ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDY
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Practices and Challenges of Instructional Supervision in Secondary Schools of Nefas Silk Lafto Sub city

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Approval

The undersigned certify that we have read and hereby recommend to Addis Ababa University to accept the thesis submitted by Biruk Sintayehu Zeleke and entitled “Practices and Challenges of Instructional Supervision in Secondary Schools of Nefas Silk Lafto Sub city”, in partial fulfillment of the requirements for the award of a Masters Degree in School Leadership.

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Declaration

I, Biruk Sintayehu Zeleke, declare that this thesis, entitled “Practices and Challenges of Instructional Supervision in Secondary Schools of Nefas Silk Lafto Sub city”, is prepared with my own effort for the partial fulfillment of the requirements for the award of a Masters Degree in School Leadership. I have made it independently with the close advice and guidance of my advisor, and all sources of materials used for the study have been duly acknowledged.

Declared by:

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Signature ………………………..

Date ……………………….. 

This thesis has been submitted for examination with my approval as a university advisor.

Confirmed by Advisor

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Date ………………………..
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Abbreviations and Acronyms

AACA          Addis Ababa City Administration
AACAEB     Addis Ababa City Administration Education Bureau
ESDP           Education Sector Development Program
ETP             Education and Training Policy
FGD            Focused Group discussion
GEQIP        General Education Quality Improvement Package
MoE            Ministry of Education
NDT           Newly Deployed Teachers
NGO            Non Governmental Organizations
NSLSCEO     Nefas Silk Lafto Sub City Education Office
SCEO          Sub City Education Office
UNESCO     United Nations Educational Scientific and Cultural Organization
Abstract
The purpose of the study was to assess practices and challenges of instructional supervision in Government secondary schools of Nefas Silk Lafto Sub city in Addis Ababa City Administration and recommending possible solutions. To conduct the study, descriptive survey design was employed and different sampling technique was employed to select the sample schools and teachers. To this end, three secondary schools with 9 school principals, 9 department Heads, 9 senior teachers and 97 teachers were included in this study. Questionnaire was the main data gathering instrument for this study. Thus, 97 teachers from different levels filled the questionnaires. Focused Group discussions were held with department heads and senior teachers and interviews were conducted with school principals to enrich the quantitative data. Descriptive statistics and percentages were the main tools used in the analysis. The data gathered through interviews and from focused group discussion was discussed in line with questionnaire. The results of the study reveal that the school based instructional supervisory practice were ineffective. School based supervisors were involved in the difficult task of supervision without having prior trainings. School supervisors were also inefficient in promoting professional competence of teachers. Furthermore, the study revealed that: lack of trained supervisory personnel, lack of support like manuals, lack of training and experience sharing session, shortage of budget, big teaching load of supervisors and inadequate communication skill of supervisors hinder proper implementation of school based supervision. Finally recommendations were drawn based on the findings. The point of the recommendations include: awareness on the part of school based supervisors and teachers through trainings, workshops and discussion forums about the different strategies of supervision with the sub city education office and Education bureau in order to bring professional growth of teachers and improve their instructional practice. In addition to these; instructional supervisors should be committed to provide professional support to teachers in order to improve their instructional limitations; Moreover, suggestions were forwarded to minimize and if possible to solve the factors that hinder proper implementation of supervisory practice.
CHAPTER I: INTRODUCTION

1.1 Background of the Study

As education is a means of development much is expected from it. Education provided in a country should respond to these expectations and satisfy the educational needs as well as interests of the society and the purpose of development as much as possible.

The Educational needs and interest of the society are getting wider and more complex, to meet these interests educational system should continuously improve. One of the programs which can be used to improve the quality of education is schools instructional supervision. To come up with improved teaching learning process continuous follow up by qualified professionals is needed. Instructional supervision is mainly concerned with improving schools by helping teachers to reflect on their practices, to learn more about what they do and why, and to develop professionally (Sergiovanni & Starratt, 2007). Various authors stated that instructional supervision has a clear connection with professional development (Sergiovanni & Starratt, 2007; Zepeda, 2007).

Kutsyuruba (2003) defines professional development as:

A major component of ongoing teacher education concerned with improving teachers' instructional methods, their ability to adapt instruction to meet students' needs, and their classroom management skills; and with establishing a professional culture that relies on shared beliefs about the importance of teaching and learning and that emphasizes teacher collegiality (p. 11).

In this regard, participants in the instructional supervision process plan and carry out a range of professional growth opportunities designed to meet teacher’s professional growth, and educational goals and objectives at different levels. In doing so, beginner and experienced teachers have their own preferences and choices for various supervisory approaches, such as clinical supervision, peer coaching, cognitive coaching, mentoring, reflective coaching, teaching portfolios, and professional growth plans (Beach & Reinhartz, 2000)
In the education process the role of teachers cannot be underestimated (Glatthorn cited in Kutsyuruba, 2003). In addition improving teaching is a complex process in which many elements should interact. Teachers are in the center of this improvement process. Hence teachers acceptance and interaction with the supervisory practice, therefore, the techniques, methods, models, or processes used by supervisors at schools, provide the catalyst for any supervisory success.

Instructional supervision is an interactive process that depends on the source of supervision between the supervisor and the teacher. Therefore, assessing the practices and challenges of instructional supervision is important in implementing successful supervision (Abdulkareem, 2001).

Instructional supervision is the link between teacher needs and school goals so individuals can improve and work together towards the vision of the school (Glickman, 1990). Most researches on the quality of education focus on the key role of teachers and school leaders in bringing education quality. However, as all teachers and school leaders are not qualified enough, they need support from Instructional supervisors (Giordano, 2008:11).

Mohanty (1990) stated that in educational system, there are different variables that have their own contribution for its development. Of all, the one which is the main input and important is the teacher who needs effective instructional support. The relevant and quality education can be provided for the learners by engaging a well trained and professionally developed teachers at all levels of education.

The effectiveness and efficiency of an organization are relied on the quality of performance of the stuff. Schools are within the dynamic and changing social system, teachers and other staff Personnel’s continually face new and challenging situation every time. Thus teachers and other staff need to get appropriate supervisory support to become professionally competent.
Now a day, improving the quality of education has given priority throughout the world. To monitor the quality, the national authorities highly depend on the school supervision (De Grauwe, 2001a:13). Quality has different meanings depending on the kind of organization and the customers served (Certo, 2006:7). Particularly, education quality, according to (Dittmar, Mendelson and Ward, 2002:30) is, “the provision of good education by well prepared teachers”.

However, all teachers are not qualified enough and as a result they need support from supervisors (Giordano, 2008:11). To improve teachers’ instructional performance; the instructional supervisors should also work with teachers in fixable and collaborative style. Thus, in order to bring effective education through the improved teaching-learning process; instructional supervisors should be democratic and cooperative and should get serious attention in the school.

Researches by (Beach and Reinhartz, 2000) emphasized that the importance of the collaborative effort of all participants involved in the supervisory process. This would help in improving the way this practice is introduced and avoids any potential conflict.

In line with this, Education Sector Development Program IV [ESDP IV] by the Ministry of Education noted the importance of providing quality based instructional supervision to improve the quality of education (MoE, 2010:10).

In Ethiopia, Education inspection was introduced to the education system, about 35 years after the introduction of modern (western) type of education in the country, i.e. around 1942 (Haileselassie, 2007).

According to some literature there are forces that brought about the need for school inspection. Firstly, the fast growth of elementary and secondary schools in the empire, secondly the need for coordination of the curriculum and thirdly, and most importantly, to help teachers in the classroom activities. Since 1963 the twenty or so years old inspection was replaced by supervision (Haileselassie, 2007).
Most researches on the quality of education focus on the key role of teachers and school leaders in bringing education quality. However, as all teachers and school leaders are not qualified enough, they need support from Instructional supervisors (Giordano, 2008:11). Similarly, education in Ethiopia is passing through a period of transition from the emphasis on quantity to emphasis on quality. According to MoE, (2004), the Ethiopian government has now shifted its attention to improve quality of education. It has started quality education initiative called “General Education Quality Improvement Package (GEQIP)” of 2007.

Some of its programs were school improvement program and continuous professional development of teachers. Quality education depends on several issues, among others educational planning, management, teacher’s professional competence, and efforts of students, instructional supervision and classroom teaching-learning situation (MoE, 2002).

This current movement demands that the process of instructional supervision undergo a movement of reform and renewal. In this movement it seems essential to assess the practices and challenges of instructional supervision. Working in supervision reform without having this kind of information is a great deficiency that might misguide the efforts for improvement. Thus, personal and professional development is the outcomes of the effective instructional supervision.

Schools are the formal agencies of education where the future citizens are shaped and developed through the process of teaching and learning. So schools need to help all students to develop their potentials to the fullest level. This requires the effectiveness and commitment of the stockholders particularly teachers, school leaders and management (Aggarwl, 1985).

So schools must improve their basic functions of teaching and learning process that aims at helping and empowering all students to raise their broad outcomes through instructional improvement.
School based instructional supervision is focusing mainly on the total school improvement and quality of education provided for the learner. Supervision’s main focus became providing support for teachers and enhances their role as key professional decision makers in practice of teaching. It is believed that the improvement of schools would not be accomplished without improving teachers’ education.

Effective learning of students is promoted through the provision of effective supervisory support to teachers. In supporting the above idea, Chanyalew (2005) stated that instructional supervision are important in promoting teachers professional development as they are frequently designed to identify and exemplify various effective classroom techniques and teacher skill to promote better teaching and learning. Similarly, supervision manual of MOE (1987) illustrated the role of supervision in school system as: “Ensuring curriculum implementation, providing direct technical support to teachers, providing on job training to teachers, conducting formative education program evaluation, monitoring and evaluation.”

School based instructional supervision is focusing mainly on the total school improvement and quality of education provided for the learner. Supporting this, MOE (1995) mentioned that supervision’s main focus became providing support for teachers and enhances their role as key professional decision makers in practice of teaching.

It is believed that the improvement of schools would not be accomplished without improving teachers’ education. The quality of teachers’ education is determined by the provision of adequate supervision support from supervisors. The realization of professional competence of teachers and the quality of education remains questionable unless due emphasis is given from different level education officials to implement school based instructional supervision program effectively.
1.2 Statement of the Problem

School based instructional supervision is focusing mainly on teachers’ professional growth so as to enhance the instructional practice of the schools and to bring about the desired change of behavior on the parts of their students. School based supervisory practice of supervisors is useful for individual teachers’ development, school improvement, and fulfillment of public demands. To materialize this, school based instructional supervision should be well planned, organized and based on the interest and needs of stakeholders (students, parents, teachers and the society) Paulos (2001).

It is obvious that instructional supervision is helpful for both the professional development of teachers and for the overall improvement of the quality of education. Goble and Porter (1977:14) stated that the teachers on job are in need of in service training and support both to remedy deficiencies that they have discovered in their professional skill and to develop their potential competence in some specialized field. Similarly, West and Bollingon (1990:55) mentioned that when instructional supervision is properly managed or implemented, it is believed to have favorable consequences in developing professional competence of teachers, enhancing instructional improvement and updating curriculum contents. Thus, due attention should be given to the school based instructional supervisory practices in order to improve the teaching learning process.

The supervisory function need to participate; includes all the stakeholders who are involved in the process of improving the quality of instruction. McNell and Lucio (1979:16) indicate that Supervision today is not the responsibility of an individual or particular position; rather it is the responsibility of workers and is part of human organization.

Supervision in modern school system is cooperative endeavor. It needs cooperative effort of the entire staff in the study of educational problem of the school.
Accordingly, the school principals, vice principals, department heads and senior teachers should take major responsibility of supervisory practice with in their schools, through regular observation of teachers, and organizing workshops and meetings so as to enhance the professional competence of teachers and improve the quality of education in their school.

Different literatures indicated that, instructional supervisors play critical and undeniable role for the success of school organization (Certo, 2006:3). Earlier research findings on supervision in schools indicate that there are some problems with its practice. Opportunities that help to improve teaching and learning process were in adequate, training programs were not relevant to real professional development of teachers, there was no systematic follow up and support systems were not designed properly (MoE: 2002, Getachew, 2001 & Chanyalew, 2005).

According to (Oliva, 2005), the way teachers perceive instructional supervision in schools and classrooms were an important factor that determines the outcomes of supervision process. In addition, previous research findings related to the past supervision in schools (MOE: 2002, Getachew, 2001 & Chanyalew, 2005), indicated that there are some problems with its practice. To list some; opportunities that help to improve teaching and learning process were in adequate, training programs were not relevant to real professional development of teachers, there was no systematic follow up and support.

Because of its evaluative approaches; less experienced teachers have more negative perceptions on the practice of instructional supervision than more experienced teachers. They consider instructional supervisors as fault finders; they fear that supervisors will report their weaknesses to the school administrator and consider supervision as nothing value to offer to them and controller of their task and punish them with their faults.

In his three years experience as a secondary school supervisor ,the researcher observed that the practices of instructional supervision in many secondary schools
of the sub city show that the current instructional supervision practices have been exposed to multiple problems such as; lack of adequate professional training to newly deployed supervisors; lack of adequate professional support to newly deployed teachers; less frequent classroom visits to enrich teachers instructional competency; peer coaching by supervisor; focus of supervisors on administrative matters than on academic issues. In addition to this, the researcher have also noticed some of the challenges that the supervisors faced; like that of overburdened by other office works; supervisors seemed to devote most of their time in routine statistical data report activities rather than systematic identifications of teachers skill gap and support of teachers on their instructional activities; less acceptance by some teachers: teachers challenge to accept comments: lack of enough to budget to conduct trainings; So, relentless efforts were being made to alleviate the listed problems for the success of instructional supervision besides, the current initiation for quality of education further rationalized the researcher to deal in the area under discussion, as supervision was a quality monitoring tool. Indeed, these circumstances initiated the researcher to conduct study on the issue.

Due to this reason, the researcher intended to assess the practices and challenges of the instructional supervision process in secondary schools of the sub city.

Thus the researcher raises the following basic research questions;

1. How is supervision organized and to what extent do school based supervisors practices supervision in their school?
2. To what extent do teachers gained professional support from supervisors in order to improve their instructional skills?
3. How teachers view school based instructional supervision?
4. What are the major challenges of school based instructional supervisors?
1.3 Objective of the Study

1.3.1 General Objective
The main objective of this study was to assess the current status on practice of School based instructional supervision and to identify challenges that affect the effectiveness of School based instructional supervision in government secondary schools of Nefas Silk Lafto sub city

1.3.2 Specific Objectives
The focus of the investigation was to

- Examine the extent to which school based instructional supervision practiced in secondary schools of Nefas Silk Lafto sub city.
- Examine the extent to which school based instructional supervisory practices promote teachers’ professional development.
- Identify the major challenges of school based instructional supervisors in secondary schools of the sub city
- Recommend the necessary ways and means of improving school based supervisory practice in government secondary schools of the sub city

1.4 Significance of the Study
This study will have the following significance

- It will identify some of the problems hindering effectiveness of instructional supervision in secondary schools of Nefas Silk Lafto sub city.
- It will provide information for educational officials and stakeholders on the current status of school based instructional supervision and help them to do their share to improve supervisory practice in secondary schools.
- It will give pertinent and timely information to teachers, principals, supervisors and educational officers concerning the existing system and practice of school based supervision.
- It may also come out with some relevant suggestions and recommendations that may help instructional supervisors in schools
- It will serve as a starting point for other researchers who are interested to do their research in this area.

1.5 Scope of the Study

To make the study more manageable and feasible, the study is delimited to only three government secondary schools (9 – 10 and 9 -12) in Nefas Silk Lafto sub city. The sub city is selected by the researcher he worked for the last three years as a school supervisor. This help the researcher to easily obtain relevant information on the status of school based instructional supervision in the sub city that enriches the study. The other delimitation is the study address only on practices and challenges of school based instructional supervision in secondary schools and means of improving the current practice.

1.6 Limitation of the Study

The study had limitations in that it includes only government secondary schools in Nefas Silk Lafto sub-city of Addis Ababa city administration. Thus the outcome of the study cannot be generalized or the whole country or city, by the fact that the research was conducted in selected secondary schools of one sub city of Addis Ababa.

1.7 Definition of terms

1. **Challenges**: Problems that affect the secondary school instructional supervisors.
2. **Instruction**: Teaching in a particular subject or skills taught, the act, process or profession of teaching.
3. **Instructional supervision** supervisory activities and practices aimed at the improvement of instruction, tackling instructional problems and for the professional growth of teachers.
4. **School based supervisors** are internal supervisors i.e. principals, vice principals and school based supervision committee members (Department heads and senior teachers)

5. **School based (inbuilt) supervision** refers to a supervision that is conducted at school level by principals, vice principals, department heads and senior teachers.

6. **Secondary school** refers schools that provide secondary education, include the secondary first cycle (9-10), preparatory (11-12) or and both (9-12)

7. **Senior teachers**: refers teachers with work experience more than ten years

8. **Supervisory Practice** refers to the use of different strategies of supervision, and procedures of classroom observation.

1.8 Organization of the Study

This research is organized in five chapters. The first chapter holds the introductory part of the study which consists of background of the research, statement of the problem, significance, scope and limitation of the study. The second chapter deals with review of literature relevant to the research. The third chapter discuss about the research methodology, description of the study area, data sources, samples and sampling techniques, data gathering instruments, validity and reliability of instruments, procedure of data collection and Data presentation, Analysis of the data and interpretation of the research findings are presented in the fourth chapter. Lastly, a summary of the study, conclusions, and recommendations are presented in chapter five.
CHAPTER II: REVIEW OF RELATED LITERATURE

This chapter reviews literature related to the topic under study as documented by some authors, authorities and researchers.

2.1 Concept of Instructional Supervision

The subject matter of supervision has undergone many definitions and interpretations from modern scholars. Central to all the definitions of instructional supervision, is that supervision is basically a service, which aims at improving factors that ensure growth and development in the teaching learning process.

Various scholars define supervision differently. To mention few, Sergiovanni and Starrat (1983) define supervision as a “… set of activities and role specifications designed to influence instruction”. Ben Harris is quoted by Sergiovanni and Starrat (1985) as saying that “… supervision of instruction is directed towards both maintaining and improving the teaching-learning processes of the school”.

Neter and Krey (1971) defined supervision the phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectations of the educational system. Supervision is a critical examination and evaluation of a school as a designated place of learning so as to make it possible for necessary advice to be given for the purpose of school improvement.

Supervision of instruction is that process which utilizes a wide array of strategies, methodologies and approaches aimed at improving instruction and promoting educational leadership as well as change Glanz and Behar-Horenstein (2000). What is more, “Instructional supervision is a behavior system in school operation with distinct purpose, competences and activities which is employed to directly influence teaching behavior in such away as to facilitate student learning” (Lovell and Wiles, 1983).

A comprehensive definition of supervision offered by Robert and Peter (1989), as supervision is instructional leadership that relates perspectives to behavior, clarifies
purpose, contributes to and support organizational actions, coordinates interactions, provides for maintenance and improvement of instructional program, and assesses goal achievement.

Furthermore, Mohanty (1994) defined this concept with reference to dictionary of education “All efforts of designated school officials, toward providing leadership to teachers and other education workers in the improvement of instruction, involve stimulation of professional growth and development of teachers, the selection and version of educational objectives, material of instruction, and methods of teaching and the evaluation of instruction.

One of the major components of supervision is the improvement of instruction (Beach and Reinhartz, 2000; Glickman and others, 1998; Sergiovanni and Starratt, 1998). For instruction to improve, staff development, self-evaluation, and fostering curriculum development must be included in the supervisory processes. According to Calabrese and Zepeda (1997) supervision is “linking the facilitation of human growth to that of achieving goals. One way that in which the school as an organization can grow can be achieved through teacher development.

According to Wanzare and Da Costa (2000), who cite others, there are four key strategies for enhancing the professional growth of teachers which include: First, the establishment and subsequent administrative support of and provision guidance for a systematic, ongoing staff development program (Starratt, 1997) supported by modeling, coaching, and collaborative problem solving should focus on means of linking new knowledge, on way of thinking, and on practice given existing knowledge, experience, and values (Glickman et al., 1997).

Glickman, Stephen and Jovita (1995) mentions that supervision covers a wide range of activities but its ultimate goal is to improve teaching and learning in the institution. Musaazi (1985) is of the view that supervision of instruction is intended to improve teaching and learning process in schools. He intimated that the supervisor must take the lead in providing a pleasant stimulating and wholesome environment.
in which teachers will want to work and in which they will feel secured. It is his responsibility to ensure that teachers have ideas to work together effectively as a team in order to achieve the goals of the school.

The supervisor should endeavor to broaden the base of leadership by utilizing the full potential of teachers. That is, an inspector of education is a person responsible for working with others to increase the effectiveness of teaching and learning.

Taiwo and Melchoir (1980) writing on supervision and evaluation of instruction stated that,

*Supervision is the element of the administrative process which is concerned with efforts to guide the day to day activities of the work by stimulating, directing and co-coordinating the workers and their efforts, cultivating good working personal relationship so that they will all work towards a more efficient achievement of the task goal.*

In the school system, supervision relates to guiding and coordinating the work of teachers and all concerned with school work in such a way that student learning is facilitated. It aims at facilitating learning through planning and devising ways of improving teachers professionally, and releasing their creative abilities so that they will improve the learning situation.

Taiwo (1980) maintain that school supervision does not simply refer to that specific occasion when the whole school is examined and evaluated as a place of learning, but it also means constant and continuous process of guidance based on frequent visits which focuses attention on one or more aspects of the school and its organization, progress or initiative. It is important to note that whatever form of supervision that is carried out, it must be done to test effectiveness of the teaching in terms of achieving the objectives of education in the school.

It is evident from the above that supervision has a wider scope and it depends on the availability of human and material resources. Instructional supervision covers factors affecting teaching and learning and maximum utilization of resources towards the accomplishment of school goals and objectives.
Educational supervision is concerned with the total improvement of teaching and learning situation. In line with this, educational supervision has the following principles: there should be short-term, medium-term and long-term planning for supervision, supervision is a sub-system of school organization, all teachers have a right and the need for supervision, supervision should be conducted regularly to meet the individual needs of the teachers and other personnel, supervision should help to clarify educational objectives and goals for the principal and the teachers, supervision should assist in the organization and implementation of curriculum programs for the learners, supervision from within and outside the school complement each other and are both necessary. In general, since supervision is a process which is concerned about the improvement of instruction, it needs to be strengthened at school level, should provide equal opportunities to support all teachers, it should be conducted frequently to maximize teachers’ competency and also should be collaborative activity.

As stated in the supervision manual of the ministry of education the basic principles of educational supervision are

**Supervision is cooperative**

To create a better learning environment, supervisor is expected to work together with senior teachers, department heads, unit leaders, vice directors and administrators at local level that identify the instructional problems and prepare training based on the identified gaps to minimize the problems and simultaneously do jointly for the improvement of quality education provision. This is also a continuous process.

**Supervision is creative**

Supervisors are expected to help teachers to be creative and innovative in their teaching. This helps to fit the changing environment.

**Supervision should be democratic**

Freedom should be given for every member to try and give his or her ideas freely. The supervisor is expected to consider various factors while doing his/her activities.
Supervision is attitudinal
To create favorable environment, supervisor is expected not only to give advice but also accept comments from teachers. He/she is expected to be responsible and ready to accept change.

Supervision is evaluative and planned activity
Supervision should be based on plan. Supervisors are expected to gather data from students, teachers, parents, school administrators and parents to get information and should observe situations in the school (MOE, 1994).

2.2 Types of Supervision
Many Educationists are much concerned with the types of supervision that can improve teaching and learning in schools. According to Neagley and Evans (1970) there are two types of supervision. This includes internal and external supervision.

- **Internal supervision** is that type of supervision that is carried out by institutional heads within the institution or organization.
- **External supervision** is also refers to supervision that comes from the local, district, regional and national offices.

Neagley and Evans (1970) further maintain that internal supervision is where the head or principal in present day public school organization is the chief school administrator in the day-to-day administration and supervision of the school.

Writing on internal supervision, Elsbere and Harold (1967) explained that internal supervision is a situation by which internal measures are taken in the school to bring about improvement and accomplishment of set goals and objectives. On his part, Brickel (1961) maintains that internal supervision refers to a situation whereby teachers in the course of teaching design actions so that objectives set out could be constantly achieved.

Musaazi (1985) pointed out that internal supervision is a situation where the head teacher ensures that institutional process is improved. External supervisors play a
very significant role in school administration. Prominent among them are the supervisors and district inspectors’ team from the district education office. External supervision is therefore the supervision which comes from outside, notably from the district education office, regional or national office.  

Brief visit is where the officer focuses on one or two aspects of the school, for example, a visit to check on levies collected or punctuality of teachers. Familiarization visit is where a newly appointed officer visits schools within the circuit to get acquainted with the staff, pupils and the various communities.  

Writing on External Supervision, Brickel (1961) pointed out that the duties of the external supervisor include making the work of teachers more effective through such things as improved working conditions, better materials for instruction, improved methods of teaching, preparation of courses of study, supervision of instructions through direct interaction with the classroom teacher. Elsbere and Harold (1959) talk about laissez-faire supervision where teachers are allowed to do what they like with little direction and coercive supervision, which involves a situation where a teacher is observed teaching and after teaching his errors are pointed out to him. They also talk about coercive supervision where teachers are visited by the principal for an observation period; after the observation of the lesson, there is a conference between the teacher and the principal and the principal assists the teacher to review the lesson pointing out the strengths and weakness of the lesson.  

The writers’ again posited that supervision is training and guidance. Thus, rather than compelling teachers to observe prescribed methods, attention must be focus on the teaching and teachers. They were of the view that teachers would go to the classroom with appreciable preparation in normal schools and that supervision requires teachers to be constantly trained whiles on the job. This implies teaching the teacher how to teach.  

Beckle (1958) in his writing, on supervision as playing a complementary role in the supervisory process, He looks at external supervision as complementing the role
and duties of their internal supervisors by providing professional advice and guidance to teachers. He also maintains that the role of the external supervisor is primarily to evaluate the effectiveness of the instructional programmed, in terms of what it does to the pupils.

Musaazi (1985) talks about three types of supervision. That is, Full, Casual and Routine supervision. Supervision to Musaazi is ‘Full’ when all aspects of the organization and instructional work are carefully examined. “Routine” supervision involves discussion with teachers on specific issues and ‘Casual’ or Check up visits, are usually not informed. Here, the supervisor forms an opinion on what he sees.

2.3 Beliefs of Supervision

Writing on beliefs of supervision, Glickman, Gordon and Jovita (1995) identified most supervisors as former teachers. To them, the supervisor’s view about learning, knowledge and the teacher’s roles in the classroom influences their views on supervision.

The supervisor’s work and that of the teachers are intertwined. Teachers will want to improve children’s achievement, behavior and attitude. In a similar vein, supervisor’s main aim is to ensure that children learn well, acquire good attitudes and are well disciplined.

Glickman (1995) maintained that the purpose of supervision is to engage teachers in mutual inquiry aimed at the improvement of instruction. The supervisor and the teacher should share perception of instructional problem, exchange suggestions for solving those problems and design an improvement plan. According to Jan White, supervisors and teachers should share the responsibility for instructional improvement.

Glickman (1995) quote Reynolds as saying that the purpose of supervision is to monitor teachers to determine if their instruction includes the element of effective instruction. If those elements are observed, the supervisor should provide positive reinforcement to assume that they continue to be included in the teacher’s lessons.
Reynolds believes that if a teacher is not using or is incorrectly using the elements of effective instruction the supervisor has a responsibility to provide remedial assistance by explaining and demonstrating correct instructional behaviors, setting standards of improvement efforts. In short the supervisor should have primary responsibility for instructional improvement decisions.

According to Shawn More as cited by Glickman et al (1995) supervision should be to foster teacher reflection and autonomy and to facilitate teacher driven instructional improvement. The supervisor should be concerned with the teacher’s self-concept and personal development as well as the teacher’s performance. It is critical for the supervisor to establish a relationship with the teacher and should take the form of openness, trust and acceptance.

Shawn More maintains that the supervisor should allow the teacher to identify instructional problems, improvement plans and criteria for success. The supervisor can assist the teacher’s self-directed improvement through active listening, clarifying, encouraging and reflecting. Thus, the teacher should have primary decisions with the supervisor serving as an active facilitator.

In summation therefore, it is important to reiterate that the supervisor’s beliefs should aim at establishing and controlling the teaching and learning process in schools in order to improve pupils and teachers performance.

2.4 How Teachers View Supervision

Supervision of instruction conjures evil images in the minds of many teachers. They view supervision as poorly implemented means to weed out the poor teachers from the good without being able to differentiate between them. They see it as a subjective threat to their welfare. That is something totally divorced from the concept of growth and professional development (Dzinyela 2004).

In a study of supervision and teacher satisfaction, Fraser (1980) stated that "the improvement of the teaching learning process was dependent upon teacher attitudes toward supervision". The writer noted that unless teachers perceive
supervision as a process of promoting professional growth and student learning, the supervisory practice will not bring the desired effect.

According to Eye (1975) supervision has a history of “subservience to administrative convenience which causes teachers to view supervisors as system executioners”. He maintains that historically, supervision has meant evaluation. In the past supervision was inspection oriented with emphasis on efficiency, control, and clear subordinate super-ordinate relationship and in evaluation.

Teachers' perception of instructional supervision can positively or negatively affect the quality of education. Teachers differ in their preferences and choices of supervisory approaches Beach & Reinhartz (2000). Though there are some teachers who would like to work alone without additional support, there are other teachers who would appreciate comments about their teaching from their colleagues, supervisors, or school administrators Augustyn (2001).

Teachers equate supervision with evaluation, particularly when the criteria for evaluation have been vague, nebulous or unknown. The question people post is should supervision be synonymous with evaluation (Dzinyela 2004) Supervision of instruction involves “motivating the teacher to explore new instructional strategies”. The teacher must be made aware of the educational goals and standards to be implemented. The observer must be objective during the observation process and maintain confidentiality. It is also important for the observer to provide positive feedback and appropriate resources for the teacher to utilize. Classroom observation or supervision is seen as a way of gathering information for appraisal purposes. In this way, classroom supervision also improves the quality of children’s education by improving the teacher’s effectiveness.

2:5 Functions of Supervision

For supervision to be successful it must be used to maintain the quality of instruction. That is, it must help bring innovations in teaching methods. To be meaningful in achieving this objective, supervision must take into accounts the following functions.
Staffing function is the most effective means by which qualified or competent teachers are employed. Through proper supervision those who have and use the real professional gift of teaching will be unearthed.

The staffing function also deals with recruitment, selection, placement and activities related to conditions of employment as well as fringe benefits. It also deals with further training, retraining, promotion, demotion, transfer, dismissal and rewards. Supervision seeks to help with auditing of staff.

Supervision also has motivation and stimulation functions that are unequivocal. Even well qualified teachers who are effective and efficient somewhere along the way deteriorate and lose some of their effectiveness either through professional frustration and under utilization, or because of inept administration practices. Supervision therefore helps to remove such bottlenecks to ineffective teaching, and at the same time provides stimulus for creative work.

Hence, the motivation functions is concerned with providing a challenging environment to professional leadership, job satisfaction and more teacher participation in formulating policies which will positively impact on teachers own task performance.

Since the motivation function is a subtle one and its identification requires skill and understanding on the part of the supervisor, supervision must be carried out in such a way as to help the teacher to realize his professional capabilities, so that the desired creativity can flourish Dzinyela (2004)

Supervision helps in curriculum development. Other factors being equal, the best teaching will occur where good school programs have been developed. Even when the curriculum is constructed and imposed by the central authority, many adaptations for a local school or school system are permissible or desirable.

Another function of supervision is consultation function. Since teachers must be treated as professionals who have code of ethics, for specialized education and a desire to be self directing, the consultation function of supervision seeks to help with their continuous professional development. Actually, this function includes all those
activities ordinarily designed as in-service education. As the supervisor goes to the field and notices a weakness in the teacher he may sit him down and do one of the following:
Recommend a book, a magazine, a journal or a newspaper clip that addresses that felt need of the teacher, again an in-service course may be organized for the teacher, aimed at solving a specific problem. The teacher may be encouraged for a higher study or attend subject grouping seminar etc. or read materials connected to his profession.
Supervision exposes leadership competency in the supervisor and gives him the platform to help promote teaching and learning. When teachers are attracted to their defensive attitude, they co-operate willingly and this exposes the supervisor as contributing to the development of the profession.

2.6 Characteristics of Modern Supervision

Professional literature is full of the theory of modern supervision. Expression such as “democratic”, “team effort”, “group productiveness” and “healthy rapport” have been lavishly used to show the distinction between modern supervision and classical or traditional supervision.
Goldhammer, Anderson and Krajewsiki (1980) were of the view that all decisions of any importance in the modern school system should involve the entire staff, and each professional staff must feel that he is a part of the team. The writers in their books have considered the principles of group dynamics and democracy as paramount in modern supervision.
To ensure ultimate realization of individual’s potentials and society as a whole, Neagley and Evans (1970:5) have summarized the characteristics of modern supervision as follows.
The establishment and maintenance of satisfactory human relations among all staff members is primary. The ultimate worth of each individual must be basic in the philosophy of a school system and its administrators. Any supervisory programs will succeed only to the extent that each person involved is considered as a human
being with a unique contribution to make in the educative process. Relationships among all personnel must be friendly, open, and informal to a great extent. Mutual trust and respect are essential and the person in the supervisory role must set the tone.

It is increasingly apparent that the realities of today’s world demand better human relationships if mankind is to survive. It is therefore imperative that the school staff, potentially one of the most influential groups of individuals in society, has the opportunity to develop and maintain a high level of personal interaction. According to Wiles (1960:1443) “A group’s productiveness is affected by the quality of its human relations, and the supervisor must work constantly for the improvement of group cohesiveness”. The selection of administrators and supervisors with a fundamental philosophy of positive human relationships is obviously essential to the implementation of this principle.

Modern supervision is democratic, in the most enlightened sense. ‘Democracy’ does not mean ‘laissez-faire’, with each staff member proceeding as he pleases. Rather, the term implies a dynamic, understanding, and sensitive leadership role. Throughout the history of democratic institutions the importance of the leader is emphasized. On a school staff, different individuals may assume leadership at various times, but real, affirmative guidance is continually needed to focus attention on the improvement of instruction and to involve actively all concerned persons.

A healthy rapport should exist among staff members in an atmosphere of give and take, which is conducive to objective consideration of the educational theories and problems of the day and of the school. A co-operative and creative approach to topics of joint concern is basic. Ideally, no personality, including the administrator or supervisor, dominates the group, but the considered judgments of all are felt to be rightful veto power or cast the deciding vote. However, most decisions should be made by consensus after thorough research and adequate discussion in the area understudy.
Too many voting situations may result in division of the staff, particularly if some persons find themselves in the minority on several successive occasions Neagly and Evans (1970).

Individuals should be included in basic policy planning, in studies of the instructional program, and in all fundamental changes, which affect them or their position directly. This does not mean that everyone must or should be involved in every decision. The person in the supervisory position has the responsibility for deciding when individuals should be consulted. This is one of the most difficult tasks and points out the need for real stature in personal leadership. When people are involved, then, there must be evidence that their creative participation is eagerly sought and that their contributions to the group decision are significant. There is absolutely no place in democratic supervision for “window dressing” or autocratic administrative action based on token staff consultation Neagly and Evans (1970).

In sum, as indicated by Neagly and Evans (1970) democracy in supervision means active, co-operative involvement of all staff members in aspects of the instructional program which concern them, under the leadership of a well-informed, capable, and discerning administrator or supervisor who believes in the primacy of positive human relationships.

According to Dzinyela (2004) modern supervision is comprehensive in scope. As indicated earlier, it embraces the total public school program, kindergarten through the primary or Junior Secondary. The curriculum is, or should be in developing ongoing process involving the child from kindergarten enrolment through the primary school to the Junior Secondary School.

Nakpodia (2006) asserts that instructional supervision in the modern era centers on the improvement of the teaching learning situation for the benefits of both the teachers and learners, helps in the identification of areas of strength and weaknesses of teachers, follow-up activities that should be directed at the improvement of identified areas of teachers’ weaknesses and give recognition to the teachers and create a cordial working atmosphere based on good human relations. Moreover, it
helps the teachers in terms of self-discovery particularly in the areas of improvisation and use of modern teaching aids as a basis for improving teaching strategies.

Fullan (2006) have underscored the critical importance of supervision role in high-quality instruction and its systematic delivery as most necessary in order to ensure continuous improvement and ongoing academic success.

2:7 Qualities of a Supervisor

A supervisor in his own capacity is regarded as an instructional leader. He is expected to perform functions and to fulfill the expectations, aspirations, needs and demands of the society in which he operates. The implementation of supervision requires personnel of high educational leadership. Supervisor should be equipped with skills and knowledge to be able to carry out his duties with ease. Neagley and Evans (1970) have identified the following qualities of a supervisor.

In the first place, the modern supervisor must have the personal attributes of a good teacher. He needs to be intelligent, demonstrate a broad grasps of the educational process in society, good personality and great skills in human relations. He must demonstrate love, interest for children and their learning problems. The supervisor needs to show a working understanding of the team concept in democratic supervision.

In addition to these, the supervisor must be willing to subordinate his own personal ideas to the combine judgment of the team at times. He must possess the ability and fortitude to hold to his convictions. A good supervisor should always be guided by the findings of educational research and should have enough time for good opinion in-group discussion and individual conference. Moreover, the supervisor cannot possibly be expert in all the fields which he co-ordinates. His knowledge should include the use of resource materials in the school, supervision and improvement of instruction.
He may be a specialist in certain disciplines but he has to be generalist in his approach to total school program. In short, Neagley and Evans (1970) maintained that the modern supervisor must be capable, well trained in education and psychology, expert in the democratic group process. He recognizes his role as a leader and co-operatively involves his fellow administrators and teachers in all major decisions affecting them and the teaching-learning situation.

According to Wiles (1967) supervision involves providing effective leadership within the staff. To do this, he should seek constantly to improve his sensitivity to his estimates of group opinion on important issues to become more co-operative in his working relationships and to seek to establish higher goals for him and to interact more frequently with those in the group with which he works. A good supervisor should be patient, understanding and needs to relate very well with people. With these in mind, the supervisor is likely to achieve his objectives.

2:8 Role of the Supervisor

Asiedu Akrofi (1978) stated that, the supervisor’s role is to work co-operatively with the teachers to create favorable circumstances for learning in schools. According to Asiedu- Akrofi, the supervisor did the following:

Looks for a teacher’s hidden talent and encourages it to come out. Establishes good rapport between his co-workers since that will ensure the smooth running of the school.

Provides leadership amongst teachers that is the supervisor’s skills and experiences should readily be placed at the service of teachers, has great respect for a teacher’s initiative, experimentation and sense of creativity. Thus, the circumstances under which every teacher’s action takes place in the classrooms needs clear understanding before any relevant advice can be given by the supervisor.

Neagley and Evans (1970) suggest the following as some of the supervisory activities that a supervisor should concern himself with: Individual teacher conference, Regular classroom visitations, Action research in the classroom, Co-ordination of special subjects, Demonstration and substitute teaching on occasions, Planning and
presenting service programs and active role in curriculum development. It is important to note that, the supervisor should devote part of his time to plan for teacher conferences, classroom visitation, action research, curriculum development and other supervisory activities.

Finally, the supervisor must be up-to date in his knowledge of psychology of learning and principles of education since such knowledge greatly influences the effectiveness of instruction as (Hammock & Robert 2005).

Within the school system, the supervisors are the school principal, vice-principals, the department heads and the senior teachers. Thus, the educational programs supervision manual of Ministry of Education has sufficiently listed the roles of supervisors at the school level as follows (MoE, 2002).

**The Roles of School Principal in Supervision:**

The school principal in his/her capacity as instructional leader, his/her responsibilities would be; creating a conducive environment to facilitate supervisory activities in the school by organizing all necessary resources; giving the professional assistance and guidance to teachers to enable them to realize instructional objectives; and supervise classes when and deemed necessary; coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large; coordinating the staff members and other professional educators to review and strengthen supervisory activities and cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations (MoE, 2002).

**The Roles of Deputy Principals in Supervision**

Besides assisting the principal of the school in carrying out the above responsibilities, the school vice-principal is expected to handle the following responsibilities: giving overall instructional leadership to staff members; evaluating lesson plans of teachers and conducting the classroom supervision to ensure the application of lesson plans and; ensuring that the curriculum of the school addresses the needs of the local community (MoE, 2002).
The Roles of Department Heads in Supervision

Because of their accumulated knowledge, skills and abilities in the particular subject as well as in the overall educational system acquired through long services / experience; the department heads have the competence to supervise educational activities. Therefore, the supervisory functions to be undertaken by the department heads are: regularly identify any instructional limitations of teachers in the classrooms and indicate solutions; identify the lack of abilities to manage students in the classroom during teaching learning in the respective departments; identify the student evaluation skill gaps of teachers; facilitate the availability of instructional materials and encourage teachers to use it appropriately; encouraging teachers to conduct action research so as to improve and develop subjects they teach and methods of teaching such subjects; advice teachers to use active learning in the classroom; facilitate experience sharing programs; coordinating evaluation to the department curriculum and organize workshops, conferences, seminars, etc, to tackle identified problems of the curriculum and; encouraging staff members to conduct meetings regularly to make periodic evaluations of their activities and to seek solutions to instructional problems (MoE,2002).

The Roles of Senior Teachers in Supervision

According to the career structure developed by (MoE, 2002) on the basis of Ethiopian education and training policy, high-ranking teacher, associate head teacher and head teacher are considered as senior teachers. Thus, such teachers because of their accumulated experience in specific subject area/areas are well positioned to supervise other teachers within their department.
2.9 Techniques of Instructional Supervision

Supervisors/ Principals struggle to sort out those aspects of schooling that need to be kept more or less uniform and those aspects that call for diversity and supervisors should match appropriate supervisory approaches to teachers’ level of development needs. Accordingly, authors in the field proposed that every school could develop five approaches of supervision which provide every teacher the opportunity to play their roles and functions. These are:

1. Clinical Supervision

Clinical supervision is a method of applying clinical procedure in to improvement of teaching. The supervisors try to help willing teachers to improve their deficiencies in teaching by first identifying the problem jointly and then seeking for possible solutions.

Haileselassie (1997), quoted clinical supervision refers to face to- face contact with the supervisor and the teacher intent of improving instructions an increasing professional growth.

The supervisor takes its principal data from the events of the classroom. The analysis of this data and the relationship between teacher and supervisor from the program, procedures and strategies designed to improve the students learning and improving the teacher’s classroom behavior.

Sergiovanni (1998:225) expresses clinical supervision as follows:

*The purpose of clinical supervision is to help teachers to modify the existing patterns of teaching in ways that make sense to them. Evaluation is, therefore, responsive to needs and services of the teacher. It is the teacher who decides the course of a clinical supervisory cycle, the issues to be discussed and for what purpose. The supervisor’s job, therefore, is to help the teacher select goals to be improved and teaching issues to be illustrated and to understand better her or his practice. This emphasis on understanding provides the avenue by which more technical assistance can give to the teacher; thus, clinical supervision involves, as well, the systematic analysis of classroom events.*
Clinical supervision as a process for developing responsible teachers who were able to evaluate their own instruction, who were willing to accept criticism and use it for change, and who knew where they were headed in their own professional growth. According to, (Beach and Reinhartz, 2000) indicated “if schools are to improve the quality of instruction, it will be at the local building with the teacher at the heart of the improvement process (productivity through people)”. Scholars in the field have differences on the procedures of classroom instructional observation, but all follow the same basic pattern except the differences in naming the process or steps. Hapikins (1994:56) organized classroom observation in to planning conference, classroom observation and feedback conference. According to, (Goldhammer, 1969) proposed the following five-stage process in clinical supervision.

A. Pre-observation Conference

Accordingly the pre-observation conference (behavior system) provides an opportunity for the supervisor and the teacher to establish relationship mutual trust and respect. The teacher and supervisions get to know each other as fellow professionals. So that it is essential to the establishment of the foundation for the observation and analysis of teaching. This approach is most suitable because the expertise, confidence, and credibility of the supervisor clearly outweigh information, experience, and capabilities as cited by (Glickman et al., 1998).

To sum up, the main objective of pre observation conference should focus on establishing teacher’s acceptance and agreement. To this end, teachers together with their supervisors have much opportunity in discussing and deciding on the purpose, criteria, frequency, procedures, instruments and follow up activities prior to the actual classroom observation.
B. Classroom Observation
In this stage the supervisors observes the teacher at work during formal lesson. Observation creates opportunities for the supervisor to help her/his test reality, the reality of his/her own perceptions and judgments about teaching. To this end, Acheson and Gall (1997) agree that the selection of an observation instrument will help sharpen the teacher’s thinking about instruction.
Indeed Goldhammer (1980) proposes, “If supervisors were to spend more of their energy in the classroom visits followed by helpful conference, we believe that teacher would probably have more friendly attitudes toward supervision”. There is no other equally important choice than classroom visits for the betterment of instructions. Classroom observation is a valuable means to obtain first hand information and experience of the classroom atmosphere.

C. Analysis of the Observations
As soon as the observation conducted, the supervisor organizes his observation data into clear discipline for feedback to the teacher. Collect, analyze, and present data gathered during classroom observations for post observation conferences, with the goal of strengthening instruction to improve student achievement (Glickman, 2000 and Zepeda, 2007).

D. Post-observation Conference
In this stage the major purpose of supervisor is to give feedback to the teacher about his/her performance. Research demonstrates that teachers are likely to change their instructional behaviors on their own after their classroom has been described to them by a supervisor. Whether or not any positive change occurs depends on the quality of feedback that is provided.

E. Post-conference Analysis
The final phase in the clinical model is an evaluation of the process and outcome. It is a means of self improvement for the supervisor. It is the time when the supervisor assesses the nature of communication during conference, the effectiveness of the strategies used, the role of the teacher during the conference
and the extent to which progress was made on the issue that were discussed. In supporting this stage, the supervisor must see his role as trying to help teachers achieve purpose in more effective and efficient way. Many of instructional supervisors do not use this as a means of inputs for themselves for the next stage of clinical supervision and did not evaluate the all processes that have been conducted before. So, from the researchers’ point of view, supervisors should tip out the main gaps from what have been observed and conduct further study on the improvement of specified gaps. In this case, it is possible to argue that clinical supervision is a supervisory approach which helps to improve the professional practice of teachers so that they can meet the professional standards set by the school community.

2. Collegial Supervision

Several authors in the field of supervision propose collegial processes as options for supervision of teachers (Sergiovanni and Starratt, 1998). They describes cooperative professional development as a process of fostering teacher growth through systematic collaboration with peers and includes a variety of approaches such as professional dialogue, curriculum development, peer observations and feedback, and action research projects. Supervisors help to coordinate the collegial teams and monitor the process and goal attainment. Other terms that describe forms of collegial supervision include mentoring, cognitive coaching, and peer coaching. In this option supervisor’s role is that of active participation in working with the teacher. It can start with the lesson planning phase and goes through the whole process of teaching learning process. The supervisor and the teacher can engage in a sort of action research whereby they pose a hypothesis experiment and implement strategies towards reasoned solutions. Gebhard, quoting Cogan, states that teaching in mostly a problem-solving process that requires a sharing of ideas between the teacher and the supervisor.
3. Informal Supervision

Informal supervision is comprised of causal encounters that occur between supervisors and teachers and is characterized by frequent informal visits to teacher's classroom; conversation with teachers about their work and other informal activities. Typically no appointments are made and classroom visits are not announced. In selecting additional options, supervisors should accommodate teacher preferences and honor them in nearly every case (Sergiovanni and Starratt, 2002).

4. Self- Directive Supervision

Self-directed supervision is another current model of supervision (Sergiovanni and Starratt, 1993). In this approach, teachers set goals for their own professional development and present a plan for achieving these goals to a supervisor. At the end of a specified period of time, the teacher and supervisor conference to review data that represents the teacher’s work toward the goal and reflect upon what was learned before setting a new set of goals. Others refer to this as goal-setting or performance-objectives models. This model describes idea of helping the teacher is seen as one that makes the supervisor as a “Know-all and the supervisee as a seeker of help”.

Other researcher, Fanselow (1990) started by exploring a more reasoned method of benefiting a teacher in training. He proposes that teachers should try to see teaching differently by observing others teach or discussing their own teaching with others. Thus concludes that whereas the usual aim of observation and supervision is to help or evaluate the person being seen, the aim the author prose is self exploration, seeing one’s own teaching differently, observing others or ourselves to see teaching differently is not the same as being told what to do by others. Observing to explore is a process; observing to help or evaluate is providing a product.

5. Inquiry Based Supervision

It is a supervisory strategy, which brings teachers to work collaboratively to solve problems as in the form of action research. Therefore, the teacher is expected to work
closely with the inbuilt supervisory in identifying problems and developing a strategy for its solution and in sharing the findings and conclusions. Emphasizing this Loeper (1969) point out that “supervision and action research are the indispensable guardians of teachers growth”. Hence, it is suggested that if supervision is to help solve instructional problems, and improve the teachers’ professional skill in dealing with these problems-inquiry-based supervision is a preferable approach to employ together with the other approaches of supervision.

**Prospects of Instructional Supervision**

A more humanistic explanation of supervision was given by (Beach and Reinhartz, 2000) in which instructional supervision needed to be viewed as a process that centers on instruction and provides teachers with feedback on their teaching so as to strengthen instructional skills to improve performance. Thus, the purpose of instructional supervision is to focus on teachers’ instructional improvement which, in turn, improves student academic achievement.

### 2.10 Approaches to Educational Supervision

Authors in the field identified six approaches for educational supervision. These are Directive supervision, Alternative supervision, Collaborative supervision, Non-directive supervision, Self-help-explorative and Creative supervision (MoE, 1994). These models are discussed as follows:

**Directive supervision**, the supervisor shows the 'best' teaching methodology for the teacher and then evaluate whether or not the teacher used this methodology in the classroom. The drawbacks of this model are, there is no evidence that the indicated methodology is best or not; teachers remain inactive; and teachers lack self-confidence.

**Alternative supervision** the supervisor conducts class observation. After class observation, the supervisor shows other alternatives for the teacher, considering the method use by the teacher as one alternative. Thus, the supervisor do not enforce the teacher to follow one best method, rather he/she motivate the teacher to consider other alternatives (MoE, 1994).
Collaborative supervision both the teacher and the supervisor actively participate and discusses together to solve the problem in the teaching learning process. In this approach, the willingness of the teacher to work together with the supervisor is very important.

Non-directive supervision the supervisor is expected to listen and respect the opinion of the teacher. The supervisor should explain ideas for the teacher and seek reasonable justification from the teacher. This model helps avoid self defending by teachers. While using this method for in experienced teachers, care should be taken.

Self-help-explorative supervision the teacher and supervisor continuously work together, until the supervisor believes that the teacher achieved the intended objective. This approach tries to narrow the gap between the supervisor and the teacher.

The Creative supervision approach believes in creativeness and use of various supervision methods. This can be achieved by integrating various supervisory approaches; not limiting supervisory activities for one individual (supervisor); and using methods that are effective in other fields (MoE, 1994).

2:11 Principles governing the Operation of Supervision

According to Mankoe (2002) there are many principles, which a supervisor needs to consider before conducting effective supervision. These principles include the following.

- Good supervision should project the following

  Supervision should be sensitive to ultimate aims, values and policies of education. Supervision should be sensitive to facts and laws, experimental attitude, constant re-evaluation of aims and values, policies, materials and methods of teaching.

- Supervision should be democratic

  This means that supervision should provide opportunity for the co-operative formulation of policies and plans; contribution from all, it should also stimulate
initiative, self-reliance and individual responsibility on the part of all persons in the discharge of their duties. Moreover, supervision should respect personality and individual differences between personalities, and seek to provide opportunities for the expressions of each unique personality. More importantly, it should be based on the assumption that educational workers are capable of growth. It should accept idiosyncrasies, reluctance to co-operate antagonism as human characteristic, just as it accepts reasonableness, co-operation, and energetic activity.

- Good supervision should employ scientific methods and attitudes in so far as those methods and attitudes are applicable to the dynamic social processes of education, should utilize and adapt to specific findings concerning the learner, the learning process, the nature and development of personality, and co-operate from time to time in pure research. Supervision should also employ the processes of problem solving techniques in studying, improving and evaluating its products and processes.

Whatever technique supervision may employ, it should constantly derive and use data and conclusion, which are more objective, more precise, more sufficient, more impartial, more expertly secured and systematically organized and it also proceeds by means of an orderly co-operatively planned and executed series of activities.

Supervision is becoming professional. i.e. it is increasingly seeking to evaluate its personnel, procedures and results, and it is moving toward standards and toward self- supervision (Sergioranni & Sarratt 1988). Furthermore, administration and supervision are co-ordinate, corrective and complementary.

2.12 Practice of Educational Supervision in Ethiopia

Education inspection was introduced into the educational system in Ethiopia about 35 years after the introduction of modern (western) type of education into the country. Although, available sources do not agree on a specific year, there is evidence to believe that school inspection was for the first time introduced in the early thirtieth Haileselassie (2007)
Hence, supervision has been practiced in this country for long periods. However, its development was not quite sound. Besides, it seemed simply changing the terms supervision and inspection. With this in mind, the history of educational supervision has been passed through four periods. The development of educational supervision in different periods in Ethiopian context as indicated by Haileselassie (2007)

- **The First Period (1942-1962) Administrative Inspection**
  Direct inspection though visits. Collect and compile statistical data on number of students and teachers, number of classroom and class size and finally produce reports to be submitted to the Ministry of Education. Curriculum related tasks: allocation of suitable textbooks; preparing and developing curricula for all grades. Staff recruitment: conducting rigorous examinations and interviews to recruit teachers.

- **The second period (1963-1981) Instructional Supervision**
  The major preoccupation of supervision had been administrative activities such as teachers’ placements and transfers, managing and coordinating national examination; assisting education officers at various levels.

- **The third period (1982-1995) Administrative Inspection (re instituted)**
  Staff development through in-service training, establishment and strengthening of model schools and planning instructions were put as duties of inspectors. Inspectors’ was focused on administrative, financial, property and utility management. Processional help were more neglected and attention was given to administrative activities.

- **The fourth period (1994 to date) Democratic Educational Leadership**
  It is an educational program on supervision and an important aspect of educational management which envisaged as democratic educational leadership. It seeks the participation of all concerned bodies in all spheres of the educational establishment in terms of decision-making, planning and development of objectives and teaching
strategies in an effort to serve the beneficiaries” (students) through the continues improvement of the teaching-learning process.

Now a day in Ethiopia the forces that brought about the need for supervision of instruction in the school system of the country include: Because we have very large classes, an increase in the numbers of secondary school pupils and the scope of secondary education; to improve the deteriorated quality of education., there is shortage of certified teachers in the class room activities, has brought with it instruction problems which provide strong evidence of the need for supervision of instruction. Gaps in teachers’ methodological knowledge have been well documented in the other parts of the world (Ball and MacDiarmid, 1990).

The secondary school teachers of today have more difficult instructional problems to deal with in such matters as the method and material of instruction for widely different pupils. The above variables which paved the need for quality supervision became a motto to improve instruction in today’s primary and secondary schools of the country’s education system.

2.13 Supervisory Leadership Skills

Like other professionals, instructional supervisor should apply some required skills in their field of work i.e. in the supervisory activities. As stated from different literatures, (Glickman, 2004) educational supervision requires necessary professional skills in helping and guiding teachers as ultimate end to increase opportunity and the capacity of schools to contribute more effectively students’ academic success. Thus, according to them, the important skills that the educational supervisors should posses are:

1. **Human Relation (Interpersonal) Skills** these skills consist of the ability to understand the feeling of others and interact with them positively for harmonious and peaceful environment of the working area. Attention has to be given for such skills, because it results success if good relation of supervisor and teachers achieved and causes failure if bad relation is attained (cited in Million, 2010). From supervisor position, he further argued that it is in humanistic
relations that the supervisor plays a Kay role in initiating people to work effectively and efficiently together. The supervisor as a leader must have a strong interest in and concern for the human welfare who work in the organization. For this reason, supervisor ought to have an understanding of the principles of humanism that best sweet them in day-to-day relationship with teachers. As, Dull cited in (Gashaw, 2008) visualize humanism as “being genuine, caring, accepting, and empathetic and trusting unselfishly committed to giving time energy, and talents to helping others”. Thus, supervisors need to establish a worm, congenial, human relationship with teachers and seeks to develop a social and educational climate that fosters excellence in all aspects of the school program. On the other hand developing educational and social climate only would not strengthen teachers-supervisors intimacy. Hence, supervisors have to leader for teachers’ voice and give appropriate recognition. For this reason, teachers’ performance will be enhanced.

2. **Conceptual Skills** A conceptual skill involves the formulation of ideas, understand abstract relationship, develop ideas, and problem solving creativity. Meaning a supervisor has to be a resource person (Allen, 1998). He has to have conception as such on policies proclamations and guidelines those different activities to be led. He/ she have to be a creative person to perform the task effectively and tackle problems to facilitate situations. Thus, supervisors in this respect need to have conceptual skills for effective practices of supervision. As, Betts cited in (Gashaw, 2008) “A supervisor needs reasonableness, judgment, and acute mind with plenty of common sense quick witted, able to distinguish between major and minor problems, apportioning sufficient item to deal with each problem and understand clearly the many and varied written and spoken instructions and be able to pass on information clearly to a number of different types of subordinates”. According to Ayalew Shibeshi (1999) this skill relates to the ability to integrate and coordinate the organizations activities. It concerns the ability to see the “total picture” how different parts of the organization fit
together and depend on each other, and how acing in one part of the organization can influence a change in another part.

3. **Technical Skills**  This skill consists of understanding and being able to perform effectively the specific process, practices, or techniques required of specific jobs in an organization. Thus, as Mosley cited in (Gashsw, 2008) the supervisors need to have enough of these skills to perceive that their day-to-day operations are performing effectively i.e; this skill involves processes or technical knowledge and proficiency of a specific area. In the context of education, technical skill refers to know and understand how the process and techniques which enables teachers to perform a given task during the teaching-learning process. For this reason, instructional supervisors need to have competence regarding technical skills. In this way Chandan cited in (Gashaw, 2008) this skill is “a skill basically involved the use of knowledge, methods, and technique in performing a job effectively”. So the supervisors can play the role of instructional leadership in promoting teacher development and building professional community among teachers that leads them to effective school workers”. Having this in mind, other scholars emphasized this idea, (Glickman, 2004) with identifying three types of technical skills required for effective supervisory performances.

4. **Assessing and planning skills:** Assessing involves determining where the supervisor and his/her staff have been and where currently they are. Whereas, planning involves deciding where the supervisor i.e., his/ her staff want to reach the final destination. In doing so, assessing and planning skills are very crucial to supervisor in setting goals, activities for him/her as well as teachers.

5. **Observing skills:** Observing seems simple that anyone with normal vision appears to be observing every moment his/her eyes are open. But, observation according to (Glickman, 2004) is two-part process that involves first describing what has been seen and then interpreting what it means. Since the goal of supervision is enhancing teachers tough and commitment about improving the classroom and the school practice, observation should be used as base of information
(Sargiovanni and Starratt, 2002). To sum up supervisors should have required observation skill competency that help them to measure what is happening in the classroom and instructional practice, to understand teachers perception toward the practice and finally to judge as well as to infer those happenings and practices.

6. **Research and evaluation skills:** As principal, one must critically question the success of the instructional programs and determine what changes need to occur. According to, (Glickman, 1990) cautions that decisions about instructional changes should be made from a base of comprehensive and credible data about students and that those affected most directly by instructional change i.e., teachers should be involved in defining, implementing and interpreting the research and evaluation agenda. A comprehensive evaluation can provide information regarding the success of instructional programs, but evaluation outcomes vary and it is important to recognize that the outcomes will determine which type of evaluation will be implemented. To this end, (Glickman, 1990) outlines the functions of three kinds of evaluations. The trustworthiness or implementation evaluation basically examines whether the program took place as planned; the product or outcome evaluation determines achievement of objectives; and the serendipitous evaluation examines unforeseen consequences. It is important to select instruments that will measure what it is that you want to assess, keeping in mind that decisions regarding instructional change should be made using multiple sources of data.

2.14 Problems of Instructional Supervision

According to, Bernard and Goodyear (1998) stated that a supervisor will not be able to carry out instructional evaluation effectively if he/she is not well qualified and trained in techniques of evaluation; a sound up date knowledge of the subject matter, a good organizing skill, and ready to accept teachers idea and interest. Scholars, Danielson and McGreal (2000) cited limited supervisors experience and a lack of skills as being problems in teacher supervision. He also reported that
supervisors did not have enough training in providing constructive feedback while maintaining relationships. According to Cogan (1973), one of the most important factors that affect supervision effectiveness is the “un clarified, ambivalent relation of teachers to supervisors”. He goes on to say that “… teachers as a whole saw the supervisor’s job as to effectively bar himself from many areas of direct action with the teacher out of fear of arousing resentment and distrust”.

Summary of Review of Related Literature

The chapter focused on the concept of supervision and interrelated issues. A number of scholars have stated that supervision helps to promote effective teaching and learning. A number of researchers have also attempted to explain the concept as actions taken to improve instructional objectives and improve conditions that promote learning and assessment. Instructional supervision is concerned with a lot of things: the curriculum materials of instruction, facilities and equipment, assistance of all educators in the school to make better instructional decisions. From the literature reviewed it is supervisee.

There are several challenges that affect supervision in schools. Some of the challenges are: Teachers Perception of Instructional Supervision, Lack of Adequate training, Lack of continuous support and Teacher-Supervisory Relationship. To minimize factors that affect supervisory practice, instructional supervisor should apply the required skills in their field of work i.e. Human relation skill, conceptual skill, Assessing, planning, observing, research and evaluation skills. They also well to communicate with teachers about the objective of instructional supervision, continuous and sufficient training for supervisors to update their educational knowledge and skill and provide material inputs.

In general, for effective teaching and learning, there should be continuous support, follow up and evaluation. The supervisor’s evaluation activity is exercised with the co-operation of teachers for the purpose of instructional improvement and to enhanced student learning.
CHAPTER III: THE RESEARCH DESIGN AND METHODOLOGY

3.1 The Research Method

The descriptive survey research method is employed to study the problem. It is designed to be used, because the method can provide precise information concerning the current status of school based instructional supervision in the study area. Besides, it helps to draw valid general conclusions.

According to Gay (1992) descriptive survey involves collecting data in order to test hypothesis or answer questions concerning the current status of the subject of the study. It concerns itself with the present status of a phenomenon. It also deals with what exists, such as determining the nature of prevailing conditions, practices and attitudes.

Therefore, in order to identify and analyze the existing conditions of school based practice of instructional supervision, compare its existing condition with the reviewed research findings of the past and to draw a general conclusion of the study, the researcher is interested to use this research method of the study. Besides, qualitative research methodology is employed as a supplementary to the study with the information gained from semi structured interview made with school principals and FGD hold with senior teachers’ and department heads.

As it involves measurements and systematic statistical analysis on one hand and it involves interviews and focused group discussions. The research combines both approaches, (i.e. mixed approach) to address the purpose of the study.

3.2 Source of Data

The source of data for this study were school teachers, school based supervision committee members (senior teachers and department heads), school principals and vice principals in the sample secondary schools in Nefas Silk Lafto sub city.
3.3. Sample and Sampling Techniques

The study was conducted in government secondary schools of Nefas silk Lafto sub city. According to the sub city education office, there are 8 secondary schools in the sub city. Out of these 8 government secondary schools, 3 (38%) were selected using systematic random sampling technique, to include secondary schools with both cycles. After selecting the sample schools, school based instructional supervisors and teachers were identified. Consequently, from a total of 212 teaching staff of these sample schools, 106(50%) were taken as sample by using stratified random sampling method to realize the characteristics difference in gender, work experience, qualification and subject and grade level taught.

Since the school principals and vice principals are responsible to exercise supervisory functions and facilitate the work of the other school based supervision committee members, all the school principals and vice principals of the sample school are included in the study using purposive sampling. Accordingly, 3 school principals and 6 vice principals are included in the study. In addition, 18 schools based supervision committee members (9 department heads and 9 senior teachers) were taken as a sample because all are important for the study. Totally, 124 respondents meaning 106 teachers, 18 school based supervision committee members (senior teachers and department heads), 3 principals and 6 vice principals were included in the study.

Table 1: Total Population and Sample Size

<table>
<thead>
<tr>
<th>N</th>
<th>Type of Respondent</th>
<th>Total population</th>
<th>Sample Size</th>
<th>Sampling Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>F</td>
<td>T</td>
</tr>
<tr>
<td>1</td>
<td>Teachers</td>
<td>158</td>
<td>54</td>
<td>212</td>
</tr>
<tr>
<td>2</td>
<td>Senior teachers</td>
<td>47</td>
<td>6</td>
<td>53</td>
</tr>
<tr>
<td>3</td>
<td>Department Heads</td>
<td>28</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>4</td>
<td>Vice principals</td>
<td>8</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>Principals</td>
<td>3</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>244</td>
<td>65</td>
<td>309</td>
</tr>
</tbody>
</table>
3.4 Instruments and Procedure of Data Collection

Gathering necessary data for the study was done by using questionnaire, interviews and from focused group discussions

➢ **Questionnaires:**

Questionnaire was used commonly to gather data for descriptive survey. In order to gather the appropriate information about current practice of school based instructional supervisors of the secondary schools, questionnaire was set for teachers in light of the literature reviewed. All of the questionnaires were written in English as the researcher believes that they could understand the questions. Questionnaires were structured with closed and open ended type. Accordingly, thirty four 5 point likert scale items were prepared for respondents. Because it helps the researcher to know respondent’s feeling. In addition, it helps the respondents to choose one option from the given scales that best aligns with their views. In addition to this, open-ended questionnaires were employed in order to give opportunity to express their feelings, perceptions, problems and intensions related to the school based supervision practice in the schools.

The questionnaire has five parts to obtain necessary information about background information, organization of supervision, benefits gained from the practice of school based supervision and factors that affect school based supervisory practice. In an attempt to get valid information for the study, draft instruments were checked by experts from the department of educational supervision in N/S/Lafto sub city Education office. In accordance with suggestion from these experts, modification was made on the errors that were identified. This was followed by testing the instrument in the field. For testing, Lafto secondary school was used. In the testing area, the researcher provided explanation about the objective of the study and how to respond the questionnaires for the respondents. 8 teachers, 5 school based supervision committee members were taken for responding the respective questionnaires in the testing area.
Finally, taking into account the suggestions from the respondents to the questionnaire and interview, further modifications were made. Thus, the instruments were found valuable to collect the data for the main study.

- **Interview:**
  
The interview permits greater depth of response which is not possible through any other means. Thus, the purpose of the interview was to collect more supplementary opinion, so as to stabilize the questionnaire response. With this in mind, interview was conducted with 3 principals and 6 vice principals. Semi-structure items were prepared for the above respondents. The reason behind the semi-structured interview items are the advantages of flexibility in which new questions could be forwarded during the interview based on the responses of the interviewee. The process of interview was conducted in English language and supported by Audio (tape recorders) in order to minimize loses of audio information.

The principals were selected for interview because, they are small in number and their position is important in describing the practice of school based instructional supervision in their school. Principals know the strength or weakness, challenges and opportunities of each school communities. Therefore, they can have detailed information about the current status of the supervisory practice of school based supervision and factors that hinder or enhance the practice in their school. This helped the researcher to get more and significant information

- **Focus Group Discussions:**
  
Focus group discussion were conducted with selected senior school teachers and department heads (who are not participate with questionnaires) to take the advantage of collecting variety of shared understanding from these interacting individuals. Participants were selected for the discussion because of the reasons that they are directly participate in the supervision process that takes place in schools. This helped the researcher to understand about the supervision practice from the situation.
The FGD was held three times with three different groups; each has six members. The combination was one senior teacher and one department from each sample school.

3.5 Methods of Data Analysis
On the basis and types of data gathered and the instrument used both quantitative and qualitative techniques of data analysis were employed. The data collected through close ended questionnaires, tallied and tabulated. The characteristics of respondents analyzed by using frequency and percentage where as the quantitative data were analyzed by using percentages and mean scores with standard deviation. The scores of each item were statistically organized. The mean scores were used to interpret data gathered through questionnaire. The mean value of each item was interpreted as follows; The practices and challenges of instructional supervision with a mean value of 0 - 2.00 as very low, 2.00 - 3.00 as low, 3.00 - 4.00 as moderate and 4.00 - 5.00 as high implementation of the activities. The interpretations were made with the help of frequency and percentage. For better analysis the 5 rank responses of the questionnaires were made to be categorized in to three scales (agree, undecided, disagree). Finally, the data collected through interview and open ended questionnaires were presented and analyzed qualitatively by supplementing the data gathered through close ended questionnaires, and categorized and discussed in line with close ended questionnaires.

3.6 Ethical Consideration
The purpose of the study was explained to the participants and the researcher has asked their permission and informed that the information they provided was only for the study purpose. Accordingly, the researcher used the information from his participants only for the study purpose. Taking this reality in mind, any communication with the concerned bodies were accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. In addition, the researcher ensured confidentiality by making the participants unnamed.
CHAPTER IV
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with presentation, analysis and interpretation of the data gathered from the respondents through questionnaires, interviews and focus group discussion. Thus, the quantitative as well as qualitative analysis of data was incorporated in to this chapter. The qualitative part was supposed to be complementary to the quantitative analysis. Hence, the qualitative data includes the data gathered through focus group discussion and interviews.

The data was collected from a total of 124 respondents. To this effect, a total of 106 copies of questionnaires were distributed to teachers, the return rates of the questionnaires were 91.5%, 18 school based supervision committee members (i.e. 9 senior teachers and 9 department heads) participate in the focus group discussion and three school principals and six vice principals were interviewed.

The chapter consists of two major parts. The first section deals with the characteristics of the respondents, and the second section presents the analysis and interpretation of the main data.

4.1. Characteristics of the Respondents

Respondents were asked to indicate their background information. The details of the characteristics of the respondents are given in Table 2 and 3 below.

Table 2: Respondents Gender distribution by categories

<table>
<thead>
<tr>
<th>Sex</th>
<th>Teachers</th>
<th>Senior Teachers</th>
<th>Department Head</th>
<th>School Principal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>Male</td>
<td>76</td>
<td>78.35%</td>
<td>6</td>
<td>66.67%</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>88.89%</td>
<td>9</td>
<td>100%</td>
<td>124</td>
</tr>
<tr>
<td>Female</td>
<td>21</td>
<td>21.65%</td>
<td>3</td>
<td>33.33%</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>11.11%</td>
<td>1</td>
<td>11.11%</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>74</td>
<td>100%</td>
<td>9</td>
<td>100%</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>124</td>
<td>100%</td>
<td>124</td>
<td>100%</td>
<td>124</td>
</tr>
</tbody>
</table>
Table 3  Work Experience and Current Work Position of the Respondents

<table>
<thead>
<tr>
<th>Experience (in years)</th>
<th>Teachers</th>
<th>Senior Teachers</th>
<th>Department Head</th>
<th>School Principal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>1 – 5</td>
<td>24</td>
<td>24.72%</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>6 – 10</td>
<td>20</td>
<td>20.60%</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>11 – 15</td>
<td>21</td>
<td>21.63%</td>
<td>1</td>
<td>11.11%</td>
<td>3</td>
</tr>
<tr>
<td>16 – 20</td>
<td>15</td>
<td>15.45%</td>
<td>2</td>
<td>22.22%</td>
<td>1</td>
</tr>
<tr>
<td>Over 20</td>
<td>17</td>
<td>17.51%</td>
<td>4</td>
<td>44.44%</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>97</strong></td>
<td><strong>73.27%</strong></td>
<td><strong>9</strong></td>
<td><strong>100%</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

Table 4: Educational Background of the Respondents

<table>
<thead>
<tr>
<th>Educational Background</th>
<th>Teachers</th>
<th>Senior Teachers</th>
<th>Department Head</th>
<th>School Principal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>B.A/B.Sc/ BED Degree</td>
<td>88</td>
<td>90.72%</td>
<td>7</td>
<td>77.78%</td>
<td>6</td>
</tr>
<tr>
<td>M.A/M.Sc/ MBed Degree</td>
<td>9</td>
<td>9.28%</td>
<td>2</td>
<td>22.22%</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>97</strong></td>
<td><strong>100%</strong></td>
<td><strong>9</strong></td>
<td><strong>8.91%</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

As shown in the table 2, the majority of secondary school teachers and school based supervisors are males that is, 78.35% of teachers, were males, and on the other hand 21.65% of teachers were female, and from the 22 Participants in the FGD, 16(88.89%) were male and only 2(11.11%) were females This implies that the participation of both sexes found to be unproportional. The participation of female teachers in the sample secondary schools is low. In addition 88.89% of the interviewees (the school principals) and 72.22% FGD participants were male. From one can conclude that the female teachers were not on the leadership position in the schools.

In Table 3; the work experience distribution of the respondents shows 24 (24.74%) of the teacher respondents had 1 to 5 years experience. Where as 20(20.62%) teacher respondents had 6 to 10 years experience. The remaining 53(54.64%) teacher respondents had above 10 years service. It could be possible to conclude that, the work experience of many teachers in the sample schools was above ten years.
In Table 4; regarding to the educational level of the respondents 90.72% of teachers were first degree holders and 9.28% of teachers were second degree holders. In case of department heads and senior teachers 66.67% were first degree holders and 33.33 % of them were second degree holders; from school principals 77.78 % of them were first degree holders while 22.22 % of them are second degree holders. Moreover, all teachers /dep’t heads participate in FGD had first degree. From the informations one can conclude that; still there is a gap on the demand and actual figure of second degree holders.

With respect to experience level of the interviewees, 88.89% of the principals, respond that they served as a secondary school teacher more than 5 years and 2 - 5 years as a school principal. In the document of MoE, it was stated that all principals vice principals and supervision coordinators were selected from teachers and assigned through the direction of MoE (2004). Thus, this shows that majority of the principals were experienced as required to perform their responsibility effectively.

Concerning the educational level of the interviewees, only 2 of them were second degree holders but others hold first degree and are on learning to upgrade. Here, on this basis one can observe that principals were not qualified enough to lead the schools and support teachers instructionally in improving their professional competence and quality of education in secondary schools.
4.2 How Instructional supervision is organized and managed

Table 5 Respondents view on organization and managing of supervision

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Stat</th>
<th>Responses of Teachers</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Instructional supervisors' organize trainings on supervision for newly deployed teachers.</td>
<td>Freq. 24</td>
<td>% Agreed</td>
<td>Undecided</td>
<td>Disagreed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>24.74%</td>
<td>23.69%</td>
<td>51.55%</td>
</tr>
<tr>
<td>2</td>
<td>Instructional supervisors prepare a time plan for supervision &amp; discuss on it with stakeholders at the beginning of the year</td>
<td>Freq. 25</td>
<td>% Agreed</td>
<td>Undecided</td>
<td>Disagreed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>25.78%</td>
<td>25.78%</td>
<td>48.45%</td>
</tr>
<tr>
<td>3</td>
<td>The supervision program included all teachers in the schedule and also pre-informed</td>
<td>Freq. 24</td>
<td>% Agreed</td>
<td>Undecided</td>
<td>Disagreed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>24.73%</td>
<td>36.06%</td>
<td>39.18%</td>
</tr>
<tr>
<td>4</td>
<td>Instructional supervisors &amp; teachers, who will get the service, set a pre-observation session before the class observation</td>
<td>Freq. 27</td>
<td>% Agreed</td>
<td>Undecided</td>
<td>Disagreed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>27.83%</td>
<td>26.81%</td>
<td>45.36%</td>
</tr>
<tr>
<td>5</td>
<td>Newly deployed teachers would get supervision service first by their respective mentors/department heads</td>
<td>Freq. 38</td>
<td>% Agreed</td>
<td>Undecided</td>
<td>Disagreed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>39.18%</td>
<td>28.87%</td>
<td>31.96%</td>
</tr>
<tr>
<td>6</td>
<td>The sub city education office provides support to strengthen an organized and managed instructional supervision in schools</td>
<td>Freq. 43</td>
<td>% Agreed</td>
<td>Undecided</td>
<td>Disagreed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>44.33%</td>
<td>25.77%</td>
<td>29.90%</td>
</tr>
</tbody>
</table>

As indicated in table 5, item 1, respondents asked whether or not supervisors organize and support induction programs for newly deployed teachers. The mean score and the SD of teachers responses indicated that the performance were not sufficient. In this respect, the percentage response also indicated that only 20.27% of the respondents agreed that induction program have been taken place in their school. On the other hand, majority of the respondents, that is; 54.40% of the respondents were disagreed and the remaining 23.69% were undecided.

All the interviewee school principals and vice principals respond that;
Trainings are not organized regularly at school level, but teachers had a chance of getting induction or mentoring service while they were beginners.

On the other side majority, 77.78% of the participants on the FGD claimed that beginner teachers’ did not get sufficient trainings but had a chance of having an
induction or mentoring program in schools. Therefore, it is possible to conclude that trainings/ orientations organized to beginners were not sufficient enough.

In item 2 of Table 5; the mean score and the SD of teacher response (̅ = 2.63, SD= 0.95) respectively indicates that instructional supervisors performance were law in preparing time plan for supervision. The percentage respose indicates that only 25.75 % of the respondents were agreed, 25.75% are undecided and majority of the respondents, 48.45% were disagreed, from this one can observe that, participation of the stake holder in preparing time plan for supervision were low,

In item 3 of Table 5; teachers respond that: 20.27% are agreed and 40.54 % undecided and 39.18 % were disagreed, from this we can observe that instrucional supervisors do not pre-inform the supervision program to many teachers and teachers are also not give attention to that and some of them ignore it, these responses are also crosschecked on FGD data, that only 27.78% were agreed.

In item 4; Accordingly, the mean score and standard deviation respectively of teachers respons (̅ = 2.78, SD=1.19) and the percentage indicated that, 24.33 %of the respondents agreed and 47.29 % were disagreed; from this we can conclude that instructional supervisors do not regularly set a pre-observation session before the classroom visit, Majority 72.22 % of participant in FGD also agreed with teachers respons that supervisors and teachers do not set a pre-observation session before the class observation.

In item 5 of table 5: Newly deployed teachers get a supervision service first by their respective mentors/ department heads. Accordingly, the mean scores and standard deviation,(̅ = 3.12,SD=1.13) of teachers respons indicate that as it was moderate. The percentage distribution shows 48.65% of the respondents were agreed; only 17.57 % were disagreed ,this shows that majority of the respondents agreed that biggger teachers get a supervision service by their respective mentors/ department heads, this also reveald by the majority,77.78%, of the FGD participants agreed.
For item 6 of this table; Many of the respondents, about 44.33% were agreed and 29.90% were disagreed that the subcity education office provide suport and feedback to schools in order to strengthen the supervisory practicess, to extract this the researcher analized the qualitative data; an interviews with the school principals and the focused group discussions with senior teachers and department heads. majority of, 83.33% FGD participants and all the interviewees (i.e school principals and vice principals) indicate that in addition to the school based instructional supervisors, teachers were supported by subcity supervisors twice per year.

4.3. The extent to which supervisors identify the strength& limitations of teachers.

Table 6: Respondents view on supervisors’ ability of identifying their limitations

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Stat</th>
<th>Responses of Teachers</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Instructional supervisors regularly identify limitations of teachers in the classroom practice</td>
<td>Freq. 20</td>
<td>Agreed 45</td>
<td>2.63</td>
<td>1.14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% 20.62%</td>
<td>Undecided 32</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagreed 46.39%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Instructional supervisors identify teachers deficiencies to manage students in the classroom</td>
<td>Freq. 26</td>
<td>Agreed 49</td>
<td>2.77</td>
<td>1.14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% 26.80%</td>
<td>Undecided 22</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagreed 50.52%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Instructional supervisors identify the skill gaps of teachers in student evaluation</td>
<td>Freq. 35</td>
<td>Agreed 46</td>
<td>2.94</td>
<td>1.24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% 36.08%</td>
<td>Undecided 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagreed 47.42%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Instructional supervisors encourage and facilitate teachers self evaluation on instructional matters</td>
<td>Freq. 28</td>
<td>Agreed 44</td>
<td>2.79</td>
<td>1.23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% 28.87%</td>
<td>Undecided 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagreed 45.36%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Instructional supervisors facilitate the availability of instructional materials and encourage teachers to use them appropriately</td>
<td>Freq. 27</td>
<td>Agreed 49</td>
<td>2.79</td>
<td>1.19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% 27.52%</td>
<td>Undecided 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagreed 50.52%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Instructional supervisors encourage teachers in developing instructional goals and objectives</td>
<td>Freq. 59</td>
<td>Agreed 21</td>
<td>3.53</td>
<td>1.12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% 60.13%</td>
<td>Undecided 17</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagreed 21.65%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Instructional supervisors advice teachers to use active learning in the classroom</td>
<td>Freq. 33</td>
<td>Agreed 38</td>
<td>2.98</td>
<td>1.25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% 33.63%</td>
<td>Undecided 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagreed 39.18%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As shown in item 1of Table 6 above, the respondents asked whether the instructional supervisors regularly identify limitations of teachers in the classroom practice teachers respond that 20.62 % agreed and 46.39 % of the respondents were disagreed.
Accordingly, the mean scores and standard deviation (̅ = 2.63, SD=1.14) of teachers respons indicated that, instructional supervisors do not identify the instructional limitations of teachers in the classrooms.

On the other hand, Majority, 61.11% of participants on the FGD indicate that, majority of instructional supervisors did not regularly identify instructional limitations of teachers in the classrooms. School principals’ also reveals this during the interview conducted with them. One of the principals said that;

“Most of the time instructional supervisors did not tell to teachers their limitations, even also identified limitations, by arguing that some teahers are not ready to accept their limitation”

Therefore, from the above results, one can conclude that instructional supervisors do not regularly identify the strengths and limitations of teachers by conducting classroom observation.

In item 2 of Table 6; Respondents asked whether instructional supervisors identify teachers’ deficiencies to manage students in the classroom during ongoing teaching-learning processes; Accordingly, the mean score and standard deviation of teachers respons (̅ = 2.77, SD=1.14) respectively. In percentages 26.81% agreed and 50.52% of the respondents were disagreed. This indicates that, instructional supervisors did not identify teachers’ deficiencies to manage students in the classroom during ongoing teaching-learning processes.

But the qualitative data obtained from FGDs and interview with principals opposes this respons, i.e Majority, 88.89% of participants, in in the FGD agreed that, most of the time instructional supervisors identify teachers skill gaps in classroom management and advice and consult teachers how can they manage their classroom during on going teaching learning process but some teachers did not accept them.

Here the researcher noticed that, instructional supervisors consult and advice teachers once or twice per year, in one or two class room observation;but it is not enough for teachers to impove their skill to control and handle the misbehave students in the classroom. Here the researcher wants to inform the readers that, very hot debet were hold on this item in the focused group discussions.
In item 3 of the same table, respondents asked to indicate their agreement on the extent to which instructional supervisors identify the student evaluation skill gaps of teachers. Accordingly, the mean score and standard deviation respectively of teachers respons (\(\bar{X} = 2.94, \text{SD}=1.24\)) indicated that, instructional supervisors did not continuously but moderately identify the lack of abilities to manage students in the classroom during ongoing teaching-learning processes. And also the percentage distribution shows that; 36.08% were agreed, 14.86% of the respondents undecided and 47.42% disagreed, as shown, the percentage data shows that instructional supervisors do not identify the skill gap of teachers in student evaluation.

About 55.56% of participants in the focused group discussion also agreed with the teachers respons.

In the interview hold with them; school principals mentioned that; experience observed in their schools was that during examinations, when teachers submit the examination paper, many instructional supervisors accept and approve without evaluating it instructionaly and they did not show their limitations for teachers to improve their gaps on student evaluation.

Thus we can conclude that, instructional supervisors do not effectively identify student evaluation skill gaps of teachers and there is problem on student evaluation practices.

In item 4 of the table; respondents rated whether instructional supervisors encourage and facilitate teachers self evaluation on instructional matters. Accordingly, the mean score and standard deviation respectively of teachers respons (\(\bar{X}=2.79, \text{SD}=1.23\)) indicate that, instructional supervisors did not effectively identify the lack of abilities to manage students in the classroom during ongoing teaching-learning processes.

The percentage distribution shows that; 28.87% of the respondents agreed and 45.36% disagreed. This percentage distribution indicates that, the support of instructional supervisors was insufficient.

In items 5 of Table 6, the respondents asked whether instructional supervisors facilitate the availability of instructional materials and encourage teachers to use
them appropriately, the mean scores and standard deviation, \( \bar{x} = 2.79, \text{SD} = 1.19 \) and the percentage distribution; 27.83\% agreed and 50.52\% disagreement of teachers respond indicates that, instructional supervisors facilitation and encourage were insufficient.

In item 6, the respondents asked whether instructional supervisors encourage teachers in developing instructional goals and objectives, the mean scores and standard deviation, \( \bar{x} = 3.53, \text{SD} = 1.12 \) of teachers respond indicates that, instructional supervisors highly encourage teachers in developing instructional goals and objectives, the percentage distribution of the respond; 60.82 \% of them agreed and only 5.15 \% of the respondents were disagreed. This means that majority of the teachers responds that instructional supervisors encourage teachers in developing instructional goals and objectives. Participants in the focused group discussion also reveal that supervisors encourage teachers in developing instructional goals and objectives.

In items 7; respondents asked whether instructional supervisors advice teachers to use active learning in the classroom; Accordingly, the mean scores and standard deviation, \( \bar{x} = 2.79, \text{SD} = 1.19 \) and the percentage distribution; 32.96 \% agreed and 56.66 \% disagreed of teachers respond indicates that, supervisors advice teachers were not sufficient. Majority, 72.22 \% of participants in the focused group discussion agreed with that enough support were not provided. One can analyze and concludes that instructional supervisors’ do not effectively advice and support teachers.
4.4. The extent to which instructional supervisors design various interventions so as to assist teachers to reduce their limitation

Table 7: Respondents' view on supervisors' ability to support them in improving their limitations

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Stat</th>
<th>Responses of Teachers</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Agreed</td>
<td>Undecided</td>
<td>Disagreed</td>
</tr>
<tr>
<td>1</td>
<td>Instructional supervisor are arranging induction training for beginner teachers</td>
<td>Freq.</td>
<td>34</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>45.36%</td>
<td>26.81%</td>
<td>27.83%</td>
</tr>
<tr>
<td>2</td>
<td>Instructional supervisors assist teachers in planning lessons</td>
<td>Freq.</td>
<td>47</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>48.45%</td>
<td>20.68 %</td>
<td>30.93%</td>
</tr>
<tr>
<td>3</td>
<td>Instructional supervisors facilitate experience sharing programs</td>
<td>Freq.</td>
<td>30</td>
<td>22</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>30.93%</td>
<td>22.68 %</td>
<td>46.39%</td>
</tr>
<tr>
<td>4</td>
<td>Instructional supervisors assist teachers in selecting &amp; developing instructional materials</td>
<td>Freq.</td>
<td>31</td>
<td>26</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>31.96%</td>
<td>26.81%</td>
<td>41.24%</td>
</tr>
<tr>
<td>5</td>
<td>Instructional supervisors spread new teaching methodologies among schools and teachers</td>
<td>Freq.</td>
<td>32</td>
<td>24</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>32.99%</td>
<td>24.72%</td>
<td>43.30%</td>
</tr>
<tr>
<td>6</td>
<td>Instructional supervisors facilitate short term training, workshops and seminars for the professional growth of teachers</td>
<td>Freq.</td>
<td>29</td>
<td>24</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>29.89%</td>
<td>24.72%</td>
<td>45.36%</td>
</tr>
<tr>
<td>7</td>
<td>Instructional supervisors provide a clinical supervision &amp; feedback for teachers regularly.</td>
<td>Freq.</td>
<td>48</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>49.48%</td>
<td>20.62%</td>
<td>29.90%</td>
</tr>
</tbody>
</table>

In item 1 of table 7; accordingly, the mean score and standard deviation, (\(\overline{X}=3.03\), SD=1.04), of teachers responses indicated that, instructional supervisor were moderate in arranging induction training for beginner teachers. And the percentage distribution also shows that; 45.36% agreed and the 27.83% were disagreed.

On the other side, Majority of, 61.11% of participants in the FGD indicated that instructional supervisors support the newly deployed teachers individually and in the department level but not in organized system, this also revealed with the interviews hold with the school principals.
One of the principals said that;

“Some of our school based supervisors were having a teaching load more than 20 periods a week and because of the period distribution, due to plasma program, it was challenging to provide organized instructional supervision service to all teachers. Thus the school facilitate inbuilt supervisions among teachers”.

From this, it was observed that instructional supervisor arrange trainings in a moderate rate, and support more the newly deployed teachers and the school also support and facilitate. Thus one can conclude that instructional supervisors arrange induction training for beginner teachers. This is one of the duties and expected from school supervisors as it indicated in the supervision manual of MoE, “supervisors are expected to provide induction training for beginner teachers”.

In item 2 of the table 7, respondents asked whether instructional supervisors in the school assist teachers in lesson planning or not. Accordingly, the mean score of teachers and standard deviation respectively respond (̅=3.01, SD=1.14) indicated that, instructional supervisors school assist teachers effectively in lesson planning; the percentage distribution also confirms that more than 49.48% were agreed, 20.62% undecided and only 8.25% were disagreed.

The qualitative data shows that; Majority of the participants, 88.89%, in the focused group discussion agreed with teachers’ response and also the interview with school principals’ reveal that, instructional supervisors assist teachers in lesson planning.

In item 3, the mean score and standard deviation (̅=2.81, SD=1.15) and the percentage distribution; 30.93 % agreed and 46.39 % disagreed, on teachers respond respectively indicates that ;instructional supervisors do not organize the experience sharing programs sufficiently. In the focused group discussions, Majority of the participants 88.89% agreed that experience sharing programs are insufficient. In the interview with principals they said that; the practice was done inefficiently but they were trying to facilitate experience sharing programs. Many researches approved that experience sharing practices among teachers’ improve the performance of the school as well as the performance of individual teachers. Skills of teachers in instructions, assessment, evaluation, giving and receiving feedbacks improved when
instructional supervisors and more experienced teachers practice experience sharing programs. Experience sharing between teachers, helps them to identify their limitations and their good work, so, it is very important to improve the teachers’ instructional methods. Experienced teachers should share their work and instructional skills for less experienced teachers, and also less experienced teachers should encouraged and motivated to receive and obtain their good experience.

In the same table of item 5, the respondents asked whether the instructional supervisors spread new teaching methodologies among teachers and schools. Teachers response the mean score and standard deviation of teachers response (\(\bar{\mu} = 2.97, SD = 1.08\)) and the percentage distribution with 21.65% agreed and 42.27% disagreed respectively indicates that, instructional supervisors do not effectively used spreading new teaching methodologies among teachers and schools as expected.

In item 6 of the table, the respondents asked whether the instructional supervisors facilitate professional growth of teachers’ through short term training, workshops and seminars or not. Accordingly, the mean score and standard deviation (\(\bar{\mu} = 2.95, SD = 1.13\)) and the percentage distribution on teachers response shows that; 22.68% agreed and 42.27% disagreed.

In focused group discussion and during interview, majority of the participants, 72.22% informed that; it is insufficient that instructional supervisors facilitation on the professional growth of teachers’

In the same table of item 7, the respondents asked whether the Instructional supervisors provide a clinical supervision and feedback. Accordingly, the mean score and standard deviation of teachers response (\(\bar{\mu} = 3.04, SD = 1.23\)) respectively indicates that, instructional supervisors provide a clinical supervision and feedback efficiently, the percentage distribution also confirmed this as shown, majority of the respondents, 49.48% agreed, undecided and 20.62% 29.90% were disagreed.

Majority, 88.89% of the participants in the FGD agreed that Instructional supervisors provide a clinical supervision and feedback. And all the interviewee school principals also indicated that most instructional supervisors provide clinical
supervision to support teachers in classroom instructional practices. From the discussions one can conclude that instructional supervisors perform better in clinical supervisions than other methods, to support teachers in the secondary schools.

4.5 views of teachers on gained professional support from instructional supervisors to improve their instructional skills

Table 8: Respondents view on benefits gained from supervisors

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Stat.</th>
<th>Responses of Teachers</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Agreed</td>
<td>Undecided</td>
<td>Disagreed</td>
</tr>
<tr>
<td>1</td>
<td>Instructional supervisors support teachers to prepare different</td>
<td>Freq. 28</td>
<td>28</td>
<td>20</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>instructional materials on teaching learning process</td>
<td>% 28.87 %</td>
<td>20.62 %</td>
<td>50.52 %</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Instructional supervisors’ advice teachers to conduct action</td>
<td>Freq. 35</td>
<td>35</td>
<td>21</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>research.</td>
<td>% 36.08 %</td>
<td>21.65 %</td>
<td>42.27 %</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Instruct’nal supervisors facilitate short term training to teachers</td>
<td>Freq. 29</td>
<td>29</td>
<td>20</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>on new teaching methodologies</td>
<td>% 29.90 %</td>
<td>20.62 %</td>
<td>49.48 %</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Instructional supervisor advice teachers to use model effective</td>
<td>Freq. 34</td>
<td>34</td>
<td>19</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>teaching methods and encourage them to motivate students in the</td>
<td>% 35.05 %</td>
<td>19.59 %</td>
<td>45.36 %</td>
<td></td>
</tr>
<tr>
<td></td>
<td>classroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Instructional supervisors create competitive environment among</td>
<td>Freq. 29</td>
<td>29</td>
<td>21</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>teachers on pedagogical skills</td>
<td>% 29.90 %</td>
<td>21.65 %</td>
<td>48.45 %</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Instructional supervisors facilitate experience sharing programs</td>
<td>Freq. 28</td>
<td>28</td>
<td>22</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>among teachers and/or departments.</td>
<td>% 28.87 %</td>
<td>22.68 %</td>
<td>48.45 %</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Instructional supervisors initiate competition among teachers on</td>
<td>Freq. 31</td>
<td>31</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>academic programs.</td>
<td>% 31.99 %</td>
<td>22.68 %</td>
<td>45.36 %</td>
<td></td>
</tr>
</tbody>
</table>

As shown in Table 8; items 1, Accordingly, the mean score and standard deviation of teachers response (Mean =2.74, SD=1.13) and percentage distribution that; 25.87% agreed and 50.52 % disagreed, respectively indicate that, instructional supervisors do not support teachers as expected to prepare different instructional materials.

On the other hand about 61.11% of the FGD participants basically agree with teachers response, but argue that there are practical challenges to instructional supervisors; like lack of commitment and interest of teachers’ to prepare and use...
different instructional materials as a teaching aid to support teaching-learning process in and out of the class. School principals in the interview also agreed with idea of participants in the focused group discussion, and added that this is not the problem of the majority of the school based instructional supervisors. One of the school principals said that;

"Some of the teachers, in the supervision committee were assigned to teach less periods than other teachers in the department but they do not prepare additional teaching materials to their own"

In item 2 of the same table, the data gathered from respondents show the level of response of the main problems that instructional supervisor’s advice teacher to conduct action research. Accordingly the mean score and standard deviation ( =2.66, SD=1.15) and the percentage distribution ; 25.78 % agreed and 52.58% disagreed, respectively, indicate that majority of the teachers are not satisfied by the support and advised by the instructional supervisors to conduct action research.

This was also revealed from the data gathered through interview, with all the interviewee principals agreed that the support was insufficient. One can conclude that; instructional supervisors do not advice teachers to conduct action researches.

In the, MoE 2004, manual indicated that, action research help to adopt the curriculum to fit the local needs on teacher’s skill gaps. Teachers are an important medium to achieve the teaching and learning. They are also the heart of the quality of education (UNESCO, 2007:22).

In the same table item 3, the respondents requested whether the instructional supervisors facilitate short term training about different new teaching methodologies or not; Accordingly, the mean score and standard deviation ( =2.80, SD=1.34) and the percentage distribution; 29.89% agreed and 59.48 % disagreed, of respondents indicate that, instructional supervisors do not facilitate and coordinating short term training to teachers continuously.
The qualitative data obtained from the interview indicated that, instructional supervisors do not facilitating and coordinating short term training for teachers but different kinds of continuous professional development programs were conducted by the subcity education office and the city education bureau. In the (MoE, 1994) manual indicated that, instructional supervisors are responsible to provide training to solve various instructional problems that teachers face.

In item 4 the table, Accordingly, the mean score and standard deviation ( =2.93, SD=1.23) and percentage distribution;35.05% agreed and 45.36% disagreed indicated that, instructional supervisors do not advice and encourage them to use model effective teaching methods and to motivate students in the classroom. Principals, in their interview said that, instructional supervisors advice teachers to use model effective teaching methods and encourage them to motivate students in the classrooms. One can note there were a significance difference among the respondents, thus the researcher used the focused group discussion to identify the real practice. Majority of, 72.22% participants indicated that, instructional supervisors advice teachers to use model effective teaching methods and encourage them to motivate students in the classroom.

In the same table item 5, teachers respond in supervisors’ skill of creating a competitive environment among teachers on pedagogical skills. Accordingly, the mean score and standard deviation(=2.82, SD=1.16) and the percentage distribution respectively of teachers respons; 29.89 % agreed and 48.45% disagreed; indicated that, instructional supervisors do not effectively work to create competition among teachers and/or departments on pedagogical skill improvement. Majority, 83.33% of the FGD participants and all interviewee principals reveals this, thus we can conclude that; instructional supervisors do not create competitive environment among teachers on pedagogical skills. Where as different literatures that approved that creating competition environment among teachers in schools improve students’ achievement. In the manual of the ministry of education it was indicated that, instructional supervisors should have skills of evaluation on pedagogical
aspects of teachers and this can create positive competition among teachers (MoE, 2002). In the same table item 6, the respondents requested whether the instructional supervisors facilitate the experience sharing programs among teachers or not accordingly, the mean score and standard deviation of teachers respons ( =2.84, SD=1.21) respectively indicate that, instructional supervisors do not effective but moderate in facilitating experience sharing programs between teachers to their pedagogical skill improvement the percentage distribution also confirms this; 48.45% were disagreed, 22.68% undecided and only 28.87% are agreed, this leads us to conclude that instructional supervisors do not effectively facilitate experience sharing programs between teachers to their pedagogical skill improvement. However, during the interview, school principals informed that, even though they repeatedly asked them to arrange experience sharing programs, there was no any experience sharing successfully facilitated.

In item 7, the respondents requested whether the instructional supervisors facilitate the experience sharing programs among teachers or not, participant teachers’ respons. Accordingly indicates that, the mean score and standard deviation of teachers respons ( =2.84, SD=1.23) respectively and the percentage distribution; 31.99% agreed and 45.36% disagreed, this shows that instructional supervisors do not effectively initiate competition among teachers in schools on academic programs. Majority of, 88.89% the FGD participants also agreed with the teachers’ response. From the discussions above; one can conclude that, instructional supervisors do not facilitating experience sharing programs between teachers to their pedagogical skill improvement. Almost all educators believes that, facilitating experience sharing between teachers is the main duties of instructional supervisors because teachers might have more experience, develop different instructional skills through experience and they should share to their colleagues and the newly deployed teachers but still the study indicates that instructional supervisors were not done this as expected.
### 4.6 Major Challenges of Instructional Supervisors in Secondary School

**Table 9: Respondents’ View on the Challenges of Instructional Supervisors**

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Stat.</th>
<th>Responses of Teachers</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Agreed</td>
<td>Undecided</td>
<td>Disagreed</td>
</tr>
<tr>
<td>1</td>
<td>Instructional supervisors are overburdened with many tasks</td>
<td>Freq.</td>
<td>48</td>
<td>29</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>49.48%</td>
<td>99.20%</td>
<td>20.62%</td>
</tr>
<tr>
<td>2</td>
<td>Instructional supervisors are highly responsible to support beginner teachers instructionally</td>
<td>Freq.</td>
<td>51</td>
<td>20</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>52.58%</td>
<td>20.62%</td>
<td>26.80%</td>
</tr>
<tr>
<td>3</td>
<td>Teachers have readiness to accept their instructional limitations</td>
<td>Freq.</td>
<td>29</td>
<td>23</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>29.90%</td>
<td>23.71%</td>
<td>46.39%</td>
</tr>
<tr>
<td>4</td>
<td>Instructional supervisors are authorized to take remedial actions</td>
<td>Freq.</td>
<td>38</td>
<td>30</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>39.18%</td>
<td>30.93%</td>
<td>29.90%</td>
</tr>
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<td>5</td>
<td>Instructional supervisors have their own convenient offices to provide feedback to teachers</td>
<td>Freq.</td>
<td>24</td>
<td>17</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>24.74%</td>
<td>17.53%</td>
<td>57.73%</td>
</tr>
<tr>
<td>6</td>
<td>Instructional supervisors have enough time to support all teachers instructionally</td>
<td>Freq.</td>
<td>36</td>
<td>27</td>
<td>34</td>
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<td></td>
<td></td>
<td>%</td>
<td>37.11%</td>
<td>27.84%</td>
<td>35.05%</td>
</tr>
<tr>
<td>7</td>
<td>Instructional supervisors have enough standard instructional guidelines</td>
<td>Freq.</td>
<td>28</td>
<td>32</td>
<td>37</td>
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<tr>
<td></td>
<td></td>
<td>%</td>
<td>28.87%</td>
<td>33.02%</td>
<td>38.14%</td>
</tr>
</tbody>
</table>

From Table 9 of item; respondents asked whether instructional supervisors are overburdened with many tasks. Accordingly, the mean score and standard deviation, (=3.35, SD=1.09) and the percentage distribution; 49.48% of the respondents agreed and 29.89% disagreed, of teachers responses respectively indicates that, instructional supervisors are overloaded with many tasks. In the focus group discussion majority of, 88.89% the participants said that, instructional supervisors were over loaded with many tasks. But most of the principals who participated in the interview do not agreed with the reason that ’big work load’ and argue that it was lack of commitment and said that was the major problem of school based supervision.
In item 2 of table 9; respondents asked whether instructional supervisors are highly responsible to support beginner teachers instructionally; Accordingly, the mean score and standard deviation (\(=3.32, \text{SD}=1.22\)) and the percentage distribution; 52.58 \%, agreed and 26.81 \% of them disagreed, of teachers respond indicated that, instructional supervisors are highly responsible to support beginner teachers instructionally. Majority, 88.89 \% of participants in the FGD also agreed with the teachers’ response that, instructional supervisors are higher responsibility to beginner teachers than the experienced teachers on supporting. Similarly all the interviewee principals reveal that instructional supervisors are highly responsible to support beginner teachers.

In item 3 of the same table respondents asked to indicate their level of agreement regarding that, whether teachers have readiness to accept their instructional limitations or not. Accordingly, the mean score and standard deviation of teachers respond (\(=2.86, \text{SD}=1.17\)) and the percentage distribution; 29.89 \% agreed and 46.39 \% disagreed; respectively indicates that, teachers do not accept their limitation. The data obtained from open ended question and interview conducted with principals reveals that, many teachers in secondary schools were not ready to accept their limitation. One of the interviwee principals said that;

“Especially most of the teachers with many years of teaching experience resist in accepting their limitations.”

Majority, 72.22 \% of participants in the focused group discussions also agreed that there was a challenge but some of them argued that it depends on the approach of the individual supervisors.

In item 4 of the same table respondents asked to indicate their level of agreement regarding that, whether instructional supervisors are authorized to take actions on recommendations or not. According to the mean score and standard deviation of (\(=3.11, \text{SD}=1.15\)) and the percentage data of teachers responds; 39.18 \% agreed and 29.89 \% disagreed, this result do not indicate that instructional supervisors are not authorized.
But in the focused group discussions the great majority, 94.44% of participants agreed that instructional supervisors are not authorized to take actions on recommendations. 66.67% of the principals also agreed with those instructional supervisors are not authorized.

In item 5 of the table 9: Accordingly, the mean score and standard deviation of teachers responses ($\overline{x}=2.58$, SD=1.22) and the percentage distribution that; only 24.72% agreed and 57.73% disagreed, that instructional supervisors have their own convenient offices. All participants in the FGD and principals in their interview reveals that instructional supervisors do not have their own convenient offices.

Item 6; the mean score and standard deviation of teachers responses ($\overline{x}=2.95$, SD=1.16) and the percentage distribution; 37.12% agreed and 38.15% disagreed, In the focused group discussions 61.11% said that instructional supervisors do not have enough time but 38.89% of them argued that it was not. Almost all the interviewee principals said they do not agree with ‘not having of enough time for supervisors’. From the data and discussions one can analyze and concluded that most of instructional supervisors have enough time to support all teachers instructionally if they are committed.

In item 7; (Carron and De Grauwe, 1997:3) and (UNESCO, 2007:19) indicated that, support instructional instruments such as manuals and guidelines are important for supervisors. They prepare themselves for school visits using these instruments. Thus respondents asked whether instructional supervisors have enough standard instructional guidelines; Accordingly, the mean score and standard deviation ($\overline{x}=2.95$, SD=1.16) and the percentage distribution; 28.86% agreed and 38.15% disagreed; indicated that supervisors do not have enough instructional guidelines. All the participants in the FGD and interviewee principals agreed with the response.

From all the discussions above, we can observe, analyze and concluded that instructional supervisors are highly responsible to support beginner teachers instructionally, do not have their own convenient offices to provide feedback to teachers and do not have enough standard instructional guidelines.
CHAPTER V
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of findings, the conclusions reached at and the recommendations forwarded on the basis of findings.

5.1. Summary of Findings

In the documents MoE indicated that teachers in secondary schools were experiencing difficulties that were preventing them from showing improvements to deliver quality of education. In order to provide instructional support at school, school based supervisions were organized and implemented to address the difficulties on improving classroom practices and efficiency, capacity building, experience sharing and professional development program of teachers.

The practices of instructional supervision were important to provide pedagogical and professional support to teachers by bringing in-school supervision. Thus, instructional supervisors are responsible to provide support, control, and link the schools with other schools both horizontally and vertically. However, it is indicated that, instructional supervisors are not performing as expected. Therefore, the purpose of this study was to assess factors that affect practices of instructional supervision in secondary schools of Nefas Silk Lafto Sub city and recommending possible solutions. In order to meet this purpose, basic research questions related to the practices of instructional supervision in secondary schools, benefits gained by the schools, major contributions of supervisory practice for the professional development of teachers.

To this effect, the study was conducted in three secondary schools of Nefas Silk Lafto Sub city. The schools were selected in a systematic random sampling method. Accordingly, 106 teachers-selected by stratified random sampling method, 9 school principals, 9 departement heads and 9 senior teachers were included using census and proportionate sampling techniques.

In doing this, the necessary information was gathered mainly through questionnaires filled by teachers. However, nine teachers were not returned the
questionnaires. This reduced the sample population of teachers to 97, on the other side 18 senior teachers and department heads are participate in the focused group discussions hold in their respective schools thus, their fillings also reflected. In addition, interview was conducted with three school principals and six vice principals, to substantiate the quantitative data and extract information that needs clarification. The data collected was analyzed and interpreted by using frequency distribution and percentage; the data gathered through interview were analyzed qualitatively using narration. Hence, based on the review of literature and analysis of the data, the study came up with the following findings:

1)
- The school based supervisors were not capable enough to organize school based trainings on instructional supervision.
- The school based supervisors were not arranging discussion sessions about supervision with stakeholders.
- The majority of the teachers respond that they were not pre-informed for the class supervision programs.
- The majority of the respondents agreed with that the newly deployed teachers would get a better supervision service.

2)
- The majority of teachers, head teachers and department heads respond that, instructional supervisors do not regularly identify instructional limitations and abilities of teachers to manage students in the classrooms,
- The analysis indicates that instructional supervisors are moderate in identifying the skill gap of teachers’ to manage students in the classroom during teaching learning process;
- The majority of teachers, senior teachers and department heads indicated that instructional supervisors insufficiently identify the student evaluation skill gaps of teachers in the ongoing classroom teaching learning process.
The study showed that instructional supervisors do not encourage and facilitate school self-evaluation, but moderately facilitate the availability of instructional materials and encourage teachers to use it appropriately; satisfactorily encourage teachers in developing instructional goals and objectives and advice teachers to use active learning methods in classroom. But instructional supervisors do not design appropriate intervention to minimize the identified limitations of teachers in the classrooms.

3.

- The findings of the study confirmed that, intervention of instructional supervisors to assist teachers to reduce their limitations were moderate i.e some what satisfactory in some of the items and insufficient in others;
- The respond from newly deployed teachers and department heads indicates that, instructional supervisors arrange induction training for beginner teachers, in assisting teachers in lesson planning and providing clinical supervision.
- The finding reveals that instructional supervisors do not facilitate satisfactorily experience sharing programs between teachers, whereas they assist teachers to develop/select instructional materials but it is not enough; they do not spread new teaching methodologies among teachers as expected from; do not facilitate professional growth of teachers through short term trainings, workshops and seminars and instructional supervisors do not support teachers to do action research and supportive materials.

4.

- The majority of respondents asserted that school based supervisors failed to help teachers in order to improve their skills to prepare different instructional materials for teaching learning and to conduct action research on pedagogical skill improvement of teachers and do not facilitate short term training to teachers continuously
The findings showed that instructional supervisors satisfactorily advice teachers to use effective teaching methods and encourage them to motivate students; but do not create competition among teachers by designing different evaluation programs on pedagogical skill improvement.

5.

The findings of the study revealed that; some instructional supervisors were over loaded with many tasks; highly responsible than other teachers in supporting beginner teachers but they do not overcome their responsibilities; some teachers challenge to accept their instructional limitations ; instructional supervisors do not have financial incentives ; instructional supervisors do not authorized to take actions on recommendation ; they do not have their own offices and do not have enough instructional guidelines .

The interview held with secondary school principals and vice principals confirmed that instructional supervisors had higher responsibilities than other teachers on supporting beginner teachers, school management and counseling students.
5.2 Conclusion

Based on the major findings of the study, the following conclusions were drawn;

1. As shown in the findings, instructional supervisors were not capable enough to organize school based trainings on instructional supervision to all teachers; do not prepare discussion sessions about supervision with stakeholders, but contributed more to support the newly deployed teachers with induction training and better supervision service. Beginner teachers’ were served, by their respective mentors and department heads. And all the steps of supervision were carried on an individual level. The sub city education office provides overall support with regular period of time.

2. As shown in the findings; Instructional supervisors role in identifying instructional limitations of teachers in the classroom practices were not satisfactory; they do not regularly identify teachers’ skill gaps in classroom management and in student evaluation; They try to support and advice teachers’ once or twice per year after classroom observation but not doing it continuously, thus teachers did not get a continuous and sufficient support to be competent enough in improving their classroom instruction as well as to enhance their professional growth. This may reduce the effectiveness of teachers’ in classroom practice, students’ achievement as well as the schools goal achievement.

3. Based on the findings, Intervention of instructional supervisors to assist teachers to reduce their limitations was not sufficient. i.e Instructional supervisors do not arrange enough/sufficient training program, experience sharing programs among teachers and schools, in spreading new teaching methodologies among teachers and schools, do not properly design various interventions to assist teachers to reduce their instructional limitations. So, it is possible to concluded that school based supervision was not adequately practiced in secondary schools.
4. In order to improve their instructional skills teachers should gain professional support from instructional supervisors. Based on the findings of the study, teachers do not gain sufficient support to prepare different instructional materials, how to conduct action research on pedagogical skill, to use model effective teaching methods by the supervisors and they do not encouraged enough to motivate students and do not create competition among teachers as needed. This leads us to conclude that, teachers did not gain sufficient professional support from instructional supervisors in order to improve their instructional skills and so their skills may remain unchanged and most of the instructional supervisors failed to play their role to bring professional competence of teachers.

5. The finding of the study revealed that; instructional supervisors are highly responsible to support beginner teachers than other teachers. In addition to this instructional supervisors participate with other administrative tasks in schools; teach the same credits like other teachers; face the challenges with teachers to accept their limitations; they do not have financial allowances and not authorized to take remedial actions; do not have available resources and enough instructional guidelines to support teachers efficiently. The findings help us to conclude that, instructional supervisors have challenges to practice instructional supervision in the schools properly.
5.3 Recommendations

Based on the findings of the study, the following recommendations are forwarded to minimize and solve the problems that impede the practice of instructional supervision in secondary schools of Nefas Silk Lafto Sub city.

1. Supervision is a systematically organized and cooperative work in order to improve teaching and the progress of teachers and students. However, the finding revealed that instructional supervisors do not organize discussions with stakeholders and do not organize trainings in concepts, practices and importance of instructional supervisions. Therefore instructional supervisors need to create an opportunity to discuss and decide on purpose, procedures and follow up of the instructional supervision practices in a planned manner with the school community and other stakeholders.

The city Education bureau (AACAEB) and the sub city education office need to provide technical and financial support to schools, especially to instructional supervisors, in order to encourage schools to organize trainings at school level. Schools leaders should also regularly plan and discuss with the school community and other stakeholders at the beginning of the year.

2. The school along with sub city education offices need to assign well trained and motivated school based supervisors by arranging in-service training opportunities to them in order to make school based supervision effective and efficient in serving its intended purpose.

   Instructional supervisors also on how to identify the strength and limitations of teachers in the classroom and how to design appropriate intervention like on the abilities to manage students in the classroom; student evaluation skills; school self evaluation techniques; developing and using of instructional materials and on conducting action research to solve the day to day instructional problems.
3. Adequate budget needs to be allocated for school based supervisors so as to improve the supervisory service at school and instructional supervisors should also arrange induction training for beginner teachers at school level; facilitate experience sharings among teachers; assist teachers in selecting developing and utilization of instructional materials; sharing best practices among teachers; facilitate professional growth of teachers through short term training and workshops and support teachers to do action research. As the City Education Bureau and MoE supervision manuals pointed out that school based supervision is organized to enhance instructional effectiveness of teachers in promoting students learning.

4. To make teachers professionally competent, different strategies of instructional supervision like induction or monitoring, collegial supervision and in-service trainings are recommended to be carried out in the schools. Instructional supervisors should be committed to support teachers on the preparation of instructional materials; advice teachers to use model effective teaching methods and encourage them to motivate students in the classroom.

5. Finally, It is recommended that, the City Education bureau (CEB) and the sub city education office (SCEO) should allocate incentive budget to schools to encourage and motivate instructional supervisors, to minimize the challenges and to create a conducive working situations and environment in schools, work with schools not to overburdened instructional supervisors with other works and to fulfill the required inputs including offices with furniture and stationeries, besides this instructional supervisors should be committed to help and support teachers rather reasoning many challenges as they mentioned.

Finally, to better address the problems, it can be suggested that further studies need to be conducted in this area with regard to; practices of instructional supervision on secondary schools; supervisors and teachers perception on the instructional supervisory practices.
Dear Respondent;

The purpose of this questionnaire is to collect data for preparing a thesis under the title Practices and Challenges of Instructional Supervision in secondary schools of Nefas Silk Lafto sub city, for the partial fulfillment of M.A degree in School Leadership. The outcomes of this study will contribute to identification of some of the major problems in practices of school based instructional supervision in secondary schools of Nefas Silk Lafto Sub City in Addis Ababa City Administration.

This research is intended only for academic purpose authorized by Addis Ababa University. Thus, I kindly request you to fill this questionnaire as frank as you could be whereby your ideas and comments are highly honored and kept confidential. Lastly, the researcher appreciates in advance for your willingness in sharing your valuable ideas, without which the purpose of this study will not be achieved.

Thank you in advance for your cooperation!
QUESTIONNAIRES TO BE FILLED BY SECONDARY SCHOOL TEACHERS.

GENERAL DIRECTIONS:
1. You don’t need to write your name
2. Please make a “✓” or “X” mark on the box provided
3. Write your responses for open ended questions shortly and precisely on the space provided

PART I. GENERAL INFORMATION:
1. Sex: (i) Male [ ] (ii) Female [ ]
2. Number of years taught;
   (i) 1 – 5yrs [ ] (ii) 6 – 10yrs [ ] (iii) 11 – 15yrs [ ] (iv) Over 15yrs [ ]
3. Educational background:
   (i) Diploma [ ] (ii) BA/BSc /BEd degree [ ] (iii) MA/MSc Degree [ ] (iv) PhD [ ]
4. Present position:
   (i) Teacher [ ] (ii) Senior teacher [ ] (iii) Department Head [ ] (iv) principal [ ]
PART II
Indicate your responses for the following items using "√" mark to write in the box corresponding to an action.
KEY: SA - Strongly Agree   A – Agree  U – Undecided  D – Disagree  SD - Strongly Disagree

I. How supervision is organized in secondary schools of N / S / Lafto Sub city

<table>
<thead>
<tr>
<th>NO</th>
<th>Items</th>
<th>Alternatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School level trainings/orientaions are organized for teachers at the beginning of the academic year</td>
<td>SA A U D SD</td>
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<tr>
<td>2</td>
<td>Instructional supervisors prepare a time plan for supervision &amp; discuss on it with stake holders at the beginning of the year</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>3</td>
<td>All teachers are included in the supervision program/schedule and also pre-informed</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>4</td>
<td>Instructional supervisors and teachers, who will get the service, set a pre-observation session before the class observation</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>5</td>
<td>Newly deployed teachers get a supervision service first by their respective mentors/department heads</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>6</td>
<td>The education office provides support and feedback to strengthen the instructional supervision in schools</td>
<td>SA A U D SD</td>
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</table>

II. To what extent do instructional supervisors identify the strengths and limitations of teachers in the classroom.

<table>
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<tr>
<th>NO</th>
<th>Items</th>
<th>Alternatives</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Instructional supervisors regularly identify limitations of teachers in the classroom practice</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>2</td>
<td>Instructional supervisors identify teachers deficiencies to manage students in the classroom</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>3</td>
<td>Instructional supervisors identify the skill gaps of teachers in student evaluation</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>4</td>
<td>Instructional supervisors encourage and facilitate teachers self evaluation on instructional matters</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>5</td>
<td>Instructional supervisors facilitate the availability of instructional materials and encourage teachers to use them appropriately</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>6</td>
<td>Instructional supervisors encourage teachers in developing instructional goals and objectives</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>7</td>
<td>Instructional supervisors advice teachers to use active learning in methods the classroom</td>
<td>SA A U D SD</td>
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</table>

8. If there are any other means of identifying instructional strength and limitations of teachers, please write them briefly …………………………………………………………………………
…………………………………………………………………………………………………….
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III. To what extent do instructional supervisors design various interventions so as to assist teachers to their limitations

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<th>N O</th>
<th>Items</th>
<th>Alternatives</th>
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<tbody>
<tr>
<td>1</td>
<td>Instructional supervisor are arranging induction training for beginner teachers</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>2</td>
<td>Instructional supervisors in the school assist teachers in planning lessons</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>3</td>
<td>Instructional supervisors facilitate experience sharing programs</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>4</td>
<td>Instructional supervisors assist teachers in developing/selecting instructional materials</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>5</td>
<td>Instructional supervisors spread new teaching methodologies among schools and teachers</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>6</td>
<td>Instructional supervisors facilitate short term trainings, workshops and seminars for the professional growth of teachers</td>
<td>SA A U D SD</td>
</tr>
</tbody>
</table>

7. If there are any other ways of intervention by instructional supervisors to assist teachers to improve their instructional limitations in the classroom, please write down briefly

……………………………………………………………………………………………………..
……………………………………………………………………………………………………...

IV. To what extent do teachers convinced & apply the professional support gain from supervisors in order to improve their instructional skills.

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<td>1</td>
<td>Instructional supervisors support teachers to prepare different instructional materials on teaching learning process</td>
<td>SA A U D SD</td>
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<tr>
<td>2</td>
<td>Instructional supervisors’ advice teachers to conduct action research</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>3</td>
<td>Instructional supervisors facilitate short term training to teachers on new teaching methodologies</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>4</td>
<td>Instructional supervisor advice teachers to use model effective teaching methods and encourage them to motivate students in the classroom.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>5</td>
<td>Instructional supervisors create competitive environment among teachers on pedagogical skills</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>6</td>
<td>Instructional supervisors facilitate experience sharing programs among teachers and/or departments.</td>
<td>SA A U D SD</td>
</tr>
<tr>
<td>7</td>
<td>Instructional supervisors initiate competition among teachers in schools on academic programs.</td>
<td>SA A U D SD</td>
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</table>

8. If there is any other professional support that teachers gained from instructional supervisors, please write some of them briefly

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V. The Major challenges of secondary school supervisors.

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<th>Items</th>
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<td>1</td>
<td>Instructional supervisors are overloaded with many tasks</td>
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</tr>
<tr>
<td>2</td>
<td>Supervisors are not well trained enough in school based supervision to give support to teachers</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teachers have no readiness to accept their instructional limitations</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Schools do not allocate adequate budget for supervision program.</td>
<td></td>
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<tr>
<td>5</td>
<td>Schools do not provide convenient offices for supervisors</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Instructional supervisors have no enough time to support all teachers instructionally</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Instructional supervisors do not have enough standard instructional guidelines</td>
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</table>

8. If there are any other challenges faced on secondary school instructional supervisors, please write them briefly

........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

Thank you for your cooperation!
Appendix - B

INTERVIEW CONDUCTED TO PRINCIPALS AND VICE PRINCIPALS

The purpose of this interview is to investigate issues related to the Practices and challenges of instructional supervision in Nefas Silk Lafto secondary schools. The information obtained from the respondents will help to improve the secondary school instructional supervisory practice.

I would like you assure that data obtained will be used for research purpose only.

Thank you in advance for your cooperation!

Part I: General information
1. Woreda/Kebele …………………………………………………………………………..
2. Sex …… (i) Male [ ]                           (ii) Female [ ]
3. Educational Qualification;
   (i) Diploma [ ]     (ii) B.A/B.Sc. /B.Ed. degree [ ]     (iii) MA/M.Sc. degree [ ]    (iv) PhD [ ]

4. Current position; …………………………………………………………………………..

5. Experiences as a:   teacher………………years   ;    school principal………… years
   as Education officer……… years  ;   supervisor…………… years

Part II: Give your responses for the following questions.

1. How instructional supervision is organized and managed in your school?
   ………………………………………………………………………………………………………

2. How can instructional supervisors identify the strengths and limitations of teachers in the classroom in order to design appropriate intervention? Can you give examples from your experience? ………………………………………………………………………………………………..

3. How can those instructional supervisors design various interventions so as to assist teachers to improve their limitations? ………………………………………………………………………………………………..

4. What is your expectation about instructional support gained from supervisors in order to improve teachers’ instructional skills in the school? ………………………………………………………………………………………………..

5. What practical problems are affecting the instructional supervisory practice? ……………

6. What do you suggest to overcome the problems related to instructional supervision? …………
Appendix - C

BASIC QUESTIONS TO SELECTED TEACHERS AND SELECTD DEPARTMENT HEADS TO HOLD FOCUSED GROUP DISCUSSIONS.

The purpose of this discussion is to investigate issues related to the Practices and challenges of instructional supervision in Nefas Silk Lafto secondary schools. The information obtained from the respondents will help to improve the secondary school instructional supervisory practice.

N.B: Participants on this discussion are; selected department heads and selected teachers who do not participate in filling the questionnaires.

The discussion is open to raise further questions, in addition to the basic questions written here

1. How instructional supervision is organized and managed in your school?

2. How can instructional supervisors identify the strengths and limitations of teachers in the Classroom? 

   Can you give examples from your experience?

3. What is your expectation about instructional support gained from supervisors in order to improve teachers’ instructional skills in the school?

4. What practical problems are affecting the instructional supervisory practice?

5. What do you suggest to overcome the problems related to instructional supervision?
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References

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