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COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND

MANAGEMENT

**ROLE OF SCHOOL SUPERVISION IN TEACHERS'
PROFESSIONAL DEVELOPMENT IN GOVERNMENTAL SECONDARY
SCHOOLS OF MIRAB BADEWACHO WOREDA (HADIYA ZONE)**

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JUNE, 2020

ADDIS ABABA, ETHIOPIA

ADDIS ABABA UNIVERSITY

**ROLE OF SCHOOL SUPERVISION IN TEACHERS' PROFESSIONAL
DEVELOPMENT IN GOVERNMENTAL SECONDARY SCHOOLS OF
HADIYA ZONE**

**A Thesis submitted to the Department of Education Planning and
Management, School of Post Graduate Studies, ADDIS ABABA UNIVERSITY**

**In partial Fulfillment of the Requirement for the Degree of MASTER OF
ARTS IN EDUCATIONAL LEADERSHIP AND MANAGEMENT**

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JUNE, 2020

ADDIS ABABA, ETHIOPIA

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We hereby certify that we have read and evaluated this thesis prepared under our guidance by Tadele Olamo entitled “ROLE OF SCHOOL SUPERVISION IN TEACHERS’ PROFESSIONAL DEVELOPMENT IN GOVERNMENTAL SECONDARY SCHOOLS OF MIRAB BADEWACHO WOREDA (HADIYA ZONE)”. We recommended that it be submitted as fulfilling the thesis requirement.

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ACKNOWLEDGMENTS

First and for most, I would like to thank my advisor **KENANISA DABI (PhD)** for the scholarly comments and unreserved guidance on critical issues of this study. Their timely follow up and punctuality remains with me for the rest of my life as a life principle.

My sincere and profound thanks goes to my beloved **Senait Sulamo** in assisting me in every work of this study. Without her, the realization of this work would have been impossible.

Finally, I would like to extend my gratitude to all **Mirab Badewacho Woreda** education staffs and respondents for giving their honest responses and genuine cooperation during data collection.

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ACRONYMS

MOE	Ministry of Education
TPD	Teachers Professional Development
WEO	Woreda Education Office
ETP	Education and Training Policy
CPD	Continuous Professional Development
UNESCO	United Nations Education Science and Cultural Organization
ZED	Zone Education Department
REB	Regional Education Bureau
TDPO	Teachers Development Program Owner
PSTA	Parent Student Teacher Association

ABSTRACT

This study investigated the role of school supervision to teachers' professional development in Secondary schools in Mirab badawacho Woreda. To meet the intended objective of the study, it used both qualitative and quantitative research method. Relevant data were gathered from sample population through structured interview and questionnaires. Sample was selected from target by using Simple random sampling. According data was gathered from 322 sample (teachers=211, department heads=110, principals=5, supervisors=5, WEOTDPO=1). Data editing and checking was held before organizing and analyzing information to identify relevant data. Data analysis was done based on the data type. Quantitative data collected were analyzed using descriptive statistics such as frequencies and percentage with the help of SPSS computer program. Qualitative data were summarized in narrative form. The findings highlighted that despite efforts made regarding the role of school supervision to teachers' professional development, there were gaps such as conducting regular visit to classrooms and informing teachers to attend district and national meetings on handling their teaching subject. Also with regard to approach there were gaps in inviting subject specialists and resource persons from concerned institutions, and promoting motivated teachers that attend professional development program. In addition, the study report highlighted that the role of school supervision to teachers' professional development was encountered with some challenges that may hinder accomplishment of the school supervision activities. Thus, these situation indicates that there were gaps in school supervision to teachers' professional development in secondary schools of the study area that may have negative effect on the process. Accordingly, a due attention of key stakeholders in conducting regular visit to classrooms and informing teachers to attend district and national meetings on handling their teaching subject as well as collaborate with relevant stakeholders, and facilitating subject specialists and resource persons from concerned institutions, enhance motivated teachers through supervision as well as allocating adequate funds/budget or promoting alternative financial sources, alleviating high workload on teachers through recruiting sufficient human power at secondary schools, promoting effective communication among key stakeholders, and continuous capacity building of human power in the study area forwarded as a suggestions.

CHAPTER ONE

INTRODUCTION

In this chapter, the background of the study, statement of the problem, basic research questions, objectives of the study, significance of the study, delimitation of the study, and definition of key terms was treated one after the other.

1.1. Background of the Study

According to Harris (1975), Supervision is the by overseeing of the performance or operation of a person or group. It is the act of watching over the work or tasks of another person who lack full knowledge of the concept at hand. Supervision does not mean the control of other but guidance in a work in professional or personal context. Principals are answerable only to superintendents, who are technically educational supervisors as well. Superintendents oversee all the schools and staff in their district. They perform the same basic functions as principals but on a larger scale. School superintendents must comfortable handle large amount of pressure and responsibility. They should have excellent diplomacy and interpersonal skills as they work closely with school boards and the administrative staff in their district and others.

Educational supervision which may be defined as the process of bringing about improvement in the teaching-learning process through a network of cooperative activities and democratic relationship of persons concerned with teaching and learning, and it is considered as an important activity to achieve an effective education system (Oyewole and Ehinola, 2014). It is mainly concerned with pupil learning in the classroom, and it is seen as a collaborative effort which involves a set of activities structured with the aim of improving the teaching and learning process (Aguba, 2009; Archibong, 2013). This means that instructional supervision is characterized by all those activities which are undertaken to help teachers maintain and improve their effectiveness in the classroom. However, it is not designed to find faults or punish, but rather, to see the teacher as a colleague and work together to enhance teaching and learning in schools. Instructional supervision is considered an essential activity in the management and administration of educational institutions because it ensures the quality of educational

organizations, and draws together disconnected elements of instruction into whole-school actions (Glickman *et al.*, 2009).

Educational supervisors must also ensure that their schools follow the educational directives set by local governments, state governments and the federal government. It is the responsibility of the educational supervisor to make sure that their school meets testing, budgetary and other standards set by their district or state. They must make sure that every person working a school, including custodial teachers and bookkeepers, are ultimately under the scrutiny of the principal and assistant principal Lubanga (2004).

The place of a teacher's supervisor in secondary schools is an old in formal education setting. It is paramount to note that secondary schools, whether government or private, always required mechanism for supervision geared towards the development and enhancing the teachers performance. Consequently, therefore, the realization of the objectives of the curriculum depends essentially on the quality of the teachers and the supervisors, Glickman (1990).

Professional development is part of enhancing the instruction of teachers. According to Glickman (1993), any experience that enlarges teachers' knowledge, appreciation, skills, and understanding of his/her work falls under the domain of professional development. Since, the skilful teachers and competent teachers are very crucial for successful school, professional development is the major function of school supervision. Professional development as it is promoting effective teaching practices, providing for continuous personal and professional growth as well as changing the character of the school and teaching.

The Ministry of Education has given priority for continuous professional development /CPD/ believing that it is the right of teachers as well as of a great value for national development (Barrow, et al., 2006). The school staff must have the necessary subject professional support to bring about changes in the classroom. At school level professional development programmers should include school principals/directors, teachers and technical and administrative personnel. The ETP set standards for teachers and described a new approach to education. The new approach promotes active learning, problem solving, and student-cent red teaching methods. With the expansion of education and large class size teachers still rely on the teacher centered

methods with limited opportunities for (CPD). In Ethiopia, CPD focuses on improving the teaching-learning process, with the priorities of introducing active learning, practicing Continuous assessment and managing large classes.

As it is noted in UNESCO (2006), teachers, like other skilled workers, benefit from on-the-job training, which is referred to as continuing professional development (CPD). Relevant activities in continuing professional development of teachers can include ; improving teachers' general education background, as well as their knowledge and understanding of the subjects they teach; instruction on how children learn different subjects; developing practical skills and competencies; learning new teaching strategies and how to use new technologies; improved professionalism and ethics Harris (1998).

The capability of school supervisors, which assessed cluster school in educational supervision of teachers in government secondary schools of Hadiya zone, has been conducted so far. The present research tries to investigate the role of school supervision in teachers' professional development to create awareness to fill skill gaps and have a clear understanding of the role of school supervision in teachers' professional development for beginner teachers, senior teachers, lead teachers, associative teachers head teachers and other educational experts based on the school environment context and policy of MOE.

1.2. Statement of the Problem

The world is in the constant but is a dynamic change in all aspects of life. Changes in the education system of a nation and global requirements demanded staff development in respective professions. Haileselesse (2004), in this regard, states that, while the world is evolving/developing rapidly today, teachers like most other professional groups, must know the fact that their initial training will not fit them throughout the rest of their lives; they need to up-date and improve their own knowledge and techniques throughout their lifetime. As a result, there has been an increase in focus on continuing professional development for teachers worldwide. This is because; professional development is continuously viewed as a means of improving learner performance and the production of required skills (Coolahon, 2002).

It is believed that the overall education system should be supported by educational supervision in order to improve the teaching-learning process in general and learners' achievement in particular

(UNESCO, 2007). School-based supervision plays a crucial role in achieving the overall objectives and goals of education in the strategy of attaining quality education. Supervision focuses on teachers' professional growth to enhance the instructional practice in schools and to bring about the desired change of learning achievement for the students. In line with this, UNESCO (1999) indicated the supervision practices are significant for individual teachers' professional development, school improvement, and satisfaction of public demands. To this end, school-based supervision should be well planned and organized to accommodate the central interest of teachers, students and the society. School-based supervision thus has much importance. According to the view of Goble and Porter (1977), school-based supervision is vital for the continuous professional development of teachers and the overall enhancement of quality education.

To make supervision more effective, collaboration should be made with various groups. As illustrated by the Ministry of Education (MoE, 1994), the school principals, vice-principals, department heads, and senior teachers should take major responsibility in supervisory practices within their school. These responsible partners involve themselves in the regular observation of teachers, and the organizing of short-term training and experience sharing to maximize the professional competence of teachers, and thus contribute for the quality of education.

The findings of different research conducted on the role of supervision in secondary schools of different Regions and Zones of our country have shown that, there were a gap of in teacher's profession development for department heads and senior teachers who are supposed to carry out supervisory activities at school level, and also there's inadequate classroom observation to monitor teachers' professional improvement (Chanyalew, 2005; Getachew, 2001; Million, 2010). Similarly, this gap has been a prevailing situation in the study area though efforts made to promote teachers professional development through school supervision. with regard to this Mirab Badewacho Woreda Education Office report (2011 E.C) showed that the role of school supervision at teachers' professional development was inadequate.

Due to this reason, the researcher felt that, there is a gap which needs in depth investigation about the status of the current role of school supervision in teachers profession development responsibilities in line with the issues mentioned in the supervision manual of Ministry of Education in secondary school of the study area and to suggest the ways of improvements in the

process of teaching and learning. Thus, this study intends to answer the following basic questions:

1.3 Research Questions

- ❖ What role does school supervision assume in the practice of teachers' professional development?
- ❖ What approaches does school supervision employ in the practice of enhancing teachers' professional development?
- ❖ What are the challenges faced in the practices of supervision for enhancing teachers' professional development?

1.4. Objective of the Study

The overall objective of this research is to assess role of school supervision to teachers' professional development at secondary school of Mirab Badewacho Woreda in Hadiya zone and to delivery inputs or suggestion to concerned body based on findings.

1.4.1. Specific objectives of the study

Specific objectives of the study will be described as follows.

- Examine the role of school supervision in the practice of teachers' profession development in secondary schools of Hadiya Zone Mirab Badewacho Woreda
- Identify the extent to which approaches does school supervision employ in the practice of enhancing teachers' profession development.
- Find out the challenges faced in the practices of supervision for enhancing teachers' profession development.

1.5 Significance of the Study

It is well organized that research allows that those involved in supervisory practice to assess the concept of supervision to improve teachers' professional development, to improve supervisors supporting skills their teachers and it informs supervisors and other stakeholders in the school level about teachers' perceptions, expectations, and orientations in supervisory services to react accordingly and it enables teachers and supervisors to see problems and their recommendations.

- It may serve as an input for different levels of educational experts i.e. WEO, ZED, and REB to know the current practice of contribution of educational supervision to teacher's professional development in secondary schools.
- It may assist the external and school-based supervisors to know their weaknesses and strengths on supervisory practices and then encourage them to give more attention to implement supervisory activities in secondary government schools.
- This study may help as a springboard for other researchers who want to conduct further research in the area of educational supervision for effective learning and teaching.

In addition, it contributes as a source of additional information for further research of the subject and creates awareness among concerned members of the society about the status of educational supervision.

1.6 Scope of the Study

The study is limited in Hadiya zone Mirab Badewacho Woreda, and to achieve intended objective of the study, it addressed on collecting and analyzing data related to the study topic, roles of school supervision on teachers professional development, from concerned bodies in Mirab Badewacho woreda.

1.7 Limitation of the study

Some limitation factors in this research were; delay in gathering data from respondents as well as smooth communication with an adviser due to fear of COVID-19(corona virus).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Concept of Educational Supervision

The evolution was influenced by certain forces and changes, which include technology, knowledge explosion, population explosion, demands for educational reform and some others. However, the meaning of supervision differs from one person to another person. Hence, to a teacher or a subordinate who is being supervised, supervision may mean a challenge to his personality, to another teacher, supervision may mean an avenue for personal recognition to a principal it may mean an inquisition. What does it mean to you? Supervision takes place in educational organization which is a social system with a number of interacting subsystems.

These sub-systems are the teaching sub-system, the school management sub-system, the instructional supervision sub-system and the counseling subsystem. Glickman et al. (2004)

Supervision is a professional, continuous and cooperative exercise that covers all aspects of the life of a school. Hence, the instructional supervision sub-systems of the school and influences them. The main purpose of influencing the other sub-systems is to ensure that there is improvement in the learning situation and the quality of learning in the school. But beyond these formal sub-systems is the informal support sub-system, which provides a great deal of assistance to the formal. Supervisory system in varying ways For example, teachers help each other , student also help each other , teachers help students, and students help teachers, they exchange suggest or discuss ideas, experiences, resources materials etc. however, supervision is carried out by persons designated to do so. They are known by various names, both within and outside the school system which include supervisor, inspector, superintendent, principal, vice principal, Head of Department. According to Nolan and Hoover (2004),

“Supervision” has given different definitions, but from an educational point of view, the definition implies supervision as a strategy that emphasizes on offering professional support for the improvement of instruction. Supervision is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers shared the above idea as supervision denotes a common vision of what teaching and

learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community. (Beach &Reinhartz, 2000 p, 6).

According to Nolan and Hoover (2004), teacher supervision viewed as an organizational function concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater student learning. Its basic purpose is to enhance the educational experiences and learning of all students. On the other hand, supervision considered as: Any service for teachers that eventually results in improving instruction, learning and the curriculum, it consists of positive, dynamic, democratic actions designed to improve instruction through the continued growth of all concerned individuals- the supervisor, the teacher, the administrator, and the parent (Ross & Dean, 1980 p,9).

Educational supervision as a set of activities and role specifications specially designed to influence instruction.(Starratt, R. J. 2008) Verified that Educational supervision is "...a process of facilitating the professional growth of teacher interaction and helping the teacher to make use of the feedback in order to make more effective as desired "(Sergiovanni&Starratt 2007 p 10.)

Other scholar like, Sullivan and Glanz (2005), considered Educational supervision as the function of leadership concerned with improving, enhancing and reinforcing teaching effectiveness. Similarly (Netsanet, 2014),

"A form of service which is one phase of school administration dealing with the achievement of educational services.Educational supervision is the set of activities designed to improve the teaching learning process. The purpose is neither to make judgment about the competence of teaching not to control them but rather to work cooperatively with themhave defined Educational supervision as "an art that can release teachers' initiative, responsibility, creativity, internal commitment and motivation".Sergiovanni&Starratt (2007 p: 184),

The Ministry of Education, (2004) defines Educational supervision as the set of activities designed to attain educational objectives, to render the teaching learning –learning effective to reach and develop the curriculum, to help teachers to find out their teaching problems and come up with the solution by themselves and develop professional growth.

2.2. History of Supervision

Soetopo (1984) mentioned that in the colonial era, around 1654, the activities of supervision emerged in the United States. The General Court of Chusetts ,Bay Colony stated that the leaders of the city were responsible for the selection and regulation of teachers' performance. This is considered as a forerunner to the emergence of the most basic concepts for the development of modern supervision. In Boston, in 1709, a committee of laymen came to know the methods used by teachers in their classes by visiting schools. Their task was not to improve teaching skill of teachers or fix fault made by teachers in their teaching but it rather than to know how capable teachers in their teaching practice.

In some modern countries, such as England and the United States of America, more attention and instructional supervision has been carried out through the supervision of the school supervisor (Lee, Dig & Song, 2008). Educational supervision was implemented by the end of the 18th century during the reign of Napoleon Bonaparte in France, and in the 19th century the idea was followed by the countries of Europe (Grauwe, 2007). In England, in 1883, the first two school inspectors were appointed. (Shaw, Newton, Aitin& Darnell, 2003), and in 1801 supervision was started in the Netherlands (Dutch, Education Inspectorate, 2008). Not only developed countries and modern countries use the term inspectors and inspections, as conducted in England and the USA, but also African countries, such as Nigeria, Senegal, Lesotho and Tanzania (Grauwe, 2007).

Many countries prefer to change the terminology and application of the supervision of inspectors, caused by the increasing demand for guidance and teacher support provided by the supervisor. According to Gruwe (2007), recently some countries have developed more specific terminology, such as Malawi, which uses the term education methods advisor and Uganda, which uses the term "teacher development advisor.

2.3. Global context of Supervision

Supervision believed to have its origin in the practice of industrial and business enterprises. Among the industrialized countries that started the activity was Britain in 17th century. This was during the period of industrial revolution in Europe. At this period, the need for supervision was crucial in order to control the industrial workers. Later on, the concept of supervision borrowed from the industries. The main purpose was to control the school plan and pupils achievements. Over several decades great changes were observed in the philosophy, objective, function,

technique and in the outcomes of supervision according to (Pearson, C. 2009), these changes had happened, because supervisory behaviors and practices affected by the political, social religious and industrial forces existent at the time. For the sake of the objective of this research, the student researcher selected (Oliva, et.al's, 1997) period for the readers of this paper.

2.4. Principles of Educational Supervision

Supervision is concerned with the total improvement of teaching and learning situation. In line with this, Sumaiya (2010) stated that supervision has the following principles:

1. There should be short-term, medium-term and long-term planning for supervision.
2. Supervision is a sub-system of school organization.
3. All teachers have a right and the need for supervision.
4. Supervision should be conducted regularly to meet the individual needs of the teachers and other personnel.
5. Supervision should help to clarify educational objectives and goals for the principal and the teachers.
6. Supervision should assist in the organization and implementation of curriculum programs for the learners.
7. Supervision from within and outside the school complements each other and are both necessary.

In general, since supervision is a process which is worried about the improvement of instruction, it needs to be strengthened at school level, should provide equal opportunities to support all teachers and should be conducted frequently to maximize teachers' competency way, school-based supervisors, Woreda, Zonal and Regional educational experts are responsible to closely and periodically assist teachers in the schools (MoE, 2009).

Table 1: Major periods in the historical development of educational supervision

Period	Type of supervision	Purpose	Persons responsible
1920-1850	Inspection	Monitoring rules, looking for deficiencies	Parents, clergy, selection, citizens' committee
1850-1910	Inspection, instructional improvement	Monitoring rules, helping teachers improve	Superintendents, principals
1910-1930	Scientific, bureaucratic	Improving instruction and efficiency	Supervising principals, general and special central-office supervision, superintendments
1930-1950	Human relations, democratic	Improving instruction	Principal, central-office supervisors
1950-1975	Bureaucratic, scientific, clinical, human relations, human resources, democratic	Improving instruction	Principals, central office supervisors, school based supervisors
1975-1985	Scientific, clinical, human relations, human resources, collaborative/ collegial, peer/coach/ mentor, artistic,	Improving instruction, increasing teacher satisfaction, expanding students' understanding of	Principals, central office supervisors, school based supervisors. peer/coach/mentor
1985-present	Scientific, clinical, human relations, human resources, collaborative/ collegial, peer/coach/ mentor, artistic/creative, interpretive, culturally responsive, ecological	Improving instruction, increasing teacher satisfaction, expanding students' understanding of classroom events, analyzing cultural and	Principals, central office supervisors, school based supervisors. peer/coach/mentor

Source: Supervision for Today's Schools According to (Beycioğlu, K., Dönmez, B. 2009)

The implementation of supervision has passed many phases before it arrive the current activities on this point (Beycioğlu, K., Dönmez, B. 2009) stated that: The history of modern school supervision shows that in the 1st quarter of the century supervision was in general, dominated by a classical view of people and institution. Teachers were regarded as instruments that should be closely supervised to ensure that mechanically carried out the methods of procedures determined by administrative and special supervisors. In the second quarter of the century supervision was

conceived as the practice of human relations. This review endowed teachers with feelings and motives but often gave less attention to their properties as reasoning beings. Presently there are demands for supplementary approach, which will recognize the importance of both mechanism and moral.

2.5. Historical Development of Educational Supervision in Ethiopia

Educational inspection introduced into the educational system of Ethiopia about 35 years after the introduction of modern (Western) type of education into the country. As it is indicated in Ministry of Education supervision manual (MoE, 1994), for the first time, inspection was begun in Ethiopia in 1941/2. Among the forces that brought about the need for school inspection was the increasing number of schools and teachers in the country, the need for coordination of the curriculum and to help teachers in their teaching.

Starting from 1944/5, the office of the inspectorate established centrally, i.e. at the Ministry's head office was headed by a British national named Lt. Commander John Miller. He was appointed as Inspector General assisted by two Ethiopians. The major responsibilities of the inspectors were to collect and compile statistical data on number of students and teachers, number of classrooms available and class-size, conduct school visits in the capital and in the province and finally, produce reports to be submitted to the Ministry of Education as well as the emperor who at that time assumed the Ministry of Education portfolio (BGREB, 2006).

As more and more schools were opened, the number of teachers increased and student population grew up, the educational activities became more complicated and so it became necessary to train certain number of inspectors. Thus, in 1950/1 for the first time, training program was started in the then Addis Ababa Teacher Training School with for the intake 13 selected trainees. The number of graduates of inspectors reached 124 in 1961/2. However, inspection was replaced by supervision in 1962/3. The replacement of inspection by supervision was found necessary to improve the teaching learning process more efficient and effective by strengthening of supervision (MoE, 1994).

Under the socialist principles, with the changes of the political system in the country, the management of education needed strict control over the educational policies, plans and programs. Thus, a shift from supervision to inspection was made in 1980/1 (MoE, 1994).

supervision, which would seek the participation of all concerned in all spheres of the educational establishment in terms of decision-making, planning and development of objectives and teaching strategies in an effort to improve teaching learning process (MoE, 1994).

During the preceding political systems, the establishment of supervision in Ethiopian education system was limited to national, regional and Zonal level. For that matter, supervisory activities could not able to provide close and sustainable support for school principals and teachers. The responsibility of the supervisors was not clearly justified, so that they were less effective in implementing their activities. Moreover, the past trend of supervision was focused on administrative tasks than supporting teaching and learning processes. Supervisors were incompetent to support teachers and principals. To this end, supervision has contributed less to sustaining quality education and the professional growth of principals. Therefore, alleviating the old age supervisory problems in schools by establishing supportive school environment is inevitable to improve principals' and teachers' professional growth, and ultimately to maximize learning achievement (MoE, 2002).

Again, following the change of the political system in the country a shift from inspection to supervision was made in 1994. According to the Education and Training Policy of 1994, educational administration is decentralized.

1. The first period, 1934-1954 E.C.

In this, period nonprofessionals carried out the inspectorial activities. A British educational expert and two other Ethiopians carried the inspectorial office. Direct inspection through visits, curriculum related tasks and staff recruitment were the major responsibilities of inspection during this period.

2. The second period, 1955-1973 E.C.

The term inspection was officially replaced by supervision. The preparation of a handbook for supervisors, and the beginning of supervisors training programmed, which was reached by an agreement between the MOE and the H.S.I.U (now A.A.U), were the major steps undertaken during this period.

3. The Third Period, 1974-1980 E.C.

In this period once again the change of name from supervision to inspection was being introduced. With the socialism demands of strict control, more attention being given to administrative activities then professional and pedagogical helps.

4. The fourth period, 1986 E.C.

To date inspection was changed into supervision with the essence of promoting democratic educational leadership. Accordingly, devolution of authority to the grassroots level and decentralization of decision-making process in instructional supervision are taking place.

5. The fifth period or the present 1994 E.C.

The Ethiopian educational training policy of 1994 has made the educational management more decentralized. Regarding this (Hailesilassie,2002) remarked that what is envisaged at present is democratic supervision which would seek the participation of all concerned in all spheres of the educational establishment items of decision-making, planning and envelopment of objectives and teaching strategies in an effort to improve teaching- learning process.

In general, researcher can conclude that starting from the time of its introduction until recently tremendous efforts; have been invested on Educational supervision to make it more relevant for the enhancement of education.

2.6. Principles of Supervision

Defined principles as "... aggregates of general roles of laws, concepts of fundamental truths, generally accepted tenets (beliefs)".Owoeye, J. S. (2002 p 13)

Basic principles of supervision include the following:

1. Supervision is attitudinal:

This principle compare that effectiveness to supervision depends up on the attitude of the supervisor and constructive attitude in the co-owner.

2. Supervision is creative:

This principle suggested that supervision should seek latent talents, provide opportunity for the existence of originality and for the development to unique contributions.

3. Supervision is cooperative:

This principle implies that instead of directing attention only to the improvement of individual teachers, the cooperation efforts of the entire staff in the study of educational problems of schools is so important.

4. Supervision should be them ethically sound:

This principle emphasize sensitivity to ultimate values, aims and polices with specific reference to their adequacy, "Fastness" and law, with special emphasis given to accuracy and change and development and methods interims of changing values, clear aims and policies.

5. Supervision should be scientific:

This implies that supervision should use orderly systematic and critical methods of study as well as utilizing more objectives, precise, sufficient, important, and more expertly secured and more systematically organized data and conclusion within its province as well as its own materials and procedures.

6. Supervision should be democratic:

This suggests that supervision should provide full opportunity for cooperation and participation as well as for substation of leadership for authority. In addition to this, according to Haile Selassie, (2002) supervision is established on the following principles and beliefs to achieve the intended educational objectives. Supervision provides a mechanism for teachers and supervisors; supervisors must see themselves not as cities of teaching performance, but rather as collaborators with teachers; teachers should not be viewed as consumer of research, but as generators of knowledge about learning and teaching; acquiring an understanding of the learning teaching process demand the collection of many types of data. And supervisor should focus not only on individual teachers but also on groups of teachers.

2.7. Supervisory Options for Teachers

The problems and issues of teaching and learning that teachers find in their practice differ, also teacher needs and interests differ (Sergiovanni & Starratt, 2002). Instructional supervision processes must meet the unique needs of all teachers being supervised. Because, matching supervisory approaches to individual needs has great potential for increasing the motivation and commitment of teachers at work (Benjamin, 2003).

By supporting the necessity of alternative supervisory options for teachers, Sullivan and Glanz (2005) revealed that the proper use of various approaches to supervision can enhance teacher's

professional development and improve instructional efficiency. In the same way as successful matching of options to teachers' results in enhanced professional development, increased work motivation, and more effective teaching and learning. As Sergiovanni and Starratt (2002) mentioned, there are at least five supervisory options: clinical, collegial, self-directed, informal and inquiry-based supervision.

2.7.1. Clinical supervision

Clinical supervision refers to face-to-face contact with teachers with the intent of improving instruction and increasing professional growth (Sergiovanni&Starratt, 2002). Supervisors working with teachers in a collaborative way, and providing expert assistance to teacher with the view of improving instruction, utilize clinical supervision. Define this model for conducting the observation of a teacher as: "The rationale and practice designed to improve the teacher's classroom performance." Clinical supervision as supervision focused upon the improvement of the instruction by means of systematic cycles of planning, observation and intensive intellectual analysis of actual teaching performance in the interest of rational modification. Cogan also believed that for the improvement of instruction, data must be collected from the teacher in the classroom, and both the supervisor and teacher need to plan programs collaboratively aimed at improving the teachers' classroom behavior. If teacher supervision were done properly in the schools, then teachers would develop and perfect their own teaching skills for the benefit of the pupils. Mintesnot, (2008 p16),

The analysis of the data and relationship between teacher and supervisor, form the basis of the programmed procedures and strategies designed to improve the student's learning by improving the teachers classroom observation. The purpose of clinical supervision is to help teachers to modify existing patterns of teaching in ways that make sense to them and in ways that support agreed up on content or teaching standards (Sergiovanni&Starratt, 2002).

Here, the role of the supervisor is to help the teacher select goals to be implemented and teaching issues to be illuminated and to understand better his or her practice. In doing this, i.e.; as teacher instruction improves, students will become more motivated, classroom management will be improved and better atmosphere for promoting learning will exist.

2.7.2. Collegial supervision

Partnerships, collegial and collaborative relationships, coaching and mentoring are names that are given to the supervision process in which learning, growing and changing are the mutual focus for supervisors and teachers (Beach & Reinhartz, 2000). Collegial supervision is defined by Lee, B. (2000). as a “moderately formalized process by which two or more teachers agree to work together for their own professional growth, usually by observing each other’s classroom, giving each other feedback about the observations, and discussing shared professional concerns”. Similarly, Sergiovanni and Starratt (2002) shared the above idea as “In collegial or peer supervision teachers agree to work together for their own professional development”. Teachers engaged in supervisory functions when they visit each other’s classes to learn and to provide help to critique each other’s planning to examine together samples of student work, to pour over the most recent test scores together, to puzzle together over, whether assignments they are giving students are appropriate or whether student performance levels meet important standards, to share portfolios and to engage in other activities that increase their learning, the learning of their colleagues and the quality of teaching and learning that students receive (Sergiovanni & Starratt, 2007). Sergiovanni and Starratt (2002) noted that collegial supervision extends well beyond classroom observation. It provides a setting in which teachers can informally discuss problems they face, share ideas, help one another in preparing lessons and provide other support to one another. When teachers supervise themselves, principals stay involved by helping them in finding time for them to help each other, arranging schedule to allow them to work together, and participating in conversation about “what is going on, how effective it is, and what do we do now?” By supporting this, MoE (2002) indicated that, the school is responsible to create conducive environment for the competent and exemplary teachers in order to give professional support for their colleagues to improve teaching learning activities.

2.7.3. Self-directed supervision

In self-directed supervision, teachers work alone by assuming responsibility for their own professional development. This approach of supervision is suitable for teachers who prefer to work alone or who, because of scheduling or other difficulties, are unable to work cooperatively with other teachers. Sergiovanni and Starratt (2002) stated this supervisory option as it is

efficient in use of time, less costly, and less demanding in its reliance on others than in the case of other options. Furthermore, this option is particularly suited to competent, experienced teachers who are able to manage their time well.

In similar way, self-directed supervision as it is noted in Glickman et al.(2004), is based on the assumption that an individual teacher knows best what instructional changes need to be made and has the ability to think and act on his or her own. It can be effective when the teacher or group has full responsibility for carrying out the decision. In this supervisory option of supervision the role of the supervisor is little involvement, i.e.; to assist the teacher in the process of thinking through his or her actions.

2.7.4. Informal supervision

Informal supervision takes place when one practitioner approaches another without any predetermined format, to discuss aspects of their work. Sergiovanni and Starratt (2002) suggested that, informal supervision is comprised of the causal encounters that occur between supervisors and teachers and is characterized by frequent informal visits to teacher classrooms, conversations with teachers about their work, and other informal activities. According to Zepeda (2003), informal observations can assist supervisors in motivating teachers, monitoring instruction and keeping informed about instruction in the school.

2.7.5. Inquiry-based supervision

Inquiry based supervision in the form of action research is an option that can represent an individual initiative or a collaborative effort as pairs or teams of teachers work together to solve problems. Sergiovanni & Starratt (2002) describe action research as a process aimed at discovering new ideas or practices as well as testing old ones, exploring or establishing relationships between cause and effects, or of systematically gaining evidence about the nature of a particular problem.

2.8 .Tasks of Instructional Supervision

Supervision for successful schools attempts to remove the obstacles in the work environment so that teachers can see each other at work, receive feedback from others, engage in professional dialogue, and have the opportunity to make decisions about collective instruction actions (Glickman, 2004). As it is indicated in Jacklyn (2008), there are five essential tasks of

supervision. These are direct assistance, group development, professional development, curriculum development, and action research. These interrelated supervision tasks can purposefully planned to increase teacher thought. It is impossible for one person to do all these supervisory tasks, but many persons such as principals, department heads, peer teachers, master/mentor teachers, central office personnel, and consultants can carry out the tasks (Glickman, 2004).

According to Jacklyn (2008), the supervisors must possess and implement the five essential tasks into their schools for the improvement of instruction and should be knowledgeable of each task and able to implement these effective concepts effectively by possessing positive interpersonal skills, group skills and technical skills.

2.8.1. Direct assistance

Direct assistance to teachers is one of the crucial elements of a successful school. Supervision provides direct assistance to teachers as it is continuously focuses on improvement of classroom instruction. Direct assistance occurs when the supervisor effectively provides feedback for individual teacher. It is necessary for instructional improvement by providing feedback to teachers and making sure they are not feeling isolated, but is essential part of a team-oriented staff (Glickman et al., 2004). Direct assistance can carried out effectively by conducting clinical supervision in a way that is goal oriented and provides support and a commitment to improvement. Thus, supervisors must be able to provide teachers with a pre-conference, observation and post-conference as well as study the effectiveness of this method (Jacklyn, 2008).

2.8.2. Curriculum development

Curriculum is the core of a school's existence, what is to be taught to our students is a matter that must by definition exist outside the province of an individual teacher or individual classroom (Glickman et al.(2004). The need of curriculum development is for the progress of instruction.

As Glickman et al. (2004) state, curriculum development involves the supervisor providing opportunities for changes in curriculum and materials to improve instruction and learning. It is necessary for instructional improvement due to the need for enhancing collective thinking about instruction. Curriculum development has become the major function of instructional supervision in the school. As Hailesilasse (2004), designing or redesigning that which is to be taught, by

whom, when, where and in what pattern developing curriculum guides, establishing standards, planning instructional units are the components of school-based supervision.

According to McNeil and Dull (cited in Chanyalew, 2005), the major responsibilities of supervisors in curriculum development process are assist individual teachers in determining more appropriate instructional objectives for the pupils in a specific classroom to improve the curriculum .Plan and implement a well-established in-service training program. And aid in goal definitions and selections at local, state and federal level. Work closely with administrators to establish roles that are expected of consultant who are outside the school.

2.8.3. Group development

Group development provides meetings where groups of teachers can work together to solve the problems. Jacklyn (2008) describes group development, as it is necessary for instructional improvement due to the ability of the group to come together and discuss what is working and what needs improvement. By working together instruction will be improved and students learning will be enhanced. Successful schools involve teachers in school wide projects through meetings. According to little's study described (cited in Glickman et al., 2004):

Teachers engage in frequent, continuous, and increasingly concrete and precise talk about teaching practices... By such talk, teachers build up a shared language adequate to the complexity of teaching, capable of distinguishing one practice and its virtues from another, and capable of integrating large bodies of practice into distinct and sensible perspective on the business of teaching.

Group work enhances the knowledge of teachers at different developmental levels by the collaboration of ideas, regardless of experience or accomplishments, which initiates cohesiveness and creates a team amongst educators. According to (Jacklyn, 2008), group activity evokes different efforts from teachers at different levels. This allows for more successful teachers, whose practices are may not be aligned with state standards. Schools, as organizations, today are increasingly looking for ways to involve staff members in decision-making and problem solving. Hence, the school leader as a supervisor needs to have good communication skill, share goals, commitment and accountability for results with the staff members (Samuel, 2006). Learning the skills of working with groups to solve instructional problems is a critical task of supervision.

Therefore, it is the responsibility of the supervisor to provide for instructional problem-solving meetings among teachers to improve instruction (Glickman et al., 2004).

2.8.4. Professional development

Professional development is part of enhancing the instruction of teachers. According to Glickman (1993), any experience that enlarges teachers' knowledge, appreciation, skills, and understanding of his/her work falls under the domain of professional development. Since, the skilful teachers and competent teachers are very crucial for successful school, professional development is the major function of school supervision. Hailesilasse (2004).views professional development as it is promoting effective teaching practices, providing for continuous personal and professional growth as well as changing the character of the school and teaching.

Professional development program for teachers can be carried out in the school. As Lawrence (cited in Glickman et al., 2004) concluded the following are characteristics of successful professional development.

Involvement of administrators and supervisors in planning and delivering the program. Differential training experiences for different teachers; placement of the teacher in an active role (generating materials, ideas, and behaviors) emphasis on demonstrations, supervised trials and feedback, teacher experience sharing, and mutual assistance. Linkage of activities to the general professional development programs, teachers self-initiated and self-directed training activities.

Teachers need to be provided by training programs that equip them with competencies that make them efficient in their routine activities. As it is noted in UNESCO (2006), teachers, like other skilled workers, benefit from on-the-job training, which is referred to as continuing professional development (CPD). Relevant activities in continuing professional development of teachers can include; improving teachers general education background, as well as their knowledge and understanding of the subjects they teach; instruction on how children learn different subjects; developing practical skills and competencies; learning new teaching strategies and how to use new technologies; improved professionalism and ethics; in addition to providing knowledge and skills linked to the ever-changing needs of a dynamic society.

According to Goodal *et al*, (2005)), teacher development and supervision go hand in hand. There should be various opportunities for the teachers' professional development. As it is indicated in

ADEA (1998), training is important for the professional growth of teachers. Not only should teachers be encouraged to attend workshops offered by outside organizations and through the school, but also, the supervisor must create a variety of professional development activities (Sullivan & Glanz, 2005). By supporting this idea, Glickman et al. (2004) indicated for the sake of teacher's professional development the school should have schedules for workshops, staff meetings, and visit other schools.

2.8.5. Action research

The school is the basic unit of change in an educational setting. Hopkins (cited in Zepeda, 2003) describes action research as “a self-reflective inquiry undertaken by participant in order to improve the rationality of (a) their own practices, (b) their own understanding of these practice and (c) the situations in which these practices are carried out. Similarly, Jacklyn (2008) shared the above idea as “action research allows teachers to evaluate their own thinking and teaching which allows for improvements in instruction”. Action research aims at improving instructional activities. As Glickman (2004) suggested, basically action research is when teachers meet to identify common instructional problems, determine what current evidence they have about meeting the instructional needs of their students, propose change that might be more successful, improvement of changes, and finally judge the success of their endeavors.

The purpose of action research is to bring about improvement in a given situation such as improving pupil performance, teacher performance, school administrations, school and community relationship (ADEA, 1998). To sum up, Ministry of Education (MoE, 2002) indicated that, it is the responsibility of supervisor to facilitate situations in order to exist the respecting and assistance of teachers among themselves in schools and offer professional support how to solve teaching learning problems. Furthermore, Ministry of Education (MoE, 2002) also clearly puts that teachers are expected to conduct action research in order to enhance teaching learning process. To this end, school-based supervision is crucial process which needs to be strengthening in the school and practice continuously based on the prepared plan for school improvement program.

According to the Ministry of Education (MoE, 2006) in the process of school-based supervision, the supervisors should find the solution for the teaching learning problems teachers encountered ,

should provide assistance and counseling services for teachers and also should monitor the implementation of the guidelines of school improvement program and new teaching methodologies by teachers ,

2.9. Continuous Teacher Professional Development

2.9.1 .Global context

The term continuing professional development (CPD) is said to have coined by Richard Gardner, who was in charge of professional development for the building professions at York University in the mid-1970s (Gray, 2005). Continuous professional development (CPD) is among the new initiatives that targeted to develop the professional competence and professional ethics of teachers, teaching at all levels of the school system or educational structure. Mintesnot, (2008), described CPD as follows “Continuous refers to throughout the Practioner’s working life, professional refers to maintaining the quality and relevance of professional service, and development implies the progression in personal quality to the acquired knowledge and skill”. Continuous professional development (CPD) has unique definition as it is varied from different educational traditions and contexts. It is variously called teacher development, in service training staff development, human resource development, continuing education and lifelong learning the term is used interchangeable with the term professional development (Lee, B. 2000).

According to Gray (2005), CPD embraces the idea that individuals aim for continuous improvement in their professional skills and knowledge beyond the basic training initially required to carry out the job. Gray (2005) further states that in teaching, such development used to be called ‘in-service training’. In line with Gray’s idea, Mohammed (2006) says that Continuing Professional Development may be regarded as all forms of “in- service, continuing education, on-the-job-training, workshop, post qualification courses” etc. whether formal or informal, structured or unstructured, teacher initiated or system-initiated, qualified or not.

Desimone (2009) concurs with Gray (2005) and Mohammed (2006) and writes that Teachers experience a vast range of activities and interactions that may increase their knowledge and skills and improve their teaching practice, as well as contribute to their personal, social, and emotional growth as teachers. These experiences can range from formal, structured topic specific seminars

given on in-service days, to everyday, informal “hallway” discussions with other teachers about instruction techniques, embedded in teachers’ everyday work lives (p.182) Further, Guskey (2002) describes professional development programs as systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students. Desimone, Porter, Kwang Suk Yoon & Birman (2002) Concur with Guskey (2002) in looking at Professional development as an essential mechanism for deepening teachers' content knowledge and developing their teaching practices. In addition to this, a number of competing claim for professional development that are evident in the literature of professional associations such as: lifelong learning for professionals, a means of personal development, a means of assuring a wary public that professionals are indeed up-to date, given the rapid pace of technological advancement, a means whereby professional associations can verify that the standard of their professionals are being upheld and a means for employers to garner a competent, adaptable workforce.

From the above definitions of CPD, it can note that Continuing Professional Development is designed to contribute to learning of teachers who have completed their initial or pre-service training. For the purposes of this study, the term continuing professional development refers to the formal courses and programs that are attended by primarily and secondary school teachers with the purpose of enhancing their professional skills so that they become better teachers. These formal courses and programs may be in the form of guide line, but not limited to the following as outlined by Gray (2005), whole-school training days; undertaking joint training exercises with other schools; joining teacher networks, engaging with specialist subject associations; and attending short courses in the form of workshops and seminars at woreda or zonal, district or national levels in a major initiative to address problems related to access, equity, and quality of educational provision.

2.9.2 .Ethiopian context of Professional Development

Continuing Professional Development refers to the career-long process in teachers lives those results in developing teachers’ professional knowledge, skills, attitudes, & aspirations, and a general understanding of their changing roles and tasks to raise student achievements and learning (MOE, 2009). In Ethiopia continuous professional development can be placed into two

categories MoE, (2009). Updating is a continuous process in which every professional teacher participates during his or her career as a teacher. It focuses on subject knowledge and pedagogy to improve classroom practice. Upgrading is the process by which teachers can choose to participate in additional study outside their regular work as teachers at appropriate times in their career, e.g. convert a certificate diploma to a diploma of the first degree or first degree to master's degree.

2.9.3. Types of CPD for teachers

Clark & Hollingsworth, (2002), Ling & Mackenzie (2001), and Craft (2004) propose several types of CPD for teachers. These include: self-directed study, workshops, seminars, short courses, coaching, mentoring, or tutoring, job shadowing, networking, collaborative learning, action research, personal reflection, distance education, professional learning teams, observations, portfolios, information technology mediated learning.

Lieberman (in Goodalet *al*, 2005) further classified CPD into three settings in which teachers' learning may occur: *direct teaching* (e.g. conferences, courses, workshops, consultations), *learning in schools* (e.g. peer coaching, action research, working on tasks together), and *learning out of the classroom* (e.g. reform networks, school-university partnerships, professional development centers.) The use of CPD is to promote knowledge, reflection on staff practice, participation on educational panels, induction, mentoring, peer coaching, action research and keeping professional development portfolio (Craft, 2004). The presence of wide variety of teachers CPD activities in the school indicated that one size fits not all approach to all professional development is effective. Even though the number and types of CPD activities are very large what is suitable for this study were mentioned below with giving some descriptions on the major and commonly used activities are very important. Therefore, induction, mentoring, peer coaching, action research and PDP are described below in the following way;

2.9.3.1 .Induction

Induction is a systematic organizational effort to adjust to new assignment. It could be argued that induction is an intended activity to help bingers and/or new staff to properly perform their duties. This is because the first year of teaching has always been difficult at almost any serving teaching will satisfy newly hired teachers need to understand how the system is functioning and

how they fit in to it. More especially new haired teachers face difficulties in understanding their responsibilities due to lack of information about the schools mission and its goals. It can be crucial for new staff to have job description and knowledge of the formal structure of the school (Craft, 2004).

According to David (2006), unless teachers get sufficient information about their roles, responsibilities and other related issues. They will frustrate and may leave their profession. Schools should avoid placing newly qualified teachers to perform complex tasks. They should establish guidance and provide assistance to insure that they can demonstrate their efficiency in their teaching. To this effort induction program should be customer zed based on analysis of individual needs to support new teachers. From widely diverse backgrounds and experiences, the importance of teacher's induction for both the binger teachers and the schools is that it contributes to avoid unnecessary tension and future malfunction. Research studies on CPD identified that teachers who have been left to support themselves in the first year of teaching tend to develop a strongly survival oriented range of actions sometimes called kill.

As Andrew (1986), cited in mike turner and Leslie bash (1999), analyzed induction schemes in five countries and found that successful characteristics; a) professional seminar workshops are regularly held for beginning teachers to meet and exchange ideas as well as to extend their professional knowledge and skill, b) experienced teachers or mentors are assigned to work with beginning teachers and provide formative supervision and school principals are responsible to support the binging teachers c) beginning teachers are giving opportunities to observe other teachers and to discuss instructional and curricular practices. d) Beginning teachers receive reduced workload and release time.

In general, induction program plays significant role for teachers CPD when they begin their career. Therefore, department heads school principals, supervisors and other concentrated bodies need to plan appropriate induction programs.

2.9.3.2. Mentoring

According to Bladford (2000), mentoring can be defined as a process (assistance) to other practitioners offered by experienced staff to other practitioners who needs other professional skills. The experienced practitioner is appointed as a mentor to assist beginning or in experienced

teachers to adopt demands of a complex job of teaching. Mentoring recognizes that growth in teaching is a process that takes time. A mentor focuses on learning rather than teaching. And engage in support to encourage reflection on teaching as a process. This reflective model incorporates a more critical element in the mentoring process to move teachers from novice to expert status .a mentor provides a new comer with a new support, problem solving guidance and network of staff who shares resource in sight practices and materials.

Mentors are also expected to establish a supportive supervisory material, establish a supervisory relationship and apply effective counseling skills Bladford (2000) more over induction tutors in the day to day work with newly qualified teachers are expected to respect encourage, motivate and understand them to take increasing responsibility for their own development. For mentoring to be successful, it would be free compulsion and external pressure. Mentors are free to choose their mentors. Mentoring activities are fruitful if they help newly qualified teachers to develop. Mentees hove chances to reflect and mentees hove development opportunities.

Bladford (2000), defined mentoring as nurturing process in which a more skilled or more experienced person serving as a role model, teachers, sponsors encourages, councils and be friends to a less skilled or less experienced person for the purpose of promoting the letters professionals or personal development. Mentoring functions are carried out within the context or an ongoing caring within relationship with the mentor and the mentees. Mentor benefits individual teachers (mentees) school and the teaching profession in relation to individual teacher it will help to maintain and enhance confidence rise awareness about classroom practice and develop professional knowledge, skill, attitude and an overall professional competence (Bladford ,2000).

In the above review literature, mentor mentee relationship, the experienced collaboration shares his/her experience to the newly qualified teachers (mentees) on how to effectively perform his/her duties and how to solve problems. In this case, mentors (experienced ones) play a significant role for the professional development of the less qualified teachers. In short mentoring is a process through which knowledge and understanding skills and abilities transferred to practitioners. Mentoring as developing teachers, professional competence, it plays decisive roles.

2.9.3.3. Peer coaching

Coaching is the process where a person with expertise in the field assists colleagues through structured discussion and activities on how to solve their problems and how to perform their tasks better than they would do it without this assistance (TTA 1998), cited in MOE (2004). The main purpose of coaching is improving practical skills. It takes place at work place when workers seek advice, explanations or demonstrations. Major coaching opportunities are research participation in study groups, problem solving teams “observation on performance of their colleagues groups, writing journals participating in improving endeavors”. In class coaching may take different forms depending on the purpose and goals for coaching i.e. technical coaching evolves the transfer of teaching methods introduced in workshops to the classroom (moon et.al, 2001) expert coach utilizes specially trained teachers with experts using particular methods. They observe, support and provide feedback to other teachers.

In general coaching requires human interpersonal relationships, collegial atmosphere and collaboration, skill full, knowledgeable and committed teachers are required to play coaching role. Selecting appropriate coaching is essential. If this process is successfully implemented in schools, the education quality will realized.

2.9.3.4 .Action research

The action research is one of the major activities of teachers that play an important practice in developing teachers’ profession in educational system. The individuals themselves as investigators to improve the quality of their action do the study. The quality of action can comprehended as the participants’ understanding of the situation, as well as the practice within the situation. Different scholars viewed action research from different perspectives Kennedy (2005) argues that this type of CPD has acknowledged as being successful to allow teachers to ask critical questions of their practice.

According to Gay, (2000) action research is the study of social situation involving participants as a researcher with the aim of improving with the quality of action within it. From this definition, it is possible to recognize that teachers can improve their practice in classroom by doing action research. Action research is not a “library work” where teachers learn more about a topic that

interest them but rather it is considered as a tool used by teachers to understand and improve their practice (Craft, 2004).

Action research in education is a small-scale practice of the practitioner (teacher). It focuses only on a particular problem to get mediate solution .educational action research is about the self-interaction of teachers or school in their ongoing practice). Supervision and evaluation models have developed over the years to new models, “such as action research, peer coaching, walk-through, and lesson study” as well as performance-based evaluations (Aseltine, Faryniarz and Rigazio-DiGilio, 2006) and portfolios (Zepeda, 2003). All supervision and evaluation models still seem to have the goal to improve teacher instruction. Each of these models also requires a supervisor to facilitate and guide the evaluation and supervision process.

According to Gay and Airasian (2000), action research is a form of collective staff reflective inquiry undertaken by participants in order to improve the rationality and justice of their own social or educational practices as well as their understanding of their practices and the situations in which the practices are carried out. ICDR (1998) viewed action research as a small scale intervention as cited in MoE (2004) function of real world and close examination of the effects of such intervention. This requires that, it is the process, by which the research evolves in the function of real world. What makes action research different from pure research is that the former was directed to increase the quality of practical application. It is international and practical in nature. It follows phases of problem identification systematic data collection, reflection, analysis data driven action and problem redefinition. It is then improving action through systematic studies (Gray and Airasian, 2000).

According to Mc Laughlin, (2001), there are three basic reasons. Why action research is good for teachers professionals development a) it is inquiry based and allows teachers to investigate their own words, (b) it is aimed as the improvement of teaching and learning in schools, and (c) it leads to deliberate and planed action to improve conditions for teaching and learning. Research is then useful to generate knowledge, to disseminate it to improve practice and to win public steam to teachers and their profession. That is why school principals and concerned educational authorities have to undertake exemplary action research. Allocate fund furnish libraries with

current educational journals and related materials and improve teachers in research activities (Terry cited in Amare, and et.al, 2006)

2.9.3.5. Professional development portfolio

A professional development portfolio is a collection of materials made by a professional that records and reflects on key events and processes in that professionals career (Kennedy et.al.2005). From this definition it is possible to deficit that a portfolio involves critical self-reflection on one owns career and this makes it to be different from a professional diary or record of achievement. In a professional development portfolio, it is possible to assemble a collection of reflections on teaching including professional development experiences (Craft 2004) keeping professional development portfolio can be one of the activities to be performed by participants in CPD program.

According to MoE, (2009) each teacher is required to keep a portfolio of CPD activities. The purpose of this is to plan their CPD activities. Keep a record of activities undertaken and provide evidence of participation in professional learning. Reflect on progress and identify areas for development, provide a record of all development activities and identify improvement, against the criteria for “Good Teaching”, provide a record of all development activities and identify improvement against the criteria for “Professional Competencies”, Provide evidence that contributes to the annual performance review carried out for each teacher.

2.10. School - Based Supervision on the Professional Development

School-based supervision the supervision that is conducted in schools and that is carried out by principals, vice-principals, and heads of department and senior teachers Based on Sergiovanni,T.J and Starratt (2007), Nolan and Hoover (2008), school based supervision is a program implemented in schools that serves for developing, directing, and increasing the capacity of teachers in the learning process with the aim to assist students in learning. Instructional supervision should be carried out continuously in teacher improvement efforts in accordance with the methods and skills that continue with updates to make the teachers professionals, and more importantly, teacher professional development efforts. (Anderson & Snyder, 1998; Carter, 2001; Zepeda, 2007).

One essential element in the education system is the development teachers' professionalism. A professional teacher should be able in the improvement of teaching methods, classroom management skills, adaption to the needs of students, and be able to build a culture of learning as well. (Wanzare Da Costa, 2000).

2.10.1. Roles of educational Supervision

According to Pandong (2003) a supervisory unit of education is a functional officer who serves as technical the person responsible for to carry out supervision of specific schools in order to improve the quality of teaching and guidance to achieve the goal. Position supervisors can be divided into three units based on their level of education, superintendent for the level of early childhood education, primary school level and secondary school level. In one county or city a school superintendent is headed by a coordinator of supervisors in the education unit (Muid, 2003).

Mc Quarried and Wood's (1991) data of supervision is indispensable and it is used in the planning, development and improvement of professional teachers. This educational supervision program is one of the steps in forming the professionalism of teachers to be teachers. But in practice, until now there are teachers who have not yet realized the importance of supervision. There are still many teachers who consider that the supervision is carried out to look for errors in teachers, so there are also teachers who feel fear when supervised. This assumption should be eliminated, given the purpose of supervision is to help teachers to solve problems encountered in the classroom. Supervision is conducted by the supervisor at the school, the principal or senior teacher.

According to Olivia (1984) in the role of supervisor there are four things; (a) as a coordinator, a supervisor role in coordinating the programs that have been created and preparing the materials needed in order to improve the performance of teachers in the learning and making a report on the implementation of the program; (b) as a consultant, the supervisor must be an expert in curriculum, teaching methods, and the development of staff, so that the supervisor can help the teacher individually or in groups; (c) as the leader of the group, the supervisor should have the ability in leadership, understand the dynamics of the group, and create group activities; and (d)

as evaluators, supervisors should be able to provide help teachers through the evaluation of learning and the curriculum, and should be able to identify the problems faced by teachers, help conduct research and development of learning.

Similarly, Wiles and Bondi (1986) argued that there are eight competencies required by supervisors in carrying out their role, as developers of people, curriculum developers, instructional specialists, human relations workers, staff developers, administrators, managers of change, and evaluators. Some basic competencies and capabilities must be owned by a supervisor in achieving their role, both substantive competence and competence process. Competence process includes planning, implementation, evaluation and follow-up. While the substantive competence puts more emphasis on understanding and ownership of teachers of the learning objectives, the perception of teachers to students, knowledge of materials, and teacher mastery of the methods of teaching.

Glatthorn (1990) added that the competencies required by supervisor are with regard to the nature of teaching, the nature of adult development, and the characteristics of good and effective school. In relation to the nature of learning, there are several variables whose influence must be understood by the supervisor. First, organizational factors; emphasis on organizational culture and professionals in educational institutions. Second, with regard to the personality of the teacher, the teacher's knowledge, the ability of make planning and decision making, motivation, stages of development and maturity, skills of teachers. Third, related to learning support systems, such as, curriculum, textbooks and exams. Fourth, there are the characters of students in class.

2.10.2. Responsibility of School principal on the Teachers' Professional development

In order to develop and promote the quality of education, the principal should conduct the duties and the roles professionally. According to Mulyana (2004) the tasks and the fundamental role of a principal is divided into seven: principal as an educator, manager, administrator, supervisor, leader, innovator, and as a motivator. Meanwhile, according to Neagley, as cited in Made Pidarta (1997) the ten tasks of a supervisor include: developing a curriculum, organizing teaching, preparing teaching staff, preparing learning facilities, preparing educational materials, organizing upgrading-service teacher training, providing consultation and fostering faculty members,

coordinating services to the students, developing a relationship with the community, and assessing teaching.

2.10.3. Responsibility of educational supervision on the Teachers' professional Development

Similarly, Wiles and Bondi (1986) argued that there are eight competencies required by supervisors in carrying out their role, as developers of people, curriculum developers, instructional specialists, human relations works, staff developers, administrators, managers of change, and evaluators. Some basic competencies and capabilities must be owned by a supervisor in achieving their role, both substantive competence and competence process. Competence process includes planning, implementation, evaluation and follow-up. While the substantive competence puts more emphasis on understanding and ownership of teachers of the learning objectives, the perception of teachers to students, knowledge of materials, and teacher mastery of the methods of teaching.

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2.10.4. Challenges of Educational Supervision

In the career of teaching, challenges and responsibilities are high and difficult to be faced by people who have little or low experience in teaching (Glickman, Gordon & Ross-Gordon, 1998) Sergiovanni and Starrat (1998) argued that in filling out the form of evaluation, a teacher who has unimportant experience assumes that supervision has a low of both benefit and value. Meanwhile, according to Gunawan (2011), in Indonesia basically teachers do not feel anxious and afraid or hate the implementation of supervision, but they do not like the style of the supervisor. The supervisor is seen as an authoritarian, just looking for the faults of the teacher,

and the supervisor considers himself having a more honorable position than a teacher. The negative perceptions that emerged as a result of the implementation of the conventional models of supervision (inspection) were: it caused fear in the teacher, the teacher did not feel free to implement their duties, teachers felt threatened in every meeting with the supervisor, and there was a negative perception of the role of supervisors who were not motivated to develop the capacity of teachers.

Therefore, the major gap that the researcher perceived from this previous study was not sufficient practicing in the contribution of educational supervision to teachers' professional development in governmental secondary schools of Hadiya zone.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with research design, source of data, samples of population and sampling techniques, instruments and procedure of data collection, method of data analysis and ethical consideration mentioned as follows.

3.1. Research Design

Based on research questions, descriptive survey design used in this study. According to Creswell (2003), such design also used to obtain general overview of the subject, and to generalize study finding from sample to population. In this study, both qualitative and quantitative approaches employed. Creswell and Plano Clark (2007) indicated that mixed approach is more than simply collecting and analyzing both kinds of data; it involves the use of mixed approaches so that the overall strength of a study is greater than either qualitative or quantitative research.

3.2. Description of Study area

Mirab Badewacho Woreda (Danema) is located at 321 km from Addis Ababa city along Butajira Hossana road, and it is located at 89km from zonal capital city of Hossana. It is one of the woredas in Hadiya zone administration. It consists 22 kebeles including four towns, and it has six governmental secondary schools. The neighboring areas of this woreda are Misrak Badewacho woreda at East, Kedida gamela woreda (KAT zone) at north, Kachebira woreda (KAT zone) at west, and Damot Gale and Boloso Sore woredas at south.

3.3. Source of Data

The source of the data for this study was both primary and secondary source

3.3.1. The primary source of data

Primary data sources:- data were collected from principals, teachers, department heads, supervisors and Woreda TDPO.

3.3.2. Secondary source of data

Secondary data sources: data sources were collected from school supervision-related documents, teachers' portfolios and action research, action plans of supervisors, manuals, reports, check lists of supervision, minutes, and supervision guidelines available in WEO /Woreda education offices.

3.4. Population of the Study

Target population of the study were 6 governmental secondary schools because, most of the time in the government school no care contribution educational supervision to teachers' professional development as regarding incentives, up grading, promotion, salary increment and most of the teachers simply count year of experience to get career structure and other incentives as the result the student researcher were select government school motivated to assess these problem and will try show alternative choices for those school educational experts from these, schools 9 secondary schools In these schools there are --- male and --- females total == teachers 6 male 6 supervisors, 6 male principals, 1 WEO teacher's development process owner (TDPO) and 66 department heads are engaged in the teaching- learning process. The total target population of the study is will be included ---=.

Table 3.1 Sample size and Sampling Technique

Name of Schools	Teachers		Principal		Supervisor		Woreda experts	
	Pop.	Sam.	Pop.	Sam.	Pop.	Sam.	Sam.	
Danema secondary school,	98	32	1	1	1	1	1	
Wadda general secondary school	53	18	1	1	1	1		
Sapera general secondary school,	38	13	1	1	1	1		
Hilifata secondary school,	30	10	1	1	1	1		
Kotto secondary school	72	24	1	1	1	1		
Hawora secondary school,	88	29	1	1	1	1		
Total	635	211	6	6	6	6	1	234
Sampling Technique	Stratified sampling		Availability Sampling		Availability Sampling		Availability Sampling	

Key: Pop=Population, Sam=sample

Table 3.2 Sample size and Sampling Technique of teachers

Name department	Name of schools									
	Danema		Wadda		Sapera		Jerso		Hawora	
	popu	Sam	Popu	Sam	popu	Sam	popu	Sam	Popu	Sam
English	6	2	5	2	4	2	5	2	4	2
Amharic	5	2	4	2	3	2	4	2	3	2
Maths	7	2	3	2	4	2	4	2	4	2
Biology	8	2	6	2	5	2	6	2	3	2
Chemistry	5	2	5	2	5	2	5	2	3	2
Physics	4	2	4	2	3	2	3	2	3	2
History	6	2	3	2	3	2	5	2	4	2
Geography	5	2	4	2	4	2	7	2	4	2
Civics	7	2	5	2	5	2	6	2	5	2
HPE	6	2	5	2	4	2	4	2	3	2
IT	4	2	3	2	3	2	3	2	2	2
Total	63	22	47	22	43	22	52	22	38	22
Sampling techniques	Stratified sampling technique									

3.5. Sample Size and Sampling Technique

In order to obtain relevant data to meet intended objective, five secondary schools were selected from six secondary government schools from Mirab Badewacho Woreda by simple random sampling. The target population of the study includes teachers, principals, supervisors, department heads and Woreda education office teacher's development process owners (TDPO). Accordingly, 5 principals, 5 supervisors, 211 teachers, 110 department heads and 1 WEO teacher's development process owners (TDPO) were the population of the study.

According to Cohen, (2000), "The largest sample the better the study". The techniques of simple random, purposive and availability sampling were drawing the sample elements of the respondents in order to include all items of composition in to the sample size. The total numbers of population in the nine selected schools are which is N=633. The determined sample to be taken is 'n' = 321.

Table 3.1 above shows the total and sample population of teachers, principals, supervisor's, department heads and Woreda education office teacher's development process owners (TDPO) and in the study with their respective schools and woreda.

The following formula was use to determine (Yamane, Taro. 1967).

$$\text{Sample size } n = \frac{N}{1+N(e)^2} \quad , \quad \text{Where, } N = \text{Total population}$$

n = Total sample size, e= sample error /level of significance (0.05) or 95% Confidential interval

$$\% = \left(\frac{n}{N}\right) \times 100 = \left(\frac{321}{633}\right) \times 100 = 50.7 \%$$

Multistage sampling technique should be employed.

- Random sampling technique for selecting 1 woreda from 10 woreda and 2 town administrations.
- Simple random sampling technique to take 5 schools from one woreda, 211 teachers take from 379 teachers, 5 principals from 5, 5 supervisors from 5, 110 department heads from 243 and 1 Woreda education office teacher's development process owners (TDPO) were selected.

After getting proportional sample size of each school simple random sampling was employed to take the required number of teacher's principals, superiors and educational experts. For example, the sample size to be taken from woreda education office 1 (100%) of teachers development process owners selected by using availability sampling technique, from woreda education office, 45.2% department heads selected by using Stratified sampling technique, supervisors 5(100%) selected as the sample size, 5(100%) of principals selected as the sample size, by using purposive sampling technique, because they are small numbers.

3.6. Data Collection Instruments

Questionnaire, interview, and document analysis will be the instruments used for the purpose of the study. Therefore, employing multiple data collection instrument helps the researcher to combine, strengthen and amend some of the inadequacies of the data and for triangulating it (Cress well, 2003).

3.6.1. Questionnaire

The researcher for teachers and principals' was developing questionnaires. It was used in order to collect data from a relatively larger size of the population under study. The reason why a questionnaire was used is easily to handle and is simpler for the respondents to answer within a short period of time (Koul, 2008). Closed-ended questionnaire were prepared for secondary school teachers, principals and superiors to obtain information concerning supervisory practices, problems and views.

3.6.2. Interview

The researcher for teacher's development process owners (TDPO) superiors and were develop interview. It was used in order to collect data from those who were provided information needed for the study. The reason why semi- structured interview was employed, if that the procedure to be used is standardized and determined in advance as well as to obtain answers to carefully phrased questions (Koul, 2008). In qualitative study; interview is one of the major tools used for data collecting. In this study interview will be under taken in the form of person-to-person meet. Using semi-structure questions enabling respondents to address matters in their own terms and words. Therefore, in this study, in order to get view and opinion about implementation of educational supervision, interview will be prepared for TDPO, by the researcher. Semi – structured interview items will be prepared for the purpose of cross checking and validate the result of the questionnaire.

3.6.4. Document analysis

Documents useful for the study including plans of schools, reports of schools, supervision manuals, Checklists, and minutes of meetings held with woreda education officials. Supporting this Best and Khan, (2003), have noted that document analyses are important and relevant sources of data, useful in yielding information, and investigating educational practice. Document observations held with principals and teachers' development process owners to examine school planning completing of different school activities, availabilities of resources in school, and services provision in all professional and pedagogical development.

3.7. Procedures of Data Collection

A research permit letter from Addis Ababa University Sadist Kilo Campus College of Education and Behavioral Studies (CEBS) Department of Educational Planning & Management would be as wrote a letter to who may concern bodies. Regarding in this way letter the zone education office will write for selected secondary schools and woreda education offices. The questionnaires and interview guide items prepared in English language. After the questioners prepared and approved by the advisor pilot test conducted at Kotto secondary school and the samples are 20 teachers; one principal and one supervisor. The respondents from pilot study group consulted about how best to revise these questions, and all respondents' correction made and the questionnaires distributed to main study for selected sample population directly by the researcher in all sampled schools in selected Woreda. Then the researcher in person distributed the questionnaires and give orientation about the objective of the questionnaires, how to fill and collect the filled questionnaires within the scheduled time. Interviews made after obtaining the permission of the participants. As regards documents, the researcher makes relationship with school authorities to get access into the documents and review them in the light of the objectives of the study.

3.8 Methods of Data Analysis

In analyzing the data, both qualitative and quantitative method were employed in order to attain research objectives. Quantitative data were analyzed by using frequency, percentage and mean scores. On the other hand, qualitative data were analyzed by narration and description. Quantitative data were coded, tabulated, analyzed, described and interpreted. Percentage and frequency counts were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. Quantitative data is about numbers in general terms. They are all such data that usually quantified to help answer research questions and meet pre-specified objectives (Johnson & Christensen. 2004). The items in the questionnaires were presented in tables according to their conceptual similarities .The score of each item were organized and statistically using percentages. Likert scale will be employed to identify to what extent the respondents by no means or infrequently.

Likert scale consists of five scales (very low =1, low =2, medium=3, high =4, and very high = 5).

Data collected were organized in tabular forms and in terms of frequency of percentage in each item of the questionnaire. The mean values and likert scale was also used for calculating the results obtained from the subjects under study. The chi-square and t-test were utilized for further analysis. Documents were reviewed and analyzed in responses obtained from the subjects under study. This is because it allows for comparison, which done through objectively determined validity and reliability.

Qualitative data analysis includes all non-numeric data that are not quantified or quantifiable and can be a product of all research strategies. Qualitative analysis uses methods including, field observation, open-ended interview and theory inference among others. The main advantage of such approaches is that there is a greater degree of comprehensiveness and richness of data collected since it focuses on natural occurrences within natural settings. This makes it a powerful tool to study the process (Creswell, 2003). The data that was collect through open-ended and closed ended questionnaire, structured and semi-structured interview were analyzed qualitatively in narrative form. Data analysis in qualitative studies involves word argumentations than numerical explanations. It is ongoing activity, which takes place, during data collection, creating of categories and building of theories (Bogdan and Biklen, 2002).

3.9. Ethical Considerations

The student researcher tried to ensure gathering relevant information from target groups or respondents by using instruments that were suggested by advisor. The student researcher also tried to establish good relationship with all the interviewees by making his self-clear where he comes from, why he decided to conduct the research. Why, he chooses the interviews for the study. He will also arrange the interview time without affecting or without consent of each informant and interview. In similar way, he made his self-clear to the teachers, principals, Woreda TDPO and supervisor. Prior to the beginning of the document analysis, he also asked permission from the school principals to see how teacher's document related teachers' professional development. And then, he made analysis and interpretation based on relevant data without bias.

CHARTER FOUR

4. ANALYSIS, INTERPRETATION AND PRESENTATION OF DATA

This part of the thesis deals with the presentation, interpretation and analysis of the data gathered from the sample population selected for the study. Consequently, Out of the total 321 questionnaires of which 211 and 110 were distributed to teachers and for department heads respectively. Of this 321(100%) of response were filled and returned, In addition, of the total 11 interviewees all respondents were provided based on structure interview. Based on these data analysis and interpretation were made on this section.

4.1. Characteristics of the population under the study

Sample population participated in this study were highlighted in table as below.

TABLE 2 : age, sex, qualification and service year

Items	Levels	Teacher		Principal		Supervisor		Woreda TDPO	
		No	%	No	%	No	%	No	%
Sex	Male	160	75	5	100	5	100	1	100
	Female	51	25	-	-	-	-	-	-
	Total	211	100	5	100	5	100	1	100
Age	20-30	-	-	-	-	-	-	-	-
	31-40	140	66	2	33.3	5	100	-	-
	41-50	20	10	3	66.7	-	-	1	100
	>50	51	24	-	-	-	-	-	-
	Total	211	100	5	100	5	100	1	100
	Diploma	-	-	-	-	-	-	-	-
	BA or	170	80.5	-	-	-	-	1	100
	MA and	41	19.5	5	100	5	100	-	-
	Total	211	100	5	100	5	100	1	100
Work experience	1-5 Year	-	-	-	-	-	-	-	-
	6-10 Year	142	67	-	-	3	66.7	-	-
	11-15 Year	69	33	3	66.7	2	33.3	1	100
	>15	-	-	2	33.3	-	-	-	-
	Total	211	100	5	100	5	100	1	100

4.2 The role of school supervision on teachers' professional development

Regarding this data collected from sample respondents is depicted as below in the table.

Table 3 response of respondents about roles of school supervision on teachers' profession development

No	Item	Level of agreement	Teachers(n=211)			Department head(n=110)				
			F	%	Mean	F	%	Mean	t-test	p-value
1	Supervisor`s plans and directs internal workshops and seminars to improve teachers' competence	S A	119	37	2.17	45	14	2.0	-2.0	.99
		A	45	14		32	9.9			
		M	23	7		17	5.2			
		D	12	3.7		8	2.5			
		S D	12	3.7		8	2.5			
2	Supervisor`s works with teachers individually and in groups to identify and solve common classroom problems	S A	110	34.2	2.67	47	14.6	2.6	-4.8	.19
		A	40	12.4		32	9.9			
		M	27	8.4		20	6.2			
		D	28	8.7		11	3.4			
		S D	6	1.8		-	-			
3	Supervisor`s authorizes procurement of recommended books to enhance teachers' competencies	S A	98	30.5	2.33	44	13.7	2.4	1.5	.860
		A	57	17.7		42	13.0			
		M	35	10.9		12	3.7			
		D	21	6.5		6	1.8			
		S D	-	-		6	1.8			
4	Supervisor`s does not conduct regular visit to classrooms	S A	112	30.9	3.44	42	13.0	3.53	-9.0	.072
		A	78	24.3		40	12.4			
		M	11	3.4		20	6.2			
		D	10	3.1		8	2.5			
		S D	-	-		-	-			
5	Supervisor`s informs teachers to attend district and national meetings on handling their teaching subject	S A	68	21.1	2.28	40	12.4	2.45	1.1	.217
		A	8	2.5		6	1.8			
		M	36	11.2		10	3.1			
		D	94	29.2		49	15.2			
		S D	5	1.5		5	1.5			
6	Supervisor`s encourages teacher-to-teacher supervision to improve teaching effectiveness	S A	37	11.5	2.67	40	12.4	2.63	2.6	.640
		A	65	20.2		45	14.0			
		M	43	13.4		15	4.6			
		D	60	18.7		4	1.2			
		S D	6	1.8		6	1.5			
		S A	-	-		-	-			

7	Supervisor`s advises to check teachers' professional records to identify discrepancies that need improvement	S A	98	30.5	2.89	51	15.8	3.03	3.0	.719
		A	98	30.5		39	12.1			
		M	15	4.6		20	6.2			
		D	-	-		-	-			
		SD	-	-		-	-			

Note: level of significance (p) <0.05, strongly A. = strongly agree, strongly D =strongly disagree, Mean value >3 high, mean=3 moderate and mean <3 low,

As it can be observed from the above table of item one, (14%) of department heads and 37% of teachers strongly agreed up on the supervisor`s plans and directs internal workshops and seminars to improve teachers' competence and while, 2.5% department heads and 3.7% of teachers strongly disagree on this issue. The mean values of 2.03 and 2.17 for department heads and teachers respondent respectively showed that there is disagreements of both groups on the issue. The calculated t- test result indicated that there were no statistically significant differences between principals and teachers respondent in terms of their opinions on the issue at alpha 0.05.

Regarding, item -2, Supervisor`s works with teachers individually and in groups to identify and solve common classroom problems, 14.6% of department heads and 34.2 % of teachers strongly agreed that the skilled work force contribute to quality services in educational institutions is very important. Moreover, at 95 percent confidence interval both the department heads and teachers mean response were less than the moderate mean value (x=3). The T-test result also showed that there is no statistical significant difference between principals and experts respondents. Therefore, it is possible to conclude the skilled work forces that conduct in the activities of human resource management practices contribute to quality education at every level of institution. Also interviewees responded that Supervisor`s works with teachers individually and in groups to identify and solve common classroom problems.

As it can be seen from table-5, item 3, 13.7% of department heads and 30.5 % of teachers respondents strongly agreed that supervisor`s authorizes procurement of recommended books to enhance teachers' competencies and while, 1.8 % of department heads disagree on this issue. The mean values of 2.42 and 2.33 for department heads and teachers respondent respectively showed that there is disagreements of both groups on the issue. . The calculated t- test result indicated that there were no statistical significant differences between principals and teachers

respondent in terms of their opinions on the issue at alpha 0.05. One can conclude that the assessment of demand-supply trained work force contributes to quality education.

Regarding item 4, 13.0 % of department heads and 30.9 % of teachers strongly agreed Supervisor`s does not conduct regular visit to classrooms with a mean value of 3.53 and 3.44 respectively which is greater than the neutral value ($x=3$). However, 12.4% of the department heads and 24.4 % of experts agreed to this issue. Moreover, the calculated mean values were 3.53 and 3.44 for department heads and teachers respectively revealing that both groups agree that the adequacy Supervisor`s does not conduct regular visit to classrooms. Besides, the p-value is greater than 0.05 levels of significance. This confirms that both expressed their agreement to the item stated.

In relation to item -5, of table 5, 15.2 % of department heads and 29.2% of teachers responds as disagree on idea that the Supervisor`s informs teachers to attend district and national meetings on handling their teaching subject with, mean value 2.45 and 2.28 respectively. 1.8 % of department heads and 2.5 % of teachers agree on this issue. Moreover, p-value is greater than 0.05, which implies that there is no statically significant difference between the two groups of respondents. In addition, information obtained through interview said that Supervisor`s did not informs teachers to attend district and national meetings on handling their teaching subject.

Supervisor`s encourages teacher-to-teacher supervision to improve teaching effectiveness, as it were indicated in item 6 of table 5, majority (14.0%) of the department heads and teachers (20.2%) respondents agreed on the statement stated. The calculated mean value for department heads (2.63) and (2.67) teachers indicated that both groups disagreed that the supervisor`s encourages teacher-to-teacher supervision to improve teaching effectiveness. This may confirm that both expressed their disagreement to the issue stated. The calculated t- test result indicated that there were no statistical significant differences between principals and experts respondent in terms of their opinions on the issue at alpha 0.05.

Supervisor`s advises to check teachers' professional records to identify discrepancies that need improvement, as it were indicated in item 7 of table 5, majority (15.8%) of the department heads and teachers (30.5%) respondents strongly agreed on the statement stated.

4.3 School Supervision Approaches in Enhancing Teachers' Professional Development

With regard to this, data gathered from respondents is depicted as below.

Table 6 Views of respondents about approaches of school supervision on enhancing teachers' professional development

No	Item	Level of agreement	Teachers(n=211)			Department heads(n=110)			T-test
			F	%	Mean	F	%	Mean	p-value
1	School-based seminars and workshops are organized by supervisors to improve teaching profession	S A	69	21.5	2.17	33	10.2	3.78	0.43
		A	119	37.0		37	11.5		
		M	16	4.9		20	6.2		
		D	2	0.6		9	2.8		
		S D	5	1.5		9	2.8		
2	Supervisors encourages teachers to attend in-service courses to improve teaching effectiveness	S A	96	29.9	2.67	21	6.5	4.22	0.17
		A	112	34.9		40	12.4		
		M	1	0.3		19	5.9		
		D	2	0.6		16	4.9		
		S D	-	-		14	4.3		
3	Supervisors invites subject specialists and resource persons from Ministry of Education to help teachers improve teaching effectiveness	S A	22	6.8	2.33	5	1.5	3.30	0.72
		A	35	10.9		29	9.0		
		M	52	16.1		37	11.2		
		D	81	25.2		36	11.5		
		S D	21	6.5		3	0.9		
4	Supervisors encourages teachers to acquire profession skills and use them for teaching	S A	125	38.9	3.44	41	12.7	4.01	0.39
		A	76	23.6		38	11.8		
		M	5	1.5		11	3.4		
		D	5	1.5		12	3.7		
		S D	-	-		8	2.5		
5	Supervisors encourages team teaching in various departments in the school	S A	44	13.7	2.28	32	9.9	4.36	-0.16*
		A	88	27.4		43	13.4		
		M	72	22.4		14	4.3		
		D	4	1.2		16	4.9		
		S D	3	0.9		5	1.5		
6	Teachers are motivated by the supervisors to attend professional development program	S A	37	11.5	2.67	30	9.3	3.03	.719
		A	18	5.6		16	4.9		
		M	130	40.5		45	14.0		
		D	17	5.3		5	1.5		
		S D	9	2.8		14	4.3		
7	Teachers pay to attend professional development programs	S A	98	30.5	2.89	42	13.0	2.63	.640
		A	89	27.7		39	12.1		
		M	8	2.5		9	2.8		
		D	8	2.5		11	3.4		
		SD	8	2.5		9	2.8		

N.B, Mean value, >3 high, =3, moderate and <3, low significance value ($p < 0.05$)

As indicated in the above table 6, items 1, 37.0 % of the teachers and 11.5 % of the department heads agree that school-based seminars and workshops are organized by supervisors to improve teaching profession while, 4.9 % of the teachers and 6.2 % of the department heads moderate on this issue. The mean values of 2.17 and 3.78 for teachers and department heads respondents respectively showed that there is an agreement of both groups on the stated issue. The p-value result indicated that there are no statistical significant difference teachers and experts respondents in terms of their opinions on the issue at alpha 0.05.

As indicate in the table-6 item 2, 34.9 % of the teachers and 12.4% of the department heads agreed Supervisors encourages teachers to attend in-service courses to improve teaching effectiveness. Moreover, at 95 percent confidence interval both the teachers and department heads mean response were greater than the moderate mean value ($x=3$). The p-value result also showed that there is no statistical significant difference between teachers and principals respondents. Therefore, it is possible to conclude that supervisors encourages teachers to attend in-service courses to improve teaching effectiveness.

Regarding item 3, 25.2 % of teachers and 11.5 % of disagree that Supervisors invites subject specialists and resource persons from Ministry of Education to help teachers improve teaching effectiveness.

Moreover, the calculated mean values were 2.33 and 3.30 for teachers and department heads respectively revealing that both groups disagree that the Supervisors invites subject specialists and resource persons from Ministry of Education to help teachers improve teaching effectiveness. Besides, the p-value is greater than 0.05 levels of significance. This confirms that both expressed their agreement to the item stated.

In relation to item 4, of table 6, on the statement whether the supervisors encourages teachers to acquire profession skills and use them for teaching, 38.9 % of teachers and 12.7 % of department heads strongly agreed with mean value of 4.40 and 4.01 respectively. Only 2.5 % department heads gave their strongly disagreement to this issue. Moreover, p-value is greater than 0.05, which implies that there is no statically significant difference between the two groups of respondents. In supporting the survey result, interview conducted with TDPO, supervisors and principals. Showed that the supervisors encourage teachers to acquire profession skills and use

them for teaching. From this, one can conclude that the Supervisors encourage teachers to acquire profession skills and use them for teaching.

Concerning the supervisors encourages team teaching in various departments in the school, as it indicated in item 5 of table 6, majority 27.4 % of the teachers and principals 13.4 % respondents agreed on the statement stated. The calculated mean value for teachers 4.20 and department heads 4.36 indicated that both groups agreed that Supervisors encourages team teaching in various departments in the school. This may confirm that both expressed their agreement to the issue stated. Generally, there are no statistical significant differences between teachers and department heads in all items listed in the above table except item five.

Teachers are motivated by the supervisors to attend professional development program, as it were indicated in item 6 of table 6, majority 40.5 %) of the teachers and department heads (14.0%) responded moderate. The calculated mean value for teachers (2.67) and department heads (2.63) indicated that the Supervisor`s encouragement of teacher-to-teacher supervision to improve teaching effectiveness was moderate.

Teachers pay to attend professional development programs, as it were indicated in item 7 of table 6, majority (30.5 %) of the teachers and department heads (13.0 %) respondents strongly agreed on the statement stated. On the other hand, information obtained through interview from the WEOTDPO, supervisors and principals showed that there was limitation in facilitating teachers` professional development though there was approach of school supervision practices.

As can be observed in table 6, the grand mean scores of activities for items one up to items seven laid between 2.17-4.4.39. These imply that the agreement of secondary school the role of school supervisors to enhancing teachers profession moderate. In the above table the all p- value less than the 0.05 significance therefore; there are significance differences between the respondents..

4.4 Challenges of School Supervision on Teacher`s Professional Development

Data collected from respondent regarding the major challenges faced during school supervision on process of teachers professional development is highlighted as below.

Table 7: the challenges faced by school supervisory role in enhancing teachers' professional development

	Challenges	Frequency	Percentage
1	Financial constraints	119	26.2
2	Time constraint	97	21.4
3	Teachers' negative attitude towards supervision	81	17.8
4	High workload on teachers	76	16.7
5	Poor communication	44	9.7
6	Administrative incompetence	37	8.2

As indicated above table7 item 1, financial constraints from the responses of teachers, and department heads 26.2.% indicated that lack of adequate funding of schools to ensure the role of school supervision to promote teachers professional development. Time Constraints 21.4% responded that time constraint was one of the challenges militating against school supervisory role. Also 17.8% and 16.7% of respondent said that teachers' Negative Attitude and High workload as challenges, and the remaining 9.7% and 8.2% mentioned as Poor communication and Administrative incompetence respectively. In addition, information obtained through interview from respondents showed that lack of cooperation between school community and parent-student teacher association (PSTA), inadequate resource allocation, and time constraints, lack of the skills to supervise teachers or to plan for teachers' professional development program were some of the challenges for teachers' professional developments during the role of school supervision.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The major purpose of this study was to assess the role of school supervision to enhance teacher's profession in Mirab Badewacho Woreda in Hadiya Zone secondary schools. With this regard, this part deals with the summary of findings, the conclusions and the recommendations forwarded based on findings.

5.1. Summary

The major purpose of this study was to assess the role of educational supervision to enhance teacher's profession in Hadiya Zone secondary schools. Therefore, in order to address the research problem the study focused on answering the following basic questions.

1. What role does school supervision assume in the practice of teachers' profession development?
2. What approaches does school supervision employ in the practice of enhancing teachers' profession development?
3. What are the challenges involved in the practices of supervision for enhancing teachers' profession development?

Descriptive survey design was employed to conduct the research. Simple random sampling and available sampling techniques was used to select sample respondents. Questionnaire mainly rating scales, interview and document analysis were used as data gathering tools. Based on this, 321 distributed to respondents of which 321 (100%) questionnaires were filled and returned. Accordingly, 211 teachers, 110 department heads were used as a data source. Data obtained through questionnaire, mean, frequency and inferential statics (p-value) supported by SPSS software version 20 used. Whereas data obtained using interviews and document analysis were analyzed, interpreted and major findings are summered below.

- ✚ There were gaps in the roles of school supervision to teachers' professional development with regard to conducting regular visit to classrooms and informing teachers to attend district and national meetings on handling their teaching subject.

- ✚ There were gaps in school supervision to teachers' professional development approaches in relation to inviting subject specialists and resource persons from concerned institutions to help teachers improve teaching process, and in adequate motivation of teachers by the supervisors to attend professional development program.
- ✚ About the challenges faced by supervisory role of in enhancing teachers' professional development, it was revealed that financial constraints, time constraints, teachers' negative attitude towards supervision, high workload on teachers, shortage of teachers, poor communication, administrative incompetence and limited opportunities to attend professional development program were obstacles militating against the supervisory role of in enhancing teachers' professional development.

5.2 Conclusions

This study investigated the role, approaches, and challenges on school supervision to teachers' professional development. Regarding the role of school supervision to teachers' professional development it revealed that despite efforts made, there were gaps in conducting regular visit to classrooms and informing teachers to attend district and national meetings on handling their teaching subject that may have a negative effect on achieving supervisory roles.

With regard to approaches it also showed that there were some limitations in school supervision to teachers' professional development in the issues such inviting subject specialists and resource persons from concerned institutions in order to assist improvement of teaching process and promote motivated teachers that attend professional development program.

Also the study report highlighted that the role of school supervision to teachers' professional development was encountered with some challenges that may hinder accomplishment of the school supervision activities.

To conclude, it can be possible to understand that there were some gaps regarding roles and approaches, and challenges of school supervision to teachers' professional development in the study area that require mitigating solution for the future activities.

5.4 Recommendations

Based on the findings and conclusions of the study, the following recommendations were made in order to improve school supervisory role in enhancing teachers professional development in secondary schools of Mirab Badawacho Woreda in Hadiya Zone: they are highlighted as below.

- ✚ To mitigate the gaps on the roles of school supervision to teachers' professional development, it requires a due attention of key stakeholders in conducting regular visit to classrooms and informing teachers to attend district and national meetings on handling their teaching subject as well as collaborate with relevant stakeholders to promote capacity building of teachers through intensive and regular in-house seminar/workshop to improve the prevailing gaps in the study area.

- ✚ In order to bridge the gaps in relation to the approach of school supervision to teachers' professional development, it needs concerned bodies emphasis in facilitating subject specialists and resource persons from concerned institutions to strengthen school supervision to teachers' professional development based identifying and designing and inviting, and executing, and promoting teachers motivation to attend programs through school supervision.

- ✚ To reduce challenges faced with regard to the role school supervision to teachers' professional development, it requires a great focus of concerned bodies in allocating adequate funds/budget or promoting alternative financial sources, alleviating high workload on teachers through recruiting sufficient human power at secondary schools, promoting effective communication among key stakeholders, and continuous capacity building of human power in the study area.

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APPENDICES

ADDIS ABABA UNIVERSITY

POSTGRADUATE PROGRAM

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire filled by Principals

Dear respondents:

This questionnaire prepared by a graduate student Tabela Olamo Addis Ababa University in Educational leadership and management master's program.

The purpose of this questionnaire is to collect information, ideas and opinions of officials and experts about the roles of supervisions to enhance the profession of teachers' secondary school in the Hadiya zone Mirab Badawacho. Since the purpose of this study as mentioned above, is purely academic and into ways affects your personality or your organization for it will be confidential. Therefore, your genuine view, frank opinion and timely responses are quite vital in determining the success of study. Therefore, you kindly requested to extend your cooperation by providing relevant information and filling out the following questionnaires that are prepared for this intention.

Thank you for your cooperation

General Direction

1. Mark your response in space provided by putting (√)
2. Writing your name is no need
3. Please, follow the instructions provided for each part
4. Write short and brief answers or additional opinion, if any, on the space provided as much as possible

The questionnaire consists of three parts:

I. Personal information

Part I: Personal Information

1.1 Name of your Office/Bureau _____
Woreda _____

1.2. Sex

Male
Female

1.3 Age

A. 20 and below B. 21-30 C. 31-40 D. 41-50
E. 51 and above

1.4 Educational level:

Certificate B.A/ BSC
Diploma M.A/MSC

Other, please specify _____

1.5. Your field of specialization. _____

1.6. Total year of service

PART B: The role of Supervisory Activities in enhancing Teachers' Professional Development.

5. The following are supervisory roles/activities that enhance teachers' professional development. Indicate with a tick (√) in the appropriate box the extent to which you agree or disagree with these statements. The scale is rated from the highest to lowest degree of agreement

in the following order: 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Undecided (U), 2 = Disagree (D) 1 = Strongly Disagree (SD)

STATEMENTS	SA	A	U	D	SD
Supervisor`s plans and directs internal workshops and seminars to improve teachers` competence					
Supervisor`s works with teachers individually and in groups to identify and solve common classroom problems					
Supervisor`s authorizes procurement of recommended books to enhance teachers` competencies					
Supervisor`s does not conduct regular visit to classrooms					
Supervisor`s informs teachers to attend district and national meetings on handling their teaching subject					
Supervisor`s encourages teacher-to-teacher supervision to improve teaching effectiveness					
Supervisor`s advises to check teachers` professional records to identify discrepancies that need improvement					
Supervisor`s provides feedback to teachers after classroom observation for future improvement					

ADDIS ABABA UNIVERSITY

POSTGRADUATE PROGRAM

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire filled by Teachers

Dear respondents:

This questionnaire prepared by a graduate student Tabela Olamo Addis Ababa University in Educational leadership and management master's program.

The purpose of this questionnaire is to collect information, ideas and opinions of officials and experts about the roles of supervisions to enhance the profession of teachers' secondary school in the Hadiya zone Mirab Badawacho. Since the purpose of this study as mentioned above, is purely academic and into ways affects your personality or your organization for it will be confidential. Therefore, your genuine view, frank opinion and timely responses are quite vital in determining the success of study. Therefore, you kindly requested to extend your cooperation by providing relevant information and filling out the following questionnaires that are prepared for this intention.

Thank you for your cooperation

General Direction

5. Mark your response in space provided by putting ($\sqrt{\quad}$)
6. Writing your name is no need
7. Please, follow the instructions provided for each part
8. Write short and brief answers or additional opinion, if any, on the space provided as much as possible

The questionnaire consists of three parts:

II. Personal information

Part I: Personal Information

1.2 Name of your Office/Bureau _____
Woreda _____

1.2. Sex

Male
Female

1.3 Age

A. 20 and below B. 21-30 C. 31-40 D. 41-50
E. 51 and above

1.4 Educational level:

Certificate B.A/ BSC
Diploma M.A/MSC

Other, please specify _____

1.5. Your field of specialization. _____

1.6. Total year of service

SECTION C: Supervisors' role in Teachers' Professional Development Programs

The following statements express principals' role in teachers' professional development programs. Indicate with a tick (✓) in the appropriate box the extent to which principals carry out this role. The scale rated from the highest to lowest degree of agreement in the following order: 5' = Always (A), 4 = Sometimes (S), 3 = Undecided (U), 2 = Rarely (R), 1= Never (N)

STATEMENTS	A	S	U	R	N
School-based seminars and workshops are organized by supervisors to improve teaching profession					
Supervisors encourages teachers to attend in-service courses to improve teaching effectiveness					
Supervisors invites subject specialists and resource persons from Ministry of Education to help teachers improve teaching effectiveness					
Supervisors encourages teachers to acquire profession skills and use them for teaching					
Supervisors encourages team teaching in various departments in the school					
Teachers are motivated by the supervisors to attend professional development program					
Teachers pay to attend professional development programs					

7. Have you attended any professional development program in your own area of specialization for the past one year?

(i). Yes () No ()

(ii). If “yes” which content area did you cover?

(iii). If “no” what could have been the reason for not attending the program?

SECTION D: Challenges faced by supervisory role in enhancing Teachers' Professional Development

What are the four (4) main challenges faced by supervisory role in enhancing teachers' professional development in this school?

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____

SECTION E: Possible Solutions to the Challenges faced by supervisory role in enhancing Teachers' professional development

9. Suggest four (4) possible solutions to remedy the challenges that in supervision role face in enhancing teachers' professional development.

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____

INTERVIEW GUIDE FOR TDPO, AND SUPERVISORS

SECTION A: Demographic Information.

1. Gender: male () female ()
2. What is your professional qualification?
3. How long have you served as a principal?

SECTION B: Interview Questions

1. In your opinion, do you think the initial skills acquired by the Supervisors before resumption of office equip them adequately to supervise and manage teachers?
2. What opportunities do principals have to acquire further skills for supervision of teachers?
3. What supervisory activities do you think principals should organize to enhance teachers' professional development?
4. What professional development program are available for your teachers in the area?
5. How often do you organize professional development program for your teachers in a year schools?
6. Do you have budget for training and development of teachers in your district?
7. How do you ensure that this budget used for teachers' development programs in your district?
8. From your experience, what are the major challenges hindering effective teachers' supervision in sampled area?

DOCUMENT ANALYSIS GUIDE

1. Name of your school _____

2. School type: Boys only () Girls only () Co-educational ()

Documents to be analyzed	Type of information(Analysis of details)	Remark
Scheme of work	(i). Is it available? (ii). Does it follow approved syllabus? (iii). Instructional Resources indicated? (iv). Is it checked and signed by Principal?	
Records of work	(i). Is it up to date? (ii). Is it in line with lesson plan & schemes of work? (ii). Is it checked regularly by the principal?	
Teachers' lesson plan	(i). Are objectives SMART? (ii). Is it signed by the principal?	
Teachers' lesson book	(i). Is it available? (ii). Is it in line with scheme of work? (iii). It is signed by the principal?	
Staff meeting Book	(i). Is there indication of already organized teachers' development program for the past one year? What is the frequency? What was the area of focus?	