CLINICAL SUPERVISION: TOWARDS EFFECTIVE CLASSROOM TEACHING

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ABSTRACT

The main purpose of this study was to determine the effect of clinical supervision of principals on teachers' teaching performance in secondary schools. A total of 100 public secondary school teachers from Kuala Selangor, Malaysia participated in this study and data was collected through distribution of a survey questionnaire. Both descriptive and inferential statistics were used to analyse the collected data by using SPSS software. Results revealed that effective clinical supervision process will consist of steps of pre-observation planning, observation implementation and post –observation monitoring. Moreover, results from teachers' perceptions proved that clinical supervision positively influence the teaching effectiveness in terms of writing of daily lesson plan, set induction, development and delivery of lessons, questioning techniques, student involvement, encouragement, training and student assignments, examinations, assignments and exercises, closure of teaching and classroom management. However, in this study, the level of clinical supervision based on the pre-observation planning practiced by principal resulted high.

Keywords: *clinical supervision, effective classroom, teaching & learning, education, Malaysia*

INTRODUCTION

The main goal of education is to provide effective teaching and learning. No doubt that effective teaching results on effective learning (Olivia & Pawlas, 2004). Therefore, the key task for school administration is to ensure effective teaching and learning environment and providing the needed elements for school improvement. Such administration, as the instructional leader, manages the school effectiveness through an active and practical supervision on teacher's classroom teaching. This is to ensure that teachers are devoted to their tasks, so that there will be effective classroom teaching which results on constructive, permanent and promising behaviour change of students (Inyamah, 2011). In addition, effective clinical supervision will help teachers to improve their classroom teaching practice as well as their level of teaching knowledge.

A good supervision involves activities such as providing guidance, directions and telling the teacher what to do and what not to do. The objective of supervision is not to find the teacher's mistakes but instead, aimed to help teachers to improve their teaching styles. According to Glickman, Gordon, and Gordon (1995), supervision is the backbone to the effectiveness of a school. Effective supervision needs a well-prepared plan and it must be implemented continuously to ensure that the objective of teaching that is

conducted by a teacher can be achieved (Thomas, 2008). Moreover, a systematic instructional supervision also can identify teacher's strength and weakness in the teaching process (Marshall, 2005). Accordingly, Ministry of Education (MoE) has planned guidelines on the development of education through the latest Education Blueprint (2013 – 2025). The NBP was planned in order to ensure quality education for all students and to focus on students' development in term of curriculum and co-curriculum. The curriculum area in secondary school consists of various areas such as sciences and mathematics, languages, technical and vocational, as well as humanities. Each area is headed by a senior teacher who is specialized in the particular field or subject. The main task of a teacher is to conduct teaching and learning activities in the classroom according to annual and daily teaching plan that was written in the teachers' teaching plan book. All teachers are required to write the objective of their teaching in the book daily and also, they need to update the book for a record purpose.

As an education institution, the school has a role and responsibility to achieve the goals outlined by the ministry. One of the important components in school is the teaching and learning process. Through supervision activities, the implementation of teaching and learning can be supervised in a proper manner in order to ensure the effectiveness of teaching and learning process. In 2003, the ministry has introduced Malaysian Education Quality Standards as a guideline to the teaching and learning supervision that is implemented in the classroom.

The emphasis on students' achievement, accountability and competency has given impact on teacher's performance assessment. Hussein (1993) stated that time limitation is the main cause of why principal did less instructional supervision at school. In this context, principal only used 25% of his time to manage the curriculum and supervise teacher's teaching. Another 75% of his working time is used for the administration activities and other matters that are related to student affairs. It is actually not much different than schools in New York, United States where a teacher who is teaching 5 times per day only had been supervised once and this shows that most of the teachers are teaching without a proper supervision (Glickman et al., 1995; Marshall, 2005; Thomas, 2008).

A research by Baharom (2002) found that instructional supervision is aimed to help teachers in implementing effective instructional or teaching to students in classroom. He also found that teacher's attitude which is not serious in teaching as well as principal attitude that is not ready to implement the instructional supervision are among the constraints that needed to be overcome. Radi (2007) stated that there is a need to have a discussion session between supervisor and teacher in order to gain feedback on the supervision process that happened. Eventually, through the discussion process, teachers can know their strength and weaknesses on the techniques, methods, approaches and teaching tools that being used.

Hence, supervision is one of the best ways to provide direct assistance to teachers so that they can identify any problems, issues and mistakes in their teaching. It can also contribute to teachers' professional development and performance (Zepeda, 2007). Supervision in schools are run by either leader of the school which is the principal or individuals appointed by the Ministry of Education. However, the supervisory processes are not limited in classroom observation alone but also involves other processes including discussion between the supervisor and teacher, supervisor feedback reports, analysis of the report, and determine the best approach based on the result of the supervision report.

As an instructional leader, principal must play a role as instructional supervisor to make sure the teaching objectives can be fulfilled and to convince the parents that the education that is delivered to their children is the best one. A systematic instructional supervision can identify teacher's strength and weakness in the teaching process (Thomas, 2008; Zepeda, 2007). However, what kind of supervision that can really help teacher to improve their teaching practices and does the clinical supervision can determine teaching effectiveness?
This study was conducted to determine the effect of clinical supervision on the teachers' teaching performance in secondary schools. The study involved male and female secondary school teachers. Teaching performance is measured by daily lesson plans, induction set, teaching delivery, questioning techniques, students' participation in the classroom, strengthening, students' homework and

assignments, marking students' homework, and classroom management before and after clinical supervision. Accordingly, this research's aim is to identify the key elements in principals' clinical supervision through process of pre-observation planning, observation implementation, and post-observation monitoring. Moreover, it aimed at identifying the level of classroom teaching effectiveness by the teachers. In addition, the main purpose of this study was to determine the relationship between principal's clinical supervision and the effectiveness of teachers' classroom teaching.

METHOD

The research design in this study was based on the quantitative method. This study adopts a survey questionnaire from a previous study by Acheson and Gall (2003) as an instrument to collect data. In a quantitative study, questionnaire is more practical and efficient to use, because it can improve the accuracy and truthfulness of the responses. Therefore, the researchers randomly distributed the questionnaire to 100 teachers in public secondary schools in Kuala Selangor.

The survey has 5 various sections (A, B, C, D, E) that were used to seek teachers' perceptions on the key elements in principals' clinical supervision through the process of pre-observation planning, observation implementation and post-observation monitoring. Moreover, the survey also seeks to see the relationship of these observations with the effectiveness of teachers' classroom teaching. Table 1 shows the fragments to focus dimensional questionnaires as follow:

Table 1
The total items for each section A, B, C, D and E

The Dimensions	No of Items	Total
Demographic information of participants	A1, A2, A3, A4, A5	5
key elements of principals' clinical supervision through pre-observation planning	B1, B2, B3, B4, B5	5
key elements of principals' clinical supervision through observation implementation	C1, C2, C3, C4, C5	5
key elements of principals' clinical supervision through post-observation monitoring	D1, D2, D3, D4, D5	5
The relationship between principal's clinical supervision and the effectiveness of classroom teaching by teachers	E1, E2, E3, E4, E5	5
Total		**25**

A four-point Likert scale was used to examine teachers' perceptions on the issues raised. Respondents were required to mark the answer of a statement from Strongly Disagree=1, Disagree=2, Agree=3, and Strongly Agree=4.

Cronbach Alpha coefficients were used to determine the reliability of the research instrument. The reliability coefficient is between 0 to 1.0. If the reliability approaches 1.0, then the components said to be valid. This means getting closer to the 1.0 alpha values, the higher the reliability. The results found that the questionnaire of clinical supervision practiced by principle toward the effectiveness of classroom teaching of teachers is at 0.875 according to an index level of reliability and is ready for use.

Data Collection & Data Analysis Procedures

Data for this study was collected by distribution of the survey to the selected schools with direct involvement of the researchers. The data collected were first coded, and then analysed using SPSS (V. 21). The data analyses included both descriptive and inferential statistics. Type of descriptive statistics analysis such as mean, frequency, percentage and standard deviation were used to all the items in each section.

Next, the reliability analysis is conducted on the (sub) scales of the adapted version of the instrument. Also, independent sample t-test was used to analyse whether differences were found between the levels of clinical supervision practiced by principals in the selected public secondary schools. Finally, correlation analysis was applied to see the relationships of clinical supervision and teaching effectiveness based on the pre-observation planning, the-observation implementation and post-observation monitoring practiced by principals.

FINDINGS

Demographic Profile of Respondents

This section presents the findings regarding to the demographic information of the participants including their age, gender, experience, subject teach and academic qualifications. It has been analysed using descriptive statistics (frequency and percentage). The results of the demographic information are presented in Table 2 below:

Table 2
Demographic information of Participants

	Category	Frequency	Percentage %
Age	24 and below	13	13.0 %
	25-29	24	24.0%
	30-34	37	37.0%
	35-39	24	24.0%
	40 and above		2.0%
Gender	Male	43	43.0%
	Female	57	57.0%
Experience	Less than 5 years	37	37.0%
	5-9 years	30	30.0%
	10-14 years	22	22.0%
	15-19 years	9	9.0%
	More than 19 years	2	2.0%
Subject Teach			
	Malay/English	22	22.0%
	Mathematic/ Science	26	26.0%
	Others	52	52.0%
Academic qualifications	Diploma	0.0	0.0%
	Degree	78	78.0%
	Masters	22	22.0%

Table 2 above shows that number of female respondents was more compare to the male respondents in the selected public secondary schools. The total of 57 respondents (57%) was female while a total of 43 respondents (43%) were male.

Moreover, analysis shows that majority of the respondents age were in range of 30-34 years old (37%) followed by 24 respondents (24%) with the age of 25-29 years old and 35-39 years old with the percentage of 24% respectively. The other 13 respondents aged 24 years old and below with the

percentage of 13%. Meanwhile the respondents aged 40 years old and above were the least no of respondents that involved in this survey.

Based on the findings, the majority of the respondents (37%) had experience less than 5 years in teaching, and this followed by 5-9 years' experience with 30 respondents (30.0%). While 22 respondents have 10-14 years' experience in teaching with the 22%, followed by 15-19 years teaching experience with the number of 9 respondents (9.0%). The least respondents had teaching experience more than 19 years with 2%. In addition, analysis shows that majority of respondents (78%) had a degree qualification and followed by 22 % with Masters qualifications.

The table also indicates that the highest respondents (52%) were teaching others subjects rather than Language, Mathematics and Science. This was followed by Mathematic/Science subject with 26 respondents (26%). The least respondents were from the Malay/English field which is 22 respondents with the percentage of 22%.

For the highest education category, researchers divided this category into four categories which consist of Diploma, Degree, Master and PhD. However, no respondents with the highest level in Diploma and PhD with the percentage of 0.0% respectively. Most of the respondents are Degree holder as their high-level education with 78 respondents with the percentage of 78%. Another 22 respondents are Master holder as their highest-level education with the percentage of 22%. The mean for this category is (2.22) and standard deviation of (0.42).

Key Elements in Clinical Supervision of Principals through Pre-Observation Planning

Table 3 below is an analysis in order to give the answers for the 1st part of the first research question on what are the key elements in clinical supervision of principals through pre-observation planning practiced by principals in the public secondary schools in Kuala Selangor.

Table 3
Teachers' perceptions on clinical supervision of principals through pre-observation planning

Factors	**Likert Scale**				**Mean**	**SD**
	1 (%)	**2 (%)**	**3 (%)**	**4 (%)**		
B1 Reviewed the lesson to ensure that all parts are fully written.	0 (0.0)	0 (0.0)	72 (72.0)	28 (28.0)	3.28	0.76
B2 Discuss the proper teaching objectives	0 (0.0)	0 (0.0)	55 (55.0)	45 (45.0)	3.45	0.39
B3 Guiding the proper teaching methods to the teachers follow the lesson content.	0 (0.0)	19 (19.0)	0 (0.0)	81 (81.0)	2.81	0.78
B4 Discuss the suitable teaching aid that can be implemented by teachers.	0 (0.0)	0 (0.0)	40 (40.0)	60 (60.0)	3.60	0.54
B5 Discussions on continuous observation will be conducted during the observation.	0 (0.0)	19 (19.0)	72 (72.0)	9 (9.0)	2.90	0.62
Total					**3.20**	**0.29**

Based on the findings, the factor that are most practiced by principal in planning phase of the clinical is for item B4 which is: discuss the suitable teaching aid that can be implemented by teachers with the mean score of 3.60 and the standard deviation of 0.54. There is no response as being disagree or strongly disagree for this item. While a number of 40 respondents (40.0%) agreed with this item, the other 60 respondents (60.0%) strongly agreed to this item.

It is then followed by the item B2, which is discussing the proper teaching objectives with the mean score of 3.45 and standard deviation of 0.39. There is no response for disagree or strongly disagree with this item. However, 55% of the respondents agreed with this item while the other 45 % strongly agreed to this item.

Next was the item B1 which is reviewed in the lesson to ensure that all parts are fully written practiced by principal with the mean score of 3.28 and standard deviation of 0.76. None of the respondents, responded as disagree and strongly disagree. However, in total, 72 % of respondents agreed and 28% respondents strongly agreed.

Item B5 is the fourth factor that is practiced by principal in pre observation planning. The item is about discussions on continuous observation will be conducted during the observation. While, there were no response on being strongly agree, there were response for disagree scale with the 19 %. In addition, strongly agreed involve 9 % of respondents and a total number of 72 respondents (72.0%) have responded to the Likert scale of agree.

The total mean for this factor of before the lesson was at a high level, namely 3.20. Therefore, analysis shows that the level of clinical supervision based on the pre-observation planning practiced by principal is high.

Key Elements in Clinical Supervision of Principals through Observation Implementation

Table 4 above is an analysis to give the answers for the second part of research question 1 on what are the key elements in principals' clinical supervision through observation implementation in secondary schools in Kuala Selangor.

Table 4
Level of principals' clinical supervision through observation implementation

Factors	**Likert Scale**				**Mean**	**SD**
	1 (%)	**2 (%)**	**3 (%)**	**4 (%)**		
C1 Observing in the form of questions that stimulate the students' thinking.	0 (0.0)	19 (19.0)	36 (36.0)	45 (45.0)	3.26	0.45
C2 Develop the questions based on the level of difficulty	0 (0.0)	19 (19.0)	81 (81.0)	0 (0.0)	2.81	0.50
C3 Examine the results of students' work	0 (0.0)	19 (19.0)	25 (25.0)	56 (56.0)	3.37	0.39
C4 Treat every student question thoughtfully	0 (0.0)	19 (19.0)	70 (70.0)	11 (11.0)	2.92	0.49
C5 Guide in developing and executing questioning techniques	0 (0.0)	19 (19.0)	61 (61.0)	20 (20.0)	3.01	0.52
Total					**3.07**	**0.56**

Based on the findings, the element that are most practiced by principals in clinical supervision based on the observation is for item C3 which is Examine the results of students' work with the mean (3.37) and the standard deviation is (0.39). There is no response for strongly disagree of Likert Scale for this item. A number of 19 respondents (19.0%) disagreed for this item while 25 respondents (25.0%) agreed with this item and the other 56 respondents (56.0%) strongly agreed to this item.

Then followed by the element of C1, which is questioning in the form of questions that stimulate the student thinking with the mean (3.26) and standard deviation (0.45). There is no response for strongly disagree of Likert Scale for this item. However, 19 respondents (19.0%) disagree for this item. Then 36 respondents (36.0%) agreed for this factor while 45 respondents (45.0%) strongly agreed with this item.

After that, the factor from item C5 which is: guide in developing and executing questioning techniques practiced by principals with the mean (3.01) and standard deviation (0.52). There is no response for strongly disagree of Likert Scale for this item. However, 19 respondents (19.0%) disagree for this item. Then 61 respondents (61.0%) agreed for this factor while 20 respondents (20.0%) strongly agreed with this item.

Item C4 is the fourth factor that is practiced by principals in pre observation conference. The factor is about treat every student question thoughtfully. No response about the strongly agree but there is response for disagree scale with the 19 respondents (19.0%). While for strongly agreed involve 11 respondents (11.0%) and a total number of 70 respondents (70.0%) have responded to the Likert scale of agree.

The total mean for the factors of during the lesson was at a high level, namely 3.0740. Therefore, the level of clinical supervision based on the Observation Conference practiced by principals is high.

Key Elements in Principals' Clinical Supervision through Post- Observation Monitoring

Table 5 is an analysis in order to give the answers for third part of the research question 1 on what key elements in clinical supervision based on the post observation conference practice by principals in secondary schools in Kuala Selangor.

Table 5
Teachers' perceptions on the post-observation monitoring

Question	Likert Scale 1 (%)	2 (%)	3 (%)	4 (%)	Mean	SD
D1 Discuss the shortcomings of teaching instead of merely criticize.	0 (0.0)	19 (19.0)	61 (61.0)	20 (20.0)	3.01	0.62
D2 Help to analyse the supervision method and strengthening the successful activities	0 (0.0)	19 (19.0)	72 (72.0)	9 (9.0)	2.90	0.52
D3 Supervisors listen to my opinion and suggestions.	0 (0.0)	19 (19.0)	57 (57.0)	24 (24.0)	3.05	0.65
D4 The principal does not interfere with the teaching or take over classroom while teaching session is going on.	0 (0.0)	19 (19.0)	10 (10.0)	71 (71.0)	3.52	0.79
D5 Closing the session positively by giving support and encouragement.	0 (0.0)	19 (19.0)	10 (10.0)	71 (71.0)	3.52	0.79
Total					**3.20**	**0.62**

Based on the findings, the factor that are most practiced by principals in clinical supervision based on the post-observation conference is for item D4 and D5 with the mean and standard deviation are (3.52) and (0.80) respectively. Item D4 discuss that the principal does not interfere with the teaching or take over classroom while teaching session is going on. While for the item D5 is about closing the session positively by giving support and encouragement. For both items D4 and D5, there is no response for strongly disagree of Likert Scale for these items. However, 19 respondents (19.0%) disagree for these items. Then 10 respondents (10.0%) agreed for this factor while 71 respondents (71.0%) strongly agreed with this item respectively.

Then it is followed by the factor D3, which discusses about: supervisors listen to my opinion and suggestions with the mean (3.05) and standard deviation (0.66). There are no response about the strongly agree but, there is response for disagree scale with 19 respondents (19.0%). Meanwhile for strongly agreed, it involve 24 respondents (24.0%) and a total number of 57 respondents (57.0%) have responded to the Likert scale of agree.

After that, it is closely followed by the factor from item D1 which discuss the shortcomings of teaching instead of merely criticize, with the mean of (3.01) and standard deviation of (0.63). None of the respondents responded to the Likert scale of strongly disagree. A number of 19 respondents (19.0%) disagreed for this item while 61 respondents (61.0%) agreed with this item and the other 20 respondents (20.0%) strongly agreed to this item.

Item D2 is the last factor that is practiced by principals in post-observation conference. The factor is about: help to analyse the supervision method and strengthening the successful activities with the mean and standard deviation is (2.90) and (0.52). There is no response about the strongly agree but there is response for disagree scale with the 19 respondents (19.0%). Meanwhile for strongly agreed, 9 respondents (9.0%) are recorded and a total number of 72 respondents (72.0%) have responded to the Likert scale of agree.

The total mean for the factors of after the lesson was at a high level, namely 3.2000. Therefore, the level of clinical supervision based on the post-Observation Conference practiced by principals is high.

The Level of the Classroom Teaching Effectiveness by Teachers

Table 6 below is an analysis to give the answers for the second research question on what is the level of classroom teaching effectiveness by the teachers in the three public secondary schools in Kuala Selangor.

Table 6
Analysis of Classroom Teaching Effectiveness

Question	**Likert Scale**					**Mean**	**SD**
	1 (%)	**2 (%)**	**3 (%)**	**4 (%)**			
E1 Ensure that there is an atmosphere that is conducive to teaching and learning (e.g. classroom clean, tidy and furniture arrangement in accordance with the activity)	0 (0.0)	19 (19.0)	10 (10.0)	71 (71.0)	100 (100.0)	3.52	0.79
E2 Ensure attendance of students to learn	0 (0.0)	19 (19.0)	10 (10.0)	71 (71.0)		3.52	0.79
E3 Ensure student readiness to learn	0 (0.0)	19 (19.0)	25 (25.0)	56 (56.0)		3.37	0.78
E4 Establish and utilize the corner of subjects	0 (0.0)	19 (19.0)	10 (10.0)	71 (71.0)		3.52	0.79
E5 Ensure the students comply with the class rules	0 (0.0)	19 (19.0)	10 (10.0)	71 (71.0)		3.52	0.79
Total						**3.49**	**0.78**

Based on the findings, the factor that are affect the effectiveness on classroom teaching by teachers is for items E1, E2, E4 and E5 with the mean and standard deviation of (3.52) and (0.80) respectively. Item E1 is about: to ensure that there is an atmosphere that is conducive to teaching and learning (e.g. classroom clean, tidy and furniture arrangement in accordance with the activity). For the item E2, it is about: to Ensure attendance of students to learn. Then E4 looks at: Establish and utilize the corner of subjects while E5 focused on: ensure the students comply with the class rules. For all 4 items, it show that there is no response for strongly disagree of Likert Scale for these items. However, 19 respondents (19.0%) disagree for these items. Then 10 respondents (10.0%) agreed for this factor while 71 respondents (71.0%) strongly agreed with this item respectively.

Then it is followed by the factor E3, which discussed about ensure student readiness to learn with the mean (3.37) and standard deviation (0.787). None of the respondents, responded to the Likert scale of strongly disagree. A number of 19 respondents (19.0%) disagreed for this item while 25 respondents (25.0%) agreed with this item and the other 56 respondents (56.0%) strongly agreed to this item with the mean of (3.05) and standard deviation of (0.66). There are no response about the strongly agree but there is response for the disagree scale with 19 respondents (19.0%). While for strongly agreed involve 24.

Analysis for total mean of perception of teacher on effectiveness classroom teaching was at a high level, namely 3.4900. Therefore, the level of Effectiveness Classroom Teaching is high.

Relationship between Principal's Clinical Supervision & Teachers' Teaching Effectiveness

Table 7 shows the result of analysis in regards to the study's third question on relationship between principal's clinical supervision and teachers' teaching effectiveness in the public secondary schools in Kuala Selangor.

Table 7
Correlation between process of principal's clinical supervision and teachers' teaching effectiveness

Variable	Significant	Effectiveness Classroom Teaching
Pre-Observation Planning	*Pearson Correlation*	*0.773***
	Sig. (2-tailed)	*0.000*
	N	*100*
The Observation Implementation	*Pearson Correlation*	*0.958***
	Sig. (2-tailed)	*0.000*
	N	*100*
Post-Observation Monitoring	*Pearson Correlation*	*0.953***
	Sig. (2-tailed)	*0.000*
	N	*100*
**. Correlation is significant at the 0.01 level (2-tailed).		

The Pearson correlation between Pre-Observation planning and Teaching Effectiveness of teachers is 0.773. Moreover, it has positive correlation means that relatively high scores on teaching effectiveness are paired with high scores on the Pre-Observation planning, and low scores are paired with relatively low scores. Based on Davis Index (1971), result shows a very strong correlation between Pre-Observation planning and Teaching Effectiveness of teachers. These two scores were highly correlated, $r(98) = .77$, $p < .05$.

Moreover, the Pearson correlation between the Observation implementation and Teaching Effectiveness of teachers is 0.958. The positive correlation means that relatively high scores on teaching effectiveness are paired with high scores on the observation implementation, and low scores are paired with relatively low scores. According to Davis Index (1971) result shows that this is a very strong correlation between the observation implementation and Teaching Effectiveness of teachers. These two scores were highly correlated, $r(98) = .96$, $p < .05$.

In addition, the Pearson correlation between Post-Observation monitoring and Teaching Effectiveness of teacher is 0.953. The positive correlation means that relatively high scores on teaching effectiveness are paired with high scores on the Post-Observation monitoring, and low scores are paired with relatively low scores. Based on Davis Index (1971), the results indicate that there is a very strong correlation between Post-Observation monitoring and Teaching Effectiveness of teachers. These two scores were highly correlated, $r(98) = .95$, $p < .05$.

DISCUSSION

This study showed that clinical supervisions affects teaching performance. This is consistent with the findings by Holland and Adams (2002), which asserts that school supervision can enhance the level of teaching effectiveness. In the other words, effective supervision allows the teacher to modify good teaching practice to provided effective classroom teaching. Moreover, this study also found the relation between practice of clinical supervision in school and teachers' effective classroom management. This is in line with the findings from previous researches on importance of continues supervision in schools improves the effectiveness of classroom management (Acheson & Gall, 2003; Thomas, 2008). In addition, formative supervision can help teachers improve teaching methods and further improve teaching skills and knowledge (Zepeda, 2007). It also coincides with a study stating that clinical

supervision can help improve the performance of the teacher (Thomas, 2008; Glickman, Gordon, & Gordon, 1995; Murphy, 2004).

In one hand, the results of this study are consistent with the statement by Radi (2007) which highlights on the importance of the discussions between supervisors and teachers as well as the need to get feedback on the process of clinical supervision from teachers' point of view. This is because, weaknesses and strengths of teachers on techniques, methods, approaches and tools used in classroom teaching, can be delivered through such discussions. On the other hand, these findings from present research, are also contrary to the research by Inyamah (2011) who found that the incidence of clinical supervision approach is not effective. It is also not in line with the findings from Baharom (2002) that states the process of observation is not implemented properly by the school supervisors.

However, many literatures have discussed on the impact of supervision on the level of school achievement. This study found that clinical supervision is still required in schools because the teachers has yet to reach the level of excellence in their classroom as dynamic and proactive teaching (Baharom, 2002; Holland & Adams, 2002; Radi, 2007; Zepeda, 2007). Therefore, without the guidance and help from effective clinical supervision, it would be difficult for teachers to improve the quality of their teaching in line with the schools' requirements. In addition, the findings of this study suggest that the activity of clinical supervision can improve the quality of teaching for all 10 aspects of teaching as a whole. This is similar to Sullivan and Glanz (2000) point of view on importance of supervision in improving excellence of teaching activities.

In line with this study, Beach and Reinhartz (2010) noted that most of the teachers viewed the supervision as a positive angle. In this regard, the findings of this study have implications for supervision to help teachers not only in making positive changes in their teaching methods but also in enhancing their professionalism.

IMPLICATIONS OF THE FINDINGS

Based on this study, a few important things have highlighted and focused on the clinical supervision of teachers and its effectiveness towards their classroom teaching. These findings not only focus on clinical supervision towards in classroom but more focus on relationship between it and effectiveness that approaches of teaching performance skills.

a. Through these findings, a network system has to be build up to connecting among all Universities and Teachers Institute that has an education in school program. This implication indirectly will assist the teachers to improve their teaching skills to time to time through sharing the teaching experience, transfer the new approaches after supervised and always have discussion about the new practices to be an excellence teacher. This implication actually encourages the teachers to familiar about the system and always improve their teaching skills through clinical supervision practice.

b. Clinical supervision approaches need to emphasize through many research and study. The future study needs to think about the approaches to convince the school management to using it. Through this implication, researcher need to find many literature reviews to proof that this approach is the best way to practice by teachers. Moreover, this approach help teachers to improve all their skill of teaching and directly affect the student performance in the class.

c. Further research also needs to be implemented so that the real understanding of the processes more effective supervision can be produced. For example, having a varied selection of respondents and comprehensive findings will ensure a more general and accurate. In this way the findings will be forwarded to all areas of teaching. The role of supervisors of counsellors and coaches need to be studied more precisely so that everyone involved can carry out their roles more accurate and efficient.

d. Advanced research involving a comparative research is also good way to know the significance of this study. Comparative research based on all schools in Malaysia will be able to give a clearer effectiveness of clinical supervision. This is important part that is need in order to review the process of clinical supervision in school and to do a comparison to see the differences and similarities of that approaches and practice.

e. The appropriate interview approach can help get a more accurate survey data and comprehensive. This is to provide an opportunity for respondents to give their views and opinions regarding the qualitative nature of clinical supervision practices that they follow. Apart from observation, the interview approach can also help understanding the context of the actual process of clinical supervision in schools. Consistency between quantitative data will be evaluated based on observational data are implemented. In this way the process of triangulation will be done to see the supervisory process of teaching and learning with more accurate and comprehensive.

CONCLUSION

This study shows the clinical supervision positively influence on the writing of Daily Lesson Plan, set induction, development and delivery of lessons, questioning techniques, student involvement, encouragement, training and student assignments, examinations, assignments and exercises, closure of teaching and classroom management. Therefore, it can be concluded that the positive impact of clinical supervision and clinical supervision practices are high. It is the responsibility of the school leader to always assist teachers in improving their professionalism and career development. Therefore, one of the ways is by conducting supervision. This is because through this activity, it can provide opportunities for teachers to identify problems in their teaching practices and at the same time help to find the best solution that can be used to improve teaching and learning process at school. Thus, this study is necessary in order to investigate the effect of supervision on teaching effectiveness. It is hoped that the research will help other researchers who wish to conduct a research on this topic in future. The findings of this study will help teachers in school to find out their strengths and weaknesses during teaching process in the classroom. Clinical supervision also helps teachers to improve teaching and learning to be more effective as well as to improve students' understanding.

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