

**FORMATIVE SUPERVISION OF TEACHING IN SECONDARY SCHOOLS IN KAYUNGA
DISTRICT: UGANDA**

BY

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DECLARATION

I, **NSINDE Alex**, hereby solemnly do proclaim originality and authenticity of this Dissertation on: *“Formative Supervision of Teaching in Secondary Schools in Kayuga District; Uganda 2011.”* as a product of my own cherished devotion, and indisputable guidance by The Almighty GOD.

Signed:

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APPROVAL

This Report by **NSINDE Alex** has been officially presented to us by virtue of the authority entrusted to us as University Research Supervisors, and is hereby ready for submission for examination with our formal approval appended to it.

Signed: Date:

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DEDICATION

I solemnly dedicate this “*Noble and Treasured Dissertation*” to The ALMIGHTY, Most Merciful and Loving GOD, whose Power, Love and Grace have abundantly bestowed to me with longevity and victory in my studies, as I register yet another upward trend by “*Mastering in the Teaching Profession*” Amen.

“In remembrance of the most memorable Day, Date & Hour. Tue:16th /08/11: at 15:00Hrs, when my dear son Isinde Emmanuel bade us farewell as he set off from Entebbe International Airport to Barkatullah Vishwavidyalaya, Bhopal, India, for studies. May The Almighty God bless and reward him abundantly.”

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First and foremost, it is my proudest moment, privilege and honour as I register yet another upward trend of the abundant victory of “*Mastering in the Teaching Profession*”.

I solemnly do cherish and proclaim this as a humble and prestigious endowment bestowed to me by The Almighty God’s Power, Love and Grace.

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LIST OF ACRONYMS AND ABBREVIATIONS

<i>CMOS</i>	Contemporary Methods of Supervision
<i>DES</i>	Directorate of Education Standard
<i>DOS</i>	Director of Studies
<i>EFA</i>	Education For All
<i>ESA</i>	Education Standard Agency
<i>HOD</i>	Head of Department
<i>IOS</i>	Inspectorate of Schools
<i>K-12</i>	Kindergarten Through Twelve
<i>MDGs</i>	Millennium Development Goals
<i>MEPPM</i>	Master of Education in Educational Policy, Planning, and Management
<i>MOES</i>	Ministry of Education and Sports
<i>Non-USEH</i>	Non- Universal Secondary Education School Head
<i>Non-USET</i>	Non -Universal Secondary Education Teacher
<i>SMART</i>	Specific, Measurable, Achievable, Result-oriented and Time-bound
<i>SOTEL</i>	Safety-Students Feel Physically and Psychologically Protected
<i>T&L</i>	Teaching and Learning
<i>TMOS</i>	Traditional Methods of Supervision
<i>UN</i>	United Nations
<i>UPE</i>	Universal Primary Education
<i>USE</i>	Universal Secondary Education
<i>USEH</i>	Universal Secondary Education School Head
<i>USET</i>	Universal Secondary Education Teacher

DEFINITION OF KEY TERMS AND CONCEPTS

Adversarial – Are circumstances that are unfavorable, contrary or hostile to the working conditions for example a supervisor or school head reprimanding or correcting a teacher before student.

Assessment – Is when we appraise, fix or decide the value or amount of knowledge one would be having.

Atypical – teaching – Is an interactive meeting representative/characteristic of not real teaching i.e. ideal teaching.

Behavioral – Is a way of behaving, manner or good treatment shown towards others i.e. attitude all human actions could depict.

Bureaucratic – Is when an official gets attached too much to the rules and habits without exercising much judgment.

Collegiality – Are circumstances and principles that unite persons and professionals with common purposes and privileges.

Continuum – Is something which has components or parts for example, time or something which continues from the simplest to the most complex.

Curriculum – Is used in a broad sense to cover the entire school programme. It includes the objectives defined at different levels of specificity, planning and implementation of curriculum, teaching – learning process and materials/evaluation.

Didactic- Is punitive action that is intended to teach something for example, authoritarian supervisors are more didactic than dialogic while handling teachers.

Direct Control Approach – It occurs when the administrator takes a primary responsibility for a decision, who then gives the teacher a time frame in which the task is to be completed.

Directive Approach - It is a teacher-centered, allows the teacher to take control and come up with his or her own solutions to problems and the administrator actively probes to get the teacher come up with interesting and effective ideas.

Directive Informal Approach – Is when the administrator tells the teacher what his or her options are and then allows the teacher to pick one from the list.

Dossier – Is a set of papers or report giving information about a person or event, especially a person's record.

Education For All (EFA) – Is one of the eight Millennium Development Goals (MDGs) aimed at offering not only free but compulsory education to both boys and girls. Targeting Universal Literacy by the year 2015.

Education Standard Agency (ESA) – Is an autonomous body (Agency) concerned with the inspection/supervision of primary, secondary, colleges and other tertiary institutions (PTCs).

Educator's Egocentric fallacy- Is a very selfish yet false belief especially because of bad reasoning i.e. I taught it, therefore they learned it.

Egregiously – Is an outstanding or exceptional arrogant attitude used of somebody or something bad as would be portrayed by school heads.

Evaluation – Is finding out or deciding the amount or value of knowledge and understanding one may have in any subject especially in the area of professionalism.

Expertise – Is expert knowledge and skill as would be exemplified by any professional for example, an experienced teacher, doctor, et cetera.

Formative/collaborate approach – Is when all parties are encouraged to share their perceptions, opinions of the problem and solve it supported by all treating everyone as equals.

Formative assessment – Is a periodic arrangement during which we examine and decide the value formed or takes shape and character i.e. supervision session.

Formative supervision – Is a people- centered rational practice decision-making and requiring problem-solving skills designed to improve teacher's classroom performance based on principles obtained from the events of the classroom.

Instructional Supervision – Is a dynamic process that facilitates dialogue to promote instructional improvement, which must provide the leadership framework for enhanced teaching and learning.

Intuitively reflective – Is having the ability to reflection understanding or knowledge of something without being taught or otherwise instructed.

Non-Universal Secondary Education. (Non-USE) – Are either government aided or not purely private secondary schools offering not free education contrary to USE policy. I.e. here education has to be paid for handsomely.

Normative paradigms – Is setting a standard (i.e. curriculum and syllabus) that would strictly be followed in giving service especially teaching profession.

Objectives – These provide guidelines for the selection and organization and content, learning process, evaluation and school organization.

Omnipotent – Is having infinite knowledge, omniscient love and power like God.

Pedagogy-Is a tendency of showing off knowledge and relying too much on un important minor details.

Peripatetic school heads – Is a school head that goes about or wanders from place to place supervising.

Post – conference – Is meeting held between a teacher and the supervisor / school head after teaching.

Pre-conference – Is prior meeting or consultation held between a teacher and his supervisor or school head before he is supervised or observed while teaching.

Repertoire – Are the plays, songs, pieces etc which a company, actor or musician is prepared to perform.

Rubrics – Is written instruction /statutory instrument like teachers' condition of service. e.t.c.

School head – Is the administrator or manager responsible for the supervision of not only the school teachers but also other aspects of school administration, the well-being of the teachers/students and for better academic achievement.

School Head-Is an administrator /manager responsible for the supervision of not only the school teachers and students but also all other aspects of school administration including academic achievement.

Summative evaluation – Is something undertaken without delay and without time spent waiting for details i.e. summary of performance over a specific period of time.

Superficial data- Is data which is not thorough or profound i.e. just fabricated or concocted data.

Superintendent – Is an officer at a high rank or position who watches/manages and directs work in an institution.

Supervision – Is a field of educational practice concerned with watching / overseeing that a school institution operates within the parameters of the well-being of the teachers/students and stipulated statutory instruments as recommended by MOES.

Teaching and learning- Is a two-way activity / guidance by a teacher, parent, or older person to a young person; while learning is to get knowledge or skills in a subject or activity i.e. how to do something.

Tenacious school head – Is a school head that holds tightly on principles, refusing to let go or being too rigid on issues.

Typical-teaching – It serves as a type / representative or characteristic of real teaching/ i.e. actual teaching behavior.

Universal Primary Education – It is one of the government policies of the Millennium Development Programmes (MDGs) programme of Education For All (EFA) aimed at free primary Education targeting Universal Literacy by year 2015.

Universal Secondary Education (USE) – Is one of the government policies of the Millennium Development Goals (MDGs) and compulsory programme of Secondary Education for All (EFA) aimed at education for both boys and girls, targeting universal literacy by the Year 2015.

ABSTRACT

A study on **Formative Supervision of Teaching in Secondary Schools in Kayunga District, Uganda** was undertaken in Nazigo Town S.S, Yale High School, Green Valley High and Ssuuka Islamic Education Centre all schools located in Nazigo Sub-county, Kayunga District, Central Uganda. The research study aimed at investigating the effectiveness of formative supervision of quality teaching a “people’s centered approach” because it takes its principle data from the events of the classroom proceedings a vital prerequisite to attaining quality academic grades.

The researcher employed both qualitative and quantitative research methods. The findings have been presented in narrative form and situations discussed and described. Quantitative design was used where the information (data) was easily quantified showing the magnitude of either improvement or decline using *Means (M) and Standard Deviation (S.D.)*

The sample size of 44 respondents was considered for the study based on random selection. Data collection methods obtained information for the study through self-administered questionnaires and interviewing the selected respondents.

Whereas, the findings revealed that both teachers and school heads possessed a moderate knowledge and understanding of the purpose of conducting formative supervision, with the teachers achieving an overall average of (42.5%), the school heads obtained an average of (50%). On the other hand, the school heads were more knowledgeable of the purpose (50%) (N=2), than the teachers (30%) (N=12); of formative supervision to enhance the teaching and learning process both in USE and Non-USE schools. The findings also exhibited that the school heads were more aware (3.75; S.D = 0.82) than the teachers (2.78; S.D = .694) of the purpose of formative supervision. The school heads’ responses revealed that they were convinced that the purpose of conducting formative supervision was to ensure that formal curriculum is implemented in teaching and learning process, establish a teacher’s knowledge, attitudes and skills so that it could help

them make decisions on general teacher performance in order to enhance teacher development and student achievement. School heads were also convinced that supervision could help make decisions on merit, pay and promotion and in the long run motivate teachers.

Further still, there is need to use viable data source to form judgments about teaching including measures of students' learning gains in teachers' evaluation. Spending the time and other resources needed to recognize good teaching prompting short observation visits to write teachers' final supervision report. Additionally, attending to the sociology of teacher supervision by creating a professional learning at school.

The researcher recommended that supervisors / school heads should undertake the following: Make sure the basics are in place these include among others; time scheduled for teacher-teams to meet on a weekly basis. Decide on the irreducible elements of good teaching by school heads and teachers communicating well about what is happening in classrooms. School heads should systematically visit all classrooms on a regularly basis for a reality check on how classroom activities are executed. School heads should give teachers prompt face-to-face feedback preferably after every class visit. Teacher-teams need to develop common unit plans and assessments as the best way to ensure that teaching is done right the first time. Require teams to give teachers common interim assessment especially at end of year to give valuable insight into what students are learning and **not** learning. It is better for teachers to chair team meetings, ideally on a rotating basis, even if the school head has the time to ensure teacher ownership of this process is vital, they should have teams report on student learning after each unit or quarter. Also arranging for high-quality feedback on lessons for teachers. Create a professional learning culture in the school. There should be use of short observational visits to write teachers' final evaluation report. Include measures of student learning gains in teachers' evaluation reports. Finally, they should use a rubric to evaluate/supervise teachers.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter presents the Background to the Study, Problem Statement, Purpose of the Study, Objectives of the Study, Research Questions, Justification of the Study, Scope of the Study, Significance of the Study and the Conceptual Frame Work.

1.1 Background

The responsibility of any government is to provide education to all its citizens. The UN Charter (1989), Jomtien Conferences (1990) assert that all nations should be able to provide education for all (EFA) by 2015. The Republic of Uganda (1995) has already adopted this view and has made huge investments in the education at all levels through Universal Primary Education (UPE), Universal Secondary Education (USE) and high rate of enrolment in both private and public universities. All these investments are because the government considers education to be a priority, formidable and an indispensable tool in individual and national development (Ministry of Education and Sports, 2005).

Schools are expected to provide quality and affordable education to the citizens. World Bank (2004) identifies what makes a good school as: - Leadership, emphasis on high standards, a well-planned, realistic and holistic curriculum, creative, conducive and enabling teaching and learning environment, appropriate school amenities, sound financial management, good working relationship, friendly networking with the greater communities, effective recruitment and staff development and above all, an indisputable effective/efficient supervision and the ability to manage changes. Like other organizations, schools are carefully structured and hierarchical. At the top of each school is the School head teacher, followed by the Deputy

School head teacher, Departmental heads and teachers. The implementation of both UPE and USE as Millennium Development Goals Programme (MDGP) by schools is supposed to demonstrate meaningful learning outcomes such as, quality and achievement in the education sector. One mechanism of ensuring quality and personnel development is supervision, hence, this precipitated the urgent need for the government under the Ministry of Education and Sports to institute and give autonomy the Education Standard Agency (ESA) concerned with School inspection/supervision in primary, secondary schools, colleges and other tertiary institutions.

According to Hariam Flagman (2000), the history of modern school supervision was, in general dominated as a classical view of man and institutions. Teachers were regarded as instruments that should be closely supervised to ensure that they mechanically carried out the methods of procedures determined by administrative and special supervisors. In the second quarter of the 19th century, supervision was conceived on the practice of human relations. This view endorsed teachers with feelings and motives but often gave less attention to their potential property and professional faculties as reasoning beings. Presently, there are demands for a supplementary approach which will recognize the importance of both mechanism and morale, yet stress cognition in its process. By stressing cognition, we mean helping supervisors and teachers develop the intellectual content of their tasks and faculties, acquiring the theories with which to relate particular consequences to the conditions which produce these competences/consequences.

The word 'supervision' is a compound term derived from latin *super* which means *over* and *videre* which means to *watch or to see* (Peter, 1967). The word 'supervise' brings along with it various connotations such as '*watch over*', '*oversee*' and *direct*. In the school environment

the school head is often seen as the person responsible for the supervision of not only the school teachers but also all other aspects of school administration. In the teaching and learning agenda, the school supervisors are usually the school heads, senior assistants to the school head, instructional lead teachers, department heads, and master teachers. Supervision is therefore, a field of educational practice with clearly delineated roles and responsibilities.

Supervision, therefore, means overseeing or watchful in control of providing direction. Its purpose is to enhance and advance efficacy, efficiency and effectiveness of individual employees and group. In schools, it means primarily improving classroom instruction (University of Nairobi, 1990). Supervision is an ongoing process of observation and interaction that fulfills the obligation mandated by the Education statute as enshrined in the terms and conditions of service for teachers and administrators. The purpose succeeds in the atmosphere that is equitable, supportive, collaborative and mutually respectful of partner's roles and responsibilities. The interaction nature of these roles and responsibilities should reflect fairness, equity and respect for one another. Supervision therefore, is concerned with the aim of improvement of teaching, improvement of teachers in-service, selection and organization of subject matter, testing and measuring and rating of teachers.

Teachers particularly the beginning teachers brought to their work a minimum of pre-service professional preparation. The task of the supervisor was therefore to teach teachers to demonstrate, to coach, to direct at work. The supervisor was their for expected, because of professional preparation and successful experience in classrooms, to be able to help teachers, who were less prepared, less experienced and less qualified to teach (Italian Hagman, 2010). Whereas, traditional methods of supervision focus on teacher input, such as, lesson plan, instructional and classroom management but, what matters most is the outcome they achieve

(Asetime and Rogazio, 2006). However, contemporary supervision is greatly affected by increasing insight into the aim of education, the relation of education and community in which it exists and by democratic philosophy. It is therefore becoming participatory and co-operative, hence. Dynamic other than static.

However, formative or collaborative supervision is based on the belief that the teaching and learning process is a dynamic process requiring decision-making and problem-solving skills. Hence, two or more persons can jointly pose hypotheses to a problem experiment, and implement those teaching strategies that appear to be most relevant in their own surroundings. Here the supervisor's role is to be an active member of the interaction process and guide the problem-solving process and help make teachers make decisions on their common problems, devoid of enslaving them to didactic and egregiously attitude (Kahwa, 2006).

According to the Daily Monitor, (Monday 10th March, 2011) and the New Vision (Monday 10th March, 2011), it is public outcry and an indisputable accusation that the decline of effective supervision of teaching has been a major contributing factor to low grades in upcountry schools in Uganda, Kayunga District not an exception. According to ESA Statutory Instrument, school supervision is meant to be undertaken and monitored by the area supervisors based at regional or district inspectorate offices, but due to poor staffing coupled with inadequate facilitation and other logistical issues, supervision of schools Kayunga District in particular is inadequate or non-existent. Since the inception of the USE in 2007 and even before school supervision has registered a down trend both in urban and rural schools are worse. Supervision has been entirely surrendered to individual school heads most of whom are not competent to undertake this noble exercise. Given that they employ punitive

methods of threats and intimidation hence becoming the autocratic school heads. Whereas formative supervision is an “on-going process of teacher development that is based on direct observation of classroom teaching performance”, however the main aim of formative supervision is to promote effective teaching/learning process and to help teachers “reduce the discrepancy between actual teaching behavior and ideal teaching behavior”. In the formative supervision model, the supervisor is seen as a facilitator, trainer and educator but not to the omnipotent and autocratic school heads has been evidenced by most school heads in Kayunga district.

1.2 Problem Statement

According to Jackson (2001), one of the most difficult jobs of the school head / administrator in supervision of teaching. Supervision, generally speaking is an element of administrative process concerned with the effort of administrator to guide the day-to-day operation of the organization, by stimulating, directing and coordinating the teachers and their efforts, and cultivating good working personnel relations so that all more collectively towards a more effective and efficient performance of all functions that lead to goal achievements (Okeje et al, 1992). Effective supervision of quality teaching has been at a decline in most Ugandan schools and most especially in up country district schools. According to the Daily Monitor (Monday 10th – March-2010) and the New vision (Monday 10th March, 2010), it is public outcry and indisputable knowledge that decline of effective supervision of teaching has been a major contributing factor of low grades in up country schools Kayunga not exception, hence, an impetus for this researcher to carry out the study.

Sergiovanni and Starrat (1998) the answer lies in formative supervision as it is a “people-centered approach” and practice designed to improve the teacher’s performance given that it takes its principle data from the events of the classroom. In this sense then, formative is the process whereby one person (supervisor) assists another (classroom teacher) in order to improve and promote instruction (teacher) and learning (student) in the classroom.

1.3 Purpose of the study

The purpose of this study was to investigate the effectiveness of school supervision focusing on formative supervision of teaching, given that it is at a decline in up-country schools targeting secondary schools in Nazigo sub-county – Kayunga district.

1.4 Objectives of the Study

The study was guided by the following objectives;-

- i. To investigate the purpose of conducting formative supervision of teaching.
- ii. To examine the perception teachers have on supervisors.
- iii. To ascertain the perception teachers and school heads have on supervision process.

1.5 Research Questions

The study answered the following questions;-

- i. What is the purpose of conducting formative supervision of teaching?
- ii. What perceptions do teachers have on supervisors?
- iii. What perceptions do teachers and school heads have on supervision process?

1.6 Justification of the Study

School supervision has been at a decline especially in up-country district schools which has resulted into the decline of the academic standards and hence registering low grades in “O” level examination results, especially in the last three (2008-2010) – Daily Monitor, Monday 10th March 2010 and the New vision, Monday 10th March 2010. It was imperative that this researcher undertook formative supervision of teaching study so as to investigate and find solutions to this plight.

1.7 Scope of the Study

The scope of study on formative supervision of teaching focused on the purpose of conducting effective supervision, the perceptions of teachers on supervision, and the perceptions teachers and school-heads have on formative supervision process. The geographical scope encompassed two government-aided (USE) and another two private (Non-USE) schools in Nazigo Sub-county, Kayunga district, Central Uganda. The study was undertaken within a period of eight months effective February to October, 2011.

1.8 Significance of the Study

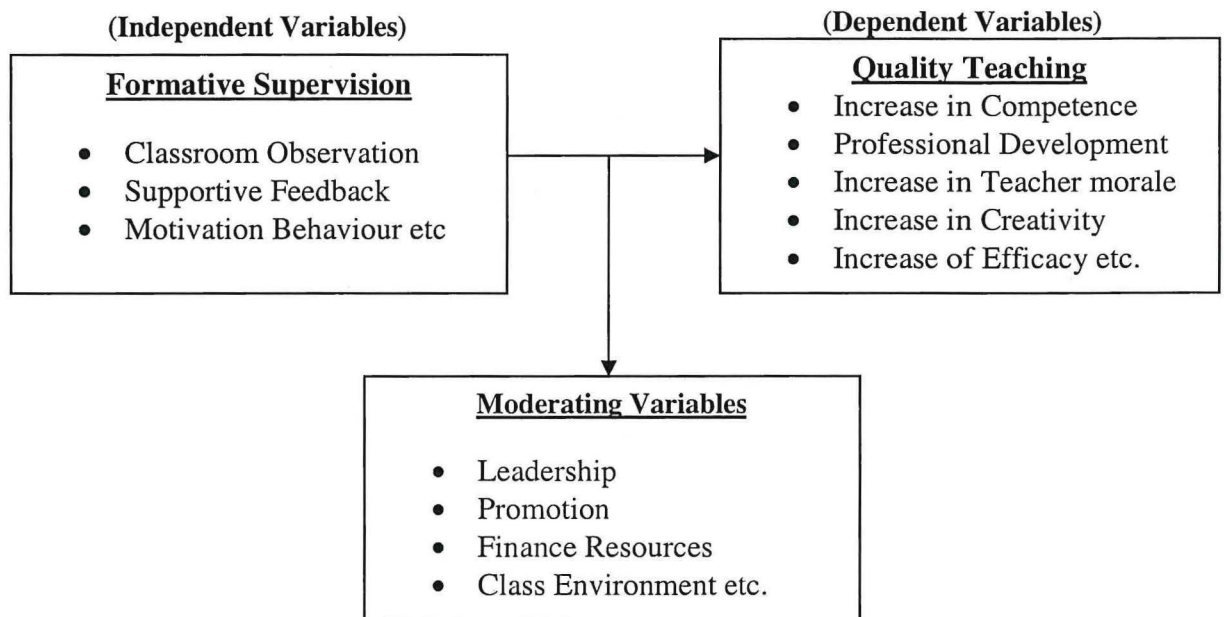
The findings from the study are hopefully going to benefit many people, agencies as well as the government. The Ministry of Education and Sports through the Education Standard Agency (ESA) would be able to review the policies and regulations that enforce effective and efficient inspection and supervision undertaking. The Directorate of Education Standards (DES) at district level would also be able to examine its effectiveness and efficiency in terms

of responsibilities / duties in areas of its jurisdiction. They would also be able to assess how they have been performing in areas of planning, supervision, hygiene and sanitation as well as security and safety of both students and their property in schools. The school heads and teachers would also assess and evaluate their roles and effectiveness/efficiency in teaching based on the principle that quality teachers will beget quality students.

These findings would act as an eye-opener and reinforcement to the school heads hence, holding teachers and school heads entirely accountable for providing quality education reminiscent of quality supervision that puts forward well-planned curricular and teaching strategies that take into consideration the diverse needs of all kinds of learners in their classroom. This brings forth the role of the school head as ‘a teacher of teachers, teacher-evaluator and supervisor of teaching and learning process (Olivia 1993). This researcher would in future develop better insight and broader horizon to conduct yet more intensive and extensive research in line with supervision and other related field of study.

1.9 Conceptual Framework

Figure 1: Formative Supervision of Teaching



Source: Self-formulated Framework (Nsinde Alex – 2012)

In the Formative Supervision conceptual framework, as illustrated above, the supervisor is seen as a facilitator, trainer and educator of classroom observation. Sidhu (2010) extends and equates the three-phase clinical supervision of planning conference; with the teacher; classroom observation; and supportive feedback conference, In accordance with the Humanistic Evaluation Model it is posited that the supervisor in agreement with the teacher plans for a formal observation. The Supervisor's task is to understand what the trainee has in mind for the lesson to be taught by asking, probing and clarifying questions, hence motivation behaviour. For instance, during the Classroom Observation, the supervisor focuses on the teachers' performance in the classroom and records what is said by the teacher and the students. The data is collected via the observation or through interviews, and document

analysis. All these data are the main sources of information that can help the supervisor identify teacher's increase in competency vis-avis weakness.

It is further, presumed that, the supervisor's task is to review the data collected and identify the strengths and areas of concern that will have the greatest effect on student learning. On the other hand it is presumed that, both supervisor and the teacher collaboratively review and analyze the observed lesson focusing on both the strengths and areas of concern. It is important to note that a collaborative conference is only effective when the teacher concerned is able to identify problem areas, suggest solutions and be willing to listen to alternatives. Based on feedback, the teacher should be able to develop a plan of action with the supervisor and be ready and willing to grow professionally. Therefore, supervisors are urged to share with teachers, offer support and serve as monitoring mechanisms to enhance teacher development in content and practice for academic achievement.

It should also be noted that, there are other moderating factors that determine the effectiveness of formative supervision. Thus, quality teaching is dependent on effective supervision and also it is by other secondary factors such as financial incentives coupled with leadership through promotion that would enhance conducive classroom supervision environment characteristic of good results.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter presents related literature on purposes of conducting effective formative supervision, perceptions of the teachers on supervisors and the perceptions of the teachers and the school heads on supervision process.

2.1 Purpose of Conducting Formative Supervision

Supervision, means overseeing or watchful in control of providing direction. Its purpose is to enhance and advance efficacy, efficiency and effectiveness of individual employees and group. In schools, it means primarily improving classroom instruction (University of Nairobi, 1990). Supervision is an on-going process of observation and interaction that fulfills the obligation mandated by the Educations statute as enshrined in the terms and conditions of service for teachers and administrators. The purpose succeeds in the atmosphere that is equitable, supportive, collaborative and mutually respectful of partner's roles and responsibilities. The interaction nature of these roles and responsibilities should reflect fairness, equity and respect for one another. Supervision therefore, is concerned with the aim and purpose of improvement of teaching, improvement of teachers in-service, selection and organization of subject matter, testing and measuring and rating of teachers.

Teachers particularly the beginning teachers brought to their work a minimum of pre-service professional preparation. The task of the supervisor was therefore to teach teachers to demonstrate, to coach, to direct at work. The supervisor was therefore expected, because of professional preparation and successful experience in classrooms, to be able to help teachers,

who were less prepared, less experienced and less qualified to teach (Italian, Hagman, (2010). Whereas, traditional methods of supervision focus on teacher input, such as, lesson plan, instructional and classroom management but, what matters most is the outcome they achieve (Asetime and Rogazio, 2006). However, contemporary supervision is greatly affected by increasing insight into the aim of education, the relation of education and community in which it exists and by democratic philosophy. It is therefore becoming participatory and co-operative, hence dynamic other than static.

Komoski (1996) supervision is a leadership instructional act where the ultimate aim and purpose is to improve classroom instruction. Besides helping to enhance the teaching and learning process, is also seen as a process to ensure that formal curriculum is implemented in the classroom. More importantly, the supervisory process should provide teachers with constructive feedback leading to increased teacher motivation. There is no denying that the supervision process also helps school heads to evaluate teacher competency in terms of teacher's knowledge, skills and attitudes.

Holland and Adams (2002:228) highlight that the right supervision supports teaching and professional development, enhances "personnel and collaborative enquiry, promotes critique, and contributes to an evolving pedagogy". To this, Acheson and Gail (1997) highlight that supervision should not be autocratic, but collaborative and interactive. Further more, it should not be directive but democratic. It is also more 'teacher-centered' rather than being an authoritative 'supervisor-centered' activity. Olivia (1993: 478) puts it aptly when she stresses that the supervisor can be seen as "a teacher of teachers".

Sergiovanni and Starrat (1998) as regards to school supervision, the answer lies in formative clinical supervision as it is a “people-centered approach” and it postulates “kaizen” or continuous improvement. Cogan (1973: 9) one of the pioneers of clinical supervision, cited in Zepeda (2006) defines it as: “.....the rationale and practice designed to improve the teacher’s classroom performance. It takes its principle data from the events of the classroom. The analysis of these data and the relationship between teacher and supervisor form the basis of the program, procedures and strategies designed to improve the students’ learning by improving the teacher’s classroom behavior.” To this Gaies and Bowers (1993: 168) add that formative supervision is an “on-going process of teacher development that is based on direct observation of classroom-teaching performance”. They add that the main aim and purpose of formative supervision is to promote effective teaching and to help teachers “reduce the discrepancy between actual-teaching behavior and ideal-teaching behavior” (p. 169). In the formative supervision model, the supervisor is seen as a facilitator, trainer and educator. Sidhu (2010) extends and equates the three-phase formative supervision of planning conference with the teacher, classroom observation, and feedback conference to the Humanistic Evaluation Model which involves five main stages.

Supervising, generally speaking, is the element of administrative process concerned with the effort of the administrator to guide the day-to-day operation of the organization, by stimulating, directing and co-ordinating the workers and their efforts, and cultivating good working personnel relations so that all move collectively towards a more effective and efficient performance of all functions that lead to goal achievement. (Ukeje et al, 1992). In this sense then, formative supervision is the process whereby one person (school

head/supervisor) assists another (classroom teacher) in order to improve and promote instruction (teacher) and learning (student) in the classroom.

It involves not just the classroom visits (including **pre-visit** and **post-visit** consultations), but goal-setting, follow-up visits to the classroom, provision of additional support to implement changes, mentoring and coaching, provision of personal and professional development opportunities, and feedback on progress, along with many other aspects. It is a personal process and because of this personal touch required, it takes time and demands great commitment, and devotion to service (Musazi 2006).

This Formative method is geared towards the improvement of instruction in the classroom by providing the teachers with the opportunity to advance, promote and widen their horizon and scope, so as to improve the students' learning (Glickman et al 2001).

In this method, the supervisor cannot directly affect students' learning to any great extent. It is through the continuous improvement of instruction in each and every classroom in the school that a supervisor can make his or her impact felt. However, there are other variables that could improve and promote students' learning process but none would be equated with teacher supervision, (Brayfield & Crockett, 1955; Herzberg et al, 1957; Vroom, 1964). As part of this process then, a supervisor can focus on student-learning as one measure for the improvement of classroom instruction.

It is the behavior of classroom teachers during the instruction process, which significantly affects students' attitudes, knowledge, and acquired skills in those classrooms. The ultimate purpose and goal of this process is to assist teachers to self- evaluate, reflect, set goals, make plans, assess improvements, evaluate results as an integral part of each teacher's day. In this

regard, we consider the task of the supervisor for the realization of these ventures or dimensions of the end-result. (Musaazi, 2006).

Thomas (1985) the purpose and goal of formative supervision in classroom instruction should be nothing short of enhancing the quality of learning for the students. The supervisor of instruction is the key element in determining the effectiveness / efficiency of a program of studies. Thomas therefore, believes that there are some crucial qualities supervisors of instruction must possess in order to be effective and efficient in this all important task. First of all, they must be knowledgeable by at least having a moderate knowledge and understanding about issues in education past, present, and should have vision to fore see and determine what will need to be accomplished in the future. Supervisors must promote reflective teaching practices, and opportunities for teachers to expand their knowledge.

Another quality essential for supervisors is that they must have excellent communication skills. Supervisors must use good techniques and strategies for observation and evaluation purposes. Yeager Rhonda (1991) observes; communication is essential to good supervision of classroom instruction. A supervisor must build a relationship of trust and respect with the staff. A supervisor for the evaluation process should use proven observational techniques. Observation and evaluation must be conducted in a non- threatening manner and used for the sole purpose of improving instruction. A good supervisor would be an excellent listener. As regards to staff development, the supervisor should offer educational opportunities for teachers regularly. Teachers need to learn about new strategies and techniques and approach teaching with renewed vigorous enthusiasm.

Kahwa (2006) reiterates that understanding human growth and development, as well as teachers' development will help the supervisor determine which techniques and strategies will be most efficient for the improvement of instruction. The role of the supervisor equally extends to promoting reflective thinking for teachers in order to improve instruction. They need to work with teachers and help them see and evaluate what is working well and what areas would worth while need some improvement.

Blase and Blasé (2000) highlight that effective instructional leadership that postulates formative supervision should exhibit effective and collegial dialogue at the **post** conference stage to encourage teacher reflection and professional growth. They point out that the following are some of the strategies that can be used if formative supervision is to be purposeful, regardless of whether in public (USE) or private (Non-USE) school:-

Talking with teachers to promote reflection and evaluation; Make suggestions that are purposeful, appropriate, and non-threatening; Give most convenient feedback that is specific to classroom observations and at the same time expressing care, interest and providing praise worth whenever need be; Model-Demonstrate teaching techniques in classrooms and during conferences as they are impressive examples of instructional leadership; Use inquiry and solicit advice / opinions whenever need be; Praise, motivate and focus on specific and concrete teaching behaviours.

Blase and Blase (2006) further stress that effective and efficient instructional supervisors "hold up a mirror," serve as "another set of eyes," and are "critical friends" to teachers. They point out that school heads that use the above strategies encourage teacher reflection resulting in the increasing teacher motivation, satisfaction, self-esteem, efficacy and sense of security.

Fischer (2006) notes that the role of a supervisor puts a critical demand on school heads' competences in skillfully analyzing teacher performance and appropriate data. Fischer reiterates that to enhance the professional effectiveness and efficiency of the teaching staff regardless of whether rural or urban, USE or Non USE, administrators/supervisors must be skilled in the following areas: **(a)** what to evaluate/supervise, **(b)** how to observe and analyse classroom observation information and other data, and **(c)** how to translate the results of observations and the summary of data into meaningful conference feedback that guides and encourages teachers to improve instruction. She also points out that "supervision of instruction must be built on the observer's thorough understanding and in-depth knowledge of instructional theory, not on a check list of what should be in a lesson." At this juncture, it is perhaps important to note that in formative supervision, teachers whether in USE or Non USE schools, should not be criticized or forced to teach in limited ways. Instead, formative supervision should encourage collaboration, peer coaching, inquiry, collegial study groups, and reflective to promote professional dialogue (Blasé and Blasé, 2006).

To this, McEwen (2002) adds that formative supervision should embrace growth and change and respect teachers' knowledge, understanding and abilities, hence, not demoralizing and bullying life out of them by autocratic supervisors especially in private (i.e. Non USE) schools who are arrogant to think that they are more effective compared to USE who are referred to as "laizefare". McEwen reiterates that as we have already established that the purpose of Formative observations/supervision is to assist and support teachers in professional growth and the improvement of teaching, which invariably affect the learning and academic performance of the students regardless of whether USE or Non USE schools, we can now zero

down on evaluation. The focus of this evaluation under the Formative type of observation is centered on the needs of teachers rather than on the organization's need for accountability. Formative evaluation is ongoing and concerned with continuous improvement rather than being concerned with a summary of performance over a specific time period, as it is the case with Summative Evaluation. Formative evaluation is therefore based on systematic observation, which is not limited to a single aspect of classroom process (e.g. questioning techniques, student participation, classroom movement, and so on). It is pertinent to be mindful of the recommendation of (McGreal, 1983) as a way of improving the welfare of the teachers and student in the classroom. Here McGreal notes, "In addition to classroom observation data, classroom artifacts be analyzed to evaluate/supervise teaching, otherwise evidence has shown that conducive teaching/learning conditions do exist better in Non USE especially in urban centres than in rural USE schools. Mc.Greal (1983) continues to analyze that artifacts include such things as assignments, experiments, practice activities, projects, quizzes, and tests. It is on record that a better analysis of artifacts could be of immense help both to supervisors and teachers in identifying specific areas for instructional improvement as well as planning and monitoring all improvement efforts. It is really along the same line of fostering academic growth among the students and intellectual development among the teachers, that Glickman et al. (2001) did recommend that "analysis of systematic observation data and artifacts together increase the value of formative evaluation (Pg. 311).

Whereas, in Malaysia, the Inspectorate of Schools (IOS) in the Ministry of Education is the body responsible for inspecting schools and enhancing supervisory practices to ensure that a high standard of quality education is achieved in schools; in 2001 the ISO introduced the Standard for High Quality Education Assurance System (SHQEAS) to ensure continuous

improvement in the quality of education in Malaysian schools. In 2003, the instrument was reviewed and consequently the system was revised and renamed Standard Quality Education Assurance Systems (SQEAS). To implement SQEAS, IOS prepared 3 documents: SQEAS 1: Statements of Standards (SS), SQEAS 2: Standard Assurance Instrument (SAI) and the SQEAS 3: School Improvement Plan (SIP). The SAI is used by the School Inspectors during school inspections/ supervision and schools are required to use SAI for self-evaluation to determine performance standards (Sidhu, 2010).

In Uganda, the Ministry of Education and Sports (MOES) instituted the Education Standard Agency (ESA) an autonomous body entrusted with the entire inspection and supervision of schools, colleges and other tertiary institutions in Uganda which almost pursues the same duties and responsibilities as that of the (IOS) in Malaysia. In Uganda, like in Malaysia, at the level of all public schools, are required to conduct self- evaluation twice a year using the instruments provided by Education Standard Agency (ESA) and the Directorate of Education Standards (DES). The school head as the instructional leader is often viewed as the lead in teacher evaluation and supervision. The Standard Assurance Instrument (SAI) used in Malaysian schools has been adapted and as well adopted and is now used by school heads to conduct monitoring and supervision in schools. Element 9 in the SAI highlights the aspect of teaching and learning and it focuses on the following aspects: Yearly Teaching Plan, Daily Lesson Plan, Set Induction, Presentation & Development of Lesson, Questioning Techniques, Pupils' Participation, Reinforcement, Exercises and Tasks, Assessing Pupils' Exercises and Tasks, Closure, Pupils' Work, Class Management and, Teachers' Personality(MOES, 2005). Today, most state education departments have developed their own teaching and learning instruments and schools are free to adapt and adopt a suitable instrument for teacher

evaluation and supervision to enhance the teaching and learning process in their respective schools (Corgan, 2000).

2.2 Perceptions of Teachers on Supervisors

Since it is often said that school heads are ‘sense-makers’ of learning organizations, in such an equation school heads must ensure that improved teaching visa-vis student learning becomes a primary function reminiscent of effective supervision in all schools (Musaazi 2006).

Rajvir Singh Tyagi (2009) observes that school heads as supervisors of schools do more than merely observe teachers in the classroom; they engage in a wide range of activities that focus on the instructional lives of teachers. These activities include linking professional development to the efforts of supervision. Activities could include promoting peer coaching, action research, the development of teaching portfolios, study groups, critical friends, and other initiatives that make sense for the context of the school site.

The role of the supervisor is a very complex one; Wiles and Bond (1996) list several roles that require competence:-

Supervisors are developers of people. Supervisors need to be sensitive to the fact that schools are diverse learning communities;

Supervisors are curriculum developers. Curriculum development is a cycle that begins with clarifying goals and objectives and ends with the evaluation of the curriculum effort;

Supervisors are instructional specialists. The instructional role of supervision has three dimensions: research, communication, and teaching;

Supervisors are human relations workers. Multiple human relations skills are called for in the daily interaction with diverse groups;

Supervisors are staff developers. Planning staff development is a major method of improving instruction;

Supervisors are administrators. Administrators need a very specialized set of skills.

Supervisors are managers of change. Systematic reform movements require supervisors to manage and implement change;

Supervisors are evaluators. The evaluative role is constant. (1996, pp. 18–22);

According to William Lucio and John McNeil (2007), the supervisor is generally responsible for six kinds of duties:-

Planning – individually and in groups: he helps to develop policies and programmes in his field; Administration- he makes decisions, co-ordinates the work of others, and issues necessary directions/guidelines; Supervision – through conferences and consultations, he seeks to increase the quality of instruction; Curriculum development – he participates directly in the formulation of objectives, selection of school experiences, preparation of teaching guides, and selection of teaching aides; Demonstration teaching – he gives and arranges for classroom demonstrations of teaching methods, use of aids and other direct help to classroom teachers; Research – through systematic surveys, experiences and studies, he explores current conditions and recommends changes in practice.

According to Bellon and Bellon (1982), a school head is an educational leader (or supervisor) who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff personnel growth and professional development.

The administrator has knowledge and understanding of :-

Student growth and development; Applied learning theories; Applied motivational theories; Curriculum design, implementation, evaluation and refinement; Principles of effective instruction; Measurement, evaluation and assessment strategies; Diversity and its meaning for educational programs; Student/Adult learning and professional development models; The change process for system, organizations, and individuals; The role of technology in advancing and promoting student learning and personal growth and professional development; School cultures which must strictly be adhered to, promoted and safe- guarded.

However, Rajvir Singh Tyagi (2009) asserts that the administrator or school head believes in values, and is committed to:

Student learning as the fundamental purpose of schooling; The proposition that all students can learn; The variety of ways in which students can learn; Lifelong learning for self and others; Professional development as an integral part of school improvement; The benefits that diversity brings to the school community; A safe and supportive learning environment; Preparing students to be contributing members of a society.

Musaazi. (2006); categorically analyses that the administrator / school head facilitates processes and engages in activities ensuring that:

All individual are treated with fairness, dignity and respect; Professional development promotes a focus on student learning consistent with the school vision and goals; Students and staff feel valued and important i.e. respect for individuals and group; The responsibilities and contributions of each individuals are acknowledged and hailed; Barriers to student learning are identified, clarified and addressed indisputably; Diversity is considered in developing learning experiences; Lifelong learning is encouraged and modeled; There is a culture of high expectations for self, student and staff performance; Technologies are used in teaching and learning so as to cope with modernity; Student and staff accomplishments are recognized and celebrated as a matter of encouragement; Multiple opportunities to learn are available to all students exploiting individual talents; The school is organized and aligned for success; Curricular, co-curricular and

extracurricular programs are designed; Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies; The school culture and climate are assessed on a regular basis conducive for learning; A variety of sources of information is used to make decisions; Student learning is assessed using a variety of techniques empirically tested and proven; Multiple sources of information regarding performance are used by staff and students based on data collection; A variety of supervisory and evaluation models is employed preferably formative supervision; Pupil personnel programs are developed to meet the needs of students and their families since each student is an individual in oneself avoid generalizing / uniformity.

Finally, an effective and efficient supervisor will work with an open mind and be receptive to new scientific ideas. The supervisor should work with the teachers to create an environment conducive to teaching / learning for better performance.

2.3 Perceptions of Teachers and School Heads on Supervision Process

Supervision, generally speaking, is the element of administrative process concerned with the effort of the administrator to guide the day-to-day operation of the organization, by stimulating, directing and co-ordinating the workers and their efforts, and cultivating good working personnel relations so that all move collectively towards a more effective and efficient performance of all functions that lead to goal achievement (Ukeje et al. 1992). In this sense then, formative supervision is the process whereby one person (supervisor) assists another (classroom teacher) in order to improve and promote instruction (teacher) and learning (student) in the classroom.

Glickman (1984), Gordon and Ross Gordon (2000) identify and perceive supervisory process orientation as directive, non-directive and collaborative. The orientations portray the kind of approaches a supervisor would choose based on the developmental stages of the teacher;

“effective supervision must be based on matching orientations of supervision with the needs and characteristics of teachers’ perceptions (pg. 40).

Glickman et al. (2001) as stated above, categorically identify four interpersonal approaches parallel to situations leadership theory:-

The directive control approaches; The directive informational approach; The collaborative approach; The non-directive approach;

According to Gordon and Ross Gordon (2000), these categories permit varying degrees of guidance by the supervisor and far varying degrees of ownership by the teacher. In directive approach, the outcome is a supervisor-assigned plan. With the directive informational approach, the outcome is a supervisor – suggested plan. For the collaborative or formative approach, the outcome is a mutual plan, and for the non-directive the outcome is a teacher self-plan. As the name would imply, directive is a more structured and the supervision is directed by the supervisor. Likewise, non-directive allows for much more self-direction by the teacher with much less guidance by the supervisor.

Whereas, according to Glatthorn (1984) and Glickman et al. (2001), directive or convectional supervision is perceived and used when either the teacher is very new and needs more directive guidance or when the teacher is struggling and needs close monitoring and/or guidance. In some instances, the supervisor is considered to have greater knowledge or expertise than the new or struggling teacher. When the supervisor takes a directive style of supervision, he/she is also taking direct ownership of the problem and the corresponding solution. However, Glatthorn (1990) observes that the role of the supervisor is very prescriptive and very active. The supervisor would initiate contact with the teacher and direct

the focus of all subsequent meetings. The supervisor would use such supervisory behaviors as the reinforcing, the standardizing and directing element, as the case may be. It would certainly be the hope of all supervisors that their supervised colleagues are self-directed and professionally oriented. Glickman (2001) comments that there are times when direct messages must be given, so that, there can be no confusion about what is expected of the teachers. Few teachers would fall into the category requiring directive control supervision. This category is reserved for truly struggling teachers and for new teachers with no or little experience in teaching profession or perhaps in scholarship. Certainly, the goal of the supervisor is to help the teacher move out of this supervision doldrums into one mode that places the onus more directly upon the teacher.

Gordon Ross and Gordon (2000) assert that directive informal supervision would probably be perceived as the mode appropriate for many new teachers, at least for their first one or two years in school. Once they gather confidence in their teaching, scholarship, and service, they will become more and more self-directed and will subsequently need less supervision. The directive informational supervision approach is used to help guide new teachers as they explore their teaching styles and strategies. In this case, the supervisor still is primarily responsible for all aspects of supervision. Again, the supervisor would utilize such supervisory behaviors reinforcing, standardizing, and directing, but perhaps be more open to suggestions from the teacher.

Actually, as noted by Glickman, et al. (2001), the supervisor has to keep these points in mind while dealing with the teacher on the what, when and how of implementation of the activities,

set criteria for improvement, and reinforcement of the understanding of what is to be done. The sequence moves from identifying the goal, asking the teacher for input into the goal, through listening, by which the supervisor understands the teacher's point-of-view, to problem-solving, by which the supervisor mentally determines possible actions, and lays out the alternative plan of actions or suggestions and directing: which involves telling alternatives for teachers to consider; the supervisor does not impose any particular solution on the teacher; the supervisor seeks the teacher's input into the alternative by listening attentively to the teacher ; the supervisor at this point frames the final choices by directing not by imposing; at this point the supervisor asks the teacher to decide and clarify which activities or combinations he will use; the next step is that the supervisor has to help the teacher in developing the specifics of the activities and criteria for success; the final stage is reinforcing: repeating and following up on the plan of action.

According to Glatthorn (1997), the collaborative/formative supervision is premised on participation by equals in making instructional decisions. Its outcome is a mutual plan of action. Collaborative is perceived as an excellent mode for the majority of non-tenured teachers. If they already have some teaching experience and are very strong in their areas of expertise, this mode is perhaps the best. Likewise, this approach is often used when the supervisor and the faculty member have roughly equivalent expertise. The supervisor helps the colleague to explore all possible alternatives, yet decisions lie within the responsibility of the faculty member, not the supervisor. The supervisor helps to clarify and provide some focus, but the teacher has ultimate authority and cannot be vetoed by the supervisor. As Glickman et al. (2001) posits, "The purpose of collaboration" (p.72), the supervisor would

utilize such supervisory behaviours as negotiating, problem-solving, and presenting. Again, the ultimate goal is for the teacher to become totally self-directed.

It is pertinent to note that collaborative behaviors consist of clarifying, listening, reflecting, presenting, problem-solving, negotiating and standardizing. The key consideration for a supervisor is the fact that collaboration is both an attitude and a repertoire of behaviours. Unless teachers have the attitude that they are equal, collaborative behaviours can be used to undermine true equality (Glickman et al. 2001:186).

Ross Gordon (2000) concurred with Glickman (2001) that non-directive is the mode that is designed for the excellent teacher. Quite often, the supervisor helps this very good teacher as the right questions. While both the faculty member and the supervisor are still considered equals and colleagues, the individual teacher member is considered more of an expert in the particular area than the supervisor. In other words, most supervisors can identify a scenario where by they are supervising members who have more expertise than they themselves in certain areas. For example, a physics department chairman might be responsible for supervising all physics faculty. While certain faculty member has special expertise perhaps even international recognition – in quantum physics, the chairman's expertise lies in the area of Newtonian physics. Nevertheless, in non-directive supervision, the self-directed teacher initiates contact with the supervisor. The supervisor is asked for another lens, so to speak, through which to look at any particular issue. The supervisor is asked for suggestions and to help the teacher think right issues at hand. The supervisor helps to mirror or reflect the ideas of the teacher.

Kahwa (2006) perceives and comments that the point must be made clear that the non directive approach is not a “hands-off” approach. The supervisor does play an active role, but the teacher defines much of that role. The supervisor would use such supervisory behaviours as listening; and wait until the teacher’s initial statement is made. The supervisor has to understand what the teacher initially has to say; reflecting; here the supervisor is not expected to offer his or her opinion, his or her job is to capture what the teacher is saying; clarifying; probe for the underlying problem and/or additional information; reflecting; constantly paraphrase understanding of the teacher’s message, the supervisor checks on the accuracy of what he / she hears from the teacher; problem- solving: ask the teacher to think of possible actions, the supervisor helps the teacher in generating possible solutions; problem -solving; ask the teacher to consider consequences of various actions, the emphasis will be on having the teacher move from possible to probable solutions; presenting: here, the supervisor asks the teacher for a commitment to a decision, making sure that the teacher selects actions that are resourceful, implemental and concrete; standardizing : ask the teacher to set time and criteria for action, the supervisor monitors the teacher’s own decision about future improvement by specifying the time period during which the action will be implemented, when various parts of the plan will be done, what resources are needed, and how the teacher will know that the decision is working; reflecting: restate the teacher’s plan, before leaving, repeat the teacher’s entire plan and allow the teacher to verify, and that end the conference session.

According to Glatthorn (1990), regardless of the work, tasks or roles that supervisors assume, the supervisor’s style (e.g. directive, non -directive, collaborative, to mention but not all, will have impact on the relationship between the teacher and the supervisor. Teachers have unique

needs and perceptions across the continuum. Some experienced competent teachers will prefer to work on their own to foster their personal and professional development. Such teachers have the ability to direct a programme of study that addresses their own personal development and professional learning needs. In self-directed supervision, the teacher takes the initiative to select an area of interest or need, locate available resources for meeting goals and develop and carryout a plan for learning and development. In this perspective, the supervisor acts as a supporter, not the omnipotent director as evidenced by autocratic supervisors.

However, Wiles and Bond (2000) indicate that “supervisors are administrators. Administrators need a very specialized set of skills amongst which there is need to work with teachers, and be prepared to share thoughts amicably both in small and then in a large discussion across groups “although this is a rare experience with school heads. Franklin Adams (2001) re-affirms Wile and Bond’s (1996) perceptions when he observes that it is important for a building – level supervisor to conscientiously reflect about what kind of supervisory practice would best suit teachers, never dictate terms instead do promote dialogue, hence an effective supervisor should:-

Promote teachers with a supportive environment that emphasizes risk-taking impetus to professionalism; Motivate teachers to continuously seek optimum performance by being altruistically balanced but not biased; Encouraging the use of sound instructional principles as a statutory instrument; and Provide multiple opportunities for professional growth, hence, being altruistic but not ego-centric.

There are many approaches and perceptions to supervision process. When the differentiated approach was in early stages, peer coaching was just emerging as a staff development model, and Glickman et al. (2001) developmental approach to supervisory leadership and subsequent approaches had gained acceptance in K-12 schools. Differentiated approaches to supervision have since expanded to include, for example;

Peer coaching; Action research; The portfolio as a means to expand the clinical supervisory process as a brain-child to formative supervision;

However, the intents of the original clinical supervisory model rested on providing opportunities. For teachers to examine, then reflect on their practices and perceptions with the assistance of an instructional supervision. Moreover, the intents supported the growth and development of teachers in a broad and holistic spectrum. The hall mark of a differentiated approach to supervision is that it centres on personal and professional development needs of the teacher (Career stages and adult learning are addressed.)

Glickman (1990) deliberately cautions, “Too often clinical supervision is offered from a “one-up” vantage point i.e. the supervisor, who knows the answer, is going to help the teacher who needs to be improved, based on his needs and perceptions (p.17). Glatthorn and Shields (1983) perceive differentiated supervision as “an approach to supervision that provides teachers with opinions about the kinds of supervisory and evaluative service they perceive/receive (p.3). Differentiated supervision operates on the premise that teaching is a profession; teachers should have a degree of control over their professional development and the powers to make choices about the support they need and perceive.

Peterson (2000) asserts that effective schools support collegiality in communities built on a foundation of co-operation, mutual assistance and trust among faculty and staff, hence, reminiscent of formative supervision between teachers and supervisors. It is unlikely that either can be nurtured towards ongoing growth and development. As Kindred (1952) indicates that all teachers share common needs and perceptions on supervision, hence, they want:-

Security; Desirable working conditions; Fair and balanced treatment free from selective / prejudice; the feeling that they are integral part of the school which they devotedly serve. Recognition for their work commendable worth remunerated in cash and kind; A voice in administration devoid of oppression and suppression (pp. 155-59). Peterson (2002) further elaborates, differentiated supervision can unfold only in an environment in which collegial relationship are built through amiable cooperation and mutual trust/ assistance. Glatthorn (1997) differentiated approaches allow supervisors to concentrate on teachers who need their time and effort most rather than conducting per functionary classroom observations of all teachers merely to satisfy district policies. (Glatthorn's differentiated system was built on the assumption that "regardless of experience and competence, all teachers will be involved in three related proceeds for improving instruction: teacher evaluation, staff development and informal observations". (1999:179).

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter presents the Study Design, Study Setting, Study Population, Sample Size Determination, Inclusion Criteria, Sampling Methods, Study Variables, Study Instruments, Methods of Data Collection, Data Management and Analysis, Ethical Issues, and Dissemination of Results.

3.1 Study Design

The investigation purely had room for cross-sectional of quantitative and qualitative research findings. Qualitative was used where the information would not easily be quantified. The research findings were presented in narrative form so that situations were discussed and described as well as reporting definite situational behaviour. Research findings were presented in numerical figures and tables for easy interpretation. Quantitative design was used where the information was easily quantified showing the magnitude of either improvement or decline by use of *percentage (%)*, *Mean (M)* and *Standard Deviation (SD)*.

3.2 Study Setting

The focal areas of the study were Nazigo Town S.S, Yale High School, Green Valley High and Ssuka Islamic Educational Centre all schools located in Nazigo Sub-County, Kayunga District, Central Uganda. These four schools are among the many secondary schools in the same proximity located 8km on Kayunga – Jinja road, 20km West of Jinja across the Nile and 80 km North- East of Kampala.

The researcher preferred this area and particularly these schools because they follow in the category of USE and Non-USE yet in the same proximity competing favourably amongst

themselves hence struggling to maintain a status- quo in the area of academic spotlight in Kayunga district.

Other than being a place of work for the researcher, it is where the problem of laxity in supervision was identified, hence an impetus to this study

3.3 Study Population

The study population were secondary school male and female teachers and school heads of different age group, qualification, teaching experience targeting two (USE) and another two private (Non-USE) schools, hence drawing a comparison whose results are indicated in **Table 1** below:

Table 1: Respondents' Social Demographic Characteristics

Variable		Teachers (N=40)		School Heads (N=4)	
		Frequency	Percentage (%)	Frequency	Percentage (%)
Gender					
	Male	15	37.5	2	50.0
	Female	25	62.5	2	50.0
Age Group					
	Below 30	6	15.0	-	
	31 – 39	20	50.0	1	25.0
	40 – 50	10	25.0	2	50.0
	Above 50	4	10.0	1	25.0
Qualification					
	Diploma of Education	8	20.0	-	
	First Degree	30	75.0	3	75.0
	Post Grad. Degree	2	5.0	1	25.0
Teaching Experience					
	< 5	5	12.5	-	
	6 – 10	15	37.5	-	
	11 – 15	10	25.0	1	25.0
	16 – 20	8	20.0	1	25.0
	> 20	2	5.0	2	50.0
Category of School					
	USE	2	50.0	2	50.0
	Non-USE	2	50.0	2	50.0

A total of 40 teachers and four school heads responded to the questionnaire. The data presented in **Table 1** above indicates the frequency distribution and percentage of the respondents according to variables such as; gender, age, qualification, teaching experience and category of school.

Gender: The data revealed that the majority (62.5%) (N=25) were female teachers, while (37.5%) (N=15) were male teachers; the school heads (50%) (N=2) were male corresponding to the (50%) (N=2) who were females. This depicts a growing trend in the emancipation of the women world all over, Uganda not exception as empirically evidenced by the high rate of women in the civil service hence, depicting gender balance between male and female school heads.

Age Group: An equatable number of teachers (50%) (N=20) were in the (31-39 years) age group, equally, corresponding number of the school heads (50%) (N=2) was in the (40-50 years) age group.

Qualification: Data obtained also revealed that (75%) (N=3) of the school heads, corresponding (75%) (N=30) of the teachers were also graduates, hence depicting a corresponding percentage of Graduates (i.e. first Degree).

Teaching Experience: A moderate– i.e. (37.5%) (N=15) of teachers have between (6-10) years teaching experience, while (50%) (N=2) school heads were above 20 years teaching experience.

Category of School: As regards to the category of schools, the targeted (50%) (N=2) were USE corresponding to (50%) (N=2) Non-USE schools, hence, the impetus of drawing a comparison in the level / rate at which formative supervision is undertaken in both categories.

3.4 Sample Size and Determination

A sample of four school heads and forty teachers hence a total of 44 respondents were randomly selected to represent the survey population given that they were the qualified teachers who were meant to be studied.

3.5 Sampling Methods

The method employed was random selection to avoid bias, apart from the four school heads who purposively qualified for the study simply by virtue of their positions as school heads. The technique selected any teacher who was present at school that day.

3.6 Study Variables

The study variables (i.e. Independent, Dependent and Moderating) were in the Questionnaire / Interview guides addressing: Purpose of Conducting Formative Supervision, Perceptions Teachers have on Supervisors and the Perceptions Teachers and School heads have on Supervision Process.

3.7 Study Instruments

A composite of two instruments were used to generate information as follows:

(a) **The questionnaire** was designed to generate information about the purpose of formative supervision, perceptions of the teachers on supervisors, perceptions of teachers and school heads on supervision process both in USE and Non-USE schools

The instrument was structured both on a two-point dichotomous scale of (True) and (False), while on another hand a four-point likert scale format of Strongly Agree (SA), Agree (A), Disagree (DA) and Strongly Disagree (SDA). It comprised of a total of 82 items.

(b) **The interview guidelines** were designed in principle of both open and close-ended statements to generate information about school policies and effectiveness of the school heads as regards to formative supervision. Out of the final samples of forty four (44) respondents, only four school heads and 10 teachers from each school were purposely targeted on this instrument. In this interview session the two school heads from USE schools were referred to as (USEH₁ and USEH₂) while the ten teachers were referred to as (USET₁, USET₂, USET₃, USET₄ and USET₅....). Whereas, the two Non-USE school heads were referred to as (Non-USEH₁ and Non-USEH₂), while the 10 Non-USE teachers were referred to as, (Non-USET₁, Non-USET₂, Non-USET₃, Non-USET₄ and Non-USET₅.....) respectively.

3.8 Methods of Data Collection

The data collection process was adopted to obtain information for study through self-administered questionnaire and interviewing the selected respondents.

3.9 Data Management and Analysis

The tallied and coded information (data) was analyzed by using SPSS version (15). Frequency analyses were employed to quantify / describe the demographic characteristics of the respondents, purpose of conducting formative supervision, perceptions teachers have on supervisors and perceptions teachers and school heads have on supervision process. In terms of qualitative data, data was tallied and coded, information was arranged in away for clear interpretation for narrative / descriptive conclusion. Quantitative data was analyzed using

Mean (M) and Standard Deviation (SD) in table form relevant to make data ready for presentation in the report.

3.10 Study Limitations

The study was bound to register quite a number of hurdles ranging from:-

Time factors which could not allow;

Financial constraints hampered producing report on time; Some respondents were not articulate in answering and surrendering questionnaires in times.

All these were coupled with other logistical inadequacies. However, given the Power, Grace and Love of The Almighty God, the study was accomplished.

3.11 Ethical Issues

After presenting the letter from the Head of Department of Educational Planning and Management Kyambogo University, introducing the researcher to the school heads of the areas (s) of study for permission to carry out this noble mission. The school heads endorsed the credential and the researcher was able to undertake his mission to accomplishment, observing confidentiality of information given.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the raw data collected from the field; at the same time offers their interpretation. The study findings have been presented in tables for easy interpretation basing on the variables. Through interpretation the researcher has been able to highlight important findings to the study. The data findings to the study have been presented according to the respondents' social demographic characteristics and the research questions as follows:-

- (i) What is the purpose of conducting formative supervision of teaching?
- (ii) What perceptions do teachers have on supervisors?
- (iii) What perceptions do teachers and school heads have on supervision process?

4.1 Purpose of Formative Supervision

Table 2: Purpose of Conducting Formative Supervision

Purpose of Formative Supervision is to:.....		Teachers (N=40)		School Heads (N=4)	
		Mean	SD	Mean	SD
	ensure formal curriculum is implemented in Teaching and Learning process	3.67	.67	3.89	.87
	ascertain teacher's knowledge, attitudes and skills	3.56	.65	3.68	.88
	enhance Teaching and Learning process for teacher development	2.45	.71	3.76	.98
	enhance Teaching and Learning for student achievement	2.34	.61	3.56	.87
	help make decisions on general job performance	3.20	.76	3.87	.67
	help make decisions on merit, pay and promotion	2.15	.75	3.98	.76
	provide motivation to teachers	2.13	.71	3.50	.73
Overall		2.78	.694	3.75	0.82

One of the main issues of concern (or objectives) was the purpose of conducting formative supervision.

The findings exhibited that the school heads were more aware (Mean = 3.75; S.D = 0.82) than the teachers (Mean = 2.78; S.D = .694) of the purpose of conducting formative supervision. The school heads' responses revealed that they were convinced that the purpose of conducting formative supervision was to ensure that formal curriculum is implemented in teaching and learning process (M=3.89; S.D = .87), establish a teacher's knowledge, attitudes and skills

(M=3.68; S.D = .88) so that it could help them make decisions on general teacher performance (M=3.87; S.D = .67) in order to enhance teacher development (M=3.76; S.D = .98) and student achievement (M=3.56; S.D = .87). School heads were also convinced that supervision could help make decisions on merit, pay and promotion (M=3.98; S.D = .76) and in the long run motivate teachers (M=3.50; S.D = .73).

However, on the other hand, teachers too agreed that supervision was a mechanism of ensuring that formal curriculum is implemented in teaching and learning process (M=3.67; S.D = .67), ascertain a teacher's knowledge, attitudes and skills (M=3.56; S.D = .65) and helped one to make decisions on general job performance (M=3.2; S.D = .76). These teachers were however, not convinced that supervision could enhance the teaching and learning process for teacher development (M=2.45; S.D = .71) and student learning (M=2.34; S.D = .61). Teachers were also of the opinion that it did not help make decisions on merit, pay and promotion (M=2.15; S.D = .75) nor did it provide motivation to teachers (M=2.13; S.D = .71).

Interview sessions with school heads revealed that they were very optimistic of the purpose of conducting supervision. All the four school heads interviewed affirmed the importance of supervision to guide teachers for both teacher development and student learning. According to school head USEH₁ from Nazigo Town S.S, "Supervision is very important as it helps me identify the good teachers, the 'problematic' and the struggling teachers that need help... with classroom observation I can also identify what kind of help I need to give to these teachers." School head Non-USEH₁ from Yale High School highlighted that formative supervision had

its merits but at the same time stressed that it cannot be used as the one and only yardstick for teacher performance.

4.1.1 Understanding the Purpose of Formative Supervision

Another issue of concern was understanding of the purpose of conducting formative supervision of teaching. Respondents were given ten statements and were required to respond based on a dichotomous scale of (True) and (False). The results of the findings are presented in **Table 3** below.

Table 3: Understanding the Purpose of Conducting Formative Supervision

Statement/Response	Teachers (N=40)		School Heads (N=4)	
	No	%	No	%
Aim / Purpose / Objective				
The main aim and purpose of formative supervision is to enhance the teaching and learning process. (True)	12	30%	2	50%
Approach				
In conventional teacher evaluation the supervisor observes the lesson, teacher personality & characteristics and the overall T&L climate. (True)	13	32.5%	2	50%
Initiator of Observation				
The initiator of classroom observation should be the supervisor (False)	15	37.5%	3	75%
Time for Observation				
Formative supervision is more time consuming compared to conventional supervision. (True)	20	50%	2	50%
Structure of Observation				
Formative supervision is highly structured compared to conventional supervision. (True)	25	62.5%	1	25%
Perspective of Observation				
Formative supervision is more global in comparison to conventional supervision which is more focused and specific on a certain issue / concern. (False)	10	25%	1	25%
Responsibility of Supervisor				
The responsibility of the supervisor in formative supervision is to observe a teacher and locate the strengths and areas of concerns of the teacher. (True)	25	62.5%	3	75%
Communication during Supervision				
Communication during the process of formative supervision is very encouraging, motivating and collaborative. (True)	15	37.5%	2	50%
Effect of Supervision				
The effect of formative supervision is more global compared to conventional supervision which is focused and specific. (True)	20	50%	1	25%
Role of Supervisor / Evaluator				
In formative supervision the role of the supervisor is that of an evaluator first and then mentor, coach and counselor (False)	15	37.5%	3	75%
Overall		42.5%		50%

The findings above revealed that both teachers and school heads possessed a moderate level of knowledge and understanding of the purpose of conducting formative supervision; with the teachers achieving an average of (42.5%), while the school heads obtained an average of (50%). The school heads were more knowledgeable of the purpose (50%) (N=2), than the teachers (30%) (N=12); of the aim and purpose of conducting formative supervision to enhance the teaching and learning process both in USE and Non-USE schools. Both groups also exhibited that they possessed rather limited knowledge of the approach used in formative supervision as (32.5%) (N=13) the teachers; and (50%) (N=2) of the school heads who gave the correct responses. Teachers (50%) (N=20) as well as the school heads (50%) (N=2) indicated moderate but corresponding knowledge with regards to time for formative supervision. Structure (62.5%) (N=25); and perspective of formative supervision (25%) (N=1) and the responsibility of the supervisor for teachers (62.5%) (N=25).

Meanwhile, the school heads exhibited not only moderate knowledge with regards to aspects such as; the approach (50%) (N=2), structure (25%) (N=1); as well as perspective (25%) (N=1); of formative supervision. A majority of the school heads (75%) (N=3) are of the opinion that the supervisor should be the initiator of classroom observation. This is indicative of the fact that supervision in these schools is rather conventional as it is still hierarchical hence, beginning from above. Interview sessions further revealed that school heads viewed classroom observation leading to teacher supervision as one of their core responsibilities and hence, were of the opinion that supervision should also be initiated solely by they themselves.

According to school head Non-USEH₁ from Yale High School, “Supervision is our main role and as a school head, it is my (DOS) Non-USET₁ and (HOD) Non-USET₂ to observe and guide teachers. I feel we have to initiate supervision.” To this, school head USEH₁ from Nazigo Town S.S. added, “. . . sorry until now no teacher has come to me and said, ‘Please, come and observe me’ . . . so I feel it is my duty to observe and supervise, I must initiate.” Meanwhile, school head Non-USEH₂ from Green Valley felt, “Supervision is only for problem teachers and those teachers who are only identified by top school management.”

Both school heads (50%) (N=2) and teachers (37.5%) (N=15) indicated that they were aware of the importance of effective communication during formative supervision. Communication has to be a two- way process that is encouraging and motivating. Both parties i.e. teachers (37.5%) (N=15) and school heads (75%) (N=3) also indicated that they were only moderately aware that the role of the supervisor in formative supervision is to be a mentor, coach and counselor and not that of an evaluator. However, more school heads (75%) (N=3) than teachers (37.5%) (N=15) were aware of this role. More school heads (75%) (N=3) than teachers (62.5%) (N=25) were knowledgeable of the responsibility of the supervisor, which is to observe a teacher and locate the strengths and areas of concerns of the teacher.

It is interesting to note that even though all respondents answered all items posed in the questionnaire, interview sessions revealed that only two secondary school heads (50%) (N=2) and ten teachers (25%) could not articulate the difference between traditional and formative supervision. Three out of the four school heads (75%) and a corresponding (75%) (N=30) of the teachers admitted that they had never heard of the term ‘formative supervision’.

Upon further questioning, it was found that a majority of three school heads (75%) equated formative supervision to teacher evaluation. School head USEH₂ from Ssuuka Islamic Educational Centre said, “I have never heard of formative supervision but I do supervise my teachers based on teacher evaluation, conducted twice a year.” School head USEH₁ from Nazigo, Town S.S further elaborated that he evaluated his teachers based on the instrument provided by the Education Standard Agency (ESA) and by the Directorate of Education Standards (DES) in the district schools and based on teacher evaluation he did sometimes get the senior teachers to mentor the “problematic” and new struggling teachers.

4.1.2 Perceptions of Conducting Formative Supervision

Table 4: Pre - Class Room Observation

(a) Before Classroom observation;		Teachers (N=40)		School Heads (N=4)	
		Mean	SD	Mean	SD
	Teacher is informed of the classroom observation	3.66	.67	3.87	.72
	Both parties have a pre-conference before observation	1.32	.64	2.22	.69
	Discuss aspects that teacher would like to work on	2.45	.71	2.78	.68
	Supervisor goes through lesson plan	2.34	.61	3.25	.73
	Supervisor communicates purpose and ideas clearly	3.20	.76	3.67	.73
	Supervisor ensures confidentiality	2.15	.75	3.89	.75
	Both parties agree upon a suitable time for a classroom visit	2.13	.71	3.78	.67
	Supervisor establishes a trusting climate	2.57	.54	3.88	.66
	The teacher is viewed as a willing partner	3.10	.65	3.54	.65
	The supervisor is viewed as a skilled mentor	2.78	.71	3.56	.63

Findings in the study also revealed that there was ambiguity i.e. a lot to be desired between both school heads’ and teachers’ perceptions and opinions on some of the practices on purpose of conducting formative supervision process. In this study, the views from both

parties were obtained with regards to the three main stages of supervision – i.e. **Pre, while** and **Post** Classroom Observations. Given above in Table 4, are their perceptions and opinions on conducting formative supervision process at Stage 1 – i.e. Before the classroom Observation.

The findings in the Table 4 above, revealed that both parties agreed teachers, (M=3.66; S.D = .67) and school heads (M=3.87; S.D = .72) that the teacher was informed when the classroom observation would take place and in the supervision process the teacher was a willing partner teachers, (M=3.10; S.D = .65) school heads, (M=3.54; S.D = .65). Furthermore, both teachers (M=3.2; S.D = .76) and school heads (M=3.67, S.D = .73) felt this was communicated effectively. Both parties also admitted teachers, (M=1.32; S.D = .64); school heads, (M=2.22; S.D = .69) that they did not have a pre-conference prior to the observation and therefore teachers, (M=2.45; S.D = .71) and school heads (M=2.78; S.D = .68) revealed that they did not discuss aspects that the observation would need to focus on by the supervisor.

The ambiguity (or doubt) was however, seen in a number of other aspects. For instance, teachers did not feel (M=2.13; S.D = .71) that a suitable time was agreed upon by both parties. Interview sessions with teachers indicated that in most instances an observation schedule was drawn up by the school top management and all teachers had to adhere to it. Teachers also pointed out that the supervisor did not go through the lesson plan (M=2.34; S.D = .61) before the observation but, the school heads indicated otherwise (M=3.25; S.D = .73). Furthermore, these teachers felt their supervisors were not very successful in establishing a trusting climate (M=2.57; S.D = .54) and some felt the supervisors did not ensure confidentiality (M=2.15; S.D = .75). Moreover, these teachers also felt that their supervisors were not skilled mentors (M=2.78; S.D = .71).

On the other hand, the school heads indicated that they were successful in establishing a trusting climate (M=3.88; S.D = .66), were skilled mentors (M=3.56; S.D = .63) and ensured confidentiality (M=3.89; S.D = .75) at all times. Both parties' perceptions and opinions were further corroborated during the interview sessions. School heads (M=3.56; S.D=.63) stressed that they were 'skilled and experienced instructional leaders. According to the interview session, School heads Non-USEH₁ from Yale High School and Non-USEH₂ form Green Valley were flexible in arranging observation times, Non-USEH₁ from Yale High School was understanding and willing to give and take i.e. rapport where classroom observation was concerned. However, School head Non-USEH₂ from Green Valley stressed that he was a person who could be trusted as he 'kept all the strengths and weaknesses of each teacher as a private business'. On the other hand, some of his teachers felt otherwise. For instance, teachers Non-USET₁₀ from Green Valley and USET₆ from Ssuuka Educational Centre felt that sometimes the supervisors shared classroom observations with their friends in school. Teacher USET₅ from Ssuuka Educational Centre felt that "confidentiality was at stake and hence, compromised" and she "found it difficult to trust the supervisor" based on the ground that they communicated the purpose and ideas clearly (M = 3.67;S.D = .73); informed teachers of the class room observation (M = 3.87; S.D = .72); held pre conference before observation (M= 2.22; S.D = .69); discussed aspects that teachers would like to work on (M= 2.78; S.D = .68); went through lesson plan (M= 3.25;S.D = .73); and agreed on a suitable time for class room visit (M= 3.78; S.D = .67).

4.1.3 Perceptions on Conducting Formative Supervision

Table 5: During Classroom Observation

(b) During Classroom Observation:		Teachers (N=40)		School Heads (N=4)	
		Mean	SD	Mean	SD
	The supervisor observes the whole lesson	3.13	.65	3.89	.72
	The supervisor is punctual and spends sufficient time in the classroom	3.25	.66	3.95	.77
	Supervisor sits at a strategic location	3.02	.71	3.78	.69
	Supervisor pays attention to what is happening in groups in the class and to the personal interaction between the pupils	2.34	.67	3.55	.72
	Supervisor collects data on Teaching and Learning process including teacher characteristics	2.34	.62	3.23	.65
	Supervisor records relevant data using field notes	2.21	.59	3.05	.63
	Supervisor conducts 'verbatim note-taking' to ensure all teacher/student interactions are recorded	1.30	.63	2.35	.76
	Supervisor audio / video records Teaching and Learning session	1.02	.61	1.20	.77

Both parties' perceptions and opinions were also sought as to what transpired during classroom observation sessions. The findings are exhibited in Table 5 above.

Both teachers (M=3.25; S.D = .66) and the school heads (M=3.95; S.D = .77) agreed that the supervisor was punctual and observed the whole lesson. They i.e. teachers (M=3.02; S.D = .71) and school heads (M=3.78; S.D = .69) also agreed that the supervisor sat in a strategic

position. Interview sessions revealed that in most cases the supervisor sat at the back of the class so that they could be able to get a good view of both teacher and students in action. Even though school heads highlighted that they paid attention to the whole class in action (M=3.55; S.D = .72) and collected various forms of data including teacher characteristics (M=3.23; S.D = .65) using field-notes (M=3.05; S.D = .63), the teachers (M=2.21; S.D = .59) begged to differ. Teachers felt that supervisors did not pay sufficient attention as to what transpired in the classroom (M=2.34; S.D = .67) did not collect sufficient data (M=2.34; S.D = .62) and failed to record relevant data using field-notes (M=2.21; S.D = .59). Interview sessions with teachers revealed that only a few supervisors made field notes as the majority of them were evaluated using the forms provided either by the Education Standard Agency (ESA) as responsible for inspection in the Ministry of Education and Sports and Directorate of Education Standards (DES) at district level. Both teachers and school heads also admitted that supervisors did not audio/video tape classroom observations or conduct any verbatim note-taking activities to collect data on classroom observation, given the low standard of rural schools which can not afford the electricity and such gadgets/systems. Interview sessions with school heads revealed that supervisors did not conduct such data collection activities due to time constraints. School head Non-USET₁ from Yale High School highlighted that he had a large enrolment of part-time teachers and time did not permit him to conduct such activities. Teacher USET₃ from Nazigo Town S.S and teachers USET₁₀ and USET₄ from Ssuuka felt that if 'good qualitative data' was collected by supervisors and shown to teachers, it would lend credibility to their feedback. Teacher Non-USET₅ from Green Valley added that "data speaks volumes" so teachers need to see it. Nevertheless, a majority of the teachers interviewed said it would be good if video- tapping facilities were made available in a school which was not

possible given the low standard of rural schools. Teacher Non-USET₄ from Yale High School highlighted that with such facilities in place, ‘teachers would be more self-reflective/evaluative and in the long run help in teacher development.’”

4.1.4 Perceptions on Conducting Formative Supervision

Table 6: Post-Classroom Observation

(c) : After Classroom Observation:		Teachers (N=40)		School Heads (N=4)	
		Mean	SD	Mean	SD
	A post-mortem conference is held	2.78	.651	3.89	.728
	Immediate feedback is communicated to the teacher (within 24 hours)	1.78	.773	3.65	.737
	Feedback focuses on the act of teaching, rather than on the person of the teacher	3.02	.692	3.89	.769
	Feedback focuses on both strengths and limitations	3.22	.672	3.87	.712
	Consensus are reached by both parties as to the need for change, and how to bring these about	2.54	.668	3.67	.649
	Realistic steps and remedies are discussed to promote continuing professional growth	2.30	.651	3.69	.676
	The discussion emphasizes on the instruction and guidance towards true educative teaching.	2.45	.773	3.64	.731
	The post conference is a two-way communication process	3.12	.612	3.87	.669
	Teacher is provided with opportunities to express thoughts and opinions including disagreements	2.67	.674	3.79	.687
	Teacher is given a chance to pose questions	2.34	.652	3.56	.632
	At the post-conference teacher is told of the next observation	2.12	.692	2.56	.772
	At the end of the post-conference teacher knows what is needed to be worked on	2.45	.721	3.25	.637

The final aspect in the purpose of conducting formative supervision process looked into the **post-classroom** observation practices of supervisors. The perceptions of both teachers and school heads are displayed in Table 6

School heads indicated that they held a **post-conference** (M=3.89; S.D = .728) after the observation and feedback was provided within 24 hours (M=3.65; S.D = .737). The teachers however, indicated that feedback was not provided within 24 hours (M=1.78; S.D = .773). Nevertheless, both teachers and school heads felt that feedback provided during **post-observation** focused on both the teachers' strengths and weaknesses. Furthermore, both parties agreed that the feedback given focused more on the act of teaching and not the person teachers, (M=3.02; S.D = .692); school head, (M=3.89; S.D = .769).

Even though both parties agreed that communication during the **post-observation** conference was a two-way process (teachers, M=3.12; S.D = .612 school heads, M=3.87; S.D = .669), teachers felt that they were not provided with ample opportunities to express their thoughts (M=2.67; S.D = .674) nor were they given the chance to pose questions (M=2.34; S.D = .652), hence denying them an opportunity to interact and speak their minds and experiences.

The school heads however, felt differently. They emphasized that in formative supervision teachers are given the chance to air their views (M=3.79; S.D =.687) and the opportunity to pose questions (M=3.56; S.D =.632). School heads also highlighted that consensus were reached by both parties as to the need for change (M=3.67; S.D = .649) and for this, realistic steps and remedies were discussed to promote continuing professional growth for teachers (M=3.69; S.D = .676). The school heads also felt that they emphasized on the instruction and guidance towards true educative teaching (M=3.64; S.D = .731) and at the end of the **post-**

conference discussion, teachers knew what needed to be done (M=3.25; S.D = .637). The teachers however, felt that supervisors did not make decisions based on consensus (M=2.54; S.D = .668) and suggestions given were not all that realistic (M=2.3; S.D = .651) and at the end of the **post**-observation, teachers were not very sure of what needed to be worked upon (M=2.45; S.D = .721). Both school heads and teachers admitted that teachers were not told of the next observation. Interview sessions confirmed this and a school head (USET₁) from Nazigo Town S.S highlighted that this was not possible due to heavy workload and they could observe teachers only twice a year if not once but for the purpose of filling in appraisal forms.

4.2 Perceptions of Teachers on Supervisors

Table 7: Perceptions of Teachers on Supervisors

Do you perceive your supervisors as.....?		Teachers (N=40)	
		Mean	SD
	an autocratic head	3.13	.65
	a democratic colleague	2.78	.67
	a participatory leader	2.33	.59
	an expert in Teaching and Learning	2.45	.63
	a motivator	2.35	.62
	a good coach & mentor for Teaching and Learning	2.33	.72
	a good listener	3.0	.69
	a collaborative partner in Teaching and Learning	2.33	.61
	a supportive colleague in Teaching and Learning	2.56	.71
	an evaluator of Teaching and Learning	3.56	.66

This study also investigated the teachers' perceptions on their supervisors during classroom observation. The findings obtained are presented in *Table 7* above.

The teachers indicated that their supervisors were still very autocratic (M=3.13; S.D = .65), and hence, not very democratic (M=2.78; S.D = .67) giving little leeway for a participatory relationship (M=2.33; S.D = .59) during the supervision process. With supervisors having such a hierarchical stance, probably resulted in teachers perceiving their supervisors more as evaluators (M=3.56; S.D = .66), instead of being coaches and mentors of the teaching and

learning process (M=2.33; S.D = .72). This is also probably why the teachers did not perceive supervisors as collaborative partners (M=2.33; S.D = .61) and supportive colleagues (M=2.56; S.D = .71) in the teaching and learning process. Moreover, teachers also felt that their supervisors were not experts in teaching and learning (M=2.45; S.D = .63) and therefore, could do little to act as their motivators/mentors (M=2.35; S.D = .62). Nevertheless, teachers in this study agreed that their supervisors were good listeners (M=3.0; S.D = .69) although they compromised ethics of confidentiality (M=2.15; S.D = .75) to which school heads object.

4.3 Perceptions of Teachers and School Heads on Supervision

Table 8: Perceptions of Teachers and School Heads on Supervision

The Supervision process is		Teacher (N=40)		School Head (N=4)	
		Mean	SD	Mean	SD
	collaborative rather than hierarchical	2.35	.66	3.53	.77
	interactive rather than directive	2.13	.72	3.26	.75
	democratic rather than authoritarian	2.32	.56	3.68	.67
	teacher-centered rather than supervisor-centered	2.34	.67	3.22	.75
	dialogic versus didactic	2.43	.69	3.39	.69
	descriptive rather than judgmental	3.0	.65	3.71	.66
	supportive rather than punitive	3.0	.71	3.86	.77

Another aspect explored was the teachers' and the school heads' perceptions on the whole supervision process. The results are displayed in *Table 8* above.

The results indicated that both USE and Non USE teachers perceived supervisory process as hierarchical rather than collaborative (M=2.35; S.D =.66); directive rather than interactive (M= 2.13;S.D =.72); authoritarian rather than democratic (M=2.32;S.D =.56); supervisor-centred rather than teacher-centered (M=2.34; S.D =.67), more didactic than dialogic (M=2.43;S.D =.69); judgmental rather than descriptive (M=3.0;S.D = .65); and punitive rather than supportive (M= 3.0;S.D = .71). In totality, the teachers perceived supervisory process with a lot of pessimism than optimism given too much anxiety and intimidation subjected to them.

However, contrary to the teachers' negative perception/opinions of this process the school heads' perceptions and opinions were so high of being collaborators (M = 3.53; S.D =.77); interactive (M= 3.26;S.D =.75); democratic (M =3.68; S.D = .67); teacher-centered (M= 3.22; S.D= .75); dialogic (M= 3.39; S.D = .69); descriptive (M=3.71;S.D = .66); and above all, totally supportive (M=3.86; S.D= .77); and all in all, creating a very positive impression of being committed to supervision process (M=2.34; S.D = .67). i.e. Supervisor-centred.

Feedback from interviews sessions also corroborated findings from the survey. The school heads stressed that as supervisors, they played a very positive role in the supervision process. For instance, school head Non-USEH₁ from Yale High highlighted that he was now 'more open and willing to listen to teachers' point-of- view before presenting (his) views". School head Non-USET₂ from Green Valley High further reiterated that the whole supervision process had 'changed' in his school since he attended supervisory courses, seminars and workshops that highlighted the importance of collaboration and dialogic approach.

In contrast to this, interview sessions with teachers revealed that the whole supervision process was rather conventional than formative in schools. Teachers USET₄ and USET₅ from Nazigo Town S.S pointed out that their supervisors were more negative and ‘fault-finders’, instead of being supportive and interactive. Teacher USET₃ from Ssuuka Islamic Educational Centre added that she did not like the whole process as it became more evaluative rather than supportive. Generally, teachers from Non-USE schools indicated that formative supervision was hardly practiced in their schools as the whole exercise was management-centred with “teachers having little say”, added teacher Non-USET₃ from Yale High School, he further lamented that school heads/directors were omnipotent figures.

CHAPTER FIVE: DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This chapter presents discussion of the findings, conclusions, and recommendations. The discussion has explicitly dealt in inclusive with social demographic characteristics on addition to the related literature focused on the following sub-themes:-

1. Respondents' Social demographic characteristics
2. Purpose of conducting formative supervision
 - 2.1 Knowledge and understanding teachers and school heads have on conducting formative supervision
 - 2.2 Perceptions teachers and school heads have on conducting supervision
3. Perceptions teachers have on supervisors
4. Perceptions teachers and school heads have on supervision process

5.1 Respondents' Social Demographic Characteristics

Findings from *Table 1* (p. 33) show the respondents' demographic data focusing on gender, age-group, qualification, teaching experience and category of schools as explicitly discussed thereafter.

5.2 Purpose of Conducting Formative Supervision

Much as Blasé and Blasé (2000) highlight that effective instructional leadership that postulates formative supervision should exhibit effective and collegial dialogue so as to encourage teacher reflection and professional growth, they further (2006) stress that effective

instructional supervisors 'hold up a mirror' serve as 'another set of eyes' and are "critical friends" to teachers. Fischer (2006) reiterates that to enhance the professional effectiveness/efficiency of the teaching staff, regardless of whether rural or urban, USE or Non USE, supervisor must be skilled in what to supervise/evaluate, how to supervise and analyze classroom observation and how to translate the results of observation and the summary of the data into meaningful conference feedback that guides and encourages the teacher to improve instruction. Musaazi (2006) proposes that feedback need be carried on prompt in the most convenient time possible.

McEwen (2002) reiterates that the purpose of formative supervision is to assist and support teachers in professional growth, and the improvement of teaching which invariably affects the learning and academic performance of the students regardless of whether USE or Non USE schools.

However, this study further indicates that both school heads (50%) and teachers (30%) have moderate knowledge and understanding of the purpose of conducting formative supervision. School heads in this study have also been unsuccessful (i.e. not supportive) in putting across the benefits of formative supervisory practices, hence, a low level of purpose of conducting formative supervision. Furthermore, though school heads see themselves as being open, democratic, flexible, ready ,willing to listen and feel more teacher-centered, teachers beg to differ. They instead see the supervisor as being autocratic, hierarchical didactic and supervisor – centered.

All these findings suggest that the relevant authorities concerned with the Education Standard Agency (ESA) and Directorate of Education Standard (DES) need to provide school heads

with the necessary training in terms of seminars and workshops whereby, they can acquire the skills, knowledge, positive and commendable attitudes necessary in supervising and/or mentoring teachers in order to improve classroom instruction. Once they are equipped with this viable and instrumental knowledge, school heads can move a step a head to empowering their teachers to collaborate with their peers as well as take leadership positions in mentoring and coaching not only the novice teachers but also their peers tantamounting to formative Supervision which should be viewed and perceived as a process of observing, nurturing and giving feedback to on the professional activity of teaching and learning to the staff. If we want to bring about such a paradigm change, the school heads must take the lead first and bring about a positive change reminiscent of indisputable supervision process characteristic of non threatening attitude and a conducive interactive environment.

5.2.1 Understanding the Purpose of Formative Supervision

Whereas, Jackson (2001) observes that one of the most difficult jobs of school administration is supervision of the staff, however, Sergiovanni and Starrat (1998) reiterate that the answer to supervision lies in formative supervision as it is a “people-centred approach”, being a process whereby the school administrator assists the classroom teacher to improve his/her teaching instruction to enhance students-learning.

Musaazi (2006) analyses that school heads are “sense-markers” of learning organizations, they must ensure that improved student-learning becomes the primary function of schools to ensure that effective learning takes place as quality teachers will beget quality students.

Holland and Adams (2002:228) highlight that the right supervision supports teaching and professional development, enhances personnel and collaborative inquiry, promotes critique and contributes to an evolving pedagogy. Acheson and Gail (1997) highlight that supervision should not be autocratic but collaborative and interactive, it is not directive but democratic, it is also more “teacher-centred” rather than being an authoritative “supervisor-centered” activity. Olivia (1993:478) stresses that a supervisor can be seen as “a teacher of teachers” based on the wide knowledge and understanding that he / she has in supervision.

The study findings revealed that in an overall assessment both school heads (50%) and teachers (42.5%) possessed a moderate level of knowledge and understanding of the purpose for conducting formative supervision. What is happening in most schools is teacher evaluation and not teacher supervision. Therefore, teachers are confusing teacher evaluation with formative supervision. Besides that, teachers are not well informed as to the benefits of supervision and classroom observation. For effective supervision to take place, both parties especially school heads as instructional leaders must be well informed as to the difference between traditional and formative supervision. School heads need to make teachers aware of the benefits of formative supervision so that they do not feel anxious or threatened by formative supervision/ classroom observations, as expressed by renown scholar Blumberg August (1980) and Mark (2001) in which they equate the sour relationship between supervisors and teachers as a “*private cold war*” because teachers harbour the irrational fear at every time the supervisor walks into their classroom, clip boards in hands, their jobs are on the line and threatened. Such articulation is important so that school heads can disseminate correct information by demystifying the threat of supervision to their staff. When both parties have a similar and shared knowledge and understanding and interpretation only then can

formative supervision be implemented. *“Therefore, effective training and more articulation between the two groups is of utmost importance”*. Suggested school head USET₁ from Nazigo Town S.S.

5.2.2 Perceptions of Teachers and School Heads on Conducting Supervision

[Gordon and Ross Gordon (2000) categorize varying degrees of guidance by the supervisor and far varying degrees of ownership by the teacher. Whereas, in directive approach, the outcome is supervisor-assigned plan yet, for the collaborative /formative approach, the outcome is a mutual plan, and for the non-directive the outcome is a self-plan.

Glathon (1984) asserts that directive/conventional supervision is used when the teacher is very new and needs more directive guidance; hence the supervisor takes on a directive style of supervision, taking direct ownership of the problem and the corresponding solution.

Bacillous (2008) expatiates that this kind of approach i.e. directive raises issues regarding power, respect, expertise, and staff relationship: However, contrary to the ineffectiveness of conventional supervision, formative supervision aims at promoting growth, development, interaction, fault-free problem-solving and a commitment to build capacity in teachers, Cogan (1973) and Gold hammer (1969) envision formative supervision practices that would position the teacher as an active learner, who is able to be professionally responsible and more than able to be “analytical of his/her own performance, open to help from others, and self-directing”, as opposed to conventional supervision.

Unruh and Turner (1970) analyze formative supervision as a social process of stimulating, nurturing and appraising the professional growth of teachers and “prime-mover” in the development of optimum condition for learning for both students and adults (p135). “Finally,

Richard DuFour et al. (2009) do believe that collaborative/ formative approach is critical element in high achievement than direct or conventional.

This study exhibited that there was ambiguity i.e. a lot to be desired between the perceptions and opinions of school heads and teachers with regards to the supervisory procedures. School heads (75%) painted a rosy picture of what they did for the **Pre-, during-, and Post-**conference for classroom observations but the teachers (37.5%) felt dissatisfied and differently on a number of aspects. Teachers highlighted that school heads did not have a pre-conference prior to classroom observations and therefore teachers had no idea of what the classroom observation would be focused on. Furthermore, teachers voiced concern over supervisors' data collection techniques resulting in them having doubts on feedback provided at the end of classroom observations. Besides that, teachers drew attention to the fact that some supervisors did not have a post observation conference and feedback was not communicated within 24 hours. Moreover, teachers pointed out that there was no clear articulation of what would happen next and what aspect teachers needed to work on. Teachers felt that supervisors were not able to establish a trusting climate hence, leaving teachers suspicious of the whole process and due to this confidentiality issues and biasness became issues of concern for teachers. Hence developing perceptions and opinions that what was being carried out was conventional rather the liberal formative supervision.

5.3 Perceptions of Teachers on Supervisors

Given Rajvir Singh Tyagi's (2009) perceptions that school heads as supervisors don't merely observe teachers in classroom but also engage in a wide range of activities that focus on the instructional lives of teachers; which include linking professional development to the efforts

of supervision, promoting peer coaching, action research, group study, critical friends and other initiatives that make sense for the school site.

However, Wiles and Bond (1996) perceive supervisors with several complex roles ranging from: - developers of people, curriculum developers, instructional specialists, human relations workers, staff developers, administrators, managers of change et cetera.

Bellon and Bellon (1982) perceive school heads (or supervisors) as educational leaders who promote the success of all students by advocating, nurturing and sustaining a school culture and instructional programs conducive to student-learning, staff personal growth and professional development.

Blase and Blase (2006) perceive effective/efficient instructional supervisors as personnel who “hold up a mirror”, serve as “another set of eyes” and are “critical friends” to teachers. However, Musaazi (2006) categorically perceives supervisors as administrators who facilitate processes and engage in numerous activities ensuring dignity, respect for individual and groups.

Like Neville and Garmen, (1998), this researcher reaffirms that effective supervision should be a collaborative and collective effort based on the belief that teaching is primarily problem-solving for effective student learning and teacher development. In such a situation, the supervisor’s role is to guide the problem-solving process and to be an active member of the interaction to keep the teachers focused on their common problems.

Findings in this study as explicitly elaborated in **chapter 4**, however, indicated that the supervisory process was more hierarchical than collaborative, more directive than interactive, resulting in the supervisor being more didactic than dialogic. Besides that, teachers saw the

process as being more “supervisor-centred” than “teacher-centred”. Consequently, the supervisor was perceived as an autocratic head who was rather undemocratic and perceived more as an evaluator instead of being a mentor, a coach and supportive colleague.

5.4 Perceptions of Teachers and School Heads on Supervision Process

Ukeje et al. (1992) perceives supervision as an element of administrative process concerned with guidance of day-to-day operations of organization by stimulating, directing and coordinating workers and cultivating good working personnel relations so that all workers move collectively towards a more efficient performance of all functions that lead to good achievement.

Glickman (1984); Gordon and Ross Gordon (2000) perceive supervisory process in three dimensions: Directive, non-directive, and collaborative; all categories permit varying degrees of guidance by the supervisors and far varying degrees of ownership by the teachers.

Whereas, Komoski (1996) perceives that more importantly, supervisory process should provide teachers with prompt constructive feedback, leading to increased teacher motivation. There is no denying that the supervision process that also helps school heads to evaluate teachers' competence in terms of teachers' knowledge, skills and attitudes. Glatthorn (1990) perceives supervisory process as tasks and roles that supervisors assume that will have an impact on the relationship between the teacher and the supervisor.

However Wiles and Band (2000) perceive supervisory process as a specialized set of skills amongst which there is need to work with teachers and be prepared to share thoughts amicably both in small and then in a large discussion across groups, although this is the rare phenomenon with school heads.

However, it is interesting to note that, in this study school heads (100%) as supervisors perceived themselves as very positively and highlighted that they conducted supervision in a collaborative manner that was interactive and democratic. Furthermore, they felt they were more teacher-centred and dialogic rather than didactic. They also felt they provided descriptive rather than judgmental feedback and perceived themselves as being supportive rather than punitive.

However, in contrast to the school heads' positive attitude, the teachers portrayed quite a different picture. Teachers felt that the supervision process was more hierarchical directive and rather authoritarian. Teachers also perceived the process as being more supervisor-centered more didactic rather than dialogic. Nevertheless, teachers agreed that prompt feedback provided was descriptive rather than judgmental and the supervision process on the whole was supportive

5.5 Conclusions

In order to underscore effective formative supervision, emphasis should be that the functions of evaluation / supervision should be to seek out, document and acknowledge the good teaching/learning that already exists by arranging for a high quality feedback on lessons for teachers. School heads and supervisors should use good reasons to supervise by systematically visiting all classes on a regular basis, place the teacher in the centre of supervision activities using short observation visits to write teachers' final supervision reports; Limit administrator judgment role in teacher supervision based on the principle that supervision is a two-way learning process where teacher and supervisor learn from each other. Also there is need to use multiple data source to form judgment about teacher quality based on firsthand information

collected during classroom observation. When possible include actual student achievement data using teachers' report on students' learning after each unit.

Further still, there is need to use viable data source to form judgment about teaching including measures of students' learning gains in teachers' evaluation. There is also need for spending the time and other resources needed to recognize good teaching prompting short observation visits to write teachers' final supervision report. Additionally, there is call for School Heads attending to the sociology of teacher supervision by creating a professional learning at school. Finally, this study concludes by cautioning that school heads need to include teachers in the loop of training and supervision in order to create cultures of collaboration, inquiry and reflection intended to enhance personnel and professional development.

5.6 Recommendations

The researcher recommends that supervisors/school heads should make sure the basics are in place these include time scheduled for teacher-teams to meet on a weekly basis. Decide on the irreducible elements of good teaching by school heads and teachers communicating well about what is happening in classrooms. School heads should systematically visit all classrooms on a regularly basis for a reality check on how classroom activities are executed. School heads should give teachers prompt face-to-face feedback preferably after every class visit. Teacher-teams need to develop common unit plans and assessments as the best way to ensure that teaching is done right the first time. Require teams to give teachers common interim assessment especially at end of year to give valuable insights into what students are learning and **not** learning. It is better for teachers to chair team meetings, ideally on a rotating basis, even if the school head has the time to ensure teacher ownership of this process is vital.

School heads should have teams report on student learning after each unit or quarter, also arranging for prompt high-quality feedback on lessons for teachers and create a professional learning culture in the school. There should be use of short observational visits to write teachers' final evaluation report. Include measures of student learning gains in teachers' evaluation reports. Finally, school heads should use a rubric to evaluate/supervise teachers.

5.7 Areas for Further Research

Further research would in future be undertaken on "*The Significancy of Supervision in Institutions of High Learning in Uganda*" given that the researcher would wish to investigate and get more enlightened in the field of supervision and its related areas.

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**APPENDIX A: A QUESTIONNAIRE ON FORMATIVE SUPERVISION OF TEACHING IN
SECONDARY SCHOOLS IN KAYUNGA DISTRICT - 2011**

Dear respondent,

This questionnaire is designed for teachers and school heads to investigate the effectiveness of formative supervision of teaching. Besides that, the study will also examine the main issues and concerns (i.e. purpose of conducting formative supervision, perceptions of teachers on supervisors, perceptions of teachers and school heads on supervision process aimed at promoting the growth, improvement, interaction, solving problems as well as commitment in building capacity in teachers and academic achievement in secondary school students in Kayunga district.

Responses are provided either in a two-dichotomous scale of (True) and (False) (Yes) and (No), or a Four-Lickert scale of Strongly Agree (SA), Agree (A), Disagree (DA) and Strongly Disagree (SDA); and Very low (VL), Low (L); High (H); Very High (VH) respectively.

Please, select only one response to each statement by placing a tick (✓) in the appropriate box. There is no wrong or right answer. What you select is equally important.

The information you give will be treated confidential and only used by the education authorities to streamline the level of formative supervision, for enhancement of quality education in secondary schools.

SECTION 1: Respondent's Social Demographic Characteristics

Select only one response by placing a tick (✓) in the appropriate box

1.1. Designation: School Head Teacher

1.2. Category of school: USE Non USE

1.3 Gender: Male Female

1.4 Age group: Below 30 40 – 50

31 – 39 Above 50

1.5 Qualification:

Diploma

First Degree

Post-Graduate Degree

1.6 Teaching Experience:

< 5 16-20

6 – 10 >20

11-15

SECTION 2: Purpose of Conducting Formative Supervision

Select only one response by placing a tick in the appropriate box below:

Scale: 1 = Strongly Disagree (SDA), 2 = Disagree (DA), 3=Agree (A), 4= Strongly Agree (SA)

Purpose of Formative Supervision is to:.....		Response			
2.1	ensure formal curriculum is implemented in Teaching and Learning process	SDA	DA	A	SA
2.2	ascertain teacher's knowledge, attitudes and skills	SDA	DA	A	SA
2.3	enhance Teaching and Learning process for teacher development	SDA	DA	A	SA
2.4	enhance Teaching and Learning for student achievement	SDA	DA	A	SA
2.5	help make decisions on general job performance	SDA	DA	A	SA
2.6	help make decisions on merit, pay and promotion	SDA	DA	A	SA
2.7	provide motivation to teachers	SDA	DA	A	SA

SECTION 3: Understanding the Purpose of Conducting Formative Supervision

a) Select only one response by placing a tick in the appropriate box (True) or (False)

3.1	Aim / Purpose / Objective	Response			
	The main aim and purpose of formative supervision is to enhance the teaching and learning process	True		False	
3.2	Approach				
	In conventional teacher evaluation the supervisor observe the lesson, teacher personality & characteristics and the overall T&L climate	True		False	
3.3	Initiator of Observation				
	The initiator of classroom observation should be the supervisor	True		False	
3.4	Time for Observation				
	Formative supervision is more time consuming compared to conventional supervision	True		False	
3.5	Structure of Observation				
	Formative supervision is highly structured compared to conventional supervision	True		False	
3.6	Perspective of Observation				
	Formative supervision is more global in comparison to conventional supervision which is more focused and specific on a certain issue / concern	True		False	
3.7	Responsibility of Supervisor				

	The responsibility of the supervisor in formative supervision is to observe a teacher and locate the strengths and areas of concerns of the teacher.	True		False	
3.8	Communication during Supervision				
	Communication during the process of formative supervision is very encouraging, motivating and collaborative.	True		False	
3.9	Effect of Supervision				
	The effect of formative supervision is more global compared to conventional supervision which is focused and specific	True		False	
3.10	Role of Supervisor / Evaluator				
	In formative supervision the role of the supervisor is that of an evaluator first and then mentor, coach and counselor	True		False	

SECTION 4: Perception on Conducting Formative Supervision

Select only one response by placing a tick in the appropriate box below:

Scale: 1 = Strongly Disagree (SDA), 2 = Disagree (DA), 3=Agree (A), 4= Strongly Agree (SA)

(a) Before Classroom observation;		Response			
4.1	Teacher is informed of the classroom observation	SDA	DA	A	SA
4.2	Both parties have a pre-conference before observation	SDA	DA	A	SA
4.3	Discuss aspects that teacher would like to work on	SDA	DA	A	SA
4.4	Supervisor goes through lesson plan	SDA	DA	A	SA
4.5	Supervisor communicates purpose and ideas clearly	SDA	DA	A	SA
4.6	Supervisor ensures confidentiality	SDA	DA	A	SA
4.7	Both parties agree upon a suitable time for a classroom visit	SDA	DA	A	SA
4.8	Supervisor establishes a trusting climate	SDA	DA	A	SA
4.9	The teacher is viewed as a willing partner	SDA	DA	A	SA
4.10	The supervisor is viewed as a skilled mentor	SDA	DA	A	SA

SECTION 5: Perceptions on Conducting Formative Supervision

Select only one response by placing a tick in the appropriate box:

Two- point Dichotomous scale (Yes) or (No)

(b) During Classroom Observation		Response			
5.1	The supervisor observes the whole lesson	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5.2	The supervisor is punctual and spends sufficient time in the classroom	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5.3	Supervisor sits at a strategic location	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5.4	Supervisor pays attention to what is happening in groups in the class and to the personal interaction between the pupils	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5.5	Supervisor collects data on Teaching and Learning process including teacher characteristics	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5.6	Supervisor records relevant data using field notes	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5.7	Supervisor conducts 'verbatim note taking' to ensure all teacher / student interactions are recorded	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5.8	Supervisor audio / video record Teaching and Learning session	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

SECTION 6: Perceptions on Conducting Formative Supervision

Select only one response by placing a tick in the appropriate box:

Scale: 1 = Strongly Disagree (SDA), 2 = Disagree (DA), 3=Agree (A), 4 = Strongly Agree (SA)

(c): After classroom Observation:		Response			
6.1	A post mortem conference is held	SDA	DA	A	SA
6.2	Immediate feedback is communicated to the teacher (within 24 hours)	SDA	DA	A	SA
6.3	Feedback focuses on the act of teaching, rather than on the person of the teacher	SDA	DA	A	SA
6.4	Feedback focuses on both strengths and limitations	SDA	DA	A	SA
6.5	Consensus are reached by both parties as to the need for change, and how to bring these about	SDA	DA	A	SA
6.6	Realistic steps and remedies are discussed to promote continuing professional growth	SDA	DA	A	SA
6.7	The discussion emphasizes on the instruction and guidance towards true educative teaching.	SDA	DA	A	SA
6.8	The post conference is a two-way communication process	SDA	DA	A	SA
6.9	Teacher is provided with opportunities to express thoughts and opinions including disagreements	SDA	DA	A	SA
6.10	Teacher is given a chance to pose questions	SDA	DA	A	SA
6.11	At the post –conference, teacher is told of the next observation	SDA	DA	A	SA
6.12	At the end of the post- conference, teacher knows what is needed to be worked on	SDA	DA	A	SA

SECTION 7: Perceptions of Teachers on Supervisors

Select only one response by placing a tick in the appropriate box below

Scale: 1 = Strongly Disagree (SDA), 2 = Disagree (DA), 3=Agree (A), 4= Strongly Agree (SA)

Do you perceive your supervisors as.....?		Response			
7.1	an autocratic head	SDA	DA	A	SA
7.2	a democratic colleague	SDA	DA	A	SA
7.3	a participatory leader	SDA	DA	A	SA
7.4	an expert in Teaching and Learning	SDA	DA	A	SA
7.5	a motivator	SDA	DA	A	SA
7.6	a good coach & mentor for Teaching and Learning	SDA	DA	A	SA
7.7	a good listener	SDA	DA	A	SA
7.8	a collaborative partner in Teaching and Learning	SDA	DA	A	SA
7.9	a supportive colleague in Teaching and Learning	SDA	DA	A	SA
7.10	an evaluator of Teaching and Learning	SDA	DA	A	SA

SECTION 8 : Perceptions of Teachers and School Heads on Supervision Process

Select only one response by placing a tick in the appropriate box below:

Scale: 1 = Strongly Disagree (SDA), 2 = Disagree (DA), 3=Agree (A), 4= Strongly Agree (SA)

The Supervision process is		Response			
8.1	collaborative rather than hierarchical	SDA	DA	A	SA
8.2	interactive rather than directive	SDA	DA	A	SA
8.3	democratic rather than authoritarian	SDA	DA	A	SA
8.4	teacher-centered rather than supervisor-centered	SDA	DA	A	SA
8.5	dialogic versus didactic	SDA	DA o	A	SA
8.6	descriptive rather than judgmental	SDA	DA	A	SA
8.7	supportive rather than punitive	SDA	DA	A	SA

Thank you for your cooperation

**APPENDIX B: AN INTERVIEW SCHEDULE FOR TEACHERS AND SCHOOL HEADS
ON FORMATIVE SUPERVISION OF TEACHING IN SECONDARY SCHOOLS IN
KAYUNGA DISTRICT - 2011**

Dear Respondent,

This survey is being carried out to investigate the effectiveness of formative supervision of teaching. Besides that, the study will also examine the main issues and concerns (i.e. purpose of conducting formative supervision, perceptions of teachers on supervisors, perceptions of teachers and school heads on supervision process aimed at promoting the growth, improvement, interaction, solving problems as well as commitment in building capacity in teachers and academic achievement in secondary school students in Kayunga district.

1.0 Respondent's Social Demographic Characteristics

1. What is your designation?
.....
2. What is the category of your school?
.....
3. Are you a male or female?
.....
4. How old are you?
.....
5. What is your professional qualification?
.....
6. What is your teaching experience?
.....

2 Purpose of Conducting Formative Supervision

Purpose of formative supervision is to....

2.1. ensure formal curriculum is implemented in Teaching and Learning process?
.....

2.2. ascertain teacher's knowledge, attitudes and skills?
.....

2.3. enhance Teaching and Learning process for teacher development?
.....

2.4 enhance Teaching and Learning for student achievement?
.....

2.5 help make decisions on general job performance?
.....

2.6 help make decisions on merit, pay and promotion?
.....

2.7 provide motivation to teachers?
.....

3. Understanding the Purpose of Conducting Formative Supervision

3.1 What is the main aim and purpose of formative supervision in the teaching and learning process?

.....

3.2. In conventional teacher evaluation, what is the supervisor's objective in observing the teacher's personality, characteristics and overall Teaching and Learning climate in a lesson?

.....

3.3. In formative supervision who should be the initiator of classroom observation?

.....

3.4. Is formative supervision more time consuming compared to convention supervision?

.....

3.5. Is formative supervision highly structured compared to conventional supervision?

.....

3.6 Is formative supervision more global in comparison to conventional supervision which is more focused and specific on a certain issue/concern?

.....

3.7 Is the responsibility of a supervisor in formative supervision while observing a teacher to locate the strengths and areas of concerns of the teacher?

.....

3.8 Is the effect of communication during the process of formative supervision very encouraging, motivating and collaborative?

.....

3.9 Is the effect of formative supervision more global compared to conventional supervision which is focused and specific?

.....

3.10 In formative supervision what is the role of a supervisor?

.....

4. Perceptions on Conducting Formative Supervision

Before Classroom Observation:

4.1 Is a teacher informed of the classroom observation?

.....

4.2 Do both parties have a pre conference before observation?

.....

4.3 Do they (i.e. both parties) discuss aspects that teacher would like to work on?

.....

4.4 Does the supervisor go through lesson plan?

.....

4.5 Does the supervisor communicate purpose and ideas clearly?

.....

4.6 Does the Supervisor ensure confidentiality?

.....

4.7 Do both parties agree upon a suitable time for a classroom visit?

.....

4.8 Does the supervisor establish a trusting climate?

.....

4.9. Is the teacher viewed as a willing partner?

.....

4.10 Is the supervisor viewed as a skilled mentor?

.....

5. Perceptions on Conducting Formative Supervision

During Classroom Observation:

- 5. 1 Does the supervisor observe the whole lesson?
.....
- 5. 2 Is the supervisor punctual and spends sufficient time in the classroom?
.....
- 5. 3 Does the supervisor sit at a strategic location?
.....
- 5. 4 Does the supervisor pay attention to what is happening in groups in the class and to the personal interaction between the pupils?
.....
- 5. 5 Does the supervisor collect data on Teaching and Learning process including teacher characteristics?
.....
- 5. 6 Does the supervisor record relevant data using field notes?
.....
- 5. 7 Does the supervisor conduct 'verbatim note taking' to ensure all teacher student interactions are recorded?
.....
- 2. 8 Does the supervisor audio/video record Teaching and Learning session?
.....

6. Perceptions on Formative Supervision

After Classroom Observation:

- 6.1 Is the post mortem conference held?
.....
- 6.2 Is immediate feedback communicated to the teacher (within 24 hours)?
.....
- 6.3 Is feedback focused on the act of teaching, rather than on the person of the teacher?
.....

- 6.4 Is feedback focused on both strengths and limitations?
.....
- 6.5 Are consensus reached by both parties as to the need for change, and how to bring about these?
.....
- 6.6 Are a realistic steps and remedies discussed to promote continuing professional growth?
.....
- 6.7 Does the discussion emphasize on the instruction and guidance towards true educative teaching?
.....
- 6.8 Is the post-conference a two-way communication process?
.....
- 6.9 Is the teacher provided opportunities to express thoughts and opinions including disagreements?
.....
- 6.10. Is the teacher given a chance to pose questions?
.....
- 6.11. At the post-conference, is a teacher told of the next observation?
.....
- 6.12 At the end of the post-conference, does the teacher know what is needed to be worked on?
.....

**7. Perceptions of Teachers on Supervisors:
How do you perceive your supervisor?**

7.1 As an autocratic head?

.....

7.2 As a democratic colleague?

.....

7.3 As a participatory leader?

.....

7.4 As an expert in Teaching and Learning?

.....

7.5. As a motivator?

.....

7.6. As a good coach & mentor for Teaching and Learning?

.....

7.7. As a good listener?

.....

7.8 As a collaborative partner in Teaching and Learning?

.....

7.9 As a supportive colleague in Teaching and Learning?

.....

7.10 As an evaluator of Teaching and Learning?

.....

8. Perceptions of Teachers and School Heads on Supervision

How do you perceive supervision process?

8.1 As collaborative rather than hierarchical?

.....

8.2 As interactive rather than directive?

.....

8.3 As democratic rather than authoritarian?

.....

8.4 As teacher-centered rather than supervisor-centered?

.....

8.5 As dialogic versus didactic?

.....

8.6 As descriptive rather than judgmental?

.....

8.7 As supportive rather than punitive?

.....

Thanks for your cooperation

APPENDIX D: MAP OF KAYUNGA DISTRICT SHOWING AREA OF STUDY

