



Clinical Supervisory Skills of School Heads: A District – Based Learning Action Cell Program

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Author's contribution

The sole author designed, analyzed, interpreted and prepared the manuscript.

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ABSTRACT

Using the non-experimental descriptive survey research design this study aimed to investigate the level of the clinical supervisory skills of the public elementary school heads as perceived by district supervisors. Eventually came up with a district-based LAC session which addressed the grey areas found in this study. Using the universal sampling this study was conducted on all public elementary and secondary schools in the division of Davao del Sur. This study utilized the researcher-made questionnaire which items focused on the supervisory skills, the Cronbach Alpha was tested to assess its validity and reliability. This study revealed that the school heads from both elementary and secondary frequently used the process in conducting clinical supervision. Moreover, this study further revealed that there were locations wherein school heads got low specifically in the art of questioning the teacher to draw his/her instructional problem. Classroom teachers should have encouraged learners to join co-curricular activities and tap stakeholders to financially support the learners who opted to join co-curricular activities.

Keywords: *Clinical supervisory skills; school heads; perceived.*

1. INTRODUCTION

There is evidence that an individual teacher can have a significant effect on student achievement,

even if the school does not. Teachers have the ideal position that greatly influences a learner's achievements and performances [1]. As a result, one of the most important concerns for

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educational institutions' effectiveness is to ensure that teachers are properly supervised. As Adu, Akinloye, and Olaoye [2] pointed out, supervision (internal or external) should be viewed as a conscious effort targeted at improving each educational institution's outcomes. It is a method of incorporating teachers in instructional discourse in order to improve teaching and student progress [3]. Quality clinical supervision, on the other hand, according to Delworth [4], is based on a positive supervisor—supervisee interaction that supports client welfare as well as the supervisee's professional development.

Further, in the division of Davao Del Sur particularly in Hagonoy districts, problem in instructional supervision is prevalent. The school heads have already administered clinical supervision, yet, something in the process is to be corrected since the school heads are not able to solve the instructional predicament of the teachers. On this ground, the researcher is prompted to conduct research addressing this problem hoping that underlying factors can be traced and eventually resolved.

2. RELATED LITERATURE

This section presents the review of related literature which are extracted from studies, journals and unpublished thesis. They unfold common idea on the clinical supervision skills of school heads as a vital ability to assist teachers in classroom instruction. The ideas presented here guide the researcher in the course of the conduct of this study.

2.1 Clinical Supervisory Skills of School Heads in Elementary

The sequence of actions among a supervisor and a teacher aimed at enhancing classroom performance is referred to as "instructional supervision" [5] Without a doubt, the most vital supervision and guidance in a school setting is provided by the head [6]. The school head's ability to provide effective instructional supervision is crucial to the achievement of the school's stated goals [7].

In the case of Kenya, Wanzare [8] found that school heads' direct supervision improves the quality of instructors and teachings, facilitates students' academic success, and allows for the monitoring of teachers' instructional work. Also, Senior high school heads in Ghana exercise

direct supervision as a key component of their administrative duties, guaranteeing that teachers function in order to achieve school goals. Senior high school heads' direct supervision responsibilities include overseeing day-to-day teaching and learning, making sure teachers' observance to the school calendar, enabling teachers' provision of adequate and appropriate instructional delivery, helping to ensure punctuality and regularity by both students and staff, and giving assistance on a variety of issues that concern to teachers (Ghana Education System [G.E.S] as cited in [9].

Further, phases of the supervision, given the schedules of the persons involved, a post-observation conference should be held as soon as possible after the observation. This conference allows both the teacher and the observer to evaluate on the lesson while also allowing the observer to discuss the data gathered. The feedback emphasizes on practitioner qualities as well as potential areas for growth and/or the achievement of pre-observation goals [10].

The Observation/Feedback technique, which is based on research on teacher performance, clinical supervision, cognitive functions, and peer mentoring, comes next. To reduce the scope of the view, an observation aid or focusing instrument is frequently utilized. A pre-conference may be held to provide extra information to the observer before to the actual observation [11]. Glickman (2016) proposes a paradigm for analyzing individualized learning processes that can be used to adult education teachers' observation/feedback process.

Lastly, a quality secondary school head supervision exhibits good understanding of educational leadership, management, and administration. In order to provide efficient supervision of instruction, they should be familiar with the culture of the schools and communities. Supervisors of education should be aware of current events, because education is a dynamic process [12].

2.2 Clinical Supervisory Skills of School Heads in Elementary

Clinical supervision is required to organize trainee abilities and knowledge in practical tasks for professional identity development [13]. According to Bledsoe et al. (2018), supervision activities are performed in order to enhance and

manage all operations so that they are carried out as efficiently as possible. The impact of supervision, on the other hand, ensures that actions are carried out effectively by those who are accountable for carrying them out [14], in this case, is the school heads of elementary and secondary schools.

Meanwhile, in elementary schools in Surabaya, there was a weak positive link between the supervisory functions of heads and students' academic performance. The gender of the headmasters and their supervisory duties had a weak but substantial positive connection [15].

Similar to the phases that could be applied to secondary schools, in a pre-planning supervision, the observer would define the aim of the class and identify specific goals that the teacher intends to achieve as well as objectives that the instructor had specified for the teachers and students during the pre-observation session. Lesson plans are reviewed; the consulting teacher may use this time to answer questions, discuss specific concerns about the lesson material or changes for individual learners in the following session, or make ideas. According to Bledsoe (2018), supervision can identify weaknesses or inaccuracies that need to be addressed, as well as input— building competencies and abilities in instructional administration preparation, including strategy selection, model selection, media selection, and preparation. Teachers' supervision seeks to give expert advice in order to improve their professional competence.

Several relevant and significant instructional purposes can be served by classroom observation [16,17] stated that "increasing teacher effectiveness dwarfs the influence of any other school education program or policy in improving student performance." It enables teachers to enhance their teaching capacity they must be able to clearly identify their own strengths and weaknesses, as well as realize where their knowledge and skills need to be improved [18]. However, relying entirely on teacher self-evaluation is insufficient and may be harmful. According to some research, there is minimal link between teachers' self-reported judgments of their teaching and their actual teaching practices. As teachers, we may benefit from class observation, professional communication, and sharing in order to give higher-quality lessons. Teachers find clinical supervision to be beneficial in resolving educational and learning issues [19].

Further, in a post-conference supervision or through a face-to-face conference between both the supervisor and the teacher, a collegial meeting takes place to discuss the teacher's learning experience is needed. At this stage, the supervisor examines more of what the teacher is experiencing—related to his teaching skills—at this stage, the supervisor explores more about what the teacher is experiencing—related to his teaching ability [20].

For some teachers in elementary schools, video recording provides them an opportunity to firsthand see and observe their own actions, particularly in terms of handling pupils in the classroom to educate in pleasant environments and achieve high learning process for young kids [21]. Accordingly, it demonstrates that supervisory management and supervision of teachers via web-based clinical supervision may be effectively implemented, since the supervisor can provide inputs and answers for any problems that arise in the teaching-learning process. These types of supervision can help elementary students attain their educational goals [22].

The significance of the post-observation conference appears to be self-evident. Conferencing, on the other hand, gets mixed reviews in terms of how well supervisors run them. Blumberg [23] one of the primary authorities, argued that supervisory conferences were unlikely to result in teacher progress. Instead, it was frequently utilized to address regular teaching housekeeping responsibilities, and it was agreed that conferences had little impact on future teaching performances. The supervisor serves as a competent, trained, and experienced peer to the instructor during the clinical supervision cycle.

3. THEORETICAL / CONCEPTUAL FRAMEWORK

This study is grounded on the theory of Dewar and Walker [24] who expressed that the school head needs to give a conducive learning environment, relevant resources, instructional support, and guidance to promote a quality teaching learning situation. Individual support staff must connect with supervisors in a way that demonstrates their willingness to learn. They must display personal motivation as well as an openness to learning new things. Workplace learning through structured mentorship, coaching through clinical supervision. Clinical supervision as instruction supervision has the following

phases: pre-observation, observation, analysis and strategy, post-observation conference and post-observation analysis.

Organizations must see this sort of supervision as a key strategic plan for bridging the theory to practice gap, empowering staff, and increasing knowledge application to practice [25].

This is supported by Santos and Stuart [26] who indicated that while organizations invest money in skills training, they rarely pay little attention to measuring the success of those programs. A recent cultural change in ongoing professional development has veered away from classroom-based instruction and toward interactive workplace learning facilitated by strong mentorship.

Training must not be limited to classrooms and should include both practical and theoretical components; there ought to be adequate monitoring that supports the support worker's accountability while also providing feedback in a sensitive way. Supervision guarantees the support worker's competency and gives pastoral care [27].

The schematic diagram of this study illustrated the model used by the research in the conduct of this study. In this study, the researcher uses the Input Process-Output model. The input is the clinical supervision as a type of classroom observation with the following indicators: pre-

observation, classroom observation, analysis and strategy, post observation and post observation analysis.

3.1 Statement of the Problem

This study aims to determine the level of clinical supervisory skills of school heads on how they conduct clinical supervision in the classroom.

Eventually, this study will come up with a district-based LAC session that would serve as output of this study.

1. What is the extent of the clinical supervisory skills of the public elementary and secondary school heads as perceived by district supervisors in terms of:
 - 1.1 Pre-Observation Conference,
 - 1.2 Classroom Observation,
 - 1.3 Analysis and Strategy,
 - 1.4 Post Observation Conference and
 - 1.5 Post Observation Analysis?
2. Is there a significant difference in the clinical supervisory skills of public elementary school heads and secondary school heads?
3. Based on the study, what district-based LAC session can be proposed?

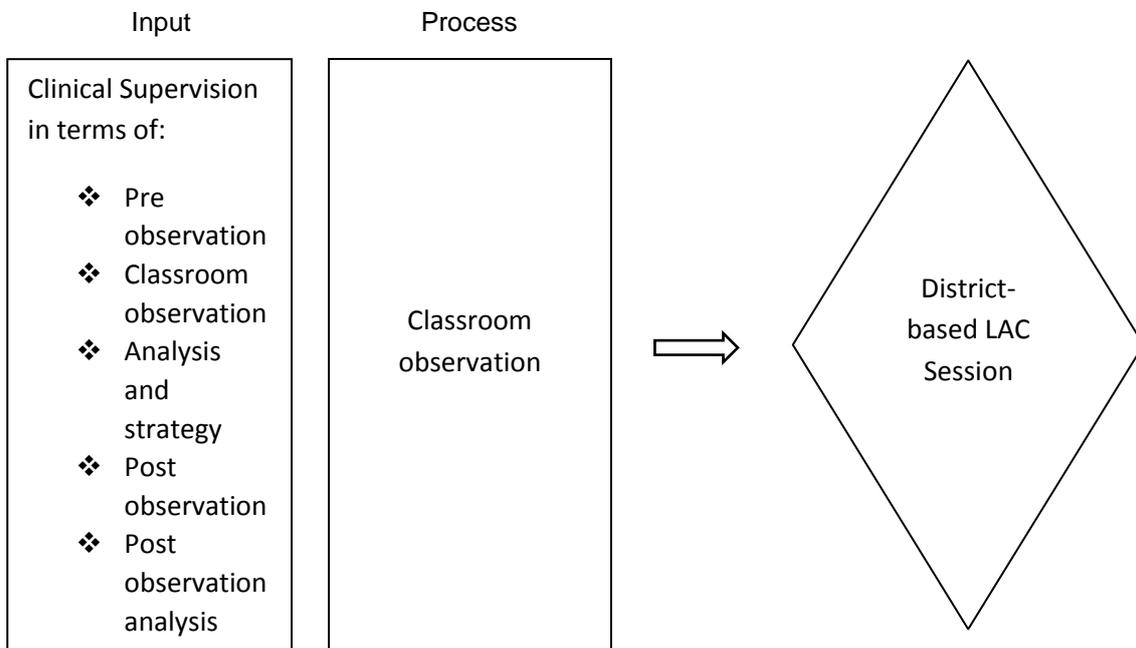


Fig. 1. Schematic Diagram Showing the Variables of the Study

3.2 Definition of Terms

To make this study more comprehensive, the following terms are operationally and conceptually defined.

Clinical Supervisory Skills refers to the skills of the school heads in conducting clinical supervision inside the classroom. This is a mandate to all school heads to implement the special program initiated by DepEd region XI catering those teachers who manifested problem in the teaching-learning process. According to Acheson and Gall [28] clinical supervision is a "face-to face contact with teachers with the intent of improving instruction and increasing professional growth.

3.3 Significance of the Study

This study will be of great help to the following identified beneficiaries of this study.

3.3.1 Department of Education (DepEd) Officials

The Department of Education should monitor the implementation of the clinical supervision as an approach to strengthen classroom instruction. The monitoring on this program should come up with recommendations on how to effectively apply clinical supervision in the classroom that it would appreciate by the teachers and the school head and even the supervisors.

3.3.2 School Heads

The school heads should have deep knowledge and skills in applying clinical supervision in the classroom so that the classroom observation will be effective and will address the academic problem in instruction.

3.3.3 Teachers

Teachers should understand that classroom observation is done to improve instruction. It should not be taken negatively as its purpose is to extend technical assistance to deliver quality education to the learners. They should understand that the school heads have instructional responsibilities in school. These responsibilities are discharged strategically in order to achieve the vision of the Department of Education.

3.3.4 Future Researchers

Similar studies about instructional supervision are encouraged to be conducted by future researchers.

4. METHODOLOGY AND METHODS

4.1 Research Design

This study employed the non-experimental descriptive survey research design in investigating the research problem. It is descriptive because the data are presented in quantitative descriptions on the "Clinical Supervisory Skills of Public Elementary School Heads as perceived by District Supervisors". According to Good (2005), this method of research shows merely description of tasks presenting the conditions regarding the nature of the group of persons or class of events that involved procedure of analysis, classification, and measurement. It involves varied information regarding the current or present condition (Deauna, 2005).

4.2 Research Respondents

This study will be conducted on all public elementary and secondary schools in the division of Davao Del Sur particularly in Hagonoy 1 and 2 districts.

The school heads were the respondents of the study because clinical supervision was one of their primordial functions as instructional manager. Universal sampling procedure utilized in this study considering the small number of research respondents. The research respondents will be rated by their district supervisor on how they conduct of clinical supervision in their respective school assignment.

4.3 Research Instrument

This study utilized the researcher-made questionnaire which items focus on the supervisory skills of school heads in the conduct of clinical supervision. The questionnaire will be pilot tested to a district, specifically Padada District that is not a respondent to this study using Cronbach alpha to test its validity and reliability.

To determine the level of supervisory skills of school heads, the following continuum will be used.

Measure of the Supervisory Skills of School Heads:

Interval	Level	Criteria
4.20 – 5.0	Very Extensive	When the supervisory skills of school heads in the conduct of clinical supervision during instruction observation is always manifested.
3.40 – 4.19	Extensive	When the supervisory skills of school heads in the conduct of clinical supervision during instruction observation is oftentimes manifested.
2.60 – 3.39	Moderately Extensive	When the supervisory skills of school heads in the conduct of clinical supervision during instruction observation is sometimes manifested.
1.80 – 2.59	Rarely Extensive	When the supervisory skills of school heads in the conduct of clinical supervision during instruction observation is seldom manifested.
1.0 – 1.79	Not Extensive	When the supervisory skills of school heads in the conduct of clinical supervision during instruction observation is never manifested

4.4 Data Gathering Procedure

At the outset of data gathering procedure, the researcher will draft a letter seeking for permission that this research study be conducted were sent to Dr. Eufemia T. Gamutin, CESO V, the Schools Division Superintendent in the Division of Davao Del Sur and to the Elementary School Principals of the elementary and secondary schools in Hagonoy 1 and 2 districts. Prior to this, the researcher had obtained a letter of approval from the Rizal Memorial College’s Ethics Committee to conduct the study.

While letters seeking for permission were delivered to the DepEd School’s Division Superintendent and principals concerned, the researcher constructed a questionnaire and have it validated by the experts and have it pilot tested using Cronbach alpha.

After permission has been granted that this study is conducted in the research locale and after the research questionnaire has been thoroughly examined by the expert validators and pilot tested, the researchers will launch the questionnaire into the field and retrieve them from the respondents personally after few days.

Finally, the raw scores were submitted to the statistician for statistical computation after which the researcher subjected it to analysis and interpretation.

4.5 Data Analysis

The following statistical tools will be used in the analysis and interpretation the responses in this study.

Mean will used to determine the level of supervisory skills of school heads in Hagonoy 1 and 2 districts.

T — Test will be used to determine the significant difference between the clinical supervisory skills of public elementary and secondary school heads.

5. RESULTS AND DISCUSSIONS

This section presents the results and discussion of the study. The results are presented in a tabular form and the data are discussed logically to convey accurate meaning.

5.1 Implementation of Clinical Supervision in terms of Pre-Observation Conference

Presented in table 1 are the data on the extent of implementation of clinical supervision in terms of pre-observation conference. The data are presents us that for the elementary level it enhances a total mean of 3.85 or Extensive. Meanwhile, for the secondary level, collectively, it got a mean of 3.89 or Extensive.

It can be gleaned from the data that both elementary and secondary obtained similar rating per statement of the indicator. Although they vary in numerical rating but they yield the same description.

This means that school heads in the elementary and secondary have similar style in conducting pre-observation conference. It can also be inferred from the results that school heads need to coach teachers on the art of questioning in order to develop the critical thinking skills of the learners.

This finding compliments the idea of Delworth [4] who said that a school head, and leaders should give support, inspiration, and instruction to staff

while addressing an array of student's learning processes. Ultimately, effective clinical supervision ensures that clients are competently served. Supervision ensures that counsellors continue to increase their skills [18] which in turn increases treatment effectiveness, client retention, and staff satisfaction.

5.2 Extent of Implementation of Clinical Supervision in terms of Classroom Observation

Shown in Table 2 are the data on the extent of implementation of clinical supervision in terms of classroom observation. The data showed an overall mean score of 4.49 or Very Extensive for elementary. Whereas, an overall mean rating of 4.56 or Very Extensive for the secondary level.

Results show that school heads in the elementary and secondary conduct classroom observation effectively. Further, this also suggest the school heads possess skills in classroom observation as they keep records on the performance of the teacher and students during the process. This is relevant to because according to Olenka [29] classroom observation is an important part of the learning processes of

novice teachers. It allows newly hired teachers to be aware of their job, things that they must keep in mind while teaching students and having the idea that they are monitored, they also have someone who is capable of guiding their actions.

Further, this is relevant because supervisory skills of school heads are often attested by how much teachers under observation would be able to improve areas in their skills to provide a good working result. This is relevant because Alike and Adoga [30] highlighted that good school supervision factors the management of staffs and the quality education for learners. With this, it is evident that classroom observation presents a chance to witness and observed closely the work of teachers in a classroom setting.

5.3 Extent of Implementation of Clinical Supervision in terms of Analysis and Strategy

Table 3 shows the data on the extent of implementation of clinical supervision in terms of analysis and strategy. The data generated an overall mean of 3.54 or Extensive for the elementary. On the other hand, Secondary got an overall mean of 3.51 or Extensive.

Table 1. Extent of Implementation of Clinical Supervision in terms of Pre-Observation

Statement	Mean			
	Elementary		Secondary	
1 The School Head... Creates a common frame of reference for the planning of the observation	3.52	Extensive	3.68	Extensive
2 Establishes rapport with the teacher	4.20	Very Extensive	4.15	Extensive
3 Examines the lesson plan to be implemented during the observation	4.09	Extensive	4.14	Extensive
4 Discusses with the teacher specific topics such as: objectives, teaching strategies, specific learner characteristics that may impede the lesson and the method of evaluation to be used to measure the objectives	3.97	Extensive	4.08	Extensive
5 Examines critically the questioning to be used in the lesson and formulating a questioning strategy for the teacher to enhance the lesson	4.02	Extensive	3.90	Extensive
6 Formulates a questioning strategy for the teacher to enhance the lesson	3.35	Moderately Extensive	3.42	Extensive
Total	3.85	Extensive	3.89	Extensive

Table 2. Extent of Implementation of Clinical Supervision in terms of Classroom Observation

Statement	Mean			
	Elementary		Secondary	
1 Provides an objective record (STAR) to mirror what the teacher actually said and did during the instructional process	4.25	Very Extensive	4.30	Very Extensive
2 Does not interfere in the classroom activities	4.58	Very Extensive	4.65	Extensive
3 Jots down other instructional weaknesses of the teacher	4.65	Very Extensive	4.75	Very Extensive
Total	4.49	Very Extensive	4.56	Very Extensive

Table 3. Extent of Implementation of Clinical Supervision in terms of Analysis and Strategy

Statement	Mean			
	Elementary		Secondary	
1 Analyzes classroom data	3.80	Extensive	3.98	Extensive
2 Develops appropriate strategies that will lead to an improvement in the instructional process	3.35	Moderately Extensive	3.23	Moderately Extensive
3 Takes the observational data, go through it and label the cause-and-effect situations that have been recorded.	3.48	Extensive	3.32	Moderately Extensive
Overall	3.54	Extensive	3.51	Extensive

This means that school heads of both elementary and secondary have to exert further effort to analyze data gathered during classroom observation and suggest strategies that will generate optimum learning from the learners. This would imply that clinical supervision in the use of the data gathered on observations is not highly observed. However, this does not negatively imply the absence or lack thereof, but would suggest a moderate analytical and strategic use of obtained data.

Ramos [31] noted that worldwide, learning has been subjected to various pressures ranging from political to technological. He added that learning as of the present is made to be more responsive to learner’s need and how well they would be able to play out their future societal rules. As a consequence, learning institutions—its teaching staffs and its leaders, is at the receiving end of this pressure, in making learning environments conducive for interaction, technology based, and adhere to collaborative learning strategies to assure student’s optimal learning. This can be guaranteed if supervisors and schools heads make use of the data gathered in classroom observation to create and develop appropriate interventions [19] which in this case is moderately observed. As Bledsoe (2018), supervisions is crucial in identifying

weaknesses and strengths of teachers and constructs.

5.4 Extent of Implementation of Clinical Supervision in terms of Post-Observation Conference

Presented in table 4 are the data on extent of implementation of clinical supervision in terms of post-observation conference. The data are as follows: For elementary, it got an overall mean of 4.12 or Extensive. While, for the secondary, it got an overall mean of 4.19 or Extensive.

This means that school heads always hold a post-conference with teachers after classroom observation to discuss grey areas diagnosed during classroom observation. Further, this also means that school heads are effective in conducting post-observation conference as they are able to provide feedback to teachers on things which were observed during the classroom instruction and are able to give suggestions for improvement.

As Flick [32] indicated, in the analysis of the results of the phases of supervision, both the teacher and the supervisors join together to analyze and craft strategic adjustments before

the same event or situation takes place. The post-observation conference allows the supervisors and teachers to see which part or aspect of the observed behaviors needed improvements and what they could do to lower the probability or repeat and increase the probability of successes in later activities or programs. Flick [32] added that post-observation conference does not need to be formally done but by simply asking questions on which was valuable to be kept and what need to be changed for improvements [13].

5.5 Extent of Implementation of Clinical Supervision in terms of Post-Observation Analysis

Table 5 shows the data on extent of implementation of clinical supervision in terms of post-observation analysis. The data are as follows: Requests a district/division supervisor to determine the effectiveness of his/her skills in clinical supervision got a mean rating of 3.10 or Moderately Extensive for elementary and 3.48 or Extensive for secondary.

This means that elementary and secondary school heads so far have not hired consultants to

help them analyze the results of the clinical supervision they have conducted. On the other hand, it can also be inferred from the data that the school heads have not yet encountered a teaching-learning phenomenon that they cannot give prescription for a solution. Further, it means that the instructional dilemma they encounter during the class observation is manageable that they were able solve it in their level.

Further, it could also be gleaned that elementary school head supervisors may be versed in the use of other technological means to assist their teachers [21]. Apparently, web-based clinical supervision may aid supervisors to provide inputs and answers for any problems that arise in the teaching-learning process which would then indicate optimal learning experience for students [22].

Moreover, evidently supervisors, schools' heads of both elementary and secondary schools has the capacity to be academically goal oriented and supervise instructional and co-curricular practices. They inspire and motivate teachers to generate quality students who are infused with educational principles and capable of acquiring skills for lifelong learning [33].

Table 4. Extent of Implementation of Clinical Supervision in terms of Post-Observation Conference

Statement	Mean			
	Elementary		Secondary	
1 Provides feedback and guidance to the teacher to improve instruction	4.11	Extensive	4.32	Very Extensive
2 Provides authentication of teacher's instructional patterns	3.75	Extensive	3.85	Extensive
3 Offers techniques for self-improvement of the teacher	3.90	Extensive	3.78	Extensive
4 Makes sufficient documentation for the successful completion of the post -conference	4.75	Very Extensive	4.82	Very Extensive
Overall	4.12	Extensive	4.19	Extensive

Table 5. Test of Difference as to the Implementation of Clinical Supervision in terms of Post-Observation Analysis

Statement	Mean			
	Elementary		Secondary	
1 Requests a district/division supervisor to determine the effectiveness of his/her skills in clinical supervision.	3.10	Moderately Extensive	3.48	Extensive

6. CONCLUSIONS

This chapter displays the summary of the findings, conclusions and recommendations drawn out by the researcher after the analysis and interpretation of the findings had been made.

This study sought to determine the extent of supervisory skills of school heads in conducting clinical supervision.

This study made use of a descriptive survey research method. It is descriptive because the data are presented in qualitative descriptions on the "Clinical Supervisory Skills of School Heads".

This study was conducted in all public elementary and secondary schools in the public elementary schools in Hagonoy 1 and 2 districts. This study utilized universal random sampling procedure in determining the research respondents considering the small number of research respondents.

This study revealed that the extent of supervisory skills of school heads in both elementary and secondary school heads in conducting clinical supervision was extensive, they frequently used the process in conducting clinical supervision. However, there were areas where school heads got low specifically in the art of questioning the teacher to draw out his/her instructional problem. These gray areas revealed in the findings of this study are the focus of the LAC session designed by the researcher. In the light of the findings of this study following conclusions were drawn:

The extent of implementation of clinical supervision in terms of pre-observation conference is highly extensive for elementary and highly extensive for secondary. The Extent of Implementation of Clinical Supervision in terms of classroom observation is highly extensive for elementary highly extensive for secondary. The Extent of Implementation of Clinical Supervision in terms of analysis and strategy is highly extensive for elementary and highly extensive for secondary. The Extent of Implementation of Clinical Supervision in terms of post conference is highly extensive for elementary highly extensive for secondary and the Extent of Implementation of Clinical Supervision in terms of post-observation is moderately extensive elementary and moderately extensive secondary.

7. RECOMMENDATIONS

Based on the results and findings of this study, the recommendations are offered:

The Department of Education may craft a training program or a course on instructional leadership focusing on clinical supervision to supervisors and school heads to equip them with the skills in conducting instructional supervision -- the main function inherent in their position.

The Regional Office XI through the Human Resource and Development Training may use this study as the basis to conduct a follow through training to refresh/equip school heads and supervisors on the technicalities of the clinical supervision.

The Schools Division Offices and district offices on the other hand, may look into the process on how school heads conduct clinical supervision and note processes, which are not clearly done by school head. These should be the focus of the Division or the district LAC sessions.

The classroom teachers should have encouraged learners to join co-curricular activities and tap stakeholders to financially support the learners who opted to join co-curricular activities.

For future researchers, it is strongly recommended that a relative study on the extent of supervisory skills of district supervisors on clinical supervision may be conducted.

CONSENT

As per international standard or university standard, respondents' written consent has been collected and preserved by the authors.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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