available for teachers instructional materials which are useful for effective teaching and learning in education. Supervision as a process of inventory and stock-taking is required to draw attention to the personnel, equipment, finance and general needs of a school. This is for the fact that it is believed that certain minimum requirements are essential for schools to maintain government prescribed standard and the objectives of education. The main central focus of supervision is to improve classroom management strategies, adhering to curriculum content, shaping the direction and utilization of instructional activities and discipline for effective control measures. To this end, it is seen as action for service rendering, focusing on how to create good human relationship that much reflects on abilities, patterns of interest, emotional make-up and background preparation as well as setting realistic goals for themselves (Edo & David, 2019).

According to Parker (2014), supervision is a developmental process designed to support and enhances the individual’s motivation, autonomy, awareness, and skills necessary to effectively accomplish the job at hand. Supervision is a quality assurance administrative tool employed by individuals or groups of people in the day-to-day administration of the organization (Pettes, 2021). Supervision is a process that involves observation, checking, advising, guiding, monitoring and control of school activities to ensure effectiveness and efficiency in the attainment of goals and objectives (Asiyai, 2018). Ezekwensili (2017) sees supervision as a process of guiding, directing

and stimulating growth with the overall view of improving teaching and learning process better for the learner. The foregoing definitions could be summarized by stating that supervision of student's materials is an educational process that focuses on the improvement of teaching and learning in a good system. Through supervision of instruction, the supervisor is directed and guided in ensuring the supply of teaching materials to the school, ensuring that the quality of instruction is maintained in the school, providing an opportunity to assess the moral of the school and providing feedback to education planners on the need for curriculum improvements (Ateb, Andortan, Atsu, Liwhu, Atah, & Akpo, 2021).

The goal of supervision is that of quality control that in a school, every teacher uses his optimal capability to achieve the expected level of performance. Supervision helps the new teacher to understand the purposes, responsibilities and relationships of his position and the directions of his efforts. Supervision also gives guidance to members of the school system, so that they can be self-directing and thus function effectively with minimum supervision. From the above points, it is basic that the purpose of having supervisors in our schools is to control the quality of education received by our children. It lays emphasis on the classroom performance of teachers, especially on the duties assigned to them. With the huge amount spent on education yearly by the government, the parents would like to have a feedback to the success or failure of the system where they have huge investment. In the school system, the supervisors are representing the interest of the government and from them the government has adequate feedback.

Supervision aims to promote growth, interaction, fault-free problem solving and commitment to build capacity in teachers. However, the purpose of supervision are formative as it concerns with on-going developmental and differentiated approaches that enable teachers to learn from analysing and illustrating classroom practices. In line with the necessity of supervision, Sergiovanni and Starratt (2012) suggested that most teachers can be competent and clever enough to come up with the right teaching performance when there are proper mentoring processes. According to Zepeda (2013), the intents of supervision is to promote face-to-face interaction, building of relationship between the teacher and supervisor, promotion of capacity building of individuals who are fundamental for the coordination and planning of the school goals and objectives. Teseme (2014) expressed that supervision leads to the improvement of students' learning through improvement in instructional practice, promotion of changes that results in a better developmental life-styles for teachers and students in the learning environment. It, thus, becomes a strategy which helps to implement and improve teaching learning process for the advantages of the teachers and students respectively. Nwokafor (2017) sees the main task of the supervisor as that of creating conducive atmosphere for the teachers to be able to achieve desired changes in the learners in consonance with the peculiar needs of the environment. Supervision also helps to discover and upgrade areas of weakness of the teachers through organized seminars and workshops as forms of in-service training. Fullan, (2017) reported that principals are not effective in instructional supervision in class, stressing that they spend most of their time in their offices managing facilities, monitoring students' indiscipline, purchase of office material thereby devoting less.

Alani, (2010) gave the following reasons for supervising schools. The reasons are: to know the performance of the teachers recruited to teach in the school system, and to determine whether a teacher should be transferred, promoted, retained, or dismissed. to improve the incompetent teachers, To discover special abilities or qualities possessed by teachers in the schools, To provide a guide for staff development and know the effectiveness of classroom management by the teachers, To know the direction of the school (whether science or art oriented) and to assess the "tone" of the school and identify some of its most urgent needs.

Supervision in schools are essentially faced with multidimensional problems. The problems according to Owoeye, (2012) include poor styles by supervisors, financial constraints, lack of transportation facilities, poor motivation, insufficiency of relevant materials, lack of proper training and inadequate exposure of supervisors to new trends in education, negative attitudes of teachers to correction, resistance to change and innovation, lack of motivation, among others. Taken together, these problems border on insufficient monetary allocation to education in the state. It has been observed for years that state annual budget remains unincreased while enrolment of pupils into primary and secondary schools is continually increasing, i.e. financial allocation have not been increasing at the same rate. The result is that educational services like supervision seems to have been neglected.

### **Concept of School Discipline**

Discipline has been described as compulsory required attitude and behaviour which all students and teachers must have (Handayani, Sayekti, Redjeki, Rimayati, Marliyah and Agustingrum, 2021). Magama (2006) noted that discipline is orderliness, which is necessary for effective teaching and learning in the schools. Discipline helps students to succeed in their learning and in later life. An individual requires discipline to know how to respect people and obey and apply rules in order not to harm others and establish good relationship with them in the school and work place. Acts of discipline which an individual exhibits in school impacts positively on the individual growth and development of good personality (Yudhawati, 2018).

School discipline is an essential aspect of instructional supervision in secondary schools. This is because discipline is in accordance with laid down rules to which all members must conform and its violation are questioned (Nakpodia, 2010). The concern of excellence of education does not end at setting up minimum academic principles and high entry admission condition, high cut-off points, but as well enhancing the situation under which the students both in and outside the classroom are made to study. The principals should create school vision, develop the mission and establish the culture and climate for controlling the problems of indisciplinary behaviour, so as to create a conducive environment for schools. (Osakwe, 2010).

### **School Supervision Strategies**

There are several instructional supervisory techniques. Iloh, Nwaham, Igbinedion and Ogogor (2016) listed the variety of supervision techniques to include: classroom visitation/observation, inter/intra school, team teaching practices, workshops, demonstration, clinical supervision and micro-teaching among others. This is also in line with Ani (2017) who outlined supervision techniques as follow: classroom visitation, micro-teaching, research approach, workshop, demonstration technique and tape recording. The supervisory techniques outlined by the above scholars adopted in this study are: classroom visitation/observation, workshop and demonstration.

One of the strategies used in enhancing school discipline among teachers and students' is observation. Pre-observation is a conference between the principals and teachers to establish rapport. At this stage, it is necessary for the teachers to know precisely what is expected of them. Usually, this could take the orientation programme which covers the planning, implementation of teaching. Observation involves information gathering concerning the extent teachers' are actually meeting the set objectives. Analysis and strategy session is when the supervisor makes an analysis of the information so collected and therefore evolves strategies that will be utilized to help the teachers. Principal's observation will assist to progress discipline that will guarantee effective teachers' job performance and students learning. During observation, the principals observe a number of issues in

the school. Observation offers the principals an opportunity to use their time in enhancing school discipline, teaching, learning and school discipline. Observation as well offers new ideas on the worth of discipline, teaching, the type of knowledge offered, the connection between the different understanding, the job of the teachers in preparation and appraising their understanding.

Similar to this, Iloh et al (2016) pointed out that classroom observation involves practicality in real classroom situation, whereby the supervisee, presents what he or she had prepared for his or her lesson, utilizing various teaching methodologies, instructional materials, interacting with the learners, jotting salient points on the instructional board, assessing the students using both formative and summative evaluations, coordinating class activities, while the supervisor (principal) inspects, observes and evaluates what and how the instructor has performed. Classroom observation is not an avenue for fault-finding in the classroom teaching process before the students but a platform for principals to involve teachers in the process of improving upon their shortcomings. After the classroom observation, the objective of the visitation could not be said to have been achieved unless, heads provide professional guidance and assistance to help teachers improve on their instructional delivery. This is because the essence of supervision is not to witch-hunt teachers but to provide professional help for them to improve in delivery of teaching roles. The deficiency of teachers observed during instructional supervision could be handled using workshop supervisory technique. Another supervision strategy is demonstration.

Demonstration involves teaching and learning activities presented for the purpose of illustrations, descriptions, narrations, suggestions, drawing of comparisons and to concretize teaching and learning contents. It reflects on procedures or strategies to accelerate the level of instructional processes. Eze (2016) in his study discovered that the principals as supervisors found little or no time to practice teaching demonstration and providing other supervisory services for instructional improvement. In a study conducted by Effiong (2016) on perception of principals' instructional supervision in selected secondary schools in Kaduna State of Nigeria, it was concluded that the principals had high and positive perception of instructional supervision but that their performance was not above average. Common experiences revealed that it is not possible for anyone or supervisor to be competent enough in the various subjects of the school.

Schon (2017) advised that it was the duty of the principal to plan and organize for teaching demonstration and not oblige to do all the teaching. Thus, demonstration method as part of the supervisory strategy had been discovered to be one of the most effective tools in stimulating teachers' growth. Mbipom (2016) opined that it is useful in improving teachers' competency when it involved innovation such as: use of new equipment or a new textbook or module and a new orthography. Such a demonstration offer viewers skills required in carrying out their role's responsibilities. Demonstration strategy has been shown to be effective with both large and small groups. The greater the degree of participation and sensory involvement by the learner, the more effective learning will be. Coman, Țîru, Meseșan-Schmitz, Stanciu, & Bularca, (2020) identified ways teachers can improve the use of demonstration method in the classroom thus: allowing students to use several senses of seeing, hearing and possibly experience. Also, ideas should be presented to stimulate interest. If these precautionary measures are not taken, demonstration cannot enhance students' participation in the teaching and learning activities affectively.

Principals' demonstration technique involves teaching and learning activities in which principal who is skilled and experienced illustrate educational materials, procedures or strategies in order to improve instruction (Eze cited in Sule, 2013). During demonstration, principals clearly explain the subject matter using vivid examples. Ani (2017) pointed out that demonstration technique of supervision gives teachers the opportunity of asking probing questions that can lead to discovering new methods and ideas. However, Eze cited in Sule pointed out that principal as

supervisor has little or no time practicing teaching demonstration and supervisory services for instructional improvement. Classroom visitation is another principal's supervision strategy.

Classroom visitation is a supervisory technique in which the principals visit the classroom and observe teachers delivery of the instruction taking account of their mastery of the subject matter, application of teaching strategies and aids, classroom management and organization among others (Nnebedum, Chidi & Akinfolarin, 2017). To carry out supervisory roles, the principal adopts continuous and consistent classroom visitation to ensure adequate teaching and learning processes. The principal also carries out routine checks on the teachers' lesson notes and subject diaries; observes classroom instruction; continuously monitor students' progress to determine whether their instructional goals are being achieved; provide feedback on students' performances; motivation of teachers for improved performance; re-enforcement of discipline to ensure peaceful atmosphere; capacity building of teachers for effective service delivery and provision of instructional facilities and materials to enhance quality teaching-learning process (Ayeni, 2012).

Ofojebe et al. (2016) highlighted that classroom visitation is one approach to principal's supervision of instruction in his school. It is the process whereby the principal visits the class, discovers what is wrong, evaluates the whole of the classroom teachers' duties in instructional delivery and directs the teacher if need be to change certain methods of teaching. The principal through class visitation might discover something that will help teacher improve instructional programmes, teachers and their methods of teaching, the students and their learning abilities or disabilities, and to observe the entire teaching process. According to Ofojebe et al. (2016) the principal must have obtained some certain qualities such as being highly experienced exposed to school administration and supervision, possess skills that will enable him/her provide concrete, professional, technical and constructive advice to teachers so that the quality of education in schools may improve; have helpful attitude; and have the enthusiasm to improve teacher professional growth and give proper advice to raise the standard of teaching and learning in the school. Another strategy for school supervision is workshop.

Workshop as an instructional supervisory technique is a platform where the supervisor, teachers and subject specialists are brought together to exchange ideas and share teaching experiences in order to acquire knowledge and skills to meet current and emerging demands of teaching profession. To buttress this, Ekpoh and Eze (2015) pointed that workshop is a technique in which teachers are brought together in an organized way to enable principals communicate with them on the matters of school and classroom management and most especially on instructional improvement. Akinfolarin and Rufai (2017) sees instructional improvement as the act of making progress in instructional delivery for better academic achievement. School administrators should communicate new ideas and trends in the education industry to teachers in order to ensure instructional improvement. During workshops, ideas are exchange, analyses of new ideas are achieved, evaluations of concepts and suggestions are made, conclusion are drawn and decision taken (Ani, 2017).

Close circuit television is another strategy of instructional supervision utilised school by principals. Television is greatly popular throughout the world. Back in 1931, when television was in its infancy, chairman of the Radio Corporation of America stated that the potential audience of television in its critical development may reasonably be expected to be limited only by the population of the earth itself. Close circuit television has become popular as instructional supervisory device in schools. There is no doubt that in many developed countries technology are utilised for instructional supervision in schools. The utilised close circuit television allows an instructional programme to be transmitted to many locations simultaneously. Closed-circuit television can not only provide unequalled instructional supervision and stimulate teachers to

develop skills to match the power of the medium; it can make good deficiencies in specialist subjects.

It is a strategy set up to assist in developing creativity and fulfillment among teachers and students in improving discipline that will guarantee effective teaching, learning and quality education in the schools. This strategy has advantages such as increasing teachers' self-sufficiency, sensitively and competence. The teachers and students have access to experts in instructional supervision who offers them situations that will improve discipline that will ensure quality education. In the beginning of the 20th century when television was been known that it influences directly or indirectly with its communication by the utilization of its strong devices interfering in the awareness to realism. The middle of the 19th century was known as the century of close circuit television in instructional supervision in schools. As result of the influence of television and internet, many things have changed and principals, teachers and students receive educational information in schools.

Close circuit television programming is widely used as an instructional supervisory tool, and some even refer to it as most pervasive medium in our society. During the past few years, there has been obvious innovative tendency in the study of school occurrences. Underlying this approach is the thought that the internal functioning of schools must be dependable with the demands of the school jobs, technology, external environment, and the needs of teachers if the school is to be effective. Rather than searching for the answer of the one best way to organise under every circumstances. Investigators have intended to study the performance of schools in relation to the needs of principals and teachers and the external pressures facing them. On the whole, this approach seems to be leading to the development of a 'contingency' theory of organization with the appropriate internal states and processes of the organization contingent upon external requirements and member needs.

Educational television is designed for broader purpose and serves to inform or educate in general, whereas instructional television is aimed at specific classroom instruction, instructional supervision and at meeting specific instructional objectives. Closed-circuit television programming may serve as sources for educational and instructional television. Whatever the case, both motion pictures and video have potential supervisory tools and have certain common advantages. It may be used to capture only underscores these commonalities. It allows principals to communicate in instructional supervision by using the channels for learning by teachers. They depict motion; permit the capture, retrieval, and manipulation of information; promote the building of a common base for experience and understanding supervisory strategies and influence teachers emotion. The television (an audio-visual material) combines the influence of sight and sound. It has the sight advantage over the radio. The use of the computer in learning cashed in on the operational speed and memory management facilities of, and the ability to program computer technology.

### **Principals' Clinical Supervision and School Discipline**

Clinical supervision has been associated with higher levels of job satisfaction, improved retention, reduced turnover and staff effectiveness. Effective clinical supervision may increase teachers' perceptions of the school management support and improve their commitment to the school's vision and goals. Clinical supervision models are vehicles for improvements in instructional practices, and they are considered part of instructional supervision (Zepeda, 2007a). This is evidenced in the study by Ebmeier (2013) that linked teacher efficacy to supervision. Ebmeier defined efficacy as an individual's belief about his or her own capabilities to achieve a certain end. The study revealed that supervision activities that teachers considered supportive to their roles included providing feedback, encouragement, emotional support, reinforcement, as well



as modelling experiences. The roles of school administrators have expanded to include much more than management and administration. Principals are expected to be instructional experts, to support curriculum, to provide professional development, to use data-driven decision-making, to be visionary, and to be able to unite the teachers into a unified force to advance student achievement (Tucker, 2013).

Clinical supervision was developed by Morris L. Cogan and others at Harvard during the 1950's. It was, in contrast to other supervisory efforts designed as a professional response to a specific problem. Clinical supervision requires that teacher and supervisor attack problems together and it rests on the conviction that instruction can only be improved by direct feedback to a teacher on aspects of his or her teaching that are of concern to that teacher (rather than items on an evaluation form or items that are pet concerns of the supervisor only)" (Zepeda, 2013). The clinical aspect of supervision which is referred to as the clinic of the classroom and in that way, just as a doctor is a direct part of the medical processes in a clinic, the supervisor is a part of the ongoing activity, and as a result the supervisor carries away a more accurate and complete understanding of what occurred.

In clinical supervision the teacher and supervisor are involved in a close helping relationship. It focuses on those activities related to teaching and learning. Essentially, clinical supervision in education involves a teacher receiving information from a colleague who has observed the teacher's performance and who serves both as a mirror and a sounding board to enable the teacher critically examine and possibly alter his or her own professional practice. Holland dan Adam (2012) and Veloo, Komuji, and Khalid (2013) affirmed that clinical instructional supervision when effectively administered helps in improving teachers teaching practice, level of teaching knowledge in and out of the classroom as well as increasing the teaching development of teachers. Within the context of such supervision, ideas are shared and help is given in order to improve the teacher's ability through the analysis of objective data that is collected during the observation. It is done in four stages, preservation conference, observation, post-observation and analysis and strategy.

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

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

Negeri and Ulu (2021) examined supervision of school principal clinical in junior high school. The research uses a qualitative approach descriptive. Data collection techniques through

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

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

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

Chidobi (2015) examined clinical supervision as a key for effective teaching and learning in Enugu State of Nigeria secondary schools: relevance and challenges. The study was a descriptive survey research in which the quantitative data were collected through 20 – item questionnaire. This was administered on 335 respondents made up of principals and teachers. The data were analysed using mean, standard deviation on a modified 4 – point rating scale for the research questions and t – test statistics for the null hypotheses. Findings of the study revealed some of the relevance of clinical supervision in teaching and learning: which includes improving the teacher classroom behaviour, activities of clinical favour students learning etc. It also revealed that clinical supervision has some challenges which include problem of collaborated disagreement between the teacher and principal, lack of trained supervisor, inadequate supervisors in different areas of specialization and time constraint. Based on the findings the study recommended that post primary school management Board should make it compulsory that clinical supervision should be carried out at least once a term in all the secondary schools in Enugu State.

Tegegn (2018) assessed practices of clinical supervision and its roles in the professional development of teachers in government primary schools of Yeka subcity administration. To accomplish this purpose, a descriptive survey method was employed. The study was carried out in three stratified randomly selected woredas of Yeka subcity and in all the six available primary schools of the selected woredas. Accordingly, 68 teachers and 70 clinical supervisors (principals, Cluster Resource Centre /CRC/ supervisors, department heads and senior teachers) were selected by using proportional simple random sampling, availability sampling techniques. Data was also collected from four principals and two cluster supervisors through an interview. Self-administered questionnaire was the main instrument of data collection. Interview and document analysis were also utilized to substantiate the data gained through the questionnaire. Frequency, percentage, Mean, weighted mean, standard deviation and t- test were utilized to analyse the data from the questionnaire by using an SPSS version 22 computer program. The data obtained through open-ended questions, interview and document analysis were analysed through narration for the purpose of triangulation. The finding of the study revealed that supervisors were not properly performing their role as clinical supervisors; the class observation being practiced was not effective in carrying out the procedures of clinical supervision; the contributions made by the clinical supervisors for the teachers' development was practiced poorly since the problems observed during classroom observations were not improved by using different mechanisms. Being overloaded with administrative task other than pedagogical task of clinical supervisors and lack of relevant skills on supervision, were among the major challenges that hinder the effectiveness of clinical supervisors' on their role. The study concluded that the procedures of clinical supervision were not emphasized by clinical supervisors and also the clinical supervision practice was not directly connected with teachers' development and/or instructional improvement.

Ogbo and Okorji, (2013) carried out a research on the effects of Teacher transformed job clinical supervision on the instructional performance of the teachers research work was three questions that was a guide. Quasiin Ebonyi State, Nigeria. In this experimental design was adopted in this research to post test and pre-test the data. The study's population comprises of every teacher with 820 numbered in three-zone educationally in Ebonyi State of Nigeria. Balloting with replacement were used as a simple random technique to choose 40 teachers for both control group and experiment. Teacher Instructional Effectiveness Assessment Scale, a five point Likert scale was modified from the developed instrument by Alpha. There is the usage of teacher instructional performance inventory to gather data for the study. Analysing of the data with Mean and Standard deviation was introduced. Among others, the research work finds out that the clinical supervision method shown to be active on the teachers that are female than the male folks. Following the results from this study, it was therefore recommended that management should encourage in the executives of the schools among others to organize conferences regularly for the teachers on the process of supervision. The previous study researched on the impact of improved clinical supervision on the side of instructional performance of teachers, the current study focuses on four variables to ascertain the role of instructional supervision of the principals and work performance of teachers.

**Recommendations**

Based on the study, the following were recommended:

1. Ministry of Education in South-South Geopolitical Zone should encourage school principals to supervise teachers and students in school, this would ensure that there is discipline in the school.
2. Since school discipline was high in South-South Geopolitical Zone, school principals should ensure that they maintain their standard and reduce school indiscipline.
3. Principals in South-South Geopolitical Zone should continue to employ classroom visitation as a supervisory strategy since it was significant to school discipline.
4. Government of South-South Geopolitical Zone should ensure adequate provision of materials for supervision (closed-circuit television) of schools to facilitate discipline in public secondary schools in South-South Geopolitical Zone, Nigeria.

**Conclusion**

From the study, it was concluded that in public secondary schools in South-South Geopolitical Zone, Nigeria, principals commonly employ classroom visitation, clinical supervision, monitoring and use of closed circuit television supervisory strategies in ensuring school discipline.

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