

**SUPERVISORY PRACTICE OF CLUSTER PRIMARY
SCHOOL SUPERVISORS IN PROMOTING TEACHERS'
PROFESSIONAL COMPETENCES IN WEST GOJJAM
ADMINISTRATION ZONE**

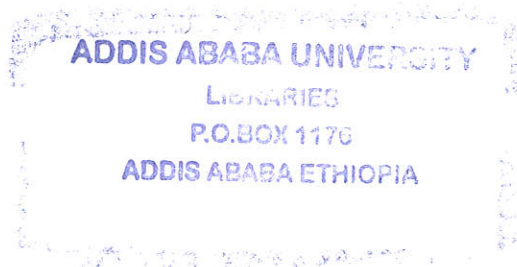
**A THESIS SUBMITTED TO COLLAGE OF EDUCATION
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Acronyms

ANRSEB – Amhara National Regional State Education Bureau

CPD – Continuous Professional Development

EC – Ethiopian Calendar

FGD – Focused Group Discussion

MOE – Ministry of Education

NTPCSP – National Teachers' Professional Competence Standard Packages

TESO – Teachers Education System Overhaul

WEO – Woreda Education Office

WEOE – Woreda Education Office Expert

ZED – Zone Education Department

ZEDE – Zone Education Department Expert

ABSTRACT

The main purpose of this study was to assess the practice of cluster primary school supervisors in promoting teachers professional competences in West Gojjam Administrative Zone. To deal with the problem, six basic research questions were formulated. The research questions were focused on supervisory leadership styles and skills that supervisors' exercising, supervisory practices in promoting teachers' professional competences, familiarity of supervisors with professional competence standards of teachers' and the extent that teachers benefited from supervisory practices. To conduct the study, quantitative approach specifically descriptive survey design was employed. The study was carried out in Woredas of West Gojjam. Then 5 Woredas, 18 clusters, 28 schools, and 267 teachers were selected using multistage sampling technique. All the 28 principals and 18 supervisors of the sample schools and clusters were taken as samples of the study. Ten Woreda Education Office and two Zone Education Department Experts as well as eight supervisors were selected using random sampling for interviewing. For the focused group discussion, 50 teachers who had not respond to the questionnaire and 10 principals of the FGD targeted schools were taken purposefully. Questionnaire was the main instrument of data collection. Interview and focused group discussion were also utilized to substantiate the data gained through the questionnaire. Frequency, percentage, mean and t-test were utilized to analyze the questionnaire. The qualitative data obtained through interview and focused group discussion were analyzed using narration. The result of the study indicated that leadership styles, supervisors practiced were more of inspection. Laissez-faire and absence of self confidence were also observed. Supervisors were ineffective in exercising leadership skills, promoting cluster and school-based supervision and in-service trainings were found to be discouraging, acquaintance of supervisors with teachers' competence standards were also found to be low. The major reasons for the ineffectiveness were inadequacy of professional trainings given for the supervisors, supervisors' low competences in performing supervisory tasks, the number of institutions to be covered by each cluster school supervisor and negligence of the Woreda Education Office. Absence of opportunities for teachers and principals to hold meetings with supervisors and the Woreda Education Office Experts so as to evaluate supervisory practices was also reason for ineffectiveness. Finally, to minimize and if possible to solve the problems encountered the practices in promoting teachers competences, tasks of inspecting schools need to be performed by its own experts. Teachers, principals, supervisors and Woreda Education Officers need to meet together at the Woreda level with regular time interval to discuss on issues of supervision. Short-term refreshment trainings through seminars, workshops or through discussion forums should be organized and implemented. Experience sharing programs regarding supervision within and across the Woredas should be practical. The number of schools under a cluster should be as stated in the guideline of the guide line of the Amhara National Regional State Education Bureau cluster schools organization. Further investigation need to be carried out regarding the problems that impede supervisory practices towards achieving teachers' professional competences.

CHAPTER ONE

1. Introduction

1.1 Background of the Study

A call for quality education in recent years is ringing for those personnel who are responsible for education of this country. This is to enable children of school age to cope with the changing world at present and the future. For this reason, education has to be organized in fulfilling the requirements for the overall developments of children's personality beginning at early stages of schooling. Preparing adequate and relevant instructional materials and maximizing the number of teachers alone never promote effective learning of children unless they are governed by continuous support for teachers in the teaching learning process. This would be recognized through the provision of effective and efficient supervisory support to teachers. To give emphasis, Carron et al. (1998:20) indicate that effective supervision of schools and teachers are perceived as the key factors for both quality control and for improving the quality of education.

Moreover, supervision has to be considered as services that would be provided for teachers as well as for the instruction that eventually results in improving teachers' professional competences and students' learning. Thus, efforts towards providing support to teachers shall be in line with simulation of professional growth and development of teachers (Mohanty, 1990). This is to mean that supervision has to give prior attention for teachers in guiding and initiating activities with the assumption of improving their capability. Supervisors are therefore, responsible in facilitating the working conditions for teachers and need to invest their effort to bring teachers fit in the teaching profession.

Now-a-days, supervision of teachers is practiced in many countries of the world. By the initiative of the United Nation Education Scientific and Cultural Organization (UNESCO), from 1998-2001 a study carried out in some Asian and African countries revealed that supervision for primary schools are becoming better than before.

In Bangladesh, for instance, primary school supervisory activities are aimed at both teacher supervision and school inspection (Carron et al., 1998). Further, it focuses on improving the professional skills of teachers' through demonstration lessons and sub-cluster trainings. In South Korean education system, emphasis has been given to in school and school based autonomous

supervision. The Indian supervisory service is focused on teacher development. Such supervision include demonstration teaching, observation lessons, organization of seminars, meetings and workshops, guidance in the preparation of instructional plans.

Supervision in African countries is similar to the Asian trend and has common features to share. In Botswana, attention has been given in providing in-service training and guidance to teachers and support in curriculum development (Grauwe, 2001). Further, Grauwe discussed that the Tanzanian supervision service focused on the implementation of government policies and regulations, ensuring the effectiveness of the implementation of the school curriculum, giving advice when and where appropriate, holding conferences and meetings with school staff and to support and monitor teachers' resource center. In Namibia, supervisory duties are focused on giving advice to teachers and assisting them with the teaching process and supervising school management.

School supervision in both the African and Asian countries, mainly focused on advising and supporting teachers such as providing in service training, preparing seminars, organizing workshops and meetings with staff members so as to make them effective in the teaching profession.

In Ethiopian context, recently many circumstances have been changed. For instance, schools are increased in number and size, students' enrollment is growing from time to time, the number of teachers at each level of education is also increasing. Moreover, curricular and co-curricular activities at school level also increased. In fact, these dynamic changes of the education system would cause the supervisory support services difficult.

The Woreda Education Office Experts in previous years who were assigned to supervision at school level were not able to solve those problems. Seldom they went to schools; they do nothing except collecting information from the hands of school principals (MOE 1998 E.C).

So as to minimize if possible to avoid the hindrance that the schools are facing, primary schools are now organized in clusters in believing that student center teaching methods, short term training of teachers, experience sharing programs of cluster school teachers and utilizing resources together will be promoted. The organization of schools in to cluster systems these days are a national program that all the regions are practicing them (MOE 1994 E.C).

Accordingly, supervisors were assigned to facilitate the cluster center performances with duties of providing managerial and supervisory support for teachers and schools under the cluster system. Moreover, acquainting one with modern teaching methodologies, supervisory skills, experiences and processes; organize and coordinate cluster centered school based in-service teachers' trainings, and experience-sharing programs were some expected duties of supervisors (MOE 1998 E.C).

Similarly, school clustering has been identified as a successful vehicle for access, equity and efficiency of education as well as for teachers Continuous Professional Development (CPD) and appropriate resource utilization in schools of the Amhara Region (ANRSEB 2005:29). The Amhara Region Education Bureau further pointed that supervisors are assigned at cluster centers with responsibilities such as carrying out support to the CPD program to be promoted effectively; working to enhance supervision in the cluster centers and member schools and arranging a permanent training program for teachers and following up its implementation.

From what has been discussed so far, it is possible to say that supervisors' tasks mainly refers playing the leading role of coordinating support services where teachers are able to develop their competences to achieve effective instruction. In this study therefore, an attempt was made to analyze the current level of cluster primary school supervisors practice in promoting teachers professional competences.

1.2 Statement of the Problem

Supervision in every aspect has to lead teachers towards their proficiency. Thus, the major reason for having supervisors is to examine the instructional process and to assist teachers to be competent and improve students learning. Unless supervisors endeavor to manage and evaluate what they are doing in their day-to-day activities and cope with current supervisory leadership demands, it would be difficult for them to provide the necessary support services for teachers. Supervisors, then expected to play instructional leadership role through examining the direction of the ongoing educational changes such as successful implementation of student centered teaching approach, continuous assessment, task centered research and instructional materials (MOE 1998 E.C:64 and the ANRSEB 2005).

The practical observation, however, shows the ineffectiveness of supervisors. For instance, researchers Degafe Derza (2003), Chanyalw W/gebriel (2005) and Haile Abay (2006) who had worked on the practice of instructional supervision in secondary schools of different regions and zones of our country disclosed in their findings:

- ❖ Supervisory leadership skills of the supervisors are deficient in managing instructional supervision and placed in supervisory position without training for the job in adequate supervisory skills;
- ❖ Supervisors failed to help teachers to acquire the latest methods of teaching learning skills, they are not putting in the necessary effort in providing in-service education and supervision to enhance teachers effectiveness;
- ❖ Supervisors mostly and purposely avoid holding conference before and after classroom visits, lack mutual understanding and common agreement in classroom visit that led teachers uncomfortable and frustrated.

So, what was different to be investigated in this study? Assigning supervisors at cluster primary school level is a new trend and many human and financial resources have been invested to run the new system but much is not known about in this respect.

Correspondingly, the practical observation of the researcher also shows that supervisory practices of cluster primary school supervisors in supporting and guiding teachers lack proper implementation in line with the guidelines issued under their duties and responsibilities. Actually, it was deteriorating for teachers to work together with supervisors.

Besides, the researcher had been working for three years as head of the “Inspection Desk” in one of the Woredas Education Office under the Administrative Zone. Hence, the exposure made it possible to observe debate sessions among teachers, principals and supervisors, regarding duties and responsibilities of supervisors. Indeed, these circumstances initiated the researcher to launch a study on the issue. Therefore, the main purpose of the study was to assess the practice of cluster primary school supervisors of West Gojjam Administration Zone in promoting teachers’ professional competences.

More specifically:

1. To explore supervisory leadership styles and skills that supervisors utilize while supporting teachers.
2. To explore whether cluster primary school supervisors endeavor to promote teachers, professional competence through their supervisory practices.
3. To test whether any significant difference occurs among the perception of teachers, principals and supervisors regarding supervisory practices in promoting teachers professional competences.
4. To assess whether supervisors are acquainted of with teachers' professional competences.
5. To examine the extent in which teachers have benefited from supervisory practices.

Based on the objectives stated above, the study has attempted to answer the following basic research questions:

1. Which supervisory leadership styles do supervisors practice?
2. How supervisors utilize the supervisory leadership skills while assisting teachers?
3. How supervisors endeavor to promote teachers' professional competences through their supervisory practices?
4. Is there any significant difference among the perception of teachers, principals and supervisors regarding supervisory practices in promoting teachers professional competences?
5. How much supervisors know the concepts of primary school teachers' competences?
6. To what extent do teachers' benefited from supervisory practices?

1.3 Significance of the Study

Effective supervisory service for teachers is crucial for both quality assurance and students learning. Accordingly, this study was to have a significant role in contributing to better performance of supervisory support for primary school teachers of West Gojjam. Moreover, the findings of the study may have the following significance.

- It might help as a stepping-stone for the concerned authorizes to take timely measures to minimize the problems.
- It might also be used to devise a means for latter supervisory service execution.
- The study will also add knowledge on the area and open ways for further research.

1.4 Delimitation of the Study

The scope of this study was delimited to investigate the practice of cluster primary school supervisors in promoting teachers professional competence in limited Woredas of West Gojam Zone. The Administrative Zone was chosen for the study because of the fact that the researcher has been working in one of the Woredas Education Office, which is found under the administrative zone. Hence, access to data and communication with Zonal and Woreda Officers as well as with teachers, principals and supervisors can be easily attended. The study was carried out in 2007/ 2008.

1.5 Limitation of the Study

The study attempted supervisors to participate in the focused group discussion with teachers and principals as a source of data. However, it was not possible to get supervisors participate in the discussion. Because, most of the supervisors work in rural clustered schools the reality does not allow accessing them easily.

1.6 Operational Definition of Key Terms

Supervisory Practices: activities, which refer roles and responsibilities of, cluster primary school supervisors of West Gojjam Administrative Zone in promoting teachers effectiveness in the instructional processes.

Professional Competence Standards – Teachers’ professional competences stated under the MOE (2007) teachers’ professional competence packages

Cluster Primary School Supervisors – supervisors who are assigned at cluster primary school centers of West Gojjam Zone with main duties of facilitating situations where teachers and school personnel of member (satellite) schools enable to enhance their effectiveness in the instructional processes.

Cluster Primary Schools – a group of satellite primary schools having one school serving as a center for the purpose of fostering mutual support among teachers and school personnel focusing on supervision, experience sharing and teachers in-service training programs.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

Briefly, an attempt has been made to highlight the different definitions and modern concepts of supervision, a brief history of supervision, supervisory leadership styles and skills, role and responsibilities of supervisors in promoting cluster and school-based supervision and in-service trainings, concepts of professional competence, common standards of teachers' professional competences as well as the Ethiopian teachers competence packages

2.1. Conceptual Framework

2.1.1 Definition of Supervision

Definition of supervision differ from organization to organization even though it has common features shared by all. The following refer some within different contexts. For instance Lowery (1985:10), define supervision as it is:

The act of over seeing people doing work. Then, supervisors are the managers who do the over seeing. They are sometimes called forman, group leaders, team leaders, project leaders, unit chiefs, section chiefs, or department managers.

McNamera (2007:16), on the other hand define supervision as:

A working alliance between the supervisor and supervisee, that enables supervisee, individually, and collectively to achieve their role and ensure standards of practice. The aim is to enable the supervisees to maximize competence in service delivery.

Rue and Bayers (1990:6) gave the following definition.

It is an authority, in the interest of the employer, to hire, transfer, suspend layoff, recall, promote, discharge, assign, reward, or discipline other employees, responsibility to direct them, or adjust their grievances, or effectively to recommend such actions.

In educational contexts, supervision similar to other organizations it has roles, which are vital to the achievements of educational objectives. Some definitions cited by Dull, L.W (1981: 3-5) in Haileselassie (2007) refer the following:

- *Supervision is the process of bringing about improvement in instruction by working with people who are working with pupils, supervision is a process of stimulating*

growth and means of helping teachers to help themselves. The supervisory program is one of instructional improvement (Texas Education Agency, 1949).

- *The term supervision is used to describe those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers (Sam H. Moor, 1952:1)*
- *Supervision is a service activity that exists to help teachers do their jobs better (Kimball wiles, 1949:3).*

Therefore, from the above definitions, stated under the educational contexts, supervision possibly focuses mainly on activities that would help teachers and other school personnel to be effective in applying instructional tasks and achieve educational objectives.

2.1.2 Terms Synonymous with Supervision

Support to teachers, which focus on the improvement of performances can be considered as supervisory activities. These activities can have the title such as advising, counseling, coaching, consulting, etc. There are also terms that have similar and at the sometime difference with activities of supervision.

Inspection

During the periods of the 1620-1850 and 1850-1910 in the historical development of supervision as indicated by Oliva (2005), inspection the oldest sense of supervision dominantly focused on controlling maintenance of schools with very rigid and authoritarian approach and it was a fault finding coercive activity. Oliva further pointed the concept of inspection under went changes and inspection was considered as service to interpret to teachers and the public about educational policies of Government and latest educational ideas and methods.

In the Ethiopian context now-a-days the work of inspection mainly focused of checking whether governmental policies, proclamations and guidelines have properly implemented by educational personnel including both teachers and supervisors. For instance, the ANRSEB (2003:2) points that, the main duties of and educational inspection is taking the administrative and leadership role; mainly focusing on informing and following the application of governmental policies, proclamations and guidelines that are related to the education sector.

Mentoring

Supervision and mentoring activities in schools context both provide support to teachers. However, there is also distinction between them. Brooks and Sikes (1997: 28) define mentoring as:

A nurturing process in which a more skilled or more experienced person, serving as a role model, teachers, sponsors, encourages, councils, and e friends to a less skilled or less experienced person to the purpose of promoting the letter's professional and /or personal development.

Further, mentoring intended to help specially new teachers successfully learn their roles, establish their self-images as teachers, figure out the school and its culture, understand how teaching unfolds in real-classrooms, and achieve other goals that are important to the teachers being mentored(Sergiovanni and Starrat 2002:249). From there definition point of view, supervisory support to teachers possibly include the mentoring activities. Because, any practice in a school environment which guide teachers towards their professional growth usually considered as supervision. To stabilize, Oliva (2005) indicated, the modern supervision that exercised at this time includes mentoring activities. However, mentors should be teachers of the subjects in which the teacher to be assisted specialized(McIntyre,Hagger and Burn 1994:16).

2.1.3 Modern Supervision

The history of supervision tells us it is a dynamic process. Its conceptions and activities have changed through time. That is to mean, great changes have observed over several decades in the philosophy, objectives, functions, techniques and in the out comes (Markos 2004: 5). Discussing the nature and characteristics of modern supervision, Mohenty (1990: 183) contended that, “the primary action of supervision must be to recognize the inherent value of each person in the education process to the end that full potential of all will be realized.” For more elaboration, he suggests the following seven points for better conception of Modern Supervision:

1. Modern supervision is democratic and co-operative spirit and organization

Democracy does not mean ‘laissez-faire,’ which let every body go one’s own way. Rather it implies a dynamic, understanding and co-operative leadership role. Hence, supervision is concerned with providing effective leadership and implies co-operative working relationship.

2. Modern supervision is established on maintenance of satisfactory interpersonal relationship

Supervision succeeds only to the extent that each person involved is regarded as a human being with a unique contribution to make in the educative process. Supervisor has to create better human relationship and maintain a high level of personal interaction.

3. Modern supervision must be communicative

The supervisor is concerned with communication with in a group as leadership depends on better social interaction.

A good communication is related to good morale of teacher and free exchange of information helps in good planning.

4. Modern supervision is comprehensive in scope

Unlike the earlier supervision, the modern type is wider in scope not merely focusing on criticism of the teacher in the classroom. Today supervision is directed at improving all factors involved in pupil learning. Teacher improvement should regard the totality of the teaching learning situation.

5. Modern supervision is creative

Teaching is art; supervision is a creative work. The purpose of supervision is to draw out the best in teachers to ignite their latent talents to stimulate the initiatives to encourage their originality and self – expression. It emphasizes their success and strengths and makes their weakness and failure side issues. The supervisor should have new ideas, resourcefulness and original thinking. The modern supervisor should know how to present facts in a pleasant way and to work resourcefully.

6. Modern supervision is scientific

The supervisor makes use of scientific methods to effect improvement in instruction. Through surveys, experiments, action researches he should make his performances more scientific and effective. He will encourage constructive and critical thinking among teachers and discourage flattering and biased opinions.

7. Modern supervision is experimental and auto-critical in nature

In contrast to autocratic and authoritarian type the emerging concept of supervision stimulates experimentalism and self-critics. Current practices and emerging philosophy should always be

of critical analysis. Any aspect of the learning situation found to situation, is dropped or modified accordingly.

2.1.4 Principles of Educational Supervision ✓

As indicated by Shukla (1983:150), some basic principles of supervision in education refer the following:

1. Supervision, an integral part of an educational program, is a co-operative and team activity. Thus all teachers of the school need, and are entitled to, supervisory help and guidance.
2. Supervision should be adapted to meet the individual needs of school personnel.
3. Trained as well as untrained teachers need, and should benefit from, supervision.
4. Supervision should assist in clarifying the objectives and goals of education and their implications.
5. Supervision should contribute to improve human relations among personnel in the institution and with people outside it.
6. Supervision should help in the organization and administration of curricular and co-curricular activities for students.
7. Supervision should help interpret and put into practice the findings of the latest educational research

2.1.5 Conceptual Framework of Supervision to Teachers

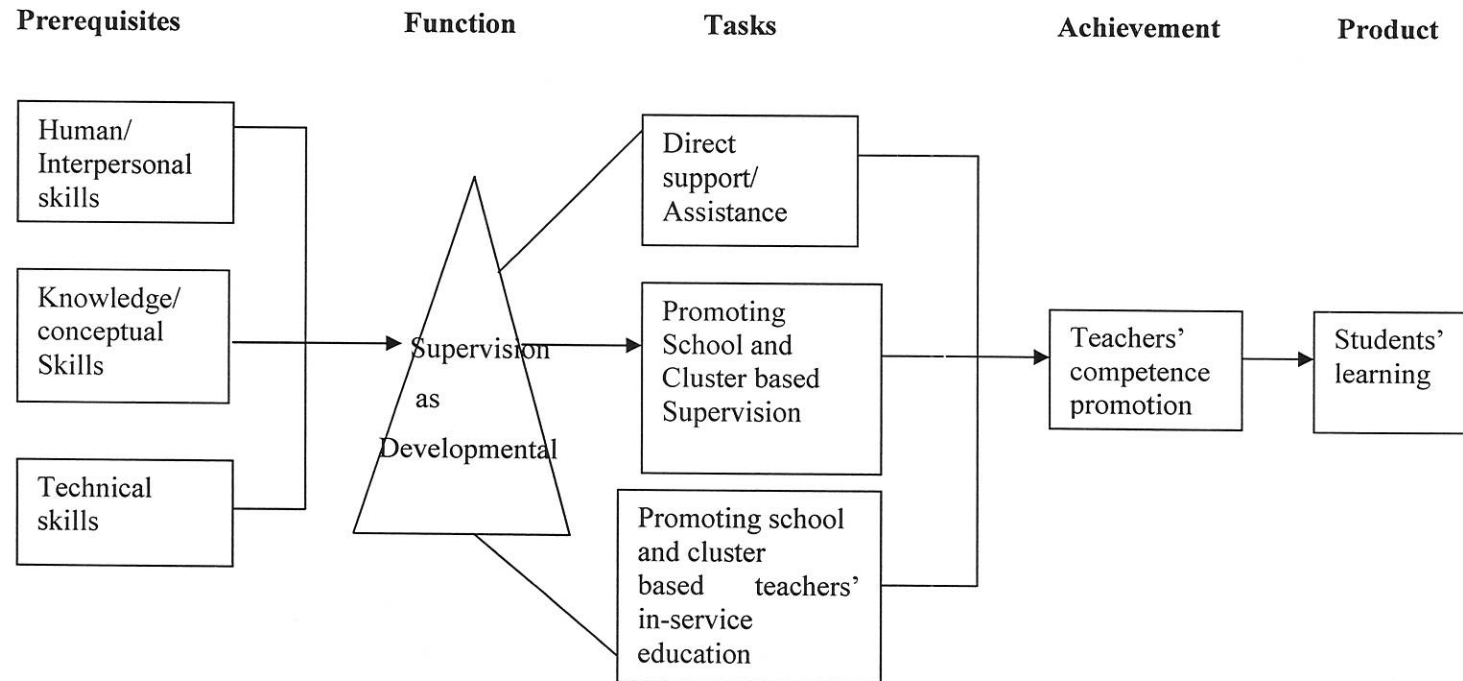


Figure 1. A modified conceptual framework of supervising to teachers adapted from Glickman et al. (2001).

Discussion of the Framework

As it has indicated in the preceding page, the framework has modified from **Glickman et al** (2001). Hence, the following refers its interpretations.

1. **Prerequisites** - The general human or interpersonal, knowledge or conceptual and technical skills expected to be acquired by supervisors before launching supervisory support to teachers.
2. **Function** – Supervisors need to consider supervision as a developmental process. Teachers are adults, and supervisor of adults must acknowledge the nature of their ongoing developmental processes. Hence, educational supervisor must recognize the individual differences among teachers of supervisory behavior in schools (Glickman, 2001). As Glickman, supervisors need to take into account human development and individual difference during provision of support to teachers.
3. **Task** – Supervisory activities such as direct support i.e-helping teachers whenever necessary without keeping formal procedures. In addition, tasks refer the core responsibilities of supervisors, which give emphasis on supervisors' efforts in promoting the effectiveness of cluster and school-based supervision and in-service teachers' trainings (see 2.3.3, 2.3.4, 2.4.3 and 2.4.4).
4. **Achievement** – The success (teachers competences), which possibly attained through effective organization and implementation of tasks indicated above.
5. **Product** – Indicates the outcome (better students learning), which possibly attained through effective organization and implementation of all activities indicated above.

2.1.6 Approaches to Educational Supervision ✓

Suggested supervisory options in education include administrative, curriculum and instruction. Supervision like clinical, consultative, collegial/peer, cooperative and developmental is subsumed under instructional supervision aiming at improving teachers' efficiency and instruction (Markos 2004). Some of these are discuss below.

Clinical Supervision

It is the rational practice designed to improve the teacher's classroom performance. Further, it gives emphasis on supervision related specifically to classroom observation, analysis of events taking place within the classroom and the in-class behavior of teachers and students. The principal goal of this model is to provide an opportunity for teachers to give feedback that would allow them to improve their teaching skills (Cogan 1973 in Markos 2004).

Collegial /Peer Supervision

Supervisors need to develop a collegial relationship with teachers so as to be effective and improve the instructional program. Glanz and Nevile (1997:136) designate, the assumption that professionals such as teachers will respond to bureaucratic, hierarchical orders once they are behind the classroom doors should by now be laid to rest. Glathorn (1987) in Sergiovanni and Starrat (2002: 247) similarly discussed collegial supervision as peer supervision featuring which refers observations of each other's teaching followed by analysis and discussion.

Collaborative Supervision

As Markos (2004; 62) points, collaborative supervision suggests that either teacher or the supervisor may appropriately take the initiative to require a meeting to discuss concerns. The critical product of the supervisor teacher meeting is an actively negotiated plan of action.

Developmental Supervision

Teachers are adults, and supervisor of adults must acknowledge the nature of their ongoing developmental processes. This model suggests that any educational supervisor must recognize the individual differences among teachers of supervisory behavior in schools (Glickman 1981 in Markos 2004).As Glickman, supervisors need to take into account human development and individual difference during provision of support to teachers.

Self-Directed Supervision

Teachers work alone by assuming responsibility for their own professional development. They might, for example, develop a yearly plan that includes targets or goals derived from an assessment of their own needs. This plan then might be shared with supervisors or other designated individuals. As the process unfolds, teachers should be allowed a great deal of freedom in developing the plan but supervisors should be responsible for ensuring that the plan and

selected improvement targets are provide some sort of documentation, perhaps in the form of portfolio that includes such things as time logs, reflective practice (Sergiovanni and Starrat 2002).

2.1.7 Historical Development of Supervision

1) World Perspective

Supervision has gone through many metamorphoses and changers have occurred in the field that caused by the political, social, religious, and industrial forces exist at different periods (Oliva 2005:4). According to Oliva, the following table discusses worldwide major periods of supervision.

Table 1: Development of Supervision through different Periods – World Perspectives

Period	Type of supervision	Purpose	Persons Responsible
1620-1810	Inspection	Monitoring rules looking for deficiencies	Parents, clergy/selectmen, citizens committees
1850-1910	Inspection instructional improvement	Monitoring rules, helpin teachers improve	Superintendents. Principals.
1910-1930	Scientific bureaucratic	Improving instruction and efficiency	Supervising principals, general and central office supervisors' superintendent.
1930-1950	Human relations democratic	Improving instruction	Principals, central office supervisors
1950-1975	Bureaucratic, scientific, clinical, human relations, 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, interpretive	-Improving instruction -Increasing teacher' satisfaction, expanding ,students understanding of classroom events	Principals, central office supervisors, school based , supervisors, peer/coach mentor
1985-Present	Scientific, clinical, human relations, human resources collaborative/collegial, peer coach /mentor	-Improving instruction -Increasing teacher' satisfaction -students' class room events	School based Supervisors peer/coach /mentor principals, central -office supervisors.

2) Development of Supervision in Ethiopian

Educational inspection was introduced into the educational system in Ethiopian about 35 years after the introduction of modern (western) type of education into the country. Although, available

resources do not agree on a specific year, there is evidence to believe the school inspection was for the first time introduced in the early thirties (Haileselassie 2007). Hence, supervision has been practiced in this country for long periods. However, its development was not quite sound. Besides, it seemed simply changing the terms supervision and inspection. With this in mind, the history of educational supervision/ inspection had been passed through four periods. The following table briefly indicated the development of in different periods.

Table 2: Development of through different Periods – Ethiopian Contexts

Period	Type of supervision	Purpose	Persons Re
The first period (1934-1954 E.C)	Administrative Inspection	<p>1. Direct inspection through visits: collect and compile statistical data on number of students and teachers, number of classroom and class size and finally produce reports to be submitted to the Ministry of Education.</p> <p>2. Curriculum related tasks: allocation of suitable text books; preparing and developing curricula for all grades.</p> <p>3. Staff recruitment: conducting rigorous examinations and interviews to recruit teachers.</p>	Inspector
The Second Period (1955-1973 E.C)	Instructional Supervision	The major preoccupation of supervisors had been administrative. Activities such as teacher placements and transfers, managing and coordinating national examinations; assisting education officers at various levels with administrative tasks.	Supervisor
The Third Period (1974-1985 E.C)	Administrative Inspection (re-instituted)	Staff development through in-service training, establishment and strengthening of model schools and planning instructions were put as duties of inspectors. However, 80% of inspectors' per-occupation was focused on administrative, financial, property and utility management. Processional help were more neglected and attention was given to administrative activities.	Inspector
The Fourth period (1986 E.C to date)	Democratic Educational Leadership	It is an educational program supervision and an important aspect of educational management which envisaged as Democratic Educational Leadership. It 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 serve the beneficiaries(students) through the continuous improvement of the teaching learning process.	Supervisor

2.2 Supervisory Leadership Styles and Skills

2.2.1 Concepts of Leadership

As Lowery (1985:73), "a leader is a person who goes before, shows the way, and guides followers in the achievement of an objective." Lowery contends it as both a science and an art. It is a science in the sense that there are effective guidelines, principles, and techniques that can be learned and applied in leading people; it is an art because a person must use common sense and exhibit understanding and consideration of human behavior that is not found in guidelines and principles.

2.2.2 Styles of Supervisory Leadership

The type of supervisor leadership might be exercised by supervisors are categorized under inspection, laissez faire, authoritarian/ coercive, training and guidance and democratic.

Inspection: Shukla (1983:146) and Mohanty (1990:179) indicated, inspection is simply a matter of inspecting the work of teachers and punishing the defaulters. It is not a concerted effort to help teachers to improve instruction. It can be treated as having been designed to determine whether teachers were doing what they are supposed to be doing. For this reason, teachers usually consider inspection as faultfinder, which brings supervisory efforts ineffective if it is exercised. Relation to this, a study by Grawue(2001:40) pointed:

Most supervisors retain a support function. It is difficult for a supervisor not to offer any advice upon identifying weakness in a school. On the other hand, teachers do not necessarily appreciate the combination of advice and control within the same officer.

Supervision then expected to deal on supports than inspection. supporting this, Carrol et al (1998: 153) pointed, "supervisory staff has to play the role of pedagogical activities, guides and supports of the functioning schools. The new concept of supervision lays stress on the need for the replacement of an individual teacher evaluation by support and assistance. Which mean less in control and enhance the supervisory supports."

Laissez - faire: this type of supervision when one observed ignorant of his/her responsibilities. In this approach, little effort is made to help the teachers improve the instructional work or to develop any consensus among them in respect of philosophy or practice of education (Shukla,

1983:148). However, supervisors should be advised not exercise this kind of leadership style. Betts (1987) pointed, supervisors need to avoid negligence and assist schools before they fail into problems. Further, being a leader of instruction they have to be temperamentally suited and far sighted for the tasks of solving problems to see potential ones before they arise and to take appropriate early actions.

Authoritarian /Coercive: Mohanthy (1990:180) discussed it as “an authoritarian concept, which attributes to some authority of omniscience necessary to make momentous decisions.” Nobody ever questions the validity and feasibility of such decisions. Teachers are to carry on the orders and instruction of the coercive supervisor. Such supervisors find it easy to believe that the most effective means of making teachers to work is to compel them to teach scheduled subject matter on the stereotyped methods

Training and Guidance: It is now increasingly recognized that true learning should be based on understanding, interests and active participation of learners, not on rote memorization, coercion and passive listening (Mohenty 1990:180). Instead of trying to compel teachers to adopt certain methods, emphasis is laid on the teaching of teachers. Hence, supervision assumes the role of imparting in service education and training on the Job (ibid). Similarly, Shukla (1983:149) points out, the focus of supervision as training and guidance is improvement in the quality and competence of teachers. To implement activities related to training and guidance, supervisors need to be competent in confidentiality. Supporting this Betts (1987: 16) suggested that supervisors should be:

...an outstanding member of the group who gets along easily with people and has above average competences, sets a high standard of performance for himself, keeps to it, and expects a similar performance from others mixes easily with people by understanding them and using, clear and constructive methods of handling everybody problem, recognizes his responsibilities and uses his authority in a fair and impartial manner.

Supervision as Democratic Professional Leadership

One should not be under the control of others but with mutual understanding. As Mohanthy (1990:181) discussed, democracy as “the ideal imply belief in common man, recognition of the dignity and worth of the individual, appreciation of the importance of individual differences as well as similarities and the assumption of authority by consent of the group.” Mohanty further

discussed, applied to supervision, democratic ideals do not allow the imposition of the will of the supervisor upon teachers who on the other hand cannot get their own way without helping to achieve goals commonly determined. Supervisors in this respect then expected to deal with teachers before reaching conclusion regarding matters of instruction. This in turn helps teachers to feel a sense of acceptance. Regarding this, Spear (1994: 47) pointed

Hearing about the option before hand implies, of course, that people will have an opportunity to make their views known and will expect to have them taken into account, so that there is a real opportunity to modify or change the final decision. Otherwise, outright autocracy leads to resentment and unwillingness to exercise initiative on the par of workers.

2.2.3 Supervisory Leadership Skills

1. Human Relation/Interpersonal Skills

Human relation skills consist of the ability to understand the feeling of others and to interact with them positively for harmonious and peaceful environment of the working area. Attention has to be given for such skills, because it results success if good relation of supervisors and teachers achieved and causes failure if bad relation is attained (Lowery, 1985). From supervisory position, he further argued that it is in humanistic relations that the supervisor plays a key role in initiating people to work effectively and efficiently together. The supervisor as a leader must have a strong interest in and concern for the human welfare who work in the organization.

For this reason, supervisors ought to have an understanding of the principles of humanism that best sweet them in day-to-day relationship with teachers. Dull (1981: 67) visualize humanism as “being genuine, caring, accepting, empathetic and trusting unselfishly committed to giving time energy, and talents to helping others.” Thus, supervisors need to establish a warm, congenial, humane relationship with teachers and seeks to develop a social and educational climate that fosters excellence in all aspects of the school program. On the other hand developing educational and social climate only would not strengthen teachers-supervisors intimacy. Hence, supervisors have to lend ear for teachers’ voice and give appropriate recognition. For this reason, teachers’ performance will be enhanced.

In relation to this Eckles et al. (1983:93) indicated:

Workers may have a better solution to a problem than the supervisor has. The supervisor should listen to suggestions, regardless of how rushed he or she may be. Listening provides workers with recognition. If the supervisor listens, workers will know that their ideas or suggestions are important.

Regarding recognizing ones work Eckles et al, on the other hand points, workers usually want to be recognized for the ability to do a job better. Nevertheless, if a supervisor neglect them and shut the door the loss in initiation and serious morale problem can develop (ibid).

2. Conceptual Skills

A conceptual skill involves the formulation of ideas, understand abstract relationship, develop ideas, and solve problems creatively. It is to mean that a supervisor has to be a resource person (Alen 1998). He has to have conception such as on policies proclamations and guidelines those different activities to be led. He/she has to be a creative person how to best perform tasks and tackle problems to facilitate situations. Thus, supervisors in this respect need to have conceptual skills for effective practices of supervision. Betts (1987: 17) pointed,

A supervisor needs shrewdness, judgment, and acute mind with plenty of common sense quick witted, able to distinguish between major and minor problems, apportioning sufficient item to deal with each problem and understand clearly the many and varied written and spoken instructions and be able to pass on information clearly to a number of different types of subordinates.

According to Ayalew (1991:3-4) conceptual skill relates to the ability to integrate and coordinate the organizations activities. It concerns the ability to see the “total picture” how the different parts of the organization fit together and depend on each other, and how a change in one part of the organization can cause a change in another part.

3. Technical Skills

Technical skills include understanding and being able to perform effectively the specific process, practices, or techniques required of specific jobs in an organization. Supervisors need to have enough of these skills to see that their day to day operations are performed effectively (Mosley 1985). To the same token, Allen (1998), contended this skill which involves processes or techniques knowledge and proficiency of a specific area. In the context of education, technical

skill refers know how and understanding of processes and techniques that enable teachers to perform a given task during the teaching learning process. For this reason, supervisors need to have competence regarding technical skills. Betts (1983: 17) stress the importance of this skill as:

An inherent part of any supervisory job is technical competence. The supervisor needs a good knowledge of every operation or processes under his control to be able eliminate common faults, wastage and any dangerous practices. Practical and theoretical knowledge plus varied experience are essential to command, respect and help others.

4. Skill in Leading Supervisor-Teacher Conference

Supervisor-teachers conference helps both parties to have mutual understandings of a problem and suggest possible solution of it. This would be effective when conferences are non-threatening. Dull (1983) indicated, successful leadership in a conference will result in the resolution of the problem because human feelings, attitudes, perceptions, and predispositions always influence interaction. Hence, the supervisor should have achievement all important points such as information about curriculum and instruction and child growth and development, the total school community and its resources and he/she has to be an expert in conference techniques (Dull 1981:163).

Further, Dull described that leading conference has to be non-threatening to teachers and built a climate based on the principles of human relation. Teachers have to be encouraged to give their opinion freely and teachers could find solution for instructional problems. Supervisors have to act as facilitators of the opportunity where teachers increased their professional learning through the conference and create conducive environment for teachers and supervisors to work together as a team members.

2.3 Role of supervisors in Promoting Teachers' Professional Competences

2.3.1 Activities of Supervision

The Concept of School Clustering ✓

A cluster school is a grouping of 3-5 primary schools for administrative and educational purpose (ANRSEB: 2003:15). It is an organization of schools in the same vicinity which are grouped together for the benefit of sharing resources such as teaching and learning materials, facilities and

staff so that the access for all children and the educational quality of all schools with in the cluster are improve(Dykstra' & Kucita, 2003).

One school in each group is selected to serve as the cluster center. Under the leadership of the cluster center school, the teachers from each of the member schools meet to focus on improving efficiency, capacity building, and supervision, experience sharing, teacher motivation, plan monitoring and evaluation (ANREB, 2005:3).

Purpose of School Clustering ✓

School clustering is began when teacher centered methodology was challenged and learner centered methodology was being promoted and schools were seen as places where radical change should be implemented. Whilst pre-service training was adopted to promote the new methodology, it was also recognized that teachers in schools were experiencing difficulties that were preventing them from showing improvement in the delivery of education, quality and efficiency (Chikoko, 2004:24).

On the other hand, opportunities might happen for teachers to loss their once acquired knowledge of the subject matter and skills needed to perform tasks and loss their interest towards teaching. Hence, cluster system was a key element in improving the overall performance through continuous professional development (ANRSEB 2005:4). Indicating the dynamic behavior of the teaching learning process, Teacher Education System Overhaul (TESO) (2003) guide line discussed the need of clustering in Ethiopia as, a system that facilitate situations in which new concepts, research findings and current classroom approaches and methods that teachers need to assimilate and implement during classroom instructions could be introduced. Further TESO points, through the system, teachers will meet the opportunities that enable them to acquaint with recent and updated knowledge, skills, attitudes and professional competencies relevant to current teaching practices.

2.3.1.1 Promoting Cluster-Based Supervision ✓

Once schools are organized in cluster, they are expected to develop good relationship among them that led to solve various problems challenging at instructional level. Cluster primary school supervisors would provide the professional support that teachers and heads of the school need for

trying out new ideas in cluster schools. This support might be offered in the form of demonstrations, facilitations of action research, mentoring, guiding, counseling each school members to create situationally contexted supervision aiming teachers to neighboring schools (Ahmad 1998: 15).

Further, Ahmed points cluster based supervision improves the quality of teaching by allowing teachers to share ideas and experiences, good teaching practices, lesson plans, examination questions and papers, teaching materials and resources at schools are therefore shared with other schools in the cluster. Moreover, teachers are no longer left to work in isolation, but become members of teams striving for common goals and supporting each other. Supporting this idea, Eckles et al.(1995:188) pointed, people often enjoy and work best in groups. They like to work in teams and sometimes compete as one team against another. "A group effort may be more effective if it is on a competitive basis and if it is handled properly so as to prevent harmful side effects." Thus, cluster school supervisors, as a coordinator and advisor have to adapt these activities to meet the needs of individual schools.

Moreover, Dean (1995:186) indicated:

Teachers learn through instruction with their professional environment. They form and develop a frame of reference by which they judge their own professional activity and that of others. They acquire new knowledge and develop the skills to meet the tasks and situations they encounter. Hence, supervisors in this respect expected to work with member schools community to achieve cooperation.

The ANRSEB (2005:13), in its guideline for cluster school organization, indicate duties of supervision related to teachers' professional growth that has to be done by cluster school supervisors such as: monitoring and supporting appropriate curriculum delivery; developing the classroom instruction through field trips and extra curricular activities; ^{supporting} and developing learner-centered methodology, activity based lesson planning and continuous assessment.

Moreover, are expected to create a conducive environment for experience sharing between cluster schools, conducting continuous assessment in all of satellite schools under the cluster and creating discussion on related issues to overcome difficulties in the teaching learning process and strengthening strong working relationships to maintain the quality of education(p.13).

In addition, to facilitate the implementation of supervision at cluster level TESO (2003) has recommended the following points.

- ❖ A clear performance management plan should be developed in consultation with the head teacher and teacher of all the schools and built into the school's annual plan.
- ❖ Appropriate documentation should be developed to record the purpose, evaluation and subsequent actions/ follow up to a supervision visit.
- ❖ Key teachers need to be selected and offered specific training in class observation and supervision skills that focus on providing positive feedback and develops critical self-analysis of the teachers.
- ❖ Clusters should encourage the practice of junior teachers observing senior teachers or key teachers and discussing what they learnt in a post observation interview.

2.3.1.2 Promoting School-Based Supervision

The idea refers supervisory activities to be carried out for the effectiveness of in-school supervision. Tasks regarding such supervision may be performed by teachers themselves when opportunities to under take joint planning, to observe each other's lessons, individual and group meetings, workshops, projects, study groups, coaching and team works are facilitated (Ahmad 1988). Supervisors have to work effectively for effective implementation of the school-supervision. They need to know how supervision at school level best be implemented, by whom it will carried out, its purpose and effect on the teaching learning process. Whatever, attempt made at cluster or any level out side the school regarding supervision, the attempt will be meaningless unless supervisory activities are strengthened at school level (Markos 2004:108).

Schools are the mission centers where the actual teaching learning takes place. Hence, making supervision a continuous responsibility at this level is crucial. Supervision within the school in addition to teachers, it can be delivered by school principals deputy principals, unit leaders, department heads and senior teachers. Clustered school supervisors then are expected to provide support service for those personnel to help teachers become smarter at professional judgments, not only about curriculum, students and pedagogy, but also about the structural in which their work is located (ANRSEB, 2005:29).

Further, the ANRSEB indicate that supervisors need to design capacity-building plan that will enable supportive workers and different school organizations or units to carryout their duties and responsibilities. Moreover, they have to encourage teachers within their own school to share their experiences of good methodology, continuous assessment, classroom organization, media preparation and personal life. They are expected also to work so as to create a conducive environment for experience sharing between directors, teachers and other staff members who have good working conditions individually, at a department level, club level or with in the whole school and other schools.

Similarly, Glanze and Nevile(1997:138) indicated, the major reason for having supervisors is to enable school personnel observe the instructional process for each and every teacher or to teacher team and to assist teachers to improve learning by analyzing the teaching learning process and providing information on teaching alternatives and skills to enable teachers to change their instructional strategies.

2.3.2 Activities of In-Service Trainings

The Concept of In-Service Training

The primary responsibility of schools is educating their own pupils. On the other hand for schools to do that better depends on the quality of its teacher, and that in turn depends on the quality of the in-service program deliver to teachers. Brown and Earley (1990) in Bush and West (1994:285), in service training of teachers in its most generalized level has been defined as a professional development activities engaged in order to educate children more effectively. Further, they remarked that in-service education is:

. . . a generic term which encompasses the concepts of meeting the needs of professional role responsibilities at various career stages; and improving professional performance and capability. That is to mean in service education has to bring teachers fit on the teaching profession with different careers of development.

Facilitating and fostering the effectiveness of in service professional development, programs have to be delivered at cluster and school levels continuously. Programs must also be facilitated locally and use, as a matter of central importance, teachers' own knowledge of their practice and the realities of their classrooms and schools (Knowles, 1978 in Lue 2004:7).



Rationale for In-Service Training

Lue (2004:2-3) in her explanation of the reason of localizing in service teachers education discussed the following points: curriculum reforms that emphasize active learning; accompanying necessity of rapid and effective teacher change; career long on going teacher professional development viewed as a necessity to improve teacher quality and their fore educational quality; rapid expansion of student enrollments requiring much larger number of teachers and the necessary of finding ways to prepare and support relatively inexperienced or “unqualified” teachers; declining quality as a consequences of rapidly expanding quality of education in the absence of sufficient resources, and consequent necessity that governments to invest in increased teacher quality;

Harries (1985:11) smartly discussed the importance of in-service as it is “education to school operation what good eating habits and a baanced diet are to human growth and vitality.”

2.3.2.1 Promoting Effective In-service Teachers’ Trainings at Cluster level

For many reasons as it has indicated above, implementation of in-service training at cluster level is one of the means to achieve professional development of teachers. Either the supervisor or any experienced teacher selected as a key teacher or teachers themselves can deliver the trainings to all teachers of the member satellite schools at the cluster center. Through the trainings, teachers of the cluster schools could share useful ideas and experiences, acquaint with new teaching methodologies and curriculum innovations, develop mutual support and stand for common goals. To attain those activities, training programs have to be participatory. In addition, programs have to be supported by variety of teaching materials including printed materials or modules that have been developed to give basic information and provide suggestions for the guidance and facilitation of participatory session. Moreover, sharing of experiences and communal problem-solving activities should be central to the training programs (Lue 2004) (Morant 1981:128).

In an attempt to achieve effective in-service education as much as possible, supervisors have to think and rethink what has to be done before any training program ready to be delivered. Because, it is an activity brining teachers acquaint with new concepts and skills helpful for the improvement of their capability.

Supporting the idea Dull (1981:113) pointed.

Well-designed and a well-executed staff development should leave an impact on teachers with learning becoming more exciting and significant for students. The staff development program should result in new teaching competencies and broader and deeper up-to-date knowledge of education and instructional skills.

Cluster supervisors should consult every teacher either through questionnaire or holding meetings to establish not only their training needs, but also a data bank of those teachers with skills, knowledge and experience enable to support the work of other teachers (TESO 2003:112). Further TESO indicate, supervisors have to look of the data base of training needs and begin to plan a manageable series of staff development opportunities for the teachers within their cluster 3 or 4 per semester. They can look at data on available skills, knowledge and experience within their cluster and identify teachers who are able to train others. Supporting this, Dull (1981:113) contended, training programs should deal primarily with instructional problems and topics of most interest to teachers. Further, an effective way to ascertain teacher in-service education interests is for the supervisor to conduct an assessment survey of teachers' opinions.

Allen (1998) on the other hand indicated, in order to make trainings effective, programs should align with organizational values, goals and objectives in order to be successful. Supervisors develop an effective training program by assessing training needs and designing training programs to meet those needs.

2.3.2.2 Promoting School-Based In-Service Teachers Trainings

Schools are the place where actual teaching learning process would be practical. Besides, designing and implementing trainings at cluster level attention has to be given by supervisors to promote experience sharing and problems solving activities at school level. In relation to this, TESO (2003:113) discussed schools, "where teachers work together on a daily basis and share their professional experiences, is the obvious places for the most effective staff development process to take place."

School based in-service training usually focused on teaching staff development based on the consideration of student's learning, local needs of the individual teacher and the objectives of the school. As Hewto (1988) cited in MonYatsi (2006:151) described, school based staff development

as a planned process of development which enhances the quality of pupil learning by identifying, clarifying and meeting the individual needs of staff within a context of the institution as a whole. Similarly, Monyatsi (1997) in Monyatsi (2006:151) discussed school focused staff development as:

“A process through which a school staff, identifies the school’s strengths and shortcomings and utilizes such information as a basis for school improvement. The process is accomplished School or building level planning that is goal-directed, outcome focused and considerate of staff interests and needs and which is consistent with the school system’s strategic plan.

In-service, education for staff development then should be meaningful and have a positive impact in building teachers community. As Sergiovanni and Staratt(2002) this is to mean that, the in-service program should create a professional community which: encourage teachers to reflect on their own practice; acknowledge that teachers have different rates and at any given time are more to learn something than others; acknowledge that teachers have different talents and interests; provide for collaborative learning among teachers

In-service education at school level could also be achieved through variety of means such as conferences, workshops, seminars, faculty meetings, study groups of various kinds, research and projects, visitation to other schools and classrooms, public services experimentation(Dull, 1981). When a teaching staff become competent through the practices the over all objectives will be achieved. Supporting this, Cunningham and Gresso (1993:150) in monyatsi (2006: 151) believed that:

“The only way we’re going to get from where we are to where we want to be is through staff development . . . when you talk about school improvement, you are talking about people improvement, . . .the school is the people, so when you talk about excellence or improvement, or progress, we are really focusing on the people who make up the building.”

2.3.2.3 Strategy for In-Service Teachers’ Training Programs

Training is a task, which is promoted to increase productivity, to improve work result and to enhance quality. The presences of continuous and organized trainings are very useful to secure quality of education. Therefore, an implementing strategy and working modality to enable the concerned bodies to give well organized school-centered and cluster-based in-service training is vital (ANRSEB, 2005:31).

A/ Needs Assessment

Refers the activities that can be undertaken to identify the actual interests of individual teacher and school milieu. Regarding its importance, Schmuck (1980) in Bush and West (1994: 293) pointed, "Many educational reform collapsed or been absorbed without effect mainly because of the limited attention given to the organizational context in which the reforms have been attempt." This reminds that when attempting to deliver in-service trainings first analysis of needs had to be carried out. Regarding, the way to assess the training needs, Dull (1981) indicated, one of assessing methods professional development need could be ascertain through joint efforts of supervisors and the teaching staff.

B) Planning and implementing the in service program

A supervisor has to follow formal procedures of planning in service training programs at cluster or school level. Planning process usually carried out after the selection of topics is completed. As Dull (1981) indicates, possible planning procedures have to be followed for effective in-service trainings.

For this reason, the planning should begin with a consideration of objectives of the in-service program and in identifying the intended audience of the program. On the other hand, dates of the year and times of the day have to be desirable for the participants. Resources have to be selected to meet specific local needs. Finally, there should be formative and summative evolution activities for all in service development and implementation activities.

2.4 Teachers' Professional Competences

2.4.1 The Concept of Professional Competence

Provision of quality education at any level possibly effective when those people who have a direct involvement in the instructional process found competent and performing their duties effectively. This is true not only in the context of education but in any kinds of organizations. Monyatsi (2006:156) contended that the development of human potential is so valuable to the success of any modern organization that investment towards that goal needs to be directed at identified and proven competences that led to superior performance. He further pointed out; competence in this context refers to the skills, Knowledge, attitudes, traits or any individual characteristic that is critical to the effective performance of a job.

Similarly, the American Academy of Physician Assistants (2005) indicate that competence represents the totality of knowledge, skills, attributes, behaviors and attitudes (competencies), as well as the ability to orchestrate these competencies in to the full range of activities necessary for professional practice .

2.4.2 Common Standard of Teachers' Professional Competencies

The Concept of Competence Standards

According to Mosley et al (1985: 386), “a standard is a unit of measurement that can serve as a reference point for evaluation of results, properly communicated and accepted by employees, standards become the bases for the supervisors control activities.”

In addition, Sergiovanni and Staratt (2005: 175) discussed, “standards as they are frameworks help define what is good practice, help show how indicators of good practice related to each others, help teaches and supervisor to talk about the indicators of good practice in meaningful ways, and help teachers use the indicators of good practice to study their own teaching.”

From what has been discussed, teachers' competence is the characteristics or standards regarding knowledge, skills and interests that teachers' expected to posses to perform a given task of the profession. Thus, some of them can drive from competences such as proficiencies in subject matters, content and methodology; competent pedagogically, competent in cooperating with people, competent with respect to reflection and development etc. Some of these are discussed as follows:

1. Competent with the Subject Matter (Content) and Methodology

Davidson (2005) indicates, concerning subject matter and methodology, teachers are expected to know the contents appropriate to their teaching specialty and relevant application of these contents. In addition, they have to know their subjects considerably beyond the content they are expected to teach.

2. Pedagogically Competent

A pedagogically competent teacher offers the students a safe learning and working environment, where they find their hold and a structure to social, emotional and moral development (Swachten, 2006). Sergiovanni and Starrat (2002:193) pointed that, “teachers are responsible for managing

and monitoring students learning. Further, they pointed that teachers have to create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students.”

Supervisors can help teachers possibly through holding conferences with groups of teachers after classroom visits. Individual conferencing may not be effective and as the number of teachers and sections even in a single school is very large. In relation to this, Sergiovanni and Starrat (2002:4) noted:

Supervisors are challenged to sit down with individual teacher after each individual teacher to discuss specific teaching skills, but more so with groups of teachers to discuss which students are learning at the required levels and which are not and to develop and design new ways to foster the required learning.

Similarly Davidson (2005) discussed pedagogical skills as:

a) Effective teaching practice: Integrate interdisciplinary learning experiences and multiple teaching and learning strategies to engage students in active learning that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

b) Effective classroom management: Exercise leadership by taking personal responsibility for the progress of all students and maximize efficiency, mention discipline and more, promote teamwork, plan, communicate uses on results, evaluate progress, and make constant adjustments.

c) Effective assessment: Teachers use a variety of methods to assess what students have learned. They Use formal tests, responses to quizzes, evolution of class shipments, students performance and projects and standardized achievement tests to understand what students know. Further, MOE(2003:9) indicating the purpose of assessment is to enable teachers give timely and constructive feedback to students. Boston (2002) with similar view indicated, when teachers are helped to know how students are preparing and where they are having trouble by utilizing different assessment mechanisms, they can use this information to make necessary instructional adjustments, such as reteaching, trying alternative instructional approaches, or offering more opportunities for practice.

On the other hand, teachers required to inform parents regarding students performances. Because teachers are expected to encourage the parents of their students to participate in their child's

learning process. If so teachers will continue to set and correct homework, evaluates student progress and discusses results with students, parents and other teachers (On line).

d) Diversified instruction: Teaches plan instruction that is appropriate for a diverse student population, including students with special needs. Develop short and long-rnage plan for instruction, reflect understanding of how students learn, and allow for student who learn at a faster or slower pace than others to be successful and engaged in learning.

3. Competent in Professional Development and Ethics

Teaches meet high ethical standards of practice and engage in professional development activities. They keep the needs of students at the center of professional thought and action and recognize that life-long learning is as integral part of their profession. Similarly, Darling-Hammond and Mclaughlin (1995) in Wanzare and Costa (2000) pointed, supervisory activities regarding professional development has to be enable teachers to become sources of knowledge for one another and to learn the important roles of “colleague” and “learner”.

Further, as Wood and Thompson (1993) and Darling Hammond and Mclaughlin (1995) in Wanzare and Costa (2000) contended, professional learning provide venus for developing and engaging in practice-based research to be carried out collaboratively by teachers and supervisors. This in turn could be effective when planning and administration of effective professional development programs grounded by research and best practice of the teaching learning process.

4. Competent in understanding policies and curriculum issues

Dull (1981) in his discussion of supervisors’ working activities regarding curriculum development indicated, one of supervisors duties was referred ensuring the practices of any extended school programs to be coordinated with those offered in the regular classroom. Further, as ANRSEB (2005:33) stated, teachers and supervisors required to make their schools more effective in integrating the curriculum to make it appropriate to the environment and the promotion of good citizens. These could be practical of course through extended programs of schools.

MOE (1994:64) stressed, in order to achieve proper implementation of ETP; teachers need to be well informed about its concepts. Without achiving, teachers’ commitment, effective implementation of the policy will not be succeeded.

Markos (2004:110) points that supervisory activities, referred selecting and organizing teaching materials (Textbooks, teaching aids) and making them available for use by teachers. Supervisors' effort in this respect would be focused on showing the direction how to select or prepare relevant teaching materials. Supporting this, Dull (1981) indicated, supervisors working activities include, helping teachers to prepare instructional materials not otherwise available. Further, he discussed that supervisors need to provide leadership over the evaluation and utilization of various instructional materials.

ANRSEB (2005:31) indicated, one of the work performance-reference of schools to be considered by supervisors is the curriculum should be implemented based on the environmental situations, and there should be continuous curriculum evolution and feedback have to be given to higher educational bodies.

5. Competent in Community and School Collaboration

Davidson (2005) discussed that, competent teaches work collaboratively with colleagues, families, and he community to support the learning environment. They reach out beyond the school to promote trust and understanding to build partnerships with all segments of the school community involvement in the educating of children.

2.4.3 The Ethiopian Teachers' Competence Packages

The Ethiopian Federal Democratic Republic Government has given priority to education of teachers considering it as fundamental in the process of providing quality education for the citizens. Hence, teachers should get the chance of education and trainings so as to play their role in quality assurance to all pupils (National Teachers' Professional Competence Standards Package, 1999 E.C:1).

Taking into account this reality, MOE in recent years made a research with a topic "The Quality and Effectiveness of Teacher Education System in Ethiopia." Based on the findings and the suggestions recommended by the research, the paradigm shift of teachers education practice "TESO" became practical.

Following the change, in Institute of Teachers Trainings, the new "TESO" program has been practical. In order to sustain this training program, MOE has prepared teachers professional

competences standards that they obliged to meet them in a continuous learning at different careers through their life of the teaching profession (p:1).

Based on this fundamental conception, MOE had prepared the following five basic teaching profession standards.

- 1) Facilitating Students Learning
- 2) Assessing and Reporting Students Learning Outcomes
- 3) Engaging in Professional Learning
- 4) Mastery in Education and Training Policy, Curriculum and other Program initiatives
- 5) Forming Partnership with the School community

The five professional competences reflect the main responsibilities that all teachers expected to practice in their teaching life. In addition, the competences have interrelationship among them and take significant position in promoting teachers' effectiveness. Therefore, to be competent, teachers are imagined to practice the above mentioned competencies in any activities of the teaching profession (NTPCSP, 1999 E.C:7-11). Each of them discussed as follows:

Competence 1: Facilitating Students' Learning

Reflect complex teaching learning activities that describe practices such as teachers' effort in planning, enriching and implementing activities that support the attainment of quality education. Therefore, teachers are expected to plan relevant teaching learning activities that enable pupils to participate actively in the teaching learning processes. Further, they have to apply various teaching methods considering individual and group students' interests. Lead the teaching learning process using relevant materials and technologies are also the task of teachers in facilitating students learning.

Competence 2: Assessing and Reporting Students' Learning Outcome

Assessing and reporting students learning is the second teachers' professional competence that discuss how teachers follow, assess and record students learning outcomes.

Teachers in this competence need to assure that the evaluation system of students' performance is in continuous process. In order to give the chance for students to show various learning

outcomes, teachers are expected to evaluate students' performance through different evaluation mechanisms.

Competence 3: Engaging in Professional Learning

This professional competence indicates how teachers organize, lead and record their own professional learning. Further, it points out teachers' contribution for their colleagues' professional growth. For this reason, teachers are expected to participate in identifying and planning processes of their own professional learning interests and participate in continuous learnings either formally or informally.

Competence 4: Mastery in ETP, Curriculum and other Program Developments

Reflect how teachers participate in curriculum development, implementation and evaluation activities in respect to their school. Teachers are expected to participate in group activities that focus on designing, and implementing different curricular activities that are helpful for the success of students' learning. In addition, they are expected to enhance their conception of the Education and Training Policy and other relevant materials.

Competence 5: Forming Partnership with the School Community

Reflect the activities how teachers build and keep a cooperative and collaborative spirit with students, colleagues, parents and other concerned bodies. Teachers should respect students and address their interests appropriately. Besides, they have to consider themselves and others as team members who work for common goal. Further, they need to create cooperation with parents as well as the community in which the school found i.e to facilitate students learning.

To sum up, the center of attention in assisting teachers ought to be in improving teachers' competences. Supervisory role in this regard, serving as a catalyst in facilitating the process of bringing teachers effective, always it has to focus on effective practices and base the competence standards as a bench mark in leading towards realizing teachers proficiency and students better learning.

CHAPTER THREE

3. THE RESEARCH DESIGN AND METHODOLOGY

The focus of this study was to explore current status of cluster primary school supervisors in promoting teachers' professional competences in west Gojjam Zone. Hence, a large number of respondents were involved. For this reason, the researcher utilized the quantitative way (approach) of researching the issue. Specifically a descriptive survey design was employed. A descriptive survey design permits a researcher to gather information or opinion from a large sample of respondents quickly and inexpensively (Ary et. al 2002). Moreover, Creswell (2003) pointed, survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. A qualitative approach was also used to supplement or to get in depth understanding of the supervisory practices.

Based on this, the present study was carried out in four stages. The first was including proposal development, review of related literature, development of tools of data collection and selection of samples. The second phase was the administration of instruments and collection of data. In the third stage, data organization (editing, classifying, and tabulating the information), analysis and interpretation were accomplished. In the fourth, draft report writing, provision of feedback to the draft and finalization of the draft activities were performed.

3.1 Data Source, Population and Sampling

The sources of data for this study were primary school teachers, principals, cluster primary school supervisors, WEO and ZED experts of West Gojjam Administration Zone. As it has indicated in the delimitation, the study was restricted only in some Woredas of the zone. There are about fourteen Woredas under the administrative zone. For the purpose of fair distribution of sampling, the fourteen Woredas were categorized into three groups as follows:

1. Woredas that are found around the Zone Administrative Office /Northern area/ relatively with experienced teachers and facilities;
2. Woredas that are found relatively far from the Zone Administrative Office/ Southern area/ moderately with experienced teachers and facilities;

3. Woredas found in remote areas with inexperienced teachers and relatively with poor facilities.

From each category, one third of the Woredas were selected using simple random sampling. Therefore, among the six northern two, among the five southern again two and from the three remotes one, totally five Woredas were selected as representatives.

The number of teachers population being large in size it was difficult to access all the lists easily. The data gained from West Gojam Zone Education Department indicated there are about 7,198 teachers then taking even the list percent(10%) will made the sample size difficult to be managed. Besides, the geographic distribution of clusters and schools under the study are scattered, selecting sample cluster centers, schools and teachers were carried out using cluster or multistage sampling. In line with this, from 56 cluster center under the sample Woredas 18 clusters, among the total number of 85 schools under the sample clusters 28 schools, from 802 teachers under sample schools 267 teachers had been selected as samples of the study.

On the other hand, distribution of schools for each sample clusters and distribution of teachers for each school were carried out using stratified sampling techniques. However, sample schools from each cluster and sample teachers from each school were selected using simple random sampling techniques.

Selecting sample clusters and schools were made by considering geographical locations (urban and rural). Selection of teachers on the other hand, considered teachers qualification (diploma 5-8 and certificate 1-4 grade levels). Total 28 principals of the sample primary schools and 18 cluster primary school supervisors were taken, believing they are important for the study. Ten WEOEs 2 from each Woreda inspection and formal education desks, one from each desk were selected using random sampling for interviewing. Two from the ZEDEs were also selected for interviewing randomly. Eight supervisors on the other hand were selected among the 18 sample supervisors randomly for interviewing purpose.

For the purpose of the FGD, 50 teachers 10 from each Woreda (excluding the 267 questionnaire respondents) were selected from two randomly selected schools (5 from each) under the sample clusters of the study. Hence, the samples of teacher participants in each FGD were 5 in number.

Ten Principals of the FGD targeted schools who were responded for the questionnaire were included in the FGD purposefully. Hence, the number of FGD participants were 60.

Table 3: Determined number of respondents and their distribution

Respondents	Woreda					Zone	Total
	Yilma Densa	Mecha	Jabi Tehinan	Dembecha	Dega Damot	W/ Gojjam	
ZED Experts	-	-	-	-	-	2	2
WEO expert	2	2	2	2	2	-	10
Supervisors	4	4	4	3	3	-	18
Principals	6	6	6	5	5	-	28
Teachers' of questionnaire re	65	56	62	45	39	-	267
Teachers' of FGD Participants	10	10	10	10	10	-	50
Total	87	78	84	65	59	2	375

See also appendix - H

3. 2 Tools of data collection

3.2.1 Questionnaire

Questionnaire was used commonly to gather data for descriptive survey. In order to gather the appropriate information about current practice of cluster primary school supervisors of West Gojjam Zone, questionnaire were set for teachers, principals and supervisors, in light of the literature reviewed. All of the questionnaires were first developed in English, later translated to Amharic in order to meet the language level of the respondents and better clarity.

Fifty-one 5-point likert scale items were prepared for respondents. Because, it helps the researcher to know respondents' feelings or attitudes. On the other hand, respondents will be provided with options to indicate how closely their feelings match the question or statement (Waddington, 2000). In addition, it helps the respondents to choose one option from the given scales that best aligns with their views (on line). The first 44 items were to be responded by all three groups of respondents. The rest 7 items, which were developed for the extent of supervisory practices, were to be answered by teachers additionally (see appendix- A).

Pilot Test

The researcher validates the instrument that was developed for data collection as follows: before the actual data collection was started, the instrument developed was given to two of my classmate to get valuable comments and criticism gained, I made the necessary modifications. Then I gave

the modified research tool to my thesis advisor for evaluation. Then the instrument was tried out in Bahir Dar Zuria, which is one of the Woredas of the Administrative Zone under the study.

The total number of the participants in the try out study was 28 teachers. After administering the instrument, some participants were asked for feedback. Hence, modification again was made on five items of the instrument, according to the suggestions and clues that were obtained from both the evaluator and the field-testing. The amendments were made for two leadership styles and skills for one cluster based supervision and two for cluster and school-based in-service training type of the questionnaire.

The reliability of the instrument was tested by cronbach alpha method and the computed reliability of the instrument was 0.86. Thus, the instrument was found valuable to collect the data for the main study and hence, it was administered as scheduled.

Procedures of Data Collection

First, I made a face to face contact with head of Western Gojjam Zone Education Department to make clear the purpose of the study and get letters to the sample Woredas Education offices. Then, I went to each Woreda Education Office for similar discussion and access of information that are important to collect the data from the sample schools teachers and principals as well as from supervisors of cluster schools. Next, I moved to the sample clusters and schools but able to reach only 26 sample schools to dispatch the questionnaire and collect the data. Questionnaire of the rest two schools teachers and principals were distributed and collected by the help of the Woreda education office experts.

I also made a face-to-face contact with 14 cluster primary school supervisors for questionnaire to be filled. Questionnaire of the rest 4 supervisors' was reached and filled by the help of cluster school centers principals. Hence, the questionnaire was dispatch for 267 teachers, 28 principals and 18 supervisors. However, 9 teachers were not returned the questionnaire paper and made the number of teacher respondents to be 258. Finally, the data were collected from February 11 to March 6, 2008.

3.2.2 Interviews

The purpose of the interview was to collect more supplementary opinion, so as to stabilize the questionnaire responses. With this in mind, the researcher initiated the interviewees with 5 semi-structured interview items, which were related to supervisory practices. (see appendix-C-1). Hence, detailed interview was conducted with ten WEO and two ZED experts. Similarly, 5 semi-structured interview items were prepared for eight cluster primary school supervisors and the interview was held accordingly(see appendix-C-2). The reason behind the semi-structured interview items was the advantages of flexibility in which new questions could be forwarded during the interview based on the responses of the interviewee. Therefore, the interview flows more like a conversation.

The process of interview was conducted in Amharic language and supported by audio-equipments (tape recorders) in order to minimize audio loses of information and to preserve the events in the fair authentic nature. The interviewed people were informed that the recorded data would be kept confidential. The recorded data were first categorized based on similarities of responses and then transcribed into English language.

3.2.3 Focused Group Discussion

This data gathering technique was employed to strengthen the information that could be obtaining by the questionnaire. Two schools from each Woreda sample cluster centers were selected randomly. Six semi-structure items were prepared for the participants to discuss (see appendix-E). The discussions were in Amharic language and were recorded using audio tape recorder. The participants were informed that the recorded data would be kept confidential. The recorded Amharic data were first categorized in line with the questionnaire and then transcribed in to English language.

3.3 Methods of Data Analysis

The study was collected both a quantitative and qualitative data from teachers, principals, supervisors, WEOEs and ZEDEs. For the respondents percentage method was employed to identify their characteristics. To answer the basic questions of the study appropriate data analysis were applied. Thus, mainly percentage, mean and t-test at $P < 0.05$ level were used. As they were

closed ended, the responses of the questionnaires were first collected, tallied and tabulated. The interpretation was made using the above-mentioned statistical methods. Percentage was used to interpret the leading questions 1, 2 and 4 in terms of the highest percentage obtained from the data. The mean value was applied to interpret the leading questions 3 and 5 in terms of the weighted mean value. The t-test was also applied in addition to interpret leading question 4 so as to test whether there was any significant difference happened in responses of teachers, principals and supervisors. SPSS computer program was served to compute the t-test value. On the other hand, for better analysis the 5 ranks of responses of the questionnaires were made to be categorized in to three scales (Disagree, partially Agree and Agree). Mean scores interpretations in table 12-15 and table 21 was based on the weighted mean taking 2 as an average mean.

Finally, the perceptions and opinions information collected through interview and FGD were categorized and discussed in line with the closed ended questionnaires.

CHAPTER FOUR

4. Presentation and Analysis of the Data

4.1 Profiles of Respondents

The major categories of participants involved in this study were teachers', principals and supervisors in west Gojjam Administrative Zone. In the questionnaire, the three groups of respondents who were considered relevant as main sources of information, were requested to provide information on their personal profiles (see appendix- A). The details of their profiles are given in table 4,5 and 6 below.

Table 4: Profiles of Teachers by Sex, Age and Experience

No	Items	Teachers' Responses	
		No	%
1	Sex:a) Male	134	51.9
	b) Female	124	48.1
	Total	258	100
2	Age:a) 18-22	35	13.6
	b) 23-27	121	46.9
	c) 28-32	40	15.5
	d) 33-37	17	6.5
	e) 38-42	18	7.0
	f) 43 and above	27	10.5
	Total	258	100
3	Experience:a) 1-5	139	53.9
	b) 6-10	43	16.6
	c) 11-15	23	8.9
	d) 16-20	10	3.9
	e) 21-25	24	9.3
	f) 26-30	15	5.8
	g) 31 and above	4	1.6
	Total	258	100
4	Educational level		
	a) certificate	149	57.8
	b) Diploma	109	42.2
	Total	258	100

As shown in table 4, the number of teachers participated in the study was 134 (51.9%) males and 124 (48.1%) females. This shows that the participation of both sexes found to be proportional. The majority of teachers 121 (46.9%) fall in the category of 23-27. 40(15.5%) were between the age group of 28-32. The data indicate that a large percentage of teachers were found in the young

ages. Possibly, who are trained in the new education and training policy of the pre-service education and contribute for the success of supervisory tasks. In relation to teaching experience, 139 (53.8%) of teachers found in between the category of 1-5 years. 43 (16.6%) of them were in between 6-10. This shows the majority of teachers were found inexperienced seeking supervisory support to fit with the instructional process.

Regarding educational level 149(57.8%) of them were certificate teachers and 109 (42.2%) were diploma holders. This shows that the number of teachers in both level found to be relatively proportional. However, the number of certificate teachers seems greater than diploma holders. This is because certificate teachers are large in number in reality.

Table 5: Profiles of Principals by Sex, Age and Experience

No	Items	Principals' Responses	
		No	%
1	Sex:a) Male	25	89.3
	b) Female	3	10.7
	Total	28	100
2	Age:a) 18-22	-	-
	b) 23-27	10	35.7
	c) 28-32	5	17.8
	d) 33-37	4	14.3
	e) 38-42	4	14.3
	f) 43- above	5	17.8
	Total	28	100
3	Experience:a) 1-5	10	35.7
	b) 6-10	8	28.5
	c) 11-15	2	7.2
	d) 16-20	1	3.6
	e) 21-25	3	10.7
	f) 26-30	3	10.7
	g) 31- above	1	3.6
	Total	28	100
4	Educational level :		
	a) certificate	13	46.4
	b) Diploma	15	53.6
	Total	28	100

As can be seen from table 5 above, regarding the ratio of sex, female principals (10.7%) found very low. Hence, female teachers should be encouraged to be a leader and be a model for female students especially in rural schools with challenging social and cultural problems. Regarding age wise, most of the principals 35.7% were young. Concerning the experiences, most of the principals fall in the category of 1-5 years who need much supervisory supports. Most of the

sample schools were found with grade level 1-8 (see appendix-H) but as indicated in the above table 46.4% of the schools are led by certificate holders. Hence, they need supervisory supports.

Table 6: Profiles of Supervisors By Sex, Age and Experience

No	Items	Supervisors' Responses	
		No	%
1	Sex:a) Male	17	94.4
	b) Female	1	5.6
	Total	18	100
2	Age:a) 18-22	-	-
	b) 23-27	3	16.7
	c) 28-32	2	11.1
	d) 33-37	6	33.3
	e) 38-42	4	22.2
	f) 43 and above	3	16.7
	Total	18	100
3	Experience:a) 1-5	-	-
	b) 6-10	7	38.9
	c) 11-15	2	11.1
	d) 16-20	4	22.2
	e) 21-25	4	22.2
	f) 26-30	1	5.6
	g) 31-above	-	-
Total	18	100	
4	Educational level :		
	a) certificate	-	-
	b) Diploma	18	100
Total	18	100	

Supervisors' assignment at cluster school level, as it has indicated in the literature, it is a recent trend. Hence, all the supervisors are supposed to be inexperienced. However, from the above table regarding the total experience, the majority of those (38.9%) were found in the range of 6-10 years. Thus, it is possible to say they are experienced. As shown in the above table all, the supervisors are diploma holders. It could be encouraged from the reality of this country. The proportion of male and female supervisors as shown in table 5, there is with great disparity. Thus, female teachers should be encouraged to be supervisor.

4.2 Supervisory Leadership Styles and Skills that Supervisors Practicing

4.2.1 Leadership Styles

Leadership is a dynamic relationship based on mutual influence and common purpose between leaders and collaborators in which both are moved to higher levels of motivation and moral development as they affect real, intended change (Kevin and Jackie 1996:298 in Allen 1998). Supervisory leadership then has to focused on improving teachers' capacity to bring effective instructional changes. Thus, to investigate the practices of supervisors whether they are exercising inspection, laissez-faire, authoritative or democratic styles of leadership teachers, principals and supervisors were asked to forward their experiences. The data obtained and the results are summarized in table 7 below.

Table 7: Supervisory Leadership Style Exercised by Supervisors

No	Leadership Styles	Options	Teachers		Principals		Supervisors	
			N	%	N	%	N	%
1	Controlling the work of teachers.	Disagree	49	19.0	5	17.9	12	66.7
		Partially Agree	67	26.0	3	10.7	5	27.7
		Agree	142	55.0	20	71.4	1	5.6
		Total	258	100	28	100	18	100
2	Leave teachers with problems of the instructional process	Disagree	78	30.2	6	21.4	14	77.8
		Partially Agree	52	20.2	8	28.6	4	22.2
		Agree	128	49.6	14	50.0	-	-
		Total	258	100	28	100	18	100
3	Consider oneself as he/she knows every thing to decide on issues.	Disagree	125	48.4	21	75.0	16	88.8
		Partially Agree	49	19.0	3	10.7	1	5.6
		Agree	84	32.6	4	14.3	1	5.6
		Total	258	100	28	100	18	100
4	Lacks confidence and firmness.	Disagree	72	27.9	4	14.3	12	66.7
		Partially Agree	39	15.1	7	25.0	6	33.3
		Agree	147	57.0	17	60.7	-	-
		Total	258	100	28	100	18	100

Supervisory practices supposed to be focus on activities that enable teachers to achieve better performance of instructional tasks. With regard to this, respondents were asked whether supervisors' experiences were controlling or assisting teachers. Accordingly, 142(55.0%) of

teachers and 20(71.4%) of principals reported their agreement that implied supervisors practice were more of controlling teachers. Whereas, 12(66.7%) of supervisors, on the other hand, revealed their disagreement that indicated emphasis were given to assisting teachers.

To counter check the FGD, which was held with teachers and principals, indicated that supervisors usually observed when checking performances of teachers concerning instructional activities. Some of the participants perceived this activity as a prerequisite for support delivery. Further, they contended that supervisors exercised inspection; it was due to the interest of the WEO, which forced them to practice it out of their duties and responsibilities. Nevertheless, in contrast, the majority of FGD participants confirmed, whenever supervisors came to school, it is usual to ask what has been done and what was missing. Further, they claimed that if it was a prerequisite, supervisory supports were to be followed it.

The interviewed supervisors and WEOEs, strengthening this assumption, reported that the realities for instance, number of schools under each supervisor and currently tasks given from the Woreda Education Offices invited them to practice activities of inspection. However, the WEOEs were requested to enlighten the number of schools under individual supervisor. Then, almost all replied 8-12 schools on average which includes satellite and alternative basic education units. Most of the interviewed supervisors, supporting this idea on the other hand claimed that due to the number of schools to be covered and the desire to reach all, inspection was found easy and exercised because it takes time not as supervision.

From the data observed above, despite the reasons indicated by the interviewed WEOEs and supervisors, it is possible to say that cluster primary school supervisors of West Gojjam were found exercising inspectorial tasks out of their duties that possibly cause supervisory practices to be hampered. However, the ANRSEB (2003:5) pointed that supervision and inspection have their own line and led by separate departments from the regional office to the Woreda level. Hence, it was mandatory for supervisors to deal on supporting teachers than inspection. Moreover, it is difficult for supervisors to exercise both tasks without specified responsibilities. This in turn possibly made teachers to develop hatred towards supervision. Supporting this, in Botswana and Namibia, a study carried out by Grauwe (2001) revealed that teachers do not necessarily appreciate the combination of advice and control within the same officer.

Moreover, stabilizing the reason why supervisors developed into ineffectiveness in supporting teachers, Grauwe in his finding indicated that the burden of administrative duties makes it difficult for supervisors fully to concentrate on their core tasks. Here we can say that the ideas of FGD participants and interviewed WEOEs were in line with the reason of controlling. Further, Carrol et al (1998: 153) pointed, "Supervisory staff has to play the role of pedagogical activities, guides and supports of the functioning schools. Which mean less in control and enhance the supervisory supports."

The respondents of the study were also asked regarding supervisors effort whether it was facilitated situations or left teachers with instructional problems. Then, 128 (57.4%) of teachers and 14 (50.0%) of principals' reported their agreement that indicated supervisors found to be negligent of teachers. Whereas, 14(77.8%) of supervisors reported their disagreement that implied supervisors were employed their efforts.

The data obtained from the FGD, supporting teachers and principals views, contended that supervisors seldom came to school but return without holding meetings with teachers. For this reason, said the FGD participants, opportunities were few in number to discuss about problems of instruction and find solutions accordingly. The interviewed data obtained from the WEOEs with similar perception depicted that supervisors were not shouldering their tasks as expected. Rather, they were observed seeking supports form the Woreda Education Officers even for tasks, which might not beyond their abilities. Officers of the ZED in their interview also disclosed that the widely perceived problem on supervisors were ignorant of their responsibilities. Further, they contended that, supervisors were facing difficulties in identifying what was to be done during their day-to-day activities. As one of the ZED interviewed expert indicated:

Some of the supervisors were trained recently with specific tasks to be implemented. However, they were found with poor performances as it has confirmed during the foregoing quarter year field visits carried out by the Zone Education Department experts(Huluneh, 04-03-2008).

Therefore, from the above data, it is possible to say that supervisors were found exercising leadership style, which tends to be laissez-fair and perhaps unaccepted in supervision of teachers. From the literature, criticizing such practices, MOE (1994 E.C) indicated, the Woreda education office experts in the past decades who were performing supervisory tasks, seldom went to schools; they do nothing except collecting information from the hands of school principals. Thus,

one can possibly suggest that such practices are still there even though they are not worse as the previous ones. In contrast to this, Betts (1987) pointed, supervisors need to avoid negligence and assist teachers before they fail into problems. Further, being a leader of instruction they have to be temperamentally suited and far sighted for the tasks of solving problems to see potential ones before they arise and to take appropriate early actions.

Respondents were also asked whether supervisors considered themselves as he/she know every thing and decide on issue without consulting teachers. Large number 125 (48.4%) of teachers, and 21 (75.0%) of principals as well as most 16(88.9%) of supervisors reported their disagreement that indicated, supervisors practices was encouraging.

The findings above demonstrated that no supervisors consider him/herself as a boss to decide on issues without reaching common consensus with teachers. With similar view, the data from the FGD and interviewed people depicted, supervisors usually reflect good behaviors whenever they are together with teachers. Hence, such practices possibly make teachers to assume as they have the chance to make their feelings open and participate on decisions. In addition, they would not be new for that decision but be part of it for the practicality. Supporting this, Spear (1994:47) pointed, "people are more likely to accept a decision than if they only hear about the decision after it has been taken."

On the other hand, effective supervisory tasks possibly be achieved, when supervisors found aware and confident about the nature of those tasks. With regard to this, respondents were requested whether supervisors felt confidential during supporting teachers. As the majority 147(57.0) of teachers and 17(60%) of principals reported, supervisors were found deficient of these competences. Apart this, the majority of supervisors 12(66.7%) reported their agreement indicating, supervisors were assisting teachers with confidence.

The data obtained from the FGD, stabilize teachers and principals perceptions. For instance, one of teachers' participants argued:

Whenever we are in staff-meetings, issues usually rose by teachers, and when they seemed challenging supervisors usually begin to condemn others such as the Woreda Education Officers made teachers and supervisors to be loaded rather than arguing the matter to convince teachers (Shitahun, 22-02-2008).

In relation to this, as observed in the above table and depicted by most of the respondents, supervisors were supposed to be unaware of instructional problems. The reason could be

deficiencies of the power or confidence to stand by their own efforts and tackle the troubles. However, one of the fundamental qualities of supervisors is to be confident through introducing oneself with concepts such as techniques and procedures of supervision, modern teaching practices, curriculum related issues, policies, strategies and guidelines that are helpful in leading the day-to-day supervisory activities. In connection to this, Betts (1987) pointed, a supervisor as a leader must be an outstanding member of the group who gets along easily with people and has above average competences, sets a high standard of performance for himself.

In general, from the findings of table 7 we can deduce that supervisory leadership styles possessed by supervisors were not promising. Because, it has confirmed by most of the respondents that supervisors were practicing leadership styles, which tends to inspection and laissez-faire.

4.2.2 Leadership Skills

Supervisors are expected to be competent in supervisory leadership skills such as conceptual, human, technical and conference leading skills, which are important in performing tasks relevant with supervision of teachers. Unless they are effective in applying these skills attempts to render supervisory support would be difficult and to lead tasks towards achievement. In line with this, respondents were asked whether supervisors utilized these skills properly or not. Results of the collected data are presented in the following consecutive tables (table 8-11).

A) Conceptual Skills

People who are on a position of leadership like supervisors need to possess broad imagination to understand abstract relationships, develop ideas, and solve problems creatively. It is to mean that a supervisor has to be a resource person (Allen 1998). Similarly, Ayalew (1991:3-4) discusses conceptual skills as the ability to see the “total picture” how the different parts of the organization fit together and depend on each other, and how a change in one part of the organization can cause a change in another part. Thus, to assess the practices of supervisors regarding conceptual skills, respondents were asked to show their reaction. The data obtained were presented and analyzed based on the following table.

Table 8: Conceptual Skills Possessed by Supervisors

No	Conceptual Skills	Options	Teachers		Principals		Supervisors	
			N	%	N	%	N	%
1	Resourcefulness in creating genuine ideas.	Disagree	155	60.1	9	32.1	1	5.6
		Partially Agree	62	24.0	13	46.4	1	5.6
		Agree	41	15.9	6	21.5	16	88.8
		Total	258	100	28	100	18	100
2	Having sufficient information regarding internal organization of cluster schools.	Disagree	165	64.0	18	64.3	-	-
		Partially Agree	51	19.8	6	21.4	3	16.7
		Agree	42	16.2	4	14.3	15	83.3
		Total	258	100	28	100	18	100

Regarding efforts of supervisors in facilitating situations where teachers able to acquaint with pertinent and genuine ideas that are helpful in tackling problems which might arise in the teaching learning process, the majority 155(60.7%) of teacher respondents disagreed that supervisors effort in this respect seemed to be insufficient. Whereas, 13 (46.4%) principals reported their agreement partially that implied practices were helpful though there were limitations. About, 16(88.8%) of supervisors reported their agreement which showed practices were effective.

From the above data, the three groups of respondents (teachers, principals and supervisors) found to be varying in their perceptions, perhaps because of different reasons. For teachers' disagreement, it might be true that they were not supported because they are the actual people to be affected by supervision. Principals being an administrative body, they might have the exposure to be with supervisors to discuss on related matters. That is why majority of them contended their partial agreement. Whereas, supervisors as observed confirm their agreement, possibly they might consider themselves effective if situations were facilitated.

On the other hand, supervisors need to have information about internal organizations of each clustered member school such as the organization and performances of each department, curricular and extra-curricular activities, classroom organizations, number of students and their grade level, number of teachers' and their qualifications, strengths and problems of the instructional process. Thus, respondents were asked whether supervisors found with sufficient

information regarding internal school organization that might help them to achieve better performance of supervisory activities or not. The majority 165(64.0%) of teachers and 18(64.3%) of principals contended their disagreement that indicated practices in this respect were ineffective. However, 15(83.3%) of supervisors on the other hand depicted their agreement that implied supervisors were performed tasks effectively.

The above findings revealed that the difference in perception between supervisors and the two groups of respondents (teachers and principals). Here, in order to substantiate, the issues were raised for the FGD participants. Then they assured supervisors' deficiency of experiences in generating ideas to help teachers acquaint with genuine ideas that could be useful for the effectiveness of the teaching learning processes. In addition they argued that supervisors are currently responsible to direct many institutions (regular and satellite schools as well as alternative basic education units). Hence, it was difficult for them to access full information regarding each member school to deliver support and solve problems accordingly. The interviewed supervisors here also claimed that they were in charge of many schools and it was difficult to be effective in such circumstances.

From the above analysis, we can deduce that supervisors were found less in conceptual skills that might possibly be essential in carrying out supervisory responsibilities. In fact, as indicated by the FGD participants, supervisors were made to lead institutions (formal, satellite schools and alternative basic education units) more than the number of schools indicated in the guideline of cluster schools 2-3 for town and 3-5 for rural clusters (ANSEB 2005:18). The evidences accessed from the interviewed educational officers of Jabi Tehinan, Yilmana Densa and Dembecha Woredas also revealed, most of the supervisors found in charge of 8-12 institutions on average. This amount of institution of course would make supervisors effort to be diminished. For this reason, they might not have enough time to round and assist teachers effectively.

Another profound reason that seemed to affect supervisory activities was engagement of supervisors in routine tasks such as checking the performances of predetermined activities and as a result organizing reports for the Woreda Education Offices. Practices in this respect may not have negative impacts but they should not be the only everyday jobs of supervisors. As further reported by the FGD participants and some of the interviewed WEOEs, supervisors usually

assigned to participate and lead activities of the Woreda Administration especially in rural areas which probably took much of their time that were important for carrying out duties of supervision..

Despite those impeding factors, supervisors need to possess skills of wideness in imagination for the purpose of better conceptualization. In this respect, Betts (1987: 17) pointed, supervisors need to be an acute mind with plenty of common sense quick witted, able to distinguish between major and minor problems and deal with each of them

B) Human Relation Skills

Supervisors need to establish a warm and friendly relationship with teachers seeking to develop a social and educational climate to foster effectiveness in all aspects of the school program. Concerning this, the subjects were requested to give their possible suggestions whether supervisors found with this qualities or not. Thus, the information accessed through the questionnaire, interview and FGD were discussed based on the following table.

Table 9: Human Relation Skills Possessed by Supervisors

No	Human Relation Skills	Options	Teachers		Principals		Supervisors	
			N	%	N	%	N	%
1	Providing appropriate recognition	Disagree	140	54.2	9	32.1	1	5.6
		Partially Agree	62	24.0	13	46.4	1	5.6
		Agree	56	21.7	6	21.4	16	88.8
		Total	258	100	28	100	18	100
2	Listen teachers voice genuinely.	Disagree	146	56.6	6	21.4	-	-
		Partially Agree	65	25.1	15	53.6	1	5.6
		Agree	47	18.2	7	25.0	17	94.4
		Total	258	100	28	100	18	100
3	Endeavor to develop a social and educational climate.	Disagree	25	9.7	5	17.9	-	-
		Partially Agree	65	25.2	10	35.7	3	16.7
		Agree	168	65.1	13	46.4	15	83.3
		Total	258	100	28	100	18	100

Teachers will feel good if they are recognized and considered valuable. Thus, respondents were asked whether supervisors were found with this quality or not. The majority 140 (54.2%) of teachers found to be disagree that implied practices were not exercised effectively. Large number 13 (46.4%) of principals reported their partial agreement which indicated supervisors were

addressing teachers if not effective as what was expected. Whereas, most of the supervisors 16(88.8%) reported their agreement which indicated practices were performed effectively.

Moreover, listening, logically, does not mean simply collecting information. However, proper understanding and responses should govern it. Accordingly, supervisors need to give proper attention to teachers' interests and provide appropriate feed back as much as possible. Thus, respondents were asked whether supervisors were sensitive for teachers' problems of instruction. Concerning this, 146(56.6%) of teachers asserted their disagreement that supervisors in this respect were supposed to be ineffective. The majority 15 (53.6%) of principals on the other hand contended their partial agreement that seemed to be efforts were encouraging though there were drawbacks. Whereas, almost all 17 (94%) of supervisors reported their agreement which showed effective performance of tasks.

To substantiate the above discussion, teachers and principals of the FGD participants were requested whether the issue was practiced or not. They revealed that "because of the chances for teachers to be with supervisors were limited, they were not practiced recognizing teachers' work performances." Further, the FGD participants indicated, listening in a sense mean when opportunities of discussion on instructional matters facilitated. However, practices in this respect rather seemed ignorant of teachers' voice and ineffective (see also table 7).

Thus, the above data revealed that supervisory practice regarding those aspects were ineffective. However, recognizing teachers work as well as listening voices of teachers were critical for teachers to work with supervisors. About the importance of recognizing ones work, Eckles et al. (1983:92) indicated, workers usually want to be recognized for the ability to do a job better. Nevertheless, if a supervisor neglect them and shut the door the lose initiation and serious Morale problem can develop.

Similarly, in relation to the importance of listening ones opinion and suggestion, Eckles et al, (1983:93) contended that:

Workers may have a better solution to a problem than the supervisor has. The supervisor should listen to suggestions, regardless of how rushed he or she may be. Listening provides workers with recognition. If the supervisor listens, workers will know that their ideas or suggestions are important.

Respondents were also asked whether supervisors endeavor to develop a social and educational climate among the staff members that fosters excellence in all sections of the teaching learning-programs. Then the majority of respondents, 168 (65.1%), 13(46.4%) and 15(83.3%) teachers, principals and of supervisors respectively depicted their agreement which implied encouraging deeds of supervisors.

Similarly, the picture that appeared from the majority of interviewed WEOEs and the ZEDEs, regarding the efforts in developing social and educational climate showed that supervisors were approaching teachers positively. On the other hand, some of the interviewed and FGD participants pointed, this is due to the fact that supervisors interest to be far from challenges because they know their insufficient contribution for the achievements of instructional processes. The FGD further indicated that building a warm and congenial human relationship alone might not confirm that supervisors are sensitive to teachers' problem. Therefore, said the FGD participants, supervisors have to listen and give value for what teachers are saying and seeking.

Generally, apart from social interactions, teachers as workers need to be recognized and encouraged in their day-to-day activities. Supervisors in this respect may not be expected to facilitate situations, where teachers were able to get any kind of award, but at least they have to be aware of efforts positively. Supporting this, Hunt (1992:226) pointed out that if people have done well appreciate them and if someone has done badly, then let him or her know that they have the capacity to make it next time.

Technical Skills

Technical skills include understanding and being able to perform effectively the specific process or procedures. Supervisors need to have enough of these skills to see that their day to day operations are performed effectively (Mosley 1985). Similarly, Allen (1998), contended this skill which involves processes or techniques knowledge and proficiency of a specific area. Thus, respondents were asked whether supervisors have the techniques and procedures relevant with classroom practices and supervision. The following table depicts the data gathered from respondents.

Table 10 : Technical Skills Possessed by Supervisors

No	Technical Skills	Options	Teachers		Principals		Supervisors	
			N	%	N	%	N	%
1	Know how in applying processes and techniques of the instructional process.	Disagree	147	57.0	15	53.6	1	5.6
		Partially Agree	65	25.2	7	2.0	-	-
		Agree	46	17.8	6	21.4	17	94.4
		Total	258	100	28	100	18	100
2	Utilizing proper procedures and techniques of supervision.	Disagree	145	56.2	16	57.1	-	-
		Partially Agree	58	22.5	8	28.6	4	22.2
		Agree	55	21.3	4	14.3	14	77.8
		Total	258	100	28	100	18	100

In order to meet teachers' interest regarding instruction, supervisors need to be acquainted with the processes and techniques of the teaching learning activities. Thus, respondents were asked supervisors' effectiveness in supporting teachers concerning classroom teaching. About 147 (57.0%) of teachers and 15(53.6%) of principals reported their disagreement that supervisors are less familiar with instructional processes. Whereas, almost all respondents of supervisors 17(94.4%) reported their agreement that indicated supervisors were highly familiar with classroom practices.

On the other hand, utilizing proper procedure and techniques during supervising teachers help teachers to be beneficial from the practices. In relation to this, respondents were asked whether supervisors were effective or not. Thus, 145 (56.2%) of teachers and 16(51.7%) of principals contended their disagreement which stabilize the ineffectiveness of supervisors in utilizing technical skills. However, in contrast to teachers and principals responses, 14(77.8%) of supervisors asserted their agreement that indicated supervisors' familiarity with supervisory procedures and techniques.

The data from the FGD revealed that supervisors ineffectiveness in utilizing procedures and techniques (the teaching learning process as well as in carrying out other supervisory tasks). One of teachers' participants of the FGD claimed:

To be a teacher one needs to acquire the qualities of good teacher and to be a principal one must wear the character of both a teacher and a principal. To the same event, a supervisor should have comprehensive qualities of teachers, principals and supervisors. However, from the reality how many of the supervisors are with these

qualities? We should not be surprised if supervisor found without sufficient awareness regarding those activities (Brihanu, 25-02-2008).

After all, as the majority of respondents disagreed, it is possible to say that supervisors were deficient in technical skills. Nonetheless, these skills were significantly important for supervisors during organizing and implementing supervisory tasks.

In relation to this assumption, Betts (1983) pointed that supervisors need to have a good knowledge of every operation or processes to be able to eliminate common faults, wastage and any dangerous practices. Practical and theoretical knowledge plus varied experiences are essential to command, respect and help others.

D) Conference Leading Skills

Supervisors have to act as facilitators where teachers increased their professional learning through conferences. Moreover, teachers have to be encouraged to forward their opinions freely. This could be real when conference are led properly and be non-threatening (Dull 1981). Thus, respondents were requested to forward their experience concerning conferences. The information gained is provided in table 11 as follow.

Table 11: Conference Leading Skills Possessed by Supervisors

No	Conference Leading Skills	Options	Teachers		Principals		Supervisors	
			N	%	N	%	N	%
1	Following proper procedures when leading conferences.	Disagree	58	22.5	6	21.4	-	-
		Partially Agree	117	45.3	8	28.6	1	5.6
		Agree	83	32.2	14	50.0	17	94.4
		Total	258	100	28	100	18	100
2	Facilitating situations for teachers to learn through conferences.	Disagree	52	20.2	6	21.4	-	-
		Partially Agree	140	54.3	12	42.9	2	11.1
		Agree	66	25.5	10	35.7	16	88.9
		Total	258	100	28	100	18	100
3	Making Conferences non-threatening.	Disagree	53	20.5	8	28.6	-	-
		Partially Agree	60	23.3	7	25.0	5	27.8
		Agree	137	53.1	13	46.4	13	72.2
		Total	258	100	28	100	18	100

Conferences will be effective when the chairperson (supervisor) and the audience (teachers) immerse into a situation, which is governed by proper procedures. As can be seen in the above

table, the majority 117(45.3) of teachers seemed to be partially agree that supervisors were using procedures properly even though there were limitations. Whereas, 14(50.0%) principals and 17(94.4%) supervisors respondents seemed to be agree that efforts were employed to utilize the procedures effectively.

Regarding professional learning, respondents were asked whether conferences allow the opportunities where teachers able to learn through them. Thus, 140(54.3%) and 12(42.9%) of teachers and principals respectively reported their partial agreement that implied supervisors were endeavor even though there were constraints. Whereas, 16(88.9%) of supervisors were contended their agreement which could be suggested practices in this respect was adequate.

Concerning, the conferences with supervisors, whether they were non-treating or participatory , the majority 137 (53.2%) of teachers, 13(46.4%) of principals and most of the supervisors 13(72.2%) confirmed their agreement that indicated practices in this respect were supposed to be encouraging.

The data obtained from the FGD participants depicted that supervisors usually need to be in a peaceful climate with the school community seeking advantages not to be challenged by teachers and principals. Hence, they prefer to guide meetings with clam as much as possible. However, as indicated in table 7, here also, it is possible to say that supervisors were not exercising autocracy in conferences.

From the above findings, one can say that supervisors were more or less effective in utilizing supervisory leadership skills regarding conferences. However, the FGD revealed similar with the assumption contended in their discussion of table 7, supervisors appeared to be hide in such a harmony like environment with out going deep into their actual tasks. Thus, let alone such trends, supervisors have to be encouraged at least they were not grounds for conflicts during meetings (see also discussions on table 7 and table 9).

Hence, when conferences are safe opportunities for teachers to discuss on matters and forward their feelings freely and openly will be facilitated. In relation to this assumption, Dull (1981: 164) indicated that Successful leadership in a conference will result in the resolution of the problem because human feelings, attitudes, perceptions, and predispositions always influence interaction.

4.3 Role of Supervisors' in Promoting Teachers' Competences

Enabling teachers' effective in the instructional processes is one of the critical issues for quality assurance and better learning of children. As it has been indicated in the literature, supervisors being assigned as a facilitator they are expected to promote cluster and school based supervision as well as in service trainings. Hence, teachers, principals and supervisors were requested to suggest their opinion. The following tables (12-15) points out the data obtained.

4.3.1 Promoting Cluster-Based Supervision

Cluster based supervision improves the quality of teaching by allowing teachers to share ideas and experiences. It is to mean good teaching practices, lesson plans, examination questions and papers, teaching materials and resources at schools are therefore shared with other schools in the cluster (Ahmad 1998: 15). The data obtained from different sources regarding supervisors activities are provided in table 12 below.

Table 12: Activities in Promoting Cluster-Based Supervision

No	Supervisory Activities	AI	Teachers	Principals	Supervisors
			(N=258)	(N =28)	(N=18)
1	Design supervisory programs with the approval of teachers.	1	162	14	1
		2	56	8	6
		3	40	6	11
		X	1.53	1.71	2.56
		Sd	0.74	0.81	0.61
2	Facilitate situations for sharing of good teaching practices.	1	140	13	1
		2	81	9	5
		3	37	6	12
		X	1.60	1.75	2.61
		Sd	0.72	0.79	0.60
3	Ending school Visits with constructive critics and mutual understanding.	1	130	9	-
		2	76	15	1
		3	52	4	17
		X	1.70	1.82	2.94
		Sd	0.78	0.67	0.23
4	Provide best experiences to teachers.	1	157	14	-
		2	64	9	1
		3	37	5	17
		X	1.53	1.68	2.94
		Sd	0.73	0.77	0.23
5	Create positive work competition among teachers of member schools.	1	146	9	-
		2	74	14	1
		3	38	5	17
		X	1.58	1.86	2.94
		Sd	0.73	0.70	0.23

AI= Alternatives 1= Disagree 2 = Partially Agree 3 = Agree X = Mean Score Sd = Standard Deviation

Regarding the practices in designing programs of supervision whether it has supported by the approval of teachers of member schools or not, teachers and principals with mean scores of 1.53 and 1.71 respectively reported their disagreement as the mean values are below the average mean(2). According to both groups of respondents, teachers were not consulted in designing supervisory programs. Supervisors on the contrary with higher mean value (2.56) reported their agreement that implied teachers were consulted. The t-test and p-values on the other hand indicated no significant difference in between the mean scores of teachers and principals.

This indicated that both groups of respondents relatively found with similar assumptions. Whereas, supervisors' mean score (2.56) found significantly different with teachers and principals (1.53 and 1.71 respectively) (see appendix-G table I, No. 1).

To counter check, the FGD participants were asked. Then, most of them claimed that teachers' opportunities to be with supervisors were few in number. Participants further discussed whatever tasks ordered or information flow, they usually accessed them through principals. For this reason, there was no direct instruction in between teachers and principals to design supervisory programs. Supervisors were also asked during their interview. Thus, most of them revealed that programs were determined early in the academic year by joint efforts of supervisors and principals of member schools. Hence, as the FGD and interviewed confirmed, opportunities for teachers to be consulted when designing supervisory program seemed locked.

To this end, as the findings revealed, supervisory practices in designing programs of supervision found to be in problem. However, if they were participatory, teachers might have the chances to deal with matters and made their interests to be included. Supporting this, Dean (1995:186) pointed out, it is important enabling teachers take part in supervisory activities programming which overcome the feeling in teachers that they are ignored.

On the other hand, one of the purposes of school clustering as indicated in the literature is promoting teachers' effectiveness through experience sharing programs. In this respect, respondents were asked whether supervisors facilitated situations for cluster school teachers to try out new ideas relevant with sharing of good teaching practices or not. From the above table, teachers and principals confirmed their disagreement, because the mean scores 1.60 and 1.75 respectively found below the average mean value, which is 2. This indicated that supervisors' effort supposed to be ineffective. Supervisors in contrast reported their agreement with mean

score of 2.61. According to supervisors, efforts were made for teachers experience sharing programs. The t-test and p-value at 95% level of confidence indicated teachers and principals again found to be similar in their perceptions regarding the above issue, because the p-values of both groups indicated greater than 0.05. Hence, there is no significant different in between the mean scores of teachers and principals. However, mean scores of supervisors found significantly different with that of teachers and principals (see appendix-G table I, No.2).

The data from the FGD revealed the ineffectiveness of supervisors. Most of the participants agreed that supervisors failed in facilitating situations for sharing best experiences which might practiced by teachers during instruction. Before reaching on this conclusion, the researcher was asked the participants whether supervisors have the opportunities to facilitate experience sharing programs or not. Some of the participants' argue in favor of the difficulties that supervisors might not get situations comfort to launch the programs. This is due to time constraints and large number of institutions (Formal and Satellite Schools as well as Alternative and Basic Education units) to be covered by individual supervisor.

The majority of the FGD participants on the other hand claimed, supervisors could have the chances to organize the programs at least once in a month if they have the commitments. Further, they contended that they might not obliged to arrange programs themselves. It was possible to invite senior or experienced staff members of each school. Hence, it is possible to say, most of the participants appeared to be agreeing that supervisors could facilitate opportunities of organizing experience-sharing programs for teachers even though there are reasons that might hinder the implementations.

Supervisors during the interview were also asked about their efforts towards facilitating experience-sharing programs. Then, in contrast to the questionnaire respondents, they depicted that programs especially in this academic year were not implemented. They were also requested to enlighten the reasons why those programs unpractical. Thus, respondents were seemed to fall in two possessions. The majority of them replied about the problem that attention of the teaching staff and supervisors were enabling students to attend classes. Hence, if any gap was available, teachers usually went to villages so as to negotiate with students' parents who were absent from school. On the other hand, said this groups of interviewed supervisors, attempts were observed falling repeatedly because the distance in between the cluster center and member schools is large.

Thus, teachers were observed missing programs and it is usual for supervisors to be puzzled. The rest of them replied in favor of the possibilities even though difficulties are always there. Hence, this group of the interviewed supervisors seemed optimistic because their belief implied things could be safe if all schools communities work together.

Generally, respondents in the above discussions revealed their assumption and all seemed confirming that supervisory practice in facilitating experience-sharing programs found ineffective. However, this was among the main duties of supervisors and the leading mission of school clustering. Supporting this, the ANRSEB (2005: 3) in its guideline for primary cluster schools and MOE (2003) in the TESO program reminded, the need of clustering in Ethiopia as a system is to facilitate situations in which new concepts, research findings and current classroom approaches and methods that teachers need to assimilate and implement which targeted on improving efficiency in instruction.

Moreover, respondents were also asked whether supervisory practices enable school visits to end with constructive critics and mutual understanding in between teachers and supervisors . The mean scores 1.70 and 1.82 of teachers and principals respectively disclosed, their disagreement. Because they are below the average, mean which is 2. This implied the ineffectiveness of school visits. Supervisors, with significant mean score (2.94) revealed their agreement that indicated efforts were employed to bring school visit effective. The t-test and p-value on the other hand depicted that mean scores of teachers and principals found with no significant difference. Then, it is possible to say, both groups of respondents found with relatively similar perceptions. Whereas, supervisors were found with mean score (2.94), which is significantly different from that of teachers and principals (see appendix-G table I, No. 3).

Actually, the finding above seemed contradicted with responses of teachers and principals which revealed in table 11, item 3. Because, most of teachers and principals respondents contended that conferences or meetings were created conducive environment for teachers to work with supervisors. Whereas, as depicted in the above table, the majority of both groups of respondents were confirmed that school visits of supervisors do not end with constructive critics and mutual understandings of teachers and supervisors. However, the reason for this disparity would be the absence of practices to meet and discuss with teachers whenever they are visiting schools. In relation to this assumption, the data obtained from the FGD contended that supervisors were

frequently observed when ignoring teachers in their day-to-day activities. The participants also confirmed that practices were random, because they visit schools without adequate preparation and recognizing what has to be done together with each school community.

Hence, from the above discussion, chances for teachers to be with supervisors and discuss on matters of instructional processes supposed to be limited that possibly bring school visits to be ineffective. If school visits therefore followed by staff conference and allow teachers to share ideas supervisors will gain information that is more precise regarding the functioning schools and on the other hand, teachers will feel the importance of the school visits (Grauwe, 2001:130). Further, Grauwe pointed that school visit will be said ineffective when it is found with shortages of the information such as previous supervision reports, information about overall performance and problems of schools that have to be consulted to staff members of each school.

Moreover, supervisors as a facilitator, they are expected to provide best experiences to teachers that he/she organized through supervision of member schools. However, teachers and principals respondents with mean scores of 1.53 and 1.68 respectively disagreed that the practice of supervisors in providing best experiences to teachers supposed to be ineffective as the mean scores are indicated below the average mean. Holding the other end supervisors with high mean score (2.94) agreed that they were efficient in doing activities. The t-test and p-value revealed, no significant difference in between teachers and principals mean scores. This perhaps implied both groups of respondents found with similar perceptions. Whereas, supervisors mean score was significantly different with both parties (teachers and principals) (see appendix-G table I, No. 4).

The above discussion noted that the practice of providing best experiences, which were organized through supervision of member schools also found to be unpractical. Nonetheless, it was one of the best mechanisms in which practices of a staff or an individual teacher with better performance to be a lesson for others. Supporting this, Carron et. al (1998) discussed, main tasks of supervisors need to be, disseminating new ideas, innovative practices and reforms and providing best practices to teachers.

Regarding supervisors efforts in creating positive work competition, teachers and principals were reported their disagreement, because the mean scores 1.58 and 1.86 respectively depicted below the average mean. According to teachers and principals, practices in this respect were ineffective. Whereas, supervisors with mean score (2.94) depicted their agreement which indicate tasks were

performed effectively. The t- test and p-value revealed no significant difference in between the mean scores of teachers and principals. To the contrary, the mean scores of supervisors found to be significantly different with that of teachers and principals. Hence, supervisors' perception in this respect found different from teachers and principals (see appendix-G table I, No. 5).

To counter check, the FGD participants were asked whether supervisors enabled teachers to create positive work competition. Then, they replied in brief that this would be practical when teachers found the get line to be together and exchange what they have accommodated through their experiences.

Therefore, efforts in creating positive work competition among teachers of member school as the majority of respondents reported it was found to be ineffective. However, this was also one of the best practices, which enable teachers to feel as a group member and work for mutual benefits. Emphasizing this assumption Eckles (1983) pointed that people often enjoy and work best in groups. They like to work in teams and sometimes compete as one team against another. With similar vein, Dean (1195:186) pointed:

Teachers learn through interaction with their professional environment. They form and develop a frame of reference by which they judge their own professional activity and that of others.

The data obtained from the interviewed WEOEs and ZEDEs regarding table 12 revealed that tasks performed by supervisors were effective and help teachers to be efficient in their instructional activities. However, this could not be factual as the data gained from the questionnaire respondents and the FGD, because those interviewed are remote people that may not fall on reliable information resembling to teachers and principals.

From the ongoing analysis, we can deduce that practices in promoting cluster based supervision supposed to be ineffective but most of the supervisors in all cases of the above table depicted that they were performing tasks efficiently. This led the researcher to suggest, the reason behind the disparity in between the views of supervisors and both teachers and principals would be supervisors' desire to externalize the sources of the problems, which brought the ineffectiveness. As suggested in previous discussions other possible causes would be large number of schools under each cluster and negligence of the responsible higher bodies, supervisors incompetence in

organizing and performing tasks, the influence of WEO which usually pressurized supervisors to be engaged in activities other than their core duties.

4.3.2 Promoting School-Based Supervision

Schools are the mission centers where the actual teaching learning takes place. Hence, making supervision a continuous responsibility at this level is crucial. One has to know how supervision at school level best be implemented, by whom it will carried out, its purpose and effect on the teaching learning process. Whatever, attempt made at cluster or any level out side the school regarding supervision, the attempt will be meaningless unless supervisory activities are strengthened at school level (Markos 2004:108). The data collected then presented in the following table.

Table 13: Activities in Promoting School-Based Supervision.

No	Supervisory Activities	AI	Teachers	Principals	Supervisors
			(N=258)	(N =28)	(N=18)
1	Assisting teachers to undertake joint planning of experience sharing programs.	1	139	12	-
		2	81	9	7
		3	38	7	11
		X	1.61	1.82	2.61
		Sd	0.731	0.819	0.502
2	Enabling teachers to identify and solve the actual instructional problems.	1	156	16	1
		2	74	8	8
		3	28	4	9
		X	1.50	1.57	2.44
		Sd	0.65	0.742	0.616
3	Helping school personnel to acquaint with procedures of supervision.	1	147	10	1
		2	84	14	4
		3	27	4	13
		X	1.53	1.79	2.67
		Sd	0.678	0.686	0.594

AI = Alternative 1 = Disagree 2 = Partially Agree 3 = Agree X = Mean Score sd = Standard deviation

Concerning supervisory assistance to teachers in undertaking joint planning of experience sharing programs in local school contexts, respondents were requested whether supervisors endeavor to achieve this task or not. Thus, teachers and principals with mean scores of 1.61 and 1.82 respectively reported their disagreement that practices in this respect were ineffective because the mean scores are below the average mean (2). Supervisors with mean score of 2.61 contended their agreement as he mean score found above the average mean. This implied that practices were effective. The t- test and 'p' values at $p < 0.05$ level indicated that no significant difference in

between the mean scores of teachers and principals which witnessed both groups of respondents have relatively similar perceptions. Supervisors, however, found significantly different with the views of teachers and principals (see appendix-G table II, No. 1).

Supervisors, even though they are ineffective as depicted in the above discussion, literature indicated that they have to play the central role in organizing school-based supervision to be best implemented. In line with this, ANRSEB (2005:34) in its guideline for cluster schools pointed out, teachers have to be encouraged with their own school to share their experiences of good methodology, continuous assessment, classroom organization, media preparation and personal life.

Regarding, supervisory support to teachers in identifying and solving problems of instruction, teachers and principals with mean scores 1.50 and 1.57 respectively portrayed their disagreement because the mean scores are indicated less than the average mean value (2). This implied the ineffectiveness of supervisors. On the other hand, supervisors reported their agreement (2.44) because the mean score asserted above average. The 't' and 'p' values revealed that there is no significant difference in between the mean scores of teachers and principals. Whereas, the mean score of supervisors found significantly different with both groups of respondents (teachers and principals) (see appendix-G table II, No.2).

Concerning, the contribution of supervisory support for school personnel to be acquaint with procedures and techniques of supervision, respondents were asked about supervisors' effort whether it has brought changes or not. Teachers and principals with mean values 1.53 and 1.79 respectively revealed their disagreement that indicated efforts were found to be ineffective. However, supervisors' respondents, with mean score of 2.67 in contrast to teachers and principals contended their agreement that implied efforts were employed properly. The t-test and 'p' values at $p < 0.05$ level on the other hand showed no significance difference in the perceptions of teachers and principals. However, there appear significant differences in between supervisors and both groups of respondents (teachers and supervisors) (see appendix -G table II, No.3).

According to teachers and principals views, supervisory practice in acquainting school personnel with supervisory skills found to be ineffective. Nonetheless, the cluster guideline showed, supervisors need to create conducive environment for experience sharing among directors, teachers and other staff members who have good working conditions individually, at department

level, club level or with the whole school(ANRSEB, 2005). Similarly, Glanze and Nevile(1997:138) indicated, the major reason for having supervisors is to enable school personnel observe the instructional process for each and every teacher or to teacher team and to assist teachers to improve learning by analyzing the teaching learning process and providing information on teaching alternatives and skills to enable teachers to change their instructional strategies.

To substantiate the above findings WEOEs and ZEDEs were requested about the overall practices of supervisors in promoting school based supervision. Then, generally, they depicted that school-based supervision carried out by cluster school supervisors has brought changes in instruction. Supervisors on the other hand in their interview contended that practices concerning this issue were not effective as expected. However, they were not in a position to admit the failure and observed when externalizing the reason.

Whereas, as repeatedly conferred in the preceding discussions, the FGD participants revealed that the practices of supervisors during the time of school visit seemed as it is prescribed only to school principals. Because of this unwelcome practice, teachers were forced to conclude that nothing to be taken as evidence that can represent supervisors' effect in assisting teachers. In this regard, one of female teachers' participants discussed the situation as follows:

I was a teacher before the supervisor was assigned in our cluster and now also I am a teacher, but I saw nothing different. Probably, I can confirm that the supervisor is now serving as a postal worker to the WEO taking reports to the Woreda Education Office and return with mission. The advantage that might be achieved by the WEO is that the experts now seldom visit schools and left the burden to supervisors(Mahider, 12-03-2008).

This is of course not only the assumption of a single FGD participant. In one or the other way it was also supported by most of the participants. To give emphasis how the situation is severe, they preferred to represent using taboo Words and phrase like ቢዘር ባይዘር (nothing whether he/she visit schools or not) ፖስታሪ (postal worker). These are to mean supervisors even though seldom appear, they do nothing except collecting information for the WEOs like postal workers.

4.3. 3 Facilitating Cluster-Based In-Service Teachers' Trainings

For many reasons, effective implementation of in-service trainings at cluster level is one of the means to achieve professional development of teachers. Through the trainings, teachers of the

cluster schools possibly share useful ideas and experiences, acquaint with new teaching methodologies and curriculum innovations, develop mutual support and stand for common goals.

In an attempt to achieve effective in-service education cluster supervisors should consult every teacher either through questionnaire or holding meetings to establish not only their training needs, but also a data bank of those teachers with skills, knowledge and experience enable to support the work of other teachers (TESO 2003:112). Bearing in mind this, the subjects were requested to suggest their opinion regarding supervisors' effort in promoting cluster-based supervision. Hence, the data collected provided in the table below.

Table 14: Activities in Promoting Cluster-Based In-Service Trainings

No	Supervisory Activities	AI	Teachers	Principals	Supervisors
			(N=258)	(N =28)	(N=18)
1	Prioritizing problems identified through needs assessment.	1	152	16	3
		2	67	8	5
		3	39	4	10
		X	1.41	1.57	2.39
		sd	0.493	0.742	0.778
2	Connecting trainings with students' experiences, classroom practice and school wide structures.	1	151	14	3
		2	75	12	4
		3	32	2	11
		X	1.54	1.57	2.44
		sd	0.706	0.634	0.784
3	Making trainings create a sprit of cooperative working atmosphere.	1	137	16	1
		2	80	11	5
		3	41	1	12
		X	1.63	1.46	2.61
		sd	0.744	0.576	0.608
4	Enabling trainings to focuses on achieving continuous professional growths.	1	110	17	1
		2	86	10	2
		3	62	1	15
		X	1.81	1.43	2.79
		sd	0.797	0.57	0.548

AI = Alternatives 1= Disagree 2= Partially agree 3 = Agree X = Mean Score sd = Standard deviation

Respondents were requested whether training programs organized by the supervisors at cluster level gives priority to problems identified through needs assessment conducted to all teachers of member schools. In respect to this, the data obtained from teachers and principals with mean scores of 1.41 and 1.57 respectively asserted their disagreement, because the mean scores are below the average mean value(2). Thus, according to teachers and principals, cluster-based trainings organized by supervisors supposed to be ineffective in prioritizing problems identified through needs assessment. Whereas, supervisors with mean score of 2.39 reported their agreement that indicated the effectiveness of supervisory practices because the mean score revealed is above

the average mean value. The computed t-test and p-value indicated no significant difference in between the mean scores of teachers and principals, which indicates the appearance of both parties relatively with similar opinions. Supervisor, on the other hand appeared to be significantly different with the views of teachers and principals (see appendix-G table III, No.1).

Despite, the disparity of perception in between supervisors and the rest respondents, supporting the ideas of teachers and principals' one of the FGD principals' participant indicated:

This is actually unpracticed from the perspectives of proper procedures of identifying needs. For instance, we have participated in a training program, which was focused on the utilization of science kit. Of course, it has to be appreciated, but it was carried out without identifying the real interest of our school i.e. without assessing whether there is a need of training on science kit or not(Zerihun, 26-02-2008).

Commenting on the implementation of cluster-based trainings, one of the FGD teachers' participants on the other hand indicated:

Tasks have to be in a continuous assessment to identify strengths and weaknesses. Based on the assessments result, trainings or supervisory support programs could be arranged. What we are observed in reality is trainings or any supervisory supports were arranged whenever supervisors are assigned to perform tasks that are ordered by the Woreda Education Officers (Ashagrie, 20-02-2008).

Here, from the above data, we can deduce that supervisors were not acquainted with proper procedures of effective in-service trainings. In relation to the importance of identifying needs before launching trainings, TESO (2003) pointed, teachers have to be consulted either-through questionnaire or holding meetings to establish not only their training needs, but also a data bank of those teachers with skills, knowledge and experiences. In addition, as indicated in the literature, Dull (1981) contended, training programs should deal primarily with instructional problems and topics of most interest to teachers. Further, an effective way to ascertain teacher in-service education interests is for the supervisor to conduct an assessment survey of teachers' opinions.

Similarly, Allen (1998) indicated, in order to make trainings effective, programs should align with organizational values, goals and objectives. Thus, supervisors need to develop an effective training program by assessing training needs and designing training programs to meet those needs.

Moreover, trainings organized by the supervisor at cluster level expected to provide teachers with ways in which they can see and act up on the connection among students' experiences, classroom practices and school wide structures. With this assumption, respondents were asked whether supervisors endeavor in making trainings to consider the above aspects. Nonetheless, teachers and principals with mean scores of 1.54 and 1.57 respectively contended their disagreement because the mean values pointed below the average mean (2). Hence, according to teachers and principals, it is possible to say supervisors' effort in this regard was insufficient.

Different with teachers and principals, Supervisors with mean score of 2.44 seemed to contend their agreement which indicated effectiveness of the practices. However, in similar with the discussion of the preceding tables, the t-test and p-value here also point out no significant difference in between the mean scores of teachers and principals. Whereas, supervisors mean score were found significantly different with the rest group of respondents, which in turn indicated supervisors' perception in this regarding was advocating their effectiveness (see appendix-G table III, No.2).

Thus, as the majority of respondents claimed, training programs supposed to be inefficient and might be meaningless if they could not provide opportunities for teachers to see students' experiences, classroom practices and overall situations of schools. Supporting this, as Knowles (1978) in Lue (2004:7) pointed, in-service trainings must be facilitated locally and use, as a matter of central importance, teachers own knowledge of their practice and realities of their students, classroom and schools.

Training programs, on the other hand, expected to create cooperation among teachers of member schools. Regarding this, teachers and principals with mean scores 1.63 and 1.46 respectively contended their disagreement because the mean scores revealed below the average mean value (2). Hence, the data obtained from both groups of respondents, would remind that supervisory practice in respect to this supposed to be inefficient. Supervisors, in contrast with teachers and principals views, confirmed their agreement since the mean score (2.61) is below the average mean value. This implied, practices regarding building collaboration among the school communities were undertaken effectively. However, supporting teachers and principals, the data from the FGD made clear that chances were limited to see whether cluster trainings create cooperation among teachers of member schools or not.

Related to the above finding, teachers and principals' perception were found to be similar as the t-test and p-value revealed no significant difference in between the mean scores of both group of respondents. Whereas, as indicated in most of the discussion in this study, supervisors perception, here also found to be significantly different with that of teachers and principals, because the p-value indicated significantly less than 0.05(see appendix-G table III, No.3).

On the other hand, trainings may possibly considered as effective, when they granted a continuous professional growth of teachers. In this respect, teachers and principals with mean scores of 1.81 and 1.43 respectively showed their disagreement. Hence, according to both groups of respondents, supervisory practice was supposed to be ineffective. Supervisors respondents, to the other end contended their agreement with mean score (2.79) which is above the average mean (2). According to supervisors, tasks were believed to be performed effectively.

The t-test (3.234) and P-value (0.002) regarding table 14 item 4 indicated significant difference in mean scores of teachers and principals. This showed that both groups of respondents found different in their perception regarding supervisory practice towards achieving professional growth of teachers through trainings. As it has pointed earlier in the discussion of table 7 by the FGD participants, the reason may perhaps supervisors' intimacy to offices during the time of visiting member schools and principals' opportunities in accessing information. Thus, the mean score of principals found to be higher than that of teachers (see appendix-G table III, No.4).

The FGD participants portrayed their belief that trainings with no doubt bring possible effect in achieving certain improvements on teachers' capability. However, they contended that cluster trainings were neglected if not ignored at all. Further, they discussed that in previous years trainings were organized 3-4 with in a semester but in the past two years, they were observed decreasing.

For instance, as some of the participants contended, during the first semester of this academic year, only a single training was organized by most of the supervisors. The organization of this single training program was following the direction of the WEO and seemed for the sake of fulfilling the interest of the WEO especially for reporting purpose.

Thus, as most of the FGD participants agreed, a few number of trainings might not allowed them to judge enough whether cluster trainings organized by the supervisor enable teachers to bring the expected outcome. Regarding the reason why supervisors neglected organizing trainings, most of the FGD participants agreed up on: (1) supervisors incompetence in organizing trainings following the appropriate procedures; (2) considering supervisors capacity as not more than teachers and principals; (3) commitment and interests of supervisors in carrying out their duties and responsibilities and supervisors' engagement in routine tasks such as organizing reports checking students' presence, etc.

To sum up, as it has been observed on the findings, supervisors regarding all items of table 14 found to be different with the views of teachers and principals which was concerning the practices in promoting cluster-based in-service trainings. The disparity, as indicated by the FGD participants possibly be: supervisors poor competence and ignorant in organizing training programs caused teachers and principals to be negative in their responses; the number of institution under each cluster and the distance from the cluster center made supervisors to externalize the reason but considering themselves as effective as if situation were facilitated; supervisors' aspirations to be appear as they were performing tasks effectively; supervisors engagement in routine works by the order of the WEOs and unable to do tasks as planed and cause supervisors to respond deliberately.

4.3. 4 Promoting School-Based In-Service Teachers' trainings

School based in-service trainings usually focused on teaching staff development based on the consideration of student's learning, local needs of the individual teacher and the objectives of the school. As Hewto (1988) cited in MonYatsi (2006:151) described, school based staff development as a planned process of development which enhances the quality of pupil learning by identifying, clarifying and meeting the individual needs of staff within a context of the institution as a whole. Supervisors, then responsible to assist teachers and school personnel how to plan and implement in-service trainings appropriate to local contexts. Thus, respondents were asked whether supervisors endeavor to promote the activities. The results of the collected data are presented in the following table.

Table 15: Activities in Promoting School-Based In-Service Trainings

No	Supervisory Activities	AI	Teachers	Principals	Supervisors
			(N=258)	(N =28)	(N=18)
1	Enabling trainings pay attention to local needs.	1	171	18	3
		2	61	8	3
		3	26	2	12
		X	1.44	1.43	2.50
		Sd	0.67	0.63	0.78
2	Assisting teachers in organizing trainings for their own professional growth.	1	174	16	1
		2	58	9	4
		3	26	3	13
		X	1.43	1.54	2.67
		Sd	0.669	0.693	0.59
3	Indicating the way to school personnel how to deliver in-service trainings.	1	156	14	1
		2	77	9	4
		3	25	5	13
		X	1.45	1.68	2.67
		Sd	0.65	0.77	0.59

AI = Alternatives 1= Disagree 2= Partially Agree 3 = Agree

School-based trainings would bring expected changes when they are designed in line with the interests of local teachers and the school objectives. Accordingly, respondents were requested whether supervisors endeavor to enable school-based trainings effective regarding the above issue. As depicted in table 15, teachers and principals with mean scores of 1.44 and 1.43 respectively reported their disagreement because the mean scores pointed below the average mean value (2). This implied that supervisors' effort in this respect was deficient. Whereas, supervisors respondents with mean score 2.50 contended their agreement which indicate practices were supposed to be efficient.

Regarding, assistance to teachers in organizing trainings for their own professional growth as indicated in mean score of teachers (1.45) and principals (1.54) are below the average mean, supervisors' effort in this regard were not as expected effective. Similarly, concerning supervisory support whether it has indicated the way to school personnel how to deliver in-service trainings at local context, teachers and principals with mean scores of 1.48 and 1.68 revealed their disagreement. From this, it is possible to deduce that practice also found to be ineffective.

However, supervisors' respondents in contrast to teachers and principals in the above table confirmed their agreement with similar mean scores (2.67) which implied school-based in-service trainings were promoted efficiently. The computed 't' and 'p' values depicted, no significant

difference in between the mean scores of teachers and principals responses regarding item 1-3 of the above table. Hence, both teachers and principals supposed to be with similar perceptions that indicated supervisors effort in promoting school based in-service training if found ineffective. However, as the 't' and p-values revealed, in all cases of table 15, supervisors found with a high significant difference with the views of the two groups of respondents(see appendix-G table IV, No 1-3).

The data from the FGD revealed, it was possibly through the cluster center trainings that activities regarding school-based trainings to be introduced for teachers and other school personnel of each member schools. Moreover, it was be easier for supervisors to deliver support said the FGD participants either through trainings or meetings at the cluster level than dealing to each member schools.

In contrast with the views of the FGD, the interviewed, WEO and ZED experts revealed, even though there are certain limitations, trainings usually organized and implemented at school level were helpful in bringing teachers effective in the teaching profession. In line with this, most of the experts of WEO were asked to respond for the question "how many of the supervisors in your Woreda do you expect performing tasks related to trainings?" Relatively, they responded only 40-50% of the supervisors. According to the WEOEs this showed the importance of school based in-service trainings not the effectiveness of supervisors because 40-50% indicated low performances.

Thus, the data obtained from the majority of respondents depicted supervisors were difficient in promoting school based teachers trainings. However, as noted in the literature, Monyatsi (1997) in Monyatsi (2006) contended the importance of school based staff development; it helps to identify the school's strengths and shortcomings and utilize such information as a basis for school improvement. Further, Cunningham and Gresso (1993:150) in Monyatsi (2006: 151) believed that:

"The only way we're going to get from where we are to where we want to be is through staff development . . . when you talk about school improvement, you are talking about people improvement, . . .the school is the people, so when you talk about excellence or improvement, or progress, we are really focusing on the people who make up the building."

From the finding above , regarding cluster and school based supervision as well as in-service trainings the data from all respondents, interviewed and FGD participants except the supervisor depicted, supervisory practice in enhancing teachers' competence were found unsatisfactory. However, promoting these tasks were possibly the dominant responsibilities that supervisors should carry out being assigned as a supervisor.

To give emphasis, the ANSREB (2005: 29) in the discussion of the duties of supervision reminded, supervision as it is a profession that needs hard working and careful involvement, those who are working around cluster schools were expected to perform tasks such as arranging permanent training programs for teachers and following up its implementation by incorporating it in the annual plan.

4.4 Acquaintance of Supervisors with Teachers' Competences

Whenever an attempt is designed to support teachers, it has to be in line with promoting their effectiveness. Thus, supervisors need to consider the points (competence standards) to be provided and how they could be practical appropriately. Regarding this, respondents were asked whether supervisors are familiar with the competence standards of teachers' or not. The following tables (table 16-20) provided the results of the data collected.

4.4.1 Facilitating Students Learning

Supervisors are expected to support teachers to be effective in classroom, which reflect practices such as planning, enriching and implementing activities that support the attainment of quality education. Further, they have to incorporate different teaching methods in their support so as to enable teachers consider individual and group interests in the classroom. On the other hand, pointing how to select relevant teaching learning materials and technologies are also the task of supervisors (Markos 2004). On the top of these, Respondents were asked to forward their suggestion whether supervisors incorporate these activities during supporting teachers. Thus, the results gained are provided in the following table.

Table 16: Activities Related with Facilitating Students Learning

No	Supervisory Activities	Options	Teachers		Principals		Supervisors	
			N	%	N	%	N	%
1	Pointing how to plan, enrich and implement instructional activities.	Disagree	143	55.4	9	32.2	-	-
		Partially Agree	83	32.2	17	60.7	2	11.1
		Agree	32	12.4	2	7.1	16	88.9
		Total	258	100	28	100	18	100
2	Gives attention how to select teaching learning materials.	Disagree	182	70.5	12	42.8	1	5.6
		Partially Agree	59	22.9	8	28.6	7	38.9
		Agree	17	6.6	8	28.6	10	55.5
		Total	258	100	28	100	18	100
3	Introducing multiple methods of teaching.	Disagree	166	64.3	17	60.7	1	5.6
		Partially Agree	70	27.1	6	21.4	6	33.3
		Agree	22	8.5	5	17.9	11	61.1
		Total	258	100	28	100	18	100

Teaching learning processes could be effective when they are properly planned, developed and implemented. Supervisors in this regard, expected to point out how teachers' plan, develop and implement a teaching learning activities. Nonetheless, large number 143 (55.4%) of teachers confirmed their disagreement that indicated practices were supposed to be ineffective. Whereas, 17(60.7%) of principals' depicted their partial agreement that supervisory practice were effective though there were limitations. Most of supervisors 16(88.9%), in contrast depicted their agreement that indicated practices were effective as what was expected.

On the other hand, to achieve good instruction, support to teachers need to point the direction how to select and apply relevant teaching learning materials and technologies. As indicated the above table, 182 (70.5%) teachers and 12 (42.9%) principal respondents confirmed their disagreement, which implied ineffectiveness of supervisors. The majority 10(55.6%) of supervisors revealed their agreement in contrast to teachers and principals which indicate the ineffectiveness of the practices.

From the above findings, the three groups of respondents found with different perceptions. Teachers might contend the truth and principals as an administrative body probably may observe certain activities implemented. Whereas, supervisors seemed to externalize the problem, and reported their effectiveness. However, the data observed earlier in table 7 item 2, the FGD

participants and the interviewed people remind that supervisors were ignorant of the instructional processes and this would strengthen teachers response in particular.

Similarly, teachers would be effective when they are using different teaching learning strategies in classroom teaching so as to address individual and group interests. Thus, supervisors in their support need to design programs regarding this issue. As the data in the above table contended, the majority 166(64.3%), of teachers and 17(60.7%) of principals disagreed that supervisors effort in this respect was unsatisfactory. Seeming different with the perception of the majority of teachers and principals, most of the supervisors 11(61.1%) reported their agreement that possibly indicate supervisors were helping teachers to be introduced with current teaching methodologies.

To authenticate the above finding the FGD participants were requested to enlighten the practices of supervisors in introducing teachers with different teaching methodologies. Then, they reported that supervisors seldom visit classroom while teachers are teaching for 10-15 minuets, later hold meetings individually so as to discuss highlights about performances of instruction. As the FGD, holding conferences with individual teachers would be difficult to address them effectively, because the number of teachers and classrooms under a cluster are quite large. Hence, it could be better to select sample teachers and classrooms and then hold meetings with group of teachers about strengths and weakness of instruction based on the observations. Supporting this, Sergiovanni and Starratt (2002) noted it would be difficult for supervisors are to sit down with individual teacher after each individual teacher to discuss specific teaching skills, but more so with groups of teachers to discuss regarding matters of instruction.

As shown in the above data, it is possible to say that supervisors' were ineffective in organizing activities so as to assist teachers properly. This indicated that supervisors lack technical expertise in supporting teachers regarding facilitating students learning. (see also table 10).

Therefore, attentions were not given by supervisors to assist teachers competent in their classroom teaching. However, it was to be one of the core tasks of supervisors to support teachers and foster students learning. Supporting this assumption Haileselassie (2007:42) pointed out, supervisors as an educational leader and coordinator in curriculum development must be knowledgeable of how learning is structured and organized.

Because, when teachers are effective in their classroom students learning in turn will be effective and enable achievements of instructional objectives to be promoted. Supporting this Swachten (2006) indicated, a teacher who is supported to be pedagogically competent in his/her classroom teaching, provide the students a safe learning environment, where they find their hold and structure for social, emotional and moral development.

4.4.2 Assessing and Reporting Students Learning

Teachers in this competence need to assure that the evaluation system of students' performance is in continuous process. Moreover, in order to give the chance for students to show various learning outcomes, teachers are expected to evaluate students' performance through different evaluation mechanisms (Boston and Carol 2002). In line with this, teachers, principals and supervisors were asked to suggest their opinions regarding supervisors' effort in assisting teachers to utilize effective assessment and recording mechanisms of students' learning. Thus, the information gained are provided in the table below.

Table 17: Activities Related with Assessing and Reporting Students' Learning Outcomes.

No	Supervisory Activities	Options	Teachers		Principals		Supervisors	
			N	%	N	%	N	%
1	Assisting teachers to utilize effective assessment and recording mechanism.	Disagree	128	49.6	10	35.7	-	-
		Partially Agree	93	36.1	12	42.9	3	16.7
		Agree	37	14.3	6	21.4	15	83.3
		Total	258	100	28	100	18	100
2	Calling attention of teachers to report student's performance.	Disagree	143	55.4	16	57.1	1	5.6
		Partially Agree	95	36.8	7	25.0	2	11.1
		Agree	20	7.8	5	17.9	15	83.3
		Total	258	100	28	100	18	100

Using best ways of assessing and recording students learning performance has to be one of the tasks for effective teacher. For this reason, supervisors as assistance personnel expected to consider and implement these activities during supporting teachers. However, as noted under table 16 the majority 128 (49.6%) of teachers reported their disagreement that supervisors in this respect were found to be ineffective. Whereas, 12(42.9%) of principals contended their partial agreement which revealed, efforts were employed if not effective as expected and 15(83.3%) of supervisors were reported their agreement that indicated the effectiveness of the practices.

Concerning supervisors activities in making teachers pay attention about the importance of reporting students performance to parents and concerned bodies, the majority 143 (55.4%) of teachers and 16 (57.1%) of principals reported their disagreement that indicated the ineffectiveness of supervisory practices. Whereas, 15(83.3%) of supervisors were confirmed their agreement showing practices in this respect were effective.

The FGD participants on the other hand, confirmed that supervisors' activities usually confined only on announcing, but did not show the "how" of performing activities. Further, they reported that informing the importance of students' performance to parents and concerned bodies also found unpractical.

The above findings showed supervisors ineffectiveness. However, considering as one of their duties they were required to endeavor how best assessment and recording mechanisms to be exercised among teachers of member schools. Moreover, it could be practical other than supervisors through assessment of teachers or other staff members of each school who have better performance. Thus, acquainting oneself with these practices was essential to assist teachers effectively and to provide the opportunities to add something on what they know. In relation to this, as noted by Boston and Carol (2002), when teachers are helped to know how students are preparing and where they are having trouble by utilizing different assessment mechanisms, they can use this information to make necessary instructional adjustments, such as reteaching, trying alternative instructional approaches, or offering more opportunities for practice.

On the other hand, supervisors required to support teachers how to develop cooperation with parents regarding students performances to create better learning environment of students. One has to be consider that an increasingly important role of a primary school teacher is to encourage the parents of his/her students to participate in their child's learning process. If so teachers will continue to set and correct homework, evaluates student progress and discusses results with students, parents and other teachers (on line).

4.4.3 Engaging in Professional Learning

One of the basic reasons for having supervisors is to enable teachers are be aware regarding the importance of life long professional learning a continuous activity in teaching profession. Because it

provides a continuous education of the teaching staff to ensure adaptation of teachers to carry out professional activities under quickly changing social and economic situations of the society they live in. Moreover, it facilitates the enhancement, development and updating of knowledge and professional skills (Garet 2001:5). Hence, enabling teachers to participate in identifying and planning processes of their own professional learning interests is among the core tasks, which are expected from supervision of teachers. Bearing in mind this, respondents were asked whether supervisor endeavor to enable teachers' active participant of professional learning or not. Thus, the data collected are provided in the table below.

Table 18: Activities Related with Engaging in Professional Learning Outcome

No	Supervisory Activities	Options	Teachers		Principals		Supervisors	
			N	%	N	%	N	%
1	Informing the importance of engaging in professional learning.	Disagree	126	48.8	8	28.6	1	5.6
		Partially Agree	93	36.1	11	39.3	3	16.7
		Agree	39	15.1	9	32.1	14	77.7
		Total	258	100	28	100	18	100
2	Indicating the way how to identify and implement professional learning.	Disagree	175	67.8	17	60.8	11	61.1
		Partially Agree	60	23.3	9	32.1	4	22.2
		Agree	23	8.9	2	7.1	3	16.7
		Total	258	100	28	100	18	100
3	Assisting teachers to recognize life long learning is integral in teaching profession.	Disagree	120	46.5	8	28.6	-	-
		Partially Agree	98	38.0	15	53.6	11	61.1
		Agree	40	15.5	5	17.9	7	38.9
		Total	258	100	28	100	18	100

Professional learning refers the ongoing education that enables teachers to update their competences by acquainting them with current practices of the teaching profession. Possibly this would be effective, when teachers are helped to recognize the importance professional learning and be active participants of it. Thus, respondents were requested whether supervisory support endeavor to create awareness or not. The majority 126(48.8%) of teachers and 11(39.3%) of principals contended their disagreement that implied, practices in this respect were ineffective. Whereas, 14(77.8%) of supervisors in contrast to teachers and principals, depicted their agreement which indicated the effectiveness of supervisory practices.

Similarly, in order to make professional learning effective and utilize for the achievements of instructional goals, it has to be first identified through the assessment of the needs of individual

teacher and school objectives. This perhaps be practical when teachers are helped to be engage in research works and identify the actual interests of the teaching staff as well as the teaching learning processes. However, as the majority of teachers 175(67.8%), 17(60.7%) of principals and 11(61.1%) of supervisors seemed to confirm their disagreement that practices in this respect were not as expected effective.

On the other hand, related with item number 3 in the above, respondents were asked whether supervisory support enable teachers to recognize continuous life long learning as an integral part of the teaching profession. The majority 120 (46.5%) of teachers depicted their disagreement that efforts regarding this issue were supposed to be unsatisfactory. Whereas, 15(53.6%) and 17(94.4%) of principals and supervisors respectively contended their partial agreement that implied practices in this respect were undertaken if not effective at all.

The FGD participants indicated that supervisors usually forwarded general points regarding professional learning, but no deep discussion how to organize and go through it. Further, they contended that the on going “continuous professional development” of teachers was facing difficulties. As further depicted by the FGD, supervisors’ effort should not be denied, at least they were enlighten teachers regarding the importance, however, as it is vital for the improvement of teachers’ competence, they were required to be acquainted highly with concepts of professional learning and its implementations techniques.

In connection to this, Haileselassie (2007:50) indicated, “from among the variety of means employed to provide for staff development involving teachers in research and particularly in action-research would be paramount contribution to staff development.” Similarly, Darling-Hammond and Mclaughlin (1995) in Wanzare and Costa (2000) pointed, supervisory activities regarding professional development has to be enable teachers to become sources of knowledge for one another and to learn the important roles of “colleague” and “learner”. Further, as Wood and Thompson (1993) and Darling Hammond and Mclaughlin (1995) in Wanzare and Costa (2000) contended, professional learning provide venue for developing and engaging in practice-based research to be carried out collaboratively by teachers and supervisors. This in turn could be effective when planning and administration of effective professional development programs grounded by research and best practice of the teaching learning process.

4.4.4 Mastery in ETP, Curriculum and other Program Development Initiatives

Teachers are expected to participate in group activities that focus on designing, and implementing different curricular activities which are helpful for the success of students' learning. In addition, they are expected to enhance conceptions of the Education and Training Policy and other relevant materials (NTPCSP,2007). Thus, supervisors as facilitators need to organize programs where teachers be able to aware and active participants of these activities. In respect to this, respondents were requested to suggest whether supervisors incorporated those tasks during provision of support to teachers. The results obtained are presented in the following table.

Table 19: Activities Related with Mastery in ETP and Curriculum initiative programs

No	Supervisory Activities	Options	Teachers		Principals		Supervisors	
			N	%	N	%	N	%
1	Indicates how to incorporate the curriculum with other programs.	Disagree	174	67.4	14	50.0	-	-
		Partially Agree	60	23.3	10	35.7	6	33.3
		Agree	24	9.3	4	14.3	12	66.7
		Total	258	100	28	100	18	100
2	Assists teachers to enrich their conception of the ETP.	Disagree	153	59.3	15	53.6	-	-
		Partially Agree	72	27.9	9	32.1	13	72.2
		Agree	33	12.8	4	14.3	5	27.8
		Total	258	100	28	100	18	100
3	Assists teachers regarding supportive teaching manuals and materials.	Disagree	182	70.5	16	57.1	3	16.7
		Partially Agree	60	23.3	7	25.0	3	16.7
		Agree	16	6.2	5	17.9	12	66.6
		Total	258	100	28	100	18	100
4	Assists teachers in evaluating the existing teachers' guides and students' text books.	Disagree	171	66.3	18	64.3	2	11.1
		Partially Agree	67	26.0	6	21.4	6	33.3
		Agree	20	7.7	4	14.3	10	55.6
		Total	258	100	28	100	18	100

Teaching learning processes would be more effective when supported by activities developed beyond the regular classroom practices. When teachers incorporate these activities with their classroom-teaching, students learning would be more effective being governed by the actual social political and economic contexts of the society in which students living. Supervisors then expected to support teachers how to incorporate those activities in classroom teachings. However, the majority 174 (67.4%) of teachers and 14 (50.0%) of teachers and principal respondents

seemed to disagree that supervisors' effort were found to be inefficient. Whereas, 12(66.7%) of supervisors confirmed their agreement that possibly indicated effectiveness of the practices.

Mastery in ETP and other relevant materials, such as strategies and guidelines would be competence standards that should be conceptualized by teachers through supervisory activities. As indicated in the above table (19), the majority 153 (59.3%) of teachers, and 15 (53.6%) of principals seemed disagree which implied supervisors' effort were ineffective. However, 13 (72.2%) supervisors' respondents depicted their partial agreement, which indicate efforts were employed even though there were limitations. To counter check, interviewed supervisors were asked regarding their conception about the Ethiopian teachers' competence standard packages. Thus, majority of them replied that the concepts are new and they are taking workshops recently. However, said the interviewed, we are practicing them in our day-to-day activities. This implied that supervisors were less familiar with the competence standard packages of teachers.

Teachers also required preparing supportive materials using local resources for better implementation of instruction and for effective learning of students. In this regard, supervisors as assistance personnel need to discuss with teachers and device means to enable teachers initiated in preparing supporting documents of instruction. Nonetheless, the majority 182 (70.5%) of teachers and 16 (57.1%) principals respectively seemed to reject the assumption that supervisors support in this regard found to be ineffective. whereas 12(66.7%) of supervisors on the other hand contended their agreement which implied supervisory practices were delivered effectively.

Curriculum evaluation such as students' textbooks and teachers' guides enable the respected bodies to have feedback for future amendments of the materials. One of the means of receiving feedback how the curriculum developed or revised is teachers' effort in evaluating teaching learning materials and their genuine responses. Thus, enabling teachers competent in this respect supposed to be one of the responsibilities of supervisors.

In contrast to this, as the data depicted, the majority 171 (66.3%) of teachers and 18 (64.3%) of principals reported their disagreement that seemed to be supervisors' effort in this respect were unsatisfactory. Where as, 10(55.6%) of supervisors reported their agreement that implied practices were effective.

The data from the FGD revealed, despite their practicality, supervisors actually might have enough of the concepts of ETP and other supportive documents. One of the experienced teachers' participants of the FGD said that:

Most of teachers in this school are high serviced who missed the chances to be trained in the new curriculum of the pre-service education. We need supervisors to support us or call other teachers or school personnel regarding these issues. (Fentanesh, 26-02-2008).

As confirmed by teachers and principal respondents and supported by the FGD participants, supervisors effort in enabling teachers mastery the ETP and other supportive documents, curriculum and other program development initiatives found to be ineffective. Then, it is possible to say that supervisors were less acquainted with these issues, which were considered as a benchmarks for their day-to-day activities.

In connection to this, Dull (1981) in his discussion of supervisors' working activities regarding curriculum development indicated, one of supervisors duties was referred ensuring the practices of any extended school programs to be coordinated with those offered in the regular classroom. Further, as ANRSEB (2005:33) stated, teachers and supervisors required to make their schools more effective in integrating the curriculum to make it appropriate to the environment to achieve promotion of good citizens. These could be practical of course through extended programs of schools.

From the above table, the findings revealed supervisory support again required to inform teachers so as to create awareness regarding ETP and other relevant documents which are helpful for schools to run their day to day tasks. MOE (1994 E.C:64) stressed, in order to achieve proper implementation of ETP; teachers need to be well informed about its concepts. Without achieving, teachers' commitment, effective implementation of the policy will not be succeeded (p.64).

Teachers and principals' respondents in addition reported that supervisory support in initiating teachers to prepare supportive teaching materials found to be ineffective. However, these activities were also tasks of supervisors. Supervisors' effort in this respect would be focused on showing the direction how to select or prepare relevant teaching materials. Supporting this, Dull (1981) indicated, supervisors working activities include, helping teachers to prepare instructional

materials not otherwise available. Further, he discussed that supervisors need to provide leadership over the evaluation and utilization of various instructional materials.

The data on the other hand revealed, supervisors negligence of supporting teachers in evaluating the existing teachers' guides and students' textbooks. However, activities usually useful for further improvements of the materials to make them suitable for each grade level and students experience. Supporting this, the ANRSEB (2005:34) indicated, one of the work performance-reference of schools to be considered by supervisors is the curriculum should be implemented on the basis of the environmental situations, and there should be continuous curriculum evolution and feedback have to be given to higher educational bodies.

4.4.5 Collaboration with School Community

Showing the way in which teachers able to develop and keep a cooperative and collaborative spirit with students, colleagues, parents could be consider as one of the duties for supervisors. In line with this, respondents were asked whether supervisors are familiar with these competences or not. Thus, the data collected from teachers, principals and supervisors are provided in the table below.

Table 20: Activities Related with Forming Partnership with the School Community

No	Supervisory Activities	Options	Teachers		Principals		Supervisors	
			N	%	N	%	N	%
1	Assisting teacher-student collaboration	Disagree	157	60.9	7	25.0	-	-
		Partially Agree	79	30.6	18	64.3	6	33.3
		Agree	22	8.5	3	10.7	12	66.7
		Total	258	100	28	100	18	100
2	Support teachers to build interpersonal relationships.	Disagree	114	44.2	13	46.4	-	-
		Partially Agree	99	38.4	7	25.0	2	11.1
		Agree	45	17.4	8	28.6	16	88.9
		Total	258	100	28	100	18	100
3	Assisting teachers in developing collaboration with parents.	Disagree	170	65.9	7	25.0	-	-
		Partially Agree	69	26.7	15	53.6	6	33.3
		Agree	19	7.4	6	21.4	12	66.7
		Total	258	100	28	100	18	100

Teacher-student collaboration required a positive teaching learning based interaction between both parties to achieve mutual support and trusts. Regarding this, supervisors required to support

teachers how to make collaboration with their students, but as indicated from above table, more than half 157 (60.9%) of teachers respondents disagreed that supervisors effort found to be ineffective. The majority, 18 (64.3%) of principals contended their partial agreement that indicated efforts were invested if not they are effective as expected. Whereas, 12(66.7%) of supervisors respondents depicted their agreement that implied practices were implemented effectively.

On other hand, a collaborative environment would be achieved when teachers develop effective interpersonal relationship among themselves. Regarding this assumption, the majority 114 (44.2%) of teachers and 13 (46.4%) respondents supposed to be disagreed that indicated practices were found to be unsatisfactory. However, the most 16 (88.9%) of supervisors of them seemed to be agree that implied effectiveness of the practices.

Teachers also need to build collaboration with parents for better learning of students. Nonetheless, as depicted in the above table, 170 (65.7%) of teachers disagreed that supervisors effort was suggested to be ineffective. Whereas, 15(53.6%) of principals agreed partially which implied supervisors were working as expected though there were limitations. In contrast, 12(66.7%) supervisors seemed to be agreeing that implied supervisors were endeavor to promote parent teachers relationships.

The data obtained from FGD depicted, supervisors assistance regarding the above issues found to be positive than the earlier discussions in respect to the preceding four tables. As the FGD participants contended, the ineffectiveness was because of supervisors' inadequate competences in organizing and implementing tasks. Thus, supervisors were supposed to be in a better position in helping teachers to achieve a cooperative spirit with the school community let alone the impeding factors as most of teachers and principals claimed.

When teachers are aware of duties concerning relationship with students, always they will be remind best instructions. Therefore, supervisors were required to inform teachers so as to approach students like a father or mother, nurturing them to be grow academically and ethically, respecting equality regarding ethnicity, color, religion, sex, disability (MOE, 1998 E.C:40). Moreover, teachers need to be informed the importance of building a positive teaching learning

based interactions with colleagues, which is based on achieving common goals and focused on initiating and developing students learning interest towards better achievement (p.40).

Supervisors also need to endeavor so as to develop links in between teachers and parents. Research and experience have proven that active, meaningful involvement by parents is essential for effective schooling and that the school, which values parents' involvement, tends to be more successful (Grauwe 2001:121). Because parents are responsible for their children, they need to get involved in issues that concern their children. Generally, regarding those issues as pointed in the above discussion supervisors need to enhance their effort to be aware how teachers develop collaboration with the school communities and provide supports accordingly.

4.5 The Extent in which Teachers Benefited from Supervisory Practices

The purpose of this section of presentation and analysis of the data was to counter check supervisory supports provided to teachers in promoting their professional competences. Hence, teachers were requested to respond how far they are benefited from supervisory practices of the cluster primary school supervisors provided the following information.

Table 21: The Extent in which Teachers Benefited from Supervisory Practices

No	Supervisory Practices	Teachers' Responses				X	Sd
		BAV	AV	AAV	T		
1	Enable teachers to acquaint with classroom procedures process and techniques.	115	121	22	258	1.64	0.63
2	Enable teachers to share best experiences of teaching practices.	134	98	26	258	1.58	0.66
3	Help teachers in practicing best assessment and recording techniques of students learning activities	138	94	26	258	1.56	0.77
4	Enable teachers to be informs on the significant of professional learning.	126	107	25	258	1.60	0.55
5	Help teachers to have a keen understanding of policies, relevant with the education sector.	130	92	36	258	1.63	0.71
6	Help teachers to create cooperative spirit with the school community.	129	97	32	258	1.62	0.71
7	The overall supervisory practices promote teachers' Professional competences.	148	78	32	258	1.55	0.70

BAV = Below Average AV= Average AAV = Above Average T = Total X= Mean Sd=standard deviation

Concerning the extent to which supervisory practices enable teachers to be acquit with current practices of the instructional process, the samples appeared to be disagree that practices in this

regard was inefficient as the average mean score (1.64) tend to less than the ideal average mean (2). However, teaching competences need teachers to update their knowledge and skills to meet with current classroom practices. In these respect supervisory efforts as indicted in the mean of item 1, it seemed deficient. The finding would strengthen the assumption that contended in table 16, which refers facilitating students learning.

Respondents were also asked about the extent in which supervisory practices assist teachers to share best experiences of teaching practices. The finding revealed that the mean score (1.58) found to be below the average mean (2). This can be suggested, respondents found to be disagree with this assumption that indicates supervisory practices in this respect were ineffective. However, one of the best ways to achieve teachers' competence was though arranging experience-sharing programs among cluster member schools teachers (see also table 12 and table 13).

Concerning the extent in which supervisory support assisted teachers in practicing best assessment techniques. With mean score of 1.56, respondents were appeared to be disagreeing that practices in this regard tend to be unsatisfactory because the mean score pointed blow the average mean. This could stabilize the finding in table 17, which was concerned about teachers competences in assessing and recording students leaning out come.

On the other hand, teachers were asked regarding the extent in which supervisory practices enable them to be informed about the significant of continuous professional learning. The mean score (1.60) reveled, respondents seemed to be disagree in this respect that practices were below average. It could be underlined now days; we are claiming our schools being unable to provide quality education for children. One of these reasons perhaps stemmed from the quality of teachers. For this reason, so as to up grade effectiveness, concepts regarding continuous professional development and active participate of it significantly required from teachers' side. Thus, supervisors were required to assist teachers how changes could be achieve in this respect (see also the discussions in table 14 and table 18). Teachers were also asked about the extent in which supervisory practices enabling them to have a keen understanding of polices and guidelines relevant with the education sector. As the man score (1.63) revealed, respondents appeared to be disagree with this assumption that would be suggested, practices in this respect were again inefficient (see also the discussion in table 19).

Regarding the extent in which supervisory practices in assisting teachers to create a cooperative spirit among the school community, the mean score (1.62) supposed to contend, efforts in this respect were below average. In contrast to the findings in table 20, respondents confirmed that practices regarding this issue were below average. This could be suggested that even though the practices were undertaken, their effects were not as expected efficient.

At the end teachers were requested, how far, the overall supervisory practices enabled teachers' professional competence to be promoted. Respondents appeared to be disagree that practices in this respect were discouraging as the mean score (1.55) is below the average mean value (2). Focused group discussions that were conducted to be clear about current supervisory practices of the supervisors and how teachers are feeling in respect to this. Some of the winded assumptions are stated as follows:

- ❖ All what we have discussed so far refers the fact that about supervisors responsibilities, but most of them were not practiced as expected. Truthfully, supervisors were doing noting except checking teachers working activities. So that, it is wastage of time and money.
- ❖ We never observe effective supervisory activities and we don't know supervisors duties ad responsibilities. That is why we kept silent and reserved to forward assumptions.

From what has been discussed above, supervisory support to cluster primary schools in promoting teachers competences supposed to be ineffective as it has suggested by the questionnaire respondents and the FGD participants.

To sum up, in the findings, most of the FGD participants agreed that assigning supervisors at cluster school level could be taken as encouraging in the history of educational supervision of this country. However, the practical experience is showing, supervisory assistance that were vital in the teaching learning process found to be less effective in cluster primary schools of west Gojjam Administration Zone.

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

5.1. Summary

The Amhara National Regional State Education Bureau document indicates that teachers in primary schools were experiencing difficulties that were preventing them from showing improvement in the delivery of education, quality and efficiency. For this reason, school clustering was identified and implemented as a successful vehicle to address the difficulties focusing on improving efficiency, capacity building, supervision, experience sharing, and teacher motivation. In order to enable the cluster schools run these activities effectively, supervisors were assigned as a facilitator.

Hence, supervisors were supposed to help the cluster schools in designing activities by providing support to teachers and school personnel with continuous efforts. This is to enable teachers competent in their profession and contribute to the assurance of quality education and better learning of students. Therefore, the main purpose of this study was to assess supervisory practice of cluster primary school supervisors of West Gojjam Zone in promoting teachers professional competences. In order to meet this purpose, the following basic research questions were raised.

1. Which supervisory leadership styles do supervisors practice?
2. How supervisors unitize the supervisory leadership skills while assisting teachers?
3. How supervisors endeavor to promote teachers' professional competences through their supervisory practices?
4. Is there any significant difference among the perception of teachers, principals and supervisors regarding supervisory practices in promoting teachers professional competences?
5. How much supervisors know the concepts of primary school teachers' competences?
6. To what extent do teachers' benefited from supervisory practices?

In this study, descriptive survey design was employed. Questionnaire was mainly utilized to collect data from teachers, principals and supervisors. In addition, to substantiate the data gathered through questionnaires, interview and FGD were made.

In order to collect data on the topic West Gojam Zone was purposely selected. Five Woredas, eighteen clusters, twenty eight schools and two hundred sixty seven teachers were selected following one-third pattern, which was similar to multistage sampling. Distribution of sample clusters, schools and teachers for each sample woreda were made using stratified sampling i.e. to keep the proportion. Teachers samples were also made to keep the proportion of diploma and certificate qualifications. All the 18 sample cluster supervisors and the 28 sample schools principals were taken as a sample because all are important for the study. Eight supervisors from the sample, ten WEOEs and two ZEDEs were selected for interviewing.

Questionnaires schedules were used to gather data in line with the basic research questions. However, 9 teachers were not returned the questionnaires. This reduced the sample population of teachers 258. Interview and FGD were also made to support the data obtained through questionnaire. The collected data from the closed ended questionnaire was analyzed using percentage, mean and t-test. The t- test analysis was supported by the computer SPSS program. The data gathered through interview and FGD were analyzed qualitatively. Hence, based on the review of literature and analysis of the data, the following findings were made.

1. Leadership styles that supervisors currently exercising were not encouraging.

The responses obtained from teachers (55%) principals (71.4%) and the FGD revealed, cluster primary schools supervisors of West Gojjam Zone found practicing leadership style which tend to be controlling of teachers work than assisting them. Further, the majority of teachers (49.4%) and principals (50.0%) reported, supervisors found negligence of problems of the teaching learning process.

2. Supervisory leadership skills were not properly utilized by supervisors.

2.1. Conceptual skills of the supervisors were not promising

The findings of this study revealed that less effort were made by supervisors to enable teachers acquaint with genuine and relevant ideas so as to tackle and solve problems of the instructional

process. On the other hand, the majority (65.5%) teachers, (64.3%) of principals and the FGD participants reported that supervisors were with out sufficient information regarding internal organization of the cluster schools.

2.2. Human/ interpersonal relationship skills in which supervisors practiced were fairly encouraging.

The majority of teachers confirmed that supervisors were not in apposition of recognizing teachers' effort and facilitating situations for teachers to make open their feelings. Moreover, (65.1%) of teachers, (46.4%) of principals and (83.3%) of supervisors agreed that supervisors were better in developing positive social and educational climate.

2.3. Technical kills that supervisors currently practiced was not efficient.

The majority of teachers, principals and the FGD participants contended that supervisors were inefficient in utilizing technical skills, which are relevant with procedures and techniques of classroom instruction and supervision.

2.4. The practice of supervisors in leading conferences was found encouraging.

The result of the study demonstrated most of teachers and principals agreed that supervisors' were effective in leading. The FGD participates on the other hand claimed that even though meetings with supervisors were rare it was usual to observe supervisors activity, which was in care and harmony.

3. Supervisors' activities at cluster and school-level in promoting teachers professional competences through their Supervisory practices were not promising.

Leadership styles and skills that supervisors practicing during assisting teachers have a direct or indirect effect on attempts towards promoting teachers professional competences. That is to mean when those leadership styles and skills which are relevant with supervision properly utilized, tasks, which focus on enhancing teachers effectiveness in turn will be undertaken effectively. In line with this, as documents of MOE and the ANRSEB indicated current classroom practices, innovations, experience sharing and in-service training programs would be practical through effective organization of cluster and school-based activities. Thus, if supervisory tasks properly functioned at cluster and school levels teachers competences will be undoubtedly promoted.

However, the majority of respondents confirmed ineffectiveness of supervisors' activities. Further, the summary discussed as follows.

3.1. Practices in promoting cluster-based supervision were not satisfactory.

The majority of teachers and principals together with the FGD participants confirmed, supervisors' effort in promoting cluster-based supervision was design without the approval of member schoolteachers. Moreover, the opportunities for teachers to share best experiences of teaching were not facilitated as expected.

The 't' and p-values pointed supervisors significant difference with teachers and principals perception. The reason for the disparity in perception and ineffectiveness as indicated by the majority of the respondents would be large number of schools under each cluster and negligence of the responsible higher bodies, supervisors' incompetence in organizing and performing tasks, the influence of WEO, which usually pressurized supervisors to be engaged in activities other than their core duties.

3.2. Supervisory practices in promoting school-based supervision was not performed as expected.

With regard to the efforts in enhancing the effectiveness of school-based supervision as most of the responders agreed practices were supposed to be unsatisfactory. Teachers were not encouraged to undertake joint planning of experience sharing program based on the local school contexts. The practice of enabling school personnel other than teachers to be familiar with procedures and techniques supervision of teachers' was ineffective.

The 't' and p-values here again indicated significant difference between the perception of both groups (teachers and principals) and supervisors. Thus, the reason for this variation again would base supervisors' desires to externalize the sources of the hindrances.

Despite this variations, large number of institutions and the distance in between schools and cluster centers, incompetence of supervisors (not beyond teachers and principals) in provision of supports to individual cluster school and supervisors engagements of routine works are among the hampering reasons for the ineffectiveness which verified by most of the FGD participators.

3.3. In-service trainings that were to be practiced at cluster-cluster level found to be discouraging.

Training needs were not identified through assessing and prioritizing the interests of member school teachers. The majority of respondents agreed that training programs were found to be ineffective with regard to focuses towards achieving professional learning of teachers. Here also teachers and principals' perception were found significantly different with that of supervisors as the 't' and p-values indicated.

The reason behind for the ineffective practices as revealed by the FGD were supervisors poor competence and ignorant in organizing training programs, as it has depicted earlier, the number of institution under each cluster and the distance from the cluster center, Supervisors' engagement in routine works and left the core tasks.

3.4. Supervisory practices in promoting school-based trainings were not promising.

The majority of the respondents reported that training programs which might organized by supervisors to enhance teachers' efficiency based on local school contexts were ineffective. Teachers were to be encouraged in designing programs of trainings in line with the actual situation of school contexts. However, as most of teachers and principals agreed, practices in this regard were unsatisfactory. On the other hand, efforts in acquainting school personnel with training organization procedures were found discouraging. Teachers and principals mean scores also found significantly different with supervisors which indicated disparities in perceptions.

4. Acquaintance of supervisors with teachers' competences were found to be unsatisfactory.

- With regard to facilitating students learning as the majority of teachers (55.4%) indicated supervisors were less acquainted with the competences regarding planning, enriching and implementation of the teaching learning process. Teachers (49.6%) of them confirmed their disagreement that indicted supervisors were not assisted teachers in identifying and using effective assessment and recording mechanism. The practices of identifying professional learning through research and investigation projects as most of teachers 67.8% and 60.7% of principals claimed they were unpractical. Thus, supervisors were found less familiar with the practices regarding professional learning's of teachers.

- Moreover, the practices of enabling teachers to master the ETP and other relevant materials were unsatisfactory as 59.3% teachers and 53.6% of principals confirmed. The findings of the study also demonstrate most of teachers 60.9% and 64.3 of principals reported that practices of showing the way in which teachers possibly develop a collaborative effort with school community were more or less ineffective.

5. The extent in which teachers benefited from supervisory practices was not promising.

The majority of respondents in table 20 items 45-51 reported that the extent of supervisory practices, which could enable teachers competent in their teaching profession, found to be below average. As it has discussed earlier in chapter four, practices that were expected to promote competences of teachers were inefficient (see table 11-14). Besides, supervisors' familiarities with competence standards of teachers were not promising (see table 15-19).

5.2 Conclusions

Based on the above major findings of the study, the following conclusions are made.

1. Supervisors are expected to possess leadership styles appropriate for supervision of teachers. In respect to this, the study was focused on exploring the leadership styles that supervisors practicing while assisting teachers. Thus, supervisors were exercising inspectorial leadership style and ignorant in facilitating situation for teachers to be successful in solving instructional problems. However, authoritative leadership style was not exercised.
2. Leadership skills considered as best instruments for supervisors to be effective in performing supervisory tasks. Having this in mind, investigation how supervisors utilized those leadership skills has done and deficiency was found in the area. Hence, utilization of supervisory leadership skills was not practiced effectively.
3. Promoting the effectiveness of cluster and school-based supervision as well as in-service teachers' trainings were the expected supervisory activities, which possibly bring teachers competent in their profession. On the subject of this, one of the basic research questions to be answer was referred how supervisors endeavor to promote teachers' professional competences through their supervisory practices at cluster and school levels. Thus as conclusion supervisors were ineffective in promoting cluster and school-based supervision as well as in-service trainings.

The number of teachers and schools per supervisor and the distance between cluster centers and member schools render the provision of supervision and in-service trainings nearly impossible for supervisors to put into practice by spending enough time at cluster center and in each single school. Low conception and incompetence of supervisors and engagements in routine works were the reasons for ineffectiveness of the practices .

4. The study was attempted to test whether there happened significant difference among the perceptions of teachers, principals and supervisors regarding supervisors activities in promoting teachers professional competences. Therefore, the t-test were focused on supervisory activities which were expected to promote teachers effectiveness i.e activities aimed at promoting effectiveness of cluster and school-based supervision as well as in-service trainings.

Thus, the findings indicated in 3.1-3.4 of the summary part revealed the significant perception difference in between supervisors and the two groups of respondents (teachers and principals). Teachers and principals were claimed ineffectiveness of the practices but supervisors was stand in favor of their effectiveness. The reason for the variations was supervisors desire to externalize the grounds of ineffectiveness.

5. With regard to teachers professional competences, supervisors were less familiar with the concepts of facilitating students' learning, assessment and recording students' learning outcome, engaging in professional learning, mastery in ETP, building collaboration with the school community. However, these were the profiles that teachers should perform in their day-to-day activities of the teaching profession and further sought supervisors' attention.
6. Examining the extent in which teachers benefited from the over all supervisory practices was one of the purposes of the study. On the top of this, the practices were insufficient for teachers to be advantaged from supervisors of West Gojjam cluster primary schools. This was confirmed by the majority of teachers, principals and the FGD participants' throughout the discussion of the data.

5.3 Recommendations

Based on the findings, the study forwarded the following possible recommendations.

1. The Amhara National Regional State Education Bureau document of inspection pointed out that educational supervision and inspection are organized having their own people from the Region Bureau to the Woreda Education Offices. However, the finding revealed that cluster primary school supervisors of West Gojjam Zone found exercising more of inspection and laissez-faire leadership styles. Thus, tasks of inspecting schools need to be performed by its own experts. Refreshment workshops and conferences need to be delivered for supervisors regarding the concepts of supervision and inspection. The Woreda Education Offices of West Gojjam Zone should facilitate situations where teachers, principals, supervisors and Woreda Education Officers meet together at the Woreda level with regular time interval. Hence, opportunities of assessing achievements and failures of supervisory practices and reach on common consensus will be facilitated.
2. Supervisors should be more acquainted with the human, technical and conceptual leadership skills relevant with educational supervision. Moreover, they have to be clear with procedures and techniques that are important to carry out cluster and school-based supervision as well as in-service trainings. Further, supervisors need to be familiar with the Ethiopian teachers' professional competences to keep relevancy of the supports to be provided. Hence:
 - Short-term refreshment trainings through seminars, workshops or through discussion forums should be organized and implemented. Trainings should be plan and implemented effectively. Then, trainers should be qualified and experienced people especially in educational supervision and management.
 - Experience sharing programs regarding supervision within and across the Woredas should be design and implemented by joint efforts of ZED and WEOs. For instance, by assigning a yearly cluster schools day, the WEOs can arrange an exhibition program for selected cluster centers to demonstrate their best performances so as to enable others share experiences.

- Teachers, principals and supervisors have to be encouraged to be engaged in identifying best practices of supervision at cluster or school contexts through research works.
 - Supervisors should be free from routine tasks to render them enough time for organizing supervisory tasks.
3. Officials of education from the Region Bureau to the Woreda level have to be concerned that supervisors are shouldering burden beyond their capacity. Schools assigned to be covered by each supervisor made situations to be complicated and appeared difficult to manage them effectively. Hence, the number of schools under a cluster should be as stated in the guideline of the ANRSEB cluster schools organization. Otherwise, it is inevitable through time working as a supervisor will be deteriorating and devoted supervisors would be forced to withdraw because of the negligence.
 4. Further investigation need to be carried out regarding the problems that impede supervisory practices towards achieving teachers' professional competences. Because, several factors might not considered by the researcher.

Appendix-A

Addis Ababa University

School of Graduate Studies

Faculty of Education

Department of Teachers' Professional Development and Curriculum Studies

Thesis Topic: The practice of cluster primary school supervisor in promoting teachers professional competence deference to west beam administrative zone

Direction: This questionnaire is designed to collect relevant data primary schools teachers, principals and supervisors about the aforementioned topic. Its main purposes is to survey the underlying cluster primary school supervisors superiors practice in promoting teachers competences in primary school of the above mentioned administrative zone. The resort of the study has some importance in suggesting possible solution for better improvement of supervisory practice. Therefore, your sincere cooperation and objectivity in responding to the questions is of great importance, and your responses to the questionnaire would be kept confidential. There is no need of writing your name in any part of the questionnaire.

Thank you

I. Demographic Information

1. Name of your Woreda _____

2. Name of your Cluster Center _____

3 Name of your School _____

4. Your position: Teacher principal Supervisor

5. Sex Male Female

6. Age range 18-22 23-27 28-32 33-37
 38-42 43-above

7. Work Experience

1-5 years- 11-15 years 21-25years-
 6-10 years 16-20 years 26-30yers 31 and above

8. Academic Qualification

Certificate diploma


Section A. Activities that have to be practiced by cluster primary school supervisors are listed below. Cluster primary school supervisors, principals and teachers are requested to indicate their opinions about accomplishment of the activities. Therefore, please tick () mark under your responses SA, A, PA, D, or SD (SA= strongly agree, A= agree, PA=partially agree, D= disagree, SD=strongly disagree)

I. Supervisory Leadership Characteristics and Skills

No	Supervisory leadership style exercised by cluster primary school supervisors	SA	A	PA	D	SD
1	The supervisor focuses on controlling the work of teachers rather than assisting them in promoting their effectiveness.					
2	The supervisor left teachers with problems of the instructional process than endeavor to facilitate situations.					
3	The supervisor considers him/herself as he/she knows every thing to decide on issue with out reaching on common consensus with teachers.					
4	The supervisor work without confidence and firmness in facing difficulties during assisting teachers in solving instructional problems.					

No	Conceptual Skills	SA	A	PA	DS	SD
5	The supervisor is resourceful in creating genuine idea for tackling and solving problems that teachers faced in the teaching learning process.					
6	The supervisor has sufficient information about internal organization of schools to assist teachers for improvement of instruction.					
Human Relation/Interpersonal Skills						
7	The supervisor gives appropriate recognition to teachers for efforts and achievements in instruction.					
8	The supervisor listen teaches voice genuinely seeking to establish a warm and congenial human relationship.					
9	The supervisor seeks to develop a social and educational climate among the staff members that fosters excellence in all sections of the teaching learning programs.					
10	The supervisor has the know how in applying processes and techniques of the instructional process to help teachers effective in classroom teaching.					
11	The supervisor use procedures and techniques that led him/her towards effective job performance in supervision of teachers.					
Conference/ Staff Meeting Leading Skills						
12	The supervisor follows proper procedures when leading conferences/meetings with teachers.					
13	The supervisor facilitates opportunities where teachers increased their professional learning through conferences/meetings.					
14	The conferences/meetings are non-threatening that create conducive environment for teachers and the supervisor to work together as a team member.					

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አዲስ አበባ።

II. Roles and Responsibilities of Cluster Primary School Supervisors in Promoting Teachers Competences

No	Promoting Cluster-Based Supervision	SA	A	PA	D	SD
15	The supervisor design activities in promoting supervision among member schools with the approval of teachers.					
16	The supervisor facilitates situations for cluster school teachers to try out new ideas relevant with sharing of good teaching practice.					
17	The supervisory practice in visiting member schools ends with constructive critics and mutual understanding between teachers and the supervisor.					
18	The supervisor provides best experiences to teachers that he/she organized through supervision of member schools.					
19	The supervisor endeavor to create positive work competition among teachers of member schools.					
	Promoting School-Based Supervision					
20	The supervisor assists teachers to undertake joint planning of experience sharing programs in local school contexts.					
21	The supervisory support help teachers in identify and solve the actual instructional problem at school context.					
22	Supervisory support help school personnel to asquint with procedures how supervision of teachers' best implemented in school context.					
	Facilitating Cluster-Based In-Service Trainings					
23	Training programs organized by the supervisor at the cluster center, gives priority to the problems identified through needs assessment conducted to all member school teachers.					
24	Training organized by the supervisor at cluster level provide teachers with ways in which they can see and act upon the connection among students' experience, classroom practice and school wide structures.					

No	Item	SA	A	PA	DA	SD
25	Training programs create a sprit of cooperative working atmosphere among member school teachers.					
26	Trainings at cluster level focuses in achieving continuous professional growth of teachers.					
✓	Facilitating School-Based In-service Teachers' Training					
27	The supervisor endeavor school-based trainings to give attention to local needs of the individual teachers and school objectives.					
28	The supervisor assists teachers to organize trainings for their own professional growth.					
29	The supervisory support shows the way to school personnel how to deliver in-service trainings to teachers at local context.					

III. Acquaintance of Supervisors with Professional Competence Standards of Teachers

NO	Facilitating Students' Learning	SA	A	PA	D	SD
30	The supervisor support points the way how teachers plan, enrich and implement relevant objectives of instruction and teaching learning activities.					
31	The supervisor support focuses on introducing multiple teaching learning activities that meet the interest of individual and groups in the classroom.					
32	The supervisory support gives attention how teachers possibly select and use relevant teaching learning materials and technologies.					

No	Assessing and Reporting Students' Learning Outcomes	SA	A	PA	D	SD
33	The supervisory support assists teachers in using effective assessment and recording mechanism in the process of evaluating students' performance.					
34	The supervisory support calls attention to teachers about the importance of reporting students' performance to parents and concerned bodies in time.					
	Engaging in Professional Learning					
35	The supervisory support informs teachers clearly about the importance of engaging in professional learning of self and others.					
36	The supervisory support indicates the way how to identify professional learning through teaching learning based research and investigation projects.					
37	The supervisory support assists teachers in recognizing continues/life long learning is an integral part of the teaching profession.					
	Mastery in ETP, Curriculum and other Program Development Initiatives					
38	The supervisory support help teaches how to incorporate the curriculum with other programs developed for the improvement of students' learning					
39	The supervisory support assists teachers to erich their conception of the Education and training policy of Ethiopia and other related materials such as strategies, guidelines and proclamations.					
40	The supervisory support assists teachers in the preparation and provision of supportive teaching manuals and materials.					
41	The supervisory support assists teachers in evaluating the existing teachers' guides and students' text books for further improvement.					

NO	Forming Partnership with the School Community	SA	A	PA	DA	SD
42	The supervisory support gives attention on issues how teachers be able to create teaching learning collaboration with students.					
43	The supervisory support indicates the way how teachers build interpersonal relationship among themselves.					
44	The supervisory support assists teachers to acquaint with the means in building collaboration with parents for students' better learning.					

Section B. Teachers are kindly requested to answer the following indices that reflect the extent in which teachers are benefited from the supervisory practices. Put “ ” under your appropriate responses in the column provided using the following alternatives.

5 4 3 2 1
 Complete Above Average Below None
 Average Average

No	The extent in which teachers are benefited from supervisory practices.	5	4	3	2	1
45	The extent in which supervisory practices enable teachers to acquaint with current classroom instruction process and techniques.					
46	The extent in which supervisory practices enable teachers to share best experiences of teaching practices.					
47	The extent in which supervisory practices help teachers in practicing best assessment and recording techniques of students learning activities.					
48	The extent in which supervisory practices enable teachers to be informed on the significance of continuous professional learning and active participants of it.					
49	The extent in which supervisory practices help teachers to have a keen understanding of policies, guidelines relevant with the education sector					
50	The extent in which supervisory practices help teachers to create cooperative spirit with the school community					
51	The extent in which supervisory practices promote teachers competences through supervision and trainings.					

**በአዲስ አበባ ዮኒቨርሲቲ የስነ-ትምህርት ኮሌጅ
ድህረ ምረቃ ፕሮግራም የመምህራን ሙያና
ስርዓት ትምህርት ጥናት ክፍል**

መግለጫ

ይህ መጠይቅ የተዘጋጀው በምዕራብ ጎጃም አስተዳደር ዞን በሚገኙ የተጎዳኙ የአንደኛ ደረጃ ትምህርት ቤቶች ሱፐርቫይዘሮች የመምህራንን ሙያዊ ብቃት ለማጎልበት እያከናወኑ ያሉትን ተግባራት በተመለከተ ጥናት ለማካሄድ የሚረዳ ተገቢ መረጃ ለመሰብሰብ ነው። የጥናቱ ውጤትም የጉድገት ሱፐርቫይዘሮችንና የመምህራንን ስራን መሠረት ያደረገ ትብብር በማጎልበት የድጋፍ አሰጣጥ ሂደቶችን ለማሻሻል የሚደረጉ ጥረቶችን በማገዝ የመማር ማስተማሩን ተግባር ማጠናከር ነው። ስለዚህ መጠይቁን በመሙላት ረገድ የመምህራን፣ ርዕስ መምህራንና የጉድገት ሱፐርቫይዘሮች ቅን ትብብር አስፈላጊ መሆኑን በማመልከት ተግባሩም ከላይ ለተገለጸው ጉዳይ ከማዋል ውጭ ለሌላ የማይወል መሆኑን እገልጻለሁ። በመጠይቁ የትኛውም ቦታ ላይም ስም መጻፍ አያስፈልግም።

ስለትብብርዎ በቅድሚያ አመሰግናለሁ።

ክፍል አንድ

አጠቃላይ መረጃ

1. ወረዳ -----
2. የጉድገት ማዕከሉ ስም -----
3. የትምህርት ቤቱ ስም -----
4. የስራ ድርሻ መምህር ርዕስ መምህር ሱፐርቫይዘር
5. ፆታ ወንድ ሴት
6. ዕድሜ ከ18-22 ከ 23-27 ከ 28-32 ከ 33-37 ከ 38-42
43- ዓመት በላይ
7. የስራ ልምድ ከ 1-5 ዓመት ከ 6-10 ዓመት ከ11-15ዓመት
ከ16-20 ዓመት ከ21-25 ዓመት ከ26-30 ዓመት
31- ዓመት በላይ
8. የትምህርት ሁኔታ ሰርተፍኬት ዲፕሎማ
9. የሚያስተምሩበት የትምህርት ደረጃ ከ 1-4 ከ5 -8

ክፍል ሁለት

መመሪያ አንድ

የተጎዳኙ የመጀመሪያ ደረጃ ትምህርት ቤቶች ሱፐርቫይዘሮች የመምህራንን ሙያዊ ብቃት ከማሳልበት አንጻር የሚያከናውኗቸው ተግባራት ከዚህ በታች ተዘርዘረዋል። የጉድኝት ሱፐርቫይዘሮች፣ ርዕስ መምህራንና መምህራን ስለተግባራቱ ክንውን ያላቸውን አስተያየት በእያንዳንዱ መጠይቅ ምላሽ በተቀመጡት አማራጮች (በጣም እስማማለሁ፣ እስማማለሁ፣ በከፊል እስማማለሁ፣ አልስማማም፣ በጣም አልስማማም) ስር የ “✓” ምልክት እንዲያደርጉ በአክብሮት ይጠየቃሉ።

I. የጉድኝት ሱፐርቫይዘሮች አመራር ባህርይ እና ችሎታ

ተ.ቁ	የጉድኝት ሱፐርቫይዘሩ አመራር በስጠት ረገድ የሚከተለው የአመራር ስልትን በተመለከተ	በጣም እስማማለሁ	እስማማለሁ	በከፊል እስማማለሁ	አልስማማም	በጣም አልስማማም
1	ሱፐርቫይዘሩ የመምህራን ውጤታማነት ለማሳልበት እገዛዎችን ከማድረግ ይልቅ ስራዎቻቸውን መቆጣጠር ላይ ያተኩራል።					
2	ሱፐርቫይዘሩ መምህራን በመማር ማስተማሩ ሂደት የሚገጥሟቸውን ቁልፍ ችግሮች በመለየት ለመፍታት እንዲችሉ ሁኔታዎችን በማመቻቸት ረገድ ተገቢውን ትኩረት አይሰጥም።					
3	ሱፐርቫይዘሩ ራሱን ከፍ በማድረግ መግባባት ሳይደረስ በጉዳዮች ላይ በተናጠል በመወሰን ስራዎችን በመምህራን ላይ ይጭናል።					
4	ሱፐርቫይዘሩ መምህራን የመማር ማስተማሩን ችግሮች ይፈቱ ዘንድ በድጋፍ አሰጣጡ ሂደት የሚገጥሙትን ፈታኝ ሁኔታዎች ለመቋቋም በራስ መተማመንና ቁርጠኝነት ያንሰዋል።					
	የመገንዘብ ችሎታ					
5	ሱፐርቫይዘሩ መምህራን በመማር ማስተማር ሂደት የሚገጥሟቸውን ችግሮች ለመቅረፍ ከሚያስችሏቸው ተገቢና ቀና ከሆኑ አስተሳሰቦች ጋር እንዲተዋወቁ ተገቢውን ድጋፍ ያደርጋል።					
6	ሱፐርቫይዘሩ የመማር ማስተማሩን ስራ ለማሳካት መምህራንን የማገዝ ሂደቱ ውጤታማ ይሆን ዘንድ ስለ እያንዳንዱ የጉድኝት አባል ትምህርት ቤት የውስጥ አደረጃጀት እና ተዛማጅ ችግሮች በቂ ግንዛቤ አለው።					
	ሰብዓዊ/ በሰዎች መካከል ግንኙነትን በተመለከተ					
7	ሱፐርቫይዘሩ መምህራን የማስተማር መማር ተግባሮቻቸውን ለማሳካት ለሚያደርጉት ጥረት ተገቢውን እውቅና ይሰጣል።					
8	ሱፐርቫይዘሩ ከመምህራን ጋር መልካም የሆነ ሰብዓዊ ግንኙነትን ለመመስረት ከአለው ቅን ፍላጎት አንጻር ሃሳባቸውን በአግባቡ በመቀበል አፋጣኝ ምላሽ ይሰጣል።					

ተ.ቁ		በጣም እስማማለሁ	እስማማለሁ	በከፊል እስማማለሁ	አልስማማም	በጣም አልስማማም
9	ሱፐርቫይዘር በመምህራን መካከል ማህበራዊና ትምህርት ተኮር ቅርርብ እንዲፈጠርና ሁሉም የመማር ማስተማር ፕሮግራሞች መልካም አፈፃፀም ይኖራቸው ዘንድ ተገቢውን እገዛ ያደርጋል።					
	ቴክኒካዊ ችሎታ					
10	ሱፐርቫይዘር መምህራን በማስተማር ተግባሮቻቸው ወጤታማ ይሆኑ ዘንድ ለማገዝ ስለመማር ማስተማር ሂደቶችና ቴክኒኮች እንዲሁም አተገባበራቸው ተገቢው ዕውቀትና ችሎታው አሉት					
11	ሱፐርቫይዘር ለመምህራን የሱፐርቪዥን ድጋፍ አሰጣጥ ውጤታማነት የሚያበቁትን ተገቢ አካላትንና ቴክኒኮችን ይጠቀማል።					
	ኮንፈረንስ የመምራት ችሎታ					
12	ሱፐርቫይዘር ከመምህራን ጋር ኮንፈረንሶች ሲመራ ተገቢውን የውይይት አካላት ይከተላል።					
13	ሱፐርቫይዘር በሚመራቸው ኮንፈረንሶች ወይም ስብሰባዎች የመምህራን ሙያዊ አቅም ይጎለብታል ዘንድ ሀሳቦች በነፃነት እንዲገሸረሹ ሁኔታዎችን ያመቻቻል።					
14	ሱፐርቫይዘር የሚመራቸው ስብሰባዎች በመማር ማስተማሩ ችግሮች ዙሪያ እንዲሁም መፍትሔዎቻቸው ላይ በማተኮር መምህራንና ሱፐርቫይዘር በውይይት ችግሮችን የመፍታት ባህል እንዲያዳብሩ አስችለዋል።					

II. የተጉዳዮች የመጀመሪያ ደረጃ ትምህርት ቤቶች ሱፐርቫይዘሮች የመምህራን ሙያዊ ብቃት ለማጎልበት የሚጠበቁባቸው ተግባሮች

ተ.ቁ	ጉድገትን ማዕከል ያደረገ ሱፐርቪዥንን በተመለከተ	በጣም እስማማለሁ	እስማማለሁ	በከፊል እስማማለሁ	አልስማማም	በጣም አልስማማም
15	ሱፐርቫይዘር በጉድገት አባል ትምህርት ቤቶች መካከል የሱፐርቪዥን ስራ ለማጎልበት ፕሮግራሞችን የሚቀርፀው ከመምህራን ጋር በተደረገ የጋራ ውይይትና አዎንታዊነት ላይ ተመርክቶ ነው።					
16	ሱፐርቫይዘር የጉድገቱ መምህራን ለውጤታማ የማስተማር ተግባር አፈፃፀም ተገቢነት ያላቸውን አዳዲስ አስተሳሰቦችንና ልምዶችን ይለዋወጡ ዘንድ ሁኔታዎችን ያመቻቻል።					
17	በጉድገት አባል ትምህርት ቤቶች የሱፐርቪዥን ስራ የሚጠናቀቀው በሱፐርቫይዘርና በመምህራን መካከል ገንቢ የሆኑ አስተያየቶችን በመለዋወጥና የጋራ መግባባት ላይ በመድረስ ነው።					
18	ሱፐርቫይዘር በጉድገት አባል ት/ቤቶች የሱፐርቪዥን ጉብኝቱ ያኛቸውን አርአያት ያላቸውን የመማር ማስተማር ተሞክሮዎች ለመምህራን ያካፍላል።					

ተ.ቁ		በጣም እስማማለሁ	እስማማለሁ	በከፊል እስማማለሁ	አልስማማም	በጣም አልስማማም
19	የሱፐርቫይዘር ድጋፍ በጉድኝት አባል ትምህርት ቤቶች መምህራን መካከል ቀና የሆነ የስራ ውድድር እንዲኖር ተገቢውን እገዛ አድርጓል።					
	ትምህርት ቤትን ማዕከል ያደረገ ሱፐርቪዥንን ማሳልበትን በተመለከተ					
20	ሱፐርቫይዘር የትምህርት ቤት ነባራዊ ሁኔታዎችን መሠረት በማድረግ መምህራን በጋራ ልምድ ለመለዋወጥ የሚያስችሏቸውን ፕሮግራሞች እንዲነድፉ አስፈላጊውን ድጋፍ ሰጥቷል።					
21	የሱፐርቫይዘር ድጋፍ መምህራን በትምህርት ቤት ደረጃ በማስተማር ተግባራቸው የሚገጥሟቸውን ችግሮች በመለየት መፍትሔ እንዲያገኙላቸው ተገቢውን እገዛ አድርጓል።					
22	የሱፐርቫይዘር ድጋፍ የሚመለከታቸው የትምህርት ቤት አመራሮች ለመምህራን የሱፐርቪዥን ድጋፍ በተሻለ ሁኔታ የመተግበር አቅም ይኖራቸው ዘንድ አካሄዶችን እንዲያውቁ ረድቷል።					
	የጉድኝት ስራ ላይ ስልጠናዎችን ማመቻቸት					
23	በጉድኝት ደረጃ በሱፐርቫይዘር አስተባባሪነት የሚዘጋጁት የስልጠና ፕሮግራሞች ቅድሚያ የሚሰጡት በሁሉም የጉድኝቱ ትምህርት ቤቶች መምህራን ተሳትፎ በተደረገ የስልጠና አሰሳ አማካኝነት ለተለዩት ፍላጎቶች ነው።					
24	በጉድኝት ደረጃ በሱፐርቫይዘር አስተባባሪነት የሚዘጋጁት ስልጠናዎች መምህራን በተማሪዎች አቅም፣ በክፍል ውስጥ ተግባራትና በትምህርት ቤት ሁለንተናዊ ገፅታዎች መካከል ያለውን ትስስር እንዲያገናኙና ከተግባራት መፈፀሚያ ስልቶች ጋር እንዲተዋወቁ ተገቢውን እገዛ አድርገዋል።					
25	ሱፐርቫይዘር የስልጠና ፕሮግራሞች በጉድኝቱ አባል ትምህርት ቤቶች መምህራን መካከል ስራን መሠረት ያደረገ የትብብር መንፈስ እንዳፈጥሩ ተገቢውን ድጋፍ አድርጓል።					
26	በጉድኝት ደረጃ የሚሰጡ ስልጠናዎች የመምህራን ተከታታይ መያዣ ብቃትን ለማሳልበት በሚያስችሉ ጉዳዮች ላይ ያተኮራሉ።					
	ትምህርት ቤት ተኮር ስራ ላይ ስልጠናዎችን ማመቻቸት					
27	ሱፐርቫይዘር ትምህርት ቤት ተኮር ስልጠናዎች ለእያንዳንዱ መምህር ፍላጎትና ለትምህርት ቤቱ ግቦች መሳካት ትኩረት እንዲሰጡ እገዛ አድርጓል።					
28	ሱፐርቫይዘር መምህራን ለራሳቸው መያዣ ዕድገት የሚያበቁ ስልጠናዎችን እንዲያደራጁ ተገቢውን ድጋፍ አድርጓል።					
29	ሱፐርቫይዘር የሚመለከታቸው የትምህርት ቤት አመራሮች ለመምህራን ትምህርት ቤት ተኮር ስልጠናዎችን እንዴት እንዲያዘጋጁና ተግባራዊ ማድረግ እንደሚችሉ አመላክቷል።					

III. የተጎዳኙ የመጀመሪያ ደረጃ ትምህርት ቤቶች ሱፐርቫይዘሮች ከአገር አቀፍ የመምህራን ሙያዊ ብቃት ደረጃዎች ጋር ያላቸው ትውውቅ

ተ.ቁ	የተማሪዎችን መማር ማመቻቸት	በጣም እስማማለሁ	እስማማለሁ	በከፊል እስማማለሁ	አልስማማም	በጣም አልስማማም
30	ሱፐርቫይዘሩ መምህራን ተገቢ የሆነ የመማር ማስተማር ዓላማዎችንና ተግባራትን እንዴት እንዲሟሉ እንደሚያዳብሩና እንደማተገቡና አካሄዶችን አሳይቷል።					
31	ሱፐርቫይዘሩ መምህራን በክፍል ውስጥ የእያንዳንዱንና የቡድን ፍላጎት ለማሟላት የተለያዩ የመማር ማስተማር ዘዴዎችን እንዳያውቁ ተገቢውን እገዛ አድርጓል።					
32	ሱፐርቫይዘሩ መምህራን ተገቢ የሆነ የመማር ማስተማር ማቴሪያልና ቴክኖሎጂዎችን እንዴት እንደሚመርጡና እንደሚጠቀሙ አሳይቷል።					
	የተማሪዎች የመማር ውጤቶችን መመዘንና ማሳወቅ					
33	ሱፐርቫይዘሩ መምህራን ለተማሪዎች መማር ምዘና ውጤታማ የሆኑ የምዘናና የምዝገባ ስልቶችን እንዲጠቀሙ አስፈላጊውን ድጋፍ ሰጥቷል።					
34	ሱፐርቫይዘሩ መምህራን የተማሪዎችን የመማር ውጤቶችን ለመለካትና ለሚመለከታቸው ክፍሎች በወቅቱ የማሳወቅ አስፈላጊነትን እንዲገነዘቡ ተገቢውን እገዛ አድርጓል።					
	በተከታታይ የሙያ ዕድገት ፕሮግራሞች መሳተፍ					
35	ሱፐርቫይዘሩ እያንዳንዱ መምህር ራሱ እና የስራ ባልደረቦቹ በተከታታይ ሙያዊ ትምህርት ፕሮግራሞች መሳተፋቸው ለራሳቸውም ሆነ ለተማሪዎች መማር ያለውን ጠቀሜታ እንዲረዱ እገዛ አድርጓል።					
36	ሱፐርቫይዘሩ ተከታታይ ሙያዊ ትምህርቶች መማር ማስተማሩን መሠት ባደረገ ጥናትና ምርምር ፕሮጀክት እንዴት እንደሚለዩና እንደሚተገቡ ስልቶችን አመለክቷል።					
37	ሱፐርቫይዘሩ የመምህራን ተከታታይ ሙያዊ ትምህርት የማያቋርጥና ከማስተማር ሙያ አብይ ተግባራት ውስጥ አንዱ የመሆኑን ምክንያት እንዲገነዘቡ ተገቢውን እገዛ አድርጓል።					
	የትምህርትና ስልጠና ፖሊሲን በመረዳት ለስርዓት ትምህርትና ለሌሎች ፕሮግራሞች ዝግጅት በሚደረጉ እንቅስቃሴዎች መሳተፍ					
38	ሱፐርቫይዘሩ መምህራን ስርዓተ ትምህርቱን ከሌሎች የተማሪዎች መማርን ከሚያጎለብቱ ፕሮግራሞች ጋር እንዴት ማስተሳሰር እንደሚችሉ ስልቶችን አመለክቷል።					
39	ሱፐርቫይዘሩ መምህራን ስለአገሪቱ የትምህርትና ስልጠና ፖሊሲ፣ ስትራቴጅ፣ መመሪያዎችና ደንቦች ያላቸውን ግንዛቤ እንዲያጎለብቱ ተገቢውን ድጋፍ ሰጥቷል።					
40	ሱፐርቫይዘሩ መምህራን በደጋፊ የማስተማሪያ ማኑዋሎች እንዲሁም መሳሪያዎች አዘገጃጀትና አቅርቦት ላይ እንዲሳተፉ ተገቢውን እገዛ አድርጓል።					
41	ሱፐርቫይዘሩ መምህራን በስራ ላይ ያሉትን የተማሪዎች መማሪያ መጽሐፍትንና የመምህሩ መምሪያዎችን መሻሻል ይችሉ ዘንድ እንዲገመገሙ ስልቶችን አመለክቷል።					

ተ.ቁ	በትምህርት ቤት ማህበረሰብ አካላት መካከል አጋርነትን መፍጠር	በጣም እስማማለሁ	እስማማለሁ	በከፊል እስማማለሁ	አልሰማማም	በጣም አልሰማማም
42	ሱፐርቫይዘር መምህራን ከተማሪዎቻቸው ጋር የመማር ማስተማር ትብብር እንዴት መፍጠር እንደሚችሉ ስልቶችን አሳይቷል።					
43	ሱፐርቫይዘር መምህራን ከስራ ባልደባቸው ጋር መልካም ግንኙነትንና የትብብር መንፈስ እንዴት መፍጠር እንደሚችሉ አመለካከቷል።					
44	ሱፐርቫይዘር መምህራን ለተሻለ የተማሪዎች መማር ስኬት ከወላጆቻቸው ጋር ትብብር መመስረት ከሚያስችሏቸው ስልቶች ጋር እንዲተዋወቁ ረድቷል።					

ለመምህራን ብቻ

መመሪያ ሁለት:- መምህራን ከተደረገላቸው የሱፐርቫይዘርን ድጋፍ ምን ያህል ተጠቃሚ እንደሆኑ የሚያመለክቱ ተግባራት ከዚህ በታች ተዘርዝረዋል። ስለዚህ መምህራን በምላሾቻቸው (የለም፣ ከአማካይ በታች፣ አማካይ፣ ከአማካይ በላይ፣ የተሟላ) ስር የ“✓” ምልክት እንዲያስቀምጡ በድጋሚ በአክብሮት ይጠይቃሉ።

IV. መምህራን ከጉድኝት ሱፐርቫይዘሮች የሱፐርቫይዘርን ድጋፍ የመጠቀማቸው ሁኔታ

ተ.ቁ	የሱፐርቫይዘርን ተግባራት	የተሟላ	ከአማካይ በላይ	አማካይ	ከአማካይ በታች	የለም
45	የሱፐርቫይዘርን ተግባራት መምህራን ከወቅታዊ የመማር ማስተማር ሂደትና ቴክኒኮች ጋር እንዲተዋወቁ የማስቻላቸው ሁኔታ፣					
46	የሱፐርቫይዘርን ተግባራት መምህራን የተሻሉ የማስተማር ተሞክሮዎችን እንዲለዋወጡ የማስቻላቸው ሁኔታ፣					
47	የሱፐርቫይዘርን ተግባራት መምህራን የተሻሉ የተማሪዎች የመማር ውጤቶችን አመዘዝንና የአመዘጋገብ ቴክኒኮችን እንዲጠቀሙ የማስቻላቸው ሁኔታ፣					
48	የሱፐርቫይዘርን ተግባራት መምህራን ስለተከታትይ የመምህራን ሙያዊ ትምህርት ጠቀሜታ እና የዚህ ንቁ ተሳታፊ የመሆን አስፈላጊነትን የማስገንዘባቸው ሁኔታ፣					
49	የሱፐርቫይዘርን ተግባራት መምህራን ከትምህርቱ ሴክተር ጋር ተያያዥነት ስላላቸው ፖሊሲዎች፣ መመሪያዎችና ደንቦች ግንዛቤ እንዲኖራቸው የማገዛቸው ሁኔታ፣					
50	የሱፐርቫይዘርን ተግባራት መምህራን ከትምህርት ቤት ማህበረሰብ ጋር የትብብር መንፈስ እንዲመሰርቱ የማስቻላቸው ሁኔታ፣					
51	የሱፐርቫይዘርን ተግባራት በጥቅሉ የመምህራንን ሙያዊ ብቃት የማጎልበታቸው ሁኔታ፣					

Appendix-C-1
Addis Ababa University
School of Graduate Studies
Faculty of Education
Department of Teachers' Professional Development and Curriculum
Studies

Interview guides to be conducted with some selected Woreda Zone education office experts.

Dear respondent

The main purpose of this interview is to survey the cluster primary school supervisors' practices in promoting teachers competences in primary schools of West Gojjam Zone .The data obtained will be used for research purpose only.

Therefore, your sincerity in responding to the questions is of great importance, and your responses to the interview would be kept confidential.

Thank you

1. What is your assumption about the supervisory leadership styles that supervisor currently practicing?
2. How do you see supervisors' effort in utilizing supervisory leadership skills?
3. Can you elaborate supervisory achievements of supervisors in promoting supervision of teachers at cluster and school level?
4. How do you see the supervisors' effort in facilitating cluster and school-based in-service teachers trainings?
5. What is your assumption regarding the overall activities of supervisors in bringing teachers' competent in the teaching profession? Can you enlighten me major accomplishments of supervisors?

Appendix-C-2
Addis Ababa University
School of Graduate Studies
Faculty of Education
Department of Teachers' Professional Development and Curriculum
Studies

Interview guides to be conducted with some selected supervisors.

Dear respondent

The main purpose of this interview is to collect relevant data regarding supervisory practices of cluster primary school supervisors

in promoting teachers competences in primary schools of West Gojjam Zone .The data obtained will be used for research purpose only.

Therefore, your sincerity in responding to the questions is of great importance, and your responses to the interview would be kept confidential.

Thank you

1. What is your suggestion regarding supervisory leadership styles currently practiced in your cluster schools?
2. How do you utilize supervisory leadership skills during organizing and practicing your supervisory tasks?
3. How do you feel the effectiveness of clustered and school-based supervision?
4. What is your opinion regarding the effectiveness of cluster and school-based In-service trainings of teachers?
5. Do you have any practices of incorporating teachers' professional competence standards during assisting teachers? How do you practicing them?
6. What is your assumption about the effectiveness of supervision in your cluster school? What are the associated problems?

በአዲስ አበባ ዩንቨርሲቲ የሥነ ትምህርት ኮሌጅ ድህረ ምረቃ ፕሮግራም
የመምህራን ሙያና ሥርዓት ትምህርት ጥናት ክፍል

በምዕራብ ጎጃም አስተዳደር ዞን ወረዳ ትምህርት ጽ/ቤቶችና የዞን ትምህርት መምሪያ
ለሚገኙ ባለሙያዎች ቃለ መጠየቅ

የተከበሩ የ_____ ቢሮ የትምህርት ባለሙያ

የዚህ ቃለመጠየቅ አላማ በምዕራብ ጎጃም አስተዳደር ዞን በሚገኙ የተጉዳዥ የ1ኛ ደረጃ
ት/ቤቶች ሱፐርቫይዘሮች የመምህራንን ሙያዊ ብቃት ለማጎልበት እያከናወኑ ያሉትን
ተግራት በተመለከተ ጥናት ለማካሄድ የሚረዳ መረጃ ለማግኘት ነው። በመሆኑም
መረጃዎች ለጥናት ተግባር ከማዋል ወጪ ሌላ ዓለማዊ የላቸውም።
ስለዚህ ስቃስ መጠየቁ ተገቢና ቀና የሆኑ ምላሾች ከእርስዎ ይጠበቃሉ። መረጃዎቹም
ለሌላ አካል ተላልፈው የማይሰጡ መሆኑን አረጋግጣለሁ።

1. ሱፐርቫይዘሮች አመራር በመስጠት ረገድ እየተከተሉት ያሉት የአመራር ስለት
በእርስዎ አስተያየት ምን ይመስላል?
2. ሱፐርቫይዘሮች አመራር በመስጠት ረገድ የአመራር ብቃታቸውስ ምን
የመስላል?
3. በጉዳዥነትና በት/ቤት ደረጃ የሱፐርቫይዘሮችን ተግባራትን ከማጎልበት አንጻር
ሱፐርቫይዘሮቹ የከናወናቸውን ተግባራት በዘረዘሩልኝ?
4. ሱፐርቫይዘሮቹ በጉዳዥነትና በት/ቤት ደረጃ የመምህራንን ስራ ላይ ስልጠና
ለማጎልበት የደረጉትን ጥረት እንዴት ይመለከቱታል?
5. በአጠቃላይ የጉዳዥነት ስፔርቫይዘሮች የመምህራን ሙያዊ ብቃት ከማጎልበት
አንጻር ያከናወናቸውን ተግባራት በእርስዎ አስተያየት ምን ይመስላል ፡ ዋና
ዋና የተከናወኑ ተግባራትን በገልጹልኝ ፡

አመስግናለሁ

በአዲስ አበባ የንብርስቲ የሥነ ትምህርት ኮሌጅ ድህረ ምረቃ ፕሮግራም

የመምህራን ሙያና ሥርዓት ትምህርት ጥናት ክፍል

በምዕራብ ጎጃም አስተዳደር ዞን ወረዳ ለአንደኛ ደረጃ ትምህርት ቤቶች ሱፐርቫይዘሮች ቃለ መጠይቅ

የተከበሩ የ _____ ጉድኝት ሱፐር ቫይዘር

የዚህ ቃለመጠየቅ አላማ በምዕራብ ጎጃም አስተዳደር ዞን በሚገኙ የተጉዳዮች የ1ኛ ደረጃ ት/ቤቶች ሱፐርቫይዘሮች የመምህራንን ሙያዊ ብቃት ለማሳልበት እያከናወኑ ያሉትን ተግራት በተመለከተ ጥናት ለማካሄድ የሚረዳ መረጃ ለማግኘት ነው። በመሆኑም

መረጃዎች ለጥናት ተግባር ከማዋል ወጪ ሌላ ዓለማዊ የላቸውም።

ስለዚህ ለቃለ መጠየቁ ተገቢና ቀና የሆኑ ምላሾች ከእርስዎ ይጠበቃሉ። መረጃዎቹም ለሌላ አካል ተላልፈው የማይሰጡ መሆኑን አረጋግጣለሁ።

1. የጉድኝቱ አባል ለሆኑ ትምህርት ቤት መምህራን ድጋፍ ሲሰጥ የትኛው የመራር ስልት ነው ተግባራዊ የሚሆነው?
2. የሱፐርቫይዘሮችን ስራ በሚያደራጁበት ወቅት የአመራር አቅም የሚጠይቁ ጉዳዮችን እንዴት ይተገብራቸዋል ?
3. ጉድኝትንና ትምህርት ቤትን መሰረት ያደረገ የሱፐርቫይዘሮችን ስራ ወጤታማነት እንዴት ይገልጹታል ?
4. ጉድኝትንና ትምህርት ቤትን መሰረት ያደረገ የመምህራን ስራ ላይ ስልጠና ወጤታማነቱ ቢያብራራልኝ ?
5. መምህራን ሙያዊ ብቃታቸው ይሰጡበት ዘንድ በቀርቡ የመምህራን ሙያዊ ብቃት ደረጃዎች በአገር አቀፍ ደረጃ ተዘጋጅተው ስራ ላይ ወለዋል። እርስዎ ስለዚህ ጉዳዮች የሎትን ግንዛቤ ቢገልጹልኝ
6. በአጠቃላይ በገደኝነቱ የሱፐርቫይዘሮችን ስራ ምን ያህል ተግባራዊ እንዲሆን ቢገልጹልኝ፣ ተያዝ ችግሮችስ :

አመስግናለሁ

Appendix-E
Addis Ababa University
School of Graduate Studies
Faculty of Education
Department of Teachers' Professional Development and Curriculum
Studies

Focused group discussion guides to be held with primary school teachers and principals

Dear participants

The main purpose of this discussion is to collect pertinent data regarding your cluster primary school supervisors' practices in promoting teachers competences in primary schools of West Gojjam Zone .The data obtained will be used for research purpose only.

Therefore, your genuine participation in the discussion have great importance, and your discussion would be kept confidential.

Thank you

1. What are your suggestions about your supervisor regarding the supervisory leadership styles that he/she currently practicing?
2. How do you see your supervisors' capability in utilizing the supervisory leadership skills?
3. Can you elaborate the supervisors' effort in promoting cluster and school-based supervision?
4. What are your suggestions regarding the supervisors' effort in promoting cluster and school based in-service trainings of teachers?
5. How do you see your supervisor acquaintance with teachers' professional competence standards?
6. What are your opinions regarding the overall supervisory practices in promoting teachers professional competences? What are the associated problems in carrying out supervisory tasks?

Appendix - F

በአዲስ አበባ ዩኒቨርሲቲ የሥነ-ትምህርት ኮሌጅ ድህረ ምረቃ ፕሮግራም የመምህራን ሙያና ሥርዓተ ትምህርት ጥናት ክፍል

ከመጀመሪያ ደረጃ ትምህርት ቤቶች መምህራንና ር/መምህራን ጋር ለሚደረጉ ወይይቶች የትኩረት ነጥቦች

ውድ የውይይቱ ተሳትፎዎች

የዚህ ወይይት ዋና ዓላማ በምዕራብ ጎጃም አስተዳደር ዞን በሚገኝ የተጎዳኝ የ1ኛ ደረጃ ት/ቤቶች ሱፐርቫይዘሮች የመምህራን ሙያዊ ብቃት ለማጎልበት እያከናወኑ የሉትን ተግባራዊ በተመለከተ ጥናት ለማካሄድ የሚረዳ መረጃ ለማግኘት ነው።

በመሆኑም መረጃዎቹ ለጥናት ተግባር ከማወለ ወጪ ሌላ ዓላማ የላቸውም።

ስለዚህ በውይይቱ የእንንተን ቀና ተሳትፎ ለጥናቱ ውጤታማነት አስፈላጊ መሆኑን እየገደብን በውይይቱ የሚገኙት መረጃዎች ለሌላ ተላልፈው ተሳሳፊው የማይሰጥ መሆኑን አረጋግጣለን።

1. የጉድኝት ሱፐርቫይዘሩ አመራር በመስጠት ረገድ የማከተላቸው ስልቶች በተመለከተ በእናንተ አስተያየት ምን ተግንዘባቸዋል?
2. የጉድኝት ሱፐርቫይዘሩ አመራር በመስጠት ረገድ የአመራር ብቃቱ እንዴት ታይቷል?
3. የጉድኝት የት/ቤት የሱፐርቫይዘሩን ስራዎች በማመቻቸት ረገድ የሱፐርቫይዘሩ አፈፃፀም ምን ይመስላል?
4. የጉድኝትና የት/ቤት ሥልጠናዎች ተግባራዊ እንደሆኑ የጉድኝት ሱፐርቫይዘሩ ያደረገቸው ጥረቶች ብታረራቸው?
5. የጉድኝት ሱፐርቫይዘሩ ከመምህራን ሙያዊ ደረጃዎች ጋር ያለው ትውውቅ ምን ይመስላል?
6. በአጠቃላይ ሱፐርቫይዘሩ የመምህራንን ሙያዊ ብቃት ከማጎልበት አንፃር ያከናወኗቸው ተግባራት ቢገለፁ ፡ ተያያዥ ችግሮችስ ምንድናቸው?

አመሰግናለሁ

Appendix- G

Supervisors effort in Promoting cluster and school-based supervision as well as in-service trainings with calculated t' and 'p' values that indicates whether any significant difference happen among the mean values of teachers, principals and supervisors.

Table I: Regarding Supervisors' Effort in Promoting Cluster-Based Supervision

No	Teachers(N=258) with Principals (N=28)		Teachers(N=28) with Supervisors (N=18)		Principals(N=28) with Supervisors (N= 18)	
	t-value	P-value	t-value	P-value	t-value	P-value
1	-1.245	0.214	-5.687	0.000	-3.758	0.001
2	-1.021	0.308	-5.754	0.000	-3.898	0.000
3	-0.912	0.368	-16.849	0.000	-8.126	0.000
4	0.980	0.328	-19.603	0.000	-8.105	0.000
5	-1.893	0.059	-18.939	0.000	-7.530	0.000

Table II: Regarding Supervisors' Effort in Promoting School-Based Supervision

No	Teachers(N=258) with Principals (N=28)		Teachers(N=28)with Supervisors (N=18)		Principals(N=28)with Supervisors (N= 18)	
	t-value	P-value	t-value	P-value	t-value	P-value
1	-1.446	0.149	-7.913	0.000	-4.055	0.000
2	-0.492	0.623	-5.668	0.000	-4.153	0.000
3	-1.857	0.064	-6.896	0.000	-4.471	0.000

Table III. Regarding Supervisors Effort in Promoting Cluster-Based In-Service Trainings

No	Teachers(N=258) with Principals (N=28)		Teachers(N=28)with Supervisors (N=18)		Principals(N=28)with Supervisors (N= 18)	
	t-value	P-value	t-value	P-value	t-value	P-value
1	-1.119	0.272	-5.263	0.000	-3.580	0.001
2	-0.235	0.815	-5.224	0.000	-4.153	0.000
3	1.383	0.175	-5.477	0.000	-6.450	0.000
4	3.237	0.002	-6.963	0.000	-7.926	0.000

Table IV : Regarding Supervisors Effort in Promoting School -Based In-Service Trainings

No	Teachers(N=258) with Principals (N=28)		Teachers(N=28) Supervisors (N=18)		Principals(N=28) Supervisors (N= 18)	
	t-value	P-value	t-value	P-value	t-value	P-value
1	-0.071	0.974	-6.424	0.000	-5.090	0.000
2	-0.818	0.414	-7.653	0.000	-5.702	0.000
3	-1.520	0.130	-7.490	0.000	-4.614	0.000

Appendix-H
Distribution of sample clusters, schools and teachers by Woredas

Woreda	Cluster Center	School	Level	Total number of teachers						Sample of teachers						Total sample			Remark
				Certificate			Diploma			Certificate			Diploma			M	F	T	
				M	F	T	M	F	T	M	F	T	M	F	T				
Yilmana Densa	Woncher	Woncher	1-8	9	11	20	8	4	12	3	4	7	3	1	4	6	5	11	**
		Tsion	1-8	7	10	17	9	2	11	2	3	5	3	1	4	5	4	9	**
	Gosheye	Gosheye	1-8	8	8	16	8	5	13	3	2	5	3	2	5	6	4	10	***
		Buhadingay	1-8	11	10	21	4	7	11	3	3	6	1	2	3	4	5	9	***
	Adet	Adet	1-8	10	5	15	26	6	32	3	2	5	7	2	9	10	4	14	*
Densa Bat	Densa Bata	1-8	6	8	14	9	12	21	2	3	5	3	4	7	5	7	12	***	
Mecha	Merawi	Merawi	1-8	14	9	23	23	6	29	5	3	8	7	2	9	12	5	17	*
		Merawi O2	1-4	2	3	5	-	-	-	1	2	3	-	-	-	1	2	3	**
	Wotat Abbay	Woter Abay	1-8	7	9	16	16	3	19	2	3	5	5	1	6	7	4	11	**
		Ambo Mesk	1-8	6	8	14	4	3	7	2	2	4	1	1	2	3	3	6	**
	Birakat	Birakat	1-8	12	17	29	10	4	14	4	4	8	3	1	4	7	5	12	**
Addis Alem	Addis Alem	1-8	5	5	10	7	1	8	2	2	4	2	1	3	4	3	7	**	
Jabi Tehinan	Tikur Wuha	Tikur Wuha	1-8	20	14	34	10	13	23	7	5	12	3	4	7	10	9	19	*
		Jiga O1	1-4	4	11	15	-	-	-	1	4	5	-	-	-	1	4	5	*
	Mankussa	Mankassa 1	1-8	12	21	33	15	2	17	4	7	11	4	1	6	8	8	17	**
		Mankusa 2	1-4	2	6	8	-	-	-	1	2	3	-	-	-	1	2	3	**
	Lay Bir	Lay Bir	1-8	6	23	29	8	4	12	4	7	11	5	1	6	9	8	16	***
Hodansh	Hodansh	1-8	7	9	16	4	2	6	2	3	5	1	1	2	3	4	7	***	
Dembecha	Arbegnoch	Arbegnoch	1-8	7	16	23	8	3	11	2	5	7	2	1	3	4	6	10	**
		Dimela	1-4	1	3	4	-	-	-	1	3	4	-	-	-	1	3	4	***
	Addis Amba	Addis Ababa	1-8	6	5	11	5	5	10	2	2	4	2	2	4	4	4	8	*
		Lejet	1-4	-	7	7	-	-	-	-	3	3	-	-	-	-	3	3	**
Wad	Wad	1-8	8	19	27	8	5	13	3	6	9	3	2	5	6	8	14	***	
Dega Damot	Feres Bet	Feres Bet	1-8	9	27	36	11	9	20	3	9	12	4	3	7	7	12	19	*
		Shewa F/bet	1-8	3	15	18	2	1	3	1	5	6	1	1	2	2	6	8	*
	Debre Sinna	Debre Sina	1-4	1	10	11	-	-	-	1	3	4	-	-	-	1	3	4	**
		Zikuwala	1-4	-	4	4	-	-	-	-	3	3	-	-	-	-	3	3	***
	Dikulkana	Dikulkan	1-8	7	16	23	9	4	13	2	5	7	3	1	4	5	6	11	***
				188	309	497	204	101	305	63	105	168	63	35	98	126	141	267	

*Urban schools

**Schools around urban

***Rural schools

DECLARATION

This thesis is my original work and has not been presented for a degree in any other universities and that all source of materials used for the thesis have been fully acknowledged.

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

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