

CLINICAL SUPERVISION AND TEACHERS' PREPARATION FOR TEACHING IN UNIVERSAL PRIMARY EDUCATION SCHOOLS OF MBARARA CITY IN SOUTHWESTERN UGANDA

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ABSTRACT

This study determined the relationship between clinical supervision and teachers' preparation for teaching. It employed a cross-sectional research design where a quantitative approach was used. The researcher used a sample size of 268 respondents. The study findings showed a strong positive statistically significant relationship between clinical supervision and teachers' preparation ($r=0.913^{**}$, $p=0.004$). It was concluded that there is a significant relationship between clinical supervision and teachers' preparation for teaching in Universal Primary Education Schools of Mbarara City. The government and the Ministry of Education and Sports should provide policy guidelines and clinical supervision materials

to all the head teachers to facilitate the implementation of clinical supervision by head teachers in Universal Primary Education Schools.

Keywords: *Clinical Supervision, Teachers, Preparation, Teaching, Education, Schools.*

Background

The world over, clinical supervision is seen as the process of helping, guiding, advising and stimulating growth in teachers in order to improve the quality of teaching (Shinkfield & Stufflebeam, 2012). Contributing to this view Okorji & Ogbo (2013), stated that clinical supervision involves the act of ensuring that teachers fulfil their instructional responsibilities effectively and efficiently in USA. He reiterated that teachers should demonstrate high standard of academic excellence through periodic checks to improve the quality of their work. In countries such as Turkey, teachers are encouraged to popularize innovative instructional processes taking appropriate steps to eliminate obstacles that may constrain their ability to adopt and acquire competencies and current ideas that facilitate growth on the job and increased professional competencies in teaching (Gizir & Aydin, 2009).

Trained teachers are expected to apply sound preparation for teaching practices whenever and wherever they work. However, many teachers working in universal primary schools in Mbarara City appear to be applying ineffective preparation for teaching practices that are reportedly already hurting the learning processes of many pupils. According to school inspection for 2nd term 2017 – 2018 by Mbarara Municipal Council inspector of schools, it was found out that few schools where administrators used clinical supervision had greatly improved in as far as preparation for teaching by teachers was concerned than other schools, where preparation was lacking.

According to MoES (2015) and UNEB (2015), most teachers in primary schools hardly use the recommended learner-centred pedagogies and neither do they regularly prepare lessons nor carryout effective learner assessments and systematic scheming of their work as well as lesson planning.

These practices, UNEB (2015) points out, are already causing many candidates to perform poorly in the primary leaving examinations (PLE). Yet, the Directorate Education Standards (DES) of the Ministry of Education and Sports and the local school authorities are there to supervise the teachers in their work something Musaaazi (2006) argues is designed to improve the preparation for teaching practices of teachers. If the current scenario persists, dropout and failure rates in primary schools are likely to increase; subsequently, resulting into wastage of resources devoted to education and the under-development of the country's human resources. Therefore, the researcher felt that there was a need to investigate whether clinical supervision would improve teachers' preparation for teaching in Universal Primary Education Schools of Mbarara City in South Western Uganda.

Purpose of the Study

The purpose of the study was to determine the relationship between clinical supervision and teachers' preparation for teaching in Universal Primary Education Schools of Mbarara City.

Theoretical Review

The study was based on Cognitive Flexibility theory by Spiro, Feltovich and Coulson in 1988. The theory postulates how learning takes place in "complex" and "ill-structured domains". The theory of Cognitive flexibility suggests that effective supervision requires that the supervisor has the necessary skills and knowledge to support the trainee during the very difficult job of becoming a reflective practitioner (Kilminster & Jolly, 2000). The theory

concerns with transfer of knowledge and skills beyond their initial learning situation. The theory proposes that clinical supervision supports teachers' preparation for teaching. Therefore, in this study clinical supervision was correlated with teachers' preparation for teaching in Universal Primary Education Schools of Mbarara City.

Literature Review

A study by Darling-Hammond (2014), discovered that school head teachers give less attention to clinical supervision and dedicate most of their time on the administration aspects. Darling-Hammond (2014), stressed that clinical supervision administered in schools does help in increasing the teaching development of teachers while at the same time enable teachers to make improvements on their teaching practice to be more effective. The head teachers and inspectors of schools should give much attention to clinical supervision. Fullan (2014), states that clinical supervision can act as the basis towards the improvement of teachers' methods of teaching. Teachers prefer to seek advice from colleagues than head teachers.

However, effective head teachers who realize the importance of clinical supervision encourage improvements in their teachers' preparedness. Clinical supervision is a way for teachers to improve their teaching performance which indirectly will benefit the pupils through the improvements. However, the above study related clinical supervision with teaching methods, the current study related clinical supervision with teachers' preparation for teaching in Universal Primary Education Schools.

Darling-Hammond, Newton & Wei (2010) suggested five phases in administering clinical supervision, namely: pre-supervision conference, clinical supervision, analysis and strategy, post-supervision conference, and post-supervision analysis. However, the above study related clinical supervision and teaching

quality, while the present study related clinical supervision with teachers' preparation for teaching.

Tracz & Chiero (2012) state that clinical supervision program in schools in USA is one of the steps in forming the professionalism of teachers to be teachers. But in practice, until now there are teachers who have not yet realized the importance of supervision. There are still many teachers who consider that the clinical supervision is carried out to look for errors in teachers, so they are not comfortable when being supervised. This assumption should be eliminated, given the purpose of supervision is to help teachers to solve problems encountered in the classroom. Supervision is conducted by the supervisor at the school, the principal or senior teacher. Teachers should be well familiar with clinical supervision to enable them prepare for teaching effectively.

The relationship between clinical supervision and teachers' preparation for teaching in Universal Primary Education Schools has been studied for more than three decades. Clinical supervision in relation to teachers' preparation for teaching has rarely been studied in Uganda. The study was intended to plug the above said gaps through establishing the levels of clinical supervision in Universal Primary Education Schools, assessing the level of teachers' preparedness for teaching in Universal Primary Education Schools and determining the relationship between clinical supervision and teachers' preparation for teaching in Universal Primary Education Schools.

Methodology

This study employed a cross-sectional survey design where quantitative approach was used. The population of the study comprised head teachers, directors of schools and teachers. The researcher used a sample size of 268 respondents that was determined using the formula of Yamane (1967). The study used questionnaire survey as data collection method. Quantitative data

from the questionnaires was sorted, coded, edited and classified into categories as per the study objectives (Leavy, 2014). Correlation between clinical supervision and teachers' preparation for teaching was determined using Pearson Correlation.

Results

Table 1: The levels of clinical supervision in Universal Primary Education Schools of Mbarara City (n=250)

| Levels of clinical supervision | | 5 | 4 | 3 | 2 | 1 | Mean scores |
|---|---|------|------|------|------|-----|-------------|
| There is adequacy of supervisors in my school | f | 125 | 75 | 25 | 13 | 12 | 4.15 |
| | % | 50.0 | 30.0 | 10.0 | 5.2 | 4.8 | |
| Supervisors plan with teachers in my school | f | 100 | 63 | 50 | 37 | 0 | 3.90 |
| | % | 40.0 | 25.2 | 20.0 | 14.8 | 0.0 | |
| There is availability of clinical supervision materials | f | 63 | 88 | 50 | 25 | 24 | 3.56 |
| | % | 25.2 | 35.2 | 20.0 | 10.0 | 9.6 | |
| There is good relationship between supervisors and teachers | f | 150 | 75 | 25 | 0 | 0 | 4.50 |
| | % | 60.0 | 30.0 | 10.0 | 0.0 | 0.0 | |
| | f | 100 | 75 | 38 | 25 | 12 | 3.90 |

| | | | | | | | |
|--|---|------|------|------|------|-----|------|
| Supervisors give recommendations concerning observation during supervision process and make follow ups in school | % | 40.0 | 30.0 | 15.2 | 10.0 | 4.8 | |
| Clinical supervisors always analyze teaching-learning process | f | 88 | 50 | 100 | 12 | 0 | 3.86 |
| | % | 35.2 | 20.0 | 40.0 | 4.8 | 0.0 | |
| Clinical supervisors always plan the strategy of observation | f | 50 | 150 | 13 | 25 | 12 | 3.80 |
| | % | 20.0 | 60.0 | 5.2 | 10.0 | 4.8 | |

5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree and 1=Strongly Disagree

Table 2: The level of teachers' preparedness for teaching in Universal Primary Education Schools of Mbarara City (n=250)

| | 5 | 4 | 3 | 2 | 1 | Mean scores | |
|--|----------|------|------|------|------|-------------|-----|
| Lesson plans are linked to previous and future lessons | 1 38 | 50 | 13 | 25 | 24 | 9.6 | 01 |
| | 5 5.2 | 20.0 | 5.2 | 10.0 | 9.6 | | |
| Lessons are learner centred | 1 00 | 50 | 38 | 13 | 49 | 19.6 | .56 |
| | 40.0 | 20.0 | 15.2 | 5.2 | 19.6 | | |
| | 25 | 175 | 25 | 25 | 0 | | .80 |

| | | | | | | |
|--|------|------|------|------|------|-----|
| Lesson plans have clear competences and references | 10.0 | 70.0 | 10.0 | 10.0 | 0.0 | |
| Scheme of work is linked to the curriculum | 150 | 50 | 25 | 13 | 12 | .25 |
| | 60.0 | 20.0 | 10.0 | 5.2 | 4.8 | |
| Scheme of work is up to date with clear learning outcomes | 100 | 125 | 13 | 12 | 0 | .25 |
| | 40.0 | 50.0 | 5.2 | 4.8 | 0.0 | |
| Lesson notes are well organized and detailed | 100 | 75 | 25 | 25 | 25 | .80 |
| | 40.0 | 30.0 | 10.0 | 10.0 | 10.0 | |
| Instructional materials are relevant to lessons and are adequate | 75 | 125 | 25 | 13 | 12 | 95 |
| | 30.0 | 50.0 | 10.0 | 5.2 | 4.8 | |

Table 3: Pearson Correlation coefficient for clinical supervision and teachers' preparation for teaching in Universal Primary Education Schools of Mbarara Municipality (n=250)

| | | Clinical supervision | Teachers' preparation |
|--|---------------------|----------------------|-----------------------|
| Clinical supervision | Pearson Correlation | 1 | 0.913** |
| | Sig. (2-tailed) | | 0.004 |
| | N | 250 | 250 |
| Teachers' preparation | Pearson Correlation | 0.913** | 1 |
| | Sig. (2-tailed) | 0.004 | |
| | N | 250 | 250 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | |

Table 3 above shows correlation results of clinical supervision and teachers' preparation for teaching in Universal Primary Education Schools of Mbarara Municipality, where $r = 0.913^{**}$ $p = 0.004$. Results indicate a significant relationship between clinical supervision and teachers' preparation for teaching in Universal Primary Education Schools of Mbarara Municipality. This implies that clinical supervision has effect on teachers' preparation for teaching.

Discussion

Findings under this sub heading were sought in accordance to research objective three which sought to determine the relationship between clinical supervision and teachers' preparation for teaching in Universal Primary Education Schools of Mbarara City. The outcome of the study showed that there is significant relationship between clinical supervision and teachers' preparation for teaching in Universal Primary Education Schools of Mbarara City at preparation for teaching in Universal Primary Education Schools of Mbarara City, $r = 0.913^{**}$ $p = 0.004$. Which implied that clinical supervision has effect on teachers' preparation for teaching.

The above study findings agree with Darling-Hammond (2014) who discovered that school head teachers give less attention to clinical supervision and dedicate most of their time on the administration aspects. Clinical supervision administered in schools does help in increasing the teaching development of teachers while at the same time enable teachers to make improvements on their teaching practice to be more effective. The head teachers and inspectors of schools should give much attention to clinical supervision.

The above study findings are also in agreement with Fullan (2014), who states that clinical supervision can act as the basis

towards the improvement of teachers' methods of teaching. Teachers prefer to seek advice from colleagues than head teachers. However, effective head teachers who realize the importance of clinical supervision encourage improvements in their teachers' preparedness. Clinical supervision is a way for teachers to improve their teaching performance which indirectly will benefit the pupils through the improvements.

However, the above study related clinical supervision with teaching methods, the current study related clinical supervision with teachers' preparation for teaching in Universal Primary Education Schools. The above study findings further agree with Tracz & Chiero (2012) who stated that clinical supervision program in schools in USA is one of the steps in forming the professionalism of teachers to be teachers. But in practice, until now there are teachers who have not yet realized the importance of supervision. There are still many teachers who consider that clinical supervision is carried out to look for errors in teachers, so they are not comfortable when being supervised.

Conclusions

It was concluded that there is a high significant positive relationship between clinical supervision and teachers' preparation for teaching in Universal Primary Education Schools of Mbarara City.

Recommendations

Head teachers should practice all levels of clinical supervision to increase preparedness of teachers in Universal Primary Education Schools in Mbarara City.

The government and the Ministry of Education and Sports should provide mandatory policy guidelines and clinical supervision materials to all the head teachers to facilitate the

implementation of clinical supervision by head teachers in Universal Primary Education Schools.

The school administrators should ensure good monitoring and evaluating teachers' preparedness for teaching through continuous appraisal.

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