

PRINCIPALS' UTILIZATION OF MICRO-TEACHING AND CLINICAL SUPERVISORY TECHNIQUES TO ENHANCE QUALITY INSTRUCTIONAL DELIVERY IN PUBLIC SECONDARY SCHOOLS IN ENUGU STATE

Daniel Onyebuchi Odozor & Eke Ndukwe Ukpai

Department of Educational Foundations

[Educational Administration and Planning Unit]

Faculty of Education, University of Nigeria, Nsukka

Email: danielonyebuchi4@gmail.com

Abstract

The study examined principals' utilization of micro-teaching and clinical supervisory techniques to enhance quality instructional delivery in public secondary schools in Enugu State, Nigeria. Two research questions and two null hypotheses were formulated to guide the study. An evaluative survey research design was adopted for the study. The population comprised 8,116 respondents, including 298 principals and 7,818 teachers from 298 public secondary schools in Enugu State. A sample of 812 respondents, made up of 29 principals and 783 teachers representing 10 percent of the total population was selected using a multi-stage sampling procedure involving stratified, proportionate, purposive, and simple random sampling techniques. 29-item structured instrument titled *Principals' Utilization of Micro-Teaching and Clinical Supervisory Techniques Questionnaire (PUMCSTQ)*, developed by the researcher, was used for data collection. The instrument was face-validated by three experts, two from the Educational Administration and Planning Unit, Department of Educational Foundations, and one from Research, Measurement and Evaluation Unit, Department of Science Education, all in the Faculty of Education, University of Nigeria, Nsukka. The reliability of the instrument was determined using Cronbach Alpha, which yielded reliability coefficients of 0.89 and 0.85 for the two clusters respectively, and an overall coefficient of 0.87. Data collected were analyzed using mean and standard deviation to answer the five research questions, while t-test statistics were used to test the five null hypotheses at a 0.05 level of significance. The findings revealed that principals lowly utilized both micro-teaching and clinical supervisory techniques in enhancing instructional delivery. For example, structured feedback sessions, classroom observations, and reflective teaching practices were not consistently implemented. There were no significant differences in the mean ratings of principals and teachers on the extent of utilization of these techniques. The study recommended more deliberate and consistent application of micro-teaching and clinical supervision by principals to support teacher performance and improve instructional quality. The study concluded that effective use of these techniques would contribute meaningfully to the achievement of secondary education goals in Nigeria.

Keywords: instructional supervision, micro-teaching, clinical supervision, principals

Introduction

The effectiveness of instructional delivery in secondary schools is significantly influenced by the supervisory practices adopted by school principals. In recent years, emphasis has been placed on the use of structured supervisory techniques such as micro-teaching and clinical supervision to improve the professional competence of teachers and enhance instructional outcomes. These techniques are grounded in reflective practice and continuous feedback, which are essential for sustaining instructional quality in educational institutions. Micro-teaching is a scaled-down teaching encounter designed to develop and

refine specific teaching skills through repeated practice, observation, and feedback. It enables teachers to critically evaluate their instructional methods and make necessary adjustments for improvement. Clinical supervision, on the other hand, is a supportive and collaborative process that involves pre-observation discussions, classroom observation, and post-observation analysis aimed at improving teaching practices. These two techniques, when properly utilized by principals, contribute significantly to professional development and improved classroom delivery (Afolabi, 2021; Onuka and Akinyemi, 2020). The role of principals in applying these supervisory techniques cannot be overemphasized. As instructional leaders, principals are expected to create enabling environments for teachers to grow professionally and for students to benefit from effective teaching. However, in the context of public secondary schools in Enugu State, Nigeria, there are observable gaps in the consistent application of micro-teaching and clinical supervision due to factors such as limited training, lack of supervision culture, and inadequate policy support (Eze, 2020).

Secondary schools in Nigeria, situated between primary and tertiary education, play a vital role in fostering students' academic growth, personal development, and preparation for higher education and responsible citizenship. These schools, either government-managed or mission-managed but government-funded, as noted by Mohammad and Muhammad (2011), face concerns about declining instructional quality often linked to inadequate supervision by principals (Mwesiga & Okendo, 2015). Appraisal, defined by the American Society of Appraisers (2019) as a systematic evaluation process and by Meisels (2010) as assessing classroom teaching and learning, is important for evaluating teaching strategies and instructional delivery. This study focuses on principals' appraisal of micro-teaching and clinical supervisory techniques to improve instructional effectiveness in public secondary schools in Enugu State. Principals serve as chief administrators and instructional leaders responsible for overseeing instructional activities, managing school operations, enforcing discipline, motivating staff, and ensuring instructional materials are properly used. They support teachers, especially novices, by providing guidance, professional development workshops, and feedback, helping maintain academic standards (Mohammad & Muhammad, 2011). Their supervisory duties include reviewing lesson plans, observing classroom teaching, monitoring student progress, and facilitating teacher growth.

Utilization refers to the purposeful and strategic use of tools, resources, and techniques to achieve educational goals, as defined by Usman (2015) and Ome (2015). In this study, utilization specifically involves how principals apply supervisory techniques—particularly micro-teaching and clinical supervision to enhance classroom instruction and promote student achievement. Supervision is a deliberate process of guiding, supporting, and overseeing teaching and learning activities to ensure quality and adherence to standards (Okonkwo & Okafor, 2019; Nnebedum & Akinfolarin, 2017). Instructional supervision enables principals to assess teacher performance, promote continuous improvement, and support student academic progress. According to Okeke (2022) and Nwankwoala (2020), effective supervision requires competence, consistent evaluation, and active engagement with staff and instructional processes. In this study, supervision is understood as a dynamic, collaborative effort aimed at improving instructional quality through micro-teaching and clinical supervisory techniques in public secondary schools. Instructional supervision enhances teaching quality through principals' guidance, observation, feedback, and mentoring (Yego, Amimo & Mendoza-Role, 2020; Iroegbu & Etudor-Eyo, 2016; Jaja, Thamrin & Idodo, 2015; Okonkwo & Okafor, 2019). It improves

motivation, material use, curriculum alignment, and classroom management, leading to better student outcomes (Nwakpa, 2014; Ogunsaju in Edo & Obuzor, 2021; Onuma, 2016; World Development Report, 2018). Supervisory techniques like classroom visitation, demonstration, team teaching, micro-teaching and clinical supervision help principals monitor and support teachers (Aluko, Oba & Arikewuyo, 2021; Ugwuanyi, 2012; Odoemenam, 2022; Elujekwute, Shir & Elujekwute, 2021; Zakariyya & Manko, 2021; Iloh et al., 2016). Classroom visitation focuses on observing teaching and classroom management for improvement, though issues like absenteeism and poor lesson prep persist (Edo & Obuzor, 2021; Nnebedum & Akinfolarin, 2017; Abonyi, 2020; Ajayi, 2015; Okon & Achibong, 2013). Demonstration involves principals modeling teaching methods, enhancing skills especially during innovations, but time constraints limit its use (Edo & Obuzor, 2021; Ani, 2007; Sule, 2013). Team teaching promotes collaboration, resource sharing, and teacher development but faces challenges like staff shortages and personality clashes (Zakariyya & Manko, 2021; Ahmad, 2016; National Teachers Institute, 2012; Emmanuel, Benjamin & Ngunma, 2011). Despite challenges, these supervisory methods remain essential for instructional improvement.

Team teaching offers benefits but faces challenges such as time constraints for collaboration, uneven workload distribution, unclear roles, and personality clashes that can hinder effectiveness (Emmanuel, Benjamin & Ngunma, 2011). Micro-teaching is a structured supervisory technique where teachers plan and deliver brief lessons followed by feedback, enhancing skills, confidence, and professional development through peer interaction and reflection (Chatzidimou, 2016; Ajibade, 2009; Anderson, Bair & Ekpo, 2012; Shar & Masur, 2011; Francis, 2009; Peker, 2009; Ekşi, 2012; Ogeyik, 2009; Fry & Hin, 2006; Egunjobi, Nwabuoku & Salawu, 2011; Ismail, 2010; Achuonye, 2007). However, micro-teaching has limitations including its artificial setting, high cost, time consumption, and insufficient focus on classroom management and real teaching complexities (Ajileye, 2013; Ogeyik, 2009; Aliyu, 2018). Clinical supervision, involving direct interaction between principals and teachers, offers a more practical, though time-intensive, approach for instructional improvement through targeted feedback (Gursoy et al., 2016; Veloo et al., 2013; Garman & Hunter, 1987). Effective supervision techniques like observation, feedback, training, and planning are essential to ensure quality instruction, which requires high standards, inclusivity, and continuous enhancement (Hollins, 2011). Instructional delivery depends on teacher competence, creativity, and adequate support, influencing student learning and outcomes (Uthman & Mohammed, 2018; Okeke, 2022).

Quality instructional delivery begins with teachers' mastery of content and effective integration of instructional materials to meet lesson objectives (Aluko, Oba & Arikewuyo, 2021). Teachers with strong subject knowledge better organize content, connect with students' prior learning, and use relevant examples (Utoware & Endogwe, 2017). It also involves setting clear goals, employing varied instructional methods such as audiovisual aids, inquiry, and questioning to enhance understanding (Ogwu & Ogwu, 2013). Engagement through tangible teaching aids targeting multiple senses aids learning (Iloabuchi, Abraham & Afangideh, 2016). In the evolving global knowledge society, teachers must adopt facilitative roles and innovative methods to ensure student success (Kankan, 2013; Aluko, Oba & Arikewuyo, 2021). Teacher preparedness, lesson planning, active student participation, use of visuals, and ongoing assessment are key indicators of effective instruction (Okolocha & Onyeneke, 2013). Additionally, professional attributes such as punctuality, interpersonal skills, and adherence to ethics contribute to quality

teaching (Elujekwute, Shir & Elujekwute, 2021). Despite this, poor supervision often leads to lapses in instructional quality, making principals' effective use of supervisory techniques critical for fostering quality teaching. Ultimately, quality instructional delivery goes beyond content delivery to developing critical thinking, problem-solving, and lifelong learning skills.

This study adopted two theories to frame its investigation: Elton Mayo's Theory of Human Relations (1950) and Douglas McGregor's Theory X and Theory Y (1960). Mayo's theory emphasizes that when management gives special attention to workers, productivity improves regardless of working conditions. Applied to education, principals who effectively utilize supervisory techniques to support teachers' instructional improvement can enhance quality instructional delivery and student outcomes. Conversely, lack of such attention negatively impacts teaching quality and learning. The theory highlights the importance of understanding human behavior, fostering positive social and emotional environments, building strong staff relationships, and promoting teacher motivation and job satisfaction, all crucial for improved instructional delivery in public secondary schools in Enugu State. McGregor's Theory X and Theory Y present contrasting views on employee motivation. Theory X assumes employees (teachers) dislike work, avoid responsibility, and require strict supervision and control, implying a coercive supervisory style. Theory Y sees work as natural, with employees capable of self-direction, creativity, and responsibility when supported, advocating for a participative and supportive supervisory approach. Theory X teachers tend to resist change and innovation, resulting in lower productivity, while Theory Y teachers embrace responsibility and foster innovation, gaining greater rewards and organizational success. Understanding these theories helps principals choose appropriate supervisory styles that impact instructional delivery quality. Adopting Theory Y approaches promotes trust, empowerment, and a collaborative culture, enhancing teachers' job satisfaction and instructional quality in Enugu State's public secondary schools.

Study conducted by Sule, Arop, and Alade (2012) investigated the impact of principals' classroom visitation and inspection strategies on teachers' job performance in Akwa-Ibom State, Nigeria. Using an ex-post facto design, the study involved 660 teachers and 3,300 senior secondary students randomly selected from 232 secondary schools. Data were collected with questionnaires and analyzed using ANOVA, revealing that both classroom visitation and lesson note inspection significantly impacted teachers' performance. This earlier study focused on visitation as a supervisory technique in Akwa-Ibom, while the current study examines principals' utilization of supervisory techniques, including visitation, for quality instructional delivery in Enugu State, using an evaluative design with principals and teachers as respondents. Sule (2013) further examined the impact of principals' supervisory demonstration strategy on teachers' job performance in Cross River State with similar sampling and instruments as the 2012 study. The analysis showed that demonstration strategy did not significantly influence teacher performance. While the former study was limited to demonstration in Cross River, the current research explores multiple supervisory techniques, including demonstration, in Enugu State with a larger sample of 298 principals and 7,818 teachers.

Muza (2020) studied the effects of team teaching on academic performance of Faculty of Education students at Kebbi State University using a quasi-experimental design with 162 undergraduate students. The study found that team teaching significantly improved academic performance compared to single-teacher methods, with no gender differences. This relates to the current study's focus on team teaching as a supervisory

technique, although Muza's work is in higher education in Kebbi State, while the present research targets secondary schools in Enugu State. Aliyu (2018) researched the effects of micro-teaching skills on teaching practice performance among 361 NCE III students in colleges of education in Kano State, adopting an ex-post facto design. The study showed significant positive effects of skills such as set induction, stimulus variation, questioning, and closure on student-teachers' performance and reduced teaching anxiety. This study on micro-teaching skills parallels the current research on principals' use of micro-teaching supervisory techniques for quality instructional delivery in Enugu State secondary schools. Sule, Okpa, Igbineweka, and Sule (2020) investigated the influence of clinical instructional supervision on teachers' professional efficiency in Calabar Education Zone, Nigeria. Using a survey design with 200 randomly selected teachers, their findings indicated that pre-observation conferences, observations, post-observation conferences, and analysis significantly improved teacher efficiency. This former research focused on clinical supervision alone, while the current study includes this alongside other supervisory techniques, with a larger sample of principals and teachers in Enugu State. Hence, the reviewed studies provide empirical insights into various supervisory techniques classroom visitation, demonstration, teams teaching, micro-teaching, and clinical supervision and their impacts on teacher performance and instructional quality across different Nigerian states and educational levels. The current study builds on these foundations by evaluating principals' utilization of these supervisory techniques to enhance quality instructional delivery in public secondary schools in Enugu State.

The study reviewed key concepts including appraisal, principals, utilization, supervision, supervisory techniques, instruction, instructional delivery, and secondary schools. Appraisal refers to the evaluation of the applicability of certain practices or techniques. Principals are administrators responsible for the daily management of secondary education. Utilization means using methods or techniques to solve problems. Supervision involves monitoring teachers to ensure effective instructional delivery. Supervisory techniques are tools used by principals to improve teaching quality. Instruction involves classroom teaching aimed at promoting student learning, while instructional delivery ensures the successful transmission of knowledge, values, and attitudes. Secondary schools are the intermediate education level preparing students for societal roles and higher education. Two main theories inform this study: Elton's (1950) Theory of Human Relations, which holds that attention to workers' needs increases productivity regardless of working conditions, implying that principals' focus on teachers through supervisory techniques enhances instructional quality; and McGregor's (1960) Theory X and Theory Y, describing two contrasting views of employee motivation and supervision. Theory X assumes employees are lazy and require strict oversight, while Theory Y assumes employees are self-motivated and perform best under supportive supervision. These theories guide understanding of principals' supervisory styles and their impact on instructional delivery. The empirical review reveals studies on various supervisory techniques and their role in improving instructional delivery. However, no previous research has specifically appraised principals' utilization of supervisory techniques for quality instructional delivery in Enugu State secondary schools, revealing a gap this study aims to fill. The research focuses on the extent of principals' application of micro-teaching and clinical supervision and their influence on teaching and learning outcomes in public secondary schools in Enugu State.

Statement of the Problem

Instructional supervision is a central responsibility of school principals and a vital component of school leadership aimed at improving teaching and learning. Ideally, principals in secondary schools are expected to consistently utilize structured supervisory techniques such as micro-teaching and clinical supervision to provide professional guidance, strengthen teachers' instructional competence, and ensure quality instructional delivery. In a properly functioning school system, these techniques should be regularly implemented to support teachers in refining their teaching methods and aligning instructional practices with curriculum standards. In practice, however, the application of micro-teaching and clinical supervisory techniques appears to be inconsistent or even absent in many public secondary schools. There is growing concern that some principals do not give sufficient attention to structured supervision, and as a result, teachers may not receive the feedback and support necessary to improve their classroom delivery. This has been linked to declining teacher performance, ineffective lesson delivery, and persistent underachievement among students in secondary schools. Stakeholders in education have expressed worry over the inability of many public schools to meet instructional quality expectations, which undermines the realization of national education goals. The problem of this study is that the extent to which principals utilize micro-teaching and clinical supervisory techniques to enhance quality instructional delivery in public secondary schools in Enugu State is not known.

Purpose of the Study

The general purpose of this study was to examine principals' utilization of micro-teaching and clinical supervisory techniques to enhance quality instructional delivery in public secondary schools in Enugu State. Specifically, the study seeks to:

1. ascertain the extent of principals' utilization of micro-teaching supervisory technique for quality instructional delivery in public secondary schools in Enugu State;
2. determine the extent of principals' utilization of clinical supervisory technique for quality instructional delivery in public secondary schools in Enugu State;

Research Questions

The following research questions guided the study:

1. What is the extent of principals' utilization of micro teaching for quality instructional delivery in public secondary schools?
2. What is the extent of principals' utilization of clinical supervisory technique for quality instructional delivery in public secondary schools?

Hypotheses

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

Ho₁: There is no significant difference between the mean ratings of principal and teachers on principals' utilization of micro teaching supervisory technique for quality instructional delivery in public secondary schools.

Ho₂: There is no significant difference between the mean ratings of principal and teachers on principals' utilization of clinical supervisory technique for quality instructional delivery in public secondary schools.

Methods

This study adopted an evaluative survey research design. According to Ali (2006), evaluative survey research seeks to provide data for making value judgments about events, objects, methods, or materials within a given context. It goes beyond mere observation or

correlation by assessing and judging a phenomenon to provide useful insights. This design was deemed appropriate as the study aimed to appraise the extent of principals' utilization of supervisory techniques for quality instructional delivery in public secondary schools in Enugu State, Nigeria. The study area is Enugu State, which comprises 17 local government areas and is divided into six education zones: Agbani, Awgu, Enugu, Nsukka, Obollo Afor, and Udi. Enugu State was selected due to its relevance to the study, characterized by qualified principals and teachers capable of providing informed responses. However, there is evidence suggesting inadequate utilization of supervisory techniques by principals, which affects instructional quality and motivated this research. The population consisted of 8,116 participants: 298 principals and 7,818 teachers from 298 public secondary schools across Enugu State. A sample of 812 respondents (29 principals and 783 teachers), representing 10% of the population, was drawn using a multi-stage sampling procedure. First, stratified sampling grouped principals and teachers into the six education zones to ensure proportional representation. Proportionate sampling then selected equal percentages (10%) of principals and teachers from each zone, yielding 29 principals and 783 teachers. Finally, simple random sampling was used to select the individual respondents, ensuring each principal and teacher had an equal chance of inclusion. 29-item structured instrument titled: *Principals' Utilization of Micro-Teaching and Clinical Supervisory Techniques Questionnaire (PUMCSTQ)*, developed by the researcher, was used for data collection. To establish validity, the instrument underwent face validation by three experts two from the Education Administration and Planning Unit, Department of Educational Foundations, and one from Research, Measurement, and Evaluation, Department of Science Education, all at the Faculty of Education, University of Nigeria, Nsukka. The reliability of the instrument was determined using Cronbach Alpha, which yielded reliability coefficients of 0.89 and 0.85 for the two clusters respectively, and an overall coefficient of 0.87. Data collected were analyzed using mean and standard deviation to answer the two research questions, while t-test statistics were used to test the two null hypotheses at a 0.05 level of significance. Utilization levels were interpreted using the following mean score ranges: 3.50–4.00 as Very Highly Utilized (VHU), 2.50–3.49 as Highly Utilized (HU), 1.50–2.49 as Lowly Utilized (LU), and 0.05–1.49 as Very Lowly Utilized (VLU).

Results

Table 1: Mean and Standard Deviation of respondents on the extent of principals' utilization of micro teaching for quality instructional delivery in public secondary schools

S/No	Item Statement	N	X	SD	Dec
1	Organizing micro-teaching for teachers to observe whether they deliver quality instruction.	812	1.84	0.62	LU
2	Making teachers to plan micro-lesson before presenting it to secondary school board to foster quality instructional delivery.	812	1.80	0.64	LU
3	Making the teachers to teach briefly before the secondary school board members to promote quality instructional delivery.	812	1.83	0.64	LU
4	Supervising the teachers in a micro-teaching section to promote quality instructional delivery.	812	1.84	0.63	LU
5	Criticizing the teachers in a micro-teaching section	812	1.83	0.62	LU

	to promote quality instructional delivery.				
6	Providing projectors for viewing teachers' micro-teaching exercise for quality instructional delivery.	812	1.78	0.65	LU
7	Providing opportunities to video- tape the teachers' micro-teaching exercise for criticism for quality instructional delivery.	812	1.75	0.66	LU
8	Putting the video tape of teachers' micro-teaching to enable the micro-teachers' critique one another for quality instructional delivery.	812	1.76	0.66	LU
9	Making the teachers that did not teach well in the micro-teaching to re-plan for quality instructional delivery.	812	1.85	0.62	LU
10	Making the teachers that did not teach well in the micro-teaching to re-teach for quality instructional delivery.	812	1.76	0.67	LU
11	Making the teachers identify their areas of weaknesses for instructional improvement towards quality instructional delivery after micro-teaching exercise.	812	3.29	0.73	HU
12	Figuring out the skills not emphasized by teachers in the micro-teaching for correction towards quality instructional delivery.	812	1.84	0.61	LU
13	Checking for teachers' inappropriate application of teaching methods for correction for quality instructional delivery during micro teaching exercise.	812	1.83	0.64	LU
14	Evaluating the teachers' performance at the end of the micro-teaching exercise for quality instructional delivery.	812	1.84	0.62	LU
15	Organizing teaching section to secondary school board where teachers teach for about 5-10 minutes.	812	1.78	0.66	LU
16	Organizing teaching section to secondary school board where teachers are allowed to explain at least a major concept in their areas of specialization under about 5-10 minutes.	812	1.79	0.67	LU
17	Making teachers to plan how to teach using a particular teaching skill for quality instructional delivery.	812	1.85	0.61	LU
18	Making the teachers to plan micro-lesson on how to use a particular teaching method in a micro-teaching section for quality instructional delivery.	812	1.80	0.65	LU
Cluster Mean		812	1.98	0.64	LU

Key: N = Number of respondents, \bar{x} = mean, SD = Standard Deviation, Dec. = Decision. Data in Table 1 show that principals in public secondary schools in Enugu State lowly utilized micro-teaching supervisory techniques for quality instructional delivery. Only one item (item 60) had a mean score of 3.29, indicating high utilization specifically in helping teachers identify their instructional weaknesses after micro-teaching. However, all other

items (items 50–67) recorded mean scores ranging from 1.75 to 1.85, indicating low utilization. These include critical practices such as organizing micro-teaching sessions, lesson planning, providing video or projector support, supervision, and feedback for instructional improvement. The overall cluster mean of 1.98 and standard deviation of 0.64 confirm that, on the whole, principals lowly utilized micro-teaching supervisory techniques in enhancing instructional delivery in public secondary schools in Enugu State.

Table 2: Mean and Standard Deviation of respondents on the extent of principals' utilization of clinical supervisory technique for quality instructional delivery in public secondary schools in Enugu State

S/No	Item Statement	N	X	SD	Dec
19	Checking whether teachers plan their lessons for quality instructional delivery.	812	2.66	1.07	HU
20	Checking whether teachers use appropriate instructional methods for quality instructional delivery.	812	1.77	0.68	LU
21	Checking whether teachers use appropriate evaluation techniques for quality instructional delivery.	812	1.82	0.64	LU
22	Giving feedback on the observation immediately after the teaching for quality instructional delivery.	812	1.78	0.65	LU
23	Observing the teacher as the teacher teaches to promote quality instructional delivery.	812	3.06	0.80	HU
24	Telling the classroom teacher about the need for use of media in teaching for quality instructional delivery.	812	1.79	0.65	LU
25	Using assessment tools to check the behaviour of the teacher in the classroom for quality instructional delivery.	812	1.79	0.66	LU
26	Telling the teacher areas of mistakes for improvement for quality instructional delivery.	812	3.06	0.76	HU
27	Telling the teachers areas of strengths for encouragement for quality instructional delivery.	812	3.14	0.81	HU
28	Providing answers to teachers' questions after the feedback for quality instructional delivery.	812	1.80	0.64	LU
29	Helping the teachers understand the feedback for improvement for quality instructional delivery.	812	1.77	0.62	LU
Cluster Mean		812	2.22	0.73	LU

Key: N = Number of respondents, \bar{x} = mean, SD = Standard Deviation, Dec. = Decision. Data in Table 2 show that principals in public secondary schools in Enugu State lowly utilized clinical supervisory techniques for quality instructional delivery. While items 68, 72, 75, and 76 recorded mean scores of 2.66, 3.06, 3.06, and 3.14 respectively—indicating high utilization in aspects such as lesson planning, classroom observation, and providing feedback on strengths and weaknesses—other items (69–78) had lower mean values ranging from 1.77 to 1.82. These reflect low utilization of key clinical supervision practices such as assessing instructional methods, evaluating techniques, immediate feedback, and use of media, teacher behavior assessment, and post-feedback support. The overall cluster mean of 2.22 with a standard deviation of 0.73 confirms that, generally,

clinical supervisory techniques were lowly utilized by principals to enhance instructional delivery in secondary schools in Enugu State.

Ho₁: There is no significant difference between the mean ratings of principal and teachers on principals' utilization of micro teaching supervisory technique for quality instructional delivery in secondary schools.

Table 3: t-test Analysis of the differences between the mean ratings of principal and teachers on principals' utilization of micro teaching supervisory technique for quality instructional delivery in public secondary schools

Status	N	X	S D	Df	t-cal	Sig. Dec (2-tailed)	
Principal	29	1.95	0.64				
Teachers	783	1.89	0.68	810	1.10	0.44	NS

Key: N = Number of respondents, \bar{x} = mean, SD = Standard Deviation, df= Degree of freedom, Dec. = Decision.

Table 3 shows that the t.cal 1.10 is significant at 0.44 which is greater than the 0.05 level of significance at which the null hypothesis was tested. Therefore, the null hypothesis which stated that there is no significant difference between the mean ratings of principal and teachers on principals' utilization of micro teaching supervisory technique for quality instructional delivery in secondary schools is upheld. Thus, there was no significant difference between the mean ratings of principal and teachers on principals' utilization of micro teaching supervisory technique for quality instructional delivery in secondary schools. In essence, both teachers and principals did not differ significantly on their opinion that principal's lowly utilized micro teaching supervisory technique for quality instructional delivery in public secondary schools in Enugu State, Nigeria.

Ho₂: There is no significant difference between the mean ratings of principal and teachers on principals' utilization of clinical supervisory technique for quality instructional delivery in public secondary schools.

Table 4: t-test analysis of the differences between the mean ratings of principal and teachers on principals' utilization of clinical supervisory technique for quality instructional delivery in public secondary schools.

Status	N	X	S D	Df	t-cal	Sig. Dec (2-tailed)	
Principal	29	2.36	0.65				
Teachers	783	2.22	0.73	810	1.37	0.39	NS

Key: N = Number of respondents, \bar{x} = mean, SD = Standard Deviation, df= Degree of freedom, Dec. = Decision.

Table 4 reveals that the t.cal 1.37 is significant at 0.39 which is greater than the 0.05 level of significance at which the null hypothesis was tested. Therefore, the null hypothesis which stated that there is no significant difference between the mean ratings of principal and teachers on principals' utilization of clinical supervisory technique for quality instructional delivery in secondary schools is upheld. Thus, there was no significant

difference between the mean ratings of principal and teachers on principals' utilization of clinical supervisory technique for quality instructional delivery in secondary schools. In essence, both principal and teachers did not differ significantly on their opinion that principals lowly utilized clinical supervisory technique for quality instructional delivery in secondary schools in Enugu State, Nigeria.

Discussion

The study revealed that principals in public secondary schools in Enugu State rarely utilized micro-teaching as a supervisory technique to enhance instructional delivery. This suggests a missed opportunity to support teachers in developing specific teaching skills through structured practice and feedback. Tonwe (2019) similarly observed that many principals did not apply effective instructional leadership strategies, including regular classroom supervision, use of instructional materials, and support for teacher development. The limited use of micro-teaching may contribute to weak instructional performance among teachers. No significant difference was found between the mean ratings of principals and teachers, which may be due to their shared experience in the supervision process. In the same vein, clinical supervisory techniques were also underutilized by principals. This finding supports Tegegn (2018), who noted that supervisors often failed to follow the proper stages of clinical supervision, such as pre-observation planning and post-observation feedback. In contrast, Bello and Olaer (2020) reported effective use of clinical supervision in some contexts. The lack of consistent application in Enugu State schools may limit opportunities for identifying and addressing instructional weaknesses. Again, there was no significant difference in the responses of principals and teachers, likely reflecting their mutual awareness of current supervisory practices. These findings highlight the urgent need for principals to apply micro-teaching and clinical supervision techniques more consistently to enhance instructional quality and support the achievement of secondary education goals.

Conclusion

Principals, as key administrators in secondary education, are expected to perform their supervisory roles effectively to ensure quality instructional delivery and contribute to the realization of national education goals. However, evidence from this study revealed that many principals do not adequately utilize structured supervisory techniques such as micro-teaching and clinical supervision in supporting teachers' instructional practices. This underutilization has contributed to a decline in teacher commitment and effectiveness, which in turn affects student learning outcomes. The study specifically investigated the extent of principals' utilization of micro-teaching and clinical supervisory techniques in public secondary schools in Enugu State. The findings showed that these techniques were not consistently or effectively applied by most principals. Additionally, there were no significant differences in the mean ratings of principals and teachers regarding the extent of utilization of micro-teaching and clinical supervision. Based on the findings, the study concluded that increased and consistent use of micro-teaching and clinical supervisory techniques by principals would significantly enhance instructional delivery and support the achievement of the objectives of secondary education in Nigeria.

Contribution to Knowledge

The findings of this study have shown that micro-teaching and clinical supervisory techniques are not frequently utilized by principals in public secondary schools in Enugu State. This has provided empirical support for the concern that poor instructional supervision may be contributing to declining instructional quality in schools. By

specifically highlighting the limited application of these two structured supervisory techniques, the study contributes to the existing body of knowledge on instructional leadership and supervision. The study draws attention to the need for more focused and professional supervision practices to enhance teacher effectiveness and ensure the achievement of quality instructional delivery in secondary education.

Implications of the Study

The findings of this study have several implications for instructional supervision and the overall quality of teaching and learning in public secondary schools. The study revealed that principals in Enugu State rarely utilized micro-teaching as a supervisory technique for improving instructional delivery. This has significant implications for teacher development, as the micro-teaching process characterized by planning, teaching, critique, re-planning, and re-teaching provides teachers with structured opportunities to refine specific teaching skills. The low utilization of this technique suggests that many teachers may not acquire the practical competencies needed to improve their instructional effectiveness, which could, in turn, affect student learning outcomes. Similarly, the study found that clinical supervisory techniques were not frequently employed by principals. This finding implies that many teachers are not benefiting from the supportive and collaborative process of clinical supervision, which is designed to help identify instructional challenges and promote professional improvement. Without access to such supervision, teachers may continue to operate with unaddressed weaknesses in their instructional delivery, thereby limiting the attainment of quality teaching and learning in secondary schools. These findings highlight the urgent need for school leaders to adopt and consistently apply structured supervisory strategies to support teachers and enhance instructional quality across public secondary schools.

Recommendations

Based on the findings of this study, the following recommendations are made to improve the utilization of micro-teaching and clinical supervisory techniques in public secondary schools: Firstly, student-teachers should be encouraged to take micro-teaching activities more seriously during their training. Emphasis should be placed on the practical relevance of micro-teaching in developing specific instructional skills that can enhance classroom delivery. By engaging fully in micro-teaching sessions, student-teachers will be better prepared to deliver effective lessons that meet curriculum goals and improve student performance. Secondly, education policymakers should strengthen the implementation of clinical supervision in secondary schools. Training and retraining programmes should be organized for principals and teachers to enhance their understanding and effective application of clinical supervisory practices. This will ensure that instructional weaknesses are systematically identified and addressed through supportive supervision, thereby fostering continuous professional development and improving the quality of instructional delivery in schools.

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