

AN EXPLORATORY STUDY OF INSTRUCTIONAL OBSERVATION
AT BILKENT UNIVERSITY SCHOOL OF ENGLISH LANGUAGE

A THESIS
SUBMITTED TO THE FACULTY OF HUMANITIES AND LETTERS
AND THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
OF BILKENT UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS
IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

BY

H. ESİM ERDEM

AUGUST 1993

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ABSTRACT

Title : An Exploratory Study of Instructional Observation at Bilkent University, School of English Language

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This study investigated the model of supervision at Bilkent University, School of English Language (BUSEL), the mechanics and procedures involved in observation, and the teachers' attitudes towards observation.

A questionnaire was self-prepared for data collection purposes: It had two separate parts. The former part included 12 items enquiring about personal qualities of the participants such as age, nationality, total teaching experience, and qualifications whereas the latter consisted of 24 multiple-choice items which were designed to collect data about observation features such as frequency and length of observations as well as aspects of the pre-observation, during-observation, and post-observation sessions. Prior to data collection at BUSEL, the questionnaire was piloted at Middle East Technical University, School of English Language.

The participants in this study are 46 BUSEL teachers who are institutionally and regularly observed. The selection was done randomly by drawing lots. Data collection through the questionnaire was conducted by the researcher, and the data were analysed with respect to the frequency of each item.

The four research questions and the results are given below:

1. What model of observation is carried out institutionally at BUSEL? A combination of models such as directive, collaborative, and alternative are used.
2. What are the mechanics of institutional observation such as length and frequency? The participants are observed for four or eight times a year for an hour with previous notice. Each observation session lasts an hour.
3. What are the procedures of institutional observation such as data collection and feedback? Supervisors collect data by filling in forms and making handwritten notes. All participants receive feedback both in oral and written forms, and two-thirds discuss the feedback with their supervisors.

4. What are some of the attitudes which BUSEL teachers have towards features of institutional observation? Almost all participants feel positively about their supervisors. Most of them are indifferent to their supervisor's taking notes during observation, but prefer to be observed when they know the exact time and date. Almost half felt that twice a year was an appropriate frequency of observation. Many participants believe the post-observation sessions are both evaluative and designed to lead to self-awareness and self-improvement. Almost half of the participants see the feedback they receive from their supervisors as average; half see it as above average.

Suggestions resulting from the study were reduction in the frequency of the present observations to twice a year, and provisions for in-service training of teachers about models of supervision. Teachers should become more informed and thus more involved in decision making with respect to supervision.

BILKENT UNIVERSITY
INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
MA THESIS EXAMINATION RESULT FORM

AUGUST 31, 1993

The examining committee appointed by the
Institute of Economics and Social Sciences for the
thesis examination of the MA TEFL student

H. Esin Erdem

has read the thesis of the student.
The committee has decided that the thesis
of the student is satisfactory.

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at Bilkent University School of English Language

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We certify that we have read this thesis and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.



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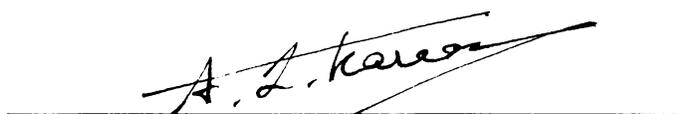


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CHAPTER 1 INTRODUCTION

Background of Problem

Supervision of language teachers is an ongoing process of teacher education in which the supervisor observes what goes on in the classroom. The main goal is to improve instruction. The traditional roles of supervisors have been to observe in order to prescribe the way to teach, to direct or guide the teacher's teaching, to model teaching, and to evaluate progress (Gebhard, 1990).

Recently, there has been a change in the traditional role of supervisors (Gebhard, 1990). Now the supervisors who observe classes are responsible for training new teachers to go from their actual to ideal teaching behavior, for providing the means for teachers to reflect on and work through problems in their teaching, for furnishing opportunities for teachers to explore new teaching possibilities, and for affording teachers chances to acquire knowledge about teaching and to develop their own theory of teaching (Gebhard, 1990).

The current emphasis in the role of supervisor is on observing for the purposes of teacher development rather than teacher training. Training deals with building specific teaching skills such as how to sequence a lesson or how to check comprehension. Development, on the other hand, focuses on the individual teacher - on the process of reflection, examination (critical self-evaluation), and change which can lead to doing a better job and to personal and professional growth (Freeman, 1982). Training assumes that teaching is a finite skill which can be acquired and mastered, whereas development assumes that teaching is a constantly evolving process of growth and change.

But change happens slowly. Many traditional features of programs of supervision persist. Research studies have spotted characteristics typical of many such programs, which Sheal (1989) lists as follows:

1. Many teachers believe that much of the observation that goes on is unsystematic and prescriptive.
2. Often, classroom observations are not conducted by practising teachers but by administrators some of who are not practising teachers. Peer observations are not very common. Consequently, observation tends to be

seen as judgmental, and one more aspect of administrator "power".

3. Most observation is for teacher-evaluation purposes, with the result that teachers generally regard observation as a threat. This leads to tension in the classroom, and tension between teacher and observer at any pre- or post-observation meetings.

4. Post-observation meetings tend to focus on the teacher's actions and behavior - what s/he did well, what s/he might do better - rather than on developing the teacher's skills. As feedback from observers is often prescriptive, impressionist, and evaluative, teachers tend to react in defensive ways. Given this atmosphere, even useful feedback is often not "heard" (Sheal, 1989).

This researcher is interested in knowing to what degree the program of supervision at her institution is characterized by traditional elements. The data collected in this study will provide a description of teacher observation at BUSEL that should interest program administrators and stimulate possibilities for change. In spite of the current shift of focus of supervision from prescription to professional development, teachers at the researcher's home institution, BUSEL (Bilkent University School of English Language), seem resistant to being observed. For example, very few BUSEL teachers want MA TEFL participants in their classrooms even though the participants have been asked to carry out observations of actual classroom situations by their instructors.

Purpose of the Study

The main purpose of the study is to explore the teacher observation at BUSEL, focusing on such aspects as the mechanics and procedures of observation as well as teacher responses to observation.

Research Questions

The present study has the following research questions:

1. What model of observation is carried out institutionally at BUSEL?
2. What are the mechanics of institutional observation such as length and frequency?
3. What are the procedures of institutional observation such as data collection and feedback?
4. What are some of the attitudes which BUSEL teachers have towards

features of institutional observation ?

Limitations and Delimitations of the Study

The fact that little research has been done in the present area may be a limitation to the study. The researcher was anticipating using a previously done study as a basis or to replicate one, but she was unable to receive one of the very few questionnaires available. Another limitation to the study was having to drop the statistical analysis after the data collection, and this converted the present study from analytical to descriptive. Also, the researcher observed that some of the participants were uncomfortable filling out the questionnaire, and chose distractors which they said did not express their own opinions. One reason for this could be that they were worried the collected data would not be kept confidential. In addition to this, the researcher had to provide most of the participants with some basic terms on models and features of supervision such as evaluative, focused, data collection. Some questionnaire items had to be clarified because of this lack of knowledge on supervision, and at times the researcher had to answer questions such as "Who is my supervisor?".

Random selection of participants, which increases the external validity, consent received from BUSEL, and piloting the instrument at METU are the delimitations of the study.

CHAPTER 2 LITERATURE REVIEW

Nature of Supervision

Since supervision is the process of observing, overseeing, and directing the activities of others, then the nature of supervision revolves primarily around the functions of helping others to improve their job performance (Broadbelt and Wall, 1986, p. 6). This constitutes a somewhat limited perspective of supervision wherein the supervisor is viewed as an instructional leader. Contrastingly, administration is a management service in which the administrator traditionally works closely with tasks such as pupil accounting, attendance, transportation, food services, building maintenance, finance, and several other areas peripheral to instruction. The difficulty in defining the supervisory role is that there may be multiple functions that supervisors perform, many of which overlap administrative areas. Ben Harris (1975, pp. 11-12) lists the ten most common functions of many supervisory personnel: curriculum specialist, instructional leader, staffing expert, controller of facilities and materials, director of in-service programs, orientor of new staff, organisator of pupil services, public relations, and instructional evaluation.

In an examination of leading textbooks on supervision in the past twenty years, John Wiles and Joseph Bandi (1986, p. 8) found six major conceptualizations, namely, a focus on the supervisor as leader, manager, human relations expert, instructor, curriculum developer, and administrator. Obviously, the nature of supervision depends upon the prior evolution of supervisory roles that arise in each local institutional context. We have certainly progressed from the beginnings of the supervisory role, once limited to that of inspector in the nineteenth century. After several changes in his/her traditional role, the supervisor now is basically a manager of instruction, and that role is likely to be clarified as the emphasis on pupil testing (end-product learning) becomes more universally accepted as the means to evaluate teaching effectiveness (Broadbelt and Wall, 1986, p. 6).

Models of Supervision

Six models of supervision are presented and discussed by Gebhard (1990): (1) directive, (2) alternative, (3) collaborative, (4) nondirective, (5) creative, (6) self-help-explorative. The first model is offered to illustrate the kind of supervision that has traditionally been used by teacher educators. The other five models offer alternatives that can be used to define the role of the supervisor and supervision.

Directive Supervision

Gebhard (1990) states that teachers and many other educators see this model as what they think supervision really is. He points out that there are at least three problems to be confronted in the directive model of supervision. The first problem derives from "good" teaching being defined only by the supervisor. Secondly, when a supervisor uses this model of supervision, the result of the supervisory process may be negative for the teacher. The third problem with directive supervision is, as Gebhard says, ". . . the prescriptive approach forces teachers to comply with what the supervisor thinks they should do" (p. 158). Blatchford (1976), Fanselow (1987), Gebhard, Gaitan, and Oprandy (1990) and Jarvis (1976) have all strongly suggested that this keeps the responsibility for decision making with the teacher educator instead of shifting it to the teacher.

Gebhard (1990) states that directive supervision can make teachers feel that they are second class people and that the supervisor is superior. Having the feeling of being inferior can cause teachers to lower their confidence and pride. He also states that directive supervision can be threatening for the teacher.

Alternative Supervision

For this model, Gebhard (1990) says, ". . . There is a way to direct teachers without prescribing what they should do" (p. 158). The teacher is provided with some alternatives, or techniques to choose from in order to help improve some aspect of classroom behavior of teacher. The teacher tries one technique which the teacher and the supervisor decide on together and if it does not work there are other techniques to choose from.

Freeman (1982) points out that alternative supervision works best when the supervisor does not favor any one alternative and is not judgmental. The purpose of offering alternatives is to widen the scope of

what a teacher will consider doing.

Collaborative Supervision

Gebhard (1990) states that within a collaborative model the supervisor's role is to work with teachers but not direct them. The supervisor actively participates with the teacher in any decisions that are made and attempts to establish a sharing relationship. Cogan (1973) advocates such a model, which he calls "clinical supervision." Cogan believes that teaching is mostly a problem-solving process that requires a sharing of ideas between the teacher and the supervisor.

Nondirective Supervision

In this model the supervisor does not direct but demonstrates an understanding of what the teacher has said, which is called an "understanding response" by Curran (1978). An understanding response is a "re-cognized" version of what the speaker has said. Curran advocates such techniques as the nonjudgemental "understanding response" to break down the defenses of teachers, to facilitate a feeling of security, and to build a trusting relationship between teachers and the supervisor. This trusting relationship allows to "quest" together to find answers to questions.

The drawback of this model can be seen in inexperienced teachers who need direction. Carrying the responsibility of decision making may cause anxiety and alienation.

Creative Supervision

De Bono's statement that "any particular way of looking at things is only one from among many other possible ways" (1970, p. 63) serves as the basis of the creative model which encourages freedom and creativity in at least three ways. It can allow for a combination of models or a combination of supervisory behaviors from different models, and for a shifting of supervisory responsibilities from the supervisor to other sources.

Self-Help Explorative Supervision

This model is an extension of creative supervision. The emergence of this model is the result of the creative efforts of Fanselow (1981, 1978, and 1990), who proposes a different way to perceive the process that teachers go through in their development. This model provides

opportunities for both teachers and supervisors (or "visiting teachers," as Fanselow (1990) suggests supervisors be called) to gain awareness of their teaching through observation and exploration. The "visiting teacher" is not seen as a "helper" (which is the basis for other models of supervision) but as another, perhaps more experienced, teacher who is interested in learning more about his or her own teaching and instills in the teacher the desire to do the same. The aim is both for the visiting teacher and teacher to explore teaching through observation of their own and other's teaching in order to gain an awareness of teaching behaviors and their consequences, as well as to generate alternative ways to teach.

Teachers practice describing the teaching they see rather than judging it. Language that conveys the notions of "good", "bad", "better", "best", or "worse" is discouraged, because judgements impede clear understanding.

ATTITUDES TOWARDS SUPERVISION AND EVALUATION

McLaughlin and Pfeifer (1988) believe that when instructional improvement is the objective of a program, then the teachers must be asked what activities they need which can create this improvement. Tanner and Tanner (1987) support this view and emphasize the importance of the teachers' attitude towards supervision. They refer to Newlon's 1923 National Education Association (NEA) address: "No system of supervision will function unless the attitude of the classroom teacher is one of sympathetic cooperation. The attitude of the teacher will be determined by the kind of supervision that is attempted" (p. 49).

Lyman (1987), McLaughlin and Scott (1988), Popham (1988), and Perloff (1980) all concur that the key to supervision is building trust between the supervisor and the teacher. Once this trust is established, teachers feel free to share information and express their feelings regarding their jobs with the supervisor.

Negative attitudes towards supervision stem from the confusion between conceiving of supervision as a means of helping the teacher, and as a means for evaluating the teacher's performance. Tanner and Tanner state, many teachers are afraid to ask for help from supervisors because they believe that by exposing a problem with their

teaching, they are inviting a low evaluation of their work from the principal; good teachers do not have problems, or so the myth goes, and any help that might be forthcoming is viewed as not being worth the risk. (p. 105)

Lyman (1987) emphasizes the importance to teachers of being informed about the procedures, schedules and other expectations for improving teaching. He adds that the absence of this information causes worry and concern regarding the trust based relationship between supervisor and teacher. Lyman concludes that teachers "want positive comments or comments given in a positive tone" (p. 9). Acheson (1989) supports Lyman by stating that "for many teachers, their self-concept or confidence is fragile enough that having their teaching analyzed in a backward fashion can have devastating effects" (p. 3). Lyman (1987) also adds that the self-confidence of new teachers is most affected by negative supervision. They are worried about keeping their jobs or are worried about being dismissed if they share their problems with their supervisor.

Attitudes toward evaluation are also both negative and positive. McLaughlin and Pfeifer (1988) indicate that most teachers doubt the effectiveness of evaluation serving either accountability objectives or the improvement of goals.

Popham (1988) gives the view of one teacher who believes that "Principals all too often incorporate a variety of irrelevant considerations in judging teachers, such as a teacher's behavior in faculty meetings" (p. 277). Perloff et al. (1980), and Worthen and Sanders (1987) go a step further in questioning the judgement of the principal or an evaluator by explaining that

most individuals, evaluators included, pride themselves on their keen intuition and insightful observation of others. Most of us are unaware of the shortcomings of these intuitions. It is our contention, therefore, that biases impact powerfully on evaluator's judgements, inferences, and decisions, and in large part evaluators are unaware of their influence. (p. 284)

One extremely negative view of evaluation by a teacher is given in McLaughlin and Pfeifer (1988). The teacher of ten years feels that

evaluation is what administrators use to fire personnel they dislike. Thus, since the focus of evaluation is not on instruction, instruction suffers, because teachers are too busy trying to impress the administrators rather than productively prepare lessons.

McLaughlin and Pfeifer (1988) also present some positive views of teachers on evaluation given. One teacher believes that evaluation makes her think of the purpose of the lesson. Another teacher feels that even strong and experienced teachers need to be challenged and this can be achieved through evaluation. One other teacher feels that evaluation and the pressure of expectations "keeps her on her toes."

The survey of literature shows effort made towards improving the shortcomings of supervision programs at teaching institutions. Different models are adopted according to the needs of individual programs, but the focus of the adopted model should be on teachers, teacher trainers and administrators working collaboratively on decision-making as regards learning and teaching. The literature shows that the collaboration and participation of teachers in any supervisory program is necessary, because people are more likely to carry out the decisions they have made than the decisions made for them, and imposed on them.

Mc Laughlin and Pfeifer (1988) make the point that if the objective is truly instructional improvement, teachers should be asked "What can we do to set up a system of visitation and observation that would help you most?". (p. 28)

CHAPTER III METHODOLOGY

Introduction

This study explores the type of supervision used at BUSEL, the mechanics and procedures of the observation process which are some of the main components of supervision, and teachers' attitudes towards observation. The design of the study, sources of data which are the instrument used and the participants of the study, the procedure, and the method of data analysis are presented in this chapter.

Design

This is a quantitative descriptive study. A two part questionnaire was prepared in order to collect data on observation mechanisms and procedures and how teachers regard observation. One third of the BUSEL members who are institutionally observed were interviewed individually to collect data. The frequency distributions of these data (cf. Appendices E and F) were analyzed in order to get a picture of and to draw some conclusions about the participants' attitudes towards observation.

Sources of Data

Instrument

The researcher prepared her own observation questionnaire in order to collect data about institutional observation at BUSEL and how the teachers regard observation (cf. Appendix C). The self-prepared questionnaire consists of two sections. Part I has twelve items for the purpose of collecting data on the personal qualities of the participants such as nationality, age, gender, teaching experience. Part II has been designed to collect data both on observation mechanics and procedures as well as how teachers perceive the observation process at BUSEL. It consists of 24 items which address different features of supervision such as frequency, feedback, length. Items 1-12, designed to elicit affective responses, have been scrambled, and items 13-24, designed to elicit factual responses, have been scrambled.

Participants

BUSEL teachers were the participants in the study. There are 205 native and non-native teachers of English at BUSEL. First, a full list of alphabetically ordered BUSEL members, which was in alphabetical order, was

collected. Two groups of teachers were omitted: 1) Teachers who were not institutionally observed, 2) Vocational School members who had started a new model of supervision, peer-observation, in the second academic term when data collection was planned. Both the officially observed teachers whose only assignment is to teach and the ones who have some administrative responsibilities as well as teaching were listed. One third of these teachers was randomly selected.

Detailed information was collected in Part I of the questionnaire in order to create a profile of the participants (cf. Appendix E). The data reveal the following:

Thirty-two of the participants are female (69.6%), and fourteen of them are male (30.4%). Twenty-six are Turkish (56.5%), fifteen of them are British (32.6%), and five have other nationalities such as Australian, and American (10.9%). The minimum age is twenty (2.2%), and the maximum age is fifty one (2.2%) with a mean age of 30.61. The average of total teaching experience of all the participants is seven years. As regards teaching experience at BUSEL, the range is from one year, 18 participants, to seven years, one participant. Mean is 2.28.

Ten of the participants have administrative assignments other than teaching such as working as a mentor or working at the curriculum department (21.7%), and thirty six of do not (78.3%). Forty-three of the participants are full-time teachers (93.5%). Seven teachers teach remedial groups (15.2%), and thirty six teachers do not (82.6%).

Twenty participants have a BA degree (43.5%), nine have an MA degree (19.6%), twelve have certificates (26.1%) ranging from programs of three weeks to six months, and five have diplomas (10.9%) which they acquire in one to two years. Thirty-six participants do not know how many more years they will continue teaching at BUSEL, five of them will stay for one more year, three for two more years, one participant for three more years, and one plans to stay for five more years.

The summarized data indicate that female teachers and full-time teachers make up the majority of the teaching staff. The average age is 30.61, and the average total teaching experience is seven years. More than half are Turkish and the most of the rest is British. More than half of

the participants have at least three years teaching experience, ranging from three to seven, and almost all have a BA degree.

Procedure

The pilot version of the questionnaire (cf. Appendix B) was piloted at Middle East Technical University (METU), School of Foreign Languages, on March 19th, 1993. Permission from the institution was officially received (cf. Appendix D). Five participants who had experienced institutional observation were randomly selected. All agreed to participate and signed consent forms (cf. Appendix A). It was hoped that the observation systems at BUSEL and METU were similar, but it was found out that official observation takes place only once during the first year the teachers teach at METU, School of English Language. Only the diploma or certificate participants are observed systematically four times a term, i.e. eight times a year, whereas the teachers who are not participants in any certificate or diploma courses are never observed except once in their first year at METU. The assistant chairperson of METU School of English Language said all the teachers strongly resisted the idea of being institutionally observed regularly, and speculated that if a systematic observation were to be introduced, there would be very strong resistance among teachers.

In light of the written and oral feedback received from the pilot participants, some modifications were made in the questionnaire. The items were numbered rather than lettered; they were scrambled in two groups, namely factual responses, and affective responses; some distractors were replaced or added; a repetitive item was omitted; more distractors were added to some items; a spelling mistake was corrected; the number of colons in which the distractors were listed was reduced to three.

The random selection was done by drawing lots. The first random selection was carried out to determine the order for the second random selection, which determined the participants in the study. During the second random selection one third, 48, of the BUSEL teachers out of a total of 144 were selected.

Prior to data collection, a brief note about the study was published in the weekly published "News for the Week" at BUSEL to inform all the

teachers about the study. Then the teachers in the random selection list were contacted individually by the researcher to find out if they would be willing to participate, and the researcher made appointments with them to collect data. These 48 were asked to sign consent forms (cf. Appendix A).

Only one teacher refused to participate without stating the reason. Perhaps she had been asked to fill in too many questionnaires recently. Another individual had not yet been observed institutionally, so her feedback was not included in the analysis. The final number of subjects who participated was 46.

The data collection lasted 3 weeks due to the fact that the participants worked on different shifts and had different teaching hours, and to their various commitments such as meetings, workshops at BUSEL. Appointments were made with each teacher prior to their participation in the study. The participants were handed a copy of the questionnaire to feed their responses to the researcher who marked their oral choices on a separate copy. The participants themselves did no marking.

It should also be noted that one of the participants refused to respond to some of the questions in the questionnaire, explaining that s/he was against the use of the words "supervision" and "supervisor". Nonetheless, the data provided by this participant was included in the frequency tables.

Method of Data Analysis

All the data collected were loaded onto a statistical computer program, and their frequencies were calculated. The data were analyzed with respect to their frequency distributions (cf. Appendices E and F).

These were the steps taken prior to the analysis of the collected data. Then the collected data were analysed with respect to their frequency distributions, and interpretations were made according to the findings.

CHAPTER 4 ANALYSIS OF DATA

Introduction

The present research study was conducted at Bilkent University School of English Language (BUSEL). The participants were BUSEL teachers. For the sampling purpose, the random selection technique of drawing lots was used, and the number of selected participants was 48.

The following are the results for the second part of the questionnaire (cf. Appendix C), which consists of items on the type of supervision conducted at BUSEL, the mechanics of observation such as length and frequency, the procedures of institutional observation such as data collection and feedback, and teachers' attitudes towards institutional observation. In the text below, both the factual and affective responses are grouped by topic as headings and the related questionnaire items are given in parentheses following the headings. Percentages often add up to more than 100%, as respondents often indicated more than one response:

Model of Supervision (#1)

Thirty six of the participants (78.3%) said their performance was commented on by their supervisors using fixed criteria, which is one of the main aspects of the directive model of supervision. Thirty two (69.6%) reported their supervisors offered some alternatives after they had observed the participants' teaching practices, but that the supervisors also allowed the participants to arrive at their own decisions about classroom teaching. These are the main aspects of the alternative model of observation. Seventeen (37.0%) said they worked together with their supervisors to plan strategies for classroom practices, one of the main characteristics of collaborative supervision. One participant said the supervisor provided him/her with what Curran (1978) refers to as an "understanding response", meaning that the supervisor showed empathy and approval of the participant's teaching during the pre- or post-observation conferences, which is one of the main aspects of a non-directive model of supervision.

As a result of the above responses with respect to type of supervision, it seems that participants receive a combination of supervision models which covers some aspects of the directive, alternative,

and collaborative models. Non-directive, except for one participant, or self-help exploratory models of supervision do not seem to be used.

Type of Observation (#18)

Thirty seven participants (80.4%) said the observation their supervisor conducted was focused, meaning that the supervisor focused on previously specified points during observation. Forty one (89.1%) said their supervisor observed them generally with no previously determined focus. According to these responses, it can be concluded that the observation the participants receive is likely to be a combination of both focused and general.

Observer(# 14)

Twenty five participants (54.3%) said within the past 6 months they had been observed by a senior teacher, twenty one (45.7%) by a teacher trainer. Two participants (4.3%) said they were also observed by the deputy director; twenty (43.5%) were observed by teaching peers; six (13.0%) by MA TEFL participants; two (4.3%) also by people outside BUSEL.

Awareness of Supervisor Training (#11)

Twenty five participants (54.3%) said they knew their supervisor was trained to supervise, whereas twenty (43.5%) said they did not know if the supervisor was trained to supervise or not. Ten (21.7%) of the participants who had said they did not know if their supervisor was trained to supervise said they believed their supervisor was trained to supervise, whereas the remaining ten (21.7%) said they did not believe so. Therefore, more than half of the participants knew their supervisors were trained to supervise whereas ten, about 20%, said they did not believe their supervisors had training. This item is important, because it is assumed that the more the observed teacher believes the observer is trained to supervise the more positive his/her attitudes toward being observed will be.

Perceived Qualities of Supervisors (#5, #8, and #12)

Thirty eight participants (82.6%) said their supervisors were supportive and positive. Thirty two participants (69.6%) considered their supervisors non-threatening, warm and helpful. Thirteen participants (28.3%) said their supervisors presented clear expectations, and 30

participants (65.2%) said their supervisors were honest and fair. Twenty one participants (45.7%) described their supervisors as enthusiastic and open to their concerns. As regards expectations, 4 participants (8.7%) said they were not clear on what their supervisors' expectations were. One participant (2.2%) said his/her supervisor was not easy to talk to. It can be concluded that almost all, except five, the participants have provided positive responses as regards the personal qualities of their supervisors. supervisors.

Length (#19) and Time (#2 and #15) of Observations

One participant (2.2%) said the supervisor observed him/her for two block hours, 45 (97.8%) said they were observed for an hour, and one participant (2.2%) said the observation sometimes took an hour, sometimes less than an hour. How the participants perceive the most common length, one hour, has not been explored, but it has been concluded that the time of observation was almost always negotiated in advance, because all participants but one confirmed that. In addition to this, almost all, of the participants (95.7%) said they prefer to be observed when they know the exact day and time.

Frequency of Observations (#3, and #17)

As for the actual frequency of the institutionally carried out observations, it should be noted that all BUSEL teachers work with a senior teacher or a teacher trainer. The participants who work with a senior teacher are usually observed twice a term, four times a year, whereas the ones who work with a teacher trainer are observed about 4 times a term, about eight times a year. Six (13.0%) said they were observed once a term, twenty (43.5%) twice a term, and 20 (43.5%) more than twice a term. These responses are in line with the institutionally set regular frequency of observation.

Three of the participants (6.5%) would like never to be observed, 6 of the participants (13%) said they consider once a month an appropriate frequency of observation, 12 of the participants (26.1%) said once every two months was a sufficient frequency of observation. Nineteen of the participants (41.3%) said once a term, i. e. twice a year, was an appropriate frequency of observation, whereas 7 of the participants (15.2%)

gave frequencies such as once a year, which were choices not offered in the questionnaire. According to these results, it can be said that almost half of the participants, i.e. 19 (41.3%), felt that once a term (twice a year) was an appropriate frequency of observation.

Pre-Observation (#23)

One participant (2.2%) said s/he was sometimes observed without previous notice, whereas 45 (97.8%) said they had never had such an experience.

During Observation (#4 and #6)

Forty five participants (45%), all except one (2.2%), said the supervisors remained in the background during observation. Four participants (8.7%) said their supervisor gave immediate feedback such as a smile or OK smile. All participants (100%) said their supervisors did not interfere with their lessons.

One participant (2.2%) felt confused if the supervisor took notes when observing the participant, thirty seven participants (80.4%) said they were indifferent to their supervisor's taking notes during observation, and 6 of them (13.0%) said they were worried by it.

Seventeen participants (37%) said they felt relaxed during observation, 6 of them (13.0%) said they were worried, 2 of them (4.3%) felt confused, 8 of them (17.4%) said they were indifferent, 12 of them (26.1%) excited, and 12 (26.1%) gave other responses.

According to these results, supervisors remain in the background during observation presumably in order not to interfere with the lesson being taught, most of the participants are indifferent to their supervisor's taking notes, and about half of the participants feel relaxed or indifferent during observation by their supervisors.

Data Collection During Observation (#16)

Three participants (6.5%) said they did not know how their supervisors collected data during the observation sessions. Forty two (91.3%) said their supervisor took handwritten notes during observation, 25 (54.3%) said their supervisor filled in forms during observation, 7 participants (15.2%) said their supervisors filled in checklists during observation. One participant (2.2%) said the supervisor used tallies to

collect data during observation. If the fact that more than one distractor was marked is considered, these data reveal that more than one technique is applied by the supervisors for data collection purposes.

Post-Observation (#8, #12, #20, #21, and #22)

Seven participants (15.2%) said the supervisor was always able to help them diagnose learning problems in their class, 13 participants (28.3%) said the supervisor was frequently able, thirteen participants said the supervisor was sometimes able, seven participants (15.2%) said the supervisor was rarely able, and 2 participants said the supervisor was never able to help them diagnose learning problems in class. Two thirds of the participants received help from their advisors with respect to diagnosing learning problems in their classes.

Seven (15.2%) said their supervisor was always able to clarify and focus on their concerns and difficulties, 20 (43.5%) said their supervisor was frequently able, 14 (30.4%) said their supervisor was sometimes able, 3 said their supervisor was rarely able, and one participant (2.2%) said the supervisor was never able to clarify and focus on their concerns and difficulties. According to these results, almost all the participants, except for 5 participants, are pleased with the clarifications they receive from their supervisors.

Forty (87.0%) said the post-observation sessions were evaluative, 31 (67.4%) said they were designed to lead to self-awareness and self-improvement. It is clear that many participants chose both distractors suggesting that they see the distractors as complementary.

Forty participants (87.0%) said the observation sessions and discussions are confidential, 4 (8.7%) said they are not confidential, and 4 (8.7%) expressed other opinions. Twenty-five (54.3%) said they preferred the post-observations and discussions to be kept confidential, and 21 (45.7%) said they did not mind whether they were kept confidential or not.

Feedback (#9,24)

Seven participants (15.2%) said the feedback they received from their supervisor was superior; 14 (30.4%) said it was above average; 22 (47.8%) said it was average; 2 (4.3%) said it was of no help; and all the participants (100%) agreed that it was not below average. According to

these results it can be said that about half of the participants see the feedback they receive as average, half as above average.

Forty five (97.8%) participants said they were provided with both oral and written feedback by the supervisor after observation, and 28 (60.9%) participants said they discussed the observation with their supervisor as well.

A summary of the results as well as how they relate to the research questions are found in the first part of the following chapter.

CHAPTER 5 CONCLUSION

Summary of Results

As for the model of supervision conducted at BUSEL, the participants receive a combination of some aspects of three different supervision models, namely directive, alternative, and collaborative. Non-directive, except for one participant, or self-help exploratory models of supervision do not seem to be used.

The mechanics of institutional observation such as length and frequency are as follows: The teachers at BUSEL are observed mainly by their senior teachers, teacher trainers, and also by some teaching peers, and MA TEFL participants. The teachers who work with a senior teacher are observed four times a year, and the teachers who work with a teacher trainer are observed, eight times a year. The time of observation, which lasts an hour, is almost always negotiated in advance. Almost all teachers are observed with previous notice by their supervisors. The supervisors remain in the background during observation presumably in order not to interfere with the lesson being taught.

As for the procedures of supervision, the supervisors conduct observations which are likely to be a combination of both focused and general. During observation, they make use of more than one technique such as filling in forms and handwritten notes in order to collect data. When requested, they provide help to two-thirds of the participants with respect to diagnosing learning problems in class. All the participants receive feedback which is both oral and written, and slightly more than half participants discuss the observations with their supervisor.

As for the teachers' attitudes towards some features of observation such as supervisor qualities and training, feedback, and frequency, the results are as follows:

About half of the participants (54.3%) know their supervisor is trained to supervise. Of the remaining participants (43.4%) who do not know if their supervisor was trained to supervise, half (21.7%) believe their supervisor was trained to supervise whereas half (21.7%) do not believe their supervisors had training. Almost all participants (82.6%) believe their supervisors are supportive and positive, non-threatening,

warm and helpful, honest and fair. Much less than half of the participants (28.3%) said their supervisors present clear expectations, and a few participants (8.7%) said they were not clear on what their supervisors' expectations were. Less than half of the participants (37%) feel relaxed while being observed although some (17.4%) feel indifferent during observation by their supervisors. In addition, most of them (80.4%) are indifferent to their supervisor's taking notes during observation. Almost all (88%) said their supervisors clarify and focus on their concerns and difficulties.

Almost all (95.7%) prefer to be observed when they know the exact time and date, and less than half (41.3%) feel that once twice a year is an appropriate frequency of observation.

Almost all (87.0%) believe the post-observation sessions are evaluative, and about two thirds (67.4%) believe post-observation sessions are designed to lead to self-awareness and self-improvement. More than half (54.3%) prefer the post-observation sessions and discussions to be kept confidential.

Almost half of the participants (47.8%) see the feedback they receive from their supervisors as average, and almost half (45.6%) regard the feedback as above average.

Implications and Recommendations

All BUSEL teachers should be well-informed about the supervisors' qualities and training. If all the teachers know that the supervisors are trained to supervise, it is likely that the teachers will have a more positive attitude towards being observed.

The teachers have provided the researcher with conflicting responses with respect to some items which collected data on model of supervision, post-observation sessions, and observation being focused or not. These make the researcher think they are unclear about which models of supervision are conducted institutionally, and also about the procedures of observation. As a result, in-service training programs such as seminars and workshops can be arranged to present all the models suggested in the literature, and the models used at BUSEL. Review of literature suggests that when teachers are informed, they take more responsibility for their

own learning. Application of self-improvement models such as non-directive and self-help-explorative models, and peer-observation is very likely to facilitate this.

In addition, a reduction in the frequency of observation to twice a year should be considered.

Future Research

This descriptive study tried to investigate the attitudes of teachers toward observation by analyzing the collected data with respect to their frequencies. This study is limited, because it looks at the attitudes of teachers towards observation only from one perspective, which is frequency distribution. This researcher had originally planned to collect data about the participants and about different observation features such as feedback, frequency, and length and, but she has failed to prepare the questionnaire in an appropriate way to analyze the data statistically. If a future researcher plans to analyze attitudes of participants towards observation statistically, s/he is recommended to double-check the statistical advice received before it is too late. It would be revealing if some statistical techniques could be used to find out the correlations between the personal qualities of the participants and the features of observation procedures.

More research into the dynamics of observation as well as all other aspects of supervision could further the groundwork laid by this study.

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Appendix A

Informed Teacher Consent Form

Dear Colleague,

We would like you to participate in a study to explore observation procedures. You will be asked to fill in a questionnaire which has 20 questions. It consists of two sections and filling it in will take maximum 10 minutes.

Your participation in this study is voluntary and you may refuse by marking the appropriate response. All information will be held in strict confidence and your real name will not be used in this study to ensure confidentiality. There is no risk in participating in this study.

If you are willing to participate in this study, please sign the statement below. This form will be kept separately from the data collected for this study.

Bilkent MA TEFL Programme:

Advisor	Researcher
Ms. Patricia Brenner	Esin Erdem

.....

I have read the information on the form and consent to volunteer to be a participant. I understand that my participation is completely confidential and I have the right to withdraw at any time.

NAME :

(print)

DATE :

SIGNATURE :

I have read the information on the form and I do not want to participate, because:

a. Please state

.....

b. I am not interested in supervision much.

c. I have no free time because of the heavy load of work.

d. I am not sure if I will continue teaching at BUSEL next year.

e. I see no point in participating in a research study.

Appendix B

PILOT QUESTIONNAIRE

PART I. Personal Information : Please tick () the appropriate boxes or fill in the required information:

- 1.GENDER : Female () Male ()
- 2.NATIONALITY : Turkish() British() Amer.()
Other(), please state
- 3.AGE :
- 4.YEARS OF
TEACHING EXP. :
- 5.YRS. OF TEAC.
EXP. AT BUSEL :
- 6.WEEKLY HRS.
PRESENTLY TAUGHT:
- 7.ANY POST OF RES.
PRESENTLY HELD :
- 8.SHIFT : A () B ()
- 9.TYPE OF CONTRACT: Full-time () Part-time ()
- 10.LEVEL(S) OF
CLASS(ES) TAUGHT: E1 () L1 () L5 ()
E2 () L2 () L6 ()
E3 () L3 ()
E4 () L4 ()
- If you teach any REMEDIAL classes, please state:.....
- 11.QUALIFICATIONS : BA () MA () Ph. D. ()
Cert., please state:
Dip. , please state:
Other, please state:
- 12.LENGTH OF TIME YOU
INTEND TO CONT.
TEAC. AT BUSEL : A. Please state
B. Don't know ()

PART II. Please circle the best response(s):

A. Some aspects of supervision I receive is:

1. My supervisor comments on my performance using fixed criteria.
2. My supervisor offers alternatives to observed practices.
3. I and my supervisor work together to plan strategy.
4. My supervisor provides an "understanding response" to reflect my goals back to me which leads to self-awareness.

B. I prefer to be observed when I know the exact day and time.

1. Yes
2. No

C. I think a sufficient frequency of observation by my supervisor is:

1. never
2. once a fortnight
3. once a month
4. once every two months
5. once a term
6. other (please state).....

D. During observation, my supervisor:

1. remains "in the background"
2. gives immediate reinforcement such as smile/OK sign
3. interferes with lesson being taught
4. other (please state)

E. I feel during an observation by my supervisor.

1. at ease
2. worried
3. confused
4. indifferent
5. excited
6. other (please state)

F. If my supervisor takes notes in class, I feel:

1. confused
2. indifferent
3. worried
4. other (please state)

G. My supervisor is able to help me diagnose learning problems in my class.

1. always
2. frequently
3. sometimes
4. rarely
5. never

H. My supervisor is able to clarify and focus on my concerns and difficulties.

- | | | |
|---------------|--------------|----------|
| 1. always | 3. sometimes | 5. never |
| 2. frequently | 4. rarely | |

I. My supervisor (is):

1. supportive and positive
2. non-threatening and warm and helpful
3. presents clear expectations
4. honest and fair
5. enthusiastic and open to my concerns
6. leaves unclear expectations
7. not comfortable to talk with

J. I would say my supervisor's feedback is:

- | | |
|------------------|------------------|
| 1. superior | 4. below average |
| 2. above average | 5. of no help |
| 3. average | |

K. I know my supervisor is trained to supervise:

- | | |
|--------|-------|
| 1. Yes | 2. No |
|--------|-------|

* IF "Yes", do you believe your supervisor is trained?

- | | |
|--------|-------|
| 1. Yes | 2. No |
|--------|-------|

* IF "No", do you believe your supervisor is trained?

- | | |
|--------|-------|
| 1. Yes | 2. No |
|--------|-------|

L. My supervisor is:

- | | | |
|-------------------|--------------------|-------------------|
| 1. Senior Teacher | 2. Teacher Trainer | 3. Don't have one |
|-------------------|--------------------|-------------------|

M. Within the past 6 months I have been observed by:

- | | |
|------------------------|------------------------------|
| 1. Senior Teacher | 4. teaching peers |
| 2. Teacher Trainer | 5. MA TEFL participants |
| 3. The Deputy Director | 6. other (please state)..... |
| | |

N. I am observed:

- | | |
|----------------|----------------------------|
| 1. never | 3. twice a term |
| 2. once a term | 4. more than twice |
| | a term (please state)..... |

- O. My supervisor has observed me teaching:
1. very often
 2. frequently
 3. frequently enough
 4. not frequently enough
 5. never
- P. My supervisor observes me for:
1. two block hours
 2. an hour
 3. less than an hour
 4. other (please state).....
- R. I know when my supervisor will observe me.
1. always
 2. sometimes
 3. never
- S. The time of observation is always negotiated in advance.
1. Yes
 2. No
- T. I am observed without previous notice.
1. always
 2. sometimes
 3. rarely
 4. never
- U. During the observation, the supervisor collects data by:
1. I don't know
 2. handwritten notes
 3. filling in forms
 4. filling in checklists
 5. tallies
 6. other (please state)
- V. The observation which my supervisor conducts is:
1. focused
 2. not focused
 3. general
 4. don't know
 5. other (please state)
- Y. The post-observation session is:
1. prescriptive
 2. descriptive
 3. designed to lead to self-awareness and self-improvement
 4. other(please state):
- Z. The observation sessions and discussions are:
1. confidential
 3. other (please state):
- Z2. I prefer them to be kept confidential.
1. Yes
 2. No

Z3. After observing, my supervisor provides me with:

1. written feedback
2. oral feedback
3. both oral and
written feedback
4. no feedback
5. we discuss the observation

THANK YOU!

ESIN ERDEM

MA TEFL 1993

APPENDIX C

FINAL QUESTIONNAIRE

PART I. Personal Information

Please tick () the appropriate boxes or fill in the required information: BUSEL ()

- 1.GENDER : Female () Male ()
- 2.NATIONALITY : Turkish() British() Amer.()
Other(), please state
- 3.AGE :
- 4.YEARS OF TEACHING EXP. :
- 5.YRS. OF TEAC. EXP. AT BUSEL :
- 6.WEEKLY HRS. PRESENTLY TAUGHT:
- 7.ANY POST OF RES. PRESENTLY HELD :
- 8.SHIFT : A () B ()
- 9.TYPE OF CONTRACT : Full-time () Part-time ()
- 10.LEVEL(S) OF CLASS(ES) TAUGHT: E1 () L1 () L5 ()
E2 () L2 () L6 ()
E3 () L3 ()
E4 () L4 ()
- If you teach any REMEDIAL classes, please state:.....
- 11.QUALIFICATIONS : BA () MA () Ph. D. ()
Cert., please state:
Dip. , please state:
Other, please state:
- 12.LENGHT OF TIME YOU INTEND TO CONT. TEAC. AT BUSEL : A. Please state
B. Don't know ()

PART II. Please circle the best response(s):

1. Some aspects of supervision I receive is:

1. My supervisor comments on my performance using fixed criteria.
2. My supervisor offers alternatives to observed practices but allows me to arrive at my own decisions.
3. I and my supervisor work together to plan strategy.
4. My supervisor provides an "understanding response" to reflect my goals back to me which leads to self-awareness.

2. I prefer to be observed when I know the exact day and time.

1. Yes
2. No

3. I think a sufficient frequency of observation by my supervisor is:

1. never
2. once a fortnight
3. once a month
4. once every two months
5. once a term
6. other (please state).....

4. During observation, my supervisor:

1. remains "in the background"
2. gives immediate reinforcement such as smile/OK sign
3. interferes with lesson being taught
4. other (please state)

5. My supervisor (is):

1. supportive and positive
2. non-threatening and warm and helpful
3. presents clear expectations
4. honest and fair
5. enthusiastic and open to my concerns
6. leaves unclear expectations
7. not comfortable to talk with

6. If my supervisor takes notes in class, I feel:

1. confused
2. indifferent
3. worried
4. other (please state)

7. I feel during an observation by my supervisor.
- | | |
|-------------|-------------------------------|
| 1. relaxed | 4. indifferent |
| 2. worried | 5. excited |
| 3. confused | 6. other (please state) |
8. My supervisor is able to help me diagnose learning problems in my class.
- | | |
|---------------|-----------|
| 1. always | 4. rarely |
| 2. frequently | 5. never |
| 3. sometimes | |
9. I would say my supervisor's feedback is:
- | | |
|------------------|------------------|
| 1. superior | 4. below average |
| 2. above average | 5. of no help |
| 3. average | |
10. My supervisor has observed me teaching:
- | | |
|----------------------|--------------------------|
| 1. very often | 4. not frequently enough |
| 2. frequently | 5. never |
| 3. frequently enough | |
11. I know my supervisor is trained to supervise:
- | | |
|--------|-------|
| 1. Yes | 2. No |
|--------|-------|
- * IF "Yes", do you believe your supervisor is trained?
- | | |
|--------|-------|
| 1. Yes | 2. No |
|--------|-------|
- * IF "No", do you believe your supervisor is trained?
- | | |
|--------|-------|
| 1. Yes | 2. No |
|--------|-------|
12. My supervisor is able to clarify and focus on my concerns and difficulties.
- | | |
|---------------|-----------|
| 1. always | 4. rarely |
| 2. frequently | 5. never |
| 3. sometimes | |
13. My supervisor is:
- | | | |
|-------------------|--------------------|-------------------|
| 1. Senior Teacher | 2. Teacher Trainer | 3. Don't have one |
|-------------------|--------------------|-------------------|
14. Within the past 6 months I have been observed by:
- | | |
|------------------------|------------------------------|
| 1. Senior Teacher | 4. teaching peers |
| 2. Teacher Trainer | 5. MA TEFL participants |
| 3. The Deputy Director | 6. other (please state)..... |
| | |

APPENDIX D
METU CONSENT FORM



1956

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY
YABANCI DİLLER YÜKSEK OKULU
SCHOOL OF FOREIGN LANGUAGES

06531 ANKARA / TURKEY
TEL : (4) 223 71 00
FAX : (4) 223 30 54
TELEX : 42761 odtk tr.

Sayı : B.30.2.ODT.0.94.00.00/211/93-
Konu:

March 19, 1993

TO WHOM IT MAY CONCERN,

We have allowed Esin Erdem to pilot her questionnaire for her Project.
This document is given upon her request.

Neşe Sarıoğlu

Assistant Chairperson
School of Foreign Languages
Department of Basic English
Middle East Technical University

APPENDIX E
DATA TABLES, QUESTIONNAIRE PART I

Table E.1 Gender of Participants

GENDER	Freq	Percent	Cum.
1	32	69.6%	69.6%
2	14	30.4%	100.0%
Total	46	100.0%	

Sum = 60.00
Mean = 1.30
Standard deviation = 0.47

Table E.2 Nationality of Participants

NATIONALIT	Freq	Percent	Cum.
1	26	56.5%	56.5%
2	15	32.6%	89.1%
3	5	10.9%	100.0%
Total	46	100.0%	

Sum = 71.00
Mean = 1.54
Standard deviation = 0.69

Table E.3 Age of Participants

AGE	Freq	Percent	Cum.
.	1	2.2%	2.2%
20	1	2.2%	4.3%
23	3	6.5%	10.9%
24	1	2.2%	13.0%
25	4	8.7%	21.7%
26	4	8.7%	30.4%
27	5	10.9%	41.3%
28	3	6.5%	47.8%
29	4	8.7%	56.5%
30	3	6.5%	63.0%
31	3	6.5%	69.6%
32	1	2.2%	71.7%
33	2	4.3%	76.1%
35	1	2.2%	78.3%
37	1	2.2%	80.4%
38	1	2.2%	82.6%
41	1	2.2%	84.8%
43	1	2.2%	87.0%
44	1	2.2%	89.1%
45	2	4.3%	93.5%
47	1	2.2%	95.7%
49	1	2.2%	97.8%
51	1	2.2%	100.0%
Total	46	100.0%	
Sum		=	1408.00
Mean		=	30.61
Standard deviation		=	8.92

Table E.4 Total Years of Teaching Experience of Participants

TYRSEXP	Freq	Percent	Cum.
1	4	8.7%	8.7%
2	5	10.9%	19.6%
3	5	10.9%	30.4%
4	8	17.4%	47.8%
5	5	10.9%	58.7%
7	4	8.7%	67.4%
8	3	6.5%	73.9%
10	2	4.3%	78.3%
11	1	2.2%	80.4%
12	4	8.7%	89.1%
19	1	2.2%	91.3%
20	1	2.2%	93.5%
24	1	2.2%	95.7%
25	1	2.2%	97.8%
26	1	2.2%	100.0%
Total	46	100.0%	
Sum		=	331.00
Mean		=	7.20
Standard deviation		=	6.43

Table E.5 BUSEL Experience of Participants

BEXP	Freq	Percent	Cum.
.	1	2.2%	2.2%
0	1	2.2%	4.3%
1	18	39.1%	43.5%
2	10	21.7%	65.2%
3	5	10.9%	76.1%
4	5	10.9%	87.0%
5	5	10.9%	97.8%
7	1	2.2%	100.0%
Total	46	100.0%	
Sum		=	105.00
Mean		=	2.28
Standard deviation		=	1.61

Table E.6 Number of Hours Participants Teach per week

HRSPW	Freq	Percent	Cum.
4	1	2.2%	2.2%
6	1	2.2%	4.3%
8	1	2.2%	6.5%
10	7	15.2%	21.7%
20	36	78.3%	100.0%
Total	46	100.0%	
Sum		=	808.00
Mean		=	17.57
Standard deviation		=	4.77

Table E.7 If Any Post of Responsibility is Held

POR	Freq	Percent	Cum.
1	10	21.7%	21.7%
2	36	78.3%	100.0%
Total	46	100.0%	
Sum		=	82.00
Mean		=	1.78
Standard deviation		=	0.42

Table E.8 Shift Participants Have

SHIFT	Freq	Percent	Cum.
1	22	47.8%	47.8%
2	24	52.2%	100.0%
Total	46	100.0%	
Sum		=	70.00
Mean		=	1.52
Standard deviation		=	0.51

Table E.9 Type of Contract Participants Have

CONTRACT	Freq	Percent	Cum.
0	3	6.5%	6.5%
1	43	93.5%	100.0%
Total	46	100.0%	
Sum		=	43.00
Mean		=	0.93
Standard deviation		=	0.25

Table E.10 Levels of Classes Participants Have

LEVEL1	Freq	Percent	Cum.
2	5	10.9%	10.9%
3	5	10.9%	21.7%
4	3	6.5%	28.3%
5	14	30.4%	58.7%
6	2	4.3%	63.0%
7	3	6.5%	69.6%
8	5	10.9%	80.4%
9	9	19.6%	100.0%
Total	46	100.0%	
Sum		=	261.00
Mean		=	5.67
Standard deviation		=	2.36

LEVEL2	Freq	Percent	Cum.
.	7	15.2%	15.2%
0	1	2.2%	17.4%
3	2	4.3%	21.7%
4	5	10.9%	32.6%
5	3	6.5%	39.1%
6	13	28.3%	67.4%
7	2	4.3%	71.7%
8	6	13.0%	84.8%
9	3	6.5%	91.3%
10	3	6.5%	97.8%
21	1	2.2%	100.0%
Total	46	100.0%	
Sum	=		259.00
Mean	=		5.63
Standard deviation	=		3.80

REMEDIAL	Freq	Percent	Cum.
0	1	2.2%	2.2%
1	7	15.2%	17.4%
2	38	82.6%	100.0%
Total	46	100.0%	
Sum	=		83.00
Mean	=		1.80
Standard deviation	=		0.45

Table E.11 Qualifications Participants Have

QUAL	Freq	Percent	Cum.
1	20	43.5%	43.5%
2	9	19.6%	63.0%
4	12	26.1%	89.1%
5	5	10.9%	100.0%
Total	46	100.0%	
Sum	=		111.00
Mean	=		2.41
Standard deviation	=		1.53

Table E.12 Length of Time Participants Intend To Continue Teaching at BUSEL

LENGTH	Freq	Percent	Cum.
0	36	78.3%	78.3%
1	5	10.9%	89.1%
2	3	6.5%	95.7%
3	1	2.2%	97.8%
5	1	2.2%	100.0%
Total	46	100.0%	
Sum		=	19.00
Mean		=	0.41
Standard deviation		=	0.98

APPENDIX F

DATA TABLES QUESTIONNAIRE PART II

Table F.1 Type of Supervision

TYPEI1	Freq	Percent	Cum.
1	36	78.3%	78.3%
2	10	21.7%	100.0%
Total	46	100.0%	

Sum = 56.00
 Mean = 1.22
 Standard deviation = 0.42

TYPEI2	Freq	Percent	Cum.
1	32	69.6%	69.6%
2	14	30.4%	100.0%
Total	46	100.0%	

Sum = 60.00
 Mean = 1.30
 Standard deviation = 0.47

TYPEI3	Freq	Percent	Cum.
1	17	37.0%	37.0%
2	29	63.0%	100.0%
Total	46	100.0%	

Sum = 75.00
 Mean = 1.63
 Standard deviation = 0.49

TYPEI4	Freq	Percent	Cum.
1	1	2.2%	2.2%
2	45	97.8%	100.0%
Total	46	100.0%	

Sum = 91.00
 Mean = 1.98
 Standard deviation = 0.15

Table F.2 Time of Observation

TIME1	Freq	Percent	Cum.
1	44	95.7%	95.7%
2	2	4.3%	100.0%
Total	46	100.0%	
Sum	=		48.00
Mean	=		1.04
Standard deviation	=		0.21

Table F.3 Sufficient Frequency of Observation

SUFFREQ1	Freq	Percent	Cum.
1	3	6.5%	6.5%
2	43	93.5%	100.0%
Total	46	100.0%	
Sum	=		89.00
Mean	=		1.93
Standard deviation	=		0.25

SUFFREQ2	Freq	Percent	Cum.
2	46	100.0%	100.0%
Total	46	100.0%	
Sum	=		92.00
Mean	=		2.00
Standard deviation	=		0.00

SUFFREQ3	Freq	Percent	Cum.
1	6	13.0%	13.0%
2	40	87.0%	100.0%
Total	46	100.0%	
Sum	=		86.00
Mean	=		1.87
Standard deviation	=		0.34

SUFFREQ4	Freq	Percent	Cum.
1	12	26.1%	26.1%
2	34	73.9%	100.0%
Total	46	100.0%	

Sum = 80.00
Mean = 1.74
Standard deviation = 0.44

SUFFREQ5	Freq	Percent	Cum.
1	19	41.3%	41.3%
2	27	58.7%	100.0%
Total	46	100.0%	

Sum = 73.00
Mean = 1.59
Standard deviation = 0.50

SUFFREQ6	Freq	Percent	Cum.
1	7	15.2%	15.2%
2	39	84.8%	100.0%
Total	46	100.0%	

Sum = 85.00
Mean = 1.85
Standard deviation = 0.36

Table F.4 Observation

OBSI1	Freq	Percent	Cum.
1	45	97.8%	97.8%
2	1	2.2%	100.0%
Total	46	100.0%	

Sum = 47.00
Mean = 1.02
Standard deviation = 0.15

OBSI2	Freq	Percent	Cum.
1	4	8.7%	8.7%
2	42	91.3%	100.0%
Total	46	100.0%	

Sum = 88.00
Mean = 1.91
Standard deviation = 0.28

OBSI3	Freq	Percent	Cum.
2	46	100.0%	100.0%
Total	46	100.0%	

Sum = 92.00
Mean = 2.00
Standard deviation = 0.00

OBSI4	Freq	Percent	Cum.
1	1	2.2%	2.2%
2	45	97.8%	100.0%
Total	46	100.0%	

Sum = 91.00
Mean = 1.98
Standard deviation = 0.15

Table F.5 Supervisor Qualities

SPVI1	Freq	Percent	Cum.
1	38	82.6%	82.6%
2	8	17.4%	100.0%
Total	46	100.0%	

Sum = 54.00
Mean = 1.17
Standard deviation = 0.38

SPVI2	Freq	Percent	Cum.
1	32	69.6%	69.6%
2	14	30.4%	100.0%
Total	46	100.0%	

Sum = 60.00
Mean = 1.30
Standard deviation = 0.47

SPVI3	Freq	Percent	Cum.
1	13	28.3%	28.3%
2	33	71.7%	100.0%
Total	46	100.0%	

Sum = 79.00
Mean = 1.72
Standard deviation = 0.46

SPVI4	Freq	Percent	Cum.
1	30	65.2%	65.2%
2	16	34.8%	100.0%
Total	46	100.0%	

Sum = 62.00
Mean = 1.35
Standard deviation = 0.48

SPVI5	Freq	Percent	Cum.
1	21	45.7%	45.7%
2	25	54.3%	100.0%
Total	46	100.0%	

Sum = 71.00
Mean = 1.54
Standard deviation = 0.50

SPVI6	Freq	Percent	Cum.
1	4	8.7%	8.7%
2	42	91.3%	100.0%
Total	46	100.0%	

Sum = 88.00
Mean = 1.91
Standard deviation = 0.28

SPVI7	Freq	Percent	Cum.
1	1	2.2%	2.2%
2	45	97.8%	100.0%
Total	46	100.0%	

Sum = 91.00
Mean = 1.98
Standard deviation = 0.15

Table F.6 Notes1

NOTES1	Freq	Percent	Cum.
1	1	2.2%	2.2%
2	45	97.8%	100.0%
Total	46	100.0%	

Sum = 91.00
Mean = 1.98
Standard deviation = 0.15

NOTES2	Freq	Percent	Cum.
1	37	80.4%	80.4%
2	9	19.6%	100.0%
Total	46	100.0%	

Sum = 55.00
Mean = 1.20
Standard deviation = 0.40

NOTES3	Freq	Percent	Cum.
1	6	13.0%	13.0%
2	40	87.0%	100.0%
Total	46	100.0%	

Sum = 86.00
Mean = 1.87
Standard deviation = 0.34

NOTES4	Freq	Percent	Cum.
1	4	8.7%	8.7%
2	42	91.3%	100.0%
Total	46	100.0%	

Sum = 88.00
Mean = 1.91
Standard deviation = 0.28

Table F.7 How Participants Feel During Observation

FEEL1	Freq	Percent	Cum.
1	17	37.0%	37.0%
2	29	63.0%	100.0%
Total	46	100.0%	
Sum		=	75.00
Mean		=	1.63
Standard deviation		=	0.49

FEEL2	Freq	Percent	Cum.
1	6	13.0%	13.0%
2	40	87.0%	100.0%
Total	46	100.0%	
Sum		=	86.00
Mean		=	1.87
Standard deviation		=	0.34

FEEL3	Freq	Percent	Cum.
1	2	4.3%	4.3%
2	44	95.7%	100.0%
Total	46	100.0%	
Sum		=	90.00
Mean		=	1.96
Standard deviation		=	0.21

FEEL4	Freq	Percent	Cum.
1	8	17.4%	17.4%
2	38	82.6%	100.0%
Total	46	100.0%	
Sum		=	84.00
Mean		=	1.83
Standard deviation		=	0.38

FEEL5	Freq	Percent	Cum.
1	12	26.1%	26.1%
2	34	73.9%	100.0%
Total	46	100.0%	
Sum		=	80.00
Mean		=	1.74
Standard deviation		=	0.44

FEEL6	Freq	Percent	Cum.
1	12	26.1%	26.1%
2	34	73.9%	100.0%
Total	46	100.0%	
Sum		=	80.00
Mean		=	1.74
Standard deviation		=	0.44

Table F.8 Diagnose

DIAGNOSE1	Freq	Percent	Cum.
.	8	17.4%	17.4%
0	2	4.3%	21.7%
1	7	15.2%	37.0%
2	29	63.0%	100.0%
Total	46	100.0%	
Sum		=	65.00
Mean		=	1.41
Standard deviation		=	0.83

DIAGNOSE2	Freq	Percent	Cum.
.	8	17.4%	17.4%
0	2	4.3%	21.7%
1	7	15.2%	37.0%
2	29	63.0%	100.0%
Total	46	100.0%	
Sum		=	65.00
Mean		=	1.41
Standard deviation		=	0.83

DIAGNOSE3	Freq	Percent	Cum.
.	8	17.4%	17.4%
0	2	4.3%	21.7%
1	13	28.3%	50.0%
2	23	50.0%	100.0%
Total	46	100.0%	

Sum = 59.00
Mean = 1.28
Standard deviation = 0.81

DIAGNOSE4	Freq	Percent	Cum.
.	8	17.4%	17.4%
0	2	4.3%	21.7%
1	7	15.2%	37.0%
2	29	63.0%	100.0%
Total	46	100.0%	

Sum = 65.00
Mean = 1.41
Standard deviation = 0.83

DIAGNOSE5	Freq	Percent	Cum.
.	8	17.4%	17.4%
0	2	4.3%	21.7%
1	2	4.3%	26.1%
2	34	73.9%	100.0%
Total	46	100.0%	

Sum = 70.00
Mean = 1.52
Standard deviation = 0.84

FEEDBACKI1	Freq	Percent	Cum.
1	7	15.2%	15.2%
2	39	84.8%	100.0%
Total	46	100.0%	

Sum = 85.00
 Mean = 1.85
 Standard deviation = 0.36

FEEDBACKI2	Freq	Percent	Cum.
1	14	30.4%	30.4%
2	32	69.6%	100.0%
Total	46	100.0%	

Sum = 78.00
 Mean = 1.70
 Standard deviation = 0.47

FEEDBACKI3	Freq	Percent	Cum.
1	22	47.8%	47.8%
2	24	52.2%	100.0%
Total	46	100.0%	

Sum = 70.00
 Mean = 1.52
 Standard deviation = 0.51

FEEDBACKI4	Freq	Percent	Cum.
2	46	100.0%	100.0%
Total	46	100.0%	

Sum = 92.00
 Mean = 2.00
 Standard deviation = 0.00

FEEDBACKI5	Freq	Percent	Cum.
1	2	4.3%	4.3%
2	44	95.7%	100.0%
Total	46	100.0%	

Sum = 90.00
 Mean = 1.96
 Standard deviation = 0.21

FREQIII1	Freq	Percent	Cum.
1	7	15.2%	15.2%
2	39	84.8%	100.0%
Total	46	100.0%	

Sum = 85.00
 Mean = 1.85
 Standard deviation = 0.36

FREQIII2	Freq	Percent	Cum.
1	15	32.6%	32.6%
2	31	67.4%	100.0%
Total	46	100.0%	

Sum = 77.00
 Mean = 1.67
 Standard deviation = 0.47

FREQIII3	Freq	Percent	Cum.
1	24	52.2%	52.2%
2	22	47.8%	100.0%
Total	46	100.0%	

Sum = 68.00
 Mean = 1.48
 Standard deviation = 0.51

FREQIII4	Freq	Percent	Cum.
2	46	100.0%	100.0%
Total	46	100.0%	

Sum = 92.00
 Mean = 2.00
 Standard deviation = 0.00

FREQIII5	Freq	Percent	Cum.
2	46	100.0%	100.0%
Total	46	100.0%	

Sum = 92.00
 Mean = 2.00
 Standard deviation = 0.00

Table F.11 If Participants Know Supervisor is Trained to Supervise

KNOWTRAIN	Freq	Percent	Cum.
.	1	2.2%	2.2%
1	25	54.3%	56.5%
2	20	43.5%	100.0%
Total	46	100.0%	

Sum = 65.00
Mean = 1.41
Standard deviation = 0.54

BELTRAIN	Freq	Percent	Cum.
.	24	52.2%	52.2%
0	1	2.2%	54.3%
1	10	21.7%	76.1%
2	11	23.9%	100.0%
Total	46	100.0%	

Sum = 32.00
Mean = 0.70
Standard deviation = 0.84

Table F.12 If Supervisor is able to Clarify Difficulties

CLARIFY1	Freq	Percent	Cum.
0	1	2.2%	2.2%
1	7	15.2%	17.4%
2	38	82.6%	100.0%
Total	46	100.0%	

Sum = 83.00
Mean = 1.80
Standard deviation = 0.45

CLARIFY2	Freq	Percent	Cum.
0	1	2.2%	2.2%
1	20	43.5%	45.7%
2	25	54.3%	100.0%

Total	46	100.0%	

Sum = 70.00
Mean = 1.52
Standard deviation = 0.55

CLARIFY3	Freq	Percent	Cum.
0	1	2.2%	2.2%
1	14	30.4%	32.6%
2	31	67.4%	100.0%

Total	46	100.0%	

Sum = 78.00
Mean = 1.65
Standard deviation = 0.53

CLARIFY4	Freq	Percent	Cum.
0	1	2.2%	2.2%
1	3	6.5%	8.7%
2	42	91.3%	100.0%

Total	46	100.0%	

Sum = 87.00
Mean = 1.89
Standard deviation = 0.38

CLARIFY5	Freq	Percent	Cum.
.	1	2.2%	2.2%
1	1	2.2%	4.3%
2	44	95.7%	100.0%

Total	46	100.0%	

Sum = 89.00
Mean = 1.93
Standard deviation = 0.33

Table F.13 Who Supervisor is

WHO1	Freq	Percent	Cum.
1	28	60.9%	60.9%
2	18	39.1%	100.0%
Total	46	100.0%	
Sum		=	64.00
Mean		=	1.39
Standard deviation		=	0.49

WHO2	Freq	Percent	Cum.
1	18	39.1%	39.1%
2	28	60.9%	100.0%
Total	46	100.0%	
Sum		=	74.00
Mean		=	1.61
Standard deviation		=	0.49

WHO3	Freq	Percent	Cum.
2	46	100.0%	100.0%
Total	46	100.0%	
Sum		=	92.00
Mean		=	2.00
Standard deviation		=	0.00

Table F.14 Observation II

OBSIII1	Freq	Percent	Cum.
1	25	54.3%	54.3%
2	21	45.7%	100.0%
Total	46	100.0%	
Sum		=	67.00
Mean		=	1.46
Standard deviation		=	0.50

OBSII2	Freq	Percent	Cum.
1	21	45.7%	45.7%
2	25	54.3%	100.0%
Total	46	100.0%	

Sum = 71.00
 Mean = 1.54
 Standard deviation = 0.50

OBSII3	Freq	Percent	Cum.
1	2	4.3%	4.3%
2	44	95.7%	100.0%
Total	46	100.0%	

Sum = 90.00
 Mean = 1.96
 Standard deviation = 0.21

OBSII4	Freq	Percent	Cum.
1	20	43.5%	43.5%
2	26	56.5%	100.0%
Total	46	100.0%	

Sum = 72.00
 Mean = 1.57
 Standard deviation = 0.50

OBSII5	Freq	Percent	Cum.
1	6	13.0%	13.0%
2	40	87.0%	100.0%
Total	46	100.0%	

Sum = 86.00
 Mean = 1.87
 Standard deviation = 0.34

OBSII6	Freq	Percent	Cum.
1	2	4.3%	4.3%
2	44	95.7%	100.0%
Total	46	100.0%	

Sum = 90.00
 Mean = 1.96
 Standard deviation = 0.21

Table F.15 Time of Observation Negotiated

NEGOTIAT1	Freq	Percent	Cum.
1	46	100.0%	100.0%
Total	46	100.0%	
Sum	=		46.00
Mean	=		1.00
Standard deviation	=		0.00

NEGOTIAT2	Freq	Percent	Cum.
2	46	100.0%	100.0%
Total	46	100.0%	
Sum	=		92.00
Mean	=		2.00
Standard deviation	=		0.00

Table F.16 How Data are Collected

DATA1	Freq	Percent	Cum.
1	3	6.5%	6.5%
2	43	93.5%	100.0%
Total	46	100.0%	
Sum	=		89.00
Mean	=		1.93
Standard deviation	=		0.25

DATA2	Freq	Percent	Cum.
1	42	91.3%	91.3%
2	4	8.7%	100.0%
Total	46	100.0%	
Sum	=		50.00
Mean	=		1.09
Standard deviation	=		0.28

DATA3	Freq	Percent	Cum.
1	25	54.3%	54.3%
2	21	45.7%	100.0%
Total	46	100.0%	

Sum = 67.00
Mean = 1.46
Standard deviation = 0.50

DATA4	Freq	Percent	Cum.
1	7	15.2%	15.2%
2	39	84.8%	100.0%
Total	46	100.0%	

Sum = 85.00
Mean = 1.85
Standard deviation = 0.36

DATA5	Freq	Percent	Cum.
1	1	2.2%	2.2%
2	45	97.8%	100.0%
Total	46	100.0%	

Sum = 91.00
Mean = 1.98
Standard deviation = 0.15

DATA6	Freq	Percent	Cum.
1	1	2.2%	2.2%
2	45	97.8%	100.0%
Total	46	100.0%	

Sum = 91.00
Mean = 1.98
Standard deviation = 0.15

Table F.17 Frequency of Observation II

FREQIII1	Freq	Percent	Cum.
2	46	100.0%	100.0%
Total	46	100.0%	

Sum = 92.00
Mean = 2.00
Standard deviation = 0.00

FREQIII2	Freq	Percent	Cum.
1	6	13.0%	13.0%
2	40	87.0%	100.0%
Total	46	100.0%	
Sum	=		86.00
Mean	=		1.87
Standard deviation	=		0.34

FREQIII3	Freq	Percent	Cum.
1	20	43.5%	43.5%
2	26	56.5%	100.0%
Total	46	100.0%	
Sum	=		72.00
Mean	=		1.57
Standard deviation	=		0.50

FREQIII4	Freq	Percent	Cum.
1	20	43.5%	43.5%
2	26	56.5%	100.0%
Total	46	100.0%	
Sum	=		72.00
Mean	=		1.57
Standard deviation	=		0.50

Table F.18 If Observation is Focused

FOCUS1	Freq	Percent	Cum.
1	37	80.4%	80.4%
2	9	19.6%	100.0%
Total	46	100.0%	
Sum	=		55.00
Mean	=		1.20
Standard deviation	=		0.40

FOCUS2	Freq	Percent	Cum.
2	46	100.0%	100.0%
Total	46	100.0%	

Sum = 92.00
Mean = 2.00
Standard deviation = 0.00

FOCUS3	Freq	Percent	Cum.
1	41	89.1%	89.1%
2	5	10.9%	100.0%
Total	46	100.0%	

Sum = 51.00
Mean = 1.11
Standard deviation = 0.31

FOCUS4	Freq	Percent	Cum.
2	46	100.0%	100.0%
Total	46	100.0%	

Sum = 92.00
Mean = 2.00
Standard deviation = 0.00

FOCUS5	Freq	Percent	Cum.
2	46	100.0%	100.0%
Total	46	100.0%	

Sum = 92.00
Mean = 2.00
Standard deviation = 0.00

Table F.19 Length of Observation

LENGTH1	Freq	Percent	Cum.
1	1	2.2%	2.2%
2	45	97.8%	100.0%
Total	46	100.0%	

Sum = 91.00
 Mean = 1.98
 Standard deviation = 0.15

LENGTH2	Freq	Percent	Cum.
1	45	97.8%	97.8%
2	1	2.2%	100.0%
Total	46	100.0%	

Sum = 47.00
 Mean = 1.02
 Standard deviation = 0.15

LENGTH3	Freq	Percent	Cum.
1	1	2.2%	2.2%
2	45	97.8%	100.0%
Total	46	100.0%	

Sum = 91.00
 Mean = 1.98
 Standard deviation = 0.15

LENGTH4	Freq	Percent	Cum.
2	46	100.0%	100.0%
Total	46	100.0%	

Sum = 92.00
 Mean = 2.00
 Standard deviation = 0.00

Table F.20 Post-Observation

POSTOBS1	Freq	Percent	Cum.
1	40	87.0%	87.0%
2	6	13.0%	100.0%
Total	46	100.0%	

Sum = 52.00
 Mean = 1.13
 Standard deviation = 0.34

POSTOBS2	Freq	Percent	Cum.
2	46	100.0%	100.0%
Total	46	100.0%	

Sum = 92.00
 Mean = 2.00
 Standard deviation = 0.00

POSTOBS3	Freq	Percent	Cum.
1	31	67.4%	67.4%
2	15	32.6%	100.0%
Total	46	100.0%	

Sum = 61.00
 Mean = 1.33
 Standard deviation = 0.47

POSTOBS4	Freq	Percent	Cum.
1	1	2.2%	2.2%
2	45	97.8%	100.0%
Total	46	100.0%	

Sum = 91.00
 Mean = 1.98
 Standard deviation = 0.15

Table F.21 If Observation Sessions and Discussions are Confidential

CONF1	Freq	Percent	Cum.
1	40	87.0%	87.0%
2	6	13.0%	100.0%
Total	46	100.0%	
Sum		=	52.00
Mean		=	1.13
Standard deviation		=	0.34

CONF2	Freq	Percent	Cum.
1	4	8.7%	8.7%
2	42	91.3%	100.0%
Total	46	100.0%	
Sum		=	88.00
Mean		=	1.91
Standard deviation		=	0.28

CONF3	Freq	Percent	Cum.
1	4	8.7%	8.7%
2	42	91.3%	100.0%
Total	46	100.0%	
Sum		=	88.00
Mean		=	1.91
Standard deviation		=	0.28

Table F.22 If Participants Prefer Observation Sessions are Kept Confidential

PREFCONF1	Freq	Percent	Cum.
1	25	54.3%	54.3%
2	21	45.7%	100.0%
Total	46	100.0%	
Sum		=	67.00
Mean		=	1.46
Standard deviation		=	0.50

PREFCONF2	Freq	Percent	Cum.
1	1	2.2%	2.2%
2	45	97.8%	100.0%
Total	46	100.0%	

Sum = 91.00
Mean = 1.98
Standard deviation = 0.15

Table F.23 If Participants are Observed Without Previous Notice

PREVNOT1	Freq	Percent	Cum.
2	46	100.0%	100.0%
Total	46	100.0%	

Sum = 92.00
Mean = 2.00
Standard deviation = 0.00

PREVNOT2	Freq	Percent	Cum.
1	1	2.2%	2.2%
2	45	97.8%	100.0%
Total	46	100.0%	

Sum = 91.00
Mean = 1.98
Standard deviation = 0.15

PREVNOT3	Freq	Percent	Cum.
2	46	100.0%	100.0%
Total	46	100.0%	

Sum = 92.00
Mean = 2.00
Standard deviation = 0.00

PREVNOT4	Freq	Percent	Cum.
1	45	97.8%	97.8%
2	1	2.2%	100.0%
Total	46	100.0%	

Sum = 47.00
Mean = 1.02
Standard deviation = 0.15

Table F.24 Feedback II

FeedbackII1	Freq	Percent	Cum.
2	46	100.0%	100.0%
Total	46	100.0%	

Sum = 92.00
 Mean = 2.00
 Standard deviation = 0.00

Feedback II2	Freq	Percent	Cum.
2	46	100.0%	100.0%
Total	46	100.0%	

Sum = 92.00
 Mean = 2.00
 Standard deviation = 0.00

Feedback II3	Freq	Percent	Cum.
1	45	97.8%	97.8%
2	1	2.2%	100.0%
Total	46	100.0%	

Sum = 47.00
 Mean = 1.02
 Standard deviation = 0.15

FeedbackII4	Freq	Percent	Cum.
2	46	100.0%	100.0%
Total	46	100.0%	

Sum = 92.00
 Mean = 2.00
 Standard deviation = 0.00

FeedbackII5	Freq	Percent	Cum.
1	28	60.9%	60.9%
2	18	39.1%	100.0%
Total	46	100.0%	

Sum = 64.00
 Mean = 1.39
 Standard deviation = 0.49

APPENDIX G BREAKDOWN OF ITEMS

The breakdown of the items in part two with respect to different observation features:

<u>Item Number</u>	<u>Code</u>	<u>Meaning</u>
1	TYPE	
2	TIME	
3	SUFFREQ	Sufficient frequency
4	OBS I	Observation
5	SPV I	Supervisor
6	NOTES	
7	FEEL	Feelings
8	DIAGNOSE	
9	FEEDBACK I	
10	FREQ II	Frequency
11	KNOWTRAIN	Know supervisor is trained to supervise
	BELTRAIN	Believe supervisor is trained to supervise (only the participants who did not know if their supervisor was trained to supervise were asked to respond to this item.)
12	CLARIFY	
13	WHO	Who their supervisor was
14	OBS II	Observation
15	NEGOTIAT	Negotiate
16	DATA	
17	FREQ II	Frequency
18	FOCUS	
19	LENGTH	
20	POSTOBS	Post-Observation
21	CONF	Confidentiality
22	PREFCONF	Prefer confidentiality
23	PREVNOT	Previous notice
24	FEEDBACK	