

**CLINICAL SUPERVISION AND STUDENT TEACHERS' SCHOOL PRACTICE  
PERFORMANCE IN SELECTED PRIMARY TEACHERS' COLLEGES IN CENTRAL  
UGANDA**

**NAKYOBE MARGARET**

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## DECLARATION

I, NAKYOBE MARGARET, declare that this study is my original work and has never been submitted to any university/ institution for the ward of a degree of master or any other award.

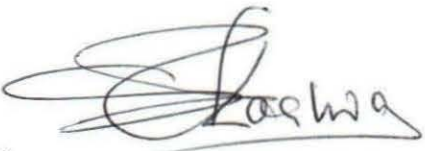
  
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Date. 26/10/2017.....

NAKYOBE MARGARET

### APPROVAL

We certify that this research report titled *Clinical supervision and student teachers' school practice performance in selected primary teachers' colleges in central Uganda* was carried out by Nakyobe Margaret under our supervision and is now ready for submission with our approval.

Signature.....

Date.....26/10/2017

SR. Dr. Kaahwa Maria Goretta (DST)

Signature.....

Date.....31-10-2017

Dr. Kasule George Wilson

## **DEDICATION**

I dedicate this dissertation to my late parents Samuel and Ruth Mugalu Mukasa, Kizza Kisumbi William and Florence Kiwuka whose effort have made me what I am. Though gone, you will always be my heroes.

## **ACKNOWLEDGMENT**

A number of people have contributed to the completion of this dissertation in different ways that listing them all would require so many pages. The following are pre-eminent.

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## **LIST OF ACRONYMS**

PTC	Primary Teachers' Colleges
UPE	Universal Primary Education
USE	Universal Secondary Education
DST	Daughters of Saint Theresa
MOES	Ministry of Education and Sports
UNEB	Uganda National Examinations Board

## ABSTRACT

The study was carried out to investigate the influence of clinical supervision on the student teachers' school practice performance in the selected primary teachers colleges in central Uganda. The objectives of this study were to examine the extent to which tutors used clinical supervision when supervising students' teacher on school practice and the relationship between clinical supervision and performance of student teachers on school practice. The study was carried out in selected PTCs in central Uganda. These included three government aided colleges and one private college in central Uganda. The study population included the principals, deputy principals in charge of school practice, the directors of studies, tutors, head teachers of the demonstration / practicing schools and the second year student teachers giving a total of 360 respondents.

The primary data collection tools were self-administered questionnaires, interviews and observation. Data analysis was done both quantitatively using percentages and graphs, and qualitatively in a descriptive way to back up the quantitative data. The findings of the study indicated that the use of clinical supervision cycle in the training and assessment of teacher trainees during school practice in PTCs is fairly used than other modes of supervision. The study recommend need for creation of more awareness of tutors' responsibilities by the principals or MOES through regular workshops or seminars. Government through the Ministry of Education and Sports to plan for proper training of tutors in PTCS. Trainers who are experts and well qualified in the area of supervision management should be used to equip student teachers with relevant skills to getting / producing a skilled teacher and Government should increase on the PTCS budget to specifically cater for supervision of student teachers during school practice.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter includes the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope of the study, the theoretical frame work and the conceptual frame work for the purpose of guiding the study.

#### **1.1 Background to the Study**

##### ***1.1.1 Historical Background***

It is the responsibility of the government to provide quality education to its citizens. The United Nations charter (1989), and Jomtien, (1990) assert that all nations should be able to provide education for all (EFA) by 2015. The government of Uganda has already embarked on this task. It has made huge investment in the education sector at all levels through the Universal Primary Education (UPE) and Universal Secondary Education (USE). It is also financing government aided Primary Teachers' Colleges (PTC) and other higher institutions of learning. The government has made all these investments because it considers education to be a priority. The government also considers education as a tool in individual and national development. Primary schools are expected to provide quality education to the citizens through the primary school teachers as a foundation to all other levels of education.

Taking the final decision to become a teacher after "O" or "A" level depends on many factors. These include; marks obtained the social economic status of the family, need to have a teacher in the family, interest in the teaching profession and many others. Whereas trainees join colleges with varying reasons, experience and expectations, it remains the task of the college to groom

them into performing teachers. One of the ways through which tutors help teacher trainees to obtain basic skills of teaching is by supervising and guiding student teachers during practical teaching/ school practice. Supervising training teachers during this exercise is a normal routine in all teacher training colleges. It is believed that timely and effective practical teaching supervision is of immense value. In order for a student teacher to qualify as a primary teacher, he/ she must undergo professional guidance in terms of conducting a lesson. The student teacher must also be able to plan for the teaching learning process. At the same time he/she must also be guided on how to give assignments and control the class. Through this professional guidance, the student teacher is guided on how to organize a conducive learning environment. Also, the student teacher needs to be guided in all those aspects that make up an effective, confident, skilled and performing teacher.

Teaching is essentially founded on professional relationship (Cockburn, 2001). Therefore it cannot be defined in terms of a set of activities or actions that work in any circumstance. However it can be defined in terms of expectations. Teachers are expected to have appropriate knowledge. They are also expected to plan the work, take account of what pupils already know and others. Primary teacher colleges have already discovered that practical teaching and instruction supervision of student teachers is valid, effective and useful if as a college they have agreed upon a set of criteria which can be applied by any tutor to any subject to guide student teachers perform well. Such criteria are useful when used as a prompt check list during planning, observing and making notes about the activities that follow thereafter (Louis Cohen, Lawrence Manion, Keith Morrison and Dominic Wyse 2010).

The tutors therefore should exhibit skills of experience and effective practitioner. These skills include working together with the student teachers, planning, observing and recording.

analysing, guiding and setting a platform for further planning. It becomes they cycle. Tutor must also be committed to the task as well as being a sensitive counsellor who must have excellent interpersonal communication skills. Pre- service Grade three teacher trainees are trained for a period of two years after “O” or “A” level regardless of the background. Within these two years, it is solely the duty of the individual training college to mould these trainees into ethical and competent teachers. These student teachers must be fully ready to take on the noble profession of teaching in the primary schools. For this to be achieved, tutors have to ensure that these trainees are thoroughly prepared for the job.

Student teachers’ performance during school practice highly depends on the tutors’ effective practical teaching instruction supervision practices. It should also be accompanied by systematic guidance, professional follow up of the student teacher before, during practical teaching and after the exercise. The professional guidance they undergo during training highly influence the way they perform and manage the classes after training. Therefore student teachers’ performance during school practice may be highly influenced by the tutors’ instruction supervision practices that they employ when supervising and guiding student teachers on school practice or practical teaching.

### ***1.1.2 Theoretical Background***

The study of the influence of instruction supervision modes on student teachers performance during school practice is modelled on the theory of clinical supervision using the collaborative approach advanced by Gold Hammer and Cogan in the late 1960s. This model utilizes a collaborative approach by the supervisor and the supervisee to constructively and continuously improve instruction. Acheson and Gall (1997) explain the clinical supervising model to include three basic processes; pre-conference, observation and post or feedback conference. This direct

interaction between the student teacher and supervisor emphasizes an accurate understanding of practices and specifically identifying areas of improvement. Clinical supervision provides the student teacher with an action plan to meet instruction improvement goals after conferencing with the supervisor after an observation.

Defining the goals of the observation and evaluation during the pre-conference assists in the assessment of instruction. This collaborative model creates a counselling- guidance setting and helps student teachers to better perform a job according to their capabilities.

### ***1.1.3 Conceptual Background***

In academic settings, it is important that the supervisor carefully considers the site placement of each supervisee. The supervisee's goals for the clinical internship will be useful in making this determination (Bernard & Goodyear, 1998). There should be a managerial plan for maintaining contacts with the supervisee's site; these can be accomplished in person, online, by email, or by telephone. It is important that the site supervisor knows when these contacts will occur and what method of contact will be used. It might be necessary for a university supervisor to become more involved in an internship placement under at least three conditions: 1) inconsistency in performance expectations of the supervisee, 2) incompatibility between expectations and the reality of the internship facility, and 3) inconsistency between expectations of the educational facility and the field site (Leonardelli & Gratz, 1985).

When considering an internship site, supervisors need a thorough agreement of understanding including all procedural considerations such as emergency contacts and means of evaluation. Furthermore, quality control needs to be consistently monitored by the faculty supervisor in

university internship placements. For instance, all standards associated with accreditation, certification and/or licensure must be met (Bernard & Goodyear, 1998).

The management and administration of supervision and the training of new professionals should be taken as seriously as performing counseling. Since there are very few models concerning the professional development of supervisors, it is important to continue to seek consultation and professional development activities. It is important to obtain professional and personal support, know yourself, stay informed, get feedback, and go slowly (Bernard & Goodyear, 1998).

#### *1.1.4 Contextual Perspective*

Supervisors in training often have substantial life and professional experience to assist them with becoming clinical supervisors and managing the process. Three important areas for supervisor training include theoretical models, supervision research, ethical and professional issues. Reading supervision classics such as Searles (1955) and Stoltenberg (1981) will expose supervisors-in-training to some of the original work in this discipline and provide suggestions for the management of the supervision process.

Unfortunately, the best intentions of any supervisor can be weakened by poor managerial and administrative skills. To be a good manager, it is imperative that supervision guards against burnout. Taking good care of self is paramount in effective administration of all that occurs during clinical internship and work-related supervision. In terms of a senior member providing supervision to a junior member, this is a relative term. An arguably better dichotomy is expert-novice. University supervisors with no more experience than their doctoral internships have been assigned to supervise seasoned teachers with years of experience who have returned to school to obtain a doctorate.

The senior/junior distinction is an artifact of university power hierarchies and is clearly not necessary in the definition of supervision. However, more experience is better than less experience when providing clinical supervision.

Bernard and Goodyear (1998) have asserted that a good supervisor does not necessarily need to be very effective since a supervisor's main function is to oversee and guide the efforts of the supervisee. The supervisee provides the counseling, which may be influenced or directed by the supervisor. Supervision does not have to be provided by members of the same profession. In fact, many doctoral level supervisees in the counseling profession are supervised by individuals who identify with another helping profession.

Administrators of supervision should have the knowledge and skills needed to provide leadership to the supervision program staff, as well as the counseling program staff members. "Personnel" within the responsibility of the supervision administrator may include supervisors, supervisees, support staff, and clients. Ideally, supervision administrators are or have been exemplary supervisors (and counselors) and are well grounded in the knowledge, skills, and experiences of effective counseling supervision. They have developed their own models of supervision and know its steps, procedures, and a wide repertoire of techniques.

It is beneficial if administrators model these and other basic skills to better assure such skills in the supervisors and counselors within their responsibility.

Supervisors and their administrators are involved in relationships with a myriad of dynamics. Prerequisite to skilled administration is having the interpersonal skills necessary to counsel, supervise and administer such a relationship-based program. These relationships should be characterized by mutual respect, two-way interactions and a collaborative spirit.

Administrators establish the climates within which their programs operate. Their values are reflected in the program and by the supervisory staff. If they value ethical practice, the worth and dignity of each individual, such are the values of the department, agency, or business. If their personal interactions are characterized by trust and respect, those become hallmarks of the interpersonal climate of the staff. A collaborative leadership style sets a different climate than an authoritarian one.

Usually, program administrators are protectors of the rights of the supervisors, supervisees, other staff members and clients. They need skills to intervene if needed. Dissatisfied clients, having first discussed their issues with their counselors and then the supervisors, may bring their appeals to administrators. Thus, administrators must listen well and evaluate cases and disputes fairly.

Weber, & McKeever, 1983). Therefore, if teaching is structural, supervision should provide clear boundaries between supervisor and student teachers. Strategic supervisors should first encourage supervisees to change their behavior, then once behavior is altered, initiate discussions aimed at supervisee intuition. One wonders what is happening in supervision of student teachers in Uganda particularly in central Uganda.

Bernard and Goodyear (1992) summarized advantages and disadvantages of clinical supervision models. When the supervisee and supervisor share the same orientation, modeling is maximized as the supervisor teaches -- and theory is more integrated into training. But, when orientations clash, conflict or parallel process issues may predominate.

In summary, is clinical supervision mutually exclusive, or do they share common ground? Models attend systematically to a safe supervisory relationship, task-directed structure, methods

addressing a variety of learning styles, multiple supervisory roles, and communication skills enhancing listening, analyzing, and elaboration. .

## **1.2 Statement of the Problem**

The Government through its Ministry of Education and Sports as well as private school owners consider provision of quality Education in primary schools as a critical area of concern, which should spearheaded by the teachers. What teachers do at their places of work is a replica of what they go through during training. But reports show that despite greatly increased access to basic Education, quality education and achievement of minimum learning competences are still a challenge. There are a number of underlying causes to this challenge, the teacher, and how he/she prepares and teaches is central among all. This is because “No education system can be better than the quality of its teachers” (white paper 1992) While the tutors are expected to ensure quality of their graduates by working closely with the student teachers in planning the lesson, observe while the student teacher is teaching and taking time to talk about the lesson together, sometimes student teachers qualify with little knowledge of organizing and teaching lessons effectively (UNEB 2014). The extent to which tutors help student teachers is believed to highly determine their performance during school practice. This study was set out to examine the modes tutors use when carrying out instruction supervision during school practice and their influence on the student teachers’ performance at college during school practice.

## **1.3 Purpose of the Study**

The purpose of the study was to investigate the influence of clinical supervision on student teachers’ school practice performance in selected primary teachers colleges in central Uganda.

#### **1.4 Objectives of the Study**

The study was guided by the following objectives;

1. To examine how tutors use clinical supervision when supervising student teachers on school practice
2. To examine the relationship between Clinical supervision and performance of student teachers during school practice.

#### **1.5 Research Questions**

The study was to answer the following questions;

1. To what extent do tutors use Clinical supervision when supervising student teachers on school practice?
2. What relationship exists between clinical supervision and performance of student teachers during school practice?

#### **1.6 Scope of the Study**

This includes Geographical, content and time scope.

##### ***1.6.1 Geographical Scope***

The study was carried out in Central Uganda, a region which comprises 24 districts (as of year 2010) with Kampala as the regional capital also the capital city of Uganda. Central Uganda was selected/ preferred because it was accessible to the researcher. This made distribution and collection of questionnaires easy. In case of any more consultations it was easy for the researcher to go back to the selected colleges and got the required missing information.

### ***1.6.2 Content Scope***

The content scope examined the extent to which tutors used Clinical supervision when supervising student teachers on school practice and examined the relationship between clinical supervision and performance of student teachers during school practice.

### ***1.6.3 Time Scope***

Time scope for inquire was 2008-2015. This was period was selected basing on the outcry by the school administrators of the performance of the newly qualified teachers. It was noted that most teachers who qualified within this period lacked the skills of teaching effectively. It was assumed that the teachers' failure to teach effectively was majorly caused by lack of proper guidance and assistance given to the student teacher during schools practice.

## **1.7 Significance of the Study**

The government through the Ministry of Education and Sports plus other organizations that are charged with the responsibility of maintaining quality education in the country will benefit since the teachers produced will be able to match with the society needs in terms of providing quality education to the nationals.

The teacher training colleges will benefit since clinical supervision will be critically analysed and put to good practice and will as well lead to proper planning for the training of teachers in the country.

The findings will also enable policy makers to come up with relevant policies and regulations that will enforce improved performance during practical teaching in the colleges.

It will also enable the college administration to follow up the tutors' effectiveness in guiding student teachers before and after supervising them. It will also enable the individual college

administration follow up and critically analyse the tutors' performance in terms of supervising student teachers on school practice.

The study findings are expected to stimulate further debate amongst researchers so that more analytical studies in the field of clinical supervision is envisaged by academicians.

Finally, the findings of this study will have an additive effect on the existing body of knowledge and will act as a reference point and or a baseline for further research in how clinical supervision is used by tutors in all primary teachers' colleges throughout the country.

### **1.8 The Theoretical Framework**

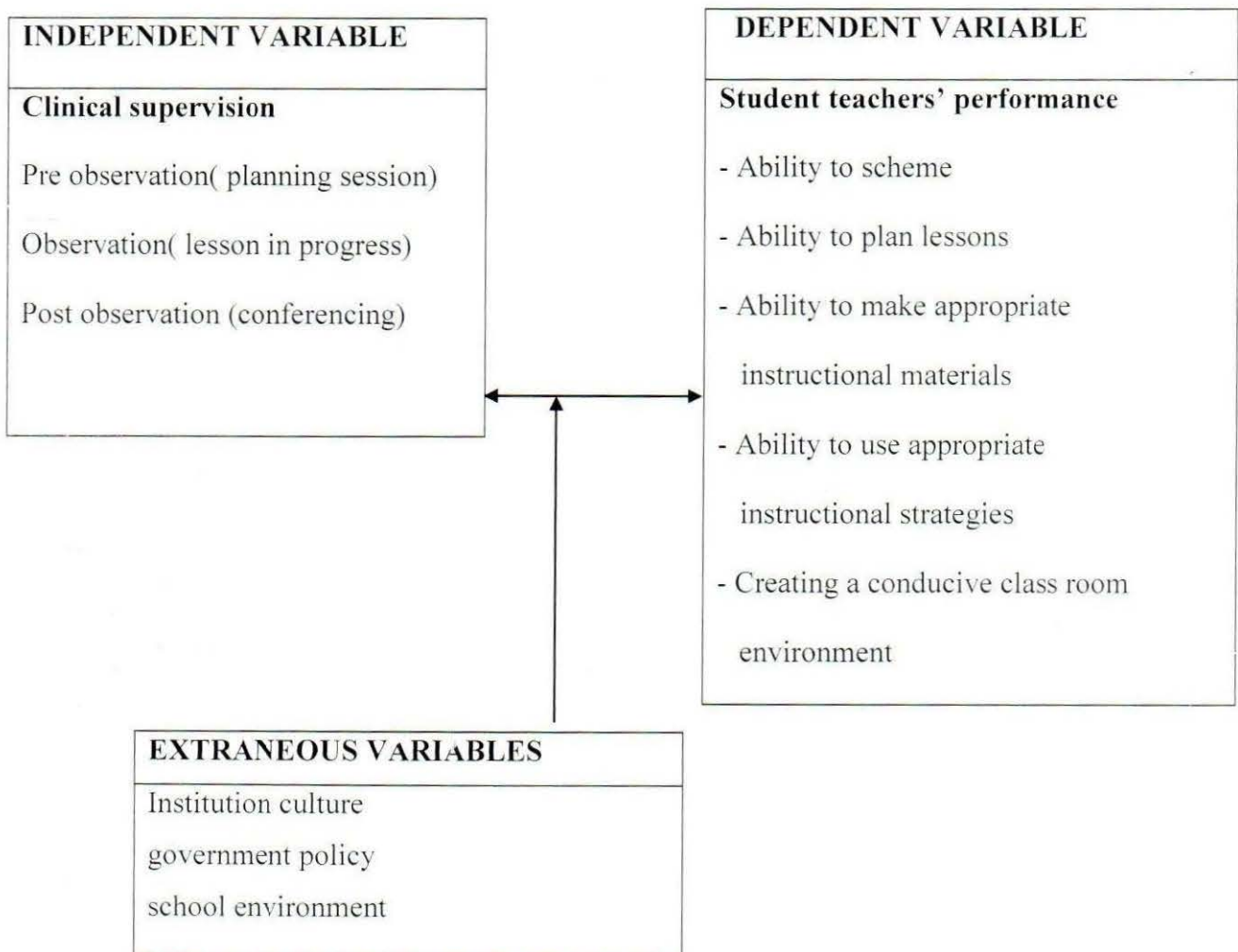
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Defining the goals of the observation and evaluation during the pre-conference assists in the assessment of instruction. This collaborative model creates a counselling- guidance setting and helps student teachers to better perform a job according to their capabilities.

## 1.9 The Conceptual Framework

The influence of Clinical supervision on student teachers' performance during school practice in selected primary teachers' colleges was based on the conceptual framework below:

Figure 1.1: Conceptual frame work showing the independent variable, dependent variable and extraneous variables showing the relationship between clinical supervision and student teachers' school practice performance



Source: Adopted and modified from Nyamusana (2010)

In figure one above clinical supervision includes pre-observation/ planning session, observation (when the lesson is in progress) and post observation conferencing. These affect the student teachers' school practice performance reflected by the student teachers' ability to scheme, plan the lesson, making appropriate instructional materials, use appropriate instructional strategies, create conducive classroom environment. Knowledgeability of the student teacher and the classroom managerial skills. However, there were extraneous variables which could affect the student teachers' school practice performance. These are institutional culture, government policy and the school environment. In this study the extraneous variable mentioned above were controlled during the investigations by excluding them completely from the research instruments so as not to affect the findings of the study.

#### **1.10 Definition of Operational terms**

##### **Private institutions**

Refers to education institutions started by individuals or organizations but not the government, and may not receive regular assistance from the government.

##### **Primary school**

Is an institution in which children receive the first stage of education that lays a foundation in literacy and numeracy .It may be preceded by Nursery education or not. Children generally attend primary schools from around the age of five until the age of eleven or more.

##### **Religious founded schools or institutions**

Refers to education institutions established under the authority of a particular religious body, example: catholic, Anglican church, Islam or any other.

**Performance**

The accomplishment of a given task measured against present known standards of accuracy.

**Practices**

Perform an activity, exercise or a skill regularly in order to improve or maintain one's proficiency.

**Clinical supervision**

The provision of guidance and feedback on matters of personal, professional and educational development in the context of a trainee's experience by providing safe and appropriate professional guidance.

**Education supervision**

Teaching of specific skills and competences helping the learner to develop self - sufficiency in the on-going acquirement or acquisition of skills and knowledge

**Instruction supervision**

An aspect of checking quality out- put in primary schools. It is designed to evaluate educational in-put and out-put.

**Professional relationship** Involves working with other people to fulfil your professional obligations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents views of other writers concerning Clinical supervision and the teaching learning process. This is in relation to student teachers' performance during school practice as influenced by how tutors use clinical supervision in training colleges. It is divided into various sections.

#### **2.1 Meaning of Clinical instruction Supervision**

The function of supervision in any organisation is to oversee performance. Tutors refer to the same meaning to help student teachers improve performance before leaving the training colleges. Alfonso and Neville (1995) define instruction supervision as behaviours designed by the organization that affects teacher behaviour to facilitate pupil learning and achieve goals of the organization.

Supervision is the cycle of activities between a supervisor and a teacher with the objective of improving classroom performance (Patrick & Dawson, 1995). They further describe supervision as implementing curriculum, planning, classroom management and instruction techniques. Sergiovanni & Starratt (1993) view instruction supervision as a focus for improvising the teachers' knowledge, skills and abilities. This will then lead to making informal decisions and effective problem solving. The intent of instruction supervision is to assist student teachers in improving instruction (Gold hammer & Krajewki, 1993).

Following the above definitions of instruction supervision, it is clearly shown that the intention of the exercise is to change behaviour for better performance. Where there is supervision, there is

also achieving organization goals through improved performance. Individual goals of different training colleges may vary, however improvement of the teacher performance is a common goal of instruction supervisors (Glickman et al, 2001: Zepeda, 2003).

Supervision is the link between teacher needs and organization goals (Glickman, 2009). The complex task of supervising teachers incorporates many different functions and tasks to achieve the goal of improvement (Glickman, 1990). The evolution of instruction supervision is evident throughout history as a reflection of learning theory and social and political influence (Fine, 1998). The department of supervisors and directors of instruction of the National Education Association, (1996) defined instruction supervision as all activities by which education officers may express leadership in the improvement of teaching. Such activities as observation of classroom instruction, conduct of teachers' meetings, groups and individual conferences are clearly within the meaning of this term. In order for student teachers to acquire the intended skills during training, there must be collaborative approaches to instructional supervision in the form of clinical supervision. Sergivanni & Starrat (1995) suggested other means of collaboration including peer supervision, self-assessment and action research.

## **2.2 Purpose of Supervising Student Teachers on School Practice**

The student teachers' first day school visit for school practice has a mixture of anticipating, anxiety, excitement, eagerness and trepidation. These are entirely natural and to be expected. (Louis Cohen) further states that changing from a pupil to a teacher is not a simple change.

The teacher has many questions around him or her. Following Louis Cohen's statement, it is very clear that those training to become teachers will find themselves going to class as teachers not pupils. In this case, thorough preparation is of great importance.

This will mean changing from a pupil to a teacher. Such change needs a lot of preparation and guidance. Good preparation and help to these teachers will enable them contain and manage the change well. Supervision involves assisting in the improvement of teaching (Glickman et al, 2001). This means that tutors need to supervise the student teachers if these teachers are to improve and perform better.

In so doing, the student teachers will be helped to improve on their performance in terms of teaching. Systematic and well organized instruction supervision should be practiced in order to help the student teacher perform as expected during school practice

A student teacher receiving direct assistance is a crucial component of a successful training (Rosenholtz, 1995). Direct assistance to a student teacher's classroom behaviour is very crucial. Each student teacher needs to be given enough time by the supervisor (tutor). There is need to sit and plan together. The tutor shares student teacher's weakness and strength. This will help the latter and the former work well together which will make the student teacher to gain confidence if improvement in performance is the goal.

Popham (2008) Says that instruction supervision should implement a formative process to enhance teacher effectiveness and improvement in performance.

In order to help student teachers perform well, tutors need to follow up this performance. Formative supervision is on- going. It should be done during the period of practicing. Identifying areas that need support and providing that support to the student teachers. The tutors' role therefore will not be supervising a student teacher, make a critique form and go through a few mistakes done by the student teacher. It must include following up the individual teacher. The

tutor following this teacher means that the tutor already knows the weaknesses and strengths of this student teacher. The tutor will therefore be in position to assist the teacher for better results.

Cockburn, (2001) further stresses that guidelines concerning teaching strength and areas for improvement typically forms a basis of feedback. This implies that supervision of student teacher is of great importance. It leads to helping student teachers develop professional skills that they need during the teaching learning process.

A curriculum is only as good as the quality of its teachers. Positively, a curriculum is enriched by the creativity and imagination of the best teachers. Negatively, it is vitiated by the limitations of poor teachers and poor teacher training (A Nigerian workshop on primary education organized by the Nigerian Education Research Council April- 25 -May -2009).

### **2.3 How tutors use Clinical Instruction Supervision**

One of the most difficult jobs of the institutions that train teachers is supervision of instruction (Jackson, 2001). Wragg (1997) describes the observation of a trainee teacher as a difficult task. He further suggests that many areas of classroom management can be observed when they are given opportunity and time to sit back and observe. This can be done by participating in a lesson from the beginning up to the end. Observation times are an ideal way of learning from the class teacher how they achieve the working system that they do (Wragg, 1997).

The practicing teachers bring to their work a minimum of professional preparation. The task of the tutors is therefore to teach the teacher to demonstrate, coach and direct them at work. Therefore, the following list of responsibilities enables the tutor to determine what activities are necessary in order to assist the student teacher:

The supervisor's first responsibility is to the pupils in his/her class. This must be kept in mind if the public, administration, and pupils are to continuously support the student teaching program.

Prepare pupils to work with a student teacher and notify the parents that there will be a student teacher in the classroom.

Provide a working area for the student teacher (a desk or table) and share responsibilities whenever possible, accepting him/her as a co-worker and professional person.

Acquaint the student teacher with pertinent school policies and regulations, philosophy, priorities, and assessment criteria. Immediately involve the student teacher in specific classroom tasks. Plan a schedule with the student teacher for assuming responsibilities of the classroom, which will allow the student teacher to assume increasing responsibility as he/she exhibits readiness to do so.

Require the student teacher to be solely responsible for all planning, preparation, instruction and evaluation for a minimum of one day before the first progress report, one week before the Mid-Term Evaluation and an additional two weeks before the Final Evaluation to demonstrate the continuity of instruction and teacher accountability. Guide the student teacher in preparing daily lesson plans, unit plans, and tests and approve and critique all plans before they are taught. Assist in understanding and applying evaluation techniques.

Demonstrate a variety of effective teaching techniques and arrange for visits to other classrooms from time to time. Guide the student teacher in developing and understanding the skills of self-evaluation.

Evaluate the quality of the student teacher's performance and engage in frequent conferences with the student teacher to ensure continuous progress and/or early identification of problems.

Encourage the student teacher to participate in community activities. Help the student teacher relate theory to practice. Keep a record of attendance and tardiness of the student teacher. If excessive absences or tardiness are observed, report this to the chief supervisor or Director of Field Experiences. Prepare and submit evaluation reports according to schedule.

This can only be done in the two practical teaching sessions within the two years of training at their respective colleges. Therefore, it is upon the tutors to do their guidance and supervision well within these two years of training so that all training teachers leave colleges with the basic skills that can enable them to run and manage the class effectively. Kumoski, (1996), states that clinical instruction supervision is a leadership instrumental act, whose ultimate aim and purpose is to improve classroom instruction.

Whiles and Bond, (2000) indicate that supervisors are administrators who need a very specialized set of skills amongst which there is need to work with student teachers. Knowledge to work with individual student teachers is of great importance if student teachers are to benefit from their two years stay at the colleges. Student teachers come to colleges with varying needs, interests, ambitions and others. Selecting appropriate approach to handle these individual student teachers' differences will enhance their attainment of the intended goals. Taking the student teachers as a big group and dealing with them together will hinder their performance.

Studies on supervision revealed that supervisors can model their supervision around a variety of supervision approaches (Justen, McJunkin, & Strickland, 1999). The supervision models are blueprints of the dynamics of the supervisory transactions between the supervisors and the

student teachers. The transactions vary according to the different supervisor/supervisee expectations, relationships, and anticipated outcomes for each model (Stoller, 1996). According to W. Scott Hopkins & Kenneth D. Moore (1995), there are various models of supervision which include clinical supervision (Goldhammer, 1969), contextual supervision (Ralph, 1998), differentiated supervision (Glatthorn, 1997), conceptual supervision (Beach & Reinhartz, 1989), and developmental supervision (Glickman, 1990). However, this study concentrated more on the “clinical supervision model”.

Clinical supervision model involves a supervisor asking questions before and after a supervisory interaction that encourage reflection and self-analysis by the student teacher (Cook, 1996). Actually there are three basic phases which require the working together of the two parties. These include planning, observation and feedback which lead to further planning. In other words this becomes a cyclic process. The practicing teacher must play a much bigger role in controlling the smooth running of the teaching exercise because it is that teacher who will practically demonstrate what was planned.

According to Scott & Kenneth (1995), clinical supervision model consists of five steps that form a cycle as follows:

Pre observation conference involves establishing a common frame of reference for the planning of the observation; Establishing or re-establishing rapport between the student teacher and those supervising; and examining the lesson plans to be implemented during the observation and discussing specific topics such as: objectives, teaching strategies, specific learner characteristics that may impede the lesson, The method of evaluation to be used to measure the objectives,

examining critically the questioning to be used in the lesson and formulating a questioning strategy for the student teacher to enhance the lesson.

Other areas for discussion include: The method of data collection (audio, video, or script), what is to be done with the collected data, tasks for the supervisor and the student teacher, what research on the instructional process the student teacher plans to employ in the lesson, as well as developing understandings about the procedures in the rest of the clinical observation cycle (Scott & Kenneth, 1995).

Secondly there is observation which aims at providing an objective record that mirror what the student teacher actually said and did during the instructional process using videotaping, audio taping and scripting. Blase & Blase, (2000) state that effective instruction supervision hold up “mirrors”, which serve as “another set of eyes” and are “critical friends” to student teachers. To this, supervisors should help students teachers identify themselves clearly, which calls for the observer to be neutral by neither interacting nor interfering in the classroom activities.

Cockburn (2007) noted that being observed can be a daunting experience even for the most capable student teacher. When student teachers start teaching, they are not used to the constant involvement needed to make sense of everything that is happening in the classroom. There is a lot to take in. Therefore, Tutors need to be aware of this concern about where to start from by identifying specific targets crucial to student teachers’ development which must begin immediately in the classroom. It is therefore important that the tutors and the student teachers work as a team and talk about the student teachers’ progress together. This should be seen as an essential part of the tutor’s visits to the student teachers’ classrooms.

The analysis and strategy involves analysing classroom data and developing appropriate strategies that will lead to an improvement in the instructional process. The supervisor takes the observational data, goes through it and labels the cause and effect situations that have been recorded. The decisions/actions are divided into categories that were agreed on in the pre-observation conference.

A suggested sequence of data analysis is that the supervisor analyses the data for examples of strength patterns; then student teacher identifies the strength patterns in an independent self-analysis of the observational data; then an independent self-analysis of the observational data to identify the needed growth patterns by the student teacher; and lastly an analysis of the observational data to determine where growth patterns are needed by the supervisor (Scott & Kenneth, 1995).

IV) Post-observation conference which is aimed at providing feedback and guidance to improve instruction, reward the appropriate student teacher behaviour, provide authentication of student teacher instructional patterns, provide techniques for self-improvement, and provide an incentive for professional self-analysis. This can be done through Audio-taping the post-conference, as recommended by many educators, to provide sufficient documentation for the successful completion of the post-conference analysis (Scott & Kenneth, 1995).

V) Post-observation analysis which focuses on the supervisor's role, involves the supervisor requesting an examination by another supervisor to determine the effectiveness of the supervisory role by analysing the supervision tape using a designed tool.

The characteristics of the model, which is based upon trust between the student teacher and the supervisor, require individualized, close, and supportive supervision to provide the structure for changing the student teacher's attitude toward supervision (Scott & Kenneth, 1995).

The clinical supervision model is not always welcomed by universities and public schools including colleges though taken to be the best model for this cause, because it requires a serious commitment of time and resources; and a change in supervisory attitudes of student teachers, public school personnel and university personnel (Cockburn, 2007).

In summary, the above stages can be presented as seen in the table below.

Clinical supervision calls for individual help putting in place a systematic follow up. This is why it is cyclic. It is also believed that teachers who are fully prepared stay in the teaching at much higher rates than those who lack key elements of instruction supervision hence improved teaching and learning.

Under clinical supervision the supervisor takes into account the supervisee's readiness for a particular teaching task by adjusting their supervisory approach to the supervisee's developmental level at that task (Ralph, 1998)

The supervisor acts as a mentor, and the student teachers focus their efforts where they are needed most (Glatthorn, 1997). The supervisor considers occupational factors that may affect how a student teacher does his or her job as they advise him or her on how to teach (Beach & Reinhartz, 1989).

In summary, it is really important for beginners to have systematic, intensive monitoring in the first year. Having weekly support and in class coaching in the first year for fine skill tuning is necessary. This will also involve skills for planning lessons and for problem solving and about

things that come up in the classroom. This calls for someone experienced during the critical moments of the beginning teachers' first year of training as primary teachers.

Blase & Blase, (2000) state that effective instruction supervision hold up "mirrors", which serve as "another set of eyes" and are "critical friends" to student teachers. To this supervisors should help students teachers identify themselves clearly. They should be given chance to discuss their own strength and weakness following the lesson taught instead of the tutor taking the role of evaluating the lesson alone. The student teacher must be given chance to contribute. This can only be achieved if there is working together and provision of enough time. What the tutor records about the lesson assist the practicing teacher to see his /her lesson well and talk about it. Therefore objective recording of the classroom interaction by the tutor is very important, since tutors are overseers of the teaching process. Well- structured practices will enhance student teacher's performance. To this McEwen, (2000) has it that formative supervising should embrace growth, change and respect student teacher's knowledge, understanding and abilities.

#### **2.4 The relationship between Clinical instruction supervision and performance**

The training in terms of practical teaching which student teachers get in colleges highly affects their performance during school practice. Tutors need not only to observe lessons only but also consider other factors that form up the teaching profession such as the classroom environment, scheming and lesson planning plus many others. Cohen et al, (2010) believe that the success of the student teacher achievement relies on the sensitive support given to the student teacher. They further stress that this support is given by the appropriate tutors who should advise and help the student teachers in matters concerning:

How to teach particular subjects; developing student teacher understanding of the learner; record keeping and report writing; assessment; preparing, planning and teaching ;and appreciating how pupils learn and how learning can be planned (Cohen et al,2010).

Some of the questions student teachers may have as they move towards the school gate include among others: What he or she will teach? What the class looks like? What resources will be needed? How he or she will keep order in the class? How to handle children with different disabilities, motivation and interest (McEwen, (2000).The tutor's role therefore is to have enough time for the student teacher. This must involve planning together, sitting behind to observe the lesson from the beginning to the end and then sitting together to go through the lesson observed. In so doing, the student teacher will be able to examine self in terms of strength and weakness. When such a student teacher is systematically followed up, he/she is likely to register great improvement.

However, some teachers have left teaching pre-maturely. Not because of the pay but sometimes they feel they cannot do the work well (Cohen et al, 2010). Lack of confidence in teaching is a sign that this student teacher was not well guided by the responsible tutor/trainer. The tutors also work as mentors to these student teachers. The tutors need to be role models of good teaching practices, listening, responding and advising the student teachers (McEwen, (2000).

It is believed that through effective clinical instruction supervision, the student teacher will complete the course of training with the following skills, (Cohen et al, 2010).

Helping learners enjoy learning; promoting learner independence; having high expectations of learners; forming positive relationship with learners and other members of the community; being aware of children's needs and rights to support them; having appropriate knowledge of the

curriculum they teach; planning the curriculum appropriately; and establishing a purposeful and well managed learning environment.

He /she should also have the skill of using a range of teaching strategies-+ effectively; Having the necessary skills to teach effectively; Assessing learners effectively and use the information to enhance teaching and learning; Providing appropriate feedback to learners; as well as evaluating and critically reflecting on the practice in order to improve teaching, (Cohen, et al, 2010).

In view of the above statements, the student teacher's performance is not only judged from the physical teaching, but it also involves other class activities/skills related to the teaching learning process. Supervision of instruction is such a monitoring function and its root concern is in enhancing the quality of teaching (Lewis & Miel, 1992).

Cockburn, (2001) suggests that whatever influences the performance of a student teacher during school practice depends on his / her ability to take on his / her responsibilities amicably. The following list of responsibilities for the student teacher will help ensure better performance of student teachers if taken on with a positive attitude during this experiencing time:

Become familiar with school policies and practices and work in a manner consistent with them.

Become thoroughly acquainted with classroom facilities and learn the procedures used by the supervising teacher. Become acquainted with instructional materials available in the school and school district. Become familiar with the community and its relationship to the educational program. Plan thoroughly, in writing, for all teaching responsibilities. An acceptable lesson plan is expected for every lesson to be taught. Be punctual and attend each class daily, whether teaching or not.

Inform the school in advance of anticipated absences, or as early as possible on the day that an emergency arises. Make time available for conferences with the supervising teacher and the college supervisor. Continuously evaluate personal progress with the supervising teacher and college supervisor. Attend and participate actively in all student teaching seminars.

Notify supervisors of any persistent problems in the student teachers' teaching. Demonstrate the knowledge, instructional assessment and professional competencies as described above in the evaluation section. Therefore, any deviation from the above will deter performance of student teachers during school practice.

On the other hand, Cleary (1988) suggests that supervision of student teachers itself is a complex process which also may affect their performance. In the same line, Maposa & Ndamba, (2012) considers the barriers to improved student teacher supervision as the key determinant of student teachers' performance.

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Make time available for conferences with the supervising teacher and the university supervisor. Continuously evaluate personal progress with the supervising teacher and university supervisor. Attend and participate actively in all student teaching seminars. Notify supervisors of any persistent problems in their student teaching.

Demonstrate the knowledge, instructional assessment and professional competencies as described above in the evaluation section. Therefore, any deviation from the above will deter performance of student teachers during school practice.

On the other hand, Cleary (1988) suggests that supervision of student teachers itself is a complex process which also may affect their performance. In the same line, Maposa & Ndamba, (2012) considers the barriers to improved student teacher supervision as the key determinant of student teachers' performance.

The concept of effective supervision is much debated and difficult to define (Boydell, 1986). This is believed to be one of the factors that influence performance of student teachers during school practice. However, there are barriers to this effect which include incongruent role expectations by cooperating teachers and university supervisors (Applegate & Lasley, 1986), lack of substantive communication, and lack of collaboration between the student teachers and their supervisors (Bhagat, Clark, & Combs, 1989; Hoover, O'Shea, & Carroll, 1988).

The roles of cooperating teachers and university supervisors are ambiguous and not always clearly defined (Richardson-Koehler, 1988; Grimmer & Ratzlaff, 1986). Although the research literature (Zahorik, 1988) identifies different roles that supervisors assume, supervisors do not necessarily reflect on or communicate them. This is likely to lead to misunderstanding in interactions with their counterparts, particularly, if the university supervisor and the cooperating teacher assume different roles (Wood, 1989). Zahorik (1988) identifies three supervisory roles:

Despite these apparently well-defined roles, the cooperating teacher seems to be most influential because of his/her close interaction with the student (Richardson-Koehler, 1986; American Association, 1991). Some have suggested eliminating the role of the university supervisor, who exerts less immediate influence on the student teacher (Bowman, 1979 cited in Wood, 1989; Zahorik, 1988). Marrou (1989) and Wood (1989), however, stress the significance of the university supervisor's role as critical, but not as one that duplicates the observing and evaluating role of the cooperating teacher. Scholars have suggested the university supervisor's role as someone who acts as personal confidant to the cooperating teacher and student teacher (Zimpher, deVoss, & Nott, 1980) or who manages the administrative, managerial, and technical aspects of supervision rather than the instructional or personal (Wood, 1989).

Lack of substantive communication and collaboration (Bhagat et al., 1989) complicates the supervisory process. Limited in their interactions by time constraints because of teaching and research responsibilities (AACTE, 1991; Hoover et al., 1988), university supervisors and cooperating teachers do not effectively communicate about their respective expectations of the goals of student teaching; the instructional approaches with which student teachers should

experiment (Bhagat et al., 1989; Richardson-Koehler, 1988; Zahorik, 1988); or the purpose, policies, and practices that guide student teaching (Hoover et al., 1988). As a result, cooperating teachers and university supervisors often misunderstand each other, lack unity in front of the student teacher, and continue to teach and supervise the way they always have instead of working as a supervisory team (Moon, Niemeyer, & Simmons, 1988).

What college tutors do with student teachers in order to help them perform better during school practice, influences the teaching process to improve equal learning. The modes tutors employ when supervising the students has an impact on the students' willingness to work with the tutors. A tutor who is supportive will positively influence the student teachers' readiness to work hard, but a tutor who is always direct; who lacks time to work with the student teacher will negatively influence the student teacher's performance.

The work of the tutor is to influence the teaching behaviour in such a way as to improve the quality teaching. Student teachers prefer working with supervisors who are collaborative, and respect student teachers' views and share their interests and needs concerning teaching. When student teachers have confidence of the job's importance, a sense of belonging to the group and the trust in the official relationship they are ready to attempt to improve performance Lovell, (1993).

Basing on the above statement, student teachers enjoy working with supervisors who belong to them. These will be tutors who really understand the individual student teachers. This will lead to handling them as individuals. Where such is applicable, student teachers will always seek guidance from such tutors. When student teachers discover that the tutors are not working with them in a collegial relationship they tend to loose trust. This will also affect their performance.

Supervisors typically see a fraction of one percent of the individual student teachers' instruction needs. . Whether this is an adequate sample depends on whether one asks the supervisor or the student teacher (Anderson and Hunka, 1990).

The fact is, there are real possibilities for error in the supervisors' /tutors' analysis of a student teacher. Lack of adequate time to supervise a student teacher's lesson from beginning to the end is still a problem. When part of the lesson is supervised, the students are always left in a dilemma. It could be possible that the part of the lesson that was not supervised was where the biggest problem was. Clinical supervision calls for this as it goes through the three phases that is; pre- observation. Observation and post observation.

Glickman et al, (2001) noted that the supervisor needs to keep these points in mind while dealing with the student teacher on what and how to implement the activities, set criteria for improvement of what to do. A supervisor who intends to help the student teacher improve needs to have a criterion to follow when dealing with the student. He /she must know what to look for at a particular time and how this will be achieved by the student teachers. Student teachers feel they need a tutor / a supervisor who follows up their performance objectively. This will include allowing them evaluate themselves, identifying where they performed well and where they were unable to achieve the expected goals. In this case, they will develop the way forward being guided by their tutors. From Glickman's view, it is obvious that tutors must be aware of what to look for in a lesson in order to help student teachers. The time tutors take while supervising student teacher influences their performance during school practice.

Curriculum is only as good as the quality of its teachers. Positively, a curriculum is enriched by the creativity and imagination of the best teachers. Negatively, it is vitiated by the limitation of

poor teachers and poor teacher training. Student teachers' performance during school practice highly depends on the training they have gone through during the training. Often after a session, student teachers find it difficult to take everything in especially in the early stages of teaching. They find productive comments relating to building confidence, improving practice and considering alternatives useful to analysing their teaching and guide their learning Cockburn, (2007).

Though tutors are specialists in one or two academic areas, they are expected to assess teaching in all the subjects of the primary school curriculum. This knowledge gap of the tutors greatly influences their awarding of scores to the supervised student teachers, which in turn affects their performance during school practice (Uhlenbeck et al. 2002) because student teachers do not get adequate professional preparation and grounding teaching practice when assessed by lecturers who were non-specialists (Maposa & Ndamba, 2012). Similarly, Shumbayaonda (1991) noted that the effectiveness of teaching practice assessment is influenced by experience and knowledge base of the lecturers on practical teaching and subject content. Hence experience and expertise play an important role in ensuring effective teaching practice assessment as well as the performance of the student teachers.

The teaching practice assessment instrument used by the institution has guidelines on what to look for in a lesson. Uhlenbeck et al. (2002), identified performance assessment as commonly used in assessment of student teachers; its main challenge is its validity and reliability. Stones and Morris (1981) raise the issue of reliability and validity of the assessment instrument. They identified challenges facing teaching practice assessment as marks awarded lack validity and reliability. Assessment by grading lacks practical value; and that it hinders the students' realisation of objectives of teaching practice and can impair the student - tutor relationship.

With its challenges the performance- based assessment is widely used in teachers training colleges, but the question that arises is whether all tutors can apply it effectively and consistently when assessing different subjects. To this effect, Brown and Brown (1990) observed that there are inconsistencies between different assessors who assess the same student teacher and, Shumbayaonda (1991) raises the issue of lack of training on the part of tutors on how to assess practical teaching as weaknesses facing teaching practice and student teachers performance.

According to Shumbayaonda (1991), it should be noted that the effectiveness of teaching practice assessment is influenced by experience and knowledge base of the lecturers on practical teaching and subject content. Hence experience and expertise play an important role in ensuring effective teaching practice assessment. One of the assumptions of this research is that teaching practice assessment is fraught with inconsistencies and subjectivity. Hence several authors such as Rowntree (1977), Harlen (1987), Grounlund (1995), Sax (1989), and Makoni (2000) emphasize the need to ensure consistency as well as validity and reliability of teaching practice assessment.

In another study carried out by Magoba , C. M., Ssenyonga, J. & Mwesigwa, R. (2012) from Mbarara University on the Factors Affecting Performance of Teacher-Trainees during School Practice, it was found out that the challenges they faced as individuals such as poor social support from school administrators and supervisors from the university, too many students in class for some schools, poor allocation of teaching load in various schools, and being unjustly shifted from their original schools of posting were among the factors that downplayed their performance.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This section describes how the study was carried out. It presents the research design, the study population, the sample size and selection, sampling techniques, methods of data collection, data collection instruments, validity and reliability, procedures of data collection, data analysis, measurement of variables and ethical values.

#### **3.1 Research Design**

According to David & Ronald (2001) a research design is the determination and statement of the general research approach or strategy adapted for the particular research process. It is the heart of planning (Lowborn, 2003). Therefore the design gives the research ‘direction’ and ‘systematizes’ it by forming the structure of research or the ‘glue’ that holds all the elements in a research project together. Since data was collected from different samples of the population, the researcher used a cross-section survey design which involved sampling the various groups of respondents to obtain their views on the subject as recommended by Bryman & Bell (2007). Both qualitative and quantitative approaches were used so as to increase the quality of the research findings as the results from each approach were to reinforce the other. The quantitative approach was used where numerical data was collected (Amin, 2005) and was used to investigate the effect of the independent on the dependent variable using the data that was got from the questionnaires. Qualitative data was presented in quotes

#### **3.2 Description of the Population**

This section discusses target population, sample, sample procedure and sampling techniques involved in the study.

The study was conducted in 4 primary teachers colleges in Central Uganda. The total target population summed up to 360 respondents. The category of the respondents that participated in the study involved Principals, deputy principals, Director of studies, tutors, second year student teachers and head teachers. These were chosen because they were the immediate personnel with Student teachers at the colleges and practicing schools. The study selected these categories of respondents because they were considered essential staff that provided the necessary information about the study.

### **Study Population and Sampling Techniques**

The study population is the totality of all elements, subject or members that possess a specified set of one or more common characteristics that define it (Burns: 2000) the study was conducted in four primary teachers' college in central Uganda. The target population involved 4 principals, 8 deputy principals, 4 directors of studies, 4 head teachers of demonstration schools, 100 tutors and 849 second year students' teachers.

According to Amin (2005) sampling is the process of selecting elements from the population in such a way that the sample represents the population. This was preferred for selecting respondents holding positions that allow them to be more knowledgeable with issues in the area. In that respect the researcher used purposive sampling for selecting principals, deputy principals and directors of studies and the head teachers of the practicing schools. This purposive sampling was used because of the defined groups of respondents required in the study. Simple random sampling technique was used for selecting 80 tutors and 264 student teachers.

### 3.3 Sample size and Selection

According to Amin 2005, sampling is the process of selecting elements from the population in such a way that the sample represents the population. The total sample for the study was 360 respondents who were principals, deputy principals, directors of the studies, head teachers of demonstration schools, tutors and second year student teachers. The sample size for tutors and second year student teachers' was determined using Krejcie and Morgan (1970) table for determining sample size (Appendix 4).

**Table3. 1:Population, sample size composition and sampling techniques**

Category of Respondents	Target Population	Sample size	Sampling technique
Principals	4	4	Purposive
Deputy. Principals	8	4	Purposive
DOS	4	4	Purposive
Head teachers of Demonstration schools	4	4	Purposive
Tutors	100	80 (20 from each college)	Simple random
Second year student teachers	849	264(66from each college)	Simple random
Total	969	360	

### **3.4 Sampling Technique**

Purposive sampling and simple random sampling techniques were used for the study. The researcher used purposive sampling for selecting principals, deputy principals, directors of studies and the head teachers of the demonstration of school. This was preferred for selecting respondents holding positions that allow them to be knowledgeable with issues in the area and could provide in-depth information and knowledge of phenomenon of interest.

Simple random sampling technique was used for selecting 80 tutors and 264 second year student teachers. This was used because it ensured that each individual was chosen randomly and entirely by chance thus giving each individual in the population the same probability of being chosen for the study (Onen 2015).

### **3.5 Data Collection Instruments**

The study employed three instruments as shown below, the major one being questionnaires, interviews and observation guide.

#### **3.5.1 Questionnaires**

A questionnaire is a set of questions or statement to which the respondents provide responses in writing in order to provide information about something. Questionnaires consisted of a set of questions to which the participants responded in writing. It is a “form consisting of interrelated questions prepared by the researcher about variables for the study,” (Amin, 2005). It enabled the researcher to gather information about variables for the study. Questionnaires were used because information could be collected easily from large sample and diverse groups. Closed questions were included in the questionnaires to enable respondents to give their views easily.

The questionnaires had four sections marked A to D, which were administered to the respondents and they were measured with a modified four-point likert type rating scale, which were strongly agree, (SA) agree (A), strongly disagree (SD), disagree (D).

### **3.5.2 Interviews Guide**

Kvale cited in (Morrison, 2000) defines interviews as an interchange of views between two or more people on a topic of mutual interest. "Interviews allow participants to discuss situations from their point of view" (Cohen, 2006). An interview guide was used to gather data on each research question. Interviews made work easy, improved on the understanding, credibility and guided the researcher on how to conduct the interview cited in Epilu (2009, P.17).

An interview guide of open ended questions was administered to Head teachers, principals, deputy principals and DOS. The interview guide increased the comprehensiveness of data and made data collection systematic for each respondent Acom (2010).

### **3.5.3 Observation Guide**

An observation guide is an instrument which is used for collecting data in its real physical appearance through viewing or seeing an object or item on ground using your eyes Creswell (2007). An observation too, was useful in capturing data not obtainable through personal interviews. This provided the interviewer better understanding of the interactions between various behaviors of respondents without interfering with their activities. Observation data was obtained through direct witnessing of Student Teachers School practicing files, visitor's books, and arrival books for students, classroom blocks, sanitation facilities and staff minute book.

comprehensiveness of instruments, language clarity, ability to tap information from respondents, acceptability in terms of length and ethical considerations for the respondents. Comments were received on the acceptability of the instruments vis-à-vis, length and the privacy of respondents. These comments were helpful in designing the final instruments that were used to generate data.

In order to establish content validity, 5 experts from Makerere University were requested to judge items in the instruments in order to discover their validity where the items in the instruments were judged as relevant or irrelevant. The validity was computed and was 88%.

Since CVI percentage was more than 70%, the instruments were effective, valid and relevant. According to Amin (2005). However, the researcher made some adjustments in both the questionnaire and interview as advised by the senior academicians.

Qualitative validity of instruments was guaranteed by processing data into manageable proportions through editing, coding, and tabulation methods. Data collected was checked while still in the field to ensure that all questions were answered. Contradictory information was removed when found useless. By coding, answers to each item on the questionnaire were classified into meaning full categories. Tallying and Tabulation was used to obtain frequencies and percentages of each item.

### **3.8 Reliability of Research Instruments**

Reliability of an instrument being the consistency of an instrument in measuring what it is intended to measure was established using Cronbach's co-efficient Alpha. The formula as

presented by Amin (2005:302) is

$$\alpha = \frac{K}{K-1} \left[ 1 - \frac{\sum \sigma_k^2}{\sigma^2} \right]$$

Where  $\sum \sigma_k^2$  is the sum of the variances of the  $\kappa$  parts; i.e., items of the instrument.

$\sigma$  = Standard deviation of the items of the instrument.

In this study, the reliability of the questionnaire was computed from the results of the 10 respondents involved in the pilot study and was found to be 0.86 (see Appendix E); thus the researcher declared the instrument as being reliable.

### 3.9 Ethical Considerations

To be ethical is to conform to accepted professional practices (Webster's Dictionary, 1968). Before interviews and administration of questionnaires the researcher fully explained the objectives of the study to all the respondents. In addition, their consent was sought and their right to confidentiality assured before interviewing and distributing questionnaires. Furthermore, the researcher fully observed their right to privacy and anonymity by not asking them to write or mention their names and names of the schools. The researcher also thanked the respondents for their participation in the study.

### 3.9 Data Analysis

The responses to the close-ended items in the data collection instruments were assigned codes and labels. Frequency counts of the responses were obtained to generate descriptive information about the respondents who participated in the study and to illustrate the general trend of findings on the various variables that were under investigation. This involved the use of percentages, means, variance, standard deviations and this was presented in form of tables and graphs. They helped to summarize large quantities of data whilst making the report reader friendly. Some of

the responses to open ended items in questionnaires were presented as quotes while others were tabulated after obtaining frequency counts. Microsoft excel was used to generate tables and graphs. The statistical package for social sciences (SPSS) was used to generate tables frequencies, percentages and Pearson correlation was carried out to establish the relationship between clinical supervision mode and student teachers performance.

Each interview schedule was edited before leaving each respondent; it was cross checked for uniformity, accuracy, completeness and consistency of information. Some data was coded and tabulated using frequency tables. Some of the responses from interviews were presented as quotes. Content analysis was as well employed.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

#### 4.0 Introduction

This chapter presents the findings of the study. The study was carried out to establish the influence of clinical supervision on the student teachers' school practice performance in selected primary teachers' colleges in central Uganda

The study was centered on the responses to the two research questions; however, background information about the Schools and respondents was presented because it was important in interpreting the data collected. The findings were presented in tables and charts/graphs. Therefore, this chapter is divided into two sub sections namely response rate and research questions that the study sought to answer.

#### 4.1 Response Rate

Interviews were conducted with 16 respondents. This included 4 principals, 4 deputy principals, 4 director of studies and 4 head teachers of practicing schools.

A total of 344 questionnaires were administered to the respondents (Tutors and student teachers) and they were all returned with responses. A sample size of 360 respondents was sampled in four primary teachers colleges, which implies that 100% of the targeted respondents all got involved in the study.

#### 4.2 Presentation of Findings

This section presents data from all the instruments used starting with questionnaires followed by interview and observation data respectively. Data was presented question by question starting with research question one.

### **4.3 Results of Research Question one**

Question one stated, 'To what extent do tutors use Clinical supervision when supervising student teachers on school practice? This question was important in trying to analyse the research objective one which was to examine how tutors use clinical supervision when supervising student teachers on school practice. The results were presented in table two below;

**Student teachers' responses on the extent to which tutors used clinical supervision when supervising during school practice**

**Table 4 2: Questionnaire for student teachers on the extent tutors used clinical supervision during school practice**

No	Item	SA		A		D		SD	
		F	%	F	%	F	%	F	%
	Our supervisors:								
A	Conducts meetings with us to discuss the lesson before observing us teach	30	17	66	25	80	28	79	31
B	Defines the use of specific techniques, strategies, and appropriate language, as required in individual situations.	44	11	92	33	73	27	55	24
C	We always plan together lessons with our tutors before going to class.	33	18	42	12	81	25	108	34
D	Establish work plan priorities	128	48	24	9	92	35	20	8
E	Allow freedom of expression when discussing with us	75	28	110	42	35	13	24	17
F	After conducting lessons we discuss with our supervisors	81	31	53	20	64	24	66	25
G	Our supervisors give us chance to talk about the lesson	28	11	64	24	62	23	110	42
H	Our supervisors assess, evaluate, report and record student progress	172	65	26	10	33	13	33	13
I	Reviews and reinforces learning activities using lesson plans and learning strategies developed by the Student teacher to help students' master concepts and skills.	99	36	81	31	62	23	22	8
J	Discuss information and Carries out assessment activities to assist the Student teacher in developing learner profiles	62	22	70	27	64	24	68	26
K	.Convenes/attends meetings of student specific support team with in a teachers instructional hours and TA's paid work hours	30	14	91	28	55	22	98	33
M	Facilitates student teacher learning.	77	29	79	30	42	16	66	25
N	Observes and documents Student teacher strengths, achievements, and needs through daily learning activities.	82	31	147	56	24	9	11	4
O	Carries out work within developed structures and plans, being consistent with expectations for student teachers	66	25	128	48	26	10	44	17

The findings from question one in the table above showed that 42% of the tutors did conduct meetings with student teachers to discuss the lesson before observing them teach which was opposed to 58% of the respondents; this implies that majority of the tutors ignored discussions with students before they could assess them.

It was also disclosed from 44% of the respondents that their supervisors defined the use of specific techniques, strategies, and appropriate language, as required in individual situations contrary to 51% who disagreed. Meaning that the tutors still have to do much to help students understand the teaching skills and concepts and concepts.

On planning together lessons with their tutors before going to class 35% of the respondents concurred against 65% meaning that the tutors didn't consider planning lessons with student teachers together.

Further findings from 70% revealed that the tutors allowed freedom of expression when discussing with student teachers which was denied by 30% of the respondents.

The results from 61% of the respondents showed that after conducting lessons student Teachers discussed with their supervisors against 39% who disagreed.

75% of the respondents did affirm that their supervisors assessed, evaluated, reported and did record student progress against a minority 25% who disagreed. Implying that this was in line with clinical supervision guidelines which follow three phases.

It was as well found out from 67% of the respondents who agreed that their tutors reviewed and reinforced learning activities using lesson plans and learning strategies developed by the Student

teacher to help students' master concepts and skills, while 33% disagreed. The indication was that the tutors did play their part on helping students' master teaching concepts.

Further discoveries from 50% of the questionnaire respondents established that the tutors discussed information and Carried out assessment activities to assist the Student teachers in developing learner profiles. Meaning that on average they tried to guide student teachers.

The results from 41% did establish that the college tutors convened meetings of student specific support team within the student teachers' instructional hours and tutors' paid work hours while 59% opposed, implying that the tutors rarely attend meetings with Student teachers.

The questionnaire findings from 88% accepted that the supervisors discussed school practice information with the entire student teachers team while 12% denied, which implies that the tutors did what they were supposed to do.

As far as the issue of observation and documentation of student teacher strengths, achievements, weakness and needs through daily learning activities. 87% of the respondents agreed that their tutors do this while 23% disagreed, which means that the college tutors do observe and document students' achievements.

To generate more information on examining the extent to which tutors use clinical supervision when supervising student teachers on school practice, the respondents were sampled on whether the tutors carried out work within developed structures and plans, being consistent with expectations for student teachers and majority by a margin of 89% did agree that their supervisors tried to do this.

All in all the results from student teachers showed that the tutors employed clinical instruction supervision when supervising student teachers on school practice though this was not fully used.

In the Tutors questionnaire on the extent to which tutors use clinical supervision when supervising student teachers on school practice, their responses were recorded in the table below.

Tutors' responses on the extent to which they employed clinical supervision when supervising student teachers on school practice.

**Table 4.3: Tutors perceived level of awareness on Clinical supervision**

	Item	SA	%	A	%	D	%	SD	%
A	I ensure that assessment and Student teachers profiles are current.	40	50	24	30	16	20	0	0
B	I conduct meetings with my students before observing them teach	30	40	24	35	14	15	12	10
C	I plan together lessons with my students before going to class.	12	15	16	20	24	30	28	35
D	I allow students to express their views when discussing the lesson after supervision	8	10	48	60	8	10	16	20
E	I give students chance to talk about the lesson they have taught	16	20	16	20	28	35	20	25
F	I allow to re supervise students with challenges in their lessons	16	20	20	25	20	25	24	30
G	I give demonstration lessons to my student teachers	24	30	4	5	40	50	12	15
H	I always supervise students lessons from beginning to end	12	15	16	20	32	40	20	25
I	I record whatever transpires during supervision of student teachers' lessons objectively	8	10	16	20	48	60	8	10
J	I discuss information and Carry out functional assessment activities to assist the Student teacher in developing learner profiles.	36	45	20	25	24	30	0	0
K	Reports to the college administration written reports and discuss relevant confidential Information about individual student teachers	48	60	32	40	0	0	0	0
L	Assists in the collection of data for the purpose of evaluating student teachers' progress.	16	20	64	80	0	0	0	0
M	Observes and documents learner strengths, achievements, and needs through daily learning activities	28	35	52	65	0	0	0	0

**Source: Primary data**

The results in Table 3 shows that tutors perceived they were highly aware of their responsibilities as regards supervision at an average of 84% majority respondents through assessment and ensuring that student teachers profiles were current though this was opposed to a minority tutor group of 20%. This implies that the tutors are ensuring supervision of student teachers but they did it in relation to use of clinical supervision remained a big gap.

The findings from 85% of the respondents revealed that tutors used to conduct meetings with student teachers before observing them teach as a mode of instruction supervision of student teachers as opposed to 15% who disagreed. This indicated that the tutors carried out meetings with their students.

The results from 35% of the respondents showed that tutors did plan together lessons with their students before going to class, while 65% denied meaning that the supervisors did not plan together lessons with their student teachers.

In addition, 70% of the respondents agreed that they allowed students to express their views when discussing the lesson after supervision as opposed to 30% who disagreed, which implies that some tutors allowed freedom of expression to student teachers which promoted a friendly better relationship for Student teachers to learn.

The study discovered from 65% of the respondents that tutors gave demonstration lessons to their student teachers though this was opposed by 35% who disagreed, meaning that the tutors demonstrated lessons to their student teachers In the open questionnaire a respondent reported

*“During the observation, I remained professional and acted solely in the capacity of supervision. Being that it was relatively early in Ms. Sabalis’ student internship*

*with me, the students tended to ask me questions or look to me for guidance. I did a great job of remaining in a supervisory mode”*

The results also indicated that 35% of the respondents always did supervise students lessons from beginning to the end while 65% opposed, meaning that during instructional supervision majority of the tutors did not supervise lessons to the end, they could only observe lessons for a few minutes.

More results from 71% respondents revealed that tutors recorded whatever transpired during supervision of student teachers' lessons objectively while 29% opposed, meaning that the tutors did record whatever transpired during the lesson.

The findings from 70% did establish that tutors discussed information and Carried out functional assessment activities to assist the Student teachers in developing learner profiles as opposed to 30% who denied meaning that majority differ on the supervision mode they employ.

The results from all the tutor respondents (100%) showed that the tutors did report to the college administration written reports and discussed relevant confidential Information about individual student teacher which implies that there was coordination amongst the administration as regards student teacher practice.

Majority of the tutors (83%) agreed that they assisted in the collection of data for the purpose of evaluating student teachers' progress.

Also in trying to evaluate whether Tutors employed clinical supervision effectively, the findings from all respondents did concur that tutors did observe and document learner strengths, achievements, and needs through daily learning activities.

In the open tutor questionnaire one respondent was quoted to have said,

*“My role as a supervisor is to guide new and experienced teachers in their quest to successfully impact student learning. This is done through informal and formal observations and gives useful feedback.” These words are embedded in and resonated throughout my supervisory platform and have proven true during this clinical supervision cycle. In working with a novice teacher, a true enhancement of my professional development in using this systematic diagnostic practice has been evident as well”*

In summary, the findings from tutors’ and student teachers’ questionnaire revealed that clinical supervision was always frequently applied.

In the interviews conducted on the extent to which tutors use clinical supervision when supervising student teachers on school practice. All the Principals, deputy principals, head teachers of practicing schools and Directors of studies were sampled and majority reported that tutors tried to apply clinical supervision practices.

An interviewee said that,

*‘This entire supervisory endeavor has not been without its rough patches and personal skepticisms, but quite honestly I have found it to be one of the most beneficial professional development experiences I have ever participated in during my career as an educator’*

#### **4.4 Results of research Question two**

The research question two inquired into the extent of the relationship between Clinical supervision and performance of student teachers during school practice. In this question, the level of relationship was of interest because it was necessary to investigate the extent of relationship in each practice before investigating the general level of participation in supervision management. To determine the relationship, questionnaires were administered to the student Teachers and Tutors.

**Student teacher responses on the relationship between clinical supervision and student teachers' school practice performance**

**Table 4.4: Showing student teachers responses on the relationship between clinical supervision and school practice performance**

No	Item	SA	%	A	%	D	%	SD	%
	Our supervisors;								
A	Spend adequate time with us during supervision of the teaching learning process	66	25	20	8	46	19	132	50
B	Our tutors guide us when scheming and lesson planning for school practice	130	49	88	33	44	17	2	1
C	Carry out demonstration lessons	64	24	40	15	66	25	94	36
D	Guide us in making instructional materials	90	34	42	15	22	8	110	42
E	Guide us to Prepare the teaching practice files	35	13	220	83	9	3	0	0
F	Documents and shares Workplace concerns.	110	42	55	21	88	33	11	4
G	Follow guidelines established by the school/district to protect the safety and wellbeing of children, youth, and staff	198	75	26	10	22	8	18	7
H	Meet standards of professional and ethical conduct in relation to students, parents, and colleagues.	46	14	136	50	71	25	11	11

**Source: Primary data**

On relationship between Clinical supervision and performance of student teachers during school practice respondents were sampled on whether they did spend adequate time with their students

during supervision of the teaching learning process and only 77% showed that they did contrary to 33% who denied, this implies that the tutors did spend time with their student teachers during supervision.

Secondly the findings from 82% of the respondents did establish that tutors guided student teachers when scheming and lesson planning for school practice, this was opposed to a minority respondent group of 18% who disagreed. The indication is that tutors assist their student teachers to scheme and lesson plan.

The results from 39% of the respondents did establish that tutors carried out demonstration lessons but this was opposed to 61% who disagreed, meaning that the tutors did not prioritize demonstrating lessons to student teachers before allocating classes to teach.

The results from 49% of the respondents revealed that tutors did guide student teachers in making instructional materials contrary to 51% who opposed meaning that many tutors are not helping students when it comes to instructional materials designing.

The respondents from 96% revealed that the tutors guided student Teachers to prepare the teaching practice files while 4% denied

63% of the questionnaire respondents indicated that tutors documented and shared workplace concerns while 37% disagreed. Which implies that majority of the tutors did look after student teachers.

The findings from 64% respondents revealed that tutors met standards of professional and ethical conduct in relation to students, parents, and colleagues while 36% disagreed.

Tutors' responses on the relationship between clinical supervision and student teachers' school practice performance.

**Table 4.5: Tutors' responses on relationship between clinical supervision and student teachers' school practice performance**

	Item	SA	%	A	%	D	%	SD	%
A	I always spend adequate time with students during supervision	12	15	32	40	20	25	16	20
B	I assist students during scheming and lesson planning for supervision	40	50	20	25	8	10	12	15
C	I carry out Demonstration lessons for the students teachers	20	25	16	20	32	40	12	15
D	I guide student teachers in making instructional materials	8	10	16	20	44	55	12	15
E	I guide students to Prepare the teaching practice files	24	30	12	15	20	25	24	30
F	I guide my students as they draft timetables for instruction	16	20	32	40	4	5	28	35
G	I exercise high level of Professionalism in supervision of my students	64	80	16	20	0	0	0	0
H	I follow rules and regulations and timetable of the practicing school	36	45	36	45	4	5	4	5
I	I Document and shares Workplace concerns	48	60	32	40	0	0	0	0

The study revealed that 55% of the tutors always spent adequate time with students during supervision while 45 disagreed. The differences between these averages mean that there is a very big gap between tutors and student teachers in terms of helping them perform better as called upon by the clinical supervision.

Many respondents (75%) showed that they did assist students during scheming and lesson planning for supervision while 25 % disagreed meaning that the tutors did help student teachers to scheme and lesson plan.

45% of the respondents revealed that the tutors carried out demonstration lessons for the student teachers while 55% denied which implies that many tutors did not endeavour to demonstrate lessons for students.

As far as guiding student teachers in making instructional materials and preparing the teaching practice files, 45% agreed while 55% disagreed implying that many student teachers were left to do this on their own.

The results from 40% respondents indicated that tutors guided students as they drafted timetables for instruction contrary to 60% who disagreed. In doing this the respondents showed that the tutors exercised high level of Professionalism in supervision of their students.

The findings from 96% of the tutor respondents indicated that tutors followed rules and regulations and timetable of the practicing school while 4% disagreed, implying that the tutors had a good relationship with many stakeholders especially the practicing schools and the student teachers. All the respondents showed that the tutors documented and shared workplace concerns.

In the Interviews that were conducted with Principals, Deputy Principals, Head teachers of demonstration schools and Directors of studies on relationship that exists between clinical supervision and performance of student teachers during school practice the results were as follows;

The respondents reported that they are obligated to plan and coordinate the activities of supervision. The head teacher reported that they have to organise and see how they fit student teacher supervision on the school time table and also to see that classes are secured for them during that exercise.

The respondents went on to reveal that they make sure student teachers are availed with instructional materials teaching aids from their parents to facilitate their lessons since the colleges hardly provided them with adequate materials.

The supervising teacher's first responsibility is to the pupils in his/her class. This must be kept in mind if the public, administration, and pupils are to continuously support the Student Teaching Program. Prepare pupils to work with a student teacher and notify the parents that there will be a student teacher in the classroom. Another respondent said,

*“My task as a head teacher is to Provide a working area for the student teachers (a desk or table) and share responsibilities whenever possible, accepting him/her as a co-worker and professional person. Immediately involve the student teachers in specific classroom tasks. Plan a schedule with the student teacher for assuming responsibilities of the classroom, which will allow the student teacher to assume increasing responsibility as he/she exhibits readiness to do so”.*

Further findings from the respondents did establish that they guided students to prepare the teaching practice files through their tutors and also documenting and sharing work place concerns

The principals and directors of studies were quoted saying,

*“We prepare the student teacher to be solely responsible for all planning, preparation, instruction and evaluation for a minimum of one day before the first progress report, one week before the Mid-Term Evaluation and an additional two weeks before the Final Evaluation to demonstrate the continuity of instruction and teacher accountability”.*

Other interviewees had this to say,

*“We guide the student teacher in preparing daily lesson plans, unit plans, and tests and approve and critique all plans before they are taught. Assist in understanding and applying evaluation techniques, demonstrate a variety of effective teaching techniques and arrange for visits to other classrooms from time to time. Guide the student teacher in developing and understanding the skills of self-evaluation”.*

The supervisors were as well quoted saying,

*“Evaluate the quality of the student teacher's performance and engage in frequent conferences with the student teacher to ensure continuous progress and/or early identification of problems”*

The interview results revealed that they kept records of attendance and tardiness of the student teacher. If excessive absences or tardiness are observed then they did report this to the supervisors or Director of Field Experiences who would prepare and submit evaluation reports according to schedule. This implies that there was coordination between all parties involved in seeing that the student teachers are supervised

All in all the interviews revealed that there was a positive significant relationship between student teachers and their supervisors.

**Correlation between Clinical supervision and student teachers practice performance**

**Table 4.6: Correlation between Clinical supervision and student teachers practice performance**

		Correlations	
		Clinical supervision	Student teachers' marks
Clinical supervision	Pearson Correlation	1	.611
	Sig. (2-tailed)		.046
	Sum of Squares and Cross-products	12.950	64.650
	Covariance	.682	3.403
	N	80	80
Student teachers' marks	Pearson Correlation	.611	1
	Sig. (2-tailed)	.046	
	Sum of Squares and Cross-products	64.650	7282.550
	Covariance	3.403	383.292
	N	80	80

\* Correlation is significant at the 0.05 level (2-tailed).

The correlation in table above shows that clinical supervision mode has a strong effect (correlation is = 0.6) on the student teachers school practice performance. This is statistically significant at 5% level of significance since the correlation p-value is greater than the alpha value (0.05). The findings suggest that Clinical supervision has a strong impact on student teachers performance during school practice.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS**

#### **5.0 Introduction**

In this chapter, the findings of the study were discussed after which the conclusions and recommendations were drawn. For clarity and chronology, it was arranged by these contents and then by the two research objectives that the study sought to find out. Thus the chapter was divided into subsections namely, discussion which is related to the theoretical frame work and the literature review, conclusions and suggestions.

#### **5.1 Discussion of study findings**

The discussion was arranged according to the two objectives of the study. Therefore, the section was subdivided into the following subsections: examining how tutors use clinical instruction supervision when supervising student teachers on school practice and finding out the relationship between clinical supervision mode and performance of student teachers during school practice.

##### **5.1.1 How tutors use Clinical Instruction Supervision when Supervising Student Teachers on School Practice**

The study findings for this objective revealed that tutors perceived they were highly aware of their responsibilities as regards supervision of student teachers during school practice. This was through assessment and ensuring that student teachers profiles were current. This helped to evaluate tutors use of clinical supervision. The results revealed that to a greater extent tutors applied clinical supervision practices towards student teachers school practice performance. This was because majority supervisors tried to conduct meetings with student teachers before

observing them teach as a mode of instruction supervision of student teachers. This finding was in line with;

Clinical supervision is the cycle of activities between a supervisor and a teacher with the objective of improving classroom performance (Patrick & Dawson, 1995). They further describe supervision as implementing curriculum, planning, classroom management and instruction techniques. Sergiovanni & Starratt (1993) view clinical instruction supervision as a focus for improvising the teachers' knowledge, skills and abilities. This will then lead to making informal decisions and effective problem solving. The intent of instruction supervision is to assist teachers in improving instruction (Gold hammer & Krajewki, 1993)

The results from respondents showed that few tutors did plan together lessons with their student teachers before going to class in addition, the results of the study disclosed that majority of the supervisors allowed students to express their views when discussing the lesson after supervision which implied that some tutors did not allow freedom of expression to student teachers which promoted a friendly better relationship for Student teachers to learn.

The study discovered from the respondents that tutors were weak to carry out demonstration lessons to their student teachers. The supervisors were majorly interested in observing lessons, the respondents also said that some supervisors could enter the lessons when they had already started and they couldn't observe lessons from start to end, they could only be there for a few minutes. A study conducted by Tirosh (2000) on prospective teachers concluded that prospective teachers' abilities to analyze the reasoning behind students teachers' responses were very poor. This suggests that novices sometimes fail to make sense of students' work, resulting in failure to understand the children's learning difficulties.

More results from 71% respondents revealed that tutors recorded whatever transpired during supervision of student teachers' lessons objectively while 29% opposed, meaning that the tutors did record whatever transpired during the lesson.

The findings from 70% did establish that tutors discussed information and Carried out functional assessment activities to assist the Student teacher in developing learner profiles as opposed to 30% who denied meaning that majority differ on the supervision mode they employ.

The results from the respondents showed that the supervisors did report to the college administration written reports and discussed relevant confidential Information about individual student teachers which implies that there was coordination amongst the administration as regards student teachers' school practice performance which assisted in the collection of data for the purpose of evaluating student teachers' progress. This was in line with literature review of McMillan, Myran and Workman (2002) who contended that in trying to evaluate the supervision modes that Tutors employ towards student teacher supervision modes, the findings from all respondents did concur that tutors did observe and documented student teacher strengths, achievements, and needs through daily learning activities. This finding was similar to that of McMillan, Myran and Workman (2002) in their study, aimed at describing the nature of classroom assessment and grading practices, found that teachers were mostly interested in assessing students' mastery or achievement and that performance assessment was used frequently. Also Morgan and Watson (2002) reported that most middle and high school teachers use teacher-constructed tests to assess students' achievement. In addition, Morgan and Watson found that most teachers view classroom assessment as an added requirement to their teaching job and not as a tool to improve their teaching.

One of the most difficult jobs of the institutions that train teachers is supervision of instruction (Jackson, 2001). Wragg (1997) describes the observation of a trainee teacher as a difficult task. He further suggests that many areas of classroom management can be observed when they are given time and opportunity to sit back and observe.

The ultimate goal of teacher supervision is to maximize the opportunities for student teacher learning by constantly working to improve the classroom instruction. An effective use of this model can benefit all teachers, especially those who are about to embark on their first professional career opportunity. Clinical supervision allows for constructive feedback and interactions that identifies instructional concerns and creates opportunities to solve instructional problems.

In conclusion it came out clear that Clinical supervision cycle is not fully exploited in the assessment of teacher trainees at some point during school practice in primary teachers colleges in central Uganda.

## **5.2 Relationship between Clinical Supervision and Performance of Student Teachers during School Practice**

The findings for this objective established that there was a significant positive relationship between Clinical supervision and performance of student teachers during school practice this was because the supervising tutors could determine what activities were necessary in order to assist the student teacher. The supervisors supported student teachers in terms of preparing pupils to work with a student teacher and notify the parents that there will be a student teacher in the classroom. This in the researcher's observation was vital in discussing student teachers strengths and weaknesses and to consider best possible areas of program focus as the supervisors gathered

relevant information through working with student teachers or to provide feedback into the planning process.

One interviewee said his task as a head teacher was to Provide a working area for the student teacher (a desk or table) and share responsibilities whenever possible, accepting supervisee as a co-worker and professional person. Involving the student teacher in specific classroom tasks. Plan a schedule with the student teacher for assuming responsibilities of the classroom, which could allow the student teachers to assume increasing responsibility as he/she exhibits readiness to do so. This was in line with (Cohen et al, 2010), on Developing student teacher understanding of the learner.

The study found out that on average the supervisors could spend some time with the supervisee. This helped the student teachers express their challenges to their supervisors. This helped the student teachers at times to scheme together, lesson plan school activities with the teachers of the practicing schools. This interaction helped answer questions like.

What he or she will teach? What the class looks like? What resources will be needed? How he or she will keep order in the class? How to handle children with different disabilities, motivation and interest (McEwen, 2000).The tutor's role therefore is to have enough time for the student teacher. This involved planning together, sitting behind to observe the lesson from the beginning to the end and then sitting together to go through the lesson observed and make plans for the next lesson. This helps students to improve continuously.

However the study established that supervision of student teachers at school practice was affected by how clinical instructional supervision was applied by the supervisors only supervised teachers at **most three times** but majority were supervised twice this was because of delays in

releasing college funds but also because the supervisors had big numbers of students for supervision Others had busy schedules which hindered them from availing enough time to the practicing teachers

The study also showed that the supervisors could keep record of attendance and tardiness of the student teacher. If excessive absences or tardiness are observed, report this to the university supervisor or Director of Field Experiences. Prepare and submit evaluation reports according to schedule. This helped in taming student teachers absenteeism.

#### **5.4 Conclusion**

The study was conducted to find out the influence of Clinical instruction supervision practices on the student teachers' performance during school practice in selected primary teacher colleges in central Uganda. From the findings and the discussions above, the study concludes that;

The use of clinical supervision cycle in the training and assessment of teacher trainees during school practice in PTCs is not fully used. This puts into spotlight the nature and quality of trainees who are expected to insure the lives of the young children and teens during the teaching learning process in schools when they graduate from PTCs.

Inadequate funds, instructional materials, inadequate supervisors/ tutors who supervise big numbers of student teachers and lack of professionalism amongst some tutors/supervisors couldn't rhyme with big student enrollment numbers in schools and less interest by some student teachers affected their supervision. Tutors/ supervisors rarely had workshops or seminars for retooling.

## **5.5 Recommendations**

The study made the following recommendations:

There is need to create more awareness of tutors responsibilities by the principals or MOES through regular workshops or seminars more especially on the nature of clinical supervision and how it is applied when supervising student teacher on school practice.

There is need for government through the Ministry of Education and Sports to plan for proper training of tutors in PTCS. Trainers who are experts and well qualified in the area of clinical supervision management should be used to equip college tutors with relevant skills to getting / producing competent student teachers.

Government should increase on the PTCS budget to specifically cater for supervision of student teacher during school practice.

## **5.5 Areas of Further Research**

The following areas are suggested for further research:

The role of training programs and workshops towards management of instruction supervision of student teachers during school practice PTCS in Uganda.

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## APPENDICES

### APPENDIX I: Questionnaire for Student teachers

Dear respondent,

This questionnaire is part of the study being carried out in primary teachers colleges in central Uganda. The study is about the influence of instruction supervision practices on the student teachers' performance. It's for academic purposes only, and is confidential. Feel free when giving your opinion about the topic. Thank you for your kindness.

*Instructions: Please tick against your most appropriate answer and fill in the spaces provided in each section.*

#### SECTION A: Background Information

1. Gender: (a) Male  (a) Female

2. What is your level of education?

Primary  'O' level  'A' level  University  other tertiary institution

4. Title: Teacher

Student

## SECTION B

No	Item	SA	A	D	SD
	Our supervisors:				
A	Conducts meetings with us to discuss the lesson before observing us teach				
B	Defines the use of specific techniques, strategies, and appropriate language, as required in individual situations.				
C	We always plan together lessons with our tutors before going to class.				
D	Establish work plan priorities				
E	Allow freedom of expression when discussing with us				
F	After conducting lessons we discuss with our supervisors				
G	Our supervisors give us chance to talk about the lesson				
H	Our supervisors assess, evaluate, report and record student progress				
I	Reviews and reinforces learning activities using lesson plans and learning strategies developed by the Student teacher to help students' master concepts and skills.				
J	Discuss information and Carries out assessment activities to assist the Student teacher in developing learner profiles				
K	.Convenes/attends meetings of student specific support team with in a teachers instructional hours and TA's paid work hours				
M	Facilitates student teacher learning.				
N	Observes and documents Student teacher strengths, achievements, and needs through daily learning activities.				
O	Carries out work within developed structures and plans, being consistent with expectations for student teachers				

**SECTION C**

**Relationship between Clinical supervision mode and performance of student teachers during school practice**

No.	Item	SA	A	D	SD
	Our supervisors;				
a	Spend adequate time with us during supervision of the teaching learning process				
b	Our tutors guide us when scheming and lesson planning for school practice				
c	Carry out demonstration lessons				
d	Guide us in making instructional materials				
e	Guide us to Prepare the teaching practice files				
f	Documents and shares Workplace concerns.				
g	Follow guidelines established by the school/district to protect the safety and wellbeing of children, youth, and staff				
h	Meet standards of professional and ethical conduct in relation to students, parents, and colleagues.				

## APPENDIX 2: Questionnaire for Tutors

Dear respondent,

This questionnaire is part of the study being carried out in primary teachers colleges in central Uganda. The study is about the influence of instruction supervision practices on the student teachers' performance. It's for academic purposes only, and is confidential. Feel free when giving your opinion about the topic. Thank you for your kindness.

*Instructions: Please tick against your most appropriate answer and fill in the spaces provided in each section.*

### SECTION A: Background Information

1. Gender: (a) Male  (a) Female

2. What is your level of education?

Primary  'O' level  'A' level  University  other tertiary institution

4. Title: Teacher

Student

## SECTION B

To examine how tutors use clinical supervision mode when supervising student teachers on school practice

	Item	SA	A	D	SD
A	I ensure that assessment and Student teachers profiles are current.				
B	I conduct meetings with my students before observing them teach				
C	I plan together lessons with my students before going to class.				
D	I allow students to express their views when discussing the lesson after supervision				
E	I give students chance to talk about the lesson they have taught				
F	I allow to re supervise students with challenges in their lessons				
G	I give demonstration lessons to my student teachers				
H	I always supervise students lessons from beginning to end				
I	I record whatever transpires during supervision of student teachers' lessons objectively				
J	I discuss information and Carry out functional assessment activities to assist the Student teacher in developing learner profiles.				
K	Reports to the college administration written reports and discuss relevant confidential Information about individual student teachers				
L	Assists in the collection of data for the purpose of evaluating student teachers' progress.				
M	Observes and documents learner strengths, achievements, and needs through daily learning activities				

## SECTION C

**Relationship between Clinical supervision mode and performance of student teachers during school practice**

	<b>Item</b>	SA	A	D	SD
A	I always spend adequate time with students during supervision				
B	I assist students during scheming and lesson planning for supervision				
C	I carry out Demonstration lessons for the students teachers				
D	I guide student teachers in making instructional materials				
E	I guide students to Prepare the teaching practice files				
F	I guide my students as they draft timetables for instruction				
G	I exercise high level of Professionalism in supervision of my students				
H	I follow rules and regulations and timetable of the practicing school				
I	I Document and shares Workplace concerns				

**APPENDIX 3: Interview Guide for the principals and deputy principal,  
directors of studies and head teachers**

3. How do tutors use Clinical supervision mode when supervising student teachers on school practice?
- 2 What is the relationship between Clinical supervision mode and performance of student teachers during school practice?

**In the Observation guide instrument to principles**

Accommodations for student teachers

Financial records, notes, scheme books, lesson plans books, food, supervision sheets from colleges.

## APPENDIX 5: Introductory Letter

**KYAMBOGO**



**UNIVERSITY**

P. O. BOX 1 KYAMBOGO, KAMPALA - UGANDA  
Tel: 041 - 285211 Fax: 220464  
www.kyambogo.ac.ug

### *Department of Educational Planning Management*

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Date: 12<sup>th</sup> September 2015

TO WHOM IT MAY CONCERN

Dear Sir/Madam

**RE: NAKYOBE MARGARET - REG. No.2012/U/105/GMED/PE**

This is to certify that **Nakyobe Margaret, Reg. No. 2012/U/102/GMED/PE** is a student in our department pursuing a Master of Education in Policy Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic entitled:

***Instruction supervision modes and student Teachers' School Practice performance in selected Primary Teacher Colleges in Central Uganda.***

Any assistance accorded to her is highly welcome. She is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.

*Komba.*

Leticia Komba Rwakijuma (Mrs.)  
**AG.HEAD OF DEPARTMENT**

