EXPLORING CLINICAL SUPERVISION PRACTICES: A COMPARATIVE STUDY OF A PUBLIC AND PRIVATE PRIMARY TEACHERS' COLLEGE IN UGANDA

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A DISSERTATION SUBMITTED TO THE DIRECTORATE OF RESEARCH AND GRADUATE TRAINING IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION IN EDUCATIONAL FOUNDATIONS OF KYAMBOGO UNIVERSITY

OCTOBER, 2023

DECLARATION

I, ALLEN ABENAITWE, hereby declare that this research report titled "Exploring Clinical Supervision Practices: A Comparative Study of a Public and Private Primary Teachers' College in Uganda" is my original work and has never been presented in any other university for any award. I am now submitting it to the graduate school of Kyambogo University with the approval of my supervisors.

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APPROVAL

This research report titled "Exploring Clinical Supervision Practices: A Comparative Study of a Public and Private Primary Teachers' College in Uganda" by Allen Abenaitwe has been developed with our guidance and is now submitted for examination with our consent as supervisors.

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ACKNOWLEDGEMENTS

I do extend my sincere gratitude to Dr. Namatende-Sakwa Lydia and Dr. Opit Elizabeth my patient and supportive research supervisors, for the technical support and guidance provided to me despite their busy schedules.

I also extend my sincere gratitude to all my lecturers in the Department of Foundations of Education of Kyambogo University. Your teaching styles and enthusiasm made a strong impression on me and I have always carried positive memories of your lectures with me. May God bless you abundantly.

I thank my husband Waheebwa David Ashaba, for all your support rendered to me without which I would have stopped these studies a long time ago. You have been amazing. As for my children: Ashabaheebwa Blossom, Arinaitwe Bliss, Ainembabazi Bliannah, Ahabwe Freedom, Abaho Philip and Akandwanaho Osbert, sorry for the love and care that you missed during my studies.

I must express my very profound gratitude to my parents, Mr. Tinaabo Wilson and Mrs. Kengingo Medias and to my late brother and sisters, Nampa Benard, Twongirwe Gloria, Kyarikunda Charity, Atukunda Phionah and Ankunda Luckbell for providing me with unfailing support and continuous encouragement throughout my years of study and through the process of researching and writing this masters research report.

And finally, my greatest appreciations go my friend, Bakaizimba Edigald and her family who supported me morally, emotionally and financially to accomplish this masters course. God bless your family always.

TABLE OF CONTENT

LIST OF TABLES

LIST OF ABBREVIATIONS/ACRONYMS

ESC   Education Service Commission

KYU   Kyambogo University

MOES Ministry of Education and Sports

NPA   National Planning Authority

PLE   Primary Leaving Examination

P.T.C   Primary Teachers' College

SP   School Practice

TIF   Teacher Incentive Framework

UNEB Uganda National Examinations Board

ABSTRACT

This study sought to explore clinical supervision practices undertaken in pre-observation, observation as well as post-observation phases in selected Primary Teachers' Colleges (PTCs) in Uganda. Informed by Vygotsky's theory of cognitive development, the study employed a qualitative approach, specifically a case study design, comparing clinical supervision practices using a case of a public PTC as well as a private PTC, in order to elicit best practices from each case, to inform the improvement of the quality of teachers produced by PTCs in Uganda. The data was collected from tutors and student teachers using semi-structured interviews, focus group discussions and lesson observations. The data was then analyzed using Creswell's (2014) six-step data analysis procedure and findings elicited to address the research questions of the study, particularly eliciting clinical supervision practices undertaken within the pre-observation, observation and post-observation phases in selected PTCs in Uganda. First, the findings as regards the pre-observation phase revealed that PTC 2, a private institution, demonstrated the best practices in the pre-observation phase specifically in class allocation, topic allocation, tutor allocation, making and marking schemes of work while PTC 1, a public institution demonstrated best practices in lesson planning, making instructional materials, conducting demonstration lessons as well as pre-observation meetings. Second, as regards the observation phase, PTC 2 demonstrated best practices in checking pupils' written activities, signing the SP assessment sheet, documenting progress, and grading as compared to PTC 1 whose best practice in this phase was in observing lessons. Third, within the post-observation phase, PTC 2 demonstrated best practices in documenting progress and grading as compared to PTC 1 whose best practices in this phase were conferencing, building rapport, self-assessment as well as setting an agenda for improving the next lesson. Both institutions can pick lessons from the other's strengths. Further, both institutions showed gaps in documentation, microteaching, using audio-visual gadgets as supervision tools to capture data,

as well as the faultfinding focus of the supervisors. The study recommended best practices in demonstration and group micro-teaching sessions; guided scheming and lesson planning coupled with provision of model schemes and lesson plans; guided creation, display and use of teaching aids, observation of the entire lesson; checking learner workbooks; joint tutor-student post-conferencing, signing of feedback sheets, training in the use of audio-visual gadgets and anecdotal records as tools to supplement and support clinical supervision; creating a jovial mood in order to build confidence in student teachers, giving student teachers opportunities to first talk about their taught lessons; tutors always leaving assessment reports with student teachers after post conferencing as well as helping student teachers to set strategies for improving the next lesson. As pointers for further research, the researcher recommends a future focus on challenges of clinical supervision in Government and private teachers' colleges in Uganda, eliciting the experiences and/or perspectives from the stand point of schools of practice and exploring clinical supervision practices using mixed or quantitative approach in order to make the findings generalizable.

CHAPTER ONE

BACKGROUND TO THE STUDY

1.0 Introduction

The education system of any given country largely depends on the quality of teachers which is determined by the kind of training and supervision given to them (Basha, 2014). Indeed, as affirmed in the Uganda Government White Paper on the Education Policy Review Commission Report, "No country can be better than the quality of its education system and no education system can be better than the quality of its teachers" (1992, p. 97). Inadequate teacher preparation as Chong and Ho (2009) explain "has an impact on students' achievement outcomes, teaching effectiveness, teacher attrition rates and school collegiality" (p. 303).

This study focuses on clinical supervision, which is a vital component of teacher education, particularly, in supporting student teachers to improve their teaching skills (Nabhani, et al., 2015; Wakutile, 2019). Specifically, the study focused on clinical supervision practices in selected Primary Teacher Colleges (PTCs) in Uganda, in order to illuminate the diversities, which inform teacher performance. This chapter presents the background, the statement of the problem, purpose, objectives, research questions, significance and scope of the study.

1.1 Background to the Study

This section comprises the historical, theoretical, conceptual and contextual perspectives of study.

1.1.1 Historical Perspective

Historically, supervision was used in various developed and developing countries, including United Kingdom, United States, European countries and some African countries such as Lesotho, Senegal, Tanzania and Nigeria as an important tool for ensuring efficiency and

accountability in the education system (Grauwe, 2007). As outlined by Tyagi (2010), supervision focuses on providing guidance and continuous assessment to teachers for their professional development and improvement in their teaching learning process. Nevertheless, the teachers' demand for support supervision from supervisors increased from time to time (Wakutile, 2019). Initially, Cogan (1973) and Goldhammer (1969) introduced the concept of clinical supervision while they were working at the University of Harvard in United States of America in the 1960s. Their efforts were stimulated by frustrations they met as university supervisors trying to help beginning teachers succeed. The approaches of supervision developed from past to present. For instance; traditional supervision, is authoritarian, coercive and supervisor- centred as compared to clinical supervision, an alternative supervision model, which is democratic, teacher- centred and based on mutual interactive dialogue (Kemal, et al., 2017).

The term "clinical supervision" was borrowed from the medical profession in 1960s as a concept that describes a process in which the skills and knowledge of trainees are developed in practice (Gursoy, et al., 2016). Researchers classified the stages of clinical supervision in different numbers and labels. For example, Cogan (1973) described eight phases of the supervisory cycle but Goldhammer, Anderson and Krajewski (1980) proposed the five stages. The five stages are pre-observation conference, observation, analysis and strategy, supervision conference, and post-conference analysis (Iroegbu & Eyo, 2016).

As for Aydın (2000), he states the six stages as pre-observation conference, observation, analysis, post-observation conference, post-conference analysis, and re-planning. Despite the stages of clinical supervision classified in different numbers and labels in literature, the cycles are, in general, similar, and the researchers usually agree on three basic phases, including pre-observation, observation and post-observation phase (Babo & Syamsuddin, 2022). These

phases, dominantly taken up in Uganda, guided my study on exploring clinical supervision practices in selected Primary Teachers' Colleges in Uganda.

1.1.2 Theoretical Perspective

This research study was modelled on Vygotsky's theory of cognitive development (Vygotsky, 1998). This theory was introduced by Lev Vygotsky, a Russian psychologist and teacher who is best known for his sociocultural theory of cognitive development. Much of his work is still being discovered and explored today. According to Vygotsky, learning has its basis in interacting with other people (Kendra, 2019). His theory is premised on the assumptions that children can perform more challenging tasks when assisted by more knowledgeable and competent individuals; and that challenging tasks promote maximum cognitive growth.

Lev Vygotsky states that students will learn more when they receive guidance from someone with more skills in the subject they are learning than they would if they were tackling the subject on their own. This, he termed as the zone of proximal development. He described the "zone" as the gap between what a learner knows and what he/she does not yet know. For skills that a learner does not yet possess or cannot do independently, he/she can do with the help of a more knowledgeable parent or tutor (Eun, 2017). According to Vygotsky, supervisors engage supervisees in scaffolding relationships- a process of engaging around a task, identifying gaps in task performance, filling in those gaps, and then withdrawing as the other internalizes the capacity to perform the tasks independently. Lillekroken (2019) advances the application of Vygotskian theory to clinical supervision to include: supervisors discussing supervisees' cases, making diagnoses and treatment goals, and reviewing and planning interventions as well as supervisees willingly revealing gaps and exposing their questions and confusion to the skilled supervisors in order to enter a scaffolding relationship.

During school practice, the supervisor (tutor) interacts and guides the teacher trainee throughout the three phases. Firstly, in the pre-observation phase the supervisor meets the teacher trainee and plans for the lesson. Secondly, the supervisor observes a lesson systematically (and nonjudgmental) and records information related to the competences of the lesson. Thirdly in the last phase called post-observation, the supervisor meets with the teacher trainee to analyze the data recorded by the supervisor and interprets the meaning of this information together with the teacher trainee. This theory, therefore, informed this study on how the interaction between the teacher trainee and the supervisor (who is more knowledgeable) can improve the former's teaching outcomes through clinical supervision.

1.1.3 Conceptual Perspective

Clinical supervision as a key concept in this study was defined by different scholars (Allida, Minja, Olela & Ogwari, 2018). According to Allida, et al. (2018), clinical supervision is the process of helping, guiding and mentoring a teacher to improving delivery of classroom instruction and consequently student learning. In this study therefore, clinical supervision referred to the professional support offered to the student teacher by a supervisor during pre-observation, observation and post-observation for professional growth of the teacher trainee.

Pre-observation is a meeting between the teacher trainee and the supervisor aimed at preparing for the upcoming lesson (Villavicencio-Martínez & Luna-Serrano, 2018). Observation is where the supervisor captures and documents realities of the lesson objectively and comprehensively so as to provide feedback to the teacher trainee (Sarfo & Cudjoe, 2016). Post-observation is where the supervisor and the teacher trainee review the format and procedures from the first two phases to further improve instruction (Marwati, et al., 2019).

School practice is an integral component of teacher training which exposes the teacher trainees to a learning experience that involves putting theory into practice with the help from supervisors (Bwiruka, Maani & Ssetumba, 2021).

The key players in this study were the tutors (supervisors) and teacher trainees (student teachers). Tutors help pre-service teacher trainees acquire knowledge, competences and attitudes to teach effectively (Nzilano, 2013). Teacher trainees in this study on the other hand, included students undergoing pre-service training in PTCs to acquire knowledge, competences, skills and attitudes in order to become professional grade three teachers (Kagoda & Itaaga, 2013). The above terms were used in my study of exploring clinical supervision practices in the selected PTCs in Uganda.

1.1.4 Contextual Perspective

This study was carried out in selected PTCs in Uganda. Uganda currently has 57 PTCs of which 46 are funded by the government and 11 by private entrepreneurs (*National Planning Authority Thematic Report 3*, 2018). Out of the 46 funded by the government, 23 are core institutions that run both pre- and in-service programmes while 23 are non-core institutions with only pre-service programmes (*NPA Thematic Report 3*, 2018). In-service programmes provide opportunities for teachers to further their training for professional growth in the course of their employment while pre-service programmes provide opportunities for student teachers to become professional teachers (Zacharis, 2020). Primary Teachers Colleges attract S.4 leavers with a minimum of a credit in Mathematics and English and 2 passes in any 2 science subjects such as Biology, Chemistry, Agriculture or Physics (*NPA Thematic Report 3*, 2018). Trainees carry out school practice three times which is assessed by both internal and external supervisors. The first one, referred to as a child study, which is undertaken three times, requires trainees to choose one pupil, to become acquainted with the pupil's home background, behavior, learning interests and challenges. Trainees compile a report, which is submitted to

their college and taken into account for graduation (KYU, 2012). The second school practice, undertaken during the first term of year two, requires teacher trainees to practice classroom teaching and other routine activities (preparing schemes, instructional materials, teaching files), during two six-week periods. In the third and final school practice, undertaken at the end of the second year, the tutors, considered as internal supervisors, assess the student teachers. This is followed by another assessment by external examiners (moderators) from Kyambogo University. In this study, the researcher focused on the final school practice to explore the clinical supervision practices undertaken in public and private PTCs in Uganda.

1.2 Statement of the Problem

Teachers graduating from teacher training institutions have exhibited a declining performance over the years despite the efforts made by Government of Uganda to improve primary teacher training through deploying tutors and paying them to facilitate learning for quality education (Apolot, et al., 2018). The tutors clinically supervise student teachers during school practice with the aim of improving teaching skills. Clinical supervision has three phases, which include pre-observation, observation and post-observation. It influences the quality of teachers that colleges produce (Wakutile, 2019). The three phases of clinical supervision are meant to fine-tune the student teachers with teaching competences and skills (Ersino, 2018; Kemal, et al., 2017). However, there is still a gap in terms of the quality of teachers as produced in PTCs and deployed in primary schools. As reported by Uganda National Examinations Board (UNEB) (2015), many teachers in Uganda, lack competencies to teach effectively and assess learners, including setting and marking tests. The report also noted that many teachers have inadequate content and lack ability to interpret concepts (Uganda National Examinations Board, 2015, as cited in Komakech, 2017). Relatedly, the *National Planning Authority (NPA) Thematic Report 3* (2018) shows that while the majority of the primary school teachers in Uganda know "what" to teach, many of them don't know "how" to teach. While there are

several factors that affect teacher performance, a focus on clinical supervision is critical given its role in inculcating teaching competences during teacher training programs. Gaps in clinical supervision as research shows are likely to negatively impact teaching performance (Kigozi, 2020). The need for clinical supervisors to receive instructive and practical training in clinical supervision before handling supervisees has been revealed by literature as the best supervision practice (Borders et al., 2014; Namusoke, 2019). It was therefore important to investigate the clinical supervision practices in public and private institutions to identify gaps which can be plugged, as well as best practices, which can be reinforced. Therefore, this study compared a selected public and private primary teachers' college in order to identify the best practices that can inform clinical supervision in teacher education and as such improve the quality of teachers produced in Uganda.

1.3 Purpose of the Study

The purpose of this study was to compare clinical supervision practices undertaken in public and private primary teachers' colleges, to elicit best practices to inform practicum teacher professional development in order improve the quality of teachers produced by primary teacher colleges in Uganda.

1.4 Objectives of the Study

1. To identify the clinical supervision practices undertaken during the pre-observation phase in selected public and private primary teachers' colleges.

2. To establish the clinical supervision practices undertaken during the observation phase in selected public and private primary teachers' colleges.

3. To identify the clinical supervision practices undertaken during the post-observation phase in selected public and private primary teachers' colleges.

1.5 Research Questions

1. What clinical supervision practices are undertaken during the pre-observation phase in selected public and private primary teachers' colleges?

2. What clinical supervision practices are undertaken during the observation phase in selected public and private primary teachers' colleges?

3. What clinical supervision practices are undertaken during the post-observation phase in selected public and private primary teachers' colleges?

1.6 Significance of the Study

The study elicited best practices of clinical supervision from both a private and public PTC from all three phases of clinical supervision including the pre-observation, observation and post-observation. This provided insights to inform and as such improve supervision across all the three phases, making it possible to improve the quality of teachers deployed in primary schools in Uganda, to benefit their learners and impact their achievement.

Further, identifying student teachers' as well as tutors' perspectives about clinical supervision practices during school practice provided was beneficial for them. This is because it provided a platform to share their insights into both factors that facilitated effective clinical supervision, as well as the challenges associated with it. This provided information that can be used by teacher training institutions to increase the possibility for reinforcing the positive factors as well as mitigating the challenges in order to improve both student teacher and tutor performance in clinical supervision and subsequent teaching deployed into primary schools.

Improved clinical supervision of the student teachers suggests that they are more likely to teach their own students competently. As such, primary school pupils are likely to benefit from instruction by well-trained teachers.

Finally, the findings are beneficial to the Ministry of Education, the National Council of Higher Education and any other bodies responsible for improving teacher education in Uganda. These findings can be used to inform evidence-based interventions as regards practicum for pre-service teacher professional development in Uganda.

1.7 Scope of the Study

This section provides information regarding the geographical, content and time scope of the study.

1.7.1 Geographical Scope

The study was conducted in the districts of Bushenyi and Kampala, located in south western and central Uganda respectively. The public PTC was selected from Bushenyi district while the private one was selected from Kampala district. While the study could have been undertaken in any district in Uganda with public and private PTCs, the two selected districts and sites were selected on the basis of their physical accessibility to the researcher for data collection, making it possible for prolonged engagement in the field. More critically, the selected sites enabled a comparative study between public and private PTCs, specifically a peri-urban and mixed public PTC as well as an urban and mixed private PTC. This comparison illuminated best practices to inform clinical supervision practices in teacher education and as such improve the quality of teachers produced in Uganda.

1.7.2 Content Scope

The study explored clinical supervision practices undertaken during the pre-observation, observation and post observation phases during school practice. The pre-observation phase revealed practices undertaken during preparation for teaching. The observation phase on the other hand, provided insights into lesson delivery, while the post observation focused on assessment practices during clinical supervision. The researcher interacted with tutors and student teachers to establish their views, eliciting both factors that

enabled effective clinical supervision as well as challenges and/or gaps in order to inform clinical supervision during SP in PTCs.

1.7.3 Time Scope

This research started in 2015 when UNEB report showed that quality of novice teachers who teach in Primary schools was wanting up to 2022 when I finished my research. It was therefore the most appropriate time to undertake this study on clinical supervision, making it possible for the researcher to elicit information on all the phases on clinical supervision including the pre-observation, observation and post-observation. The study was conducted between 2019 and 2022; conceptualized between 2019-2020 and data collected, analyzed and the report written between 2021 and 2023.

CHAPTER TWO

RELATED LITERATURE

2.0 Introduction

This chapter presents the review of literature in relation to the research objectives. It includes literature on clinical supervision practices undertaken during pre-observation, observation and post observation phases.

2.1 Clinical Supervision Practices within the Pre-Observation Phase

Globally, studies on clinical supervision practices have been conducted in some primary schools (Ersino, 2018), secondary schools (Kemal, Ozan & Ahmet, 2017), Primary Teacher Colleges (Kipngetich & Osman, 2012) and Universities (Kolman, 2018) in developed and developing countries.

Several scholars have taken interest in exploring the clinical supervision practices undertaken within pre-observation phase (Allida, Minja, Olela & Ogwari, 2018; Kemal, Ozan & Ahmet, 2017; Kipngetich & Osman, 2012). For instance, Allida et al. (2018) carried out a study on the best practices in instructional supervision of Adventist secondary schools in Kenya and found out that pre-observation phase helps the supervisor and the student teacher to connect and establish a relationship of mutual trust and respect. Similarly, Kemal, et al. (2017) in their study about the views of educational supervisors on clinical supervision in Turkey, relatedly revealed that the clinical supervision practice within the pre-observation phase creates a good communication climate between the supervisor and the supervisee. Thus, the supervisees' fear and tension are reduced. This is because clinical supervision works better in the climate devoid of tension and mutual suspicion (Owusu & Brown, 2014). These findings therefore informed this study in which the researcher established how practices within the pre-observation phase shaped the relationship between the supervisor and the student teacher. While studies had

largely highlighted the positive outcomes on relationships as a result of pre-observation, this study illuminated even the negative outcomes, in order to find ways of mitigating these for more effective pre-observation.

Some studies have focused on the process to be followed in undertaking pre-observation (Mark, 2015; Okafor, 2012). Mark (2015) for example, revealed that the pre-observation conference must begin with the supervisor informing the student teacher that he/she will be observed, allowing the student teacher to submit a lesson plan. In addition, Okafor (2012) described the process undertaken during pre- observation phase as where the supervisor meets with the teacher and spells out the reason and purpose for the observation, focus, method and form to be used. These studies guided the current study which found out what steps the supervisor and student teacher undertook in clinical supervision: What requirements for example in terms of lesson plans and objective setting were needed before it could proceed? Was there mutual agreement on meeting time and place? These questions, as informed by prior research guided this study, in establishing the processes undertaken within selected contexts in Uganda.

Studies have also emphasized making schemes of work and lesson planning as one of the clinical supervision practices undertaken during pre-observation phase (Amimo, Mendoza-Role & Yego, 2020; Maphosa & Ndamba, 2012). Maphosa and Ndamba's (2012) study found that with regards to scheming, 68% of the supervisors helped their teacher trainees to make well-detailed schemes of work while 32% of the supervisors did not help their teacher trainees. Likewise, Amimo, et al. (2020) study established that supervisors in performing schools checked approved and updated schemes of work and lesson plans. However, the above studies concentrated only on scheming and lesson planning and did not look at other activities done during pre-observation phase hence the need for the current study.

2.2 Clinical Supervision Practices within the Observation Phase

Several scholars have focused on the purpose of observation phase in clinical supervision. (Chitera, 2019; Sarfo & Cudjoe, 2016; Okafor, 2012). For example, in a study done by Sarfo and Cudjoe (2016) in Ghana identified the principal purpose of observation as capturing realities of the lesson objectively and comprehensively to enable the supervisor and student teacher to reconstruct the lesson as validly as possible in order to be analyzed. Moreover, classroom observations allow teachers to receive constructive feedback on their teaching techniques and methods in a bid to improve them further (Murphy, 2013). Relatedly, Chitera (2019) in high schools of Zimbabwe found that during the observation phase, the supervisor observes the lesson based on the decided points during the first phase. However, Ersino (2018) revealed that supervisors did not conduct the classroom observation based on the framework articulated in the pre-observation phase and did not focus only on the issues of teachers' teaching behaviours but focused on the lesson objectives, methods, content, learners' activity and assessments. These studies informed this study on the tasks to be done by the supervisors and student teachers during observation phase. The relevance and use of classroom observation forms and procedures considered provision of useful feedback to the student teacher while also contributing to objective and reliable evaluations.

Some studies have focused on the ways of collecting and recording data during observation phase (Chitera, 2019; Gürsoy, Bulunuz, Goktalay, Kesner & Salihoğlu, 2013; Sarfo & Cudjoe 2016). A study done by Chitera (2019) on comparing clinical and video analysis supervision at a high school in Zimbabwe found that Supervisees were recorded using videos while teaching. Similarly, Gürsoy, et al. (2013) in the University of Turkey found out that the supervisors conducted non-judgmental and systematic observations on the Teacher Trainees' teaching by using video recorder for later analysis. However, supervisees were worried that though the recording could capture different parts of the learning environment,

difficulties were still found in presenting it as a whole (Chitera, 2019). These findings therefore informed this study in which the researcher established the tools used by the supervisor within the observation phase. While studies have largely highlighted the use of video recording to capture the essential things happening in the lesson, showing how student teachers teach during observation, this study looked at other ways of collecting and recording data.

Indeed, some studies have also focused on the use of a structured observation protocol when undertaking the observation phase (Li, 2023; Ngwaru, 2016; Onyefulu, Hughes, and Samuels, 2019). In Zimbabwe, Ngwaru (2016) established that supervisors observed lessons of student teachers comprehensively through the use of a structured observation protocol. The observation protocol promotes comprehensive lesson observations by supervisors because it is specially designed to demonstrate teachers' behavior and students' engagement in real school settings (Li, 2023). However, Onyefulu, et al. (2019). study on assessing the performance of student teachers in a Bachelor of Education Programme at the University of Technology, Jamaica found out that the supervisors award high grades because they only assess lesson delivery and do not look at documents because these are assumed to be in order. While studies have mainly emphasized the use of structured observation protocol as an ideal practice during the observation phase, this study further established whether supervisors award marks to the student teachers using the structured lesson observation protocols.

2.3 Clinical Supervision Practices within the Post-Observation Phase

Some scholars have focused on the type of feedback and the manner in which supervisors give feedback to the student teachers during the post-observation phase (Gürsoy, Bulunuz, Goktalay, Kesner & Salihoğlu, 2013; Usman, 2015). Gursoy et al. (2013) in Georgia State University, USA revealed that the feedback given in an impromptu meeting gave no opportunity for the teacher trainee to reflect on his/her own performance. In the post-observation conference, the supervisor either gave a positive remark or simply provided a list

of weaknesses and strengths, making the feedback received by the supervisees more directive rather than reflective. This is supported by Usman (2015) who revealed that the manner in which supervisors give feedback to supervisees, significantly impacts on the teachers' pedagogical practices and performance in classroom settings. A study by Kipngetich and Osman (2012) on the Use of Clinical Supervision in Teacher Colleges in the Rift-Valley Zone of Kenya found that the given feedback of the lesson observation by the supervisors were not clear, direct and constructive to their teaching during the practicum. These studies guided the current study, which found out the manner in which the supervisor and student teacher gave feedback within the post-observation conference during school practice within selected PTCs in Uganda.

Several scholars have taken interest in using both qualitative and quantitative research designs to establish clinical supervision practices undertaken during pre-observation, observation and post-observation phases (Ersino, 2018; Sarfo & Cudjoe, 2016). All of these researchers employed methods of collecting data including questionnaires, Focused Group Discussions, Interviews, documentary analysis and observations. For example, Ersino (2018) specifically used a descriptive survey design in a study on Practices of clinical supervision and its roles in the professional development of teachers in primary schools in, Addis Ababa. The data was obtained through questionnaires, interview and document analysis. The findings of the study revealed that the observation phase being practiced was not effective in helping the students to grow professionally because procedures were not followed. The same study recommended that Clinical supervisors should pay attention to all phases/ steps of clinical supervision. In this study the researcher collected data using qualitative methods namely, an in-depth interview, FGDs, the observations and documentary analysis. These data collection methods enabled the researcher to gain in-depth understanding of the clinical supervision practices in public and private primary teacher colleges in Uganda.

2.4 Summary

On the whole, the review of literature has provided insights into clinical supervision practices in the pre-observation, observation and post-observation phases. While the literature reviewed showed benefits of clinical supervision, the negative outcomes were overlooked. This study, thus sought to explore negative outcomes as well. The literature reviewed also revealed plentiful data on clinical supervision practices in developed countries. However, there was scarcity of research from developing countries. In order to fill the contextual gap in the clinical supervision practices literature, this study included tutors' and student teachers' perspectives and focused on an African, specifically Ugandan context. This research used purely qualitative methods for deeper insights into the research questions as the researcher discusses in chapter three.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the research approach, research design, area of the study, population, case selection, procedure, methods, data analysis, validity, reliability and ethical considerations.

3.1 Research Approach

The study was conducted using the qualitative research approach. Wyse (2011) states that *"Qualitative Research approach is primarily exploratory research."* It is used to gain an understanding of underlying reasons, opinions, and motivations. It enabled me enter the natural worlds of people and collect deep information about social phenomena (Creswell, 2014). This approach was important in this study in that the schools in which the student teachers were practicing teaching from provided a natural setting. Student teachers and tutors (supervisors) provided a real picture of practices undertaken during school practice. The researcher used semi-structured interviews, focus group discussions (FGDs), observations to collect data from the two selected primary teacher colleges.

3.2 Research Design

This study adopted a case study design. Rule and John (2011) state that "A case might be a person, a classroom, a programme, a process, a series of developments, an institution or even a country." A case study design in qualitative research generates rich and in-depth data from real life settings (Yin, 2014). What makes it a case is its singular and distinct nature that warrants it to be studied. In this study, the cases were two colleges where one college represented public colleges and another college represented private colleges. A case study design was used to explore the clinical supervision practices in selected schools, using diverse

stakeholders and a variety of methods over a sustained period of time (Yin, 2016). This approach allows investigations of student teachers' teaching activities in real classroom contexts (Yin, 2018).

3.2.1 Selection of Cases

The first case, PTC 1 (pseudonym), is a college located in Bushenyi district. The second case, PTC 2 (pseudonym), is a college located in Kampala district. The two sites were physically accessible to the researcher for data collection and prolonged engagement in the field. Besides, these two sites gave an insight into what clinical supervision practices are in public and private PTCs. Most importantly, the two colleges enabled a comparative study, as one of them (PTC 1) is a public core PTC whose human, financial and physical resources are largely funded through government grants and supplementary co-funding by students while the other one (PTC 2), a private PTC, is funded by private entrepreneurs and supplementary co-funding of students (Daily Monitor, November 25, 2019). In this regard. PTC I is a peri-urban, mixed, public PTC. PTC 2 on the other hand is an urban, mixed, private PTC. This comparison illuminated best practices to inform clinical supervision practices in teacher education and as such improve the quality of teachers produced in Uganda.

Table 3.2: Characteristics of Cases of the Study

Cases	PTC 1	PTC 2
Structure	Public Core PTC	Private PTC
Status	Mixed (male and female)	Mixed (male and female)
Socio-economic status/funding	Government grant and co-funding	Private entrepreneurs and co-funding
Location	Peri-urban	Urban

3.3 Population, Sample Size and Sampling Techniques

This section describes the study population, sample size and sampling techniques.

3.3.1 Target Population

The target population consisted of key actors in clinical supervision: College tutors and student teachers from the two selected PTCs. The college tutors were selected as part of the population given that they are the ones obligated to conduct clinical supervision. Their inclusion made it possible to elicit data from the supervisor perspective. The student teachers on the other hand, were included in the population given their position as supervisees, as such providing the perspective in this regard.

3.3.2 Sampling Technique

Purposive sampling was used to select participants with relevant information (Creswell, 2014). The purposive sampling is a technique where the researcher selects a sample basing on personal knowledge and experience of the group that will be sampled. This is based on the assumption that the respondents will have the information one requires on clinical supervision practices (Creswell, 2014). The sample chosen, in this study was able to provide the data needed to enhance the research study.

The participants for the study included 6 tutors (3 from each college) and 10 student teachers (5 from each PTC). Samples in qualitative research tend to be small for in-depth case-oriented analysis (Morse, 2015). Indeed, as Crossman (2017) affirms, the experience of most qualitative researchers shows that little new information is generated after interviewing about 16 people. Sample size determination in qualitative research is as such largely guided by the notion of saturation, that is, sampling can be terminated when no new information is elicited. Therefore, a sample size of 16 participants comprised the initial sample pending saturation. The summary of participants from each case study is tabulated below.

Table 3.2: Summary of Participants of the Study

Participants	Tutors	Student teachers
PTC 1	3	5
PTC 2	3	5
Total	6	10

3.4 Data Collection Methods

Data collection comprised classroom observations, interviews and focus group discussions

3.4.1 Observation

Observations enable researchers to collect data in its context through viewing (Creswell, 2014). An observation checklist (Appendix I) was used to collect data during pre-observation, observation and post-observation. It focused on time spent in the classroom, areas of concern, recording devices used, awarding of marks, file arrangement, logical flow of content, classroom management as well as use and display of instructional materials.

3.4.2 Interview

The researcher conducted semi-structured interviews these basically involved the key informants (tutors) to obtain accurate, more reliable and first-hand information from the tutors (Appendix II). Interviews allowed participants to discuss situations from their point of view (Namusoke, 2019), also making it possible for the interviewer to probe, thereby enhancing comprehensiveness of data collection (Ravitch & Carl, 2016). Secondly, interviews allow very sensitive and personal information to be extracted from the respondent by honest and personal interaction between the respondent and the interviewer and they have a wider application; allow questions, explanation and supplementation of in-depth information hence justifiable for this study (Cresswell, 2014).

3.4.3 Focus Group Discussions

The researcher held focus group discussions (FGD) with student teachers in each of the colleges where five participants took part in PTC 1 and five in PTC 2. The researcher used a written guide (Appendix III) to lead the FGDs, which lasted, between forty-five minutes to one hour. FGDs enabled the researcher to get a wide range of views and ideas on different clinical supervision practices undertaken in the colleges (Yin, 2014).

3.5 Data Collection Procedures

The researcher obtained an introductory letter from the Head of Department, Foundations of Education of Kyambogo University introducing me to principals of the PTCs. The principals gave me access to the SP team including; deputy principals, SP coordinators, tutors and student teachers. It was during the SP weekly meeting that the researcher explained the purpose and objectives of my study and purposively selected respondents to participate.

In collecting the data, the researcher started with lesson observations. The researcher took notes on teaching using the lesson plan, including the logical sequence, use of instructional materials, class control and management, teacher-pupil relationship, the learning environment (classroom organization and displays) and evaluation of activities. The researcher also took notes on the lesson conclusion considering how the student teacher was seen emphasizing key points of the lesson, giving supportive feedback and giving an activity to extend learning.

The interviews then followed starting with tutors in order to probe for more information.

Finally, the researcher also conducted Focus group discussions with the student teachers to affirm information about clinical supervision practices from interviews. Both the supervisors and student teachers responded to questions stemming from the lessons observed. With the respondents' consent, the researcher recorded the interviews.

3.6 Validity and Reliability

Validity indicates whether the findings are accurate from the standpoint of the researcher, participants, or the readers of an account. In qualitative research, the word "trustworthiness" is used in place of validity (Source). Reliability on the other hand, indicates that the researcher's approach is consistent across different researchers and different projects. Qualitative research uses the term "credibility" in its place (Creswell, 2012).

3.6.1 Trustworthiness

Triangulation, entailing the use of multiple methods of data collection (interviews, observations and focus group discussions) as well as multiple sources of data (student teachers, and tutors), was used to validate findings (Hadi & José Closs, 2016; Yin, 2012). Member checking, which involves sharing some of the emerging themes as well as sections of the report with some of the respondents, was also used to confirm the data (Creswell, 2014). Additionally, the use of a rich, thick description, involving detailed descriptions for example of the settings, procedures, and events of the study was used to provide a clear picture (Dodge, 2011). The researcher also employed prolonged engagement in the study sites and ceased data collection upon saturation.

3.6.2 Credibility

In order to ensure credibility and/or dependability of the data, the researcher built rapport which made it possible to collect data from the respondents (Namusoke, 2019). Secondly, the study employed multiple data collection methods (semi-structured interviews, FGDs and observations) to achieve triangulation (Hadi & José Closs, 2016). Thirdly, the researcher documented all the procedures of this case study in detail (Yin, 2012) to ensure a transparent process, which can be replicated. Fourthly, the researcher also checked transcripts against the audio recordings to correct mistakes made during transcription. Additionally, the

researcher checked definitions/descriptions of the codes to ensure that they capture the targeted meaning. Finally, the researcher constantly compared data with the codes to ensure consistent coding.

3.7. Data Analysis

Data from observations, focused group discussions and interviews were analyzed using Creswell's (2014) six-step data analysis procedure. The first step, which involved organizing and preparing the data for analysis, involved transcription of interviews and focus group discussions to produce written transcripts. This step also included typing up field notes, cataloguing all the visual materials such as observation checklists, sorting and arranging the data. The second step involved reading through the data, in order to reflect on the overall meaning and to gain a general sense of the information and ideas that the participants convey. Thirdly, coding of notes from the lesson observations and focus group discussions as well as interview transcripts followed, to reflect emerging ideas. In the fourth step, which is generalization, the researcher integrated the codes, thereby generalizing to form broader themes. Fifthly, the researcher provided descriptions of the themes and include quotable quotes (participants' voices) from the transcripts to illustrate them. The sixth step, which is interpretation, then followed, where the researcher used relevant literature to make sense of, as well as support the themes. During my own interpretation process, my experience as a PTC tutor informed my understanding of the participants' stories. To convey the participants' perceptions of their experiences accurately, the researcher focused specifically on what they were saying, the conclusions they drew, and their intentions for future practice.

3.8 Ethical Considerations

The researcher was guided by ethical guidelines in access to research sites (Merriam, 2009). The approval to conduct this research was granted by the Head of Department, Educational Foundations, Kyambogo University. Each participant signed an informed consent document (Appendix IV) to show voluntary participation. Pseudonyms were used instead of the real names of participants to ensure confidentiality.

3.9 Limitations of the Study

The sample of 10 supervisees and 6 supervisors was not representative of all PTCs in Uganda. Additionally, the research was confined to only two PTCs in Uganda, limiting the perspectives and generalizability to other PTCs in Uganda. This notwithstanding, the researcher used multiple sources of data (interviews, FGDs and observations) to ensure validity of the data. Further, conceptually, the focus was on clinical supervision did not take other forms of supervision such as instructional supervision into consideration. The researcher recommends further research in order to engage other forms of supervision.

3.10 Delimitations of the Study

Tutors and student teachers might have failed to respond to the questions candidly for fear that their college might be portrayed in a negative manner. In order to mitigate this, the researcher explained to them that the researcher would use pseudonyms instead of the names of the college or participants in order to keep their identity confidential. Secondly, given the prevailing COVID-19 situation, the researcher anticipated fear of contracting the virus. She therefore recommended that data collection should include measures such as social distancing, washing of hands and wearing of masks. The researcher also anticipated that access to colleges and participants would be made more difficult given the standard operating procedures to prevent the spread of COVID-19. As a researcher, both the national as well as institution-specific procedures were followed in order to access the colleges and respondents to my study.

Thirdly, the researcher anticipated that the student teachers would be uncomfortable about the researcher observing their lessons or documents like lesson plans and schemes of work. The researcher assured them that my activities were entirely research related, with the aim of improving how supervision was undertaken to produce more competent teachers.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter comprises the findings of the study from the cases of Primary Teacher College 1 (PTC 1) and Primary Teacher College 2 (PTC 2). Pseudonyms are used instead of the actual names in order to protect both the institutions and participants' privacy. These colleges offer pre-service programmes for student teachers to become professional teachers. PTC 1on one hand, is a peri-urban, mixed, non-religiously affiliated public core PTC whose human, financial and physical resources are largely funded through government grants and supplementary co-funding by the student teachers. PTC 2 on the other hand is an urban, religiously affiliated, mixed private PTC, funded by private entrepreneurs and supplementary co-funding of students. This comparative study of PTC 1 and PTC 2 provides insights into clinical supervision practices in the pre-observation, observation and post observation phases. It includes perspectives informed by focused group discussions with student teachers as well as semi-structured interviews with tutors. This illuminated the gaps as well as best practices across the two institutions, which can be used to inform clinical supervision within primary teacher education programs in Uganda.

4.1 Participants' Demographic Information

The participants included tutors as well as student teachers of PTC 1 and PTC 2 (Table 4.1 shows detailed demographic information).

4.1.1 Tutor Participants of the Study

Six tutors, including two females and four males who reflected the distribution of gender amongst tutors in the colleges, provided insights from both male and female participants. The tutors' clinical supervision experiences of 5-27 years, with a one masters and five bachelor

degrees in education demonstrates the tutors' professional training as educators qualified to

provide rich information.

Table 4.1: Participants' Demographic Information

No.	Pseudonym	Designation	Sex	Clinical Supervision experience	Highest qualification	College
1.	Kayo	Tutor	M	5 years	Master's degree in Education	PTC 1
2.	Kamooze	Tutor	M	27 years	Bachelor of Education	PTC 1
3.	Kamooti	Tutor	F	5 years	Bachelors in Teacher Education	PTC 1
4.	Mukiiti	Tutor	M	6 years	Bachelors in Teacher Education	PTC 2
5.	Jata	Tutor	M	5 years	Bachelors in Teacher Education	PTC 2
6.	Naho	Tutor	F	5 years	Bachelor of Education	PTC 2
7.	Ruth	Student teacher	F	12 weeks	Grade 3 student teacher	PTC 1
8.	Mark	Student teacher	M	12 weeks	Grade 3 student teacher	PTC 1
9.	Mary	Student teacher	F	12 weeks	Grade 3 student teacher	PTC 1
10.	Mathew	Student teacher	M	12 weeks	Grade 3 student teacher	PTC 1
11.	Luke	Student teacher	M	12 weeks	Grade 3 student teacher	PTC 1
12.	Ben	Student teacher	M	12 weeks	Grade 3 student teacher	PTC 2
13.	Banis	Student teacher	M	12 weeks	Grade 3 student teacher	PTC 2
14.	Bogere	Student teacher	M	12 weeks	Grade 3 student teacher	PTC 2
15.	Bliss	Student teacher	F	12 weeks	Grade 3 student teacher	PTC 2
16.	Bruce	Student teacher	M	12 weeks	Grade 3 student teacher	PTC 2

4.1.2. Student Teacher Participants of the Study

A total of 10 student teachers comprising three females and 7 males participated in the study, providing insights from both sexes. All of them were in the 2nd year, training as Grade 3 teachers. All of them were undertaking clinical supervision for their second time, thereby providing holistic information, including both their first- and second-year experiences of clinical supervision.

4.2 Clinical Supervision Practices within the Pre-Observation Phase

The clinical supervision practices elicited during the pre-observation phase included class: allocation; topic allocation; subject specialized tutor allocation; scheming; lesson planning; instructional materials development; file compilation; demonstration lessons; micro-teaching lessons; pre-observation lesson meetings and professional relationship development as explained in the sections that follow.

4.2.1 Class Allocation

The allocation of classes to student teachers in PTC 1 was undertaken by the school practice coordinator, responsible for coordinating all SP activities including making the SP timetable and supervising the tutors. The allocation of classes to student teachers depended on their specialization as lower primary or upper primary teachers.

Class allocation in PTC 2 also based on the student teachers' specialization in lower or upper primary, was on the other hand undertaken by a school practice committee, as Bogere confirmed during an FGD 2, "the SP coordinator and his committee allocate classes to us depending on our specialization classes; that is, you can either teach lower or upper classes."

Overall, class allocation in both PTC 1 and PTC 2 was based on the class specialization of student teachers. However, while class allocation in PTC 1 was undertaken by the school

practice coordinator, in PTC 2 it was undertaken by a school practice committee led by the SP coordinator.

4.2.2 Topic Allocation

Topic allocation in PTC 1 was undertaken in partnership with the schools of practice (in which student teachers conducted their SP). The teachers responsible for the class, which the student teacher would teach during SP, allocated specific topics to be covered during SP. Ruth confirmed this during FGD 1: "Topics are given to us by the subject teachers at the school of practice."

Similarly, topic allocation in PTC 2 was undertaken in partnership with the schools of practice. The directors of studies coordinated with the responsible class teachers and allocated specific topics as Ben affirmed during FGD 2: "Directors of studies at the school of practice give us topics. eeh…in the class allocated to us." Tutor Naho confirmed this asserting: "Yeah, the class teachers or directors of studies allocate topics in different subjects."

Overall, topic allocation in both PTC 1 and PTC 2 was undertaken in partnership with the schools of practice. While the teacher whose subject was allocated for SP assigned the topics to be covered in PTC, the subject teacher as coordinated by the Director of Studies assigned topics to the student teacher in PTC 2.

4.2.3 Tutor Allocation

Subject specialized tutor allocation in PTC 1 was done by the school practice coordinator in such a way that student teachers were allocated to tutors whose subject specialization corresponded to the subject that students prepared to teach. As Tutor Kayo explained, "If you are a tutor of RE, you guide students in RE but of a specific class/classes."

The allocation of student teachers to subject specialized tutors was also undertaken in PTC 2 although this was done by the school practice committee. As Tutor Mukiiti explained, "Every

tutor has a subject of specialization in which they guide student teachers." Tutor Jata concurred with this stating, "The school practice committee allocates tutors to different classes according to subjects of specialization."

Overall, subject specialized tutor allocation was undertaken in both PTC 1 and PTC 2. However, while the school practice coordinator allocated the subject specialized tutors to student teachers in PTC 1, a school practice committee did this in PTC 2.

4.2.4 Making Schemes of Work

4.2.4.1 Guidance

Making schemes of work was also another pre-observation practice undertaken by student teachers under the guidance of the respective subject tutors in PTC 1. As Tutor Kayo explained, "I start with guiding student teachers to make schemes of work." Tutor Kamooti concurred affirming, "A schedule for guiding student teachers on how to make schemes of work is normally displayed for us to follow." Similarly, the making of schemes of work in PTC 2 was also undertaken under guidance of respective subject tutors. Tutor Naho affirmed this in her statement: "I instruct student teachers allocated to me on how to break topics into teaching units as I take them through making schemes of work."

4.2.4.2 Facilitation

Tutors used several modes to facilitate student teachers as regards making schemes of work. Some tutors used sample schemes of work as models for student teachers to benchmark as Tutor Kamooze explained, "I come with a sample of a scheme of work which I use to show student teachers the components of a scheme of work." Tutor Kayo explained this further: "Using the sample scheme of work, I make sure that I explain what is in every component and give student teachers enough time to practice and participate in a group." The use of sample schemes of work prepared by tutors was also used to model scheming in PTC 2 as Tutor Mukiiti

confirmed, "I make a detailed sample scheme of work which I use to guide student teachers on how to make their own…I call one or two student teachers to display it on the chalkboard and give student teachers enough time to read through and interpret by themselves." Indeed, Tutor Naho confirmed the practice, "a sample scheme of work helps me in guiding student teachers in the shortest time possible." Banis reiterated this during FGD 2: "Our tutors prepare samples of schemes of work which they refer to as they support us produce ours." The researcher's observation also revealed that tutors came with samples of schemes of work from which student teachers learnt to make their own.

4.2.4.3 Peer support

Peer support was undertaken during the scheming process as the researcher observed in Tutor Kamooze's scheming guidance session. He provided a sample scheme, displayed, for students as a reference to discuss concepts involved in making schemes of work in preparation to make their own. However, the researcher's observation revealed that while the tutor provided a model scheme of work as well as opportunities for students to discuss concepts about scheming, he did not explain the concepts during these sessions, leaving students to figure concepts out without guidance from the tutor. This raised questions on the effectiveness of this approach in inculcating skills for developing scheme of work. Peer support during scheming was also undertaken in PTC 2 as observed in Tutor Mukiiti's scheming guidance session. This was affirmed during FGD 2 when Ben stated, "Our tutors display sample schemes of work and encourage us to work as a team and help one another." However, Bogere during FGD 2 revealed that apart from peer support, there was no other assistance given to them: "Our tutors just display the draft of a scheme of work but they don't explain to us on how it is made…this forces us to just copy." This was corroborated in researcher's observation, which confirmed that, tutors made drafts of schemes of work, and left student teachers to interpret without guided instruction.

This notwithstanding, guided instruction in scheming was provided in some session such as Tutor Kayo's scheming session in PTC 1. The researcher observed that he provides both a sample scheme of work to model student teachers' scheming process as well as instructions to guide their process. Tutor Kayo explained his rationale for guided instruction during the interview, asserting, "to select lesson activities, competences and methods, instructional materials and how to make content detailed. I instruct them to make a rough copy of the schemes of work as a group."

4.2.4.4 Time allocation

The time allocation for making draft schemes was varied among the different tutors in PTC 1. Tutor Kayo for example, provided two weeks: "I give student teachers two weeks to make rough copies of schemes of work." However, Tutor Kamooze gave one week, "I give my student teachers one week to make drafts of schemes of work." On the contrary, the researcher's observation revealed that tutors gave one to two days for student teachers to make schemes of work. Similarly, the time allocation for scheming varied in PTC 2 as some tutors gave one week and others two weeks. Tutor Jata for example provided a one-week deadline: "I give student teachers one week." Tutor Naho on the other hand, provided two weeks; "I give student teachers two weeks to make rough copies of schemes of work." However, the researcher's observation revealed that tutors in PTC 2 provided a one-week deadline for student teachers to make rough copies of schemes of work.

4.2.4.5 Group scheming

Group scheming was a dominant practice in PTC 1 as Tutor Mukiiti explained, "I put them in groups and assign them different weeks. I make four groups and each group schemes for one week." Grouping student teachers to make rough copies of schemes of work was also undertaken in PTC 2, easing the work and saving time during the pre-observation phase. As

Tutor Jata explained, "I divide student teachers into four groups and every group is assigned to make a scheme of work for one week." This was restated in Bliss's statement during FGD 2 that, "Our tutors allow us to make rough copies of schemes of work in groups which are scrutinized and marked before a fair copy is done individually."

Overall, the similarities in terms of making schemes of work in PTC 1 and PTC 2 were striking. In both colleges, subject tutors took the lead in guiding the process of scheming. Further, the modes of scheming included the use of sample schemes to model best practices, use of draft schemes, and the use of peer learning in making schemes. While both colleges made use of peer learning using sample schemes of work, guided instruction was limited, especially in PTC 2 where peer learning was completely learner centered. Further, the time allocated for scheme development varied among tutors in the same college as well as across the two colleges. Moreover, the tutors from both colleges provided much less time in practice as the lesson observations revealed, than they had admitted to during the interviews. This throws doubts on the quality of schemes given the limited time allotted to making schemes of work, which did not take into consideration the length of time covered by the scheme as both one-week and four-week schemes for example, were allotted similar time frames.

4.2.5 Marking Schemes of Work

Marking student teachers' schemes of work by tutors so as to offer them further guidance was a common practice in PTC 1 as described by Tutor Kamooti, "I mark student teachers' schemes of work as they learn from what I mark right and wrong." Guidance by tutors as they marked student teachers' schemes of work was also an evident practice in PTC 2 as Tutor Jata asserted, "I mark student teachers' schemes of work while acknowledging the strong points and identifying areas that need improvement for immediate correction."

4.2.5.1 Marking style

The styles of marking varied depending on different tutors in PTC 1. Tutor Kayo on one hand marked while writing comments in the scheme of work, in the presence of student teachers: "I use a red pen to write in the text and at the back of the scheme of work when student teachers are there." Tutor Kamooze on the other hand collected schemes of work, marked in the absence of the student and then returned the feedback as he explained, "I write comments when I am alone using a pen of a different colour." In the case of PTC 2, all tutors marked schemes of work while commenting in the scheme of work and in the presence of student teachers. Tutor Naho had this to say, "I can't mark a student teacher's scheme in his/her absentia. He/she should be present to learn from…areas of improvement so that he or she adjusts thereafter." Tutor Jata confirmed this further asserting that, "the student teacher must be following my guidance in terms of the identified mistakes and good points. This sharpens the students' ability to grasp what to do." The researcher's observation confirmed this practice as she witnessed tutors supporting student teachers in their presence, as individuals or as a group.

4.2.5.2 Frequency of Marking

The number of times tutors marked the schemes of work varied in PTC 1. For Tutor Kayo, "sometimes I mark a scheme of work two times before I approve." Tutor Kamooze, on the contrary marked schemes once before the final approval, "I mark the rough copy once while writing comments." In PTC 2 on the other hand, marking schemes of work was undertaken twice, the first to mark the rough copy and the second to mark the fair copy. As Tutor Naho explained, "I mark the rough copy…then allow students to write a fair copy which I also mark before I approve." This was affirmed by Banis in FDG 2 stating, "Our rough copy is marked by the tutor…and then after making corrections each one of us writes a fair copy which is also marked by the same tutor."

4.2.5.3 Fair copies

The fair copies had to be approved in PTC 1 before students could report to their schools of practice. As Tutor Kamooti explained, "Fair copy must be approved by me before student teachers go for school practice." Tutor Kamooze reiterated this, "A student teacher whose fair copy…is not marked and approved by the concerned tutor is not ready for school practice." The approval of schemes of work before proceeding to schools of practice was also undertaken in PTC 2. As Tutor Jata explained, "I approve fair copies of schemes of work before student teachers go for school practice." Bliss confirmed this during FDG 2, "Without your fair copy being marked and signed by a tutor, you cannot be allowed to go for SP."

Overall, marking student teachers' schemes of work by tutors was a common practice in both PTC 1 and PTC 2. In both colleges, tutors marked and offered guidance to students to master the skill of making proper schemes. However, while all the tutors in PTC 2 marked schemes of work in the presence of student teachers, some tutors of PTC 1 marked in the absence of the student teachers. There were also discrepancies in the number of times tutors marked the schemes of work. PTC 2 streamlined the number of times tutors marked the schemes of work to two (one rough draft and one final draft marking), as opposed to PTC 1 where there was variance in the number of times tutors marked the schemes of work. Tutor approval of schemes of work before reporting to schools of practice was undertaken in both PTC 1 and 2.

4.2.6 Making Lesson Plans

Lesson planning was done by the student teachers under the guidance of respective subject tutors in PTC 1 as asserted by Tutor Kayo stating, "I help student teachers to make lesson plans to use during school practice". In PTC 2 on the other hand, tutors hardly offer lesson planning support based on the assumption that this was undertaken during their first clinical supervision phase. Tutor Mukiiti explained: "I cannot keep on going back since time is very limited but

they make lesson plans very well". Banis during FGD 2 confirmed this stating, "Our tutors don't help us to make lesson plans during final school practice but they give us formats of lesson plans that we made during semi- final school practice."

Through the use of lesson plan model drafts, tutors in PTC 1 modeled best practices in this regard as Tutor Kamooti explained, "I write a sample lesson plan of social studies and encourage student teachers to copy the sample". Tutor Kayo on the other hand, makes the draft model lesson plans together with the students, as he explained, "I sit with my student teachers and involve them in making draft lesson plans". The students in FDG 1 generally criticized the limited explanations the tutors provided as regards sample lesson plans. As Mathew stated, "our supervisors make samples of detailed lesson plans but they don't explain…how they are done" (FGD 1). On the contrary, the tutors in PTC 2 did not make lesson plan model drafts during final school practice, expecting students to have mastered this in their initial SP as Tutor Jata explained; "I expect student teachers to know what to do during final school practice as far as lesson planning is concerned. These student teachers got enough skills of lesson planning from us (tutors) during semi-final school practice." Tutor Naho restated this view as follows; "I don't think assisting student teachers to make a lesson plan during final school practice makes sense since they have enough knowledge on how to make it from the previous school practice." As Bliss, too, confirmed this view during FGD 2 in the following statement; "When our tutors finish guiding us on the making of schemes of work, our tutors refer us to the semi-final files for lesson planning."

Overall, lesson planning by student teachers under the guidance of tutors was undertaken in PTC 1 using lesson plan model drafts coupled with relevant explanations. However, tutors from PTC 2 neither guided teacher trainees through lesson planning nor made lesson plan model drafts for teacher trainees to learn and master lesson planning skills during the final phase of SP based on the assumption that these skills had been inculcated in the initial phase of SP

implying that the use of lesson plan model drafts as a clinical supervision practice, helps the teacher trainees to master lesson planning so easily.

4.2.7 Making Instructional Materials

Tutors' guidance in the making of instructional materials for school practice was undertaken in their respective subjects in PTC 1. As Tutor Kayo narrated, "I guide student teachers allocated to me to make instructional materials." Indeed, the researcher observed some tutors instructing student teachers on how to make instructional materials aligned to the content to be taught during school practice. In some cases, however, lessons were devoid of tutors' demonstrations on how to make instructional materials. Tutor Kamooze explained that student teachers were in fact more creative in this regard: "These student teachers you see can make things creatively more than me." Indeed, during FGD 1, Luke criticized tutors for disregarding demonstrations on how to make instructional materials; "Don't make me laugh. Do you think that our tutors have time to sit with us to make instructional materials?" Similarly, while tutors in PTC 2 encouraged student teachers to make instructional materials for SP, the researcher observed that the encouragement was largely linked to increasing the possibility of higher grades, rather than as a best practice to support learning. Tutors in PTC 2 also disregarded demonstrations as regards the making of instructional materials, emphasizing the need for creativity on the part of the student teachers. Tutor Jata explained this stating, "student teachers should be creative in making instructional materials without tutors' guidance." During FGD 2, Bruce criticized this approach to which he attributed his gaps in making instructional materials: "I finished my final school practice without learning how to make any models."

The display of students' instructional materials was overlooked by some of the tutors in PTC 1 who failed to find the time to do so as Tutor Kamooze stated, "I always tell my students that their instructional materials will be displayed and examined before going for school practice but I don't really get time to fulfil it". However, others like Tutor Kayo made time to display

these materials: "As a college, we sometimes display student teachers' teaching and learning aids; we (tutors) and students make a gallery walk to identify the best specimens for learning. But this is not done every year." Luke confirmed this during FGD 1, "Some departments make us display for the whole college to have a gallery walk. Some of the best items creatively done are picked as learning specimens." As regards, PTC 2, the display of instructional materials by student teachers was rarely practiced. As tutor Mukiiti stated that, "displays are done by student teachers who offer Early Childhood Education as a subject." Banis confirmed this during FGD 2: "Our tutors have never requested us to display our instructional materials that we make for school practice."

On the whole, while the requirement to make instructional materials for use during SP was encouraged in PTC 1 and PTC 2, the tutors did not demonstrate how to make instructional materials. Similarly, the practice of displaying instructional materials made by student teachers, largely overlooked in PTC 2, was to a small extent undertaken in PTC 1, creating a gallery walk to identify the best specimens to model best practices in materials development. The disregard for tutor support in developing instructional materials was attributed to perspectives that student teachers should demonstrate their creativity in this regard.

4.2.8 Demonstration Lessons

Demonstration lessons for the student teachers to acquire teaching skills were conducted by all tutors of PTC 1. As Tutor Kayo explained, "I prepare an RE lesson plan and demonstrate how to teach it as student teachers observe." Indeed, the researcher observed several demonstration lessons conducted by tutors in PTC 1 in different subjects. Student teachers were given an opportunity to ask questions pertaining the tutors' demonstrated lesson as Tutor Kamooti explained "I ask student teachers to make comments and ask questions where necessary." On the contrary, demonstration lessons were not conducted in PTC 2 preferring modes such as peer teaching to inculcate teaching skills. As Tutor Naho explained, "Practice makes perfect.

Instead of showing these student teachers how to teach a lesson, I ask student teachers to prepare and teach other student teachers." Surprised at the mention of demonstration lessons, Tutor Mukiiti asserted, "Demonstration lessons? By me the tutor? For what? This is not the first time these student teachers are going for school practice. So, there is no need of demonstration lessons." Bogere affirmed this position during FDG 2 explaining their tutors' expectations of them to learning how to teach during the process of teaching: "Our tutors tell us that we will acquire teaching skills as we teach pupils at the schools of practice." The researcher's observation showed that tutors in PTC 2 did not conduct any demonstration lessons during the pre-observation.

Overall, tutors in PTC 1 conducted demonstration lessons, responding to student teachers' queries as regards lesson delivery. On the other hand, tutors in PTC 2 did not conduct demonstration lessons. They prescribed to learning to teach through peer teaching as well as actual teaching in the schools of practice rather than demonstration lessons.

4.2.9 Micro Teaching Lessons

The tutors in PTC 1 applauded the practice of micro-teaching as an effective way of inculcating lesson delivery. However, it was not undertaken given time constraints. As Tutor Kayo explained, "Sincerely, the time that is given to us doesn't allow us to help student teachers to conduct micro teaching lessons. This technique is good for mastering of teaching skills but needs time." Bogere confirmed this during FGD 2: "Our tutors never involve and guide us on micro teaching lessons." Similarly, micro teaching, although applauded, was not undertaken in PTC 2, given the limited SP time as Tutor Mukiti affirmed: "Micro teaching lessons are very good because they help students to master teaching skills but very hectic. For that matter, in this college we don't conduct micro teaching lessons." During FDG 2, Bruce explained the time constraints that inhibit micro teaching further "Time that is given to us is very limited." Indeed, Bliss (FDG 2) explained that the student teachers were more familiar with the theory

rather than the practice of micro teaching: "We know the theory part of micro teaching but when it comes to practice, no tutor bothers to guide us on it."

On the whole, while both Tutors of PTC 1 and PTC 2 commended the benefits of micro-teaching in inculcating lesson delivery skills, they both did not practice it given the rigor as well as time-related constraints associated with it.

4.2.10. Compilation of File Documents

The compilation of documents to make files following Kyambogo University clinical supervision guidelines, was undertaken by student teachers of PTC 1 with tutors' guidance before going for SP. For instance, Tutor Kamooti stated, "I ensure student teachers make files according to Kyambogo University guidelines." Luke confirmed this stating "Our tutors provide Kyambogo University guidelines for us to follow when making files." Each student was required to compile three files with materials on teaching, professional and child study. Tutor Kayo acknowledged the number of files made by student teachers, "student teachers are encouraged to make three files." The researcher observed processes in which tutors provided feedback on student teachers' files. The tutors encouraged the use of local materials to creatively design the cover page of the file as well as the use of separators to distinguish the different sections in the file. Tutor Kamooze confirmed this saying, "We tell our student teachers to collect materials from the local environment. These materials when well used can help our student teachers into being creative." On the contrary, during FGD 1 Mary, who found difficulty with designing files, paid someone to do it for her, "Designing files is very difficult for me as a student…So, I give money to someone skilled to design for me all the files." Similarly, the compilation of file documents was undertaken in PTC 2 with the guidance of tutors to support the compilation of three files, including the; professional file, teaching file and child study file. Bogere confirmed this during FGD 2 stating, "When time for SP comes nearer, our supervisors demonstrate how to make files following the guidelines from

Kyambogo University." The tutors guided on what documents to include and how to arrange them, sometimes benchmarking from older files to model best practice as Bliss confirmed during FGD 2: "tutors bring even already made files for the students who left the college and we just observe the way separators are designed and we copy for our files just like that." The researcher's observation found out that student teachers' files were of different designs and fashions indicating that individual student teachers used their individual creative skills while designing the files.

Overall, the compilation of file documents was undertaken under guidance of tutors from PTC 1 and PTC 2 following Kyambogo University guidelines. In both colleges, tutors considered the number of files, the file design and organization of file documents. While the tutors encouraged each student to creatively design their own file, some student hired mercenaries to do this.

4.2.11 Tutor-student Teacher Pre-Observation Meetings

The tutor-student teacher pre-observation meetings were undertaken at the school of practice for PTC 1 in order to prepare for upcoming lessons. Tutor Kayo affirmed this, "the student teacher and I meet in a conducive place and prepare for the upcoming lesson." Tutor Kamooti concurred asserting, "The student teacher and I meet to discuss and agree on what is expected during classroom supervision."

While tutors uphold the importance of interacting with student teachers before classroom observation, some students criticized the disregard for this practice by tutors who did not meet them before the lesson observation. This is confirmed during FGD 1 in Matthew's assertion: "When supervisors come to the school of practice, they come direct to our classes. Sincerely some tutors don't meet us to discuss on the objective of the classroom observation." In contrast to PTC 1, tutors in PTC 2 did not conduct tutor-student teacher pre-observation interactions.

They deemed it unnecessary to meet the student teachers at the school of practice, given that they had already met them at the PTC as Tutor Jata said, "We always prepare students when they are still at the college and again when I call a student teacher outside, how many hours will I take on only one student?" Tutor Mukiiti supported this raising question as regard the purpose of such a meeting: "Meeting with the student teacher for what? I will check what he or she has done during observation." During FGD 2 Ben confirmed the absence of these pre-observation interactions stating, "No, they don't meet us. They come directly to the class and observe our lessons. Some even do not greet us, they just sit at the back of the class and request for files."

Tutor-student teacher interactions enhanced mutual trust and respect between tutors and student teachers as Tutor Kamooze of PTC 1 explained, "As I interact and agree on issues with my student teacher, his or her confidence is intensified." In contrast tutors from PTC 2 decried these interactions as breeding disrespect as Tutor Jata affirmed, "Relationship? When you try to come closer to these students, they develop familiarization and me as a person I don't like it. I meet groups not individuals; once you start meeting individuals it becomes a problem." In FGD 2 Bliss provided some insights into some tutor-student teacher relationship in PTC 2 which involved the shredding of a student teacher's scheme of work by a tutor: "How do you tell me that a good relationship can be created when my scheme of work was torn by a tutor because of missing only the heading?"

On the whole, tutors from PTC 1 held individual pre-observation meetings with teacher trainees which not only enhanced trust and respect, but also prepared them for lesson delivery. In PTC 2 on the other hand, tutors held group pre-observation meetings with students, based on the rationale that individual meetings are likely to breed disrespect. The negative relationship between tutors and student teacher in PTC 2 was illuminated implying that if a tutor holds

individual pre-observation meetings with teacher trainees as a clinical supervision practice,

cases of doubt and disrespect will not arise.

Table 4.2: Comparative Summary of Clinical Practices in the Pre-Observation Phase

No.	Pre-observation practices	Similarities	PTC 1	PTC 2
1.	Class allocation	-based on student teacher specialization	-by school practice coordinator	-by school practice committee
2.	Topic allocation	-undertaken in partnership with the schools of practice	-by subject teacher	-by subject teacher with director of studies
3.	Subject specialized tutor	-students allocated to tutors aligned in subject specialization	- school practice coordinator	- school practice committee
4.	Making schemes of work	-Student teachers made them -Guided by subject tutors -Use of sample, draft and peer scheming -Varied scheming time. -Limited practice time	Not applicable	-Guided instruction limited -Peer scheming mainly learner centered
4.	Marking schemes of work	-Marked and provided feedback -Tutors approved schemes of work before reporting to schools of practice	-Some marked in the absence of student teachers -Variance in the number of times marked.	-Marked in the presence of student teachers -Marked twice (rough and final draft)
5.	Lesson planning	Not applicable	-Guided by tutors using lesson plan models	-Did not guide or provide models based as these were inculcated in year 1
6.	Making instructional materials	-Encouraged making them -did not demonstrate this using rationale for students to demonstrate creativity	-Students displays using gallery walk to model best practices	-did not display
7.	Demonstration lessons	Not applicable	-Conducted them	-did not conduct these as student teachers would learn during actual teaching.
8.	Micro-teaching	-Commended it -Did not practice it given rigor and time constraints	Not applicable	Not applicable

9.	Document compilation	-followed Kyambogo University guidelines	Not applicable	Not applicable
10.	Pre-observation meetings	Not applicable	-Individual pre-observation meetings enhance rapport and prepared them for lesson delivery	-Group pre-observation meetings with rationale that individual meetings breed disrespect

4.3 Clinical Supervision Practices within the Observation Phase

The practices elicited during the observation phase of clinical supervision in the PTCs included; the purpose, lesson observation, checking the student teacher files, following the logical flow of the lesson, checking on pupils' written activities, checking classroom displays, using supervision tools to capture data and signing the SP assessment sheet.

4.3.1 The Purpose of the Observation Phase

The purpose of observation as articulated by the tutors, varied across PTCs with PTC 1 tutors like Kayo observing to check whether objectives agreed upon before the instruction had been put into practice. For others like Tutor Kamooti, it was to identify gaps to be addressed: "It is time to identify areas of weaknesses that will be shared in the post-observation phase." Similarly, tutors in PTC 2 focused on identifying "good" from "poor" teachers as the purpose of the observation phase as Tutor Jata explained, "to find out whether the student teacher is a good or poor teacher so that the poor teacher can be given more support for improvement."

Overall, tutors of PTC 1 indicated that the purpose of the observation phase was to fulfil what was agreed upon during the interaction between the supervisor and the student teacher before classroom instruction. Whereas tutors of PTC 2 premised the purpose of observation phase on identifying 'good' student teachers who were following lesson presentation steps from 'poor' student teachers so that the 'poor' can be supported to improve the teaching skills.

4.3.2 Observing the Lesson

Observing the lesson from its on-set to the end was a practice done by supervisors (tutors) of PTC 1 during observation phase. As Tutor Kamooti explained, "I observe the lesson for forty minutes. I start with the student teacher and finish as he/she concludes teaching the lesson." Likewise, Tutor Kayo affirmed the practice, "Yes, I observe the lesson from the beginning up to the end. But the time used depends on the class. For upper primary I use 40 minutes but for lower primary I observe the lesson for 30 minutes." However, during FGD 1 Mark revealed that some of the supervisors came in the middle of lessons and spent about 20 minutes in the class: "Some tutors sometimes come and find the lesson in progress and sit for like 20 minutes. However, this is not a common practice for all tutors." From the researcher's observations, only one tutor from PTC 1 entered a student teacher's class 18 minutes to the end of the lesson.

However, observing the lesson from its on-set to the end was not undertaken by the supervisors (tutors) of PTC 2. Tutor Naho revealed, "I may observe the lesson for about 20 minutes to identify strong points and areas that the student teacher needs to improve and move to the next lesson." Even Tutor Jata described the practice in the same way, "the target of each tutor is to supervise at least eight student teachers. The time that I spend in the classroom supervising the lesson cannot go beyond 20 minutes then I rush to find another lesson in progress." Indeed, during FGD 2 Bliss revealed that some of the supervisors came in the middle of lessons and spent about 20 minutes. As she explained, "If the supervisor comes and starts with you, he or she can't finish the lesson with you. The biggest time that he or she can spend in class supervising is 20 minutes only." This was corroborated in the researcher observations in which she witnessed tutors supervise for no more than 25 minutes before moving on to another class.

Following Kyambogo University supervision guidelines while observing lessons was done by all tutors/supervisors. Tutor Kayo affirmed this, "When observing the lesson, I make sure that I follow patterns given to the student teachers in the guidelines we distribute to them." Tutor

Kamooze concurred with Kayo saying, "I observe the lesson while considering the patterns indicated in the Kyambogo University guidelines."

Like PTC 1 tutors, PTC 2 tutors also followed Kyambogo University supervision guidelines while observing lessons. This was affirmed by Tutor Mukiiti, "I write down identified strengths and weaknesses in duplicate using school practice assessment guidelines from Kyambogo University." Likewise, Tutor Naho affirmed that the SP assessment tool was designed following Kyambogo University guidelines. She had this to say, "The SP assessment tool is designed following Kyambogo University SP guiding principles. And that is what we must follow as tutors." This was confirmed from the researcher's observation of tutors using the Kyambogo University support supervision guidelines, which were among the documents filed in the student teachers' teaching files.

While observing the lesson, tutors of PTC 1 followed the logical sequence of the lesson plan made by the student teachers. As Tutor Kamooze stated, "I put much attention on lesson development to see whether there is a logical sequence." Tutor Kamooti concurred saying, "As I observe the lesson, my attention is on how the student teacher logically sequences the content from one step to the other." Indeed, during FGD 1 Mark had this to say, "I think our tutors look at how we teach step by step as indicated in the lesson development procedure…tutors write comments in our lesson plans identifying our weaknesses, especially if one does not follow the teaching steps systematically." This was confirmed in the researcher's observation of comments written in the lesson plans advising student teachers to follow sequential order of the teaching procedure.

Similarly, tutors in PTC emphasized the importance of logical lesson sequencing. As Tutor Jata explained, "I must look at the logical flow of the content to check whether the teacher follows her lesson plan as it is prepared—step per step." Tutor Naho, too, said, "I observe how the

presentation and sequencing of the lesson content by the student teacher from simple to complex…following the lesson plan steps." Indeed, during FGD 2 Bogere confirmed this in her assertion, "I think supervisors look at the logical presentation of the content, smartness, handwriting, class control, involvement of the learners and activities given to the learners." However, the researcher's observation questioned how tutors could assess the logical flow of the lessons when some of them came in long after the lesson started.

Overall, observing lessons by tutors from their on-set to the end was undertaken by the majority of tutors from PTC 1, which was not the case with PTC 2. The latter attributed the limited time spent in the classrooms to the large supervision load. Overall, both colleges used Kyambogo University supervision guidelines which were among the documents filed in the student teachers' teaching files. Further, PTC 1 and PTC 2 tutors who observed lessons from the beginning to the end emphasized the importance of logical sequencing of the lesson. However, the researcher questioned how some supervisors could assess logical sequencing of lesson when they came late for the session. This notwithstanding, the tutors also not only checked for the logical presentation of the content in the student teachers' lessons but also their smartness, handwriting, class control, involvement of the learners and activities given to the learners.

4.3.3 Checking Student Teachers' Files

Checking the files to ascertain completeness which entailed three files (teaching, professional and child study) was undertaken during observation phase by the tutors of PTC 1. As for example Tutor Kayo asserted that, "I look at the files to see whether they are three in number as I observe a student teacher". Files were also checked for organization and alignment to Kyambogo University guidelines as Tutor Kamooze explained, "I look at the three files in terms of their design and organization; checking whether they are done according to Kyambogo University guidelines." Indeed, during FGD 1 Ruth confirmed the practice, "Every student must present three files to the supervisor. That is teaching, professional and child study." This

was confirmed as the researcher observed student teachers presenting three files to the supervisors during classroom observation.

Likewise, tutors of PTC 2 did the checking of student teachers' files to see whether documents in each file were properly arranged. As Tutor Naho clarified, "I check student teachers' files to see whether all required documents are there including child study reports, approved schemes of work, detailed lesson plans, class registers, assessment sheets and work covered." Tutor Jata checked for the proper arrangement of the files, "My duty is to ensure that the arrangement and filing is done following guidance from Kyambogo University."

Overall, PTC 1 and PTC 2 tutors scrutinized the arrangement and organization of documents in the three files (teaching, professional and child study) during the observation phase. In both colleges, tutors endeavored to ensure that student teachers' files were properly arranged with required/relevant documents including child study reports, approved schemes of work, detailed lesson plans, class registers, assessment sheets and work covered the relevance of the documents in the files.

4.3.4 Checking Pupils' Written Activities

Checking on the quality of written activities in pupils' work books was not undertaken by tutors of PTC 1. As tutor Kamooti declared, "I do not interrupt the learners to check on their written activities. Mine is to sit at the back of the classroom and leave the class without any interruption." Kayo also disregarded this practice: "There are many teaching patterns to look at. So, checking the pupils' exercise books would be too much on my part." Matthew affirmed this during FGD 1, "tutors only consider activities written on the chalkboard." Indeed, as the researcher observed, only one tutor from PTC 1 checked pupils' work books to establish whether marking and feedback had been provided by the student teachers.

On the other hand, tutors in PTC 2 paid more attention to pupils' workbooks during observation phase. As Tutor Mukiiti stated, "I also find out whether the student teacher gives written feedback in the pupils' exercise books." Tutor Naho re-affirmed this stating, "my duty is to check whether the student teacher administers and marks pupils' written activities." Ben confirmed this during FGD 2, "Our supervisors check in the learners' books to see if we are marking and giving feedback to pupils' written activities."

On the whole, PTC 2 tutors checked pupil's workbooks to establish the quality of activities provided as well as the marking and feedback provided by the student teachers. PTC 1 tutors on the other hand, generally overlooked this practice which some of them perceived not only as disruptive to the class, but also as time consuming given the number of other factors they had to address during supervision in the observation phase.

4.3.5 Using supervision tools to capture data

Using a pen and School Practice assessment booklet/tool was undertaken by tutors/supervisors of PTC 1 to capture data within the observation phase. This was affirmed by Tutor Kayo, "I use a pen and school practice Assessment booklet to note down issues and good points as the student teacher is teaching." Tutor Kamooze also confirmed the practice, "I use a pen, SP assessment tool and plain papers for anecdotal records while supervising in class." Indeed, the researcher witnessed tutors using the SP assessment booklet to capture data in such a way that they jotted down the points arising, areas of improvement and the points to be retained; copies of tutors' assessment reports were filed in the student teachers' teaching file.

Nevertheless, collecting data using the audio-visual gadgets was not practiced by the tutors as they feared disorganizing student teachers' lessons during observation phase. Tutor Kamooze expressed his fear saying, "With a recorder or a phone, I don't use it to capture good or poor patterns as evidence for the feedback conference because it puts student teachers on tension

and stress." Equally, Tutor Kamooti spoke out her mind, "I don't have a smart phone. How do you expect me to record such patterns?" However, Tutor Kayo opened up, "I use pen and SP assessment booklet (tool) and I may also use audio/visual gadgets to record anything wanting." This was in agreement with Mary during FGD 1, "Some tutors use smartphones to capture only funny charts so that they can later refer to them during the conference or even during meetings at the college, these pictures can be shared with other tutors as points of reference."

Using anecdotal records in collecting classroom patterns was undertaken by the tutors of this college. Tutors record definite teaching patterns and flows on paper as evidence to use during post-observation phase. As explained by Tutor Kayo, "I write and draw patterns of say teacher's movement on a paper which I later use as evidence while conferencing during the last phase." Tutor Kamooze also used anecdotal records because he said, "I record some teaching patterns on a piece of paper of what a student teacher does when teaching. I record it the way it is and it acts as evidence when conferencing the specific student teacher." Actually, from the researcher's observation, most tutors had anecdotal records where they recorded teaching behaviors as a way of preparing for the post-observation conference.

The same practice of using a pen and school practice assessment booklet/tool was undertaken by the tutors/supervisors of PTC 2 to capture data within the observation phase. This was affirmed by Tutor Naho when she said, "I use support supervision sheet/tool and a pen. I record the good patterns arising from the lesson and pattern that need improvement." Tutor Mukiiti concurred with Naho's statement when he said, "Of course, I use a pen to write observations in the provided school practice assessment form." The researcher confirmed this practice because she saw tutors use pens, separate sheets of plain paper, carbon paper and the assessment booklet.

Collecting data using the audio-visual gadgets was not practiced by the tutors in PTC 2 as well. As Tutor Naho explained, "There is no need of taking pictures or recording a student teacher while teaching. When a student teacher realizes that you are taking a picture or some photos, he/she becomes disorganized and he/she can change from what he /she has been teaching thus disorganizing the lesson." This was re-stated by Tutor Mukiiti, "Smart phones or cameras make a student teacher uncomfortable and even destructs attention of the learners so I cannot bother to use them. Never!" Truly, the researcher did not see the use of audio-visual gadgets but witnessed the use of SP assessment tool, pen and carbon paper.

There were mixed reactions about using anecdotal records in collecting classroom patterns as a practice done by tutors. On one hand, Tutor Jata was positive about the use of anecdotal records, "I write an anecdotal record where everything that a teacher does while teaching is jotted down. This one can help me in supporting the student teacher during the next phase." On the other hand, Tutor Mukiiti was skeptical about the use of anecdotal records, "First of all, I am rushing to observe another lesson and you tell me to use an anecdotal record? No. I don't use it. It is time consuming." In fact, the researcher did not see any anecdotal records being used by tutors of this college but rather they majorly used the SP assessment tool.

Overall, tools to collect data during observation phase were majorly pen and school practice assessment booklet/tool in both PTC 1 and PTC 2. To confirm this practice, the researcher found copies of tutors' assessment reports were filed in the student teachers' teaching file. The use of anecdotal records during classroom observation was a practice done by some tutors of PTC 1 as opposed to tutors of PTC 2. The latter premised their inability to use anecdotal records to lack of time since they rushed to supervise many students in a day. Besides, collecting data using the audio-visual gadgets was not practiced by the tutors of both colleges citing the fear of disorganizing lessons and putting student teachers on tension and stress.

4.3.6 Checking Classroom Displays

Checking classroom displays and use was a practice undertaken by tutors of PTC 1 during observation phase. As tutor Kayo explained, "I look at how student teachers use instructional materials during the teaching/ learning process and how pupils are made to interact with displayed materials in the classroom." Likewise, Tutor Kamooti described the importance of displayed teaching/learning aids, "displays in the classroom provide incidental learning to the learners so when I go to supervise a student, I examine how they are used and displayed." From what the researcher observed, student teachers not only engaged pupils in hands-on interaction with some instructional materials during lessons but also referred pupils to displayed materials while explaining concepts.

Alike, PTC 2 tutors checked whether each subject corner had teaching/learning aids displayed and used during observation phase. This practice was revealed by Tutor Mukiiti saying, "I also observe how instructional materials are arranged and displayed in each subject corner created by the student teachers." Tutor Naho, too, described the practice with emphasis to the use of displayed materials, "making teaching and learning aids is one thing but using these materials during classroom instruction is another. So, I look at how the student teacher makes use of the materials to explain the concepts he/she is teaching." Indeed, the researcher's observation not only showed classroom displays under each learning centre but also witnessed pupils interacting with instructional materials in some lessons.

All in all, checking classroom displays and use was an observation phase practice undertaken by tutors of PTC 1 and PTC 2. In both colleges, tutors scrutinized how student teachers make use of the teaching and learning materials to explain the concepts he/she is teaching and whether displayed instructional materials were used during and after the teaching learning process. This was meant to enhance improved student teachers' teaching skills.

4.3.7 Signing Assessment Forms

All tutors and student teachers of PTC 1 duly signed the SP assessment sheet, as evidence that they had been supervised. Tutor, Kayo explained this practice, "I make the student teacher sign because she or he has to remain with a copy." Mark also confirmed this during FGD 1, "Our tutors ensure that we sign on the SP assessment sheet." The researcher also observed student teachers signing on the tutors' SP assessment reports immediately after observing the lesson.

Similarly, signing the SP assessment sheet after conferencing, as evidence that the student teacher had been supervised, was also undertaken by tutors of PTC 2 as Tutor Naho stated, "Student teachers sign SP assessment sheet after conferencing. Tutor Mukiiti also expressed approval saying, "You see I give a copy to the student teacher which is signed by him or her after holding a conference." Ruth confirmed this during FGD 1 by stating, "Our tutors make us sign a copy of the SP assessment sheet immediately after conferencing."

Overall, the signing of the SP assessment sheets as evidence of supervision, was undertaken by all the tutors of PTC 1 and PTC 2. While tutors of PTC1 made the student teachers sign the assessment sheet before leaving classrooms, their counterparts in PTC 2 made the student teachers sign SP assessment sheets after conferencing. The best practice would be that student teachers sign the assessment sheets after conferencing by the principles of clinical supervision. This is likely to ensure that the student teacher and supervisor are in agreement about action points related to improving the student teachers' practice.

Table 4.3: Comparative Summary of Clinical Practices in the Observation Phase

No.	Observation practices	Similarities	PTC 1	PTC 2
1.	Purpose of observation phase	Not applicable	- to fulfil what was agreed upon between the supervisor and student teacher in the first phase	purpose was to identify 'good' from 'poor' student teachers
2.	Observing the lesson	Observe the lesson when student teacher is teaching	- tutors observed the lesson from the beginning to the end	Tutors spent less time observing the lesson in the classrooms attributing it to the large supervision load
3.	Checking student teachers' files	-arrangement and organization of documents in the three files (teaching, professional and child study -child study reports, approved schemes of work, detailed lesson plans, class registers, assessment sheets and work covered were the documents in the files.	Not applicable	Not applicable
4.	Checking pupils' written activities	Not applicable	-overlooked this practice -perceived as disruptive and time consuming	-was done to establish the quality of activities provided, marking and feedback by the student teachers
5.	Using supervision tools to capture data	-pens and school practice assessment booklets were used - using the audio-visual gadgets was not practiced citing the fear of stressing the teacher and disrupting the lesson.	Not applicable	Not applicable
6.	Checking classroom displays and use	- scrutinized how student teachers made use of the displays to support teaching and learning.	Not applicable	Not applicable
7.	Signing the SP assessment sheet	-was undertaken by student teachers as evidence of supervision	signed before leaving classrooms	-signed after conferencing.

4.4 Clinical Supervision Practices within the Post-Observation Phase

Clinical supervision during the post-observation phase comprised post-observation meetings; scheduling the feedback; The practices elicited during the post-observation phase of clinical supervision in the PTCs include conferencing; scheduling feedback; building rapport; self-assessment; providing feedback; documenting progress as well as grading school practice.

4.4.1 Conferencing

Tutors of PTC 1 viewed the post-observation conferencing as purposed for supervisors to support the student teacher to identify their weaknesses and strengths as regards teaching, in order to agree on how to strengthen the weaknesses. As Tutor Kayo explained, "the meetings help student teachers identify their areas of strengths and weaknesses through self-critiquing." Likewise, Ruth during FGD 1 revealed that the purpose of the post-observation meeting was for the tutor to identify the weaknesses of the student teacher. As she explained, "This is the time I wait to hear my weaknesses from my tutor/supervisors and then what I should do to work on the weaknesses for improved acquisition of teaching skills."

Likewise, tutors from PTC 2 used the post-observation conferencing to support the student teacher to identify their strengths and weaknesses and then agree on how to work on the weak areas for better teaching. For example, Tutor Mukiiti stated, "Post-observation is time for me to give feedback to the student teacher which helps him/her to either retain or adjust some of the patterns." Indeed, Tutor Naho concurred with Mukiiti's assertion when she said the purpose of the meeting was, "to help student teachers identify the weak areas so that these weaknesses can be streamlined towards improving the teaching skills." However, Banis during FGD 2 revealed that the meetings focused only on the weaknesses of the student teachers in order to improve teaching. As he explained, "To give feedback majorly about weaknesses so that one can devise means to improve on the teaching skills."

Conferencing also took several forms including face-to-face, largely taken up in PTC 1 as well as group conferencing sometimes undertaken in PTC 2. As Tutor Jata explained, "I always encourage group conferencing because it identifies many weaknesses which can help the whole group instead of one student teacher." However, FGD 2 revealed that some supervisors did not conduct face-to-face conferencing but rather, left a copy of their supervision sheet as the only feedback. Bliss exposed this practice saying, "Some supervisors give us the SP assessment sheet or form without conferencing us."

Overall, tutors of PTC 1 and PTC 2 alike viewed the post-observation conferencing as purposed for supervisory feedback to the student teachers. Tutors of both colleges emphasized the importance of supporting student teachers through identifying their strengths and weaknesses as regards teaching, in order to agree on how to improve them. On the contrary, student teachers observed that the post observation conferencing largely focused on their weaknesses but with little or no consideration on the student teachers' strengths. Moreover, while some tutors took up face-to-face conferencing, others like the case of PTC 2 also took up group conferencing, while others did not conference with their students who used written assessment as the form of feedback.

4.4.2 Scheduling the Feedback

In proving feedback during the breaks, tutors in PTC 1 avoided the disruption of class time as Tutor Kayo explained, "I give feedback during break time, lunch time, games time and after classes because I do not want to disrupt the school teaching time." This was confirmed by the researcher when she saw some tutors providing feedback to student teachers during lunch time.

The duration of time spent on the feedback was determined by several factors including the areas of weaknesses identified; the amount of time available to the supervisor before the next supervisory session and how engaging the student teacher was. For example, Tutor Kamooze

clarified, "I spend ten minutes sharing comments with the student teacher if areas of weaknesses are many. But if areas of weaknesses are few I give her a copy of the SP assessment sheet and she or he reads by themselves." On the other hand, Tutor Kamooti said, "There are moments when I am hurrying to supervise a good number of students I spend only five minutes." For Tutor Kamooti on the other hand, the time spent was determined by the involvement of the student teacher, "When a student teacher engages me in serious pedagogical issues, the feedback may extend to 15-20 minutes."

Giving feedback after classes especially in the evening when students came back from the host schools to the college was a practice undertaken by tutors of PTC 2. Tutor Mukiiti explained this saying, "I give feedback at the end of supervising all the students. Sometimes when the students are many I go with my support supervision sheets at the college and when they come back in the evening we have a conference." Likewise, Tutor Jata clarified, "I give feedback to student teachers immediately after school teaching time or sometimes I conference with them at the college." The researcher's observation confirmed this as tutors provided feedback to student teachers from the college in the evening.

Further, the time spent on giving feedback by PTC 2 tutors also varied from tutor to tutor depending on the areas of improvement identified by the student teacher and the supervisor identified during the conference. For example, as Tutor Naho stated, "When the student teacher is serious and asks many questions on the comments about areas of improvement, then I can take 5-10 minutes supporting him or her." On the contrary, Tutor Jata use 10-15 minutes to give feedback during the post-observation conference. Jata said, "I usually take 10-15 minutes to give the feedback for a group."

Overall, feedback in both colleges was provided either during breaks (PTC 1) or after the lessons (PTC 2). Further, the duration of feedback in both PTCs largely depended on how engaging the student teacher was; suggested areas of improvement as well as the tutor's

supervisory work load. However, student teachers of PTC 2 reported that some tutors only gave out SP assessment report to student teachers instead of conducting face-to-face conferencing to support them.

4.4.3 Building Rapport

 Rapport building with student teachers was done by all PTC 1 tutors. As tutor Kayo explained, "I usually start by building rapport to create an enabling environment that makes the student teacher to be at ease." Likewise, Tutor Kamooti stated, "I usually get a convenient venue or place for the post- observation conference. Then, I ensure that I create a jovial mood before we start sharing on the observed lesson." Indeed, establishing rapport reduced on the students' anxiety, fear and tension. As Mark explained during FGD 1, "The way the tutor starts the conference gives me, the student teacher morale to share."

Building rapport with student teachers was not emphasized by tutors in PTC 2 as revealed during the FGD 2 when Bliss explained, "Some tutors are always rushing to go back home. They just read through the good points to be maintained and then a list of weak areas is also read out. We are told to work on the weak areas so that we improve performance." Likewise, during the same FGD 2 Banis added, "The tutor just gives a copy of his or her lesson comments for me to read and work on my weak areas. There is no opportunity for me to talk about my own taught lesson." Indeed, the researcher confirmed this practice through witnessing Tutor Jata looking at his watch saying he had a lot to talk about but time was not enough. Instead, he listed the weaknesses for the supervised student teacher to improve on.

Overall, creating an enabling environment that made it easy for student teachers discuss and/or share issues of lesson was demonstrated by PTC 1 tutors but not with PTC 2 tutors. In PTC 1, tutors built rapport by creating a jovial environment a practice that was appreciated by student teachers.

4.4.4 Self-assessment

Allowing student teachers to talk about their lessons was done by all tutors in PTC 1. Where student teachers were given opportunities to talk about what they had taught. Tutor Kayo described the practice, "I probe the student teacher to share what went well and what did not go well." Tutor Kamooti supported the statement that, "I allow a student teacher first to identify his or her strong points and then the areas of improvement." Mary confirmed this during FGD 1 stating, "Our tutors really allow us to talk about the good and bad points of our lessons."

However, while this nature of self-critique was taken up by some tutors in PTC 1, it was overlooked by others. In PTC 2, for example, Tutor Mukiiti was positive about allowing student teachers to critique their lessons, "I let the student teacher to first talk about his or her lesson starting with strong points and then the areas that needed improvement." In contrast, Tutor Naho was the one who identified students' weaknesses and strong points, rather than allow room for self-critique as stated, "It's me to identify areas of improvement not the student teacher. I go there to help students improve on their performance and teaching skills." Indeed, Bogere during FGD 2, critiqued the tutors' focus on the weaknesses affirming, "I hate feedback because it's time for only blames. Instead of giving me time to talk about my own lesson, they [tutors] just ask why you did this and that."

All in all, while student teachers of PTC 1 were given opportunities to self-critique, this was not the case in PTC 2 where some tutors disregarded self-critique. Student teachers in PTC 2 expressed frustration at the focus on their weaknesses in the tutors' critiques.

4.4.5 Providing Feedback

The type of feedback provided during post observation focused on discussing the areas of improvement. As Tutor Kamooze stated, "I give each student teacher an opportunity mostly to reflect what the student thinks was not well done". Indeed, Mark during FGD 1, criticized the

tutors' focus on the negative attributes: "some tutors read out our weaknesses and just tell us to ensure that we improve on them if we have to improve on the teaching skills." Mary agreed with Mark saying, "Our supervisors sometimes blame us instead of helping us to improve our weak areas" (Mary, FGD 1). Similarly, the type of feedback tutors in PTC 2 provided focused on the student teachers' weaknesses and/or fault-finding as Tutor Naho explained, "It's me to identify areas of improvement not the student teacher." It was not surprising that during FGD 2 Bogere expressed his disappointment saying, "I hate feedback because it's time for only blames."

This notwithstanding some tutors, particularly in PTC 1 provided positive feedback before venturing into the focus on the student teachers' weaknesses. As Tutor Kayo explained, "I share with the student teacher what I saw as lesson strengths in a positive way then I bring in the areas of improvement." Tutor Kamooti restated this, "When the student teacher finishes sharing with me, I come in to support him or her but starting with positives then I end with weaknesses." However, during FDG 1 Mary contradicted this stating that the tutors in fact, overlooked their strengths and focused instead on their weaknesses: "I hate conferencing with tutors because some don't appreciate at all. They only blame us." This perspective was confirmed in PTC 2 during FDG 2 when Bogere stated, "I hate feedback because it's time for only blames. Instead of giving me time to talk about my own lesson, some (tutors) just ask why you did this and that." This notwithstanding, one tutor in PTC2 was commended for his focus on the strengths during feedback as Bliss asserted, "I like the tutor of Music who supports you using positive remarks. This tutor positively engages you to appreciate your weakness then forge a way forward together for improvement. I feel loved."

On the whole, the type of feedback given by tutors to the student teachers during the post observation phase largely focused on fault-finding, highlighting the student teachers' weakness, which largely demotivated the students.

4.4.6 Documenting Progress

Creating a record of the student teacher's strengths and weaknesses as well as areas that need improvement was undertaken in the SP assessment form, a copy of which all the tutors left with the students as Tutor Kayo explained, "I leave an original copy of the SP assessment form with the student teacher to help him or her to keep a record of what is to maintain as strong points and weak areas to improve." Tutor Kamooze also said, "A copy to leave with the student teacher is a must for us tutors" During FGD 1 Mark confirmed this stating, "What I know is that tutors give me copies of the assessment reports. However, marks are not indicated on these copies." This practice was also undertaken in PTC 2 as Tutor Naho explained, "A copy of my SP assessment sheet is given to the student teacher after conferencing so that he or she clearly works on his or her gaps in teaching patterns." Bliss concurred during FGD 2: "The tutor gives me a copy of his or her comments to read and work on my weak areas until he or she shares weaknesses with me." Indeed, the researcher's observation confirmed this in witnessing the practice of leaving a copy of the assessment report with the students after conferencing. The students included this form in their teaching file.

Overall, both PTC 1 and PTC 2 tutors created a record of the student teachers' strengths and areas of improvement, which was included in the SP assessment form. An original copy of this form was given to the student teacher, who included it as part of the documentation for SP.

4.4.7 Grading the School Practice

Awarding marks following SP assessment was undertaken by both tutors in PTC 1 as well as PTC 2. As Tutor kayo stated, "What I do is to stick to the lesson patterns to award the lesson to avoid being judgmental. Moreover, each pattern on the supervision tool is assigned a score and the total of all pattern scores is 100." Tutor Kamooti agreed with Kayo's statement, "I base on the comments I write on the SP assessment sheet to award marks for each pattern observed." Similarly, as tutors in PTC 2 awarded marks but did not include them in the assessment form

handed to the students as Tutor Jata explained, "I add up the scores that I award to each pattern and the total will be the final percentage mark for the student teacher. I do not write awarded marks on the copy for the student teacher." The researcher confirmed this by checking the original copy of the assessment report given to the student teacher. There were no marks displayed on the form. However, some students expressed uncertainty as regards the criterion for awarding marks as Luke explained during FGD: "I don't know how our tutors award marks. Sometimes you find yourself with good comments but with low marks."

All in all, both tutors in PTC 1 and PTC 2 awarded marks although these were not displayed on the assessment form. Students who eventually saw their marks expressed concern about discordance between the positive comments and the low marks.

4.4.8 Setting an Agenda for Improving the next Lesson

Re-planning the next lesson after conferencing with the student teacher was a practice undertaken by all tutors of PTC 1. Re-planning the lesson was part of the conference during the post-observation phase where corrections about the supervised lesson were made and an agenda for improving the next lesson was set. This was aimed at improving the student teacher's teaching skills especially in areas identified as weaknesses. This was reported by Tutor Kamooti, "The student teacher and I agree on how best the next lesson can be improved. Then we plan when to have the next lesson and the patterns to improve." Tutor Kamooze, too, supported the practice, "We must reach an agreement on when and what to do to improve the next lessons. This is in line with a plan to ensure the student teacher practices what we agree on thus improving his/her teaching skills" During the FGD 1, Ruth confirmed what the tutors reported, "Tutors help us to plan for the next lesson after we have agreed on the areas to improve. We then make corrections and write better lesson plans for our teaching skills to improve day- by- day."

On the contrary, re-planning the next lesson after conferencing with the student teacher was a practice not done by PTC 2 tutors. From what the researcher witnessed, some tutors did not supervise the lessons up to the end rendering it very difficult for the tutors to sit with the student teachers to plan for the next lesson especially patterns that they hardly observed. Re-planning the lesson would be part of the conference during the post-observation phase to make corrections and plan to teach a better lesson. This would be aimed at improving the student teacher's teaching skills especially in areas identified as weaknesses.

Overall, re-planning the lesson was part of the post-observation conference on the side of PTC 1 unlike PTC 2. In PTC 1, tutors helped student teachers to make corrections about the supervised lesson and an agenda for improving the next lesson was set all aimed at improving the student teacher's teaching skills. Most PTC 2 tutors did not supervise the lessons up to the end and it became rather difficult for them to help student teachers plan for the following lesson.

Table 4.4: Comparative Summary of Clinical Practices in the Post-Observation Phase

No.	Post-observation practices	Similarities	PTC 1	PTC 2
1.	Conferencing	- Time for the supervisor to give feedback to the student teacher. -identifying strong and weak teaching points so that both (supervisor and student teacher) agree on teaching patterns to adjust or retain for improved teaching skills. - Only hinged on weaknesses but with little or no consideration on the student teachers' strengths.	face-to-face conferencing	Group conferencing
2.	Scheduling the feedback	Not applicable	-either during break time, lunch time, games time and/or after classes at the school of practice	-only after classes especially in the evening at the college

			- depending on how engaging the student teacher might be coupled with the areas of weaknesses identified and whether a tutor was mandated to supervise many lessons	- only depending on the areas of improvement identified during the conference - some tutors only gave out SP assessment report to student teachers instead of conducting face to face conferencing to support them.
3.	Building rapport	Not applicable	-student teachers discussing/sharing issues of their taught lessons was done - built rapport by creating jovial moods	-Not done -tutors just rushed the process to the extent of just mentioning strong and weak points.
4.	Self-assessment	-Some tutors allowed student teachers to critique their taught lessons - Tutors seem to be inconsistent on this practice	-some student teachers given opportunities to talk about their lessons describing what went well and what did not go well -student teachers complained about tutors who blame them when there are mistakes identified	- not all tutors allow student teachers to talk about their lessons - student teachers dissatisfied with tutors who blame rather than support them

5.	Providing feedback	ranged from objective support to fault-finding or weakness identification - more of fault-finders than objectively supporting the trainees because they both focused more on the student teachers' weaknesses. -Some tutors started with positives while other tutors did not - Student teachers expressed unhappiness to tutors who blame them but showed satisfaction of the tutors who positively engage them even while sharing about an outright weakness.	Not applicable	Not applicable
6.	Documenting progress	-tutors left an original copy of School Practice Assessment sheet to each student teacher.	-left original copies of School Assessment sheets with student teachers immediately after finishing supervision	-left School Practice Assessment sheet after post-conferencing with student teachers.
7.	Grading the School Practice	-marks according to what was indicated in the SP assessment report especially under each teaching pattern observed	-some tutors especially awarded low marks even when the School Practice Assessment sheet had more good points than weak points.	Not applicable
8.	Setting an agenda for improving the next lesson	was part of the post-observation conference - tutors helped student teachers to make corrections about the supervised lesson and an agenda for improving the next lesson was set	. Done	Not done - tutors did not supervise the lessons up to the end becoming rather difficult for them to help student teachers plan for the following lesson

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussions, conclusions and recommendations of the study in reference to the clinical supervision practices undertaken in public and private primary teacher colleges in Uganda. The conclusions are drawn from lessons learnt in alignment with the objectives and recommendations thereof. Areas of future research that can supplement this study are also suggested.

5.1 Discussion of Findings

5.1.1 Clinical Supervision Practices within the Pre-Observation Phase

The allocation of classes according to the student teachers' specializations across the two PTCs ensured that the student teachers received more in-depth preparation in the areas of their specialization. This is in fact a common practice across teacher education programs given the subject specialized nature of teaching, which necessitates teachers to specialize and gain expertise in particular subjects (Hotamana, 2010). The roles of school practice coordinator on one hand, and school practice committee on the other, in allocating classes based on student teachers' specialization in lower or upper primary was illuminated. The former risks the challenges of subjective decisions in allocation of classes to student teachers while the latter, although prone to bureaucracy and possible delays can provide opportunities to make collective and sound decisions. While the literature is silent on this practice within clinical supervision, other scholars within education affirm that class allocation according to teacher's specialization in lower or upper primary is encouraged to enhance the capacities and competencies of teachers to help improve learning achievement in primary schools (Ndhlovu, 2017).

The allocation of topics is another practice undertaken in partnership with the schools of practice in both PTCs to assist student teachers in making thorough preparation in planning to teach. Actually, the allocated topics to student teachers during their visits to schools of practice were got from the syllabus and text books which they also used while making schemes of work (Bhebhe & Tshuma, 2016). While topics to be covered during SP were allocated by the subject teachers of the respective primary schools in PTC 1, in PTC 2 this was done by the subject teachers of the respective primary schools in corroboration with their Directors of Studies. In a situation where it is only the subject teacher who allocates topics, he/she is tempted to select challenging topics and give them to the student teacher as opposed to a collaborative approach involving the subject teacher and the Director of studies that ensures that the chronological order of topics is followed. Assigning challenging topics to student teachers may affect their ability to teach them effectively. This is in line with Abongdia, et al. (2015) whose findings affirm that some students become overwhelmed by difficult topics and find it challenging to reconcile and integrate the teaching methods.

Allocating tutors to prepare student teachers for school practice according to their subject specialization across the two PTCs confirmed that student teachers were well guided and mentored in planning to teach all subjects in the primary schools. This practice is upheld by Bhebhe and Tshuma (2016) in their assertion that in preparation for school practice, student teachers are attached to subject area qualified tutors who guide them through the process of mentoring to apply teaching theory learnt at college into practice. Hotmana (2010) also upholds the aforementioned practice because his study found that teachers who have comprehensive knowledge of their subject matter, let their student teachers actively prepare while showing the necessary skills.

On one hand, allocating subject tutors basing on their subject specialization was done solely by the school practice coordinator in PTC 1 while on the other hand, this was done by the

school practice committee   in collaboration with the school practice coordinator in PTC 2. In both cases, what informed allocating subjects for tutors to support student teachers was that tutors were recruited according to the subjects they specialize in. The aforementioned practice is supported by Jackson and Bruegmann (2009) who argued that subject area specialists guide student teachers in acquiring appropriate knowledge while planning to teach.

Providing much less time in students' scheming by the tutors from both colleges was revealed during observations than they had admitted to doing during the interviews. This throws doubts on the quality of schemes given the limited time allotted to making schemes of work, which did not take into consideration the length of time covered by the scheme as both one-week and four-week schemes for example, were allotted similar time frames. This was in line with Kagoda and Sentongo (2015) who found out that student teachers conducting school practice were given less time to prepare schemes of work compared to the quantity of work involved in this activity.

In making schemes of work, tutors from both colleges took the lead in guiding the process of scheming and the modes of scheming included the use of sample schemes to model best practices, use of draft schemes, and the use of peer learning in making schemes were found out. Guidance from tutors helped student teachers to make schemes of work following the correct formats. This is in fact a practice in teacher education where tutors analyze the student teachers' breakdown of the broad topics given in the syllabus and advise where necessary before effective teaching is carried out (Wakutile, 2022). In PTC 1, the use of peer learning using sample schemes of work was guided by the tutors. However, the limited tutors' guided instruction given to student teachers in PTC 2 could contribute to the low quality of schemes of work done. This finding of limited guided instruction is in congruence with Komakech, 2017 who found out that supervisors who did not help their student teachers in regard to preparation of schemes of work, put them at a disadvantage as these could not draw from the supervisors'

expertise. Similarly, Kagoda and Sentogo (2015) revealed that sometimes student teachers are left in the hands of peers who do little in guiding them to master the skills of making schemes of work.

This research finding revealed that student teachers' schemes of work were marked and approved by tutors. Tutors marked schemes of work as many times as possible for proper mastering of scheming skills by student teachers. In both colleges, tutors marked and offered guidance to students to master the skill of making proper schemes using the correct format. This finding was in congruence with the findings of Apolot et al. (2018) which revealed that school practice is an opportunity that helps the supervisor to collaborate with student teachers to make schemes of work and lesson plans in order to improve instructions. In PTC 2 tutors marked schemes of work in the presence of student teachers which helped them to correct their mistakes with ease while some tutors of PTC 1 marked in the absence of the student teachers. This finding of marking student teachers schemes of work in their absence could not give student teachers an opportunity to make corrections easily (Hotamana, 2010).

Making lesson plans by student teachers under the guidance of tutors using lesson plan model drafts coupled with relevant explanations was found out in PTC 1. This helped student teachers to make detailed and comprehensive lesson plans following all the steps. This finding was in agreement with Apolot et al. (2018) recommendation that there is need for student teachers to make lesson plans systematically and logically while following the content in the syllabus for them to gain experience in planning detailed and comprehensive lesson plans. However, this study also found that tutors from PTC 2 neither guided student teachers through lesson planning nor made lesson plan model drafts for student teachers to learn and master lesson planning skills during the final phase of SP based on the assumption that these skills had been inculcated in the semi-final SP during term one. The above- mentioned scenario in PTC 2 did not give student teachers enough skills to prepare good lesson plans. This observation is supported by

Omara, Akwongo, Asega, Ecuru and Okwong (2021) who reported that lesson planning on the side of teachers in Uganda was unsatisfactory and this could be as a result of tutors' failure to prepare student teachers when they were still at the college. This finding is also in line with Ameir (2013) who found that the quality of preparation for lessons in schools is very poor because teachers were not guided on lesson planning sessions by their supervisors during their course of training.

This study also revealed that the tutors did not demonstrate to the student teachers how to make instructional materials for effective teaching and learning in both colleges. This implies that without tutors' innovativeness and expertise in demonstrating how to make instructional materials, the teacher trainees find it rather challenging to make them due to lack of training thus affecting their teaching quality. This finding was in congruence with Malunda and Atwebembeire (2018) who revealed that several secondary school teachers in Uganda lacked the necessary training and innovativeness to improvise or make instructional materials thus negatively affecting their teaching competences. Failure to get guidance on how to make instructional materials led to continuation of using teacher-centered methods of teaching which promote rote learning for examinations rather than imparting skills or enhancing learning competences (Mitana, et al. 2018). Displaying instructional materials made by student teachers was not done in PTC 2 which contributed to the reduction of creativity of student teachers. On the other hand, displaying of materials was to a small extent undertaken In PTC 1 which helped student teachers to identify the best specimens to model best practices in materials development through a gallery walk. The neglect for tutor support in developing instructional materials was attributed to perspectives that student teachers should demonstrate their creativity. This finding is contrary to Najumba (2013) who discovered that schools which are well equipped with skills in making instructional materials such as textbooks, libraries and even laboratories do much

better in equipping their students with the same skills which in turn improves on the performance of students if these resources are utilized effectively.

This study revealed that the neglect by tutors to render support to student teachers in developing instructional materials was attributed to the perspective that the absence of demonstrations would encourage them to demonstrate their creativity. However, documentary evidence reveals that the aforementioned limited support to student teachers from the tutors has crippled student teachers' preparation and teaching effectiveness in different ways. This finding is in line with Malunda and Atwebembeire (2018) who revealed that several teachers lacked the necessary training or innovativeness to improvise instructional materials thus hindering learners from understanding. Otaala et al. (2013) too supported this finding observing that inadequate instructional materials impact negatively on teachers' teaching methods and generally quality of teaching.

Conducting demonstration lessons by tutors on one hand enabled and guided student teachers on lesson presentation, hence mastery of the teaching skills. This is because when good and effective supervisors deliver demonstration lessons it enables student teachers to emulate good teaching. This finding concurs with that of Burghes (2006) who also found that student teachers' professional development is enhanced when they observe good demonstration teaching that is delivered by qualified supervisors. On the other hand, tutors who did not conduct demonstration lessons left their student teachers unprepared to deliver the lessons effectively. This finding is in line with Bhebhe and Tshuma (2016) who, too, found that student teachers who go for school practice without having had demonstration lessons from their tutors fail to emulate good teaching.

Micro-teaching lessons were commended across two colleges to inculcate lesson delivery skills to student teachers. Indeed, micro-teaching lessons help student teachers to practice how to

teach and test teaching theories that they have learnt in a scaled down lesson (Suguna & Dongre, 2017). However, both colleges did not practice it given the rigor as well as time-related constraints associated with it. This finding is contrary and challenged by those of a study conducted by Kemal, Ozan and Ahmet (2017) in Turkey on the views of Educational Supervisors on Clinical Supervision. They found that all the tutors made student teachers learn to develop the lesson, to be more confident to face a class of many students, create a conducive environment and a way to proceed in the classroom through micro teaching lessons. A comparison of two studies reveals that there are conditions when it is possible to conduct micro teaching and when it is not possible. However, since the advantages of doing so are very important, the colleges that are not doing so, may need to bench mark with those that are implementing it successfully so that they can also be empowered to improve their training in this respect.

The compilation of file documents was undertaken under the guidance of tutors across the two colleges. Student teachers were following Kyambogo University guidelines to compile these files. The role of Kyambogo University is to ensure that student teachers master the teaching skills by providing guidelines to follow and provide moderators to confirm whether their guidelines are followed or not (KYU, 2012). Tutors considered the number of files, the file design and the organization of the file documents. This is in line with Bhebhe and Tshuma (2016) who revealed that school practice supervisors are concerned about the expected school practice documentation in their preparation.

Holding individual pre-observation meetings in PTC 1 with student teachers not only enhanced trust and respect, but also prepared them for lesson delivery. Indeed, this conference includes confirming and nurturing the teacher-supervisor relationship and ensuring fluency in the teacher's plan for the lesson to be observed. This allows for proper understanding of the student teacher's personal intentions which, should other things be equal, equip the supervisor to

perform successfully in his supervisory activities. On the other hand, in PTC 2, the negative relationship between tutors and student teachers was illuminated. Tutors only held group pre-observation meetings with students based on the rationale that individual meetings are likely to breed disrespect. However, the views of the tutors in PTC 2 in this study are contrary to those recommended by Goldhammer, Anderson and Krajewski (1980) in their study of Clinical supervision – special methods for the supervision of teachers in USA. Goldhammer, Anderson and Krajewski (1980) recommended that the supervisor must establish and maintain rapport between self and teacher and that the rapport must extend throughout the entire supervision.

1.2 Clinical Supervision Practices within the Observation Phase

The purpose of the observation phase of clinical supervision has been explained in previous research, as primarily to provide insights into the strengths and weaknesses of a student teacher's practice, in order to support the identification of training needs to exploit the full potential of the student teacher (Chidobi, 2015; Sarfo & Cudjoe, 2016; Ritchie, 2021). PTC 1's purpose of the observation phase aimed at fulfilling what was agreed upon during the interaction between the supervisor and the student teacher before classroom instruction. PTC 2's purpose on the other hand was more focused on identifying "good" from "poor" performing student teachers so that the 'poor' can be supported to improve the teaching skills. While the focus seems to be on improving the gaps in the less performing teachers, the best practice would be to focus on both strengths and weaknesses for both types of student teachers in order to ensure continuous improvement (Wakutile, 2019).

Further, the recommended practice of observing lessons within the observation phase is for tutors to observe the entire lesson (Gurnam & Chan, 2010; Marshall, 2008; Tesema, 2014). Indeed, Gurnam and Chan's (2010) study commended punctual supervisors who observed holistic lessons, thereby providing comprehensive feedback. Likewise, Marshall's (2008) study on psychology in action and classroom control also indicated that supervisors who observed

entire lessons were able to identify the loopholes in teaching and hence improve the lesson presentation. Based on another study, Tesema (2014) emphasized that observing the whole lesson from the beginning to the end provided opportunities to address issues related to the logical sequencing of the lesson. Bhebhe and Tshuma's (2016) study which agrees with other studies, identifies more benefits to observing the whole lesson, while including possibilities to monitor class control, involvement of the learners, activities given to the learners, as well as assessment practices, in order to fully support the student teachers' teaching competences better. Therefore, the best practice is for supervisors to observe the entire lesson as taken up by PTC 1 given the benefits mentioned. However, there are challenges that affect the possibility of observing entire lessons, including time constraints as pointed by PTC tutors, and as identified in other studies (Kipngetich & Ahmed, 2012; Nyaumwe & Mavhunga, 2005). These concerns should be addressed in order to make observation more productive in producing quality teachers.

According to previous research, school practice supervisors should be concerned about the arrangement and organization of the school practice documentation of the teacher trainees (Bhebhe & Tshuma, 2016; Omara, Akwongo, Asega, Ecuru & Okwong, 2021). Indeed, the arrangement and organization of documents in the three files (teaching, professional and child study) during the observation phase, was scrutinized by tutors in the two colleges, ensuring that student teachers' files were properly arranged with required/relevant documents including child study reports, approved schemes of work, detailed lesson plans, class registers, assessment sheets and records of work covered which showed the relevance of the documents in the files. This practice is commendable because documentation provides an insight into what the student teacher is teaching and what the pupils are learning about. This practice, also helps the student teacher and the supervisor to plan for the next steps (student teacher's achievement, areas of support and way forward) towards improvement of teaching competences as

recommended by researchers within clinical supervision studies (Gostelow, 2018; Mapolisa & Tshabalala, 2016).

The practice of checking pupils' workbooks to establish the quality of activities provided as well as the marking and feedback provided by the student teachers, as undertaken in PTC 2, is considered a best practice within observation in clinical supervision (de Souza, 2017). The disregard for this as observed in PTC 1 was attributed to the possibility of disrupting the class, and the idea that it would be time consuming given the number of other factors tutors had to address during supervision in the observation phase. This highlights the gaps that should be addressed in training tutors not only as regards best practices but also how to practice them, despite the concerns about time constraints.

Further, the use of technology to record lessons has been taken up within contemporary clinical observation practices (Ersino, 2018; Tesema, 2014). This contrasts with the current study in which school practice assessment booklets were the most tools used to collect data during the observation phase in both colleges. The tutors used these items to capture the realities systematically during the post-observation phase. They disregarded the use of audio-visual gadgets, citing concerns as regards the stress of using them, as well as possibilities of disrupting the lesson. Chitera (2019) is in agreement with the tutors' concerns about the possible disruption of lessons as a result of audio-visual recording, as well as limited interactions between pupils and teachers due to preoccupation with the devices. This highlights a gap in the training as regards the use of educational technology as a tool to support effective clinical supervision.

The display of classroom learning materials has been highlighted as a practice which enhances incidental learning and active participation of learners (Arinaitwe, 2016; Owere, 2022). This was so especially when the learners were given an opportunity to use displayed materials at

their own pace. This practice was taken up in both colleges, where tutors scrutinized how student teachers made use of the displays to support teaching and learning,

Finally, as evidence of supervision, it is common practice with clinical supervision at the observation phase, for both student teacher and supervisor to sign the assessment form (Bhebhe & Tshuma, 2016; Martin & Atteh, 2021). Indeed, all the tutors of PTC 1 and PTC 2 undertook the signing of the SP assessment sheets as evidence of supervision. However, while tutors of PTC1 made the student teachers sign the assessment sheet before leaving classrooms, their counterparts in PTC 2 made the student teachers sign SP assessment sheets after conferencing. The best practice would be that student teachers sign the sheets after conferencing as recommended in previous research (Apolot, Otaala, Kamanyire, & Komakech, 2018; Hotamana, 2010; Martin & Atteh, 2021). This is likely to ensure that the student teacher and supervisor are in agreement about action points related to improving the student teachers' practice.

5.1.3 Clinical Supervision Practices within the Post-observation Phase

The study findings revealed the purpose of post-observation phase from tutors of both colleges as the time for supervisory feedback to the student teachers about planning for teaching (which is the first phase of clinical supervision) as well as lesson delivery (which is the second phase of clinical supervision). It was during this phase that tutors identified strengths and weaknesses in the student teachers' planning and teaching. This corroborates previous research which illuminates conferencing time between the supervisor and the student teacher as a time for reviewing the first two phases by identifying strengths and weaknesses so that both (supervisor and student teacher) agree on how to reinforce the strengths as well as plug gaps in the weaknesses (Kemal, Ozan & Ahmet, 2017; Okafor, 2012; Sarfo &Cudjoe, 2016).

The use of face-to-face sessions in which supervisors interacted with students during the feedback sessions has been recommended as a best practice in previous research (Ani, 2007; Chidobi, 2015). However, this was largely disregarded especially in PTC 2, where some tutors only provided written SP assessment reports to the student teachers instead of conducting face-to- face conferencing to support them. This gap has also been pointed out in previous research which attributed this inadequacy to time constraints, which limited deliberation to discuss issues related to the student teacher's performance (Chitera, 2019; Mona et al., 2015). The best practice then is to conduct interactive sessions with students which could include face-to-face and/or virtual interactive sessions, rather than written reports alone, which do not provide the opportunity for in-depth discussion.

Several studies have attributed the scheduling and duration of feedback to the supervision load (Allida et al., 2018; Chidobi, 2015; Chitera, 2019). Kemal et al.'s (2017) views of educational supervisors on clinical supervision in Turkey for example, revealed that the supervision load in terms of numbers of student teachers allocated to a supervisor, affected the amount of time dedicated to supervision. This was corroborated in this study, which also showed that the feedback was scheduled at different times, that is either during breaks (PTC 1) or after the lessons (PTC 2). This study also contributed to research on clinical supervision by eliciting more factors affecting scheduling and duration of feedback including how engaging the student teacher was, areas of weaknesses identified as well as the tutor's supervisory load. The study demonstrated that high supervisory load affected supervisors' effectiveness. This suggests that the best practice entails allocating a reasonable load of students to supervisors in order to support effective supervision. This finding conforms to the study conducted by Apolot et al. (2018) which recommended that it was necessary to lower the number of student teachers

allocated to each supervisor from over 15 to 10 or even less for the whole period of SP supervision because then, the supervisor would have to guide and support the teacher trainee.

The practice of establishing a conducive environment for student teachers and the supervisor to share/discuss feedback on lessons in PTC 1, which inculcated confidence was commended in previous research (Chakanyuka, 2006; Owusu & Brown, 2014). Owusu and Brown's (2014) study for example, which emphasized teaching practice supervision as a quality assurance tool in teacher preparation, summed up the value of collegial support. The study argued that maintaining collegiality with student teachers while providing professional coaching in a conducive environment is one of the surest ways of inculcating confidence, hope and improved teaching skills. This was contrary to practices in PTC 2 on the other hand, where several tutors hardly made time for post-observation conferencing. Indeed, as studies have shown, the absence of post-observation conference sessions inhibits the creation of supportive student teacher-supervisor relationships because it diminishes communication between the two parties and creates profound insecurity from the student teachers' points of view (Gursoy, Salihoglu & Kesner, 2016).

The clinical supervision practice where student teachers were given opportunities to talk about their lessons in terms of describing what went well and what did not go well was observed in PTC 1. This aspect of clinical supervision is commendable because the practice of giving the floor first to the student teachers during conferencing shows that the supervisors are interested in their opinion, and want to try to understand their views as recommended as a best practice in previous studies (Spallanzani, Vandercleyen, Beaudoin, & Desbiens, 2017). This was contrary to findings in PTC 2 where student teachers were dissatisfied with tutors who blamed them rather than allowed them to self-critique. This indeed contravened the principle of self-assessment, requiring student teachers to make judgments about their own work, identifying

the gaps in their teaching performance as well as actions to plug gaps for improvement (Andrade, 2010).

Self- assessment during school practice as previous studies have demonstrated, guides the supervisors to provide student teachers with comments and suggestions that allow them to self-regulate and acquire new knowledge (Malo, 2019). This is consistent with other studies which postulate that engaging student teachers in self-assessment is a good practice because it gives them opportunity to improve on their teaching skills, especially in terms of setting targets, evaluating teaching/learning progress and improving the quality of teaching and learning (Harris & Brown, 2018; Yan & Boud, 2022).

Student teachers from both colleges also revealed that tutors' feedback was focused more on weaknesses rather than the student teachers' strengths, with supervisors' dominant focus on fault-finding rather than objectively supporting the student teachers. This finding is consistent with several others on school practice supervision (Abu et al., 2014; Apolot et al., 2018) who revealed that supervisors present themselves as monsters interested in finding faults from the student teachers thus evoking the attitude of fear and dislike of supervisors and the supervisory system. This finding also is in congruence with Mulunda, Onen, Musaazi and Oonyu (2016) who revealed that supervisors focus on fault-finding and criticizing teachers rather than helping teachers improve their teaching competences. Indeed, as Lillekroken's (2019) description of the Vygotskian theory to clinical supervision explains, supervisors must discuss supervisees' strengths and weaknesses, and make diagnoses and treatment goals in order to review and plan interventions for the next lesson. This means that a tutor who only identifies weaknesses may be looked at as a fault-finder. Therefore, the best practice entails identifying and acknowledging both weaknesses as well as so as strengths to improve their competences as also documented in previous research (Apolot, et al., 2018 ; Omara, Akwongo, Asega, Ecuru & Okwong, 2021).

In both colleges, the study found that tutors/supervisors left a record of what they assessed by providing feedback on the technical aspects of teaching to student teachers as recommended as a best practice in previous research (Bhargava, 2009; Kolman, 2018). However, while PTC 1 tutors left original copies of the School Assessment sheets with student teachers before post-conferencing, PTC 2 tutors left School Practice Assessment sheet after post-conferencing with student teachers. The study findings also revealed that in both colleges the student teachers wrote their self-reflections on the taught lesson under the self-evaluation section of their lesson plans. This involved student teachers indicating the strengths, weaknesses and way forward for improving weaknesses witnessed in the previous lesson. This finding is in line with Bhargava's (2009) recommendation, that along with the supervisor's observation sheet, one more sheet should be included. In his recommendation, Bhargava (2009) also guides that in the additional sheet a student teacher should indicate his/her own observations, experiences, classroom environment, improvised activities of that particular day and reflects areas for further improvement.

Using a standardized observation tool (during post-observation conference), which requires supervisors to provide a score (not revealed to the student teacher) for each prioritized skill, was taken up as a practice in both colleges. While the qualitative remarks were provided, the absence of quantitative scores, contradicts Sulivan and Glanz's (2000) recommendation regarding the provision of both qualitative information alongside the quantitative measures (marks/scores). Further, this study also revealed a misalignment between the marks awarded and the comments on the assessment forms, particularly in the case of PTC 1. According to Goe, Bell and Little (2008), such scores may not be used to identify teachers in need of remediation and cannot be used as feedback to improve teachers' practice.

 Finally, the practice taken up by tutors in PTC 1, who supported student teachers towards setting strategies for improving the next lesson, based on the gaps identified during the post

observation conferencing outcomes has been commended in previous research (Acheson & Gall, 2003; Sarfo & Cudjoe, 2016). Sarfo and Cudjoe (2016) for example, explain that this phase is designed to help the student teacher critically examine his or her own teaching in a fair minded way and to plan for the next lesson. This was hardly undertaken in PTC 2, given the limited post-observation conferencing sessions. Post-observation conferencing has been emphasized as a best practice in several studies (Acheson & Gall, 2003; Bouchamma, 2005). These studies highlight that post- observation conferencing should entail going over the initial goals of the lesson; identifying any potential adjustments to be made; determining the objectives for the next supervision. This should involve both the supervisor and student teacher, informing the plans for the next lesson.

5.2 Conclusions

The purpose of this study was to compare clinical supervision practices undertaken in public and private primary teacher colleges, in order to elicit best practices to improve the quality of teachers produced by primary teacher colleges in Uganda. Based on the three research questions of the study, the findings revealed the clinical supervision practices undertaken in the pre-observation, observation and post-observation phases of clinical supervision, also illuminating the best practices in each phase as summarized below.

5.2.1 Clinical Supervision Practices within the Pre-observation Phase

The study elicited clinical supervision practices within the post-observation phase including class allocation, topic allocation, tutor allocation, making schemes of work, marking schemes of work, lesson planning, making instructional materials, conducting demonstration lessons, micro-teaching, documentation as well as pre-observation meetings. The study elicited and illuminated the best practices, similarities as well as differences between the PTCs within the observation phase as follows:

Overall, PTC 2, which is a private institution, demonstrated the best practices in class allocation, topic allocation, tutor allocation, making schemes of work and marking schemes of work. PTC 1, a public institution on the other hand, demonstrated best practices in lesson planning, making instructional materials, conducting demonstration lessons as well as pre-observation meetings. Both institutions provided lessons that each could learn from the other in order to improve clinical supervision towards producing better quality teachers in PTCs in Uganda. Further, while both institutions demonstrated strength as regards documentation through following the Kyambogo University standard guideline, they also both showed gaps as regards micro-teaching which should be reinforced.

5.2.2 Clinical Supervision Practices within the Observation Phase

The practices elicited during the observation phase of clinical supervision in the PTCs included; the purpose, lesson observation, checking the student teacher files, checking on pupils' written activities, using supervision tools to capture data, checking classroom displays and signing the SP assessment sheet. The study elicited the best practices, similarities as well as differences between the PTCs within the observation phase:

Overall, both institutions demonstrated the best practices in checking student teachers' files, using supervision tools to capture data, checking classroom displays and use. PTC 2, a private institution on one hand, demonstrated best practices in checking pupils' written activities and signing the SP assessment sheet as possible lessons PTC 1 could adopt in order to improve clinical supervision. On the other hand, PTC 1 exhibited a best practice in observing the entire lesson which was a strength that PTC 2 could emulate. While both institutions regarded using audio-visual gadgets as supervision tools to capture data, they could not use them unless training on the appropriate use of these gadgets was done so that effective clinical supervision is enhanced in PTCs in Uganda.

5.2.3 Clinical Supervision Practices within the Post-observation Phase

The practices elicited during the post-observation phase of clinical supervision in the PTCs include conferencing; scheduling feedback; building rapport; self-assessment; providing feedback; documenting progress as well as grading school practice. The study elicited and illuminated the best practices, similarities as well as differences between the PTCs within the observation phase as follows:

Overall, PTC 1, which is a public institution, demonstrated the best practices in conferencing, building rapport, self-assessment and setting an agenda for improving the next lesson. PTC 2, a private institution on the other hand, demonstrated best practices in documenting progress, and grading SP. Given the best practices exhibited by each college, both institutions can pick lessons from the other's strengths. Besides, both institutions showed gaps in providing feedback as regards supervisors being fault-finders and focusing more on student teachers' weaknesses-a practice which should be plugged to improve clinical supervision towards producing better quality teachers in PTCs in Uganda.

5.3 Recommendations

5.3.1 Recommended practices for clinical supervision in the pre-observation phase

First of all, a collaborative approach should be undertaken using school practice committees for example, during practices such as the allocation of classes, tutors and topics to student teachers, in order to make collective decisions and avoid subjective decisions.

Additionally, class and tutor allocation should be based on student teachers' specializations and subject teacher specializations so that they (student teachers) receive more in-depth preparation and gain expertise in particular subjects.

Further, in order to improve the quality of the schemes of work as well as lesson plans, tutors not only need to guide in the making of schemes but also allot adequate time to the process of making them. The use of sample/model schemes and lesson plans can provide examples to support student teachers in making schemes of work following the correct formats.

Furthermore, tutors should mark and provide feedback on lesson preparation documents such as lesson plans and schemes of work in the presence of student teachers, to ensure that feedback is understood and addressed effectively. PTCs should also establish the minimum number of times in which such document should be assessed before approval for SP in order to ensure uniformity of practice as well as quality assurance.

Tutors should demonstrate and give guidance to student teachers on how to make instructional materials not only in order to hone their creativity but also equip them to develop effective teaching aids. The practice of displaying the diverse range of student teachers' instructional materials through gallery walks for example, should be upheld in order to identify and model best practices in materials development .

Further, tutors should conduct demonstration as well as micro teaching lessons in order to provide adequate practice for student teachers in preparation for lesson presentation if they have to emulate and master good teaching skills. Group micro-teaching sessions are particularly useful in providing a space for student teachers to receive feedback from tutors as well as peers before they go out for SP.

Further, PTCs should not only maintain standard documentation procedures taking into consideration aspects such as the number of files and file design but should also use checklists to ensure adequate organization and comprehensiveness of the file.

Finally, PTC tutors should embrace individual pre-observation meetings before lesson observation in order to establish and maintain rapport with student teachers.

5.3.2 Recommended practices for clinical supervision in the observation phase

First of all, it should be mandatory for tutors to observe the whole lesson from the beginning to the end. This will make it possible for students to receive and address feedback on the entire lesson, including lesson sequencing, including introduction, delivery and assessment.

Additionally, a maximum supervisory load for tutors should be established. This will curb time constraints currently faced by the supervisors, making it possible for them to fully and effectively support the student teachers' teaching competences.

Further, tutors should check learners' books to ensure student teachers mark and provide both comprehensive and useful feedback to pupils' written activities in order to ensure quality in the teaching activities provided to pupils.

Further still, the effective use of audio-visual gadgets and anecdotal records as tools to supplement and support effective clinical supervision should be addressed during the pre-observation to ensure alignment between task and tool as well as effective use of the latter.

Finally, both PTC tutors and student teachers should sign the sheets after conferencing, in order to reflect agreement as regards action points to improve student teachers' practices.

5.3.3 Recommended practices for clinical supervision in post-observation phase

PTC tutors should ensure that interactive face-to-face sessions and/or virtual interactive sessions with students are conducted. This will support individual student teachers through identifying their strengths and weaknesses in order to agree on how to improve them.

Additionally, in order to reduce on the student teachers' anxiety, fear and tension, PTC tutors must establish a conducive environment, before sharing the observed lesson. Once tutors student teachers' confidence will be developed thus sharing on their lessons with ease.

Further, PTC tutors should give opportunities to student teachers to first talk about their lessons describing what went well and what did not go well. Similarly, tutors should provide start with the positive/strengths and then negative/weaknesses (rather than dwell on fault finding). This will ensure that feedback is both constructive and well embraced by students.

After post-conferencing, PTC tutors should leave a record of the SP assessment sheet with student teachers. This will make it possible for them to reflect on the feedback on the technical aspects of teaching after the lesson. Additionally, the marks awarded to student teachers should be aligned with the comments on the assessment forms.

Finally, PTC tutors should support student teachers towards setting strategies for improving the next lesson based on the gaps identified during post- observation conferencing. This ensures both accountability and continuous improvement towards quality assurance.

5.4 Suggested areas for further study

While this study focused on clinical supervision practices across the three phases, providing insights from both tutors and student teachers, there was less emphasis on the challenges from the experiences of both the former and latter. It is through eliciting such experiences that gaps can be established and interventions sought in this regard.

Secondly, the focus on tutors and student teachers disregards the role of the host school as a primary stakeholder in clinical supervision. Future research should elicit the experiences and/or perspectives from the standpoint of these schools (including teachers and pupils), in order to establish how clinical supervision can be improved from these perspectives.

Finally, although this was an in depth qualitative study, these findings cannot be generalized in discussions on clinical supervision within the Ugandan context. Therefore, further research should take up quantitative and/or mixed methods approaches in order to make the findings generalizable and the recommendations applicable across the Ugandan context.

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APPENDICES

Appendix 1: Observation checklist
Demographic information:
Date …………. …………   Time……………   Venue…………………………………………..

REFLECTIVE NOTES	DESCRIPTIVE NOTES
Tutors/supervisors: **Pre-observation phase**	
Guide student teachers to make schemes of work and lesson plans	
Create good relationship with student teachers	
Conduct micro teaching lessons	
Demonstrate how to make instructional materials	
Conduct demonstration lessons	
Create good relationship with student teachers	
Observation phase	
Check student teachers files	
Follow the logical flow of the content	
Checking pupils written activities	
Checking class displays and use	
Tools used to capture data	
Observe the lesson from the beginning up to the end	
Leave a carbon copy of the lesson assessed to the student teacher	
Do not use audio/visual recordings during observation phase	
Do not follow the classroom support supervision guidelines while supporting student teachers to improve	
Award marks largely following their comments on the assessment tool	
Post observation phase	
Allow student teachers to critique themselves	
Build rapport with student teachers	
Provide feedback in time	
Record students weaknesses and strengths	
Leave a copy of assessment sheet with student teachers	
Student teachers/Supervisees: Exhibit masterly and logical flow of content	
Arrange files according to KYU guidelines	
Receive constructive feedback immediately after the lesson	
Use appropriate, adequate and relevant instructional materials	
Involve learners to work in groups, pairs and/or as individuals; give adequate and relevant activities and are conscious of time (class control and management)	
Give adequate and relevant evaluation activities to the level of learners Explain, supervise and mark the task to be done (evaluation of activities)	
Utilize classroom displays during the lesson, arrange them according to the learning areas and at the level of the learners; make classroom displays bold, current, relevant, replenished and have appropriate guiding questions	
Conclude the lesson by emphasizing key points of the lesson, giving supportive feedback and by giving an activity to extend learning	

Appendix II: Supervisors' (tutors') interview guide

Respondent's Bio data

1. Your sex……2. Your age………3. Your working experience as a tutor…………

Icebreaker questions

1. Tell me about yourself, background, education, career path and how you got to be in this position?

2. Talk to me about your responsibilities as a tutor during school practice.

Clinical Supervision Practices within the Pre-Observation, observation and pre-observation phases.

Pre-observation phase.

1. Before student teachers go to schools of practice, what activities do you engage them in to plan for school practice?

2. Talk to me on how the activities above shape your relationship with the student teacher?

3. Let us share about what you do when you reach the schools of practice before supervision.

Observation phase

1. What, do you think, is the purpose of observation phase in clinical supervision?

2. What tasks do you do during observation phase?

3. Let's talk about the tools you use to collect data within the observation phase. Which tools do you use? Explain how you use these tools?

4. Tell me about the teaching patterns you focus on as you observe the lesson.

Post-observation phase

1. What do you think is the purpose of post-observation phase in clinical supervision?

2. When do you give feedback to the student teacher? Can you estimate the time it takes for you to give feedback to the teacher?

3. Tell me how you give feedback to student teachers during the post-observation phase

Appendix III: Student teachers' focus group discussion guide

Clinical Supervision Practices within the Pre-Observation, observation and pre-observation phases.

Pre-observation phase

1. Before you go to schools of practice, what activities do supervisors engage you in?

2. Talk to me on how these activities above shape your relationship with the supervisor (tutor)?

What do you think are the positive outcomes from this relationship? What about the negative outcomes on this relationship? What can you do to work on the negative outcomes so that you improve on performing the said activities?

Observation phase

1. What, do you think, is the purpose of classroom observation?

2. What exactly are you supposed to do from the beginning of the lesson to the end?

3. Tell me about the tools your supervisors use to assess your school practice performance. Explain how tutors assess you using those tools?

4. Tell me about the teaching patterns your supervisors focus on as they observe your lessons.

Post-observation phase

1. What do you think is the purpose of post-observation phase in clinical supervision?

2. Does the supervisor always give you feedback after observing your taught lesson? Can you estimate the time it takes to give you feedback?

3. Tell me how feedback is given to you by the supervisor.

KYAMBOGO UNIVERSITY

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Directorate of Research and Graduate Training
Office of the Director

15th February, 2022

TO WHOM IT MAY CONCERN

RE: MS. ALLEN ABENAITWE

Dear Sir/Madam,

This is to introduce the above named student Reg: No **18/U/GMEF/19796/PE** pursuing a Masters in Foundations of Education, Department of Foundations and Psychology of Kyambogo University.

She intends to carry out research on **"Exploring Clinical Supervision Practices" A comparative study of a Public and Private Primary Teachers' College in Uganda** in partial fulfillment of the requirements for the award of the Master's Degree.

The purpose of this letter therefore is to request you to grant her permission to carry out her study in your institution.

Any assistance rendered to her will be highly appreciated.

Yours sincerely,

Prof. Bosco Bua
AG. DIRECTOR

Appendix 1V: Introductory Letter

KYAMBOGO   **UNIVERSITY**
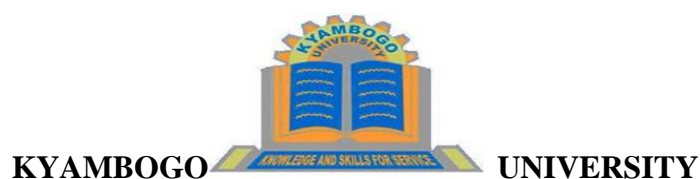
Department of Foundations of Education

Appendix V: Informed consent

The purpose of this study is to compare clinical supervision practices undertaken in public and private primary teacher colleges, in order to elicit best practices to improve the quality of teachers produced by primary teacher colleges in Uganda

Participant Selection:

You have been selected because of your experience which can contribute much to our understanding and knowledge regarding clinical supervision practices. Your participation is entirely voluntary and you have the right to decline or to end the interview without penalty.

Anonymity and Confidentiality: Your identities will be kept completely confidential and will remain anonymous because pseudonyms will be used instead of names.

Access to Confidential Records: Only the researcher will have access to the data.

Contact Information: 256781520990 or email abenaitweallen@gmail.com

Head of Department, FED, KYU (Dr. Kuteesa Dissan, 0772397972)

Participant Consent:

I have read and had the opportunity to ask questions regarding this consent form. I also consent to the audio taping of the interview.

O I agree to be audio recorded   O I do not agree to be audio recorded

_____   _____   _____

Signature   **Date**   **Pseudonym**

Name of the researcher_____   **Signature**_____

Appendix VI: Plagiarism Certificate

Report

14%	13%	4%	6%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	ir.kiu.ac.ug Internet Source	1%
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3	files.eric.ed.gov Internet Source	1%
4	digitalcommons.cwu.edu Internet Source	<1%
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