

PRINCIPALS' CLINICAL SUPERVISION AND CONFERENCE STRATEGIES ON TEACHERS JOB EFFECTIVENESS IN PUBLIC SECONDARY SCHOOL IN UDU LOCAL GOVERNMENT AREA

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ABSTRACT

This study investigated the influence of principals' clinical supervision and conference strategies on teachers' job effectiveness in public secondary schools in Udu Local Government Area of Delta State, Nigeria. Guided by two research questions and two hypotheses, descriptive survey and correlational research design were adopted. A structured questionnaire was administered to 299 teachers, and data were analyzed using mean, standard deviation, and Pearson Product Moment Correlation (PPMC). Findings revealed that principals' clinical supervision strategies such as pre-observation planning, collaborative analysis of teaching-learning processes, and post-observation feedback significantly enhance teachers' instructional effectiveness and classroom performance. Similarly, principals' conference strategies, including pre- and post-teaching conferences and professional dialogue sessions, were found to positively influence teachers' professional growth, recognition, and ability to address instructional challenges. The PPMC analysis showed significant positive correlations between clinical supervision strategies and teachers' job effectiveness ($r = .666, p < .01$), and between conference strategies and teachers' job effectiveness ($r = .453, p < .01$). The study concludes that purposeful supervision and regular conferencing create a supportive professional culture that strengthens teacher motivation and improves the quality of teaching and learning. It recommends that school leaders institutionalize systematic clinical supervision and regular conferencing to sustain teacher effectiveness and promote educational excellence in public secondary schools.

Keywords: Principals' Clinical Supervision, Conference Strategies, Teachers' Job Effectiveness, Job Effectiveness, Professional Growth, Public Secondary Schools, Udu Local Government Area, Delta State, Nigeria.

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INTRODUCTION

Education remains a critical instrument for national development and social transformation. In every society, the quality of its education system significantly determines the level of human capital development, socio-economic growth, and technological advancement. In Nigeria, the secondary school system occupies a pivotal position in the educational ladder as it serves as a bridge between primary and tertiary education (Federal Republic of Nigeria [FRN], 2014). At this level, students are prepared with foundational knowledge and skills necessary for higher education and the world of work. The success of this stage of education largely depends on the effectiveness of teachers, who are the primary agents of knowledge dissemination and character formation. However, teachers' job effectiveness is not achieved in isolation; it requires purposeful leadership, continuous professional support, and an enabling environment. Principals, as the chief administrators and instructional leaders of secondary schools, play a fundamental role in fostering teacher effectiveness through effective supervisory practices and strategic professional interactions (Ololube, 2017; Ofojebe & Ezugoh, 2010).

One of the most recognized supervisory models in contemporary educational administration is clinical supervision. Clinical supervision is a systematic, collaborative, and cyclical process that focuses on improving classroom instruction through pre-observation conferences, classroom observations, and post-observation conferences (Cogan, 1973; Goldhammer, 1969). It is designed not merely to evaluate teachers but to guide and mentor them toward improved pedagogical practices. The concept emphasizes a collegial relationship between the supervisor and the teacher where both parties work together to identify instructional strengths, weaknesses, and opportunities for professional growth (Nwagwu & Ibekwe, 2020). Clinical supervision, therefore, shifts the emphasis from fault-finding to developmental support, thereby enhancing teachers' confidence, creativity, and professional competence (Okorji & Eneh, 2015).

Within the context of Nigerian public secondary schools, the role of principals in applying clinical supervision has become increasingly significant. With growing concerns about declining educational standards, low student performance, and the need to meet global competitiveness, principals are expected to go beyond administrative functions to serve as instructional leaders (Ogunu, 2000; Peretomode, 2012). By employing clinical supervision techniques, principals can observe classroom practices firsthand, provide constructive feedback, and support teachers in improving their instructional strategies. The pre-observation conference allows the principal and the teacher to discuss lesson objectives, instructional materials, and expected learning outcomes, thus ensuring that the observation is focused and meaningful. During the actual classroom observation, the principal records evidence of teaching and learning interactions without unnecessary interruptions. The post-observation conference provides an opportunity for a reflective dialogue where strengths are acknowledged, challenges are addressed, and concrete action plans for improvement are agreed upon. Such a process not only improves teaching effectiveness but also fosters a culture of trust, collaboration, and continuous professional development (Nwadiani & Ofojebe, 2018).

Closely related to clinical supervision are conference strategies, which form an integral part of effective instructional supervision. Conference strategies refer to structured professional dialogues and meetings between principals and teachers aimed at sharing ideas, clarifying instructional goals, and jointly solving pedagogical challenges (Akinfolarin & Rufai, 2019). These strategies include individual conferences, group conferences, mentoring sessions, and

professional learning communities. Through such conferences, teachers are given opportunities to reflect on their practices, share experiences with colleagues, and receive feedback and guidance. For principals, conferences provide a platform to communicate expectations, discuss curriculum implementation, and reinforce best practices in teaching. Effective conference strategies also help to build professional relationships, reduce teacher isolation, and create a collective commitment to school improvement (Eya & Chukwu, 2012).

Teachers' job effectiveness encompasses their ability to plan and deliver lessons effectively, manage classrooms, assess students accurately, and engage learners meaningfully is directly influenced by the quality of supervision and professional support they receive (Ololube, 2017). Research has consistently shown that teachers who benefit from constructive supervision and regular professional dialogue are more motivated, confident, and committed to their roles (Ofojebe & Ezugoh, 2010; Okorji & Eneh, 2015). In Udu Local Government Area of Delta State, public secondary schools face challenges such as inadequate resources, large class sizes, and varying levels of teacher preparedness. These issues make the role of principals in providing clinical supervision and conference-based support even more critical. By adopting a proactive approach to supervision, principals can help teachers overcome these constraints and enhance the overall quality of teaching and learning.

Furthermore, the implementation of clinical supervision and conference strategies aligns with contemporary educational reforms in Nigeria, which emphasize continuous professional development and accountability in teaching. The National Policy on Education underscores the importance of effective supervision as a means of ensuring quality control and professional growth in schools (FRN, 2014). Principals, therefore, are not only administrators but also instructional leaders who must model best practices, mentor teachers, and create an environment conducive to professional learning. When principals effectively carry out clinical supervision and conference strategies, they foster a professional culture that motivates teachers to perform their duties more effectively, thereby improving student outcomes.

This study focuses on principals' clinical supervision and conference strategies as determinants of teachers' job effectiveness in public secondary schools in Udu Local Government Area of Delta state. Sought to examine how principals apply clinical supervision techniques, the nature and frequency of conferences between principals and teachers, and the extent to which these practices influence teachers' instructional performance. The findings are expected to inform policy makers, education administrators, and school principals on best practices for enhancing teacher effectiveness and sustaining quality education at the secondary school level (Nwagwu & Ibekwe, 2020).

Aim and Objectives of the Study

The main aim of this study is to investigate how principals' clinical supervision and conference strategies influence teachers' job effectiveness in public secondary schools in Udu Local Government Area of Delta State. The specific objectives of the study are to:

- Examine the extent to which principals' clinical supervision strategies enhance teachers' job effectiveness in public secondary schools in Udu Local Government Area.
- Determine the influence of principals' conference strategies on teachers' job effectiveness in public secondary schools in Udu Local Government Area.

Research Questions

Based on the aim and objectives of the study, the following research questions are formulated:

- To what extent do principals' clinical supervision strategies enhance teachers' job effectiveness in public secondary schools in Udu Local Government Area?
- How do principals' conference strategies influence teachers' job effectiveness in public secondary schools in Udu Local Government Area?

Hypotheses

Two null hypotheses were formulated and tested at a .05 level of significance:

- There is no significant relationship between principals' clinical supervision strategies and teachers' job effectiveness in public secondary schools in Udu Local Government Area.
- There is no significant relationship between principals' conference strategies and teachers' job effectiveness in public secondary schools in Udu Local Government Area.

CONCEPTUALIZATION

Clinical Supervision Theory

The most appropriate theoretical framework for this study on Principals' Clinical Supervision and Conference Strategies on Teachers Job Effectiveness in Public Secondary School in Udu Local Government Area is the Clinical Supervision Theory. This theory, pioneered by Morris Cogan (1973) and further developed by Robert Goldhammer (1969), provides a structured and systematic approach to instructional supervision that aligns directly with the concepts of conferences, feedback, and teacher professional growth. It offers a comprehensive lens through which the relationship between principals' supervisory conferences and teachers' job effectiveness can be understood and analyzed.

Clinical Supervision Theory emerged in the United States during the 1960s and early 1970s as an alternative to the traditional, inspection-based model of school supervision. Earlier supervision methods were largely evaluative and judgmental, focusing on compliance and fault-finding rather than teacher development (Goldhammer, 1969). In contrast, clinical supervision emphasizes collaboration, professional dialogue, and reflective practice. It is a cyclical, evidence-based process involving three key stages: pre-observation conference, classroom observation, and post-observation conference (Cogan, 1973). Each stage fosters professional growth through structured feedback and mutual reflection.

In the pre-observation conference, the supervisor (in this case, the principal) and the teacher jointly discuss the lesson plan, objectives, and instructional strategies. This ensures clarity of purpose and establishes a climate of trust. The classroom observation stage involves the principal observing the teaching-learning process objectively without unnecessary interference. Finally, in the post-observation conference, both parties engage in a constructive dialogue to evaluate the lesson, identify strengths and areas of improvement, and develop an action plan for future teaching (Goldhammer, 1969; Okorji & Eneh, 2015).

Clinical Supervision Theory is particularly relevant to the present study because conferences are its core mechanism. The theory conceptualizes supervision not as a top-down evaluation but as a professional conference, which is a collaborative interaction in which the principal and teacher share responsibility for improving instruction (Eya & Chukwu, 2012). The pre- and post-observation conferences are integral to the process, allowing teachers to reflect critically on their instructional practices and receive constructive feedback that directly supports their job effectiveness.

The model underscores the importance of **dialogue and trust** between supervisors and teachers, which mirrors the goal of principals' conferences in Nigerian public secondary schools. For teachers to accept feedback and change their instructional methods, they must feel respected and professionally valued. Clinical supervision, with its emphasis on mutual respect and shared professional development, provides the theoretical foundation for these conferences (Nwagwu & Ibekwe, 2020).

Teachers' job effectiveness benefits significantly from the principles of clinical supervision. Through conferences, teachers engage in reflective practice, gaining deeper insight into their teaching methods and the learning needs of their students (Ololube, 2017). The theory explains how structured feedback and guided self-evaluation lead to professional growth. When principals implement clinical supervision faithfully, they enhance teachers' pedagogical skills, motivation, and confidence, thereby improving overall instructional quality and student outcomes (Nwadiani & Ofojebe, 2018).

In addition, the theory supports the idea of **continuous professional development**. Unlike one-time inspections, clinical supervision advocates ongoing, cyclical interactions that enable teachers to progressively refine their skills. In the Nigerian context where secondary schools often face challenges such as large class sizes, inadequate resources, and diverse student needs this continuous professional dialogue is vital for sustaining teaching quality (Akinfolarin & Rufai, 2019). Clinical Supervision Theory rests on several key assumptions relevant to the study:

- Effective supervision requires a partnership between the supervisor and the teacher, where both contribute to improving instruction (Cogan, 1973).
- Teachers become more effective when they critically examine their own teaching practices with the guidance of constructive feedback (Goldhammer, 1969).
- Observation and feedback must be based on objective evidence rather than subjective judgments (Okorji & Eneh, 2015).
- A non-threatening environment encourages teachers to be open about their challenges and receptive to feedback (Eya & Chukwu, 2012).

Applying this theory implies that principals in public secondary schools should view conferences not merely as administrative duties but as professional learning opportunities. By fostering a culture of collaboration and trust, principals can use conferences to strengthen teachers' instructional competencies and commitment to their roles.

While Clinical Supervision Theory is widely regarded as a best practice in instructional leadership, critics argue that it can be time-consuming and difficult to implement in schools with large teacher populations or limited resources (Peretomode, 2012). Nigerian public secondary schools often face these constraints, and principals are frequently burdened with heavy administrative workloads (Ogunu, 2000). However, these challenges can be mitigated through

careful planning, delegation, and the use of group conferences when individual meetings are impractical. In-service training and support from educational authorities are also crucial for equipping principals with the necessary supervisory skills.

Principals' Clinical Supervision Strategies on Teachers Job Effectiveness in Public Secondary School

Effective teaching and learning in secondary schools depend largely on the professional competence and commitment of teachers. Teachers' job effectiveness include active lesson preparation, instructional delivery, classroom management, student assessment, and professional conduct, which are key determinant of educational quality (Ololube, 2017). However, teachers require continuous guidance and support to sustain high levels of performance, especially in an era of rapidly changing curricula and increased accountability. In Nigeria's public secondary schools, principals' clinical supervision strategies have emerged as a critical mechanism for enhancing teachers' job effectiveness (Okorji & Eneh, 2015; Nwagwu & Ibekwe, 2020).

Clinical supervision is a structured collaborative approach to instructional supervision designed to improve teaching through a cyclical process of pre-observation, observation, and post-observation conferences (Goldhammer, 1969). Unlike traditional inspection that often focuses on fault-finding, clinical supervision is developmental and non-threatening. It emphasizes collegial dialogue, reflective practice, and professional growth (Nwadiani & Ofojebe, 2018). The goal is to help teachers identify strengths and areas for improvement in their instructional practice through constructive feedback and mentoring.

In Nigerian public secondary schools, where challenges such as large class sizes, limited resources, and variable teacher qualifications persist, clinical supervision provides principals with a framework for supporting teachers systematically (Akinfolarin & Rufai, 2019). By observing classroom practices and providing targeted feedback, principals can guide teachers toward more effective pedagogical methods, thereby improving student outcomes.

The first stage of clinical supervision involves a pre-observation conference. Here, the principal and the teacher collaboratively discuss lesson objectives, instructional materials, and the desired learning outcomes (Goldhammer, 1969). This conference clarifies expectations and creates a shared understanding of what will be observed. Research shows that when teachers participate in setting the observation focus, they are more likely to engage in reflective practice and accept constructive feedback (Okorji & Eneh, 2015). In the Nigerian context, where teachers may initially view supervision with suspicion, this preparatory dialogue builds trust and sets a positive tone for professional collaboration (Ogunu, 2000).

During the observation stage, the principal visits the classroom to collect objective evidence of teaching and learning interactions. The emphasis is on capturing actual instructional practices without interrupting the lesson. This process allows principals to identify both strengths such as effective questioning or innovative use of teaching aids and areas requiring improvement, such as pacing of lessons or classroom management strategies (Nwagwu & Ibekwe, 2020). According to Akinfolarin and Rufai (2019), principals who regularly observe classes help teachers remain accountable and reflective, which significantly contributes to teachers' job effectiveness.

The post-observation conference provides a forum for reflective dialogue where the principal and teacher review the observed lesson. Feedback is presented in a constructive, non-judgmental manner, focusing on evidence gathered during the observation (Nwadiani & Ofojebe,

2018). Teachers are encouraged to share their own reflections, leading to collaborative problem-solving and action planning. Such conferences reinforce a culture of continuous professional development, which in turn enhances teachers' instructional competence and motivation (Okorji & Eneh, 2015).

Principals' effective application of clinical supervision strategies has a direct influence on teachers' job effectiveness. Teachers who receive constructive feedback become more skilled in lesson planning, use of instructional materials, and classroom management (Ololube, 2017). Moreover, regular supervision fosters professional confidence and commitment, reducing absenteeism and improving student engagement (Ofojebe & Ezugoh, 2010).

Nwagwu and Ibekwe (2020) found that schools where principals consistently implement clinical supervision recorded higher levels of teacher performance in curriculum delivery and student assessment. Similarly, Okorji and Eneh (2015) reported that clinical supervision enhanced teachers' ability to integrate innovative teaching methods, thereby improving learning outcomes. These findings highlight the role of principals as instructional leaders who not only manage administrative tasks but also mentor teachers toward professional excellence.

Despite its potential, implementing clinical supervision in Nigerian public secondary schools faces challenges. Large class sizes, heavy administrative workloads for principals, and inadequate training in supervision techniques can hinder its effectiveness (Peretomode, 2012). Some teachers may initially resist supervision, perceiving it as a form of inspection rather than professional support (Ogunu, 2000). Likewise, inadequate funding and lack of instructional resources sometimes limit the extent to which principals can provide practical guidance (Akinfolarin & Rufai, 2019).

To overcome these challenges, education authorities should provide regular professional development for principals in clinical supervision methods. Workshops and in-service training can enhance principals' skills in giving constructive feedback and conducting reflective conferences (Eya & Chukwu, 2012). Schools should also foster a culture of trust, where supervision is viewed as a collaborative effort to improve teaching rather than a punitive exercise. Adequate funding and provision of instructional materials will further support both teachers and supervisors in improving teaching and learning outcomes.

Consequently, principals' clinical supervision strategies are vital for improving teachers' job effectiveness in Nigerian public secondary schools. Thus, by systematically applying pre-observation conferences, objective classroom observations, and reflective post-observation conferences, principals can enhance teachers' instructional competence, professional growth, and motivation.

Principals Influences of Holding Conferences with Teachers on their Job Effectiveness in Public Secondary School

The quality of secondary education depends largely on the competence and motivation of teachers. Teachers' job effectiveness is reflected in their ability to plan lessons, deliver instruction, manage classrooms, and assess the direct impact on students' learning outcomes (Ololube, 2017). However, teachers rarely achieve high levels of professional competence in isolation. Ongoing professional dialogue, feedback, and mentoring from school leaders are crucial for maintaining and improving teaching standards. Among the strategies employed by school leaders, the practice of holding regular conferences between principals and teachers

stands out as an essential supervisory tool for enhancing teachers' job effectiveness in public secondary schools (Eya & Chukwu, 2012; Nwadiani & Ofojebe, 2018).

Supervisory conferences are structured, goal-oriented meetings between principals and teachers designed to review instructional practices, clarify objectives, and address professional challenges (Akinfolarin & Rufai, 2019). They form a central component of clinical supervision and other developmental supervision models (Goldhammer, 1969). Conferences may be individual, focused on a single teacher or group-based, which involves several teachers in collaborative discussions. The purpose is not to evaluate teachers punitively but to provide constructive feedback and facilitate professional growth (Okorji & Eneh, 2015).

In Nigeria's public secondary schools, where limited resources, large class sizes, and varying teacher qualifications often hinder instructional quality, conferences provide a practical avenue for principals to offer guidance and support. According to Nwagwu and Ibekwe (2020), such interactions foster a climate of trust and mutual respect, allowing teachers to freely discuss instructional challenges and explore innovative strategies for improving classroom practice.

Conferences typically occur in three stages: pre-observation, observation review, and post-observation feedback:

- Pre-observation conferences are held before classroom visits to clarify the lesson objectives, teaching methods, and expected learning outcomes. This ensures that the principal understands the context of the lesson and that the teacher is aware of the supervision focus (Goldhammer, 1969).
- Observation review conferences may occur informally during or immediately after classroom observation to discuss noteworthy aspects of the lesson.
- Post-observation conferences are formal meetings where the principal provides evidence-based feedback, highlighting strengths and suggesting improvements (Cogan, 1973; Okorji & Eneh, 2015).

Regular conferences with teachers positively influence multiple dimensions of teachers' job effectiveness. The conferences may be constructive dialogue during conferences helps teachers refine their lesson plans, select appropriate teaching aids, and adopt effective instructional strategies. Eya and Chukwu (2012) found that principals who hold regular instructional conferences improve teachers' ability to align lesson objectives with curriculum standards, resulting in better student engagement and learning outcomes.

Through reflective discussions, teachers gain insights into classroom management techniques and student assessment strategies. Principals can share best practices and mentor teachers in handling behavioral challenges and conducting fair evaluations (Akinfolarin & Rufai, 2019). Conferences serve as a forum for acknowledging teachers' efforts, providing recognition, and fostering a sense of belonging. Ofojebe and Ezugoh (2010) noted that teachers who receive regular feedback and recognition from school leaders demonstrate higher levels of motivation and commitment to their work. Group conferences create opportunities for peer learning and professional networking. Teachers exchange ideas and jointly solve instructional problems, thereby reducing professional isolation and creating a shared sense of responsibility for school improvement (Nwadiani & Ofojebe, 2018).

Principals in many Nigerian public secondary schools are burdened with heavy administrative duties, which can limit the time available for instructional supervision (Peretomode, 2012). Inadequate training in supervisory skills may also reduce the quality of

feedback provided during conferences (Ogunu, 2000). Furthermore, some teachers may initially view conferences as a form of inspection rather than professional support, leading to resistance or lack of openness (Okorji & Eneh, 2015).

To maximize the impact of conferences, education authorities should provide principals with professional development in modern supervisory techniques, including how to conduct effective pre- and post-observation dialogues (Eya & Chukwu, 2012). Principals must also create an atmosphere of trust, ensuring that conferences are developmental rather than punitive. Adequate funding and provision of instructional materials are essential to support the recommendations and strategies discussed during conferences.

Principals' practice of holding regular conferences with teachers is a powerful strategy for enhancing teachers' job effectiveness in public secondary schools. Principals who provide structured opportunities like dialogue, feedback, and professional reflection, conferences help teachers improve their instructional planning, classroom management, and professional commitment.

METHODOLOGY

The study adopted descriptive survey and correlational research design, which focuses on describing and relating the characteristics of given phenomenon's without manipulating variables. This design provides a snapshot of the existing situation and was considered suitable because it enabled the researcher to collect opinions from the target population to describe teachers' competencies and the influence of principals' supervisory strategies. The study also incorporated elements of ex-post facto research, as it examined existing records of students' West African Senior School Certificate Examination (WASSCE) results to complement survey data. The descriptive design allowed the use of questionnaires and interviews to capture participants' attitudes, opinions, and behaviours.

The population comprised principals, vice principals, and teachers from 15 public secondary schools in Udu Local Government Area (L.G.A) of Delta State. A total of 300 questionnaires were distributed personally, and 299 were successfully retrieved. Using a combination of simple random and purposive sampling techniques, 15 co-educational public secondary schools were selected, and all Heads of Department, Heads of Subject, and Principal Education Officers in the chosen schools participated.

Data were collected using a researcher-designed questionnaire titled "Principals' Clinical Supervision and Conference Strategies on Teachers Job Effectiveness Questionnaire (PCSCSTJEQ)". Section A captured respondents' bio-data (position, grade level, gender, years of experience, and qualification), while Section B focused on teachers' knowledge of subject matter, communication skills, and classroom management techniques, each containing ten items rated on a four-point modified Likert scale (Very High Extent = 4 to Very Low Extent = 1).

Validity of the instrument was ensured through expert review by specialists Department of Educational Administration at the National Open University of Nigeria (NOUN), Owhrode Study Centre. Reliability was tested using Cronbach's Alpha on a pilot sample of 79 teachers from Olomoro Comprehensive High School, yielding a satisfactory coefficient.

Data were analysed using frequency counts, percentages, mean and standard deviation. A decision rule of 2.50 mean score was adopted: responses with a mean of 2.50 and above were interpreted as "high extent," while those below indicated "low extent."

RESULTS

Research Question One: To what extent do principals' clinical supervision practices enhance teachers' instructional effectiveness in public secondary schools in Udu Local Government Area?

Table 1: Mean and standard deviation of responses on the extent of principal clinical supervision and teachers' job effectiveness in public secondary school

S/N	Extent of Principal's relationship between clinical supervision strategies and teachers job effectiveness	Mean	SD.	Remark
1	Principal clinical supervision helps friendly nature of clinical supervision gives encouragement to teachers	3.39	1.06	High Extent
2	The use of clinical supervision strategy aids teachers not to be afraid during supervision	3.43	0.52	High Extent
3	The use of clinical supervision strategy helps supervisors to plan with the teachers	3.43	0.59	High Extent
4	The use of clinical supervision strategy helps supervisors and teachers to analyze the teaching learning strategies.	3.72	0.64	High Extent
5	Using clinical supervision strategy creates teacher and supervisor intimacy.	3.83	0.56	High Extent
6	Clinical strategies provides remedies or offer solutions to problems	3.32	0.66	High Extent
Grand Mean and SD		3.52	0.67	High Extent

The findings in Table 1 show that principals' clinical supervision practices have a high positive impact on teachers' instructional effectiveness in public secondary schools in Udu Local Government Area. The grand mean of the items (all above the benchmark mean of 2.50) confirmed that respondents generally agreed, to a high extent, that clinical supervision enhances teachers' job effectiveness.

All six indicators recorded mean scores ranging from 3.32 to 3.83, demonstrating consistent agreement among respondents. The item with the highest mean (3.83; SD = 0.56) reveals that clinical supervision fosters close professional relationships between teachers and supervisors, creating a supportive and collaborative environment. Similarly, the high mean of 3.72 (SD = 0.64) indicates that clinical supervision enables both teachers and supervisors to jointly analyze teaching and learning strategies, encouraging reflective practice and continuous instructional improvement.

Other items, such as the planning of lessons with teachers (Mean = 3.43; SD = 0.59) and reducing teachers' fear during supervision (Mean = 3.43; SD = 0.52), confirm that clinical supervision makes the process less intimidating and more developmental rather than fault-finding. Respondents also agreed that clinical supervision provides solutions to instructional problems (Mean = 3.32; SD = 0.66), highlighting its problem-solving potential. The friendly and encouraging nature of clinical supervision (Mean = 3.39; SD = 1.06) further supports its role in motivating teachers.

The relatively low standard deviations (mostly below 1.0) indicate strong consensus among respondents regarding these positive effects. Overall, the results demonstrate that principals' use of clinical supervision strategies characterized by collaboration, constructive feedback, and professional intimacy significantly enhances teachers' instructional effectiveness,

fostering better lesson delivery, reflective practice, and improved teaching-learning outcomes in Udu Local Government Area's public secondary schools.

Research Question Two: To what extent do principals' conference strategies influence teachers' job effectiveness in public secondary schools in Udu Local Government Area?

Table 2: Mean and Standard Deviation of Responses of the Extent of Principals Holding Conferences with teachers on teachers job effectiveness in public secondary school.

S/N	Principals influences of holding conferences with teachers on teachers job effectiveness	Mean	SD.	Remark
7.	Having conferences with teachers before and after classroom teaching learning process enhances professional growth.	3.37	0.64	High Extent
8.	Conferencing with teachers by the supervisor is one way of building positive relationship with the school	3.49	0.57	High Extent
9.	Having conference with teachers before the actual classroom observation improves teachers skills	3.25	0.66	High Extent
10.	Conferencing with teacher help supervisors to detect students and teachers classroom needs.	3.40	0.55	High Extent
11.	Holding conferences with teachers by the supervisor give teachers sense of recognition in their job	3.75	0.52	High Extent
12.	Holding conference with teachers before resumption boost teachers/students diction.	3.75	1.06	High Extent
13.	Conference help teachers to build a strong educational program	3.84	0.93	High Extent
14.	Principals organize conferences for teachers to teach them how to use modern equipment in teaching and learning	3.83	0.51	High Extent
15.	Conferences develop mental trust between the teachers and principals	3.43	0.64	High Extent
16.	Conferences enhances teachers' awareness in solving instructional problems	3.90	0.62	High Extent
Grand Mean and SD		3.61	0.67	High Extent

The results in Table 2 revealed that principals' conference strategies strongly influence teachers' job effectiveness in public secondary schools in Udu Local Government Area. The grand mean of 3.61, which is well above the decision benchmark of 2.50, clearly indicates that respondents agreed to a high extent that holding conferences with teachers significantly improves their professional competence and classroom performance. The overall standard deviation of 0.67 suggests a high level of agreement among participants.

Across all ten indicators, the mean scores range from 3.25 to 3.90, reflecting consistent positive perceptions. The highest mean (3.90; SD = 0.62) shows that conferences enhance teachers' awareness in solving instructional problems, highlighting the critical role of conferences in improving pedagogical decision-making and problem-solving skills. Similarly, very high means were recorded for items stating that conferences help teachers to build a strong educational program (3.84; SD = 0.93) and that principals use conferences to teach teachers how to operate modern teaching equipment (3.83; SD = 0.51). These findings underscore the importance of conferences for professional growth and technological adaptability.

Moreover, teachers strongly agreed that conferences provide a sense of recognition (3.75; SD = 0.52) and boost teachers' and students' diction before resumption (3.75; SD = 1.06), indicating that such meetings contribute to both professional identity and language development.

Conferences were also viewed as effective in building positive relationships between supervisors and teachers (3.49; SD = 0.57) and in developing mental trust between teachers and principals (3.43; SD = 0.64), demonstrating their role in strengthening collegial relationships and trust.

Other important benefits highlighted include detecting classroom needs (3.40; SD = 0.55) and improving teachers' skills through pre-observation conferences (3.25; SD = 0.66). Overall, these results confirm that principals' practice of holding regular conferences is a powerful supervisory strategy that enhances teachers' professional development, instructional effectiveness, and collaborative school culture in Udu Local Government Area.

Test of Hypotheses

Hypothesis One: There is no significant relationship between principals' clinical supervision strategies and teachers' job effectiveness in public secondary schools in Udu Local Government Area.

Table 3: PPMC analysis of significant relationship between principals' clinical supervision strategies and teachers' job effectiveness in public secondary schools

		Principals' clinical supervision	Teachers' job effectiveness
Principals' clinical supervision	Pearson Correlation	1	.666**
	Sig. (2-tailed)		.000
	N	299	299
Teachers' job effectiveness	Pearson Correlation	.666**	1
	Sig. (2-tailed)	.000	
	N	299	299

** . Correlation is significant at the .01 level (2-tailed).

The result of the Pearson Product Moment Correlation (PPMC) analysis presented in Table 3 shows a correlation coefficient (r) of .666 between principals' clinical supervision strategies and teachers' job effectiveness in public secondary schools in Udu Local Government Area. This coefficient indicates a moderately strong positive relationship between the two variables. The associated p-value (Sig. 2-tailed) is .000, which is less than the .01 level of significance, signifying that the relationship is statistically significant.

Since the calculated p-value is far below the .05 threshold, the null hypothesis (H_1), which states that there is no significant relationship between principals' clinical supervision strategies and teachers' job effectiveness, is rejected. This means that principals' clinical supervision practices have a significant positive influence on the job effectiveness of teachers in public secondary schools within Udu Local Government Area.

The implication of this result is that when principals effectively implement clinical supervision such as conducting pre-observation conferences, providing constructive feedback, jointly analyzing teaching strategies, and offering professional support teachers' instructional practices and overall job performance improve. This aligns with the principles of clinical supervision theory, which emphasizes professional dialogue, reflective practice, and collaborative problem-solving to enhance teaching and learning.

In essence, the finding confirmed that the more principals engage in structured and supportive clinical supervision strategies, the higher the level of teachers' job effectiveness,

particularly in areas such as lesson planning, classroom management, communication skills, and students' learning outcomes.

Hypothesis Two: There is no significant relationship between principals' conference strategies and teachers' job effectiveness in public secondary schools in Udu Local Government Area.

Table 4: PPMC analysis of significant relationship between principals' conference strategies and teachers' job effectiveness in public secondary schools

		Principals' conference strategies	Teachers' job effectiveness
Principals' conference strategies	Pearson Correlation	1	.453**
	Sig. (2-tailed)		.000
	N	299	299
Teachers' job effectiveness	Pearson Correlation	.453**	1
	Sig. (2-tailed)	.000	
	N	299	299

** . Correlation is significant at the 0.01 level (2-tailed).

The Pearson Product Moment Correlation (PPMC) result in Table 4 shows a correlation coefficient (r) of .453 between principals' conference strategies and teachers' job effectiveness in public secondary schools in Udu Local Government Area. This value indicates a moderate positive relationship between the two variables. The p-value (Sig. 2-tailed) is .000, which is less than the 0.01 level of significance, indicating that the relationship is statistically significant.

Given that the p-value is far below the .05 significance threshold, the null hypothesis (H₂), which states that there is no significant relationship between principals' conference strategies and teachers' job effectiveness, is rejected. This means that holding regular conferences with teachers significantly contributes to improving their job effectiveness in the public secondary schools studied.

The implication of this finding is that principals' conference strategies such as pre- and post-observation meetings, professional dialogue sessions, and collaborative problem-solving discussions play an important role in enhancing teachers' professional growth and instructional competence. Through these conferences, principals provide constructive feedback, clarify expectations, identify classroom needs, and build trust and positive relationships with teachers. These interactions motivate teachers, sharpen their teaching skills, and promote reflective practices, which ultimately improve lesson delivery and student learning outcomes.

In summary, the analysis confirms that principals who actively organize and engage teachers in meaningful conferences positively influence their job effectiveness. Although the strength of the correlation (r = .453) is moderate compared to the stronger relationship observed with clinical supervision, it still represents a significant contribution to teachers' professional development and overall effectiveness in Udu Local Government Area's public secondary schools.

DISCUSSION

Principals' clinical supervision strategies and teachers' job effectiveness in public secondary schools

The findings of this study revealed a moderately strong positive relationship ($r = .666, p < .01$) between principals' clinical supervision strategies and teachers' job effectiveness in public secondary schools in Udu Local Government Area. This result confirms that effective clinical supervision characterized by pre-observation conferences, collaborative classroom observations, and post-observation feedback significantly improves teachers' instructional competence and professional performance. The outcome aligns with the arguments of several researches, who emphasized that clinical supervision fosters professional dialogue, reflective practice, and instructional improvement.

Okorji and Eneh (2015) and Eya and Chukwu (2012) asserted that clinical supervision enables supervisors and teachers to jointly analyze teaching-learning processes and solve instructional challenges. The present findings support these scholars by showing that principals who create a friendly, non-threatening supervision environment motivate teachers to embrace feedback, plan lessons effectively, and enhance their teaching strategies. The high mean ratings for indicators such as building teacher-supervisor intimacy and providing solutions to instructional problems further demonstrate that principals' clinical supervision is not merely evaluative but developmental.

These results also echo Ololube (2017) and Nwagwu and Ibekwe (2020), who found that clinical supervision improves teachers' confidence and professional growth when implemented with trust and mutual respect. By reducing teachers' fear during supervision and fostering collaboration, principals help teachers reflect on their practice and strengthen classroom management, communication skills, and lesson delivery.

Overall, the analysis demonstrates that principals' adoption of clinical supervision strategies significantly contributes to teacher effectiveness and, by extension, the quality of student learning outcomes. The study therefore reinforces the Clinical Supervision Theory, which advocates a systematic, collegial, and evidence-based approach to supervision. Effective implementation of these strategies can enhance continuous professional development and sustain high instructional standards in Nigerian public secondary schools.

Principals' conference strategies and teachers' job effectiveness in public secondary schools

The analysis of the second hypothesis shows a moderate positive relationship ($r = .453, p < .01$) between principals' conference strategies and teachers' job effectiveness in public secondary schools in Udu Local Government Area. This indicates that when principals deliberately organize and engage teachers in structured conferences before and after classroom instruction, teachers' professional competence and classroom performance are significantly enhanced. Although the strength of this relationship is slightly lower than that of clinical supervision, it is still statistically significant and educationally meaningful.

This finding supports the views of Eya and Chukwu (2012) and Okorji and Eneh (2015), who emphasize that pre- and post-observation conferences provide opportunities for constructive feedback, professional dialogue, and collaborative problem-solving. Conferences help principals identify classroom needs, guide teachers in improving lesson delivery, and build positive staff relationships. Similarly, Nwagwu and Ibekwe (2020) highlight that regular conferences give teachers a sense of recognition and belonging, which increases motivation and commitment to their work.

The high mean ratings obtained for items such as enhancing teachers' awareness in solving instructional problems, building a strong educational program, and training teachers to

use modern instructional equipment show that conferences serve as platforms for continuous professional development. They create a forum where teachers reflect on their teaching practices, share experiences, and learn new pedagogical strategies.

These findings also echo Ololube (2017), who observed that conferences and workshops contribute to teacher growth by improving communication skills and professional confidence. Through such meetings, principals not only provide feedback but also strengthen mutual trust and collegial relationships, which are critical for effective teaching and learning.

To sum, the results demonstrate that principals' conference strategies are an effective supervisory tool for enhancing teachers' job effectiveness, fostering professional growth, and promoting improved instructional quality in public secondary schools.

CONCLUSION

This study examined the influence of principals' clinical supervision and conference strategies on teachers' job effectiveness in public secondary schools in Udu Local Government Area. The findings revealed that both clinical supervision and conference strategies significantly enhance teachers' instructional effectiveness and overall job performance. Principals' clinical supervision practices such as pre-observation planning, observation, analysis of teaching-learning strategies, and post-observation feedback were found to create a supportive professional environment that improves teachers' pedagogical skills and classroom delivery. Similarly, principals' conference strategies, including regular pre and post-teaching conferences and professional dialogue sessions, were shown to foster teachers' professional growth, build positive relationships, and improve their capacity to solve instructional problems.

The positive and significant correlations between both supervisory strategies and teachers' job effectiveness underscore the critical role of effective school leadership in ensuring quality teaching and learning. These findings are consistent with existing literature, which emphasizes that supportive supervision and professional dialogue motivate teachers, strengthen their instructional competencies, and enhance students' learning outcomes. Therefore, principals who adopt systematic clinical supervision and well-structured conferences create a culture of continuous professional development and accountability. The study concludes that sustained, purposeful supervisory practices are essential for improving teacher effectiveness and achieving educational excellence in public secondary schools.

Recommendations

Based on the results of the study, recommendations were put forward:

- Education authorities should provide regular professional development for principals in clinical supervision methods because workshops and in-service training on clinical supervision enhances principals' skills in giving constructive feedback and conducting reflective conferences.
- Principals must be trained and supported to integrate conferences as a routine and meaningful part of instructional supervision. When effectively implemented, supervisory conferences contribute to a culture of continuous professional growth and improved student outcomes.

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