

**PROFESSIONALIZED INSTRUCTIONAL SUPERVISION ON TEACHERS'
PROFESSIONAL DEVELOPMENT: A CASE OF SELECTED PRIVATE
SECONDARY SCHOOLS IN SSISA SUB COUNTY,
WAKISO DISTRICT**

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NANSUBUGA BRENDA

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REQUIREMENT FOR THE AWARD OF MASTER OF EDUCATION
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DECLARATION

I, NANSUBUGA BRENDA, hereby declare that this dissertation entitled, *“Professionalized Instructional Supervision on Teachers’ Professional Development: a case of selected private secondary schools in Ssisa sub county, Wakiso District”*, is the account of my own research and has not been submitted for a degree or any award at the institution of higher education.

Brenda

Signed

19th - 09 - 2013


Date

APPROVAL

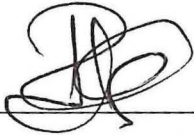
This is to certify that this dissertation has been submitted with our approval as university supervisors

Margaret K. Wsege

DR. LUBEGA MARGARET K.

23rd / 09 / 13 

Date



DR. NDAWULA STEPHEN

20 / 09 / 2013

Date

DEDICATION

I dedicate this book to my lovely parents Mr. Nsubuga Robert and Mrs. Nsubuga Elsie who have supported me throughout my education life.

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The dissertation journey is a personal journey, but would not have been possible without the support, guidance, and inspiration of others. I would like to thank my supervisors Dr. Lubega Margaret Kansiime, Dr. Ndawula Stephen and Dr. Kagaari James for their encouragement, guidance, and gentle pushes along the way. For ensuring my success in this study, thank you.

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LIST OF ACRONYMS

ACE	Association for Counselor Education
MoES	Ministry of Education and Sports
NSDC	National Staff Development Council
NCEE	National Council on Excellence in Education
PD	Professional Development
SPSS	Statistical Package for Social Science

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ABSTRACT

The core of this study was to examine professional instructional supervision on teachers' professional development in Ssisa Sub-county in Wakiso District. Many studies have urged for the integration of supervision work frame in teacher development practices as a means for effective task execution in order to capture comprehensive study results, a descriptive survey design diagnostic in nature was adopted. Both qualitative and quantitative approaches were used to gather data from a sample size of 102 respondents. A self administered questionnaire was designed to gather primary data from informants and interview guide was used to obtain qualitative information. In the analysis of data collected, SPSS (Statistical Package for Social Science), a computer package was used and the results were presented in tables and figures. The study identified poor professionalized instructional supervision as a serious challenge that directly affects the professional development of teachers which both directly and indirectly affects the efficiency of service delivery in private schools. Basing on the findings, the study recommended that a school – under professional development plan aimed at improving classroom-based instruction by focusing on teaching practices and curricular processes should be developed so that all students achieve at appropriate levels of performance. The study recommended improvement of the supervisory knowledge and skills of managements and their assistance based on cutting-edge technologies in instructional leadership that are intended to improve teaching practices. Incorporating instructional leadership institutions such as action research, meaningful walkthroughs, which deepen the schools' commitment to a culture of instructional excellence, was another recommendation. Still advocating for a district level supervisory team that complies of the school management of private schools to see to it that there are well designed programs initiated in schools to enable teacher professional development.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Researchers interested in school academic performance have long argued that building individual teacher knowledge and skill is essential to improving student learning (Elmore, 2000). More recently educational policy writers (Desimone, et al., 2002, Elmore, 2002, King & Newman, 2000) have drawn on a broad array of research to offer guidelines for practitioners about the connections between teacher development, school leadership, developing schools as learning communities, and student learning.

King (2004) suggested that school leaders develop shared goals for student learning with meaningful collaboration among faculty members; in-depth inquiry into assumptions, evidence, and alternative solutions to problems; and opportunities for teachers to exert influence over their work. King (2004) summarized other research on school reform by describing specific strategies school leaders might use to implement each of these four guidelines.

Additionally, King (2004) asserted that shared commitment is strengthened when supervisors work with teachers to establish shared goals for student learning (Hallinger & Heck, 1996) so as to align student learning with school wide professional development (Conley & Goldman, 1994). King recommended these strategies for school leaders; along with allocation of that school leadership efforts have tinkered around the edges of the core technologies of schooling, teaching and learning, rather than addressing them head-on.

In Sub-Saharan Africa, a major political topic in education is how to resolve the problem of teacher effectiveness and its detrimental effect on student achievement (N'guilé, 2000).

Over time students' academic performance in both internal and external examinations has been used to determine excellence in how teachers teach (Ajao, 2001). Thus, poor academic performance of students in most of African countries has been linked to poor teachers' class performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which have also been attributed to poor motivation (Ofoegbu 2004).

Education is a complicated process that brings various facets into the play. The role of a teacher in this process cannot be underestimated (Glatthorn, 1990). Through teachers, education fulfills its goal of teaching and nurturing students. In order to ensure an optimum teaching-learning environment, teachers need to be not only well educated, but a part of the learning community. The purpose of teacher education and other professional development experiences is to promote the learning and growth of teachers as persons and as professionals.

In Ugandan context, school performance entails, teaching consistently with diligence, honesty and regularity orchestrated by increased good academic performance from students; setting adequate written and practical exercises, ensuring effective marking, evaluating all exercises promptly and carefully and observing academic regulations and instructions (Uganda Teaching Service Commission Regulations, 1996). Rae (1981) argues that, private schools often are well-positioned to offer high-quality education that became necessary, but to do so teachers' competency and work methods must be undoubted to reach students.

A case- For example of recent there has been unrest among teachers' diligence and loyalty in their profession and within private secondary schools. As a result, teachers' academic performance has been on decline in relation with school performance among private schools compared to the government schools within Wakiso district where government schools dominate national performance.

Among the many possible causes of underperformance is said to be contributed to unprofessional treatment of teachers, lack of professional development opportunities, and insufficient supportive supervision.

1.2 Statement of the Problem

Empirical studies indicate that the continuation of career/nurturing linkages with the profession have in time resulted in limitations within profession for new entries in the teaching profession teachers. Notably, the new demographical trend in the teaching professional necessitates for an effective supervisory system instituted in secondary schools to develop new teacher entries.

Despite the urgency for such cause, there appear to be little emphasis put forth to strengthen a continuous teacher development..

1.3 The Purpose of the Study

The main purpose of this study was to examine the significance of continued professionalized instructional supervision on teachers' professional development

1.4 Specific objectives

The specific objectives of the study were to;

- i. Establish the practices of teacher profession development
- ii. Examine the relationship between professionalized instructional supervision and teachers' professional development.
- iii. Establish the strategies for strengthening teacher professional development.
- iv. Suggest recommendations related to effective professionalized instructional supervision.

1.5 Research questions

- i. What are the practices in place for teacher professional development?

- ii. What is the relationship between professionalized instructional supervision and teacher professional development?
- iii. What strategies are in place for strengthening teacher professional development?
- iv. What recommendations are undertaken for the effective professionalized instructional supervision?

1.6 Scope of the study

The study was aimed at exploring the essence of professionalized instructional supervision in teachers' professional development. It was based on an academic assumption that teacher supervision enhances teachers' professional development.

The study was conducted in three privately owned secondary schools namely; A, B and C in Ssisa sub county, Wakiso District. These categories of schools were selected simply because of the following reasons; A was selected because it is one of the best performing privately owned secondary schools. It was chosen specifically to find out with the other two schools namely B and C to what contributes to its academic excellence. The study was conducted in Ssisa sub county, Wakiso District in Central Uganda.

1.7 Significance of the study

The study findings provided insight into the need for a continuous professionalized instructional supervision of teachers on their professional development in schools. Thus the study revealed whether teachers were satisfied with the practices and their influence on professional development presently.

The study could be important to the school system where the study was performed. The study could lead to improvements in the supervision preparation program in order to raise the quality

level of teachers. With the demands on this growing school system to attract and retain teachers.

Furthermore the study would serve a basis for further academic studies hence it would serve as a point of reference on the same topic.

1.8 Conceptual model

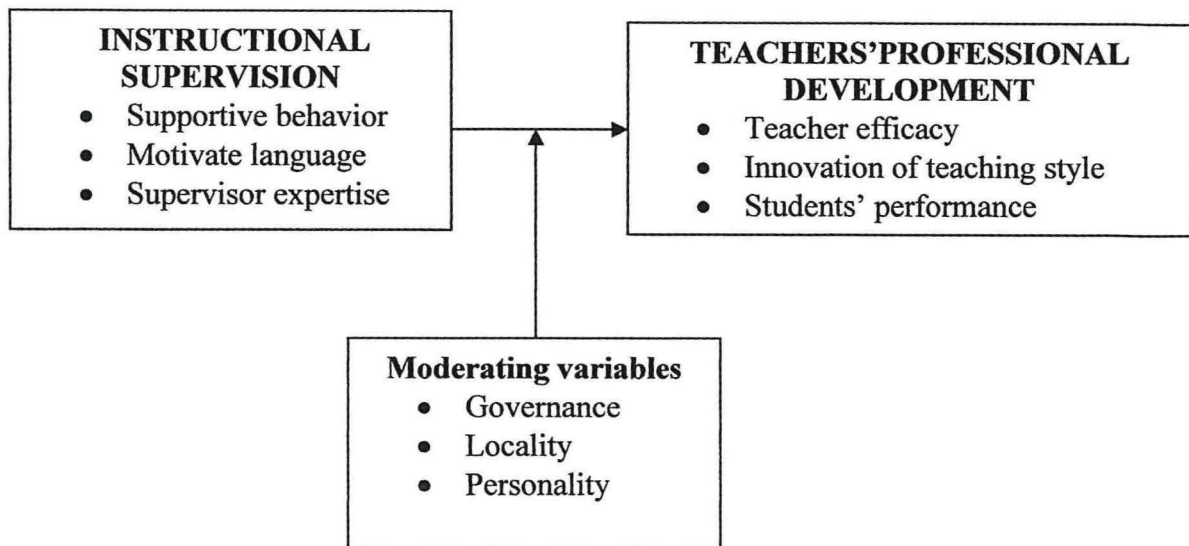


Figure 1 revealed that supervision practices have direct effect on teaching practice and performance. This implied where there was supportive supervision practices there was positive teacher skill enhancement which was eventually an impact on teacher effectiveness. The theoretical framework was built on the premise that teachers could improve instruction through meaningful discourse with a knowledgeable supervisor. Since the teacher was an active participant in the supervision exercise/process, it produced teachers who could analyze their own performance, were open to help from others, and were self-directed. It fostered professional growth by encouraging reflection hence leading to teacher high quality performance.

1.9 Definition of terms

Instructional supervision: A process in education, the primary purpose of which is to support and sustain all teachers in their goal of career-long growth and development, which ultimately results in quality instruction.

Such growth and development rely on a system that is built on trust and is supportive of teachers' efforts to be more effective in their classrooms (Beach & Reinhartz, 2000).

Professional development: This teacher-directed process occurs over a period of time, leading to the professional growth for the teacher. Professional development is a vital component of ongoing teacher education and is central to the role of principals and teachers. This development is concerned with improving teachers' instructional methods, their ability to adapt instruction to meet students' needs, and their classroom management skills; and with establishing a professional culture that relies on shared beliefs about the importance of teaching and learning and that emphasizes teacher collegiality (Wanzare & Da Costa, 2000).

Clinical supervision: This is a process of supervision of classroom instruction for the improvement of professional growth, which usually consists of several phases, including pre-conference, observation, and post-conference (Glatthorn, 1990).

Developmental supervision: A model of supervision that views teachers as individuals on various levels of growth and development (Glickman et al., 1998). Developmental approach may implement a directive, collaborative, or non-directive peer coaching. A process of supervision in which teachers work collaboratively in pairs and small teams or cohorts to improve instruction (Beach & Reinhartz, 2000).

Peer coaching may be a planned or incidental activity. Generally peer coaching occurs in the classroom where one teacher observes another and provides feedback. It may also take place in a conferencing situation away from the classroom.

Cognitive coaching: A process where teacher coaches are trained to ask questions that allow teachers to explore thinking behind their practices (Garmston et al., 1993).

Costa and Garmston (1994) defined it as a nonjudgmental process built around a planning conference, observation, and a reflecting conference, in which the supervisor attempts to facilitate teacher learning through a problem-solving approach by using questions to stimulate the teacher's thinking.

Mentoring: This is a process that facilitates instructional improvement wherein an experienced educator (mentor) works with a novice or less experienced teacher (protégé) collaboratively and nonjudgmental to study and deliberate on ways instruction in the classroom may be improved (Sullivan & Glanz, 2000).

1.1.1 Ministry of Education and Sports Perspective

MoES (2007) asserts that since private schools have increased their intake levels of students, their school performance are of greater concern than ever before. This brings into perspective the prior thrust for an improvement in standards and performance. The expectations are dependent of the quality of teachers. Afe (2001) posited that teachers are the central pivot towards students' academic achievement. Teachers play a crucial role in educational attainment because teachers are ultimately responsible for translating policy into action and principles based on practice during interaction with the students. With growing private schools education

authorities have to place more emphasis on proper management of schools and school staff. The need for properly trained school supervisors, who are equipped to supervise teachers' service delivery, has therefore become an issue in education (Soer, 1996). Bondesio et al. (1991) argued that because the school is such a labor-intensive undertaking, the teaching and administrative staff (human resources) is regarded as the most precious asset of the institution.

1.1.2 Regular supervision as a key tool to academic success

As a result, supervision is considered to be a key tool to academic success in schools (Ebmeier, 2003).

Many studies have urged for the integration of supervision work frame in teacher development assessment practices as a mean for effective task execution. According to Ebmeier, supervision activities that teachers felt supportive were said to enhance their self development which positively influenced their teaching abilities to reach students.

The conclusion drawn from the data revealed that supervisory behaviors positively influenced teacher outcomes (2003). Therefore, standards outlining a criterion for professionalizing instructional supervision have become a part of the educational landscape. Standards require managers and leaders to rethink existing systems and practices and to illustrate best practices (Castles-Bentley et al.; 2005).

Thus supervision has long been an internal part of school infrastructure (Glanz, 1991, 1998). Supervisors are expected not only to monitor compliance with the rules but also to provide assistance for instruction and to model good teaching practices for the supervisees (Tracy & MacNaughton, 1993). Further studies have therefore concluded that, teacher development and supervision go hand and hand. Thus, educational system has a responsibility to help teachers improve their practice and to hold them accountable for meeting their

commitments to teaching and learning. These responsibilities are usually referred to as supervision. Done well, supervision enhances teacher development (Sergiovanni, 1995).

Various studies have concluded that, although higher salaries would encourage better teacher academic performance, improvements in conditions of service are also very important in promoting job satisfaction, motivating teachers, and promoting retention. Teachers express a strong desire for more professional support in general, better teaching and learning resources, supportive supervision, and ongoing in service professional development. This is thought to be a very promising area of policy and program intervention in improving the recruitment, retention, and retraining of secondary school teachers.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter was presented according to objectives of the study. The first section provided an overview of supervisory models that have been used in education to improve teacher instruction. The second section dealt with the connection of supervision and professional development of teachers and different aspects of this integration. This chapter presented review of related literature. It involved the systematic identification, Location and analysis of documents containing information related to the research problem (Gay, 1992).

2.2 The Role of Supervision in Teaching Process

During the past several decades, instructional supervision has been identified as a means to enhance the performance of teachers in professional roles, since being a true “professional” requires that a teacher has to be fully capable of making appropriate decisions and providing high quality services. It also requires the teacher to be in constant pursuit of better understanding and more efficacious methodologies. Thus, supervision of instruction is closely connected with professional development. This connection has been the theme of a thorough study in recent decades (Beach & Reinhartz, 2000).

The importance of the connection between supervision and professional development cannot be underestimated. Mackenzie (as cited in Glickman et al., 1998), stated that “those schools that link their instruction and classroom management with professional development, group development and action research under a common purpose achieve their objectives.

Supervision in this case can be viewed as the function that draws all participants of school teaching-learning process together.

According to Chivore (1995), supervision involves the assessment of proper implementation of policy, correction of identified weaknesses, direction and redirection of defects for the attainment of stated aims, objectives and goals of an education system at a given level. The writer argues that it is an administrative tool and a process of monitoring educational standards which school heads cannot function effectively without. Supervision is often a response to a crisis or, in other cases, a routine of occasional visits to classrooms (Madziyire, 2000).

There is a general acceptance of the idea that in organizations, including educational institutions, growth in knowledge and operational expertise depends greatly upon interaction with other workers in a common search for improvement. Sergiovanni and Starratt (2002) viewed schools as learning communities where students, teachers, and supervisors alike are learners and teachers depending on circumstances. Supervisory leadership is called to establish this environment in school. The heart of supervisory leadership is designing opportunities for teachers to continuously expand their capacity to learn, to care, to help each other, and to teach more effectively. Sergiovanni (2000) stated that if teacher development is to move to center stage in the school improvement process, then schools need to create the kinds of supervisory systems and growth strategies that encourage reflection, acknowledge teacher individuality, and emphasize collaborative relationships. Interaction between the supervisors and teachers is an asset for effective and collaborative professional development.

According to Komoski (1997), supervision is a leadership instructional act where the ultimate aim is to improve classroom instruction.

Besides helping to enhance the teaching and learning process, is also seen as a process to ensure the 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 also no denying that the supervision process also helps school heads evaluate teacher competency in terms of teacher knowledge, skills and attitudes.

Notably, Holland and Adams (2002) pointed out that the right supervision supports teaching and professional development, enhances personal and collaborative enquiry, promotes critique, and contributes to an evolving pedagogy. To this, Acheson and Gail (2003) highlighted that supervision is not autocratic but collaborative and interactive. Furthermore, it is not directive but democratic. It is also more teacher-centered rather than being an authoritative supervisor-centered activity. Olivia (1993) puts it aptly when she stresses that the supervisor can be seen as "a teacher of teachers".

2.2.2 Types of supervision

Glickman and Tamashiro (1980), outlined that there are three main types of supervision: directive, non-directive and collaborative.

Directive supervision is an approach based on the belief that teaching consists of technical skills with known standards and competencies for all teachers to be effective. Therefore in such a context, the role of the supervisor is to inform, direct, model, and assess those competencies. Such supervision is perhaps best applied to the novice teacher who needs more guidance.

In contrast to directive supervision, non-directive supervision which is based on the premise that learning is basically a private experience and hence teachers must have the ability to

conduct self-reflection and come up with their own strategies and solutions to improving their teaching and learning process. Here the supervisor's role is to listen and not be judgmental.

Finally, collaborative supervision is based on the belief that the teaching and learning process is a dynamic process requiring decision making and problem solving skills. In relation with the above, Sergiovanni and Starrat (2006) noted that the essence of supervision is embedded in formative clinical supervision as it is a "people-centered approach" and it postulates "kaizen" or continuous improvement. Additionally, Cogan (1973) one of the pioneers of clinical supervision, cited in Zepeda (2007) argued that, the rationale and practice designed to improve the teacher's classroom performance. It takes its principal 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.

Accordingly, Gaies and Bowers (1993) added that clinical kind of supervision is an on-going process of teacher development that is based on direct observation of classroom teaching performance. They added that the main aim of clinical supervision is to promote effective teaching and to help teachers reduce the discrepancy between actual teaching behavior and ideal teaching behavior. In the clinical supervision model, the supervisor is seen as a facilitator, trainer and educator.

2.2.3 Characteristics of Professionalized Instructional Supervision

Supervision for teachers' professional growth and development is grounded in a number of principles and beliefs that emerge from the literature (Wanzare & Da Costa, 2000).

Little (1993) noted that the primary purpose of supervision is for teachers and supervisors to engage in focused study groups, teacher collaborative activities, and other long-

term professional partnerships, in order to actively construct knowledge and increase their understanding of the teaching-learning process (Nolan & Francis, 1992).

Supervision is a fundamental part of the total service provided by school systems. Wanzare and Da Costa (2000) stated that it must have an identity within the organizational hierarchy and it must be administratively supported if its purposes are to be achieved. "Supervisors as well as other educational leaders have the responsibility for facilitating professional development, building teams of teachers or cohorts and empowering teachers to make decisions regarding their instructional performance" (Beach & Reinhartz, 2000).

Da Costa and Riordan (1997) emphasized that the development of trust in the supervisory relationship is critical. As Griffin (1997) noted, shared authority, expertise, and expectations as a consequence of supervision opportunities are preferable to conventional "top-down" strategies designed to realize "top-down" expectations.

Supervision requires the proactive use of linguistic skills (Arredondo et al., 1995). The importance of such skills was emphasized by the approach of cognitive coaching (Costa & Garmston, 1994). Supervision is highly dependent on the exchange of ideas among individuals working with each other. Participants in the supervisory process must be able to communicate their intended meanings clearly and coherently.

Effective supervision can be characterized by such constituents as teaching, learning, reflection, two-way growth, and group collaboration (Arredondo et al., 1995). Supervisors and teachers must be involved in and committed to rigorous educational and training programs to improve the validity, reliability, and acceptability of data collected and the inferences made during the supervisory process (Haefele, 1993).

2.3 Instructional Supervision on Teacher professional development

Professional Development is a critical necessity in today's educational environment. Teachers are facing a quickly changing environment including new technology, new research about teaching and learning and new political pressures to perform.

Teachers are being held accountable as never before for student achievement, particularly with No Child Left Behind legislation (2002).

Menter and Hulme (2008) noted that, teacher educators have highlighted a number of features of teacher education as strengths, for example a shared ethos within the policy community, peer review and the strong intellectual base. The concept of teacher professionalism is based on an ideal of the teacher as a skilled worker with a high degree of autonomy (Forde et al., 2006; Doherty and McMahon, 2007). The extent to which this view of teaching is actually adopted as part of teachers' professional identity does vary however, as demonstrated by the diversity of teachers' responses to the current curriculum reforms. Recent research by the University of Glasgow (2009) suggests that teachers had become accustomed to a relatively prescriptive curriculum and that some are finding the new responsibilities accompanying Curriculum for Excellence challenging. It is therefore argued that professional development that causes achievement gains in students (Kent, 2004); while in yet others it connotes a change in teacher behaviors (Wenglinsky, 2002).

Lee (2005) stressed that teachers rate professional development as effective if they have time to practice and prepare for implementation, if the subject matter is relevant to their situation and if they feel they have support. Professional development in long run enhances change in teacher behaviors and resulting student achievement through professional development (Wenglinsky, 2002).

He posited that professional development seems to influence teachers' classroom practices strongly. The more professional development teachers received in hands-on learning, and indeed the more professional development they received regardless of topic, the more likely they are to engage in hands on learning activities.

And the more professional development teachers received in working with special student populations, the less likely they are to engage in lower-order activities.

According to The office of Educational Research and Improvement (1994), it was suggested that, these different experiences could be mentoring, on-going workshops, additional technical support and assistance, and structured observations. Therefore, teachers need continued practice to become comfortable with their practical activities in teaching (Kent, 2004).

Barnett (2004), revealed that, time was a valuable asset for teacher professional development. Allowing teachers the ability to access support at their own leisure can help alleviate the stress and barriers for performance. Studies indicate that, effective professional development programs that provide sufficient hands-on time and follow-up support for teachers to master new content and strategies. Teachers need additional time to practice and tryout new ideas and reflect on what they are learning. This can't possibly happen with traditional one-time workshops. Availing on-line support allows the teachers to learn at their own pace. They can set their own schedule (Kehrhahn et al., 2003).

Guskey (2003), asserted that professional development as one method for improving teacher effectiveness. Professional development can be defined as the processes that assist teachers in developing deep content knowledge about the subjects they teach, and in turn, improve student learning experiences (The National Staff Development Council [NSDC], 2001).

Teacher supervisions enhances professional development opportunities encourage teachers to engage in critical thinking about current pedagogy, develop new instructional methods, and evaluate how new instructional strategies influenced student learning experiences (Kelleher, 2003). Effective professional development changes teachers' values, beliefs, and practices in order to positively impact student learning (McDonald, 2009; Desimone et al. (2006).

However, professional development should not be held in the traditional division-sponsored or one-day workshop manner because that type of professional development focuses on transmitting knowledge to teachers rather than teachers constructing and internalizing knowledge (McDonald, 2009). Therefore, effective professional development for improving teacher effectiveness encompasses long-term commitment, reflective practice and collaboration in order to change teaching practices (McDonald, 2009; Stronge, 2002).

Additionally, focus on professional development allows for facilitators to Centre on particular areas of improvement, such as issues related to a particular content area or instructional strategy, rather than generalizing the session to the needs of a large group of teachers. One method of providing this tightly-focused professional development provides teachers in need of assistance with a mentor or coach—an experienced colleague—which is a valuable method for improving teacher effectiveness. Coaching, rather than participation in structured professional development sessions, provides opportunities for coaches to differentiate to the needs of individual teachers. In addition, to fostering professional relationships, coaches have the opportunity to use student data and teachers' pedagogical content knowledge to refine teaching practices. Additionally, coaches support teachers by prompting teachers to engage in

reflection on instructional practices and student learning (Berry, Daughtry, & Wieder, 2010; Gill, Stone, & Stone, 2010).

Recent research literature suggests that while many factors contribute to achieving bold goals for student learning, what teachers know and are able to do is one of the most important factors influencing students' learning (Fullan et al., 2006). Teachers are the ones responsible to work creatively with their students, to translate and shape curricular goals and theoretical notions into effective classroom and school-wide practices, and to provide an environment for effective learning.

Wilson et al. (2001) noted that, the act of teaching has become too complex and that highly competent teachers continue to learn, are adaptive, build up a sophisticated pedagogical repertoire, and are able to apply a range of practices for varying purposes that incorporate and integrate different kinds of knowledge, used in various combinations flexibly and fluently (Bransford et al., 2005).

Not surprisingly, attention has been put on the role of the deliberate, ongoing, high quality professional learning and development in supporting teachers to be responsive to changing, complex and challenging demands (Joyce & Showers, 2002). Fullan, et al., (2006) claimed that, professional learning that focuses on contextually-based, personalized, data-driven instruction is one of the three central components of Breakthrough thinking that is critical to successful educational reform and that will noticeably improve and sustain learning for students and teachers alike. In their view, teachers must be learning in their classrooms every day.

Furthermore, Berliner (2005), revealed that, in order to enhance teacher professional development there is need for professional development initiatives designed to address the professional development needs of mid-career teachers. According to Fullan (2001), to achieve

this, there are ranges of factors that need to be carefully considered when determining appropriate delivery modes, standards and/or approaches for assessing professional learning. Glazer et al., (2005), argues that, for professional development to be attained, professionalized instructional supervision is the core.

Supervisors support teachers in incorporating or changing particular instructional practices. Guidance throughout this endeavor is necessary. A collaborative environment characterized by ongoing peer support, sharing and modeling is more likely to facilitate change in teaching practices than guest speakers, one-day trainings, or demonstrations (Rodgers & Pinnell, 2002).

Therefore, supervisors serve as facilitators to observe teachers try the new practices, and encourage teachers to engage in reflection (Shidler, 2009). This process of practice and reflection is important because teachers need opportunities for repeated and guided practice on the new skill, allowing them to replace older and ineffective methods with more effective behavior. Thus, engaging in this teacher-learning process with a supportive colleague encourages teachers to reflect on their new instructional practices. Peer interaction and support also provides opportunities for teachers to be provided with non-intimidating, consistent feedback on their teaching performances (Yost, Vogel, & Rosenberg, 2009).

Fullan (2006) intentionally uses “professional learning” to refer to the ongoing, focused “daily learning of teachers individually and collectively. Day’s (1999) highlights that, teachers' continuous professional learning within the broader context of change and its interconnected elements is a key factor for teachers’ performance. According to Day, Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which constitute,

through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives.

2.5 Strategies for strengthening teacher professional development

Haberman (1992) argued that successful teaching in private schools is a different order of teaching. Maeroff (1988) supported this contention by stating that students need teachers who inspire them, who have rapport with them, who have high expectations of them, and who can provide students with supportive environments which bolster their confidence.

The writer states that these teachers need to be able to communicate effectively; thus to modify the curriculum where needed, and to have the skills and the time to talk with students about life and its problems.

Therefore, preparing teachers for these challenging environments is a problem which many faculties of education are beginning to examine more closely. Preparing preservice teachers for their future classrooms becomes more complex as the school population becomes more diverse. Changing demographics require changing teacher education strategies (Fuller, 1994). Faculties of education are realizing that prospective teachers need more than a general education. They need specialized knowledge of the lives and learning styles of students, first hand experiences in schools, and an understanding of the community from which the child comes (Reed and Simon, 1991).

Likewise, Stallings et al. (1990) postulated that, new teachers who have received their field experience in the suburbs are hired to teach in multicultural, inner-city schools with little

preparation to serve this population of children and families. Throughout the literature there are exaltations to faculties of education to change and improve the teacher preparation programs to address the special needs of teachers in inner city schools. This necessitates the need for a strong supervision strategy. Feiman-Nemser (2001), argued that different types of professional development should be offered on a “continuum” over the teacher’s career, starting with formal education (courses offered by the college), then induction (pairing with a master teacher or mentor when beginning to teach, offered by the school), then ongoing inquiry activities while teaching (practitioner research or study circles, organized by the school), supported by a learning environment in the school, and opportunities for professional development (workshops, institutes offered by the district). Coaching (whether peer or mentor) has strong advocates within the professional development field (Joyce & Showers, 1995).

Ball & Cohen (1999), stressed that professional development could be successful if it took place over time (not one session only), was integrated with the school context, and focused on helping teachers not just acquire new behaviors but change their assumptions and ways of thinking (reflectiveness) as well. The difficulties of trying to meet all these demands through one-shot, traditional professional development such as workshops prompted professional development experts to recommend “alternative” or “reform” types of professional development, such as study circles, mentoring, collaborative problem-solving groups, practitioner inquiry, and so on, that can be organized as part of teachers’ daily work to help them acquire a reflective stance as much as to acquire new knowledge of content and practices (Guskey, 1999). Several scholars on Professional development advocate for reflectiveness and an inquiry stance among teachers, rather than simply adoption of new practices. Adoption of new practices, they believed,

would come about as teachers reflected and systematically tested “what works” in their own context (Richardson & Anders, 1994).

This paradigm shift, as Sparks (1994), termed it, in thinking about professional development: away from an emphasis on teachers adding new skills or fixing “bad” practice and toward an emphasis on teacher reflectiveness and problem solving as a result of professional development (Arlin, 1999). Richardson and Placier (2001), described this shift as a move from the “empirical-rational” model of change (where academic researchers study and decide on most effective practices and then teachers are trained to understand and implement these practices) to a “normative-reductive” model of change (where teachers and administrators build their capacity to solve problems by looking at their own beliefs and practices, and through dialogue and collaboration with other practitioners).

Teachers should adopt a “change orientation,” seeing themselves not as teachers who master and then replicate instructional tasks dictated from outside but as learners who must constantly grow from their own practice, through experimentation, problem solving, and reflection on their work (Richardson, 1998). Professional development models that focus on teacher knowledge and inquiry are preferred to those that deliver expert knowledge and expect teachers to adopt specific practices (Lytle et al., 1992).

Educators promoting the new paradigm of professional development advocate for schools to be organized as learning communities for teachers and school leaders, with opportunities for teachers’ continuous learning and reflection built into their jobs and into the structure and culture of the school (Langer, 2000). When universities partner with local school districts to support such learning communities, the result is a “professional development school,” where professional

development linked with ongoing research projects is integrated into the work, culture, and structure of teaching and the school. Simultaneously, researchers began to use the term “professional development” (rather than “staff development”), since “professionals” are developed through the self-sustaining process of learning from one’s own practice, whereas “staff” are developed through training processes aimed at school improvement and adoption of new innovations.

Conclusion

Literature as presented above reveal that professional development initiation designed to address teacher performance are a key necessity in privately owned secondary schools.

A variety of studies have shown that effective professional development through professionalized instructional supervision increases teacher quality which in the end amounts to positive academic performance. Professional development is understood and described as “formal and informal provisions for the improvement of educators as people, educated persons, and professionals, as well as in terms of the competence to carry out their assigned roles. Therefore it is strongly thought that if teachers in privately owned secondary schools are to perform to the quality expected of them then efforts to improve teachers’ capacity to function as effective professionals by having them learn new knowledge, attitudes and skills.

CHAPTER THREE

METHODOLOGY

3.1 Introductions

This chapter described the procedures that were followed to gather data from selected secondary schools in Ssisa sub county, Wakiso District. The chapter presents; research design, population and sampling, data collection techniques, pilot study, data analysis, ethical considerations and limitations of the study.

3.2 Research design

This study was a cross sectional research design combining both qualitative and quantitative approaches. According to Borg and Gall (1984:86), agree that research design refers to a logical and systematic manner in which data are collected and analyzed. The need for a design stems from the desire to obtain results that are not subject to alternative interpretations and to avoid unnecessary ambiguity. According to Heppner et al. (1992:73) the usefulness of a research design depends on: the existing knowledge bases pertaining to the specific research questions; and the resources available to the researcher.

3.3 Target population

The population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable (Gay, 1992:124). The total number of units under consideration in the research problem is a population. The study involved 120 respondents that comprised of teachers, supervisors, head teachers and senior administrators among the different schools selected for the study. The target population comprised of 120 respondents.

This source of the population was provided by the Residential District Commissioner (RDC) of Wakiso district.

3.4 Sampling Design and sample size

3.4.1 Sampling design

Gay (1992) describes a good sample as one that is representative of the population from which it was selected. The researcher adopted a stratified and purposive sampling technique to gather data from selected group of participants. This is because of the sensitivity of the research topic in that; it involved quality of leadership competencies of the schools.

3.4.2 Sample size

Using Krejcie and Morgan (1970) tables of sample selection, a sample size of 102 of respondents was selected from the schools. To preserve each school's confidentiality as agreed in research instrument, each school was provided a pseudo name and was only referred to, by that pseudonym as illustrated below.

	SCHOOLS	SUPERVISORS		ADMNISTRATORS		TEACHERS		TOTAL	
		N	n	N	n	N	n	N	n
1	A	7	7	6	6	27	27	40	36
2	B	6	6	6	6	28	28	40	36
3	C	6	6	8	8	26	26	40	36
TOTAL		19	19	20	20	81	81	120	92

3.5 Area of the study

The study was conducted among the above three private secondary schools in Ssisa sub county, situated in Wakiso District in central Uganda. These schools were selected simply because of the following reasons; A was selected because it is one of the best performing privately owned secondary schools.

It is chosen specifically to compare it with the other two schools namely C and B, to what contributes to its academic excellence. The study was conducted in Wakiso District in Central Uganda.

3.6 Sources of Data

The researcher obtained data from primary and secondary sources of data.

3.6.1 Primary sources

This data was gathered by use of a self-administered questionnaire. By use of this tool the researcher obtained firsthand data from respondents who participated directly in the study.

3.6.2 Secondary source

This data was obtained from libraries, reading text books, from the internet and review of the documents published by the unit of analysis.

3.7 Kind of data Collection Techniques Used

3.7.1 Quantitative techniques

This was applied to collect data that could be expressed in numbers and statistics especially in addressing questions like what, how many. This research technique is considered to be the most appropriate since it aims at covering the numerical part of the study.

3.7.2 Qualitative techniques

This was used in cases which based on description like addressing questions of how and why. Qualitative technique obtained data about peoples' attitudes and opinions towards the misappropriation of supervision and its effect on teacher quality.

3.8 Instruments for data collection

The researcher employed two instruments of data collection.

3.8.1 Questionnaires

A self-administered questionnaire comprising of open ended and closed ended questions was designed. The questions were designed to capture all the aspects of the objectives of the study. A questionnaire was considered because it was a good tool for data collection in respect to this study because it gave respondents opportunity to express themselves without being influenced by the investigator.

3.8.2 Interview Guide

Cohen and Manion (1981:307), defines an interview as “a two way process of conversation initiated by the interviewer for the specific purpose of obtaining through research, relevant information and focus on content specified by research objectives of systematic description or explanation.” The tool allowed greater depth than was the case with questionnaires, that is, there was direct interaction between the researcher and the respondent. The tool reduced the risk of misinterpretation by respondents, since the researcher had the chance of explaining the purpose of the study and to clarify any queries raised during the interview. The tool also permitted the establishments of rapport, confidence and co-operation between the researcher and respondents. This made it easy for the interviewer to get the information required.

3.9 Measurements

3.9.1 Professionalized Instructional Supervision and Teacher Professional Development

Professionalized Instructional Supervision was measured using an instrument adopted from Beach & Reinhartz, (2000).

Teacher Professional Development was measured using an instrument developed by Wanzare & Da Costa, (2000).

3.9.2 Validity of instrument

To assess the validity, the questionnaires were administered to the teachers, heads, deputy-heads and heads of departments at the researcher's workplace before being distributed to the targeted schools. This was done simply to assess the soundness of the phrased questions. In addition, the supervisor checked for the correctness of the items in the questionnaire.

3.9.3 Reliability

Duncan (1981:64) says that "the reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring." The reliability of the researcher's instrument was assessed through its stability. The stability of an instrument refers to the extent to which the same results are obtainable on repeated administration of the instrument. The supervisor checked for the consistency of the items in the questionnaire.

3.10 Data analysis

3.10.1 Qualitative data

Data collected qualitatively was analyzed thematically using the open code method. The data was organized and common statements by subjects were written down and emerging themes noted. Teachers' and supervisors' responses were then compared.

3.10.2 Quantitative data

Descriptive statistics was used to analyze the descriptive research data. Data was analyzed and represented by means of tables and bar graphs. In tables, results were presented in terms of percentages, for (agree) and against (disagree). The participating schools were labeled using letters of the alphabet.

3.11 Ethical considerations

First and foremost consent was obtained from the informants by giving them all the necessary information regarding the objectives, purposes and related benefits of the study before beginning the interviews. The interviews only were preceded when the informants accepted to participate willingly implying that the informants responded by choice and not by force. Issues of confidentiality were also ensured so as to promote validity of the research outcomes. The participants were assured of confidentiality of bio data and their views obtained. In order to protect their identities and the schools of operation pseudonyms were used of real names of schools.

CHAPTER FOUR

RESULTS AND FINDINGS OF THE STUDY

4.1 Introduction

The results of the data analysis phase are presented in the sections that follow. The results were generated as per the research objectives. The analysis was presented using such statistical tools as frequency and percentages comparing the Respondents on the variables. The study was guided by the following research objectives:

4.2 Findings on personal background of Respondents

This section of the presentation of the findings shows respondents' age group, gender, duration, occupation, parish and educational level.

4.2.1 Findings on respondents gender distribution by school

The results in the (Table 1) were generated using Cross tabulation in order to explore the gender distribution of the respondent by school.

Table 6: Shows findings on respondents gender distribution by school

School	Percentage	Male	Female	Total
A	Count	22	12	34
	% of Total	21.6	11.8	33.3
B	Count	25	9	34
	% of Total	24.5	8.8	33.3
C	Count	21	13	34
	% of Total	20.6	12.7	33.3
Total	Count	68	34	102
	% of Total	66.7	33.3	100.0

Source: Primary Data

Results in (Table 1) indicate that majority (66.7%) of the participants were male compared to 33.3%. Also it can be noted that as to this study B has the biggest percentage of

male (24.4%) followed by 21.6% from A and 20.6% of C. On the side of females, C registered a slightly high percent of 12.7% followed by 11.8% of A and 8.8% of B as per this study.

4.2.2 Findings on respondents' years of experience

The results in the (Table 2) were generated using Cross tabulation in order to explore the distribution of the respondents' years of experience.

Table 7: Shows findings on respondents' years of experience

School	Percentage	1year & below	2-5 years	6 & above	Total
A	Count	0	9	25	34
	% of Total	.0	8.8	24.5	33.3
B	Count	12	17	5	34
	% of Total	11.8	16.7	4.9	33.3
C	Count	14	15	5	34
	% of Total	13.7	14.7	4.9	33.3
Total	Count	26	41	35	102
	% of Total	25.5	40.2	34.3	100.0

Source: Primary Data

Table (2) indicate that majority (40.2%) of the respondents had the teaching experience of (2-5) years of which B had 16.7% followed by 14.7% of C and then A had 8.8%. also results indicate 34.3% of the respondents had a teaching experience of (6 &years) of which A had 24.5% followed by B and C at 4.9% respectively. Lastly, respondents with (1 year& below) were 25.5% between C (13.7%) and B (11.8%).

4.3 Instructional supervision practices on teachers' professional development in selected schools

Study findings under this section were generated to ascertain the forms of instructional supervisions are practiced by schools towards teacher professional development.

4.3.1 A Findings on number of times respondents are formally supervised a distribution by school

The results in the table (Table 3) below were generated using Cross tabulation in order to explore the distribution the number of times respondents are formally supervised a distribution by school

Table 8: Shows findings on number of times respondents formally supervised a distribution by schools

School	Percentage	How often have been formally supervised				Total
		5 or more times per year	2-4 times per year	Once per year	none	
A	Count	3	18	13	0	34
	% of Total	2.9	17.6	12.7	.0	33.3
B	Count	0	6	22	6	34
	% of Total	.0	5.9	21.6	5.9	33.3
C	Count	0	14	20	0	34
	% of Total	.0	13.7	19.6	.0	33.3
Total	Count	3	38	55	6	102
	% of Total	2.9	37.3	53.9	5.9	100.0

Chi-Square Tests p= .000 df=6

Source: Primary Data

The study results in Table (3) reveal that there is a significant difference in relation with number of times respondents are formally supervised between schools per Chi-Square Tests ($p=.000<0.05$); according to findings majority (53.9%) of the participants indicated that they were formally supervised once per year; of which majority (21.6%) were from B followed by 19.6% of C then 12.7% of A.

Still, 37.3% revealed that they were formally supervised (2-4) times per year; of which 17.6% were of A followed by 13.7% of C and 5.9 of B Finally, 2.9% of A indicated that they were formally supervised 5 or more times per year.

It should be well put that, supervision process in the school often consists of both formal and informal supervision. But according to this study respondents revealed that formal supervision had not been practiced often when the MoEs attempted to visit or inspect private schools, their attention is put on infrastructure never on teacher professional development

On this matter several respondents mentioned that, “Teachers had no choice between creating a portfolio or being directly supervised. Formal supervision couldn’t be requested for; however, if there was any form of supervision, the majority of the supervision processes in the school had been through informal supervision.”

4.3.2A Findings on distribution of number of times respondents are evaluated a distribution by school

The results in the table (Table 4)below were generated using Cross tabulation in order to explore the distribution the number of times respondents are evaluated a distribution by school.

Table 9: Shows findings on number of times respondents are evaluated a distribution by schools

		On average I am evaluated;			
School	Percentage	5 or more	2-4 times per	Once per year	Total
		times per year	year		
A	Count	0	22	12	34
	% of Total	0	21.6	11.8	33.3
B	Count	0	9	25	34
	% of Total	.0	8.8	24.5	33.3
C	Count	0	12	22	34
	% of Total	.0	11.8	21.6	33.3
Total	Count	0	43	59	102
	% of Total	0	42.2	57.8	100.0
		Chi-Square Tests		p= .006	df=4

Source: Primary Data

As regards to how often respondents are evaluated results in Table (4) indicate that there is a significant difference as expressed by Chi-Square Tests ($p=.006 < 0.05$), majority (57.8%) of the respondents indicated that they were evaluated once per year; of which 24.0% were from B then 21.6% of C and 11.8% A. Whereas to those evaluated (2-4) times per year they were 42.2% of which A had 21.6%, then 11.8% of C and 8.8% of B. None registered for 5 or more times per year.

The overall expression from the respondents on the question of how often they are evaluated in any of the instances showed a great varying and less attention being given to evaluation in these schools; it was observed that teacher evaluation process does not help teachers develop formatively which directly affects the improvement of the quality of instruction. And that there is less formative evaluation of teachers within the teacher evaluation processes.

Given the limited amount of information about teacher evaluation in private schools, this is said to undermine the teacher professional development in the long run (Green, 2001). Since the purpose of this thesis was to investigate instructional supervision on teacher professional development; teacher evaluation is a central aspect in the light of how best individuals can be facilitated for professional development. It is therefore, helpful for a school to have a well established and purposive evaluation process for better teacher professional development at all levels.

According to Green (2001), a process that “probed more deeply into the teachers’ overall effectiveness, encouraging them to become more active participants in the evaluation cycle a process that is more meaningful, and less stressful, to teachers. Green realized that what is missing is not a new method of teacher evaluation, but rather a process of teacher development this means availing and designing a timely evaluation process aligned with teacher professional needs. Several sources assert that it is essential that administrators have a comprehensive personnel practice to effectively hire, evaluate, develop, and retain outstanding teachers for their schools (Danielson, 2007). Prybylo (1998), notes, evaluating teaching is undoubtedly one of the most important tasks that administrators are called on to do require adequate time.

4.3.3A Findings on authority that conducts respondents' teaching supervision a distribution by school

The results in the table (Table 10) below were generated using Cross tabulation in order to explore the authority that conducts respondents' teaching supervision a distribution by school.

Table 10: Shows findings on authority that conducts respondents' teaching supervision a distribution by school

Supervision of my teaching is conducted by:							
School	Percentage						Total
		Principal	Vice-principal	Department head	External inspector	Colleague	
A	Count	9	10	11	4	0	34
	% of Total	8.8	9.8	10.8	3.9	.0	33.3
B	Count	3	6	19	0	6	34
	% of Total	2.9	5.9	18.6	.0	5.9	33.3
C	Count	4	8	21	0	1	34
	% of Total	3.9	7.8	20.6	.0	1.0	33.3
Total	Count	16	24	51	4	7	102
	% of Total	15.7	23.5	50.0	3.9	6.9	100.0

Chi-Square Tests p= .001df=8

Source: Primary Data

Findings in Table (5) reveal significant results as per the Chi-Square Tests (df=8; $p=.000<0.05$). In the light of who supervises majority (50.0%) of the general respondents indicated that supervision is done by Department Head; of which 20.6% were from C; followed by 19.0% of B and 10.0% A. Yet 23.5% revealed that they were supervised by Vice Principal

among which 9.8% were of A followed by 7.8% of C and 5.9% B. Still results reveal that 15.7% indicated that were supervised the Principal among which 8.8% were of A then 3.9% C and 2.9% B. Then 3.9% revealed that they were supervised by external inspector and all were from A. Lastly, 6.9% stated that supervised was conducted by colleagues of whom 5.9% were of B and 1.0% of C.

The quality of the outcomes of instructional supervision is dependent on the quality of the educators to a large extent. The study has revealed that majority were supervised by department heads and at same time in the findings in (Table 8) respondents indicated that they were not satisfied with the quality of supervision received and that the offered supervision never satisfied their professional needs. Findings by Stronge (2002) revealed that, the principal plays a central role in teacher supervision and evaluation and the development of high quality teachers which effect student learning and the well-being of the school (Howard & McColskey, 2001, Peterson, 2000). Therefore, it is essential that administrators have training to effectively evaluate and develop teachers. This information from these sources underscores the importance of having administrators trained in evaluation and a teacher evaluation process that promotes teacher formative development in private secondary schools. Improving the formative development of teachers in private through the supervision and evaluation process should have a positive impact on school environment and teacher academic performance. This aligns with the informal comments from respondents

The push for teacher formative development is a means of improving teaching in all types of schools more so private, this; includes improving teacher mentoring programs, and constructing means for teachers to develop and achieve professionally (NCEE, 1983), (National Council on Excellence in Education, 1983).

4.3.4 A Findings on authority that conducts respondents' teaching evaluation distribution by school

The results in the table (Table 11) below were generated using Cross tabulation in order to explore the authority that conducts respondents' teaching evaluation a distribution by school.

Table 11: Shows findings on authority that conducts respondents' teaching evaluation distribution by school

School	Percentage	Evaluation of my teaching is conducted by:				Total
		Principal	Vice-principal	Department head	External inspector	
A	Count	16	17	0	1	34
	% of Total	15.7	16.7	.0	1.0	33.3
B	Count	4	15	15	0	34
	% of Total	3.9	14.7	14.7	.0	33.3
C	Count	4	27	3	0	34
	% of Total	3.9	26.5	2.9	.0	33.3
Total	Count	24	59	18	1	102
	% of Total	23.5	57.8	17.6	1.0	100.0
Chi-Square Tests p= .000df=6						

Source: Primary Data

Results indicate that 57.8% on overall are evaluated by vice principal among which 26.5% were from C, 16.7% from A then 14.7% of B. Also, 23.5% in general indicated that

evaluation was done by principal among which 15.7% were of A followed by 3.9% of B and C respectively. Lastly, only 1.0% of A indicated that was evaluated by external.

According to Brogan (1997), there is an unauthentic context for professional growth and collaboration often wrought with compromise or confrontation. While professions establish a language of practice that captures the important concepts and understandings shared by members of the profession, this is often absent in the field of education (Danielson, 2007).

Teachers and administrators do not have a common language for discussing teaching. This leaves teachers guessing at the values and assumptions about good teaching on which their performance will be judged (Danielson & McGreal, 2007).

Further still, it was noted that, administrators often have limited expertise in several aspects of teacher evaluation. First, administrators don't possess in-depth knowledge in all subject areas. Teachers realize this and are frustrated that the administrator can neither help them nor make accurate judgment. Danielson and McGreal (2000), state: it is true that all teaching environments share important characteristics, and that a thoughtful and well-trained observer can recognize these characteristics (or their absence) in a variety of settings. But knowledge of content, of content-related pedagogy, and the approaches to learning displayed by students at different developmental levels, is highly relevant to teaching. Secondly, principals have limited expertise in helping adult learners to develop. Principal preparation programs often do not teach administrators the characteristics of adult learners or how to evaluate adults effectively to create positive change in performance (Costa & Garmston, 1993; Danielson & McGreal, 2000).

4.3.5A Findings on an ideal duration supervisory observation should at least last by school

The results in the table (Table 12) below were generated using Cross tabulation in order to explore an ideal duration supervisory observation should at least last a distribution by school.

Table 12: Shows findings on an ideal duration supervisory observation should at least last by school

School	Percentage	When conducting a supervisory observation, a supervisor should spend at least in				Total
		One full class period	One half class period	One quarter class period	Or less	
A	Count	3	16	15	0	34
	% of Total	2.9	15.7	14.7	.0	33.3
B	Count	0	10	23	1	34
	% of Total	.0	9.8	22.5	1.0	33.3
C	Count	1	15	11	7	34
	% of Total	1.0	14.7	10.8	6.9	33.3
Total	Count	4	41	49	8	102
	% of Total	3.9	40.2	48.0	7.8	100.0

Chi-Square Tests p=.002df=6

Source: Primary Data

Results in Table (12) reveal that there is significant effect as per the Chi-Square Tests (df=6; $p=.002 < 0.05$) in respect of the duration a supervisor ought to take while conducting a supervisory observation; majority (48.0%) of the total participants indicated that supervisory observation should at least take one quarter class period whereas 40.2% suggested One half class period. Time accorded to a certain activity for teacher professional development has significant effect on the end results.

According to the findings respondents indicated different amount of time perceived to be ideal however qualitative data obtained in the interview a many of respondents indicated that,

4.3.6A Findings on whether respondent are satisfied with the amount of supervision being provided by school

The results in the table (Table 13) below were generated using Cross tabulation in order to explore whether respondent are satisfied with the amount of supervision being provided a distribution by school.

Table 13: Shows findings on whether respondents were satisfied with the amount of supervision being provided by school

School	Percentage	I am satisfied with the amount of supervision being provided in my school				
		Strongly Disagree		Strongly Agree		Total
		Disagree	Disagree	Agree	Agree	
A	Count	18	0	0	16	34
	% of Total	17.6	.0	.0	15.7	33.3
B	Count	16	12	1	5	34
	% of Total	15.7	11.8	1.0	4.9	33.3
C	Count	11	19	2	2	34
	% of Total	10.8	18.6	2.0	2.0	33.3
Total	Count	45	31	3	23	102
	% of Total	44.1	30.4	2.9	22.5	100.0

Chi-Square Tests p= .000df=6

Source: Primary Data

Results in Table (13) reveal that significant effect as per the Chi-Square Tests (df=6; $p=.000<0.05$) as regard to respondents' satisfaction with the amount of supervision being provided by the schools; on this matter majority (44.1%) strongly disagreed to the statement indication a dissatisfaction with instructional supervision offered in schools. However, in

comparison with the selected schools, results from A revealed that 15.7% strongly agreed to being satisfied with the school instructional supervision activities.

Study findings indicate that the sufficient number of willing experienced teachers to take on this role can be an ordeal for private schools as they attempt to find suitable placements for their staff. The experienced teachers who mentor the pre-service teacher during a period of professional experience often do so with relatively very little guidance or with little understanding of what the practice course entails. They understandably must then draw almost solely upon their own core beliefs and experiences as the basis for support and supervision of pre-service teacher learning. This explains for the low levels of teacher satisfaction in private schools.

4.3.7A Findings on whether respondents were satisfied with the quality of supervision being provided by school

The results in the (Table 14) below were generated using Cross tabulation in order to explore whether respondents were satisfied with the quality of supervision being provided a distribution by school.

Table 14: Shows findings on whether respondents were satisfied with quality of supervision being provided by school

School	Percentage	I am satisfied with the quality of supervision being provided in my school				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
A	Count	16	18	0	0	34
	% of Total	15.7	17.6	.0	.0	33.3
B	Count	5	20	8	1	34
	% of Total	4.9	19.6	7.8	1.0	33.3
C	Count	4	14	16	0	34
	% of Total	3.9	13.7	15.7	.0	33.3
Total	Count	25	52	24	1	102
	% of Total	24.5	51.0	23.5	.0	100.0

Chi-Square Tests $p = .000$ $df = 6$

Source: Primary Data

According to the findings in Table (14) reveal that significant effect as per the Chi-Square Tests ($df=6$; $p=.000 < 0.05$) as regard to respondents' satisfaction with the quality of supervision being provided by the schools; majority (51.0%) of the entire study population disagreed to the statement indicating that the supervision quality was below their expectation. Several studies have indicated that for effective supervision returns, supervisors should possess some working knowledge and skills to be able to provide the necessary assistance, guidance, and support services to teachers for improved classroom practices (Glickman, Gordon & Ross-Gordon, 2004; Holland, 2004).

It is often argued that for substantial testimony, educators (supervisors) must offer evidence that they have the necessary knowledge and skills to make important decisions about instruction, and credentials in the form of degrees and diplomas are a form of evidence, but acknowledges that credentials alone do not inspire trust. It is a common belief that academic qualifications and long term working experience provide people with knowledge and skills to be able to perform satisfactorily in an establishment. Studies indicated papers alone aren't good enough to fetch a wide scope of what instructional supervision is all about. Though it is expected that supervisors have higher qualifications than their teachers, or at worst, at par with them so that they will be able to provide them with the necessary guidance and support. A higher qualification like Bachelor of Educational Psychology or Diploma in Education is sufficient for persons in supervisory positions. But in many developed countries, supervisors do not have such qualifications, and this may pose a challenge to required practice (De Grauwe, 2001).

4.3.8A Findings on whether supervision received met respondents' individual professional needs

The results in (Table 15) below were generated using Cross tabulation in order to explore whether supervision received met respondents' individual professional needs a distribution by school.

Table 15: Shows findings on whether supervision received meets respondents' individual professional needs

School	Percentage	The supervision I receive, meets my individual professional needs				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
A	Count	14	20	0	0	34
	% of Total	13.7	19.6	.0	.0	33.3
B	Count	8	13	12	1	34
	% of Total	7.8	12.7	11.8	1.0	33.3
C	Count	11	7	11	5	34
	% of Total	10.8	6.9	10.8	4.9	33.3
Total	Count	33	40	23	6	102
	% of Total	32.4	39.2	22.5	5.9	100.0

Chi-Square Tests $p = .000$ $df = 6$

Source: Primary Data

According to the findings in Table (15) reveal that significant effect as per the Chi-Square Tests ($df=6$; $p=.000 < 0.05$) in respect to whether supervision received meets respondents' individual professional needs; majority (39.2%) of the entire study population disagreed to the statement indicating that the supervision received by respondents' doesn't meet individual professional needs hence it is below their expectation. It was found that, the supervision and evaluation process is often based on the opinion of the administrator about the teacher's teaching which leads to a lack of precision in instructional supervision programs.

Often these administrators use sole structure for supervising and evaluating teachers, which in most cases is not as effective as multiple structures (Danielson & McGreal, 2000; Sweeney, 2001; Whitaker et al, 2000) hence accounts for the low level of satisfaction in such instances.

4.3.9A Findings on whether school policies allow respondents to choose their type of supervision

The results in (Table 16) below were generated using Cross tabulation in order to explore whether school policies allow respondents to choose their type of supervision a distribution by school.

Table 16: Shows findings on whether school policies allow respondents to choose their type of supervision

School	Percentage	The school policies allow me to choose my type of supervision				Total
		Strongly Disagree	Disagree	Agree	Strongly Agree	
A	Count	30	0	0	4	34
	% of Total	29.4	.0	.0	3.9	33.3
B	Count	10	21	0	3	34
	% of Total	9.8	20.6	.0	2.9	33.3
C	Count	9	18	7	0	34
	% of Total	8.8	17.6	6.9	.0	33.3
Total	Count	49	39	7	7	102
	% of Total	48.0	38.2	6.9	6.9	100.0

Chi-Square Tests p= .000df=6

Source: Primary Data

Results in Table (16) indicate that there is significant effect as per the Chi-Square Tests ($df=6$; $p=.000<0.05$) in respect to whether school policies allow respondents to choose their type of supervision; majority (48.0%) of the entire study population strongly disagreed to the statement indicating that the school policies on the question of supervision are dictated if they do exist anyway. These findings are in line with Sweeney (2001) who noted that, often the evaluation process is fraught with hierarchical, one-way communication from the administrator to the teacher and is based on limited information. Similarly, Danielson (2001) asserted that, traditionally, evaluation was a one-sided process dominated by administrators. As an activity that was done “to teachers”. Administrators often observe teachers as little as one time and use this one observation to provide a written evaluation of the teacher. Administrators use direct classroom observation as the primary data collection technique yet this approach often causes teachers to feel that evaluation as a stressful, isolating experience and that they are passive participants in the process. This lack of involvement leads many teachers to distrust the process and to question the validity of the results (Boyd, 1989).

4.3.10A Findings on actual clinical supervision is conducted in each school

The results in (Table 17) below were generated using Cross tabulation in order to explore how actually clinical supervision is conducted a distribution by school.

Table 17: Shows findings actual clinical supervision is conducted in each school

School	Percentage	Actual clinical supervision practices for teachers				
		Often	Occasionally	Seldom	Never	Total
A	Count	25	9	0	0	34
	% of Total	24.5	8.8	.0	.0	33.3
B	Count	0	16	17	1	34
	% of Total	.0	15.7	16.7	1.0	33.3
C	Count	0	0	32	2	34
	% of Total	.0	.0	31.4	2.0	33.
Total	Count	25	25	49	3	102
	% of Total	24.5	24.5	48.0	2.9	100.0

Chi-Square Tests p= .000df=6

Source: Primary Data

Study findings in Table (17) indicate varying results on the how often clinical supervisions is conducted among the selected schools; its only 25.0% that stated that clinical supervisions was often conducted and all came from A. Majority (48.0%) of the respondents noted that it is seldom conducted and these were between B and C.

The study indicates a low level of clinical supervision practices in these schools an indication of lack of school managements' commitment to teacher professional development yet it is well understood according to Zepeda (2007), that clinical supervision as an instruction practice is designed to improve the teacher's classroom performance. It takes its principal 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. It is stipulated that this practice is essential in promoting effective teaching and in helping teachers reduce the discrepancy between actual teaching behavior and ideal teaching behavior.

Therefore the negligence among private schools to institute such practices for the betterment of their teaching staff may explain the poor academic results in such schools compared to government schools in the same study area.

4.3.11 Findings on an ideal clinical supervision according to each school

The results in (Table 18) below were generated using Cross tabulation in order to explore an ideal clinical supervision distribution by school.

Table 18: Shows findings on an ideal clinical supervision according to each school

School	Percentage	Ideal Clinical supervision			
		Always	Often	Occasionally	Total
A	Count	15	18	1	34
	% of Total	14.7	17.6	1.0	33.3
B	Count	19	12	3	34
	% of Total	18.6	11.8	2.9	33.3
C	Count	24	6	4	34
	% of Total	23.5	5.9	3.9	33.3
Total	Count	58	36	8	102
	% of Total	56.9	35.3	7.8	100.0

Chi-Square Tests p= .039df=4

Source: Primary Data

According to these findings in Table (18) reveals that there is significant difference as per the level of significance shown by the Chi-Square Tests ($df=4$; $p=.039 < 0.05$) as majority (56.9%) noted that ideally clinical supervisions ought to be practiced always. These findings signify that there is a demand among teachers in the selected private schools to embrace clinical supervisions in the school system for their professional development.

Likewise, Blasé & Blasé (2000) stressed that, effective instructional supervisors “hold up a mirror,” serve as “another set of eyes,” and are “critical friends” to teachers. They pointed out that, school heads ought to use the above strategy to encourage teachers to reflect hence resulting in the increased teacher motivation, satisfaction, self-esteem, efficacy and sense of security. Still, Fischer (2000) noted that the role of a supervisor puts a critical demand on school heads’ competencies in skillfully analyzing teacher performance and appropriate data.

4.3.12A Findings on actual status of peer coaching practice according to each school

The results in (Table 19) below were generated using Cross tabulation in order to explore actual status of peer coaching practice according to each school.

Table 19: Shows findings on actual status of peer coaching practice according to each school

School	Percentage	Actual Peer coaching				Total
		Always	Often	Occasionally	Seldom	
A	Count	10	17	7	0	34
	% of Total	9.8	16.7	6.9	.0	33.3
B	Count	7	18	8	1	34
	% of Total	6.9	17.6	7.8	1.0	33.3
C	Count	0	5	29	0	34
	% of Total	.0	4.9	28.4	.0	33.3
Total	Count	17	40	44	1	102
	% of Total	16.7	39.2	43.1	1.0	100.0

Chi-Square Tests $p = .000$ $df = 6$

Source: Primary Data

As regards to how often peer coaching supervision is conducted, findings in Table (19) indicate majority (43.1%) stated it is occasionally practiced and more so in C whereas 39.2% noted often between A and B.

The study findings on the question of peer coaching practices whether it was practiced, a considerable percentage of respondents indicated that widely practiced compared to clinical supervision practice. One critical question, how effective could this practice be in regard to teacher professional development in relation with experience and expertise. According to Holloway (2001) there is problems that may result from a peer coaching program are problems that occur in many school reform programs: insufficient training, limited resources, and lack of evaluation. Research on peer coaching cites the need for quality training for the coaches to develop an effective professional development program (Evertson & Smithey, 2000).

4.3.13 Findings on an ideal peer coaching supervision is conducted in each school

The results in (Table 20)below were generated using Cross tabulation in order to explore an ideal an ideal peer coaching supervision a distribution by school.

Table 20: Shows findings on an ideal peer coaching supervision is conducted in each school

School	Percentage	Ideal Peer coaching			
		Always	Often	Occasionally	Total
A	Count	22	12	0	34
	% of Total	21.6	11.8	.0	33.3
B	Count	20	14	0	34
	% of Total	19.6	13.7	.0	33.3
C	Count	11	21	2	34
	% of Total	10.8	20.6	2.0	33.3
Total	Count	53	47	2	102
	% of Total	52.0	46.1	2.0	100.0

Chi-Square Tests p= .022 df=4

Source: Primary Data

Table (20) indicate that majority (52.0%) of the participants noted that ideally peer coaching supervision should always be conducted. The Chi-Square Tests ($df=4$; $p=.022<0.05$) indicate difference.

It should well be put that, in many schools there is limited access to funds for professional development. This makes peer coaching programs as an alternative, teachers often leave their classrooms to observe another teacher, which may require a substitute teacher as according to respondents. Additionally, time is required for collaborative planning and development of lesson plans. These are resource and logistics issues that the administration must solve through reallocation and restructuring of the school to ensure an effective program.

There is a need to develop a formal evaluation process of the peer coaching program at the school or district level to ensure the success of the program. Some schools do not have the capacity to determine the ways that a program impacts teachers and students. In these systems, effort should be made to collaborate with local universities or organizations that have the capacity to evaluate peer coaching programs (Wanzare and Da Costa, 2000).

4.3.14A Findings on actual status of Cognitive coaching supervision practice according to each school

The results in (Table 21) below were generated using Cross tabulation in order to explore on actual status of Cognitive coaching supervision practice according to each school.

Table 21: Shows findings on actual status of Cognitive coaching supervision practice according to each school

School	Percentage	Actual Cognitive coaching			Total
		Often	Occasionally	Seldom	
A	Count	9	25	0	34
	% of Total	8.8	24.5	.0	33.3
B	Count	0	20	14	34
	% of Total	.0	19.6	13.7	33.3
C	Count	0	7	27	34
	% of Total	.0	6.9	26.5	33.3
Total	Count	9	52	41	102
	% of Total	8.8	51.0	40.2	100.0

Chi-Square Tests p= .000df=4

Source: Primary Data

In the case of Cognitive coaching Table (21) indicate that majority (51.0%) of the participants noted that cognitive coaching is practiced on occasional basis whereas another significant findings of 40.2% indicated that it is seldom practiced of which 26.5% were from C then 13.7% of them B. The Chi-Square Tests (df=4; p=.000<0.05) indicates that there is significant difference. This forma of instructional supervision in the study areas was portrayed as a practiced system according to Costa and Garmston (1994) cognitive coaching as a model that proposes teachers' thought processes and beliefs determine their instructional behavior. According to the cognitive coaching model, in order to effect changes in practice, instructional coaching should focus on eliciting and examining the thoughts and decisions that a teacher makes in the context of teaching.

4.3.15 Findings on an ideal cognitive coaching supervision according to school

The results in (Table 22)below were generated using Cross tabulation in order to explore an ideal an ideal peer coaching supervision a distribution by school.

Table 22: Shows findings on an ideal cognitive coaching supervision according to school

School	Percentage	Ideal cognitive coaching			
		Always	Often	Occasionally	Total
A	Count	0	34	0	34
	% of Total	.0	33.3	.0	33.3
B	Count	7	24	3	34
	% of Total	6.9	23.5	2.9	33.3
C	Count	3	26	5	34
	% of Total	2.9	25.5	4.9	33.3
Total	Count	10	84	8	102
	% of Total	9.8	82.4	7.8	100.0

Chi-Square Tests p= .007df=4

Source: Primary Data

In respect to what could be the ideal practice for cognitive coaching; Table (22) indicate that majority (82.4%) of the participants noted that ideally cognitive coaching should often be conducted. The Chi-Square Tests (df=4; p=.007<0.05) indicate that there is significant difference. This entail that, instructional coaches typically engage in a wide variety of activities and assume a number of roles (Hall, 2004; O'Connor & Ertmer, 2003; Richard, 2003).

In a given setting, the typical coach ought to provide one-on-one support in the classroom, but also should provide professional development to small groups of teachers as well as assist with school-wide curriculum or assessment efforts (Cress, 2003; Race, Ho, & Bower, 2002).

Studies indicate that this kind of Coaching activities such as classroom visitations, observations and demonstration lessons; teacher conferencing; developing and maintaining rapport with teachers and administrators; managing assessments and materials; and conducting training sessions were effective though researchers found that direct coach-teacher interactions were more likely to lead to changes in instructional practice than coaching in small group settings hence cognitive form of instructional supervision is perceived to be an effective program in private schools for teacher professional development.

4.3.16A Findings on Actual Mentoring practice according to each school

The results in (Table 23 below) were generated using Cross tabulation in order to explore on Actual Mentoring practice according to each school.

Table 23: Shows findings on Actual Mentoring practice according to each school

School	Percentage	Actual Mentoring		
		Seldom	Never	Total
A	Count	34	0	34
	% of Total	33.3	.0	33.3
B	Count	18	16	34
	% of Total	17.6	15.7	33.3
C	Count	6	28	34
	% of Total	5.9	27.5	33.3
Total	Count	58	44	102
	% of Total	56.9	43.1	100.0

Chi-Square Tests $p = .000$ $df = 2$

Source: Primary Data

In the case of mentoring Table (23) indicate that majority (51.0%) of the participants noted that mentoring is practiced on occasional basis whereas another significant findings of 40.2% indicated that it is seldom practiced of which 26.5% were from C then 13.7% of them B. The Chi-Square Tests ($df=4$; $p=.000<0.05$) indicates that there is significant difference.

Respondents showed a positive perception on the need of mentoring practices towards teacher profession development. Mentoring is often viewed as a catalyst for the mentee's professional development (Huling & Resta, 2001) and for stimulating the mentee's personal self reflection and providing an impetus for professional development (National Education Association, 2004). It is argued that as according to Fish (1995) that, reflecting on practice may not lead to immediate visible improvement, but rather to longer-term quality in practice and professionalism. As teacher supervisors/educators, the concept of teachers' role is essential to developing the lifelong learner (Mayer, 1999). Thus, mentoring provides strategies to nurture the ongoing development of a teacher identity that has been shaped, and will continue to be shaped over a long period of time.

4.3.17 Findings on an ideal mentoring supervision practice according to school

The results in (Table 24) below were generated using Cross tabulation in order to explore an ideal mentoring supervision practice according to school.

Table 24: Shows findings on an ideal mentoring supervision practice according to school

School	Percentage	Ideal Mentoring			
		Always	Often	Occasionally	Total
A	Count	30	4	0	34
	% of Total	29.4	3.9	.0	33.3
B	Count	22	10	2	34
	% of Total	21.6	9.8	2.0	33.3
C	Count	21	8	5	34
	% of Total	20.6	7.8	4.9	33.3
Total	Count	73	22	7	102
	% of Total	71.6	21.6	6.9	100.0

Source: Primary Data

In respect to what could be the ideal practice for mentoring; Table (24) indicate that majority (73.6%) of the participants noted that ideally mentoring practice should always be conducted. The Chi-Square Tests ($df=4$; $p=.041 < 0.05$) indicate that there is significant difference. Overwhelming findings suggest that, respondents viewed mentoring practice as cordial to their professional development. Carruthers (1993) once asserted that, mentoring is more dynamic, involving interpersonal and psychosocial development, greater collegiality, Professionalism and role fulfillment. It emphasizes evaluating beliefs and practices, questioning personal views and theorizing more about practice. These happen in university discussion as part of reflecting on and learning from professional experience periods in schools. Fieman-Nemser & Parker (1992) contended that, the promise of mentoring lies not in its contribution to novices' well-being or survival, but in its capacity to foster an inquiring stance towards teaching and a commitment to developing shared standards for judging good practice.

4.3.18A Findings on Actual Self-directed development (reflective coaching) practice according to each school

The results in (Table 25) below were generated using Cross tabulation in order to explore on Actual Self-directed development (reflective coaching) practice according to each school.

Table 25: Shows findings on Actual Self-directed development (reflective coaching) practice according to each school

School	Percentage	Self-directed development (reflective coaching)				
		Always	Often	Occasionally	Seldom	Total
A	Count	2	12	20	0	34
	% of Total	2.0	11.8	19.6	.0	33.3
B	Count	1	3	28	2	34
	% of Total	1.0	2.9	27.5	2.0	33.3
C	Count	0	1	16	17	34
	% of Total	.0	1.0	15.7	16.7	33.3
Total	Count	3	16	64	19	102
	% of Total	2.9	15.7	62.7	18.6	100.0

Chi-Square Tests p= .000df=6

Source: Primary Data

In the case of Self-directed development (reflective coaching) Table (25) indicate that majority (62.7%) of the participants noted that Self-directed development (reflective coaching) is practiced on occasional basis. The Chi-Square Tests (df=6; p=.000<0.05) indicates that there is significant difference. The study entail that, respondents acknowledged that being a reflective is a highly desirable attribute for professionals because it signifies quality assurance through a sustained cyclical process of self-examination, self-evaluation, self-directed learning, enlightenment, self-optimization and transformation. Therefore, Masella (2007) observed that, to

be relevant and applicable to the dynamic community and global economy teachers need to possess more than just knowledge and skills, they need to know how to learn, how to enable learning, to be self-aware and self-critique, to construct their own meanings and perspectives, as well as to consider contexts and experiences in light of learning (Dall’Alba, 2009; Tsang, 2010). Teaching to impart knowledge and skills is no longer adequate; rather it is the “teaching to enable learning” that must be emphasized.

4.3.19 Findings on an ideal Self-directed development (reflective coaching) according to each school

The results in (Table 26) below were generated using Cross tabulation in order to explore an ideal Self-directed development (reflective coaching) according to each school.

Table 26: Shows findings on an ideal Self-directed development (reflective coaching) according to each school

School	Percentage	Ideal self-directive coaching			
		Always	Often	Occasionally	Total
A	Count	19	15	0	34
	% of Total	18.6	14.7	.0	33.3
B	Count	20	9	5	34
	% of Total	19.6	8.8	4.9	33.3
C	Count	24	10	0	34
	% of Total	23.5	9.8	.0	33.3
Total	Count	63	34	5	102
	% of Total	61.8	33.3	4.9	100.0

Chi-Square Tests p= .014df=4

Source: Primary Data

In respect to what could be the ideal practice for Self-directed development (reflective coaching); Table (26) indicate that majority (61.8%) of the participants noted that ideally Self-

directed development (reflective coaching) should always be conducted. The Chi-Square Tests ($df=4$; $p=.014<0.05$) indicate that there is significant difference.

To this case, teachers learn best by thinking, evaluating, integrating and internalizing insights gained from their various experiences (Andresen et al., 2000).

Critical reflection, reflective learning, reflective practice are believed to be salient in scholarly inquiry and underpins the construction of new knowledge and perspectives from experiences, leading to continual and enduring transformations (Mann et al., 2009).

4.3.20A Findings on Actual Portfolios practice according to each school

The results in (Table 27) below were generated using Cross tabulation in order to explore actual Portfolios supervision practice according to each school.

Table 27: Shows findings on Actual Portfolios practice according to each school

School	Percentage	Actual Portfolios				Total
		Often	Occasionally	Seldom	Never	
A	Count	6	20	8	0	34
	% of Total	5.9	19.6	7.8	.0	33.3
B	Count	0	1	33	0	34
	% of Total	.0	1.0	32.4	.0	33.3
C	Count	0	0	12	22	34
	% of Total	.0	.0	11.8	21.6	33.3
Total	Count	6	21	53	22	102
	% of Total	5.9	20.6	52.0	21.6	100.0

Chi-Square Tests $p= .000df=6$

Source: Primary Data

As regard to actual portfolios supervision Table (27) indicates that majority (52.2%) of the participants noted that the practice of portfolios supervision is seldom as the Chi-Square Tests ($df=6$; $p=.000<0.05$) indicates that there is significant difference. The implication of these findings reveal that there is less attention is given to this form of practices in these schools.

Yet it is well thought that portfolio can extend supervision by providing the mechanism by which information from classroom observations may be charted from year to year, changes in practice following post observation conferences may be documented, and staff development activities related to agreed upon goals may be chronicled. Making decisions about what to include in the portfolio positions the teacher actively to construct knowledge by making critical personal judgments based on the experience of learning from one's practice. Moreover, through the dual process of thoughtfully organizing artifacts and the critical feedback offered by others, teachers document their professional development. By using such portfolios, supervisors will be in a better position to offer a more comprehensive evaluation at the end of the year (Kenneth Wolf, 1991).

4.3.21 Findings on an ideal Portfolios supervision by school

The results in (Table 28) below were generated using Cross tabulation in order to explore an ideal Portfolios supervision by school.

Table 28: Shows findings on ideal Portfolios supervision by school

School	Percentage	Ideal Portfolio			
		Always	Often	Occasionally	Total
A	Count	9	12	13	34
	% of Total	8.8	11.8	12.7	33.3
B	Count	5	13	16	34
	% of Total	4.9	12.7	15.7	33.3
C	Count	0	17	17	34
	% of Total	.0	16.7	16.7	33.3
Total	Count	14	42	46	102
	% of Total	13.7	41.2	45.1	100.0

Chi-Square Tests p= .036df=4

Source: Primary Data

As regard to Portfolios supervision Table (28) indicates that majority (45.1%) of the participants noted that the practice of Portfolios supervision should be practiced occasionally as well as 41.2% stated that often. The Chi-Square Tests (df=4; p=.036<0.05) indicates that there is significant difference. Since portfolio practice is an individualized, ongoing record of growth that provides the opportunity for teachers to collect artifacts over an extended period of time an entire school year, even from year to year. Respondents recognized its relevance towards teachers' professional needs. It is thought that since teachers are at different levels and stages of development; differentiated supervision takes into account and that "teachers should have some choice about the kind of supervision they receive in contrast to the situation that prevails in most schools.

All are treated the same, even though they have very different needs (Allan A. Glatthorn, 1984). Several scholars recognize that “there is not, and never will be, a single approach to supervision that can be applied effectively to all teachers (Stephen P. Gordon, 1992).

4.3.22A Findings on Actual Professional growth plan according to each school

The results in (Table 29) below were generated using Cross tabulation in order to explore on actual status of Cognitive coaching supervision practice according to each school.

Table 29: Shows findings on Actual Professional growth plan practice according to each school

School	Percentage	Actual Professional growth plan		
		Occasionally	Seldom	Total
A	Count	34	0	34
	% of Total	33.3	.0	33.3
B	Count	24	10	34
	% of Total	23.5	9.8	33.3
C	Count	12	22	34
	% of Total	11.8	21.6	33.3
Total	Count	70	32	102
	% of Total	68.6	31.4	100.0

Chi-Square Tests p= .000 df=2

Source: Primary Data

As regard to Actual Professional growth plan Table (29) indicates that majority (62.6%) of the participants noted that the practice of Actual Professional growth plan is occasional whereas 31.4% stated that it was seldom especially in C. The Chi-Square Tests (df=2; p=.000<0.05) indicates that there is significant difference.

4.3.25 Findings on an ideal Professional growth plan by school

The results in (Table30) below were generated using Cross tabulation in order to explore ideal Professional growth plan supervision a distribution by school.

Table 30: Shows findings on an ideal professional growth plan by school

School	Percentage	Ideal for Professional			
		Always	Often	Occasionally	Total
A	Count	18	16	0	34
	% of Total	17.6	15.7	.0	33.3
B	Count	13	20	1	34
	% of Total	12.7	19.6	1.0	33.3
C	Count	7	22	5	34
	% of Total	6.9	21.6	4.9	33.3
Total	Count	38	58	6	102
	% of Total	37.3	56.9	5.9	100.0

Chi-Square Tests p= .013 df=4

Source: Primary Data

As regard to ideal Professional growth plan Table (30) indicates that majority (56.9%) of the participants noted that ideally Professional growth plan should be practiced often as well as 37.3% who stated always. The Chi-Square Tests (df=4; p=.013<0.05) indicates that there is significant difference. Since the study indicated that majority of the respondents were beginning teachers especially in C, according to professional growth plan beginning to teach is recognized as a particular and complex stage of teacher learning (OECD, 2005). The finding indicate that Professional growth plan is recognized in the school system though an overall indication is that there is low management commitment to see to it that all teachers are facilitated and that their professional needs are met.

4.4 Professionalized Instructional Supervision on Teachers' Professional Development

The study findings under this section were generated using Cross tabulation in order to explore to respondents' level of agreement on the effects of instruction supervision on teacher professional development.

4.4.1B Findings on whether instructional supervision assist teachers in developing/selecting instructional materials

The results in (Table 31) below were generated using Cross tabulation in order to explore whether instructional supervision assist teachers in developing/selecting instructional materials.

Table 31: Shows findings on whether instructional supervision assist teachers in developing/selecting instructional materials

School	Percentage	Assist teachers in developing/selecting instructional materials				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
A	Count	0	7	10	17	34
	% of Total	.0	6.9	9.8	16.7	33.3
B	Count	0	8	18	8	34
	% of Total	.0	7.8	17.6	7.8	33.3
C	Count	1	2	20	11	34
	% of Total	1.0	2.0	19.6	10.8	33.3
Total	Count	1	17	48	36	102
	% of Total	1.0	16.7	47.1	35.3	100.0

Chi-Square Tests p= .030 df=6

Source: Primary Data

Respondents were asked on the effects of supervision on teacher development; according results in Table (26) majority (47.1%) agreed that instructional supervision assists teachers in developing/selecting instructional materials. In respect to results by school, findings indicate a varying degree of agreement in that, 16.7% of those that strongly agreed to the statement at hand were respondents from A compared to B and C schools. These findings further indicate that, though it is well understood that instructional supervision is a key aspect to teacher's day-to-day activities yet results indicate that teachers in selected schools didn't received enough instructional has widely debated. These findings were also supported by the Chi-Square Tests ($df=6$; $p=.030 < 0.05$) that indicated that there was significant difference.

Similarly, these findings are in agreement with Young (2004), who argued that, good instructional supervision serves as a guide and it coaches, teachers who establish high expectations and common direction [they] regularly observe classrooms, guide lesson planning, create common planning time, monitor student learning, collect data, and use results to influence improvement plans. This emphasis on instructional improvement is clearly reflected in the burgeoning literature on school reform (Barth, 1990 and Zmuda, 2010). Therefore, the current school reform efforts are directed towards restructuring or redefining of supervision and its relation to the improvement of instruction (City, Elmore, Fiarman, &Teitel, 2009; Marshall, 2009; Pajak, 2008; Sullivan & Glanz, 2009). This is based on the notion that establishment of an appropriate instructional supervision system so to speak has a significant positive impact on teacher academic performance in secondary schools, since it enhances teachers' professional development.

4.4.2B Findings on whether Instructional supervision increases teacher's methodology teaching skills

The results in (Table 32) below were generated using Cross tabulation in order to explore whether Instructional supervision increases teacher's methodology teaching skills.

Table 32: Shows findings on whether Instructional supervision increases teachers' methodology teaching skills

School	Percentage	Instructional supervision increases teachers methodology teaching skills					Total
		Strongly Disagree		Neutral	Strongly Agree		
		Disagree	Agree		Agree		
A	Count	1	12	4	11	6	34
	% of Total	1.0	11.8	3.9	10.8	5.9	33.3
B	Count	4	9	10	9	2	34
	% of Total	3.9	8.8	9.8	8.8	2.0	33.3
C	Count	0	5	10	9	10	34
	% of Total	.0	4.9	9.8	8.8	9.8	33.3
Total	Count	5	26	24	29	18	102
	% of Total	4.9	25.5	23.5	28.4	17.6	100.0

Chi-Square Tests p= .031 df=8

Source: Primary Data

Further findings in Table (32) reveal that majority (28.4%) agreed that instructional supervision increases teachers' teaching methodology skills. This was also supported by the Chi-Square Tests (df=8; p=.031<0.05) that indicates that there is significant difference.

More to that, respondents did vary on their perception with the statement, though a good number of the participants remained neutral (23.5%) whereas, 25.5% disagreed with statement, an indication that of a great divide in the mindsets on the value of instructional supervision. Which is however contrary to what is instructional supervision is widely thought to instill among teachers. This negative perception can be also associated to poorly designed supervision practices initiated in private schools as someone respondents commented.

Though in principle as the majority indicated that, instructional supervision increases teachers' teaching methodology skills more so, among beginning teachers; this is in accordance with Fullan et al., (2006), who contended that, high-quality instruction and its systematic delivery ensures continuous improvement and ongoing teacher academic performance. This is because it is highly presumed that supervision plays a major role in such an effort (Marzano, Frontier, & Livingston, 2011). This is why it is essential that there is a systemic reform in private school managements towards embracing a sustentative instructional supervision that enhances teacher's methodological skills in their teaching class business.

Further still, it is also well put by Fullan (2006) that, often supervision of instruction in many private schools is performed perfunctorily, utilizing traditional methods of evaluative supervision and episodic utilization of professional development. Yet current research indicates that such practices do not encourage change in teacher behavior that results in student achievement (e. g., Firth & Pajak, 1998; Glanz, Shulman, & Sullivan, 2007; Glickman, Gordon, Ross-Gordon, 2008).

Therefore, it is argued that ongoing, consistent, and collaboratively developed professional development programmes needed to assist educators with the latest pedagogical approaches including, for instance, proper use of wait time, formative assessment strategies, individualized approaches to teaching, including differentiated instruction does positive enhance teachers' methodology knowledge both in content and practice.

4.4.3B Findings on whether Instructional supervision increases teacher confidence

The results in (Table 33) below were generated using Cross tabulation in order to explore whether Instructional supervision increases teachers' teaching confidence.

Table 33: Shows findings on whether Instructional Supervision increases teachers' teaching confidence

		Instructional supervision increases teacher confidence					
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
A	Count	1	2	11	18	2	34
	% of Total	1.0	2.0	10.8	17.6	2.0	33.3
B	Count	0	0	17	17	0	34
	% of Total	.0	.0	16.7	16.7	.0	33.3
C	Count	2	7	9	15	1	34
	% of Total	2.0	6.9	8.8	14.7	1.0	33.3
Total	Count	3	9	37	50	3	102
	% of Total	2.9	8.8	36.3	49.0	2.9	100.0

Chi-Square Tests p= .046 df=8

Source: Primary Data

Table 40: Shows findings on whether Instructional supervision serves as a source of useful information

School	Percentage	Supervisory practices strengthens teachers' abilities			
		Neutral	Agree	Strongly Agree	Total
A	Count	4	18	12	34
	% of Total	3.9	17.6	11.8	33.3
B	Count	0	18	16	34
	% of Total	.0	17.6	15.7	33.3
C	Count	0	13	21	34
	% of Total	.0	12.7	20.6	33.3
Total	Count	4	49	49	102
	% of Total	3.9	48.0	48.0	100.0

Chi-Square Tests $p = .017$ $df = 4$

Source: Primary Data

As regard to whether instructional supervision serves as a source of useful information; findings in Table (40) reveal that majority (48.0%) strongly agreed to the statement. As it was also found that there was significant difference as regard to the Chi-Square Tests ($df=4$; $p=.017 < 0.05$). Since it is contended by several scholars that, the teachers are the heart of classroom instruction (Galabawa 2001). Therefore, the effectiveness of the teacher depends on her competence (academically and pedagogically) and efficiency, (ability, work load, and commitment), teaching and learning resources and methods; support from education managers and supervisors (Rogan 2004; Van den Akker&Thijs 2002; Mosha 2004). Teacher Professional

Development provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their practice and broaden themselves both as educators and as individuals.

These findings are in agreement with Stronge (2007), who asserted that, the single greatest influence on students in a classroom is the teacher. In this way, a well designed instructional supervision package supports good teachers by providing instructional services and resources on a continuing basis. Moreover, good instructional supervision package attract and hire certified teachers who have specific knowledge, skills, and dispositions that are essential to promote student achievement; certified teachers are more successful than unlicensed teachers (Darling-Hammond, 2000; Laczko-Kerr & Berliner, 2002). One notable thing identified in these private schools is that, majority of the teachers are part time, implying that there are never available in school environment to ensure that staff professional development is well managed. This also entails that, the private school managements are not committed to teacher professional development instead of instituting instructional supervision programs to cater for available day-today teachers they instead hire machineries. This limits and fails on what would be the best option for teacher professional development for teacher academic performance in privately owned schools.

Beach and Reinhartz (1989), referred supervision to a multifaceted process that focuses on instruction to provide teachers with information about their teaching to improve performance. The complex task of supervising teachers incorporates many different functions and tasks to achieve the goal of improvement especially in relation with information generation among practicing teachers (Glickman, 1990).

4.4.11B Findings on whether Instructional supervision exposes new teachers to challenges and how to tackle them professionally

The results in (Table 41) below were generated using Cross tabulation in order to explore whether Instructional supervision exposes new teachers to challenges and how to tackle them professionally.

Table 41: Shows findings on whether instructional supervision exposes new teachers to challenges and how to tackle them professionally

School	Percentage	Supervision enhances teacher development				
		Disagree	Neutral	Agree	Strongly Agree	Total
A	Count	0	4	19	11	34
	% of Total	.0	3.9	18.6	10.8	33.3
B	Count	0	0	18	16	34
	% of Total	.0	.0	17.6	15.7	33.3
C	Count	2	0	22	10	34
	% of Total	2.0	.0	21.6	9.8	33.3
Total	Count	2	4	59	37	102
	% of Total	2.0	3.9	57.8	36.3	100.0

Chi-Square Tests p= .017df=6

Source: Primary Data

Findings on whether Instructional supervision enhances teacher development, results in Table (41) reveal that majority (57.8%) agreed to the statement though a small but critical results that respondents disagreed. Although on overall, the study indicated that there is a significant association between instructional supervision and teacher development. This was also evidenced by the Chi-Square Tests (df=4; p=.017<0.05) that revealed that there was significant difference.

This finding with results findings of Horng, Klasik, & Loeb (2010), instructional program with colleagues, teachers, students, and lay leaders exposes practicing teachers with wider views that impacts on their expectations hence inducing them to reflect and seek knowledge to be more appropriate and effective. They spend all available time discussing instruction: personal informal and formal contacts with teachers, memoranda, email communications, grade and faculty conferences, assembly programs, parent meetings, etc.

4.5 Strategies for strengthening teacher professional development

The study findings under this section below were generated using cross tabulation in order to explore respondents' level of agreement on possible strategies for strengthening teachers' professional development.

4.5.1C Findings on whether directing all supervisory activities can lead to teachers' improvement

The results in (Table 42) below were generated using SPSS Descriptive statistics in order to explore whether directing all supervisory activities can lead to teachers' improvement strengthens teacher professional development.

Table 42: Shows findings on whether directing all supervisory activities for teachers' improvement strengthen teacher professional development

	Frequency	Percent	Cumulative Percent
Strongly Disagree	4	3.9	3.9
Disagree	11	10.8	14.7
Agree	52	51.0	65.7
Strongly Agree	35	34.3	100.0
Total	102	100.0	

Source: Primary Data

In reference with the findings in Table (42) majority (51.0%) of the participants agreed to the statement that directing all supervisory activities can strengthen instructional supervision hence resulting into teachers' improvement. The core value of instructional supervision at any level is to bring out the best among practicing teachers whether in mind or hand. In-service training in the form of workshops, conferences, and symposia, as well as distributing literature about instruction, equip teachers with expertise as a form of professional development (Blasé & Blasé, 1999; Glickman, 2003). It is a forum through which teachers are exposed to their greater call of teaching; with in-service training sessions, as well as encourage them to attend workshops and conferences to bring them abreast with time in their instructional practices.

Additionally, Lieberman (1995, 2001) suggested that the direct teaching of new ideas through courses, workshops and conferences has merit, particularly it develops awareness of new research or methodologies; thus, with all these multiple perspectives and new questions, they broaden and deepen teachers' understanding.

4.5.2C Findings on whether facilitating teachers' access to professional resources strengthens teacher professional development.

The results in (Table 43) below were generated using SPSS Descriptive statistics in order to explore whether facilitating teachers' access to professional resources strengthens teacher professional development.

Table 43: Shows findings on whether facilitating teachers' access to professional resources strengthens teacher professional development

	Frequency	Percent	Cumulative Percent
Strongly Disagree	4	3.9	3.9
Disagree	6	5.9	9.8
Agree	38	37.3	47.1
Strongly Agree	54	52.9	100.0
Total	102	100.0	

Source: Primary Data

As regard to whether facilitating teachers' access to professional resources strengthens teacher professional development; results in Table (43) indicates that 52.9% of the participants strongly agreed to the statement. It should be made clear that instructional supervision can be a mean to accessibility to resourceful archives and an engine to ability to utilize that which is available to teachers. It should also be understood that, instructional supervision to serve to this end required all round developed and experienced and exposed supervisor minus which this merit cannot be realized by teachers. This perhaps may explain to why a considerable percentage of respondents disagreed to the statement.

Nonetheless, it is factual that, instructional supervision facilitates teachers' access to professional resources leaving other factors constant. According to Rous (2004), teaching-learning resources can improve instruction. An empirical research study has shown that some instructional supervisors ensure that teachers are provided with, and assisted to select appropriate teaching materials and resources for their teaching development process.

However, Rous (2004) indicated in her study that, although some supervisors provided teachers with resources, materials, and funds to support classroom activities, others instructional supervisors failed to provide resources needed by teachers to implement quality instruction. Similarly, Pansiri (2008) found that, the situation of insufficient learning resources may be due to economic reasons.

According to Blasé & Blasé (2004), three primary elements of successful instructional supervision namely; Conducting instructional conferences: Whether involved in pre or post-observation conferences, informal or more formal grade conferences, etc., effective management, according to Blasé and Blasé (2004), make suggestions, give feedback, model, use inquiry, and solicit opinions from teachers. Likewise, providing staff development includes emphasizing the study of teaching and learning, support for collaboration, development of coaching relationships, use of action research, provision of resources, and application of the principles of adult growth and development to all phases of the staff development program. It is this format that one would conclude that instructional supervision facilitates teachers' access to professional resources as a mean of strengthening professional development.

4.5.3C Findings on whether promoting Modeling lessons among teachers strengthens teacher professional development

The results in (Table 44) below were generated using SPSS Descriptive statistics in order to explore whether promoting the exchange of ideas and materials among teachers strengthens teacher professional development.

Table 44: Shows findings on whether promoting modeling lessons among teachers strengthens teacher professional development

	Frequency	Percent	Cumulative Percent
Strongly Disagree	1	1.0	1.0
Disagree	6	5.9	6.9
Agree	55	53.9	60.8
Strongly Agree	40	39.2	100.0
Total	102	100.0	

Source: Primary Data

The study findings in Table (44) reveal that 53.9% of the total population study agreed to the statement that promoting modeling lessons among teachers strengthens teacher professional development. In the bid to develop one's abilities in mind and behavior, demonstrations have always been effective tools in passing on the ideal practices, so even in teacher professional development it is sound to restructure and reposition instructional programmes to include such packages that are teacher oriented and multi-skill built for teacher self reflection and confidence.

These findings are in support with Glanz, Shulman & Sullivan (2006) who contended that lesson demonstration improves teachers. Supervisors who use demonstration lessons to assist teachers individually and in groups pass on practical skills rich in content and behavior. Notably, this practice is not only used to guide new and inexperienced teachers, but veterans as well.

Likewise, supervisors too may learn strategies from teachers during their classroom observations, and transfer such learned activity to other teachers to try them out in their classrooms.

Further still, Rous (2004) reported that, instructional supervision using modeled appropriate techniques was associated with good source of assistance in dealing with children with special needs.

Similarly, Blasé and Blasé (1999) found that those supervisors who demonstrated teaching techniques during classroom visits were more effective as perceived by teachers.

4.5.4C Findings on whether evaluating the performance of teachers to keep on track strengthens teacher professional development

The results in (Table 45) below were generated using SPSS Descriptive statistics in order to explore whether evaluating the performance of teachers to keep on track strengthens teacher professional development.

Table 45: Shows findings on whether evaluating the performance of teachers to keep on track strengthens teacher professional development

	Frequency	Percent	Cumulative Percent
Strongly Disagree	5	4.9	4.9
Disagree	3	2.9	7.8
Agree	42	41.2	49.0
Strongly Agree	52	51.0	100.0
Total	102	100.0	

Source: Primary Data

Table (45) reveals that 51.1% of the overall population study strongly agreed to the statement that evaluating the performance of teachers to keep on track strengthens teacher

professional development. Anyone sensible will appreciate that fact that teachers are the most significant resource in schools, teachers are critical to raise education standards. Therefore, improving the efficiency and equity of schooling depends, in large measure, on ensuring that teachers are highly skilled, well resourced, and motivated to perform at their best. Raising teaching performance is perhaps the policy direction most likely to lead to substantial gains in student learning (OECD, 2005).

Therefore, the effective monitoring and evaluation of teaching is central to the continuous improvement of the effectiveness of teaching professional development.

It is essential to know the strengths of teachers and those aspects of their practice which could be further developed. From this perspective, the institution of teacher evaluation is a vital step in the drive to improve the effectiveness of professional development among teachers in private secondary schools so as to raise educational standards.

According to OECD (2009), meaningful teacher evaluation involves an accurate appraisal of the effectiveness of teaching, its strengths and areas for development, followed by feedback, coaching, support and opportunities for professional development. It is also essential to celebrate, recognize and reward the work of teachers. TALIS results reveal that the great majority of teachers report that the appraisal and feedback they receive is beneficial, fair and helpful for their development as teachers. It is upon this background that the researcher contends that evaluating the performance of teachers to keep on track strengthens teacher professional development.

4.5.5C Findings on whether inclusion of technology as a mean for development strengthens teacher professional development

The results in (Table 46) below were generated using SPSS Descriptive statistics in order to explore whether inclusion of technology as a mean for development strengthens teacher professional development.

Table 46: Shows findings on whether inclusion of technology as a mean for development strengthens teacher professional development

	Frequency	Percent	Cumulative Percent
Strongly Disagree	7	6.9	6.9
Disagree	13	12.7	19.6
Agree	45	44.1	63.7
Strongly Agree	37	36.3	100.0
Total	102	100.0	

Data Source: Primary

Results in Table (41) reveal that 44.1% of the participants agreed that inclusion of technology as a mean for development strengthens teacher professional development. It has been widely believed or even practiced in more developed countries that integration of technology in professional development of individuals is an effective tool. This kind of thinking has been supported by scholars like Carol Fine, () who asserted that, technologies can support and broaden professional learning communities and help teachers make better use of their time; teachers can access at their own pace and at their own place. When teachers leave a workshop, they can be able to access supplemental reinforcements.

Similarly, in the review of literature on providing professional development for effective technology use, research has shown the importance of current professional development emphasizing new methods of staff training. It is not enough to provide traditional sit-and-get or one-time workshops. Many teachers attend technology workshops and leave either frustrated or overwhelmed.

Therefore, by helping teachers incorporate technology in ways that support powerful instruction requires an array of professional development experiences quite different from traditional workshops and how-to training sessions (David, 1996). Kehrhahn et al., (2003) posited that, teachers need additional time to practice and tryout new ideas and reflect on what they are learning. This can't possibly happen with traditional one-time workshops. On-line support allows teachers to learn at their own pace. They can set their own schedule

4.5.6C Findings on whether including teachers in planning and developing curriculum and instruction strengthens teacher professional development

The results in (Table 47) below were generated using SPSS Descriptive statistics in order to explore whether including teachers in planning and developing curriculum and instruction strengthens teacher professional development.

Table 47: Shows findings on whether including teachers in planning and developing curriculum and instruction strengthens teacher professional development.

	Frequency	Percent	Cumulative Percent
Strongly Disagree	4	3.9	3.9
Disagree	10	9.8	13.7
Agree	50	49.0	62.7
Strongly Agree	38	37.3	100.0
Total	102	100.0	

Source: Primary Data

As regarding to whether including teachers in planning and developing curriculum and instruction strengthens instructional supervision findings in Table (47) indicate that 49.0% of the respondents involved in this study agreed to the statement. It is well stipulated that, instructional quality is achieved through excellent teaching, facilitated by cutting edge practices in professional development, and an articulated and deep understanding of the content skills and values embedded in the curriculum.

Therefore, an examination or audit of a school's instructional or educational quality must necessarily encompass a school's teaching practices, the state of curriculum development in the school, and professional development initiatives aimed to support excellence in teaching and curriculum.

In the same line, Skolnik Moskowitz (1998), noted that, the lack of understanding about curriculum development.

Development of curriculum in many private schools needs more ongoing, comprehensive attention, although some curricula in public schools are dictated by state standards (see, e.g.,. Many educators have little knowledge of the curriculum development process and what a curriculum is supposed to look like (Tanner & Tanner, 2006). Many curricula, especially in

private schools, are outlined by topics. In many schools, no further articulation exists. Curricula are generated by administrators, for the most part, without teacher input. In some cases, teachers themselves develop curricula in isolation of others. In other words, teachers at different grade levels rarely converse over curricula issues (Wiles, 2008).

Therefore, any attempt to engage teachers into curriculum analysis and development will enhance teachers' professional mindset and knowledge expertise. Since curriculum involves an analysis of all the learning experiences that occur in school. Effective instructional supervision should involve teachers in curriculum development. Notably, pre-packaged curricula, or curricula designed by outside consultants with minimal involvement of school personnel, is not best practice.

This suggestion is based on academic assumption that, when teachers are involved in the curriculum process they assume ownership and are more likely to implement said revisions. Even an exceptionally designed curriculum created by someone else may be less likely used because of the lack of teacher involvement and ownership.

Hence inclusion of teachers in curriculum framework during instructional supervision among practicing teachers enhances curriculum development thus, stir teacher professional development.

4.5.7C Findings on whether using more than one source in evaluating teachers strengthens teacher professional development

The results in (Table 48) below were generated using SPSS Descriptive statistics in order to explore whether using more than one source in evaluating teachers strengthens teacher professional development.

Table 48: Shows findings on whether using more than one source in evaluating teachers strengthens teacher professional development

	Frequency	Percent	Cumulative Percent
Disagree	2	2.0	2.0
Agree	51	50.0	52.0
Strongly Agree	49	48.0	100.0
Total	102	100.0	

Source: Primary Data

Respondents were asked whether using more than one source in evaluating teachers strengthens teacher professional development as according to the findings in Table (48), on overall 98.0% acknowledged against 2.0% who disagreed to the statement. A key challenge to using one source in evaluation of teachers is to understand the complex range of features associated with teacher evaluation. The over-arching policy objective of teacher professional development is to ensure that teacher evaluation contributes to the improvement of student outcomes through enhanced teaching performance and improved teaching practices. Besides, though the subject of the evaluation is the individual teacher but teacher evaluation is to be analyzed as part of an evaluation and assessment framework which includes other components such as student assessment, school evaluation and system evaluation.

Notably, the need to use more than one source stems from the concerns that arise in the preparation to evaluate, to be evaluated and to use the results of an evaluation as well as the choice of the groups undertaking these functions. It includes issues such as: the choice of the evaluators and the development of the skills to perform the assessment of a teacher; the preparation by teachers to be the subject of an evaluation; the development of competencies to effectively use the results of an evaluation for the improvement of teaching practices; and the

design of agencies to review teacher evaluation results with a view to hold agents accountable and to inform policy development.

In essence, teacher evaluation for improvement ought to involve diverse sources for purposes of the provision of feedback useful for the improvement of teaching practices, namely through professional development. By principle it involves helping teachers learn about, reflect on, and improve their practice. This typically occurs with account of the school context so professional development opportunities of an individual teacher are aligned with the school development plan. Evaluation concerns more with a summative process (Acheson & Gall, 1997); whereas supervision is about improving instruction and achieving goals (Sergiovanni&Starratt, 1993).

Glickman et al. (2001), asserts; Summative teacher evaluation is an administrative function intended to meet the organizational need for teacher accountability. It involves decisions about the level of a teacher's performance. Summative evaluation seeks to determine if the teacher has met minimum expectations. If the teacher has not met his or her professional responsibilities, the summative process documents inadequate performance for the purpose of remediation and if necessary, termination.

Its upon this basis that for the betterment and improvement of using more than one source in evaluating teachers strengthens teacher professional development simply because the observation and evaluation process within schools requires face-to-face visits by the supervisor to the instructor's classroom and certain observable criteria and behaviours are analysed as a part of the supervisory process in a traditional school environment (Glickman et al., 2001).

4.5.8C Findings on whether providing feedback and offer suggestions for instructional improvement strengthens teacher professional development.

The results in (Table 49) below were generated using SPSS Descriptive statistics in order to explore whether providing feedback and offer suggestions for instructional improvement strengthens teacher professional development.

Table 49: Shows findings on whether providing feedback and offer suggestions for instructional improvement strengthens teacher professional development

	Frequency	Percent	Cumulative Percent
Strongly Disagree	3	2.9	2.9
Disagree	7	6.9	9.8
Agree	51	50.0	59.8
Strongly Agree	41	40.2	100.0
Total	102	100.0	

Source: Primary Data

Table (49) further indicates that 50.0% of the respondents involved in this study agreed to the statement that whether providing feedback and offer suggestions for instructional improvement strengthen teacher professional development. Communication in development of any relationship from private to public arena requires a forward and back flow of information about what, how, when and why.

Therefore, in respect with instructional supervision, it is no mistake that feedbacks from supervisors to teachers should be a must if teachers are to fully benefit from any formal supervision. Since visiting classrooms and providing feedback to teachers is considered one of the major roles of supervisors. Feedback provides teachers help to reflect on what actually took place in the teaching-learning process.

According to Blasé and Blasé (2004), feedback should not be a formality, but should serve as a guide for instructional improvement when it is given genuinely. Similarly, feedback (whether formally or informal, written or oral) should focus on observations rather than perspectives. Additionally, Blasé and Blasé (2004) theorized that, feedback reflectively informs teacher behaviour; and this results in teachers implementing new ideas, trying out a variety of instructional practices, responding to student diversity, and planning more carefully and achieving better focus.

Similarly, Rous (2004) reported that, feedback offered by supervisors ought to be a formal behaviour and objective and based solely on class observation. Teachers perceive feedback to be constructive, and very helpful to them in their instructional practices. However, these findings are inconsistent with Bays (2001) findings in rural districts in the state of Virginia. She found that instructional support and specific feedback for teacher participants in the area of special education appeared to be limited. Nonetheless, effective instructional supervision ought to provide teachers with positive feedback about observed lessons. Such feedback should be specific; expressed caring, interest and support in a non-judgmental way; and encouraged them to think and re-evaluate their strategies (Blasé and Blasé', 1999).

4.5.9 C Findings on whether motivating teachers to set and achieve their professional goals Strengthens teacher professional development

The results in (Table 50) below were generated using SPSS Descriptive statistics in order to explore whether motivating teachers to set and achieve their professional goals strengthens teacher professional development.

Table 50: Shows findings on whether motivating teachers to set and achieve their professional goals strengthens teacher professional development

	Frequency	Percent	Cumulative Percent
Strongly Disagree	3	2.9	2.9
Disagree	10	9.8	12.7
Agree	51	50.0	62.7
Strongly Agree	38	37.3	100.0
Total	102	100.0	

Source: Primary Data

As regard to whether motivating teachers to set and achieve their professional goals strengthens instructional supervision; results in Table (50) reveal that 50.0% of the general study population agreed to the statement. Though professional development seems to influence teachers' classroom practices strongly; it should also be put to light that there are incentives that stir teachers' knowledge seeking behaviors; in this light motivation incentives are thought to have a significant impact on teachers' professional development ladder. The more motivated teachers become than more likely they will be devoted to explore and advance in seeking professional development skills.

These findings are in support with Watt & Richardson (2007), who reported that there is evidence for links between teachers' motivation and their engagement, commitment and persistence in teaching and their inclination to become involved in professional development.

On observation, much of the evidence for the effects of motivation focuses on teacher efficacy-their self-perceived capabilities to affect outcomes. There is considerable agreement that teachers' efficacy and skepticism about affecting students is associated with enthusiasm, job commitment, and instructional behavior (e.g., Tschannen-Moran & Woolfolk Hoy, 2001). On this note, Wenglinsky (2002), asserted that, the more professional development teachers received

in hands-on learning, and indeed the more professional development they received regardless of topic, the more likely they are to engage in hands on learning activities. And the more professional development teachers received in working with student populations, the less likely they are to engage in lower-order activities and the more motivated they got know-how to practice and behave professionally.

4.5.10 C Findings on whether using a standard instrument and process for gathering data during the visit strengthens teacher professional development

The results in (Table 51) below were generated using SPSS Descriptive statistics in order to explore whether using a standard instrument and process for gathering data during the visit strengthens teacher professional development.

Table 51: Shows findings on whether using a standard instrument and process for gathering data during the visit strengthens teacher professional development

	Frequency	Percent	Cumulative Percent
Strongly Disagree	3	2.9	2.9
Disagree	9	8.8	11.8
Agree	43	42.2	53.9
Strongly Agree	47	46.1	100.0
Total	102	100.0	

Source: Primary Data

In the case of whether using a standard instrument and process for gathering data during the visit strengthens teacher professional development; results in Table (51) shows that 46.1% of the participants agreed to the statement. It well noted especially, on summative evaluation and lack of focus on formative development that, most evaluation systems focus heavily on summative evaluation and less on formative supervision (Ribas, 2005). Often instruments used

especially in evaluation supervision are designed to measure the level of success of teachers as compared to their district's curriculum and performance standards.

However, Boyd (1989), such instruments fail to promote professional growth of teachers making the evaluation process a "dead end". With minimal feedback to promote growth and little analysis of the teacher's overall performance, professional growth is minimal. Thus, there is need to use a more effective and comprehensive instrument that is teachers value driven formative supervision because it provides the feedback about what they should improve and a process to help them improve (Searfoss, 1996).

4.6 Recommendation related to effective professionalized instructional supervision

Findings under this section present different recommendations generated by SPSS programs in to explore respondents' degree of agreement to the statements in question.

4.6.1D Findings on whether top management readiness' is a central remedy for effective professionalized instructional supervision

The results in (Table 52) below were generated using SPSS Descriptive statistics in order to explore whether top management readiness' is a critical for effective professionalized instructional supervision.

Table 52: Shows findings on whether top management’s readiness is a critical for effective professionalized instructional supervision

	Frequency	Percent	Cumulative Percent
Strongly Disagree	2	2.0	2.0
Disagree	6	5.9	7.8
Agree	41	40.2	48.0
Strongly Agree	53	52.0	100.0
Total	102	100.0	

Source: Primary Data

As to whether top management’s readiness is a critical for effective professionalized instructional supervision; Findings in Table (52) reveal that 52.0% of the general study population strongly agreed to the statement.

Let it be well understood that, instructional supervision, as a best practice, is a school-wide process in which teaching and learning become the core of the school’s mission. Therefore, top management’s readiness and other administrators ought to or else have an immediate responsibility to adhere to this professional need for teachers’ professional development in order to develop a professional learning community that supports such work (Burke &Krey, 2005).

According to Fullan (2006), the establishment of a conducive environment “so that people can learn from each other and become collectively committed to improvement is an initiative top management in schools has to mediate. For instance, the need to involve teachers in decision making about curriculum and instruction for teacher professional development cannot be embraced if the top management is not ready to respond positively.

Therefore, mechanisms and structures within a school need to be developed to allow for and facilitate communication among teachers and administrators about instruction. A managerial step that encourages instructional dialogue about the proper practice and its willingness to embrace such call is one of the hearts of a professional learning community that values instructional improvement and teacher professional development.

4.6.2D Findings on whether middle management’s readiness is critical for effective professionalized instructional supervision

The results in (Table 53) below were generated using SPSS Descriptive statistics in order to explore whether middle management’s readiness is critical for effective professionalized instructional supervision.

Table 53: Shows findings on whether middle management’s readiness is critical for effective professionalized instructional supervision

	Frequency	Percent	Cumulative Percent
Strongly Disagree	4	3.9	3.9
Disagree	7	6.9	10.8
Agree	48	47.1	57.8
Strongly Agree	43	42.2	100.0
Total	102	100.0	

Source: Primary Data

On the question of whether middle management’s readiness is critical for effective professionalized instructional supervision; results in Table (53) reveal that 47.1% of the participants agreed to the statement, these expressed views entail that, management style or else leadership mindset towards what is ideal for school’s academic performance will have a great

impact on what ought to be done. In this respect middle management's willingness and readiness to finance and support instructional supervision is a key aspect that must not be left to chance.

It is not always the case that, because a certain practice has been used elsewhere, it will automatically be embraced by another management.

According to Fullan (2007), school management at any level has potential to effect the changes that are necessary in schools either for good or bad. He explains that, it turns out that high-flying, charismatic leaders look like powerful change agents. Cotton (2003), asserted that, transformational leadership is positively related to school management's responsiveness to teachers' professional needs than any other.

4.5.3D Findings on whether Teachers' readiness is critical for effective professionalized instructional supervision

The results in (Table 54) below were generated using SPSS Descriptive statistics in order to explore whether Teachers' readiness is critical for effective professionalized instructional supervision.

Table 54: Shows findings on whether teachers' readiness is critical for effective professionalized instructional supervision

	Frequency	Percent	Cumulative Percent
Strongly Disagree	6	5.9	5.9
Disagree	7	6.9	12.7
Agree	51	50.0	62.7
Strongly Agree	38	37.3	100.0
Total	102	100.0	

Source: Primary Data

Further study finding on recommendations for effective instructional supervision; respondents were asked whether teachers' readiness is critical for effective professionalized instructional supervision; findings indicated that 50.0% of the participants agreed to the statement.

Often teachers perceive supervision as a mechanism set management to control them hence many fall out to this need yet it is well debated that, instructional supervision is viewed as a means to enhance the performance of teachers in professional roles, and since being a true "professional" requires that a teacher has to be fully capable of making appropriate decisions and providing high quality services. It also requires the teacher to be in constant pursuit of better understanding and more efficacious methodologies. Thus, supervision of instruction is closely connected with professional development. This connection has been the theme of a thorough study in recent decades (Beach & Reinhartz, 2000). It is upon this fact that teachers' readiness in mind and body to desire to develop and engage in professional activities for their betterment.

4.5.4D Findings on whether reliability of instruments used is critical for effective professionalized instructional supervision

The results in (Table 55) below were generated using SPSS Descriptive statistics in order to explore whether reliability of instruments used is critical for effective professionalized instructional supervision.

Table 55: Shows findings on whether reliability of instruments used is critical for effective professionalized instructional supervision

	Frequency	Percent	Cumulative Percent
Strongly Disagree	7	6.9	6.9
Disagree	13	12.7	19.6
Agree	40	39.2	58.8
Strongly Agree	42	41.2	100.0
Total	102	100.0	

Source: Primary Data

On whether reliability of instruments used does contribute to the effective professionalized instructional supervision results in Table (55) indicate that 42.0% strongly agreed to the statement.

A reliable instrument implies it is of good quality and it can lead to the teacher's self development. According to Citing Jim Collins (2002 cited by Fullan, 2007), it was indicated that, instructional improvement is a focus on assessment. Gathering data on student learning continuously in aggregated and is aggregated ways, developing action plans based on an analysis of the data from teacher, and student satisfaction surveys in order to inform instructional decision making are examples of creating a culture of evaluation or assessment in a school.

Fullan explained that, when schools increase their collective capacity to engage in ongoing assessment for learning, major improvements are achieved, and that "great organizations" have a "commitment to 'confronting the brutal facts' and establishing a culture of disciplined inquiry." This calls for a more reliable instrument to ensure comprehensive assessment results on teachers' professional needs at all stages.

4.5.5D Findings on whether validity of instruments used is critical for effective professionalized instructional supervision

The results in (Table 56) below were generated using SPSS Descriptive statistics in order to explore whether validity of instruments used is critical for effective professionalized instructional supervision.

Table 56: Shows findings on whether validity of instruments used is critical for effective professionalized instructional supervision

	Frequency	Percent	Cumulative Percent
Strongly Disagree	4	3.9	3.9
Disagree	15	14.7	18.6
Agree	37	36.3	54.9
Strongly Agree	46	45.1	100.0
Total	102	100.0	

Source: Primary Data

A significant percentage (45.1%) of the respondents strongly agreed to the statement that validity of instruments used is a possible factor that can influence the effectiveness professionalized instructional supervision. This entails that the soundness of the instrument is dependable and considerate to the professional needs of teachers. Mackenzie (as cited in Glickman et al., 1998), stated that “those schools that link their instruction and classroom management with professional development, group development and action research under a common purpose achieve their objectives”.

Supervision in this case can be viewed as the function that draws all participants of school teaching-learning process together. Therefore, a reliable instrument must be broad enough to engage all stakeholders so as to enhance teachers’ professional needs.

4.5.6D Findings on whether training provided to supervisors is central to effective professionalized instructional supervision

The results in (Table 57) below were generated using SPSS Descriptive statistics in order to explore whether training provided to supervisors is central to effective professionalized instructional supervision.

Table 57: Shows findings on whether training provided to supervisors is central to effective professionalized instructional supervision

	Frequency	Percent	Cumulative Percent
Strongly Disagree	1	1.0	1.0
Disagree	8	7.8	8.8
Agree	35	34.3	43.1
Strongly Agree	58	56.9	100.0
Total	102	100.0	

Source: Primary Data

Interesting findings in Table (57) indicate that 56.9% of the participants strongly agreed to the statement that training provided to supervisors is central to effective professionalized instructional supervision. The quality of teacher professional development often depends on experience and competence of the supervisors. Hence a well established and disciplined supervision will have significant impact on the teacher professional development process. In one case, Carron and De Grauwe (1997) expressed little doubt that advisers, inspectors and other such staff need regular training, but they seldom receive it. They believed that whatever pattern of recruitment and promotion procedures, supervisors (advisers, inspectors or other such staffs) need regular training but they are seldom provided with pre-service or in-service training.

They further noted that, throughout the history of supervision, training of supervisors has been considered important. They argued that, persons appointed to supervisory positions be

placed on a period of probation or by following a special course organized by a postgraduate Institution. It was however acknowledged, that pre-service or in-service training programmes are still few and far between.

Lieberman & Friedrich (2010), observed that, a specially-trained instructional supervisor is vital in order to accomplish deep, sustained, and school-wide achievement for all teachers' professional needs (Waters, Marzano, & McNulty, 2003; Zepeda, 2007).

4.5.7D Findings on whether making teachers familiar with different techniques of classroom management is central to effective professionalized instructional supervision

The results in (Table 58) below were generated using SPSS Descriptive statistics in order to explore whether making teachers familiar with different techniques of classroom management is central to effective professionalized instructional supervision.

Table 58: Shows findings on whether making teachers familiar with different techniques of classroom management is central to effective professionalized instructional supervision

	Frequency	Percent	Cumulative Percent
Disagree	12	11.8	11.8
Agree	47	46.1	57.8
Strongly Agree	43	42.2	100.0
Total	102	100.0	

Source: Primary Data

Study results in Table (58) reveal that 46.1% of the general population study agreed to the statement that making teachers familiar with different techniques of classroom management is central to effective professionalized instructional supervision.

It is presumed in academics that, effective teachers do not teach in front of the class doing a good demonstration on the extensive and deep content knowledge, they teach to promote

and enhance learning. Besides, they know how to manage, not only their knowledge, but also the classroom and the students in terms of discipline, work, interaction between teacher- students- students, how to give instructions, and how to assess and evaluate activities, the students and their own work. Therefore, to be effective teachers also imply to have a series of qualities, in terms of professional and personal skills. Thus, making teachers familiar with different techniques of classroom management is central to effective professionalized instructional supervision.

4.5.8D Findings on whether guiding teachers in encouraging their students to express their ideas is central to effective professionalized instructional supervision

The results in (Table 59)below were generated using SPSS Descriptive statistics in order to explore whether guiding teachers in encouraging their students to express their ideas is central to effective professionalized instructional supervision.

Table 59: Shows findings on whether guiding teachers in encouraging their students to express their ideas is central to effective professionalized instructional supervision

	Frequency	Percent	Cumulative Percent
Strongly Disagree	2	2.0	2.0
Disagree	8	7.8	9.8
Agree	40	39.2	49.0
Strongly Agree	52	51.0	100.0
Total	102	100.0	

Source: Primary Data

As regard to whether guiding teachers in encouraging their students to express their ideas is central to effective professionalized instructional supervision; study findings in Table (59) indicated that 51.0% of the respondents strongly agreed to the statement.

These findings are in line with Borich (2000), who stated that, one of the factor of effective teachers is that, effective teachers often provide their students with activities and assessment that encourages them to learn (and learn through experience), as well as having an engaged feedback. Finally, to create a warm environment and a relationship with the students in which respect will enhance learning. According to him, the responsibilities of effective teachers are to have lesson clarity, instructional variety, teacher task orientation, engagement in the learning process and student success rate.

4.5.9D Findings on whether instituting periodical workshops for teacher awakening is central to effective professionalized instructional supervision

The results in (Table 60)below were generated using SPSS Descriptive statistics in order to explore whether instituting periodical workshops for teacher awakening is central to effective professionalized instructional supervision.

Table 60: Shows findings on whether instituting periodical workshops for teacher awakening is central to effective professionalized instructional supervision

	Frequency	Percent	Cumulative Percent
Strongly Disagree	3	2.9	2.9
Disagree	6	5.9	8.8
Agree	41	40.2	49.0
Strongly Agree	52	51.0	100.0
Total	102	100.0	

Source: Primary Data

The study results in Table (60) reveal that 51.0% of the respondents strongly agreed to the statement that instituting periodical workshops for teacher awakening is central to effective professionalized instructional supervision.

On this account, Glickman et al. (1998) observed that, educational institutions', growth in knowledge and operational expertise depends greatly upon interaction with other workers in a common search for improvement. Sergiovanni and Starratt (2002) viewed schools as learning communities where students, teachers, and supervisors alike are learners and teachers depending on circumstances.

Supervisory leadership is called to establish this environment in school. "...The heart of supervisory leadership is designing opportunities for teachers to continuously expand their capacity to learn, to care, to help each other, and to teach more effectively. Hence instituting periodical workshops for teacher awakening is central to effective professionalized instructional supervision.

4.5.10D Findings on whether explaining to the teachers the ways of considering and teaching students with mixed abilities is central to effective professionalized instructional supervision

The results in (Table 61)below were generated using SPSS Descriptive statistics in order to explore whether explaining to the teachers the ways of considering and teaching students with mixed abilities is central to effective professionalized instructional supervision.

Table 61: Shows findings on whether explaining to the teachers the ways of considering and teaching students with mixed abilities is central to effective professionalized instructional supervision

	Frequency	Percent	Cumulative Percent
Strongly Disagree	5	4.9	4.9
Disagree	17	16.7	21.6
Agree	30	29.4	51.0
Strongly Agree	50	49.0	100.0
Total	102	100.0	

Source: Primary Data

Participants of this study were asked whether explaining to the teachers the ways of considering and teaching students with mixed abilities is central to effective professionalized instructional supervision; 49.0% of the respondents strongly agreed to the statement as presented in Table (61). Mastery goals represent a focus on the development of competence, and performance goals represent a concern for demonstrating competence (Pintrich, 2000; Elliot, 2005).

Instructional supervision is related to a number of such favorable professional outcomes as persistence, students' use of deep learning strategies and necessary help seeking (e.g., Karabenick, 2004; Levy, Kaplan, & Patrick, 2004).

4.5.11D Findings on whether weekly or monthly assessments on teacher to teacher fellowship is central to effective professionalized instructional supervision

The results in (Table 62) below were generated using SPSS Descriptive statistics in order to explore whether weekly or monthly assessments on teacher to teacher fellowship is central to effective professionalized instructional supervision.

Table 62: Shows findings on whether weekly or monthly assessments on teacher to teacher fellowship is central to effective professionalized instructional supervision

	Frequency	Percent	Cumulative Percent
Strongly Disagree	3	2.9	2.9
Disagree	7	6.9	9.8
Agree	40	39.2	49.0
Strongly Agree	52	51.0	100.0
Total	102	100.0	

Source: Primary Data

On the question of whether weekly or monthly assessments on teacher to teacher fellowship is central to effective professionalized instructional supervision; 51.0% of the overall study population strongly agreed to the statement this is in accordance with Jackson (2001) that formative supervision is a process whereby the school administrator assists the classroom teacher to improve his/her teaching instruction to enhance student learning. School heads need to keep in mind that formative supervision is more than just routine classroom visits and evaluation of the teaching and learning process.

It includes aspects such as goal setting, follow-up visits, mentoring and coaching, continuous feedback on progress and provision of additional support to implement changes and professional development opportunities.

4.5.12D Findings on whether initiating an independent supervision team on district level is central to effective professionalized instructional supervision

The results in (Table 63)below were generated using SPSS Descriptive statistics in order to explore whether initiating an independent supervision team on district level is central to effective professionalized instructional supervision.

Table 63: Shows findings on whether initiating an independent supervision team on district level is central to effective professionalized instructional supervision

	Frequency	Percent	Cumulative Percent
Strongly Disagree	1	1.0	1.0
Disagree	8	7.8	8.8
Agree	43	42.2	51.0
Strongly Agree	50	49.0	100.0
Total	102	100.0	

Source: Primary Data

As to whether initiating an independent supervision team on district level is central to effective professionalized instructional supervision; findings in Table (63) show that 49.0% of the participants strongly agreed to the statement. It is argued that school heads are ‘sense makers’ of learning organizations. In such an equation school heads must ensure that improved student learning becomes the primary function of all schools. Moreover instructional leaders ensure effective teaching takes place as quality teachers will beget quality students. Therefore, school heads must hold teachers accountable for providing quality education 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 initiating an independent supervision as a teacher evaluator and supervisor of the teaching and learning process. The school initiating an independent supervision needs to provide formative instructional supervision so that continuous and constructive feedback is constantly communicated to teachers (Holland & Adams (2002).

4.6 Relationship Results

This section of this chapter presents results on the relationships between the variables under study, mean and standard deviation and regression results.

4.6.1 Findings Correlation between Instructional Supervision and teacher professional development

The results in (Table 64) below were generated using Pearson Correlation in order to explore the relationship between instructional supervision teacher professional development.

Table 64: Shows findings relationship between Instructional Supervision and teacher professional development

	1	2
Instructional Supervision-1	1	
Teacher Professional Development-2	.27**	1

** . Correlation is significant at the 0.01 level (2-tailed).

The study results reveal that there is a significant positive relationship between Instructional Supervision practices and teacher professional development ($r = .27, p > .007$). The effective or appropriate the Instructional Supervision to teacher professional needs the great is the teacher professional development. It is therefore, positively anticipated that an institution that offers or facilities teachers' professional development activities enhances teacher development thus, high teacher performance. These findings are agreement with Zepeda (2003) that indicated that instructional supervision assists teachers in improving instruction.

The process of supervising a teacher in an instructional setting often involves direct assistance to improve the strategies of classroom practice through observation and evaluation of teacher performance (Glickman et al., 2001).

This increases teacher's abilities to grow toward higher levels of thought (Glickman, 1990). It is this association that instruction supervision is widely presumed that it results into teacher professional development.

4.6.2 Findings on the mean and stand deviation respondents on instructional supervision practices

The results in (Table 65) below were generated using Descriptive Statistics in order to explore the mean and stand deviation respondents on instructional supervision practices.

Table 65: Shows Findings on the mean and stand deviation of respondents' satisfaction on instructional supervision practices

	N	A		B		C	
		Mean	SD	Mean	SD	Mean	SD
I am satisfied with the amount of supervision being provided in my school	34	3.4706	.50664	2.7353	.75111	2.3824	.69695
I am satisfied with the quality of supervision being provided in my school	34	3.4706	.50664	2.8529	.70205	2.6471	.69117
The supervision I receive meets my individual professional needs	34	3.4118	.49955	2.8235	.83378	2.7059	1.0879
The school policies allow me to choose my type of supervision	34	3.1176	.32703	2.4706	.66220	2.0588	.6937
Valid N (list wise)	34						

Source: Primary Data

Respondents were asked to state whether they were satisfied with amount of supervision being provided in my school; the mean scores reveals varying results comparing from one school to another; in this case A seemed have a higher mean score of (3.4706) that of B (2.7353) and C (2.3824).

Still, participants were asked to state whether they were satisfied with the quality of supervision being provided to them in their respective school; the mean scores reveals varying results whereas, A seemed have a higher mean score of (3.4706) that of B (2.8529) and C (2.6471).

Furthermore, on the question of whether the supervision respondents receives meets their individual professional needs; results indicate that A seemed have a higher mean score of (3.4118) compared to that of B (2.8235) and C (2.7059).

Lastly, respondents were required to state whether the school policies allowed them to choose their type of supervision; once again results indicated that A seemed have a higher mean score of (3.1176) compared to that of B (2.4706) and C (2.0588).

The implication of these findings indicates that instructional supervision is not well established or defined in the private school systems. It is can also be brought to light that teacher professional development initiatives are not a priority within school managements. This was revealed by the fact that, a number of teachers were part time. An indication that often these teachers are not school based to enable follows up. Yet according to Fischer (2000), to enhance the professional effectiveness of the teaching staff, administrators / supervisors must be skilled in the following areas: (a) what to evaluate, (b) how to observe and analyze 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.”

4.6.3 Findings on actual and ideal mean and Standard Deviation of instruction supervision practices in the selected schools

This section discusses the respondents' perceptions of actual and ideal frequency of the use of selected supervisory approaches, namely clinical supervision, peer coaching, cognitive coaching, mentoring, reflective coaching or self-directed development, portfolios, and professional growth plans. Mean scores and standard deviations were calculated for the actual and ideal frequencies of supervisory practices.

Table 66: Shows findings on actual and ideal mean and Standard Deviation of instruction supervision practices in the selected schools

	A				B				C			
	Actual		Ideal		Actual		Ideal		Actual		Ideal	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Clinical supervision	1.5882	.55692	2.2647	.44781	1.5294	.66220	3.5588	.56091	1.4118	.70141	4.0588	.23883
Peer coaching	1.3529	.48507	1.9118	.71213	1.4118	.49955	2.0882	.75348	1.7353	.56723	2.8529	.35949
Cognitive coaching	1.2941	.46250	2.7353	.44781	1.4706	.56329	3.4118	.49955	1.2941	.46250	3.7941	.41043
Mentoring	1.1176	.32703	4.0000	.00000	1.4118	.60891	4.4706	.50664	1.5294	.74814	4.8235	.38695
Self-directed development	1.4412	.50399	2.5294	.61473	1.5588	.74635	2.9118	.51450	1.2941	.46250	3.4706	.56329
Portfolios	2.1176	.80772	3.0588	.64860	2.3235	.72699	3.9706	.17150	2.5000	.50752	4.6471	.48507
Professional growth plan	1.4706	.50664	3.0000	.00000	1.6471	.54397	3.2941	.46250	1.9412	.60006	3.6471	.48507

Source: Primary Data

Teachers were asked to respond to the statements intended to elicit their perceptions on the actual and ideal instruction supervision on their professional development in the selected schools. Mean scores and standard deviations were calculated. The results reveal interesting findings; there was varying in their responses according to school and which type was viewed as most appropriate, most of the respondents from all selected schools viewed mentoring supervision practice for their professional development. A mean score of 4.0000 tends to support this point. On this same issue the C respondents showed higher levels of agreement with a mean score of 4.8235 and standard deviation of .38695.

Further still, the other significant practice as thought by respondents was Portfolios supervision practice as respondents showed elicit perceptions on the actual and ideal instruction supervision; results reveal an outstanding mean scores and standard deviations for Portfolios supervision practice as (a Mean = 3.0588 and SD=.64860) for A then, (Mean=3.9706 and SD=.17150) for B and lastly (Mean=4.6471 and SD=.48507) for C.

Also the other significant practice as thought by respondents was portfolios supervision practice as respondents showed elicit perceptions on the actual and ideal instruction supervision; results reveal an outstanding mean scores and standard deviations for Portfolios supervision practice as (a Mean = 3.0588 and SD=.64860) for A then, (Mean=3.9706 and SD=.17150) for B and lastly (Mean=4.6471 and SD=.48507) for C.

In sum, teachers regarded the use of mentoring supervisory practices as a critical practice in teacher development. There was a significant difference found between the frequency of reflective coaching conducted in their schools and how often respondents would like to experience it. Similarly, the perceived ideal frequency of the use of Clinical as the type of supervision was significantly different from its actual implementation in the schools. The responses also identified that a more frequent use of mentoring would be beneficial for the teachers.

4.6.3 Findings on mean and standard deviation of effects of supervision on teacher development

The results in (Table 67) below were generated using descriptive statistics in order to explore the mean and standard deviation of effects of supervision on teacher development.

Table 67: Shows findings on mean and standard deviation of effects of supervision on teacher development

	N	Mean	Std. Deviation
Provokes teachers in developing/selecting instructional materials	102	3.1667	.73233
Instructional supervision increases teacher's methodology teaching skills	102	3.2843	1.17210
Instructional supervision increases teacher confidence	102	3.4020	.81155
Promotes professional growth among teachers	102	3.6373	.68635
Instructional supervision develops teacher knowledge content	102	3.5784	.90583
Instructional Supervision Instills technical matter about; the what, why, how & when	102	3.7157	1.03768
Instructional supervision helps beginning teachers gain expertise in subject knowledge in the process	102	3.6176	.69002
Instructional supervision results into teachers' quest for knowledge	102	3.7941	.65003
Elevates teachers' passion in teaching profession	102	3.4804	.55812
Supervision serves as a source of useful information	102	3.5588	.57288
Exposes new teachers to challenges and how to tackle them professionally	102	3.6373	.59352
Valid N (list wise)	102		

Source: Primary Data

Findings under this Table indicated the mean score and standard deviation score on effect of instruction supervision on teacher professional development. Mean scores indicate that instructional supervision resulted into teachers' quest for knowledge (3.7157). as well as instructional Supervision instills technical matter about; the what, why, how & when (3.7157).

These study findings are in support with Komoski (1997) that, supervision serves as a leadership instructional act where the ultimate aim is to improve classroom instruction. Besides helping to enhance the teaching and learning process, as it also seen as a process to ensure the formal curriculum is implemented in the classroom; provides teachers with constructive feedback leading to increased teacher motivation. According to Holland & Adams (2002), highlight that the right supervision supports teaching and professional development, enhances “personal and collaborative enquiry, promotes critique, and contributes to an evolving pedagogy”.

4.7 Regression results

4.7.1 Findings on findings on a regression between clinical supervision and teacher development

The results in (Table 68) below were generated using the SPSS software program in order to explore the statistically significant predictor of teacher professional development.

Table 68: Shows findings on a regression between clinical supervision and teacher development

R Square	= .064	F = 6.803				
Adjusted R Square	= .054	P = .010				
Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	
	B	Std. Error	Beta	t		
1	(Constant)	4.104	.216		18.994	.000
	Clinical	-.165	.063	-.252	-2.608	.010

a. Dependent Variable: Supervisory practices strengthens teachers' abilities

The results show that (Adj R Square =0.54) which is 54% of the variance in supervision practices to strengthen teachers' abilities is attributed to appropriate supervisory activities incorporated in the school system (B= 4.104, t=18.994, p>.010).

The statistically significant predictor of strengthening teacher's abilities is dependent on appropriate Clinical supervision activities well aligned with teachers' professional needs ($B = -.165$, $t = -2.608$, $p > .010$).

It is therefore concluded that, the more appropriate the supervision activities the effective will the programmes be on teacher professional development hence this will result to high teacher performance.

4.7.2 Findings on findings on a regression between Cognitive coaching supervision and teacher development

The results in (Table 69) below were generated using the SPSS software program in order to explore the statistically significant predictor of Cognitive coaching practice on teacher development.

Table 69: Shows findings on a regression between Cognitive coaching supervision and teacher development

R Square	= .058	F = 6.178			
Adjusted R Square	= .049	P = .015			
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t
1 (Constant)		5.034	.540		9.324
Cognitive coaching		-.398	.160	-.241	-2.486
					Sig.
					.000
					.015

a. Dependent Variable: instruction supervision serves as a source of useful information to beginning a teacher towards internalizing content

The results show that (Adj R Square = 0.49) which is 49% of the variance an implication that instruction supervision serves as a source of useful information to beginning a teacher towards internalizing content is attributed to appropriate to appropriate supervisory activities incorporated in the school system ($B = 5.034$, $t = 9.324$, $p > .015$).

The statistically significant predictor of teachers' internalization of subject content is dependent on appropriate cognitive coaching activities that provoke teachers to develop their

mental faculties to execute their duties more effectively according to each teacher's special professional needs ($B = -.398$, $t = -2.486$, $p > .015$).

It is therefore concluded that, facilitating teachers in a problem solving approach by use of questions enhances teachers' professional mental skills hence leading to high teacher performance.

4.7.3 Findings on findings on a regression between mentoring supervision and teacher development

The results in (Table 70) below were generated using the SPSS software program in order to explore the statistically significant predictor of Self-directed development (reflective coaching practice on teacher development).

Table 70: Shows findings on findings on a regression between Self-directed development (reflective coaching supervision and teacher development

R Square	= .077	F = 8.372				
Adjusted R Square	= .068	P = .005				
Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.973	.446		11.158	.000
	Self-directed development (reflective coaching practice)	-.423	.146	-.278	-2.893	.005

a. Dependent Variable: instruction supervision encourage teachers' professional growth

The results show that (Adj R Square = 0.68) which is 68% of the variance an indicator that instruction supervision provokes teachers' professional growth is attributed to appropriate to appropriate supervisory activities incorporated in the school system ($B = 4.973$, $t = 11.158$, $p > .005$).

The statistically significant predictor of teachers' internalization of subject content is dependent on appropriate cognitive coaching activities that provoke teachers to develop their

mental faculties to execute their duties more effectively according to each teacher's special professional needs ($B = -.423$, $t = -2.893$, $p > .005$).

It is therefore concluded that, facilitating teachers in a problem solving approach by use of questions enhances teachers' professional mental skills hence leading to high teacher performance. This academic assumption is based on belief that the initial meeting between mentor and pre-service teacher is of vital importance in establishing a collaborative learning relationship and cannot be rushed or squeezed in between commitments.

4.7.4 Findings on findings on a regression between Portfolios supervision on teacher development

The results in (Table 71) below were generated using the SPSS software program in order to explore the statistically significant predictor of Portfolios practice on teacher development.

Table 71: Shows findings on findings on a regression between Portfolios supervision on teachers' performance

R Square	= .049	F = 5.102			
Adjusted R Square	= .039	P = .026			
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t
1	(Constant)	4.264	.390		10.941
	Portfolios	-.222	.098	-.220	-2.259
					Sig.
					.000
					.026

a. Dependent Variable: instructional supervision exposes new teachers to challenges and how to tackle them professionally

The results show that (Adj R Square = 0.39) which is 39% of the variance an implication that reveals that instructional supervision exposes new teachers to challenges and how to tackle them professionally is attributed to appropriate to appropriate supervisory activities incorporated in the school system ($B = 4.264$, $t = 10.941$, $p > .026$).

The statistically significant predictor of teachers' internalization of subject content is dependent on appropriate cognitive coaching activities that provoke teachers to develop their mental faculties to execute their duties more effectively according to each teacher's special professional needs ($B = -.222$, $t = -2.259$, $p > .026$). It is therefore concluded that, instructional supervision increases teachers' abilities to respond to teaching related challenges professionally hence develops teachers to be all round built individuals to handle education matters. This will directly into high teacher performance.

4.7.5 Findings on findings on a regression between Professional growth plan supervision on teacher development

The results in (Table 72) below were generated using the SPSS software program in order to explore the statistically significant predictor of Professional growth plan practice on teacher development.

Table 72: Shows findings on findings on a regression between Professional growth plan supervision on teachers' performance

R Square	= .042	F = 4.419			
Adjusted R Square	= .033	P = .038			
Model	Unstandardized Coefficients		Standardized		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	4.588	.570		8.051	.000
Professional growth plan;	-.358	.170	-.206	-2.102	.038

a. Dependent Variable: instruction supervision raises teachers' self confident to execute their tasks effectively

The results show that (Adj R Square = 0.33) which is 33% of the variance an implication that reveals that instruction supervision raises teachers' self confident to execute their tasks effectively is attributed to appropriate to appropriate supervisory activities incorporated in the school system ($B = 4.588$, $t = 8.051$, $p > .038$).

The statistically significant predictor of teachers' internalization of subject content is dependent on appropriate cognitive coaching activities that provoke teachers to develop their mental faculties to execute their duties more effectively according to each teacher's special professional needs ($B = -.358$, $t = -2.102$, $p > .038$). It is therefore concluded that, instructional supervision increases teachers' abilities to respond to teaching related challenges professionally hence develops teachers to be all round built individuals to handle education matters. This will directly into high teacher performance.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

The purpose of this chapter is to discuss the findings, draw conclusions to the results presented in chapter four. The chapter also contains recommendations and conclusions according to the objectives of the study. It finally ends with suggestions for further research.

5.2 Summary

This study was intended to investigate the need for instructional supervision in private secondary schools and its significant effect on teacher professional development as the gateway to teacher performance. The data generated in this study were analyzed and the findings are discussed under this heading according to the various research questions that were formulated to guide the study.

5.2.1 Practices of teacher professional development in selected schools

According to the study findings on the practices of teacher professional development in selected schools; on the general observation the researcher noticed that there is no well designed programmes in the schools to further teacher professional development as it is ought. Most of what is practiced is shadows of what ought to and even what is done is far below the minimum expectation of what instruction supervision calls for. The study further found in (Table 2) that majority of the respondent had a low level of teaching practice experience as majority had the teaching experience of (2-5) years of which B had the highest of these (see Table 2).

It was also found that there is a significant difference in relation with number of times respondents are formally supervised and on the overall, most teachers never received an ideal (if at all) of any instructional supervision. For instance, majority of the participants indicated that they were formally supervised once per year.

The question that still rise is that, how ideal was the supervision accorded to these teacher. And still, was it an event or a long term initiative established to their professional needs (Table 3). Additionally, majority of the respondents indicated that they were evaluated once per year. The quality of the evaluator and the instrument used to evaluate was perceived by many respondents as insufficient. Majority of the participants revealed that they were supervised by Department Head (see table 5) and on overall were evaluated by vice principal.

According to many of the respondents; the truth is, there is no such as supervision but rather often it is teacher evaluation especially on students' performance, but the activity called instructional supervision for teacher professional development doesn't exist."

According to the findings in (Table 9) majority of the entire study population expressed dissatisfaction with the quality of supervision being provided by the schools whereas of the entire study population indicated that the supervision offered did meet their individual professional needs. Notably, respondents indicated that they don't have power to choose the type of supervision and who to supervise them (Table 11).

In general, the study indicated that, there is no established initiatives that are structured among the selected schools to ensure teachers' professional needs are catered for in regard with instructional supervision. Lack of professional development (PD) and common meeting time for faculty – PD is episodic and uneven at many private schools.

Although teachers meet informally, there is often little time to meet formally and consistently to work on instructional issues e.g., curriculum development.

It was notable that in these findings that PD is often top-down initiated without meaningful input by teachers. This explains why so many teachers found PD useless.

Yet it is stipulated that, the best practices definitely demonstrate that instructional quality is improved by continued in-school learning by all educators (Joyce & Calhoun, 2010; Yendol-Hoppey & Fichtman-Dana, 2010; Zepeda, 2008). According the findings supervision in schools consists of mere *walkthroughs* and occasional formal evaluative observations without utilizing the latest cutting edge practices. There is little evidence of professional growth plans created collaboratively between teacher and supervisors in private schools. Genuine supervision is absent in these schools. Providing instructional leadership by focusing on best practices in supervision and professional development is an important responsibility of an school administration. Unfortunately, much of what currently takes place as supervisory practice and professional development activities is not very useful for teachers. Yet it is presumed that supervisors can contribute greatly to meaningful supervision and professional development by engaging in these leadership behaviors.

5.2.2 Professionalised Instructional supervision on teachers' professional development

The study findings in Tables (26-36) indicated results on the effect of supervision on teacher development; for instance majority of the respondents agreed that Instructional supervision results into teachers' quest for knowledge. Further still, agreed that instructional supervision enhances teacher development, yet agreed that instructional supervision develops teacher knowledge content and agreed that instructional supervision promotes professional growth.

Further, the study results further established that there is a significant positive relationship between Instructional Supervision practices and teacher professional development ($r = .267, p > .007$). The effective or appropriate the instructional supervision to teacher professional needs the higher is the teacher professional development.

It is therefore, positively anticipated that an institution that offers or facilities teachers' professional development activities enhances teacher development thus, high teacher performance.

These findings were still support by the regression statistics that indicated that, instruction supervision was associated with availing useful information among teachers (Tables 59 -67).

These findings are in line with Bolin and Panaritis¹¹ view (as cited in Bays, 2001), that found that, instruction supervision is strongly linked to improving classroom practices for the benefit of students regardless of what may be entailed (e.g., curriculum development or staff development) (Bays, 2001). Further, McQuarrie and Wood (1991) also state that instruction supervision was associated with helping and supporting teachers as they adapt and adopt, and refine the instructional practices they are trying to implement in their classrooms.

5.2.3 Strategies for strengthening teacher professional development

The best strategy for strengthening teacher professional development must be a continuous process not just an event. Often if there is any instructional supervision programmed initiated, it is an event that comes and goes. But much time what is forgotten is that, teacher professional development is a process involving gradual processes requiring a gradual well framed package to enhance teachers' self development and teacher professionalism in teaching activities.

The study findings showed that there are various strategies as according to participants that can be aligned for strengthening teacher professional development therefore Table (37-46) present that statistics on this question. However, to give an overall outlook majority of the total population study agreed that promoting modeling lessons among teachers strengthens teacher professional development.

Then of the participants strongly agreed that facilitating teachers' access to professional resources strengthens teacher professional development. Whereas, of the overall population study strongly agreed that evaluating the performance of teachers to keep on track, strengthens teacher professional development.

Also of the participants agreed that directing all supervisory activities can strengthen instructional supervision hence resulting into teachers' improvement and of the respondents involved in this study agreed to the statement that whether providing feedback and offer suggestions for instructional improvement strengthen teacher professional development.

Likewise of the general study population agreed that motivating teachers to set and achieve their professional goals strengthens instructional supervision. According to Shulman et al., (2008), instructional improvement strategies, should incorporate purposeful classroom observation of teachers in action, not for evaluative purposes but to engage teachers in instructional dialogue about classroom practice.

As regard to the study findings, supervision in most schools relies on antiquated practices involving supervision and teacher evaluation (that offer few, if any, opportunities for professional growth and improvement. This kind of practice as according to Glanz (1998) is unethical because it does not consider teachers professional partners or colleagues worthy of collaboration (Emihovich&Battaglia, 2000; Fullan, 2003b; Lieberman & Friedrich, 2010).

The study indicated that, there must be top management readiness and or a shift from top to bottom approach to a more relational form of supervision as majority indicated that school policy didn't allow them who to supervision even when and how. It is argued that, when hierarchical relationships predominate (i.e., power and politics), teachers are reluctant to scrutinize their instructional practices in meaningful ways (Blumberg, 1980; Pajak, 2008).

It is often stated that under such system, programs and practices that aim to improve instructional excellence through supervision are often developed and initiated without anchoring them within the context of the overall school strategic plan or vision (Duffy, 2000; Fullan, 2008a; Glanz, 2010b; Hargreaves & Fink, 2006). Instructional supervisory initiatives are not likely to succeed unless strategically contextualized (Glanz, 2010b).

In other words, instructional supervisory practices need to be conceived as part of a larger more encompassing strategic initiative to improve the school and thus receive ongoing support, financial and otherwise. Supervisory practices need “front seat” attention in such a plan. Best practice indicate that, if changes in teacher classroom behavior are to occur, then professional development must be purposeful and articulated, participatory and collaboratively-developed, knowledge-based, ongoing, developmental, and analytic and reflective (Fogarty & Pete, 2009). Therefore, this study recommends that, a plan to improve instructional excellence in schools must take into account the notion of building and sustaining a long term practice than an event. Than simply picking on one or two professional development workshops or seminars without follow up in the classroom have not been proven effective.

5.2.4 Recommendation related to effective professionalized instructional supervision

The results on possible recommendations to be reconsidered as regarding in this regard therefore findings in Tables (47-58) reveal several recommendations that can be considered as found by respondents.

Majority of the participants strongly agreed that training of supervisors is central to effective professionalized instructional supervision. These findings are in agreement with Danielson and McGreal (2000) that, the success of any instructional supervision system greatly depends on the in-depth training of the evaluators.

Experience suggests that evaluators should have a range of characteristics and competencies, including: (i) background in teaching; (ii) knowledge of educational evaluation theories and methodologies; (iii) knowledge of concepts of teaching quality; (iv) familiarity with systems and procedures of educational and school quality assurance, including the role of teaching quality in school quality and the role of teaching quality in personal development; (v) understanding of instrument development, including reliability and validity of observation and other assessment tools; (vi) awareness of the psychological aspects of evaluation.

(vii) Expertise with the quantitative rating of an assessment; and (viii) mastering of evaluation-related communication and feedback skills. These areas should receive priority for specialized training addressed to evaluators. In this way the quality of teacher professional development often depends on experience and competence of the supervisors. Hence a well established and disciplined supervision will have significant.

Yet many strongly agreed that top management's readiness is a critical for effective professionalized instructional supervision. Then still many of the respondents strongly agreed to the that instituting periodical workshops for teacher awakening is central to effective professionalized instructional supervision; on this account as well as guiding teachers in encouraging their students to express their ideas and also weekly or monthly assessments on teacher to teacher fellowship is central to effective professionalized instructional supervision. Whereas some argued for teachers' readiness as a critical for effective professionalized instructional supervision;

It is widely noted therefore that, the effectiveness of instructional supervision relies to a great extent on ensuring that both educators or supervisors and teachers are in possession of the proper skills and competencies. This is crucial, for example, for supervisors/evaluators to have legitimacy in the eyes of the evaluated teachers.

Since teacher supervision and evaluation have strong stakes for the assessed teachers and since school outcomes heavily depend on individual relations and cooperation at the school level, successful instruction supervision mechanisms require particular attention to developing competencies and defining responsibilities in the instructional supervision process.

Teachers and supervisors must have a common understanding (articulated and detailed) of what good teaching is in order make improvements and to simply talk a common language about instructional improvement (Charlotte Danielson, 2007).

5.3 Conclusions

To sum up, the study found that instructional supervision in the selected schools had no footage and if there was any practice it was a mere walkthrough ceremonials rather than a constructive educational initiative to develop teachers' knowledge expertise. The researcher has therefore found that, in reality these school managements have done little work on instituting instructional supervision for teacher professional development. Whereas, it is argued that, instructional leaders within professional learning communities keep instructional quality as their main focus; this is not what is found in these schools. The researcher found that a good number of teachers were part-time who taught in different schools an individual that these teachers were money driven rather than professional driven.

This also entails that, the school managements are not ready or are not open up to avail their staff with considerable resources to ensure that they develop in content. According to Morrissey (2000), a professional learning community has five dimensions, supportive and shared leadership whereby school administrators participate democratically with teachers sharing power, authority, and decision making); shared values and vision; collective learning (e.g., staff and the administration come together to learn how best to improve student performance); supportive conditions (e.g., principals and teachers possess adequate resources to promote instructional excellence and create structures that facilitate learning for all); and shared personal practice (e.g., peer review and feedback are school norms as is feedback given to administrators by teachers in informal and formal ways).

This is contrary to what is happening in private schools. However, the bottom line is that school managements first and foremost should be concerned in activities that actively promote instructional supervision that in turn promotes student learning.

Management cannot be considered successful unless high student achievement in academic areas is achieved for all students (Brown, 2008). This means that the teaching staff is well facilitated in maximizing their potential.

5.4 Recommendations

Developing a school-wide professional development plan aimed at improving classroom-based instruction, by focusing on teaching practices and curricular processes so that students achieve at appropriate levels of performance.

Improving the supervisory knowledge and skills of to management and their assistants based on cutting-edge technologies in instructional leadership that are intended to improve teaching practice.

Other instructional leadership initiatives such as action research, meaningful walkthroughs, all which deepen the school's commitment to a culture of instructional excellence.

Advocating for a district level supervisory team that compiles the school managements of private schools to see to it that there are well designed programs initiated in schools to enable teacher professional development. As well as to ensure that on the district level there are programs that after nurture and development district teacher from all levels.

5.5 Area of Further studies

Basing on the study findings there is a need to carry out a study on the effect of part-time teachers in relation with teacher professional development.

5.6 Limitation of the study

The study was quite an interesting and in-depth thesis but it also had some limitations that is, it was limited in scope of the area to be covered that is, one area of study. Thus, the results may not be applicable to other geographical location of country. Secondly, the time scope. The study was done in accordance with the academic timeframe so it hard to get comprehensive results.

Additionally, participants were hesitant to respond to the questionnaires and interviews. This hindered the smooth progress of the study. This is because respondents seemed to be unwilling to open up and share their opinion to the queries. However, this was overcome by the presenting introductory letter showing the purpose of the study.

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4.3.2 A On average I am evaluated:

5 or more times per year

2-4 times per year

Once per year

0 times per year

4.3.3A Supervision of my teaching is conducted by:

Principal

Vice-principal

Department head

Superintendent/inspector

Others _____

4.3.4A Evaluation of my teaching is conducted by:

Principal

Vice-principal

Department head

Superintendent/inspector

Others _____

4.3.5A When conducting a supervisory observation, a supervisor should spend at least in the classroom

More than a full class period

One full class period

One half class period

One quarter class period

Or less

4.3.6A. I am satisfied with the amount of supervision being provided in my school:

Not satisfied

Satisfied

Highly satisfied

4.3.7A I am satisfied with the quality of supervision being provided in my school:

Not satisfied

Satisfied

Highly satisfied

4.3.8A The supervision I receive meets my individual professional needs:

Strongly disagree

Disagree

Strongly agree

Agree

4.3.9A The school policies allow me to choose my type of supervision:

Strongly disagree

Disagree

Strongly agree

Agree

APPENDIX II: INTERVIEW GUIDE

1. By giving your own opinion, what are the strategies that can be used in our schools to strengthen Teacher Professional Development?