EMPIRICAL ANALYSES ON TUTORS AND MENTEES PERCEPTION OF THE EFFECTIVENESS OF OUT-SEGMENT SUPERVISION OF COLLEGES OF EDUCATION IN THE ASHANTI REGION, GHANA

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ABSTRACT: *This study explored the effectiveness of Out-segment supervision of the In-In-Out programme in Colleges of Education in the Ashanti Region of Ghana. It was a descriptive survey that used 207 link tutors and 334 mentees with a semi-structured questionnaire as primary data collection instrument. Data were analysed using Kruskal Wallis ANOVA and One-sample t-test. The study revealed that the Out-segment supervision was being carried out effectively despite some challenges that needed to be addressed. Specifically, some of the findings are that generally, most of the activities under the pre-observation conference were rated unsatisfactory by both respondents. However, for the observation activities, the findings revealed that mentees and link tutors in St Louis, Offinso and Akrokerri confirmed that they were effectively conducted in their schools. It was recommended that areas where the evaluation indicated unsatisfactory performance, management of those colleges should do well to address those challenges.*

KEYWORDS Out-Segment, Link Tutor, Mentee, Supervision, Observation, Ghana

INTRODUCTION

Instructional supervision is an important instrument which ensures that facilities are effectively used to enhance teaching and learning and that, educational policies are adhered to, and discipline and high educational standards are maintained in educational institutions to help produce well educated manpower for the benefit of the nation. In order to achieve this as a nation, there is the need to ensure that the teacher trainees who will later go to teach at the basic schools are well trained and supervised, so that they become effective teachers to ensure quality education delivery.

Teacher education curriculum, which is the epic-centre of quality education follows these academic and professional preparations: observation, micro teaching, peer – group teaching, off-campus teaching practice (Adentwi, 2002 p.91).Trainees undertake an academic upgrading and updating course in the first year and pursue a vigorous course in curriculum studies integrated with methodology in the second year. In addition to a component of the methodology course, trainees are given a series of demonstration lessons and they do five weeks campus-based practice teaching. During the third or final year, the trainees undergo off-campus teaching practice for forty weeks. This implies that they spend two years on campus and a year off campus (In-In-Out). The intention of a whole forty weeks Out-segment programme was to equip teacher trainees with more practical skills. In order to achieve this core objective, much depends on how the mentees 'teaching practice is supervised. How the lead mentors, mentors and link-tutors are able to supervise both classroom and co-curricular activities is the greatest concern of this research. It is in light of this background that the researcher decided to undertake

this study to find out the effectiveness of supervision of the Out-segment (also referred to as Out-station) of the 'In-In –Out' programme in the colleges of education in the Ashanti Region.

Purpose and Objective of the Study

Based on the above background, the main purpose of this study is to assess and analysze the effectiveness of supervision of the In-In-Out programme in the colleges of education in the Ashanti Region.

REVIEW OF LITERATURE

Structure of initial Teacher training in Ghana

Currently, the Ghana Education Service in collaboration with Teacher Education Division provide initial teacher education through 38 public Teacher Training Colleges (now Colleges of Education) and three private ones located in various parts of the country (Anamuah-Mensah,1997). The model of practical training is college supervision.

The introduction of the 3-year IN-IN-OUT programme at the current Colleges of Education was an innovation introduced to meet the need for quality education in the schools (Anamuah-Mensah, 1997).With this, the students spend two years doing academic work in the College and use the last year for teaching practice in catchment schools across the country. This new system extends the 4-week teaching practice to 40 weeks.

Objective of Teacher Education in Ghana

The underlying principle of teacher education in Ghana is to provide teachers with better knowledge and skills, together with better incentives to use their knowledge and skills for the benefit of children, through the creation of an accessible, integrated teacher education and training system which provides a structure for continuous professional development throughout their teaching careers (MOE, 1993).

The Presidential Committee on the Review of Education Reform in Ghana stated the objective of teacher education in Ghana as the training and development of the right type of teacher who is competent, committed and dedicated.

Meaning of Supervision

In any job it is important to assess a person's performance in completing the tasks required by the employer. Businesses and corporations supervise and evaluate employee's performance for a variety of reasons including retention, promotion and accountability for completing job related tasks. Education is no different, requiring supervision of classroom instruction to evaluate a teacher's effectiveness. Supervision is the cycle of activities between a supervisor and a teacher with the objective of improving the quality of their work, their practice and the wider profession (Patrick & Dawson, 1985,Hawkins and Shohet, 2012).

Kettle (2015) sees supervision as an accountable, two-way process, which supports, motivates and enables the development of good practice for individual social care workers, which improves the quality of service provided by the organization.

Models and Types of Supervision

Numerous models of supervision are currently implemented in schools; however, majority of schools implement a single evaluation system (Glickman et al., 2001). Schools comply with state policies and implement locally approved methods to supervise staff. Supervision models are directed by the supervisor, peers, or individual to evaluate practice and drive improvement (White & Daniel, 1996). The models can be classified into three basic categories; directive, non-directive and collaborative (Glickman et al., 2001). These three categories provide a variety of supervisory options for schools and are evident in different models of supervision.

Developmental Supervision

Glickman, Gordon and Ross-Gordon (2001,2005) assert that developmental supervision involves the application of certain knowledge, interpersonal skills and technical skills to the tasks of direct assistance, group development, curriculum development, professional development, and action research to assist teachers to teach by uniting organizational goals and teacher needs to improve student's learning. Glickman et al. again explained that in developmental supervision the teachers assume responsibility for their own instructional improvement and the instructional supervisor creates reflective and autonomous teachers through non-directive supervision. Glickman et al. (2001) further explained that a developmental model utilizes collaborative or in some cases directive approaches to improve teacher performance dependent upon individual developmental levels. It also offers a five step approach to developmental supervision which includes: Prerequisites, Function, Tasks, Unification, and a final Product of Improved Student Learning.

Peer Coaching

Peer coaching is the process of two or more professional colleagues working together to reflect on current practices, build new skills, share ideas, teach each another, conduct classroom research, or solve problems in the classroom workplace (Robbins, 1991). Joyce and Showers (1982) define peer coaching as "involving the analysis of teaching for the purpose of integrating skills and strategies into a curriculum, and developing instructional goals and a teaching style through a collegial approach." (p. 170). The cycle of the pre-observation, observation, post observation model is evident in the peer coaching model and occurs in the daily activities of teachers and administrators (Zepeda, 2007).

Collegial or Peer Supervision

Glatthorn (1984) observed that collegial or peer supervision is the process with which teachers accept to work together for their own professional development, usually by observing one another in the classroom, providing each other with feedback, and treading in professional concerns.

Clinical Supervision

A model of clinical supervision was developed by Goldhammer and Cogan in the late1960's. This model utilizes a collaborative approach by the supervisor and teachers to constructively and continually improve instruction (Goldhammer et al., 1993). Acheson and Gall (1997) explain the clinical model to include three basic processes: pre-conference, observation and post or feedback conference. This direct interaction between teacher and supervisor emphasizes an accurate understanding of practices and specifically identifies areas of improvement

(Goldhammer, 1969; Cogan, 1973). Clinical supervision provides a teacher with an action plan to meet instructional improvement goals after conferencing with the supervisor after an observation (Goldhammer, 1969). Goldhammer adds that defining the goals of the observation and evaluation during the pre-conference assists in the assessment of instruction. This collaborative model creates a counseling-guidance setting and helps teachers to better perform a job according to their capabilities (Goldhammer, et al., 1980).

Snyder (1981) argued clinical supervision offers a coaching model but expressed concern that clinical supervision could evolve into refined teacher inspection technology with the movement toward increasing standardization. The idea of using clinical supervision for evaluation purposes seems untenable considering the models intent to improve teaching, not judge teachers (McFaul & Cooper, 1984; Zepeda, 2003; Sullivan & Glanz, 2000).

Steps in Clinical Supervision

A good number of writers have come out with different steps or stages involved in .clinical supervision. Among them are the three Ps models of Brown, which involves planning, performance and perception as well as Cogan's scheme of eight phases of clinical supervision including (1) Establishing the supervisor- teaching relationship (2) Planning with the teacher, (3) Planning the strategies for observation (4) Observation of instruction (5) Analysing the teaching learning process (6) Planning the strategies for post observation conference, (7) The conference (8) Renewal planning (Cogan, 1970). In this work, the five steps of Goldhammer's (1969) model which is used in the colleges of education practicum was used as the framework for the study, which involves:

1. Pre-observation conference

2. Observation of teaching

3. Analysis and strategy

4. Post observation conference

5. Post Conference analysis.

Role of Supervision

Writing on the role of supervision, Anderson (2004) explained that supervision plays a major role not only in creating a positive relationship between the leader and his subordinates but also in providing ample evidence upon which assessment can be based.

Enus (1963) also saw supervision as performing the following functions:

1. The staffing function – this includes recruitment, selection and placement, promotion and dismissal of teachers and other non- teaching staff.

2. The motivation and stimulation function – Enus contends that supervision as a facilitating function should be used to help remove obstacles to good teaching and at the same time provide the stimulus for creative work. The motivation function of supervision is therefore concerned with providing a challenging environment giving professional leadership, creating job satisfaction and boosting morale as well as ensuring teacher participation in formulating policies, which will enhance their own task performance.

3. The consultation function – thi s concern provides for continuous professional development, thus in – service training.

4. The programme development function – this deals with adoption for local situations, variations in subject content and modification in order and method of presentation.

The view of Enus (1963) on functions of supervision imply that for any meaningful supervision to take place there is the need to identify the right people for the job in order to select them carefully and place them according to their abilities.

Supervisor's Role in Supervision

The overall reasonability of the teaching practice supervisor is that of providing assistance to student teachers for them to become accomplished in the art and science of effective teaching (Adentwi, 2005). Adentwi further stated these among the numerous roles of the supervisor in supervision.

1. It is the duty of the teaching practice supervisor to teach student teachers how to teach by applying the various skills and techniques which they have been taught under the methods of teaching course.

2. The supervisor must also teach the student teacher how to prepare lesson plans to guide their lesson presentations during the practice period.

3. It is the responsibility of the supervisors to coach student teachers on the techniques of effective lesson presentation.

4. The supervisor also has the responsibility to help students learn to prepare teaching and learning materials and to use them effectively to illustrate their teaching.

Effective supervision

Instructional supervision is considered effective when the attention of supervisors is focused on building the capacity of supervisee, giving them the autonomy they need to practice effectively, and making them responsible for helping students to be effective learners (Sergiovanni and Starratt, 2007,Tesfaw and Hofman, 2012). Many authors including Zepeda (2007) are of the view that teachers' attitude and satisfaction toward instructional supervision greatly depends on several factors such as smooth teacher-supervisor relationship, availability of supervisory choices based on teachers' needs, as well as mutual trust, respect and collaboration among supervisees and supervisors (Tesfaw and Hofman, 2012).

Teaching Practice and Mentoring

Teaching practice, sometimes called school placement, is probably the most challenging and exciting part of Initial Teacher Training. Although the situation is rather artificial, it is the first real opportunity to test and develop your teaching skills. Teaching practice has a dual role – whilst you are testing your skill you are also being assessed. It is therefore important that you are given appropriate support and the opportunity to make a good start (Darling-Hammond, 2000).

The National Center for Educational Statistics (NCES) (2000) indicated that research findings suggest that school quality is tightly linked to teacher quality. Hanushek (1992) added ''The

estimated difference in annual achievement growth between having a good and having a bad teacher can be more than one grade-level equivalent in test performance'' (p.351). Rivkin, Hanushek and Kain (2000) concluded in one of their studies that teacher quality is the most important determinant of school quality. Current research, however, has yet to definitively determine the specific, observable factors that distinguish a good teacher from a bad one.

According to McNally (2006), good quality mentoring in schools makes important contribution to developing the professional skills of new teachers and ensuring the best quality learning experience for pupils. Student teachers benefit from this mentoring as they work towards the Standard to teach in schools. Again, high quality continuous professional development can only take place with commitment from schools, education authorities and teacher education institutions to developing effective mentoring.

Models of Teacher Education Practicum

The practical training that students undergo and the characteristics they develop in their teacher education programmes are determined to a large extent by the type of "model and method of teacher education" (Ben-Peretz, 2000). Ben-Peretz (1996) identifies two models - the master teacher model and the Joint problem-solving model. A third model used in Ghana is the college supervision model which gives the college supervisor the sole responsibility for shaping the thoughts and practices of the student teacher (Anamuah-Mensah, nd.). Although this could be considered as a master teacher model, Anamuah-Mensah explained, an attempt has been made to differentiate it from that of the school level. In this model schools are used as authentic sites for student teachers to practise what they have been taught in the college without any assistance from the teachers in the school. Indeed the teachers in the schools perceive the period of student teachers' practice teaching as a time to have a break. Anamuah-Mensah explained further that in the master teacher or traditional apprenticeship model, significant individuals such as method lecturers, school-based mentors serve as personal models of professional practice through their knowledge, actions and attitudes.

Role of Practicum

As a major component of the training of teachers, practicum experience for initial teacher education should have in-built flexibility to enable teachers who go through it be able to meet future demands. The role of practicum in any teacher education programme will depend on the structure of the practicum. While some have six-week experience others have 16-32 week experience that embraces different activities and different objectives (Anamuah-Mensah, nd.). This suggests multiple roles for the practicum experience. These roles include:

1. Strengthening the development of specific teaching competencies.

2. Providing opportunities for self- reflection.

3. Providing opportunities for sharing experiences with a mentor, supervisor and peers.

4. Promoting problem solving capacity and team skill in student teachers and an appreciation of the life of the whole school as distinct from teaching in individual classroom.

5. Encouraging formation of learning communities and promotion of team work, developing collaborative capacities in student teachers as a basis for successful participation in teaching teams and partnership arrangements at school.

6. Providing opportunity for student teachers to establish themselves as generative and innovative teaching professionals through authentic participation in school and community activities.

7. Meeting real pupils/learners and real situations enables student teachers to develop a repertoire of skills in dealing with different learning situations.

8. Developing competencies as teacher-researcher through action research projects.

METHODOLOGY

The population of the study comprised Mentees and link tutors in the seven colleges of education in the Ashanti region. The target population for the study therefore consisted of 2,089 persons involving 1,761 mentees and 328 link tutors.

Table 1: Sample Distribution of Participants by College.

College	Total number of mentees	%	Estimated Number of mentees selected	Actual respondent (Mentee)	Total number of link-tutors	%	Estimated Number of link – tutors selected	Actual respondents (Link-tutors)
Wesco	293	17	55	39	65	20	36	42
Offinso	290	16	52	59	56	17	30	35
Akrokerri	297	17	55	61	46	14	25	28
St. Louis	277	16	52	58	50	15	27	27
St. Monicas	195	11	36	40	39	12	22	24
Mamtech	220	12	39	38	40	12	22	31
Agogo	189	11	36	39	32	10	18	20
Total	1761	100	325	334	328	100	180	207

Table 1 is a sample distribution of participants by college that was used to select the sample size from the various colleges of Education.

Sample and Sampling Techniques

To facilitate selecting an appropriate sample size, Yamane (1967) developed a simple formula that suggests that the appropriate sample size could vary for various large population sizes. The sample size for the present study was calculated based on the sample size determination guidelines of Yamane. According to Yamane, the sampling size can be calculated at 95% confidence level by using this formula:

$$n = \left(\frac{N}{1 + N(e)^2} \right)$$

Where n = sample size

N= number of the statistical population

e = margin of error, i.e. 0.05

This formula provides for the minimum appropriate sample size for the purposes of generalization. Based on the above formula, the sample consisted of 334 mentees and 207 link tutors. Together, the total sample size was 541 respondents. A stratified sampling technique was used in selecting mentees from the four mixed colleges to ensure that male and female mentees were adequately represented while a simple random sampling (lottery method) was used to select those of the single sex schools.

Research Instrument

The main research instrument that was used for data collection was a questionnaire. Two sets of questionnaire were developed for both mentees and the link tutors (see Appendix A and B). Questionnaires here are appropriate because all the prospective respondents were literates. The questionnaire consisted of Likert-scale type questions, coded 1 to 5. The data was distributed and collected personally by the researcher.

Test for Reliability of Instrument

One of the most commonly used indicators of internal consistency is Cronbach's alpha coefficient. For most social science research, according to Hair, Black, Babin &Anderson (2010) and Straub, Boudreau, and Gefen (2004), the Cronbach alpha coefficient of a reliable instrument should be .70 or above. In the current study, the Cronbach alpha coefficient was .91 for the mentees' instrument and .85 for the Link tutors' instrument. These indicate that the research instruments had high reliability. The reliability statistics for each item for the two groups are presented in Appendix C and D.

Data Analysis Tools

The data gathered were screened, coded, entered and analysed using SPSS Version16.0 for windows. The main statistical technique used for the analysis of the data was One-sampled t Test.

ANALYSIS AND DISCUSSION

Mentees and Link Tutors Evaluation of Out Segment Supervision Effectiveness

The analyses of perceived mentees and link tutors' evaluation of out supervision effectiveness are presented in Tables 2 and 3. First of all, a look at the descriptive analyses in tables show that some of the mean ratings for the dimensions were four and others were between one and three. This implies that some of the means indicate a rating of *agreed* and could be described as satisfactory while others are not.

In order to objectively and statistically conclude whether mean ratings indicate satisfactory or not (i.e. whether supervision of the out segment programme was effective); a one-sample t-test was applied. The one-sample t-test was used using SPSS version 16.0 to determine whether the

mean ratings for each item of supervision measured were significant or not. To do this, a significant level of 0.05 was pre-determined, and a hypothetical mean of four was chosen as it could be used as an indicator of rating for agreement or satisfactory rating for each item on supervision in the questionnaire. A rating of one, two or three indicates not satisfactory.

The results of the one-sample t-test are summarized in Table 2 and 3. From the table, the mean differences refer to the differences between the hypothetical mean (4) and the mean ratings for each item. A negative mean difference implies that the mean rating of an item is less than the hypothetical mean of four, while a positive mean difference implies that the mean rating of an item is greater than the hypothetical mean of four. The significance values (p-values) for each item show whether the negative or positive mean differences are significant or not. A negative mean difference that is significant indicates that the mean rating for that item is significantly less than the hypothetical mean, which implies there is no significantly satisfactory evaluation for the item. Conversely, a negative mean difference that is not significant indicates that the mean rating is equal to the hypothetical mean, which implies that the evaluation for that item is at least satisfactory. A positive mean difference that is significant indicates that the mean rating for the item is significantly greater than the hypothetical mean, implying that evaluation for that item could be described as more satisfactory. A positive but non-significant mean difference indicates that there is at least some significant evaluation for the item.

Table 2 presents the results of Mentees' evaluation. The results indicate that all the ten items under the Pre Observation conference were rated unsatisfactory. They were awareness of supervisor's visit, pre-observation conference with mentees, finding out prevailing school climate, finds out about pupils' class attendance, finding out about pupils' class performance, finding out about mentee's teaching challenges, discussing mentee's expectations of supervisor, discussing supervisor's expectations of mentees, thorough vetting of teaching notes and discussion of vetted notes with mentees were not satisfactory. These findings are in contrast with what many authors like (Goldhammer, 1969., Cogan, 1973.,Adentwi, 2005., Sergiovanni and Starratt, 2007.,Tesfaw and Hofman, 2012) believed to be the roles of supervisors in effective supervision process.

Table 2 Mentees' evaluation of supervision (n = 334)

Code	Mentees	Mean	Stdv	T	Df	Sig. (2tailed)	Mean difference	Remarks
	Pre-Observation conference							
PRE1	supervision awareness	1.63	1.09	-39.77	333	0.00	-2.37	USAT
PRE2	I am always informed of the supervisor's visit.	2.01	1.30	-28.02	333	0.00	-1.99	USAT
PRE3	Supervisor finds out about school's climate	2.30	1.39	-22.31	333	0.00	-1.70	USAT
PRE4	Supervisor finds out about pupils' attendance.	2.14	1.27	-26.61	333	0.00	-1.86	USAT
PRE5	Supervisor finds out about pupils performance.	2.04	1.22	-29.36	333	0.00	-1.96	USAT
PRE6	They find out about my teaching challenges.	2.12	1.27	-27.00	333	0.00	-1.88	USAT
PRE7	Supervisors discuss their expectations of me.	1.99	1.32	-27.77	333	0.00	-2.01	USAT
PRE8	Supervisors discuss their expectations from them.	1.89	1.22	-31.71	333	0.00	-2.11	USAT
PRE9	My supervisor thoroughly vets my teaching notes.	3.71	1.48	-3.53	333	0.00	-0.29	USAT
PRE10	My supervisor discusses the vetted notes with me	2.69	1.60	-14.92	333	0.00	-1.31	USAT
	Observation conference							
OB11	Supervisor observes me until I finish teaching.	4.04	1.31	0.50	333	0.62	0.04	SAT
OB12	My supervisor takes notes on my teaching.	3.98	1.34	-0.25	333	0.81	-0.02	SAT
OB13	Supervisors frequently interfere with my teaching.	1.95	1.19	-31.28	333	0.00	-2.05	USAT
OB14	Supervisors facial expressions make me feel relax	3.07	1.36	-12.47	333	0.00	-0.93	USAT
	Analysis and strategy							
AN15	Supervisors meet me after my teaching.	4.06	1.27	0.82	333	0.41	0.06	SAT
AN16	Supervisors discuss with me the written feedback.	4.03	1.29	3.72	333	0.00	0.26	SAT
	Post-observation conference							
PST17	Supervisors give written feedback of my teaching.	4.26	1.28	0.38	333	0.03	0.70	MSAT
	General Impression of supervision programme							
OBJ18	I understand the purpose of supervision.	4.02	1.10	0.35	333	0.02	0.73	SAT

Code		Mean	Stdv	T	Df	Sig. (2tailed)	Mean Difference	Remarks
OBJ19	The duration for the programme to be maintained.	3.68	1.39	-4.26	333	0.00	-0.32	USAT
OBJ20	The number of subjects mentees teach is manageable.	3.68	1.18	-4.96	333	0.00	-0.32	USAT
OBJ21	Pairing of students to a class should be maintained.	4.10	1.10	1.74	333	0.08	0.10	SAT
OBJ22	I always co-operate for a successful supervision.	3.92	1.09	-1.41	333	0.16	-0.08	SAT
	Impact of supervision programme							
OBJ23	I am satisfied with the quality of the programme.	3.70	1.11	-4.94	333	0.00	-0.30	USAT
OBJ24	Effective for my professional development.	4.08	1.23	1.20	333	0.08	0.23	SAT
OBJ25	Supervision has had positive impact on my career	4.22	1.07	3.83	333	0.00	0.22	MSAT
OBJ26	Supervision has helped me gain useful experience	4.34	1.01	6.20	333	0.00	0.34	MSAT
OBJ27	Has improved my understanding and belief	4.31	0.89	6.34	333	0.00	0.31	MSAT
	Mentor's effectiveness							
MEFF28	Mentors guide me in preparing lesson notes.	3.11	1.44	-11.27	333	0.00	-0.89	USAT
MEFF29	My mentor coaches me on how to teach.	3.41	1.37	-7.86	333	0.00	-0.59	USAT
MEFF30	Demonstrates teaching for my observation	3.54	1.42	-5.94	333	0.00	-0.46	USAT
MEFF31	Provides quality evaluation my teaching.	3.20	1.36	-10.71	333	0.00	-0.80	USAT
MEFF32	Always assists me to get appropriate T/LMs	3.01	1.39	-13.06	333	0.00	-0.99	USAT

One Sample T-test

Code	Supervision activities	Mean	Stdv	T	Df	Sig. (2tailed)	Mean Difference	Remarks
	Pre-Observation Conference							
PRE1	I always made mentees aware of my visit.	2.47	1.31	-16.76	20 6.00	0.00	-1.53	USAT
PRE2	I have pre-observation conference with mentees.	3.22	1.31	-8.54	206.00	0.00	-0.78	USAT
PRE3	I find out about the prevailing schools climate	3.22	1.26	-8.91	206.00	0.00	-0.78	USAT
PRE4	I find out about the pupils class attendance.	2.83	1.16	-14.55	206.00	0.00	-1.17	USAT
PRE5	I find out about the pupils class performance.	2.78	1.20	-14.58	206.00	0.00	-1.22	USAT
PRE6	I find out about mentees' teaching challenges.	3.30	1.29	-7.83	206.00	0.00	-0.70	USAT
PRE7	Discuss with them their expectations from me	2.91	1.31	-11.87	205.00	0.00	-1.09	USAT
PRE8	I discuss my expectations from them	2.95	1.26	-12.00	206.00	0.00	-1.05	USAT
PRE9	I thoroughly vet their teaching notes.	3.99	1.19	-0.17	206.00	0.86	-0.01	USAT
	I discuss the vetted notes with							

	Post Analysis							
POSTA19	I find time to reflect on the exercise I undertook.	3.86	0.91	-2.21	206.00	0.03	-0.14	USAT
POSTA20	I consider how fair or objective I was to students.	3.87	0.79	-2.37	206.00	0.02	-0.13	USAT
POSTA21	I consider if feedback meets student's needs.	3.71	0.95	-4.34	206.00	0.00	-0.29	USAT
POSTA22	I consider if I was able to protect their integrity.	3.57	1.03	-6.07	206.00	0.00	-0.43	USAT
POSTA23	Consider if exercise aimed at improving teaching	3.94	1.02	-0.82	206.00	0.41	-0.06	SAT
POSTA24	Consider areas for improvement for future exx.	3.88	0.98	-1.70	206.00	0.09	-0.12	USAT
	General impressions							
OBJ25	I understand the purpose of the supervision.	4.10	0.99	1.40	206.00	0.16	0.10	SAT
OBJ26	The duration for the programme to be maintained.	2.99	1.34	-10.81	206.00	0.00	-1.01	USAT
OBJ27	Number of subjects mentees teach is manageable.	3.79	0.95	-3.21	206.00	0.00	-0.21	USAT
OBJ28	Pairing of students to a class to be maintained.	4.07	0.88	1.11	206.00	0.27	0.07	SAT
OBJ29	I always co-operate for a successful programme.	4.19	0.80	3.47	206.00	0.00	0.19	SAT
OBJ30	I am satisfied with the quality of the supervision.	3.73	1.02	-3.73	206.00	0.00	-0.27	USAT
OBJ31	Programme is effective for teacher development	3.84	0.97	-2.37	206.00	0.02	-0.160	USAT
	Impact of the supervision programme							
OBJ32	Supervision having good impact on my teaching	3.96	0.84	-0.66	206.00	0.51	-0.04	SAT
OBJ33	Programme has helped me gain useful skills	4.01	0.81	0.17	206.00	0.86	0.01	SAT
OBJ34	Has improved my understanding about teaching	4.10	0.80	1.83	206.00	0.07	0.10	SAT

Table 3 Link tutors' evaluation of supervision   (n = 207)

N= 207

NB: SAT = Satisfactory, USAT = Unsatisfactory, MSAT = More Satisfactory

Two items under the Observation Conference were rated satisfactory namely; supervisor observing until I finish teaching and taking notes on my teaching whereas the other two items were not. All the two items under Analysis and Strategy stage were rated satisfactory. This is in support of what (Goldhammer, 1969, and Adentwi, 2005) say that in order to ensure effective clinical supervision, supervisors should meet mentees immediately after their teaching.

Link tutors' evaluation of Out-Segment supervision

The results of Link tutors' evaluation are presented in Table 3. It indicates that only one of the items which is thorough vetting of mentees' notes under the pre observation conference was satisfactory. The remaining nine being awareness of supervisor's visit, pre-observation conference with mentees to find out the following; prevailing school climate, pupils' class attendance, pupils' class performance, mentee's teaching challenges, mentee's expectations of supervisor, supervisor's expectations of mentees, and discussion of vetted notes were not satisfactory.

This indicates that link tutors at colleges of education in Ashanti region do not adhere to the laid down procedure in conducting the pre observation conference activities as prescribed by Goldhammer,1969.

For those items under the observation conference, two were more satisfactory. These were "observing until mentee finishes teaching, and making mentee feel relaxed". One unsatisfactory was "taking notes on mentees when they are teaching" and another being "frequent interference of mentee's teaching". With the Analysis and Strategy stage of the supervisory process an item like "giving mentees written feedback on their teaching" was rated more satisfactory while "meeting them immediately after their teaching" was satisfactory. "Discussion of written feedback with mentees" which was the only item under the Post-Observation Conference was rated satisfactory. Generally, activities under observation conference and post observation conference are observed by college of education tutors in Ashanti region in accordance with the criteria outlined by (Goldhammer, 1969., Cogan, 1973., Acheson and Gall, 1997).

Out of the six items under the Post Conference Analysis, two of them namely "consideration of areas for improvement" and "achieving supervision purpose" were rated satisfactory while the remaining four being "reflection on the whole supervision exercise", "fairness of supervisor", "consideration of feedback quality" and "protecting mentee's integrity" were unsatisfactory. With respect to the six items under the general impression of supervision programme, "co-operation with mentees" was rated more satisfactory while "understanding the purpose of supervision" and "pairing of mentees" were satisfactory. The remaining three items namely; "duration for the programme to be maintained", "number of subjects mentees teach is manageable" and "satisfaction of quality of supervision" were, however, rated unsatisfactory. For the impact of supervision programme, having a significant positive impact on Link tutors' career, "helping them to gain educationally useful experience" "and improving their understanding and belief about teaching" had satisfactory ratings. However, "programme effectiveness for professional development" was unsatisfactory.

FINDINGS, CONCLUSION AND RECOMMENDATION

How do student teachers (mentees) and link tutors evaluate the supervision of the Out-segment of the In-In-Out programme in the colleges of education in the Ashanti Region of Ghana? The findings are that;

- Generally, most of the activities under the pre-observation conference were rated unsatisfactory by both mentees and link tutors.

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- In addition, about half of the observation conference activities were rated unsatisfactory by mentees. However, evaluation from the link tutors appeared to be more satisfactory.

- Apart from this, generally, all the activities under analysis and strategy stage were rated satisfactory from both mentees and link tutors.

- For post-conference analysis activity, link tutors and mentees rated unsatisfactorily the discussion of written feedback of mentees teaching held by supervisors and supervisees. For this dimension, no significant differences exist among the responses of the two groups.

- On the general impressions of the supervision programme, whereas mentees rated all the items satisfactory, link tutors rated about 50% of the items unsatisfactory.

- The results also provide evidence that mentees perceived the effectiveness of their immediate practice school mentors as unsatisfactory.

- Many of the activities performed by lead mentors to assist the mentees were rated unsatisfactory by the mentees. Notable among them is "not vetting of teaching notes on time", "not providing adequate and appropriate instructional materials", and "mentors do not put in considerable effort to ensure successful supervision of mentees in their schools".

CONCLUSIONS

In this study the main purpose was to empirically assess and analyze mentees and link tutors' perception of the effectiveness of out-segment supervision of the In-In-Out programme in the seven colleges of education in the Ashanti Region of Ghana. Using primary data collected from mentees and link tutors from the seven colleges, the results indicate that mentees and link tutors evaluated pre-observation activities as unsatisfactory in many of its dimensions.

However, overall mentees were more satisfied with the supervision than link tutors were in many dimension items. This signifies that in spite of the efforts put in by the management and leadership for the supervision, tutors believed that there is still more to be done in order to improve the quality of supervision in the seven colleges of education generally. Further analysis revealed that significant differences existed in the evaluation of mentees and link tutors. Finally, type of college seem to influence respondents' evaluation of the effectiveness of the supervision.

RECOMMENDATIONS

Findings of the study show that there are some setbacks regarding supervision of the Out-segment of the In-In-Out programme in the seven colleges of education in Ashanti Region of Ghana. It is therefore recommended that various remedial measures should be put in place to overcome the setbacks by stakeholders of teacher education. On the basis of the findings, the following are some of the implications and recommendations for educational leadership and management.

In-service Training for link Tutors

Link tutors are to be taken through In-service training to sensitize them on the important role pre-observation activities play in the supervision process, so that they will not skip them for any reason in order to ensure the effectiveness of the supervision of the out-segment programme. Since findings of the study reveal that most of the activities at the pre-observation conference were not conducted by link tutors, even though that is considered most important step where the framework for observation is developed and agreement is reached (Hobson, 2002).

1. Improving Post-Observation Conference

Link tutors are entreated to hold post-observation conference with mentees after mentees have been supervised, so that mentees will know their areas of strength and areas that need to be developed in order for mentees to make decision for improvement in their subsequent supervised teaching practice.

2. Motivation of lead Mentors and Mentors

To ensure responsibility and willingness on the part of lead mentors and mentors to give the necessary assistance to mentees, management should source funds to adequately reward them as source of motivation. This is likely to enhance the effectiveness of the out-segment supervision programme and ensure effective performance. This is particularly important when one considers the fact that allowance paid to mentors and lead mentors for their supervisory role is grossly inadequate.

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