

An investigation into the Incorporation of Clinical Supervision to Enhance the Quality of Pre-Service Teachers for Effective Teaching Learning Process

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එදායී ඉගැන්වීමේ ඉගෙනුම් ක්‍රියාවලිය සඳහා පෙර සේවා ගුරුවරුන්ගේ ගුණාත්මක භාවය ඉහළ නැංවීම සඳහා සායනික අධීක්ෂණය ඇතුළත් කළ හැකි ආකාරය මෙම අධ්‍යයනයෙන් ගවේෂණය කරයි. අධ්‍යයනයේ ගුණාත්මක භාවය බොහෝදුරට රදා පවතින්නේ ගුරුවරුන්ගේ ගුණාත්මකභාවය මත බව සඳහන් කිරීම අවිවාදිත ය.

ගුණාත්මක අධ්‍යාපනයක් සඳහා සුදුසුකම් ලත් වෘත්තීය ගුරුවරුන් අවශ්‍ය වේ. හොඳ පුහුණුවක් හරහා ගුරුවරුන්ට ඔවුන්ගේ කුසලතා ඉහළ නැංවීමට අවස්ථා සැලසිය යුතු ය. අධ්‍යාපනයේ ගුණාත්මක භාවය පහත වැටීම සඳහා ගුරුවරුන්ගේ ගුණාත්මක හිඟය එක් තීරණාත්මක සාධකයක් බව නිරීක්ෂණය කළ හැකි ය. (සර්මා, ලිච්චි සහ කළුගලගෙදර, 2018).

මීට අමතර ව, (සුල්තානා සහ වෙනත් අය, 2009) නිවැරදි ව පෙන්වා දෙන්නේ ගුරුවරුන්ගේ ගුණාත්මක භාවය ඉහළ වන තරමට අධ්‍යාපනයේ ගුණාත්මක භාවය ඉහළ යන බව යි. සාමාන්‍යයෙන් වෛද්‍ය ක්ෂේත්‍රයේ භාවිතා වන සායනික අධීක්ෂණය අද වන විට අධ්‍යාපන ක්ෂේත්‍රයේ, විශේෂයෙන් ගුරු පුහුණු වැඩසටහන් සඳහා භාවිතා කරනු දක්නට ලැබේ.

මෙම අධ්‍යයනය එක් කණ්ඩායමකට ගුරුවරුන් විසිපස් දෙනෙකුගෙන් සමන්විත ගුරු අභ්‍යාසලාභීන් කට්ටල දෙකක් සමඟ පර්යේෂණාත්මක පර්යේෂණයක් ලෙස සිදු කරන ලදී. පාලන කණ්ඩායම් පශ්චාත් සම්මන්ත්‍රණය සමඟ කටයුතු කරන ලදී. දත්ත

එකතු කර විශ්ලේෂණය කරන ලදී. පාලන කණ්ඩායමට සාපේක්ෂව ඉලක්ක කණ්ඩායමේ කැපී පෙනෙන ප්‍රගතියක් පෙන්වූම් කළ බව අනාවරණය විය. සායනික අධීක්ෂණයේ මිත්‍රශීලී, විශ්වාස ගොඩනැංවීම, ආතතියෙන් තොර සහ උපකාර දිශානත ස්වභාවය හොඳ පෙර සේවා ගුරුපුහුණුව තුළින් කාර්ය සාධනයමෙන් ම සිසුන්ගේ ජයග්‍රහණ ඉහළ නැංවීමට එලදායී ලෙස යොදා ගත හැකි ප්‍රවේශයකි.

ප්‍රමුඛ පද: සායනික අධීක්ෂණය, අධ්‍යාපනය, පශ්චාත් සම්මන්ත්‍රණය, පූර්ව සේවා ගුරුවරුන් පුහුණුව, ගුණාත්මක භාවය

Key words: Clinical Supervision, Education, Post-conference, Pre-Service Teachers,

Training, Quality

Introduction

In an era where knowledge is considered the driving force behind societal progress, the role of education has never been more critical. Education is not merely about imparting information; it serves as a catalyst for personal growth, social mobility, and the overall advancement of nations. However, the effectiveness of education lies not only in the curricula and resources but primarily in the hands of those who deliver it—the teachers. Quality education, therefore, depends heavily on quality teaching, (Sultana et al., 2009).

Teachers are the architects of tomorrow's leaders, instilling knowledge, values, and skills in the minds of the next generation. They play an instrumental role in shaping the intellectual and emotional development of students, transcending traditional classroom boundaries. A high-quality education system requires teachers who are not only knowledgeable but also possess the pedagogical expertise to inspire and guide students towards academic success.

One of the primary elements of quality teaching is the manner how teachers are trained, particularly developing their mind set in addition to subject mastery. Clinical supervision, in the recent past has done a transformational role in teacher training. Dealing with teachers in a more democratic and a collaborative manner and helping them internalize the most appropriate pedagogical practices other than fault finding or harsh criticism, have contributed positively to execute their duties. **(Velloo, Komuji and Khalid, 2013).**

Moreover, quality teaching extends beyond subject expertise. It encompasses the ability to engage and motivate students, to cater to their unique learning styles, and to foster an inclusive and supportive classroom atmosphere. Skilled educators employ diverse teaching methodologies, adapting their approach to meet the diverse needs of students. They are adept at identifying students' strengths and weaknesses, providing timely feedback and individualized support to maximize learning outcomes. **(Hoshiarpur, 2015).**

Furthermore, quality teaching promotes holistic development by nurturing students' socio-emotional well-being. Teachers are not only educators but also mentors, and role models. They create safe spaces where students can express themselves, develop resilience, and acquire essential social skills. Through their interactions, teachers instill values such as empathy, respect, and integrity, thereby shaping responsible and compassionate individuals who can contribute meaningfully to society.

In conclusion, the significance of quality teaching in the pursuit of quality education cannot be overstated. Effective teachers possess subject mastery, engage, and motivate students, foster critical thinking, and promote holistic development. They

are the cornerstone of an education system that equips students with the knowledge and skills needed to thrive in an increasingly complex and interconnected world. To ensure the success of future generations, investing in quality teaching must be a priority for educational institutions and policymakers alike. To make these endeavors more effective and successful, incorporating clinical supervision for pre- service teacher training programmes can bring more benefits. In this regard, pre-service teachers, who enter the teaching profession after their three-year training, with such a mentality and efficacy, will be an asset to any nation.

Research Problem

Pre-service teacher training in Sri Lanka, with the concept of National Colleges of Education was introduced in 1985 with a view to enhancing quality teaching and teaching process by trained teachers passing out of these NCoEs. This was done in order to rectify the weaknesses observed among teachers passed out from Teacher Training Colleges. (**Nanayakkara & Neumann, 2015**). One of the main objectives of this new concept was to produce competent teachers, who were expected to execute a better service leading to a quality improvement. In this exercise, theoretical input and practical knowledge are given to teacher trainees with supervision from NCoE lecturers with the guidelines provided by the Ministry of Education and National Institute of Education. The internship component, which every teacher trainee should undergo during their third year at a given school plays a vital role for their future career prospects. It is the foundation they lay by putting theories into practice. During this period, these trainees are mainly supervised by their mentos, who are usually appointed paying attention to their qualifications, seniority, and experience. NCoE lecturers too supervise the interns once a month or twice a month depending on the number of interns they have for supervision, number of

schools and the distance from the NCoE or their hometown. In terms of supervisory practices used by supervisors for teacher training in Sri Lankan context call for more attention. Particularly, pre-service teacher trainees of NCoEs, who are constantly subjected to supervision during teaching practice sessions and internship, it is observable that traditional supervisory practices are still used by many mentors and some NCoE lecturers, which have a negative impact towards teacher trainees professional development, as from such supervisory practices, teacher trainees have not been able to improve their pedagogical practices. There are many reasons for that. One is that the non-availability of a proper mechanism to educate and empower teachers with new trends in education. Another one could be the lack of interest particularly among supervisors to move away from traditional approaches. (**Gursory, E. et al (2016)**)

As a result of this, teacher trainees, who are waiting to join teaching profession, do not get what they are supposed to get from mentors other than criticism and fault finding. Many mentors are of the opinion that their job is to observe lessons of interns of that school and make comments on the lesson plan and offer marks or a grade finally. Particularly, lack of negotiation, absence of democratic atmosphere, friendly conversation, encouraging words, motivation, praising etc. are very rare qualities to be witnessed. What results from this is a production of similar set of teachers to the system ultimately. Therefore, this gap between the use of rather traditional supervisory practices and introduction of a more effective supervisory instrument is the need of the hour in order to ensure quality for a more effective teaching and learning process, through which learners can reach higher achievement levels and on the other hand teachers, and mentors can develop professionally.

Aims of the Research

The main aim of this research is to investigate the possibility of incorporating post conference stage of clinical supervision to enhance the quality of the performance of pre-service teacher trainees and the performance of learners.

Significance of the study

Sarfo and amp; Cudjoe, 2016 point out citing (Glickman, Gordon and Gordon 2004) that supervision as the backbone, which can determine the effectiveness of school. A good supervision generally involves activities that aid, direct and inform teachers of what should be done or have been done and not merely finding faults of what teachers do during teaching learning process. It is quite observable that particularly in pre-service teacher training, for which supervision plays a vital role; supervision done by some NCoE lecturers, and mentors and principals at internship schools need to be updated with new trends in supervision. Use of traditional supervisory practices is a common occurrence, from which teacher trainees hardly get a kind of improvement or motivation towards their professional development. Therefore, this study will help NCoE lecturers, mentors and principals of internship schools to enhance their supervisory practices leading to more effective teaching and learning process, through which a quality improvement in both teaching and learning could be guaranteed.

Not only pre-service teacher trainees, but there are also in-service teacher training programmes, Higher National Diplomas and Post Graduate Diplomas, for which a sound supervision model is required. This democratic approach which will be introduced incorporating certain aspects of clinical supervisory practices could equally be used for these programmes as well. As a whole, this study can bring more quality to the system of

education, as supervisors, supervisees and students can benefit ultimately.

Further, the findings of this research can be used for teacher training syllabus designing purposes, from which teacher training can be enhanced. The other significance of this study is that apparently very little research work has been carried out on this topic with a view to enhancing pre-teacher training in Sri Lankan context. Besides, the possibility of using the findings of this study for other research work by other researchers is another significant point. Supervision is an area, which is constantly subjected to researchable arguments and discussions. Hence, this kind of research work will be of immense importance for further research work, which will investigate possibilities to enhance quality of teaching and supervisory practices.

Research Background

Supervision is an important aspect in education, which contributes to the overall enhancement of quality of education in any country. Teacher Training in Sri Lanka turned a new leaf in the history of Teacher Education with the introduction of the concept of National Colleges of Education (NCoEs) by the Ministry of Education and Higher Education in mid 1980s. Until then, teachers were recruited based on their basic educational qualifications and subsequently, they were absorbed to Teachers' Colleges, from which they obtained two-year institutional in-service training. Prior to the commencement of their training, they were required to work in schools as untrained teachers without being aware of proper pedagogical skills and a clear perception of what the expected role from them was, until they were given the training (Nanayakkara & Neumann, 2015). The quality of education thus has been affected negatively as one of the main reasons is supervisory practices being used in Sri

Lanka for teacher training, have not proved to be successful. (Wanasinghe & Nawastheen, 2020). With a view to ensuring quality teaching/learning process the concept of National Colleges of Education was introduced in 1985 as mentioned above. For this, Advanced Level qualified non-graduates are recruited on basis of their Z-score. Initially, they are given two-year institutional training and third year is meant for internship training. Thus, for the first time in Sri Lanka, pre-service teacher training was introduced. At present, there are nineteen NCoEs operating in different parts of the country for training teachers for different subjects like English, Science, Maths, Information Technology, Physical Education, Second language Sinhala, Second language Tamil etc. However, there is apparently little guidance on as to how supervision should be carried out during the internship training of these trainees, other than the guidelines provided by the National Institute of Education (NIE). Though there are guidelines for internship supervision, lack of uniformity is a major issue. (Nanayakkara & Neumann, 2015). Despite awareness programmes and workshops being organized by NCoEs for mentors and principals of the internship schools, at operational level, it is observed that mentors and school management as well as some lecturers have their own ways of supervision. Many interns complain that they get criticized and often become embarrassed in the presence of their students. Reasons like lack of discussion, negotiation, and absence of friendly democratic nature on the part of the supervisor have deprived many interns of developing a positive attitude towards their future career. A common evaluation sheet with a set of criteria is given to NCoE lecturers, mentors and principals of internship schools for observation and supervision purposes. After supervision, feedback is given mainly with common group discussions and briefings and sometimes no such feedback is given. There is little evidence of using clinical supervision for

these teacher trainees and assisting them to overcome their problems.

Besides, there is very little research on supervision in Sri Lankan context to explore the possibilities of applying a more effective supervision model to enhance the quality of supervisory practices and pre-service teacher training programmes.

Under these circumstances, it is felt as a timely need to explore this background and propose a better practical approach, from which the supervisees can benefit, while supervisors develop their supervisory practices in a better way enhancing the quality of teacher training programmes in the country.

Research Limitations

There are nineteen NCoEs around the country including almost all provinces. This study will focus only on three NCoEs: two from Central, and one from the western province in the country. Although over ten courses are conducted, only three main courses of study (English, Primary and Social studies) have been included.

Literature Review

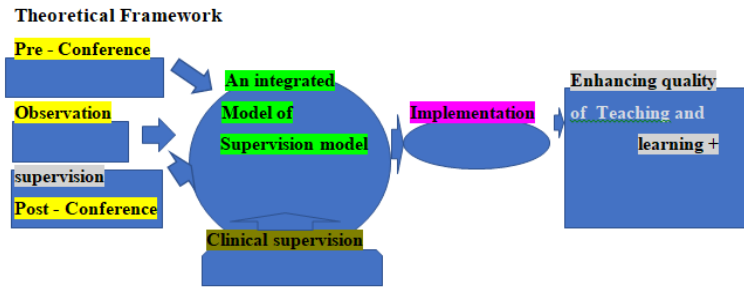
It is a common feature that particularly in the Sri Lankan context, though supervision is done for pre-service teacher training programmes at different stages by the lecturers at National College of Education and the mentors appointed at internship schools, a proper understanding of effective supervision remains relatively at a lower level. This is quite similar to the situation in which Gursory, E. et al (2016) reveal referring to their research, where university supervisors play a rather traditional role, which in turn has an adverse effect on supervisees. They refer to it as a ‘mechanistically routinized series of actions.’ They suggest

that Supervisors are also expected to act as active agents in conflict resolution and problem solving in the practicum. Proper supervision requires the establishment of mutual understanding among all stakeholders involved in the practicum. Therefore, a proper understanding of supervision is of prime importance for teacher trainees to accomplish a better and a quality service. These traditional practices are a common feature not only in Sri Lanka but also in many parts of the world. A research study carried out in Addis Ababa, taking government primary school into consideration, (Kemal Kayıkcı1 Ozan Yılmaz & Şahin, 2016) share a similar view to that of the above. The finding of the study reveals that supervisors were not properly performing their role as clinical supervisors; the class observation being practiced was not effective in carrying out as expected. This study recommends that education officers should take initiatives to train supervisors giving them a sound knowledge of latest trends in supervisory practices if the quality of teachers and education is to be developed. This indicates how crucial the supervisory role is in developing teacher performance and the quality of education.

Besides, researchers have repeatedly mentioned that supervision approaches used by some supervisors are less encouraging. Many young pre-service trainees get embarrassed in the presence of the students due to rather authoritative supervising strategies employed by the supervisors. Kemal, K. et al (2017) disclose that traditional supervision creates different problems, since it mostly functions as a threatening tool for employment which causes fear on teachers and is conducted in the domains needed by supervisors rather than the domains needed by teachers. It is a general assumption that quality teaching and instruction have a direct bearing on successful learning. Supervision, on the other hand, is accepted as a general leadership function, which aims at improving teachers' performance and instruction (Sarfo

& Cudjoe, 2016). Glickman, Gordon and Gordon (2004) have emphasized the importance of supervision referring to it as the backbone towards the effectiveness of school. They further elaborate that good supervision is a process that assists, directs and informs teachers of what they should and should not do, and also not just finding faults of the supervisee when teaching.

Theoretical Framework



Research Methodology

Research Design

The research was carried out through sequential explanatory mixed method. Both quantitative and qualitative research designs were implemented. Data were collected through questionnaires and interviews. The study consisted of two phases. In the first phase, questionnaires were given conducted investigating the teacher trainees’ opinions towards supervision by NCoE lecturers, and the factors affecting the quality of their performances were analyzed. Lecturers’ views also were taken into consideration through a questionnaire. Accordingly, the gaps in the supervisory practices was studied and an effective model for supervision was formulated. In the final phase, the proposed supervision model was used experimentally for an experimental group consisting of 50 teacher trainees and a control group

consisting of 50 teacher trainees. The proposed model was tested with an experimental group, while the control group being treated in the normal setting during teaching practice. Data were collected and analyzed. The nature of the study required the use of a stratified sampling technique and purposive sampling techniques in selecting participants.

Setting of the study

The study was carried out taking three national colleges of education in Sri Lanka namely

1. Mahaweli National College of Education located in Central Province (50 teacher trainees
2. Sripada NCoE in Central Province (25 teacher trainees).
3. Pasdunrata NCoE (60 trainees)

Population

The annual intake of teacher trainees to 19 NCoEs located island wide is about 4500. Almost

all NCoEs conduct more than one course. For example, Mahaweli NCoE conducts five courses,

Some of the courses followed by them are for instance Science, Maths, English, IT, Social Science, Second Languages Sinhala, Tamil etc.

Sampling frame

Inclusion Criteria

English, Social Science and Primary teacher trainees who are continuing their internship during the third year of their

training, and both male and female teachers of these categories will be included in the sampling frame.

Exclusion Criteria

Teacher trainees of Higher National Diploma courses, graduates, non-trained teachers will be excluded from the sample.

Confidence level 95%

Margin of Error 5%

Population proportion 10%

Population size 4500

Sample size 135

Sampling Method

For this study, stratified sampling method was used to collect quantitative data from questionnaire survey

Hypotheses

The following set of hypotheses will be tested during the survey-based study phases.

H1. Pre-conference has a positive influence on the quality improvement of supervisory practices.

H2. Observation has a direct bearing on the quality of the performances of pre-service teacher trainees.

H3. Post conference can enhance the quality of both supervisory practices and performances of supervisees leading to quality education

Discussion and Results

Out of one hundred and thirty -five teacher trainees, when asked about the approaches used by lecturers 87.5% stated that they experienced rather traditional feedback from their supervisors. By looking at the lesson plan and with the evaluation sheet provided, marks were awarded by the lecturers. 77% mentioned that the supervisors were rather authoritative, and they lacked democratic approaches. 65% of respondents stated that fault finding was the main focus of their lecturers. Lack of uniformity and objectivity among supervisors were another two major areas to be seriously taken into consideration. All the teacher trainees strongly agreed that the process of supervision carried out by lecturers should be help-oriented and confidence building. 78% mentioned that feedback given in GroupWise was not that much effective as they did not address the specific areas for improvement. 80% of the respondents expressed the need of a new format or model for supervision. All the teacher trainees emphasized the need of a stress-free environment for them to carry out their work.

The 50 supervisors responding to the questionnaire stated that their willingness to be updated with current trends in supervisory practices. 70% of them admitted that they were aware of clinical supervision and its positive impact on both supervisee and supervisor, yet they complained of the difficulty of observing and supervising 10-15 teacher trainees and lack of time for individual attention. Further, majority of them expressed their displeasure for not having training, or workshops to update and refresh their knowledge in relation to supervision. All the 50 supervisors mentioned the importance of including the basics of clinical supervision into the Teaching Practice component of their curriculum.

The third phase of the collecting data from the target group and the control group indicated a clear distinction that the target group performed much better than the control group. The target group was treated with more negotiation, democracy, encouragement, mutual trust between the supervisor and supervisee, which resulted in high performance. 90% of the target group stated that they developed their confidence to a greater extent.

Recommendations

It is a timely need to pay more attention to supervisory practices currently being used for teacher training as they have a direct bearing upon the quality of teaching learning process. The inclusion of clinical supervision for teaching practice component is instrumental as traditional approaches do not contribute to bring about the expected quality. Pre-service teacher training should be empowered with new trends, new methodologies, new approaches etc. to achieve the national goals of education. The findings of the research distinctively indicate the positive effect of clinical supervision and how it can be incorporated for more effective teaching and learning process.

Besides, educating and empowering educators through seminars, workshops and conferences is also a timely need to fit into the demands of twenty first century. The other important point is the recruitment of more supervisors for pre-service teacher training as 10-15 supervisees being observed by a supervisor cannot bring desired results.

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