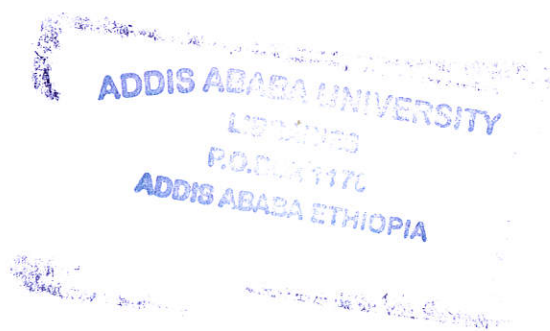


**ASSESSMENT OF TASKS OF WOREDA SUPERVISION
IN GOVERNMENT SECONDARY SCHOOLS OF CENTRAL
ZONE OF TIGRAY REGION**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
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REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
EDUCATIONAL POLICY AND PLANNING**

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Table of Contents

Contents	Page
Acknowledgements -----	i
Table of contents -----	ii
List of tables -----	v
Abstract -----	vi
CHAPTER ONE	
1.1 Background of the study	1
1.2 Statement of the problem -----	4
1.3 Objective of the study	6
1.3.1 General Objective	6
1.3.2 Specific Objectives.....	6
1.4 Significance of the Study	7
1.5 Delimitation of the Study.....	7
1.6 Limitations of the Study	7
1.7 Operational Definitions of Terms	8
1.8 Organization of the study -----	8
CHAPTER TWO	
2. Review of the Related Literature -----	9
2.1 Concept and definition of supervision -----	9
2.2 Historical development of supervision -----	11
2.2.1 Worldwide development of supervision -----	11

2.2.2 Supervision in Ethiopia -----	12
2.3 Tasks of supervision -----	14
2.3.1 Direct assistance to teachers -----	14
2.3.2 Group Development -----	19
2.3.3 Professional Development -----	22
2.3.4 Curriculum Development -----	24
2.3.5 Action Research -----	27
2.4 The Problems in supervision Practices -----	29

CHAPTER THREE

3. Research Design and Methodology -----	31
3.1 Method -----	31
3.2 The Sources of Data -----	31
3.3 Population and Sampling Techniques -----	31
3.4 Data Collection Instruments -----	34
3.5 Procedures of Data Collection -----	34
3.6 Methods of Data Analysis and Interpretation -----	35

CHAPTER FOUR

4. Presentation and Analysis of the Findings -----	36
4.1 Characteristics of Respondents -----	36
4.2 Teachers' Perception on Direct Assistance of Woreda Supervision	38
4.3 Group Development -----	55
4.4 Professional Development -----	58
4.5 Curriculum Development -----	62

4.6 Action Research -----	65
4.7 Problems Hindering Supervisors from Successfully Accomplishing their Tasks -----	68
4.8 Other Problems that influenced Supervision -----	72
4.9 The Attempts Made to Improve the Situation -----	73

CHAPTER FIVE

5. Summary, Conclusions and Recommendations -----	74
5.1 Summary -----	74
5.1.1 Characteristics of the Respondents -----	75
5.1.2 Teachers' Perception on the Assistance of Woreda Supervision -----	75
5.2. Conclusions -----	78
5.3 Recommendations -----	79

Bibliography

Appendices

List of Tables

	Page
Table 1: Total Sample of the Study -----	33
Table 2: Characteristics of Respondents -----	37
Table 3: Teachers' Responses on Clinical Supervision (Pre- Observation Conference) -----	40
Table 4: Observation of Classroom -----	43
Table 5: Analyzing and Interpreting Observation and Determining Conference. -----	45
Table 6: Post Observation Conference -----	47
Table 7: Post Conference Analysis-----	48
Table 8: Peer Coaching -----	51
Table 9: Other Methods of Direct Assistance -----	53
Table 10: Group Development -----	56
Table 11: Professional Development -----	59
Table 12: Curriculum Development -----	63
Table 13: Action Research -----	66
Table 14: Problems Hindering Supervisors from Successfully Accomplishing their Tasks -----	69

Abstract

The purpose of the study was to assess the tasks of woreda supervision in government secondary schools of central zone of Tigray. The study employed a descriptive survey method. Availability sampling, simple random sampling and proportional sampling were employed as sampling techniques. The data gathering instruments included questionnaires administered for 153 teachers and 34 school based supervisors, interviews for five woreda and zonal education supervisors, as well as document analysis of the secondary schools. Data obtained through questionnaires were quantitatively analyzed by using frequency count, percentage and mean values. Moreover, information obtained through interview and document analysis were qualitatively described and triangulated with the quantitative data. Besides that the literature with pertaining information was reviewed. The results of the study revealed that the tasks of woreda supervision were not implemented adequately. With this respect, pre-observation conference of clinical supervision was not fully employed, the role of supervisors in teacher's professional development and action research is rare. Moreover, woreda supervisors lack professional knowledge, communication skills and incentives required to implement supervisory services successfully. Finally it was recommended that the woreda supervisors have to be equipped with enough professional knowledge and skills in supervision, organize various workshops, seminars and short term trainings to improve professional development of teachers.

CHAPTER ONE

1. The Problem and its Approach

1.1 Background of the Study

Supervision has existed in all countries for many decades and occupies a pivotal position in the management of education, which can be understood as an expert technical service most importantly concerned with scientific study and improvement of the school conditions that surrounds learning and pupil growth (Abebe, 2010).

To the effect of school improvement, Harris (1989) identified the following ten task areas of supervision: 1. Developing curriculum: Designing or redesigning what is to be taught, by who, when, where and in what pattern. Developing curriculum guides, establishing standards, planning instructional units, and instituting new courses are examples of this task area. 2. Organizing for instruction: Making arrangements why by pupils staff, space, and materials are related to time and instructional objectives in coordinate and efficient ways. Grouping of students, planning class schedules, assigning spaces, allocating time for the endeavors are associated with this task area. 3. Providing staff: Assuring the availability of instructional staff members in adequate numbers and with appropriate competencies in adequate numbers and with appropriate competencies for facilitating instruction, Recruiting, screening selecting and assigning, and transferring staff endeavors included in this task area. 4. Providing facilities: Designing or redesigning and equipping facilities for instruction. The development of space and equipment specification is included in this task area. 5. Providing materials: selecting and obtaining appropriate materials for use in implementing curricular designs, previewing, evaluating, designing and finding ways to provide appropriate materials are included in this task area. 6. Arranging for inservice education: planning and

implementing learning experiences that will improve the performance of the staff in instruction- related ways. This involves workshops, consultations, field trips and training sessions, as well as formal education. 7. Orienting staff members: providing staff members with basic information necessary to carryout assigned responsibilities. This includes getting new staff members acquainted with facilities, staff, and community, but it also involves keeping the staff informed of organizational development. 8. Relating special pupil services: Arranging for careful coordination of services to children to ensure optimum support for the teaching process. This involves developing policies, assigning priorities, and defining relationship among service personnel to the consistency between services offered and the instructional goals of the school. 9. Developing public relations: providing for a free flow of information on matters of instruction to and from the public while securing optimum levels of involvement in the promotion of better, instruction. 10. Evaluating instruction: planning, organization and implementing procedures for data gathering, analysis and interpretation and decision making for improvement of instruction.

Besides to the above tasks, Glickman and others (2004) included five tasks of supervision facilitating change necessary for school improvement in general and instructional improvement in particular as: Initiating a clinical supervision program (direct assistance), assisting teachers in deciding on school wide instructional improvement goals (group development), delivering a skill development program in which teachers learn new models of teaching (professional development), moving from a discipline-based to an interdisciplinary curriculum (curriculum development), assisting teachers as they conduct research on a new classroom management system (action research).

Moreover Sergiovanni and Starrat (2007) emphasized that the supervisor is in a unique position to cultivate a new vision of teaching and learning, to bring a super-vision to the discussions with various school personnel. It can be said that the supervisor is potentially the primary reflective practitioner in the schools, besides reflecting with individual teachers and with groups of teachers, the supervisor reflects with administrators about staff development programs, curriculum redesign, research implementation for school improvements.

Furthermore, the government of Ethiopia has initiated different packages since 2007 so as to bring improved work of schools, one of which is the professional development of teachers, principals and supervisors. The Ministry of Education has also prepared school improvement standard, which schools should follow. As a result teachers are expected to discharge their responsibilities based on the standards set to achieve the professional career designed to them. Recently, it is believed that improvement of schools would not be accomplished with out improving teachers. Thus supervision's main focus becomes providing support for teachers and enhances their role as key professional decision makers in the practice of teaching (MOE, 2007). Similarly, the current educational supervision practiced in Tigray region focuses on: Support, monitoring and control, Expansion and dissemination of best school practices, Strengthening inbuilt supervision, Developing the skills and profession of supervisors (Tigray, 2009)

However the supervision carried out by woreda level supervisors in the central zone of Tigray region seems to differ widely from what is expected and put in the guides. Hence this study will attempt to assess the tasks of Woreda supervision in the secondary schools of central zone of Tigray.

1.2 Statement of the Problem

Supervision is a common vision of what teaching and learning can be and should be developed collaboratively by formally designated supervisors, teachers, and other members of the school community. The task of supervisors is to help teachers do a better job in providing learning opportunities for students (Glickman and others, 2004). Picking similar idea, Desta (2008) depicted that supervision is a cooperative work which involves many people in the school. The educational supervisors, therefore, are expected to develop and improve the school program, create conducive environment for all the teachers and students.

Even though teachers expect successful assistance, from personal experience as woreda supervisor and some collected views of teachers, the perception of teachers on woreda supervision seems to be negative, some of the complains of teachers forwarded include: incompetence of the supervisors in the utilization of supervisory skills and interpersonal relations. Supervisors assigned at woreda position are not selected based on their merit and competence. Furthermore, the supervisors themselves do not seem satisfied with the job since they get less payment, insufficient supervision training and work over load. Although it is not proved by research, such supervisory practices might have an influence on the perception of teachers.

Besides the problems revealed in association with supervision, different authors also ascertained the existence of these and other problems of woreda supervision in their studies. Desta (2008) underlined regarding to teachers' perception of woreda supervision and come out with a conclusion that there is positive outlook on supervisory functions like: curriculum development, staff development, instructional improvement, evaluation and assessment and supervisory leadership roles. However his conclusion included also negative perception towards the practice of

recruitment and selection, current professional competence and commitment of supervisors. With similar research title, Abebe (2010) revealed that the majority of instructional supervisors are not professional in the position they hold currently, they work on administrative matters than supportive supervisory leadership and concluded that teachers do not view instructional supervisors as supporters equipped with necessary skills, knowledge and commitment due to lack of available training in the supervisory leadership. And many other research studies have been conducted on instructional supervision, school based supervision by different authors like Paulos (2001), Haile (2006) and Atakilt (2008).

However the above researchers mentioned did not attempt to include the complaints of the woreda supervisors in their study such as: complaints on the working condition that demands the supervisors to going often from one school to another school on foot over the vast and hard landscape (up and down) of central zone of Tigray, the overburden of supervisors' work, and their low salary payment that may reduce the supervisory services rendered and influence the perception of teacher's towards woreda supervision. In light of business process re-engineering, currently Ethiopia in general and central zone of Tigray in particular has attempted to strengthen and re-structure the education offices as well as curriculum and supervision department and assigned supervisors at woreda level assuming to give a closer supervisory support to individual schools. But no research has been conducted in the area concerning the effectiveness of woreda supervision specially after the implementation of business process re-engineering. Therefore, the writer of this study is interested to look through the tasks of woreda level supervision and the challenges supervisors face in implementing their tasks.

Accordingly, the study will raise the following basic questions:

1. What major tasks are being practiced by woreda supervisors in government secondary schools of central zone of Tigray Region?
2. How effective are woreda supervisors in discharging their tasks?
3. What are the problems that have encountered woreda supervisors in discharging their supervisory tasks?

1.3 Objectives of the Study

1.3.1 General Objectives

The general objective of this study was to assess the major tasks of woreda supervision in the secondary schools of central zone of Tigray.

1.3.2 Specific Objectives

- The specific objectives of this study are the following:
 - To identify the performance of woreda supervision.
 - to examine the effectiveness of woreda supervisors in applying the tasks
 - to examine the problems encountered in discharging the supervisory tasks.

1.4 Significance of the Study

The researcher believes that the study may contribute to improvement of supervisory roles and tasks of woreda level supervisors and assess the major needs and expectations of teachers in the professional and administrative supports. It may also enable the woreda education officials to look carefully the ways they select and appoint supervisors. Finally the study will initiate other researcher to undertake in depth study on the problem further.

1.5 Delimitation of the Study

There are seven administrative zones in the Tigray regional state. Since it will be difficult to include all the zones and the forty six weredas, the study is delimited to central zone administration. The zone is selected because the researcher has well acquaintance with the principals, teachers and the supervisors in the zone, where he worked as a woreda supervisor. This will help the researcher to get pertinent information on the status of teachers' perception towards woreda supervision that enriches the study. And the writer has used to listen to complaints related to supervisory practices from his colleague teachers and principals. Thus, he is initiated to asses the tasks of woreda supervision in that area. Moreover, the study will focus only on the government secondary schools (grade 9-12) of the selected woredas and limited to technical tasks of supervision.

1.6 Operational Definitions of Terms

The following operational definitions were used in the context of this study and specifically the definition of woreda of supervision is more related and preferable to this work

1. **Secondary school**- an educational level that constitute grade 9-12 of government schools.
2. **Woreda supervision**- the supervision conducted at government secondary schools by woreda level supervisors.
3. **School based supervisors**- principals, vice-principals and cluster supervisors who dominantly involve in supervision activities.
4. **Zone**- it is the administrative geographical location blow region that has its own boundaries and population.
5. **Woreda**- it is the administrative geographical location below zone that has its own boundaries and population.

1.7 Organization of the study

The study has five chapters. Chapter one treats the background and its approach, the statement of the problem, objective of the study, significance of the study, limitation of the study, definition of terms used and organization of the study. The second chapter deals with the review of related literature to support the study with theoretical background. Chapter three consists of research method, sources of data, sampling procedure, instruments of data collection and method of data analysis. Chapter four deals with the analysis and interpretation of the data, chapter five reveals summary, conclusions and recommendations of the study.

CHAPTER TWO

2. Review of the Related Literature

This chapter presents review of the related literature in four major areas: Basic concept in supervision, Historical development of supervision, Tasks of supervision and problems in supervision practices,

2.1 Concepts and Definitions of Supervision

The definition and concept of supervision has been changing from time to time by different scholars and organizations. To mention a few, Ministry of Education of Ethiopia (1994) defined supervision as: the set of activities defined to attain educational objectives, to render the teaching-learning process effective to enrich and develop the curriculum, to help teachers to find out their teaching problems and come up with the solutions by themselves and develop professional growth. In this definition of supervision the tasks and functions of supervisors are highlighted. Broadly, educational supervision indicates all the tasks, activities and nurturing conditions that are intended to help teachers to improve their profession, develop the curricula and solve school problems teachers encountered in the teaching-learning process at the grass root level and satisfying learners' need.

Recently, many scholars- Sergiovanni and Starrat (2007:4) and Lucio and Mc Neil (1979:10) defined supervision also as: "the maximum development of the teacher and the supervisor into the most professionally efficient person so as to serve parents and schools." Hence, these definitions imply that supervision at the school level can be defined by its task of: 1. Improving the teaching and learning process so as to attain the desired educational goals, predetermined by the society. 2. Attacking the instructional problems for the improvement of schools.

3. Developing the professional growth of teachers as a learning community so as to bring the desired learning results on students.

More over Glickman and others (2004) have described that supervision is a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers and other members of the school community. These same persons will work together to make their vision a reality, to build a democratic community of learning based on normal principles calling for all students to educate in a manner enabling them to lead fulfilling lives and be contributing members of a democratic society. This definition implies that supervision is carried out by supervisors, teachers and other staff members, emphasizing the need to group development task, for the improvement of students lives.

Further more, supervision can be viewed as more democratic and professional process embracing peer clinical supervision, mentoring, action research, staff development, collective work on teaching plat forms, program evaluation, group discussion of specific translations of school mission statements and other configurations of teachers as colleagues working together to increase their understanding of their practice (Sergiovanni and Starrat, 2007). Therefore, this definition indicates that supervision involves peer consultation, group development, action research as the main tasks.

In sum, the above concepts and definitions of supervision are related with the topic of the study which all indicate the tasks of supervisors required to improve the school in general and teaching- learning process in particular.

2.2 Historical Development of Supervision

2.2.1 The Global Perspective

The history of supervision differs from country to country based on the economic, social and political conditions of the countries. According to Spears (1955), Lucio and Mc Neil (1962) Eye and Netzer (1965), supervision has developed globally through four stages:

The first is, the period of administration and inspection (before 1900) which was characterized by inspection where the inspectors were laymen, official committees or boards placed in such positions as acting visitor or school clerk or superintendent of schools that upgrade the work of the teacher. Although variations were very great in the method, supervision by administrative officers remained longer as a primary method for the improvement of teachers.

The second period, supervision by specialists (turn of 1900s), new subjects required services of specialists. New subjects such as music, drawing, manual training, home economics and physical education become part of the curriculum and supervisors gave emphasis on such new subjects, were engaged to conduct the classes and to assist teachers.

In the same way, Glickman and others (2004), also described supervision of this period as demonstrating how subjects taught and classrooms visited to recommend ways that teachers could improve instruction. Professional supervisors replaced lay committees. Inspection and control by lay committees became by bureaucrats.

The third period, scientific supervision (1920s), paved the way to the emphasis of the systemic use of research methods in relation to the study of problems particularly related to educational administration. During this period clear definition of educational ends and coordination

of all who work to attain them were the dominant principles of supervision.

The fourth period, supervision as democratic relations (1940s and 1930s), has given greater emphasis to personal determination of ends. The responsibilities of the supervisor, as a consultant, create conducive and relaxed atmosphere and obtaining wide participation. Cooperative work to solve a commonly recognized problem requires the improvement of the whole staff rather than that of the teachers alone. This view held that leadership for improvement was a shared responsibility.

In a similar way Sergiovanni and Starrat (2007) described Human relations supervision that had its origin in the democratic administration movement, emerged during the 1930s. Ultimately, human relations supervision was a successful challenger to traditional scientific supervision. When it was applied to schooling, teachers were to be viewed as “whole persons” in their own right rather than as packages of needed energy, skills, and aptitudes to be used by administrators and supervisors.

Therefore, the stage of development of supervision varies greatly depending on the different authorities one of the main differences is that the periods for each phase of development were not delineated and also the types of supervision excepting those of the early stages are somewhat different. But the historical knowledge of supervision gives a wider vision of the nature of supervision and focuses attention upon what is going on today under the name of supervision.

2.2.2 Supervision In Ethiopia

According to Hailesilassie (2009), educational supervision was introduced into the Ethiopian education system in 1934. Accordingly, its aim was to coordinate and control the increasing number of schools and students

population, coordination of the various curricula, as well as the need to help teachers in the classroom activities under the name inspection. However, the term supervision has not been constantly used, but varied in the different periods.

The tasks of inspectors were focused on inspecting financial matters and educational programs. A series of training programs were organized and conducted in Addis Ababa teacher training and kokebe Tsibah school between 1943-1946 E.C and 1948-1954 E.C respectively with three main tasks: direct inspection through visits, curriculum related tasks and staff recruitment (MOE, 1995).

In addition to that, the practice of supervision in Ethiopia is divided historically into four periods being accompanied with alternative changes between the roles of inspection and supervision as follows (education supervision, 2009):

In the first period (1934-1954 E.C), the practice was inspection carried out by laymen to collect and organize static data such as, number of students, teachers and class size. The distribution of curriculum materials, as well as setting national examinations after the completion of grade six and eight were the responsibilities of the inspectors.

In the second period (1955-1973 E.C) inspection was replaced by supervision with its main emphasis on: preparation of hand book for supervisors, training opportunities for both supervisors and school directors, collecting and organizing data, as well as administrative tasks such as teacher placement, transfers and setting examinations.

In the third period (1974-1985 E.C) supervision was again replaced by inspection where the role of inspectors was staff development through in

service training, establishment and strengthening of model schools, planning instruction and limited administrative activities.

In the fourth period (1986 E.C to date) supervision practice is decentralized, unlike in the three former periods, and carried out at different education levels. With the introduction of education and training policy in 1994, a shift from inspection to supervision made educational administration and management decentralized. Accordingly, devolution of authority to the grass root levels and democratization of decision making process in instructional supervision, as an important phase of educational management and administration are taking place today.

Hence, the historical development of supervision in Ethiopia clearly shows variation in the focus area. The knowledge of such historical development gives an impression and a lesson to the woreda supervisors to perform their supervisory tasks effectively with respect to the to days decentralized system of educational administration.

2.3 Tasks of supervision

The tasks of supervision is seen into two dimensions as cultural and technical tasks. However this paper has emphasized only on the technical tasks of supervision which is comprised of five main types: direct assistance, Group development, professional development, curriculum development and action research. Each of these tasks is directly related to the improved instruction. A supervisor needs to take responsibility for these tasks so that the schools to become effective (Glickman and others, 2010).

2.3.1 Direct assistance to teachers

The two most useful approaches of direct assistance to teachers are clinical supervision and peer coaching. However, there are also other

forms such as mentoring, demonstration of teaching, co-teaching, assistance with resources and materials, assistance with student assessment and problem solving (Glickman and others, 2004).

1. Clinical supervision

As explained by Gold Hammer and others (1980), Clinical supervision is the support rendered by supervisors to the teachers to improve the classroom behaviour of the teacher and the learning of the students. It needs a more attention relationship between the supervisor and teachers. Sometimes this teacher is considered as mentor and sometimes there is no formal designation, just a colleague helping a colleague. The target of clinical supervision is to help teachers improve the existing condition of teaching and class performance.

To the issue of clinical supervision Lovell and Wiles (1983) have categorized it into three basic steps: pre-observation, observation and post observation. However, Glickman & others (2004), Sergio and Starrat (2007) have simplified it into five sequential steps as: a) pre observation conference b) observation of classroom c) Analyzing and interpreting observation and determining conference approach d) post-observation conference and e) post-conference analysis.

a) Pre-observation conference

In this regard Lucio and McNeil (1979) identified that in the pre-observation conference the teacher presents to the supervisor the instructional objectives to be used in the lesson and its measurement method.

As to Lovell and Wiles (1983), in the Pre-observation conference both supervisors and teachers work together such as planning lessons, students support, trying out plans for teaching and evaluation of teaching. This system provides an opportunity for supervisors and

teachers to see each other as individual who are about the others well being, who are willing to share their professional behavior in a give and take situation. Respect to each other as competent professional and eager to improve their profession and also eager and able to help by each other.

Moreover, Sergiovanni and Starrat (2007) pointed out that in this stage both the supervisor and the teacher reach an agreement or contract about the reasons for supervision along with the teaching and learning purposes to be studied.

According to the above cited authorities, pre-observation conference gives the teacher an opportunity to justify his/ her lesson plan, methods of teaching and evaluation, selection of instructional objectives that might be more appropriate.

b) Observation of classroom

It is a process of examining into a particular teaching learning situation through which the supervisor attempts to an objective description of the behavior of students and the teachers interaction with in the context of the physical and social environment (Harris, 1989).

Regarding this, Glickman and others (2004) asserted that the supervisor needs to keep in mind the difference between descriptions of events and interpretations. Description of the events must be conducted first before interpretation is given.

Generally, during classroom observation, supervisors collect information including the behaviors of both students and the teacher which could be objectively described.

c) Analyzing and interpreting observation and determining conference approach

At this stage, as soon as the observation has been conducted, the supervisor set time to go over his notes in order to add items as soon as possible. Then he should make careful analysis of the lesson before discussing with the teacher (Sergiovanni and Starrat,2007).

Therefore the supervisor thoroughly analyze a large mass of information collected, interpret, describe it and make generalization.

d) Post observation conference

As Sergiovanni and Starrat (2007) indicated, at this stage the supervisor and the teacher meet once again soon after observation. The major purposes is to give feed back to the teacher about his /her performance in the class.

e) Post conference analysis

This is the time for reviewing starting from the initial stage to the post conference to confirm whether it was satisfactory or revision required before repeating it. Such analysis is done either at the end of the post conference or after two days so that important feedbacks are shared among the supervisor and the teacher (Glickman and others, 2004).

In sum, the post conference analysis indicates that the supervisor and the teacher acquire feedback that helps them to improve the instruction.

2. Peer coaching

Glanz and Sullivan (2000) explained that in peer coaching the one teaching is the coach and the one observing is the coached. The coaches reflect and improve teaching practices and / or implement skill acquired for the development of curriculum. Peer coaching can be the heart of

professional development as it is practiced through the discussion of teaching and learning, curriculum development and implementation. It includes all of the skills essential for supervisory leadership such as: Collaborative relationships, participatory decision making, reflective listening and practice, and teacher self direction.

Minnea (2009) identified three different coaching models, the type of which depends on the purpose of the coaching: Technical coaching, collegial coaching and challenging coaching. Technical coaching aims to improve the training of teachers. Collegial coaching focuses on specific teaching methods, usually contents the teacher requires help to improve. And challenging coaching assists teachers in developing plans and strategies to fix issues in the classroom the coach noted.

To sum up, in peer coaching teachers get valuable assistance from their colleague teachers, confidentially they can share experiences and solve problems of teaching to improve the learning of students.

3. Other methods of direct assistance: Mentoring

Mentoring is a process that facilitates instructional improvement where an experienced educator agrees to provide assistance and recommendations to another staff member. The mentor can work with less experienced teacher collaborate and non-judgmentally, where all the interactions and recommendations between the mentor and mentee are confidential (Glanz and Sullivan 2000).

Mentoring can be treated as a separate category from coaching. It differs from peer consultation in that one of the teacher has greater degree of knowledge. While peer consultation reveals equals working together. Mentors have no supervisory powers and are not charged with formally evaluating teachers' qualifications or action. Instead, mentors act in

supporting role to assist teachers by using their own experiences to improve the learning need of the mentee (Minea, 2009).

Furthermore, Glickman and others (2004), included other forms of direct assistance to teaches as explained below:

Demonstration teaching:- showing new teaching method or model by a guest supervisor or expert peer to a teacher.

Co-teaching- both a supervisor and a teacher plan, teach and evaluate together to acquire experience.

Assistance with resources and materials- in the teaching methods supervisor provide, explain and demonstrate the resources required.

Assistance with students assessment- direct assistance given by supervisors to teachers on how to evaluate the performances of students.

Problem solving- teachers receiving assistance from supervisors the ability to solve problems with out classroom observation.

Hence, the above mentioned direct assistance forms enable teachers to develop their profession, acquire skills on teaching and can solve problems they face in teaching.

2.3.2 Group Development

One of the big task of the supervisor is to help the teacher to develop and improve individually and as a co-operating member of the school staff. The individual teacher can not succeed being isolated in his profession. (Gwynn, 1964). As spears in Gwynn indicated, the principles required for successful group work are: Good leadership and practice will lead to a development of the basic capacity for accomplishment which every group need to possess, the supervisor can be either from outside or inside of the school. But a supervisor from inside can be more successful, cooperation with the group does not deprive the supervisor of his

leadership. He still has the responsibility for establishing the group atmosphere and protecting the group situation, even though the responsibility may be shared, the supervisor has to be ready, when the proper time comes to trust the capacities of the group, groups work well together only when they understand what brought them together. Without understanding and early leadership, the group will waste time and accomplish little. Under the resourceful supervisor, individual leadership will give way in time to group leadership, groups must meet frequently to make progress, the supervisor will need to exercise practice while bringing the group to the level of his own understanding and progress, group works become effective when individual members have the feeling that their ideas are important, recorded and considered in the discussion, the supervisor has the responsibility of looking to it that no one individual assumes the power of speaking for the entire group, developing good leadership within the group will call for constant attention to the actions which provide for that development. Therefore, an understanding of these principles and procedures will enable the supervisor to develop groups easily and function for the improvement of instruction.

In addition to the mentioned group principles, Harrison (1968) asserted that there are different kinds of groups for many different purposes. Such groups are most frequently composed of persons with similar professional responsibilities who come together for the purpose of increasing professional competence. These may be of the same or different grade level or subject area, and they may or may not be from the same school.

According to Hailesilassie (2009), a group may consist of two or more individuals in which the existence of a... is necessary for the needs of the individual members to be satisfied. There are two dimensions of an

effective professional group: the task dimension and the person dimension. The task dimension is concerned with the activities done in schools and the person dimension focuses the interpersonal relationships that exist in performing group tasks.

Therefore, concern and sensitivity to participants' feelings in a group will be important for the accomplishment and implementation of group tasks effectively.

Stages of group development

According to Barnett and Dudka (2007) there are five stages in the development of a group as follows: Stage 1: Forming- personal relations are characterized by dependence. Group members need safe and patterned behavior and look to the group leader for guidance, direction and acceptance by the group. Stage 2: Storming- is characterized by competition and conflict in the personal relations dimension and task functions dimension. Stage 3: Norming- is a stage where interpersonal relations are characterized by cohesion and belonging to the group. Stage 4: performing- in this stage group members' capacity, range and depth of personal relations expand to true interdependence. Stage 5: Adjourning- this final stage involves the termination of the task behaviors and disengagement from relationships.

To sum up, for supervisors to develop groups in the school system, for an improved instruction, they need to know the different stages and characteristics observed by teachers in each stage to provide direction and assistance for an effective group formation.

Dealing with dysfunctional members

To work with groups it is important to think of the variety of reactions and motivations individuals show. A supervisor as a group facilitator has a big role to deal with individuals that show dysfunctional behaviors in the

group. The procedure a supervisor should follow for the treatment of dysfunctional members is: **1)** Observe the manner **2)** Try to understand why the member is acting unproductively **3)** Communicate with the member about the behavior **4)** Establish some rules for further behaviors and **5)** Re-direct the dysfunctional behavior (Glickman and others, 2004).

2.3.3 Professional Development

Professional development of a staff is essential to cope with the changing needs of the job. In the school situation, instructional supervision has a major purpose of enriching the educational opportunities of students through professional development of teachers and other staff members. This leads to both personnel and organizational growth (Lucio and McNeil, 1979).

According to Glickman and others (2004), modern professional development has a variety of purposes beyond skill training including facilitation of teachers' self efficacy, cognitive development and career development, as well as teacher collegiality and the improvement of the school culture. The broadening of professional development has been accompanied by an expanding body of literature on effective development programs, including original research and reviews of research and best practice.

It is very clear that the main purpose of supervision is to help teachers improve. The focus of this improvement may be on what the teacher knows, the development of teaching skills, as well as teacher's ability to make more informed professional decisions, to be a better problem solver and to inquire into his or her own practice. To achieve such required improvement, teachers play key roles in deciding the direction and nature of their professional improvement (Sergioriani and Starrat, 2007):

Furthermore, Minnea (2009) revealed that influences from outside the school, such as top instructional leadership, have impact on the growth and practice of professional development activities in schools. However, it is better when teachers try to initiate and apply it themselves. Because teachers have great input and ownership in planning development and implementing the professional development program. Professional developments include a variety of activities such as: conferencing, lecturing, on the job learning programmed instruction, role playing, training, assigned readings behavior modeling and simulation. The focus of professional development are the studying of teaching and learning, collaboration, coaching, relationships, action research, provision of resources, education about the principles of adult learning and / or the advancement of all phases of professional development. To reach the goal of improved student learning, teacher preparation and development need to be approached as life long learning.

Hence for professional development of teachers to practice in a school, the supervisor requires to carry out needs assessment of the teachers, select specific type that correspond with their needs individually or in collaboration with group members.

a) Stages of Professional Development

As Glickman and others (2004) indicated teachers' professional development involves three stages of learning: Orientation, integration and refinement. In the Orientation stage individual concern, benefit and responsibilities are addressed. While in the integration stage teachers apply their previous theoretical knowledge into the specific classroom situation. And in the refinement stage teachers become experts through continuous experimentation and reflection.

b) Characteristics of Successful Professional Development Programs

Lawrence cited in Hailesilassie (2009), has identified the following characteristics for effective professional development programs: Supervisors and school administration need to involve in the planning and implementation of the program, address the different needs of teachers, active participation of teachers in generating materials, ideas and behaviors, emphasis on demonstrations, supervised trials and feedback, teaching sharing and mutual assistance, school activities linked to general professional development, teacher self-initiated and self-directed activities.

Therefore, it is essential that all members of the school community to share their roles for the improvement of teachers' professional development.

2.3.4 Curriculum Development

Mohanty (1990) pointed out that improving every phase of educational program like curriculum revision is the major function of a supervisor, and stressed also that curriculum changes can be analyzed in terms of the four components of the process of supervision: 1. Directing and controlling- giving guidance to change immediate goals, methods and demanding teachers to conform to a particular way of doing things. 2. Stimulating and initiating- to review case study information on several pupils who transferred from outside the system from other schools with in the system. And identification, announcement and encouragements of the observances of minimum learnings in each grade.' 3. Analyzing and appraising-direct a grade level committee to analyze the curriculum with respect to the facts & concepts involved in learning experience. And developing tests and norms for testing students' ability. 4. Designing and implementing- directing different committees and consultants to identify strong elements in family finance education and drafting a plan for instruction. And a supervisor, delineates the activities of the staff in

putting into operation. The curriculum can be improved immensely by intensified study of the best use of text books and other such materials. It can be improved even more by cooperative effort between the users and producers. The supervisors have a tremendous responsibility for encouraging teachers to initiate curriculum improvement in their individual class rooms. They have a further obligation to commend them for such efforts and to help see the benefits that accrue passed on the teachers (Harrison, 1968).

Therefore, the supervisor can evaluate the practice of curriculum through the four processes by involving teachers to bring about the desired alteration or curriculum development.

a) Approaches In Curriculum Development

Scholars like Lucio and Mc Neil (1979) have identified four approaches in the development of curriculum: 1. Needs assessment approach- is a popular way to determine curriculum goals and objectives by involving participants to identify their needs and decide what their priorities are. 2. Rational curriculum making- implies that educational objectives can not be obtained on the needs of individuals or groups but through systematic search and knowledge. 3. Analytical approach- reveals what to teach (content) in order to prepare learners for their future lives. 4. Disjointed incrementalism- addresses the political interests of different groups in shaping the curriculum.

Hence the major responsibility of the supervisor is likely to arrange the implementation of the curriculum that represents the different approaches.

b) Teacher Involvement In Curriculum Development

It is important for school systems to have an over all curriculum design for achieving their objectives. Instructional supervisors must provide the leadership to involve teachers, administrators and supervisors in the

cooperative efforts to get this job done. The involvement of teachers is essential for two reasons. First their competence is needed. They are specialists in their subject areas, and they have direct contact with students. Second teachers are the primary implementers of the curriculum and, therefore, need both an understanding of and commitment to the overall curriculum design. Curriculum improvement through the participation of teachers in in-service education program substantially draws up on the cooperative efforts of continuous processes of creating new experiences, polishing up old concepts, and sustaining and motives of exploring new oceans of ideas. In-service education in curriculum improvement promotes the process of rethinking and reconstructing the desired educational programs including the task of curriculum release from traditional course of study (Lovell and Wiles, 1983).

Similarly Tanner cited in Glickman and others (2004), identified three levels for teachers to involve in curriculum development: Level 1- Initiative maintenance, Level 2- Meditative and Level 3- Generative. Teachers at level one are concerned with maintaining and following the existing curriculum, at level two look at development as refining the existing curriculum and at level three they improve and change the curriculum based on current knowledge of learning and social conditions.

Generally as teachers involve in the three levels of curriculum development, gradually they know what the contents of the curriculum are, identify societal problems and student interests that need to be addressed and use the different approaches for the full development of curriculum. Therefore supervisors have to initiate teachers to fully participate in curriculum development for its effective implementation.

2.3.5 Action Research

Supervision as a leadership function has the purpose of bringing about instructional improvement; action research clearly can be one of its techniques. It can be applied to almost any instruction related problem

in the school. The supervisor keeps in mind that the results of educational research are becoming the primary source of data for the implementation of objectives. Hence supervisors have to develop the ability to conduct research, and to help staff members in research which requires a spirit of inquiry, knowledge of content and skills in the research process. Supervisors who have the proper vision of educational research develop their own skills by participating in quality programs of study so that they, in turn, can plan and conduct study seminars for others. By teaching others, by recreating their understanding of research procedures and by applying their knowledge to in school problems, they become more proficient, contributing to the learning of the staff (Lucio and McNeil, 1979).

Similarly Mohanty (1990) asserted that action research is extremely needed in the educational system not only to make teachers problems conscious, but also to help their problem solving capacities, which, in the long run, develop their professional competence as well as the teaching learning process.

Glanz and Sullivan (2000:55) defined also action research “as a type of applied research that has re-emerged as a popular way involving educators in reflective activities about their work”

Moreover, Nolan and Hooker (2008) considered action research as an extension of the coaching and mentoring methods in which groups of teachers working together resolve problems or improve systems in schools by doing research and discussing results. Because these groups generate discussions and initiate the members, they are considered part of the methodology used to improve schools and supervision and could be considered part of peer coaching and mentoring.

Action research is an ongoing process of reflection that involves four basic cyclical steps: 1. Selecting a focus 2. Collecting data

3. Analyzing and interpreting data and. 4. Taking action (Glanz and Sullivan, 2000)

However, Glickman and others (2004) have listed five important phases required in conducting action research. In the first phases, a focus area is selected an area of teaching and learning in need of improvement. Second, a needs assessment gathers data on the focus area. The purpose of data gathering at this stage is to understand the problem and the method to solve it, and to gather base line data to help with the evaluation of improvement efforts. The third phase is to design an action plan for solving the problem. The plan includes activities for evaluating the success of improvement efforts. The fourth phase is the implementation of the plan. The fifth phase is the evaluation: data on the action plan's effects are gathered and analyzed. Based on the evaluation, action plan objectives and activities may be continued, expanded, revised or discontinued.

Therefore, supervisors in applying direct assistance to teachers, to promote increased thought, choice, and responsibility, can do through the application of classroom action research. The knowledge and skill gained by teachers in the implementation of classroom action research promotes not only instructional improvement but also will be an invaluable means to promote teachers' professional development.

2.4 The Problems in Supervision Practices

The manual of the inspection department of MOE (1984), explained the problems of supervision as: lack of time, insufficient transport system, insufficient fund, lack of supervisory personnel or shortage of qualified human power who are eligible in supporting the teaching and learning process. Zaudneh (1987) described also that Ethiopian supervisory practices face many constraints, these are: teachers have negative attitudes towards supervisory program, supervisors do not apply the

principles and techniques they learned, they lack skills in human relations while working with teachers, and lack of the necessary facilities for supervisor is a contributing factor for the existing problems of supervision.

In a similar way, Fekadu (1992) identified the potential difficulties that impede the effectiveness of supervisions. These include lack of skills, obstacles related to staff moral, staff turn-over and staff diversity. Staff moral refers to the moral supervisor has towards that task: when the moral of supervisors is high, they are motivated to excitedly in an innovative and growth oriented work. Conversely when the moral is low, they do their work in a hopeless and routine fashin. Staff turn over may lead to lack of continuity in different supervisory program which inturn exposes supervisors to the task of continually orienting and training new personnel. The more the staff is diversified in age, culture, language, the more challenging will be the process of supervisory communication. No supervision can succeed where the teaching staff is in different, where cooperation is not given, where self improvement is absent, where there is antagonism to supervision

Similarly Gravwe (2001) in his study of supervision identified the root causes for the weakness of supervision service be classified into three main categories: lack of resources, inefficient management and an organizational structure not adopted to the present realities. Lack of resources include: few number of supervisors compared to the large number of schools and teachers who seek support, work over load of supervisors, financial and material resources. Management problems also include: selection and recruitment, training, career development and incentives, support and evaluation. The presence of little need and to comment in detail the training opportunities for services and their evaluation, through for instance, manuals, regular meetings, news letters

and so on. The organizational problems are revealed in lack of clarity in structure, difficulty in coordination, demanding job description of supervisors who are asked to handle a load of administrative and pedagogical tasks. In addition to this supervisors lack autonomy and authority to take action especially on their own recommendations.

Generally Mbamba as cited in Yeabsera (2010:26) explained supervision.

As a complex process which demands high educational and professional qualification. But less competence of supervisors, less communication skill, negative attitude of teachers can contribute the failures of its mission.

To sum up, competent and skillful educational supervisors have a potential to develop and improve the school program, to provide a stimulating environment and pleasant surroundings and creating a working atmosphere of security and well being for teachers and students. However supervisory problems lead also to lack of motivation, planning work becomes more difficult, inefficient close contact to schools, supervisors fail to identify clear priorities neither concerning the type of interventions nor concerning the particular schools to be supported. Hence this study tries to assess if such mentioned and other problems hampered the effectiveness of woreda supervision.

CHAPTER THREE

Research Design and Methodology

3.1 Method

The purpose of this study was to assess the tasks of woreda supervision in the government secondary schools of central zone of Tigray. For this reason, the methodology that was employed to undertake the research was descriptive survey method. Because descriptive survey method helps to gather a large variety of data related the problem under study. And it also helped to provide adequate information that enabled the researcher to suggest some valuable alternatives. Therefore, to have a clear picture on the existing supervisory tasks and to accomplish the objectives stated earlier a descriptive survey became appropriate.

3.2 The Sources of Data

Both primary and secondary data sources were used in the study. The primary data were collected from government secondary school teachers, principals, vice-principals, cluster and woreda supervisors as well as zonal education expert. The selection of these people as source of data was based on the expectation that have better information and experiences with respect to the study topic. In addition to this, secondary data was gathered from documents like supervision registered books and minutes of the sample schools.

3.3 Population and sampling techniques

In Tigray region, there are seven administrative zones and 46 woredas. Central zone is one of the administrative areas with 12 woredas and total of population 1, 063, 735 mostly engaged in agricultural practices. In the central zone there are a total of 29 secondary schools and 887 secondary school teachers.

By using simple random sampling i.e lottery method four of the woredas (33%), two from urban-Adwa and Aksum, and two from rural-Laelay Maichew and Tahitay Maichew were selected. Because in simple random sampling every individual in the population have the same chance of being selected for the sample. Then from each of the selected woredas, using availability sampling all the cluster supervisors (12) and woreda supervisors (5), principals (10), vice-principals (12) of the secondary schools and one zonal education expert were selected as their number is very limited and are rich in information sources in supervision of the zone.

Concerning the selection of teachers, 30% (153) were involved from all the ten government secondary school teachers (514) of the four selected woredas. However, the number of teachers in each school was not proportional. Thus, proportional sampling was employed as follows: the total number of teachers in the ten schools is 514 which is represented as N. The determined sample taken is 153 which is represented as n. Thus n/N gives the proportional number i.e $153/514=0.30$. Then the proportional number multiplied by the number of teachers in each secondary school gives the proportional sample of teachers taken for the study. Finally by using simple random sampling (lottery method) the required number of teachers were taken. Therefore, the study included 12 cluster supervisors, 5 woreda supervisors, 10 principals, 12 vice-principals, one zone education expert and 153 secondary school teachers. The over all respondents included in the study were 187, as illustrated their distribution in the following table.

Table 1. Total sample of the study

N	Woreda	Sample of teachers	Number of principals	Number of vice-principals	Number of cluster supervisors	Number of woreda supervisors
1	Laclay Maichew	11	1	2	4	1
2	Aksum	49	3	5	2	1
3	Adwa (Urban)	76	5	3	2	1
4	Tahitay Maichew	17	1	2	4	2
	Total	153	10	12	12	5

3.4 Data collection instruments

The instruments used to collect the necessary data were questionnaire, interview and document analysis. Questionnaire comprising both open and closed ended items prepared for the secondary school principals, teachers, vice-principals and cluster supervisors. The researcher preferred to use questionnaire, this is because it has advantage to cover a large geographical area, and it is easily and quickly applied.

Moreover, document analysis was used to generate information from supervision registered books and minutes of each secondary school. Finally unstructured interview was also employed to generate information from woreda supervisors and zonal education expert and the qualitative data were then triangulated with the quantitative ones.

3.5 Procedures of data collection

The procedures followed to collect data on assessment of tasks of woreda supervision in the government secondary school teachers of central zone of Tigray is as follows.

At first the questionnaire and the interview questions were prepared in English expecting the respondents are degree holders. After the preparation of the questionnaire, interview and document analysis guide, some of woreda supervisors in Addis Ababa city administration were consulted to assess, review and make judgments as to how much the items represent the intended area, and some improvements were made. Then the questionnaire, interview and document analysis guide were submitted to the advisor for further examination. Based on the valuable comments given by the advisor further refinement and adjustment of the questions was conducted. Then before the main study was conducted, pilot test was carried out in Adet woreda education office and knife secondary school.

In the pilot test one principal, two vice principals, fifteen teachers, one woreda supervisor and two cluster supervisors were involved. The pilot test was carried out to test the validity and reliability of the items in the instruments employed, to check whether or not the items included in the instruments could enable the research to gather relevant & appropriate information, and fit with the intended objective of the study. The pilot test resulted in addition of items, omission of some items, rewriting of instruction and reformatting the questionnaire.

Then contacts were made with zonal and woreda education officials to clear the purpose of the study and have letters to the sample schools. Finally the questionnaires were distributed to the respondents of each school by the researcher with the help of the principals. After distributing the questionnaire, time for the interview and document analysis was arranged with the concerned respondents and then successfully conducted. All the questionnaires were filled by the selected respondents, collected back by the principals and the researcher.

3.6 Methods of data Analysis and Interpretation

The method of data analysis used was based on the instruments employed. Hence, the gathered data were tallied, presented in tables and accompanied by textual discussions.

In this study, both quantitative and qualitative analytical procedures were employed. Accordingly descriptive statistical method was used. Frequency count, percentage and mean values were employed to analyze the quantitative data whereas the data obtained using unstructured interview & open-ended questions were qualitatively analyzed and triangulated with the quantitative ones where appropriate and necessary.

CHAPTER FOUR

Presentations and Analysis of the Findings

This chapter deals with the presentation and analysis of the data collected from respondents. The chapter contains two main parts, part one presents the characteristics (sex, age, educational background, work experience and current work positions)

In part two of this chapter, the general tasks of woreda supervisors were assessed and analyzed based on the data collected from school based supervisors (principals and cluster supervisors) and the teachers.

4.1 Characteristics of Respondents

As mentioned above, the total number of respondents was 187, out of which 34 were school based supervisors and 153 were teachers who responded to the questionnaire administered to them. In addition to the questionnaire, the researcher conducted unstructured interview with 5 wereda supervisors and one Zonal education expert.

The background information and the biographic data of the respondents are grouped or divided under school based supervisors and teachers in table one. Characteristics of the respondents are involved in this study to identify their participation and level of understanding with respect to the questions raised in each instrument.

Table 2: Characteristics of respondents

Variables	Category	School based Supervisors (No=34)		Teachers (No=153)	
		N	%	N	%
Sex	M	33	97.05	128	83.66
	F	1	2.95	25	16.34
Age	21-25 yeas	1	2.94	64	41.83
	26-30 years	10	29.41	41	26.79
	31-35 years	10	29.41	19	12.42
	36-40 years	4	11.76	11	7.19
	41 and above	9	26.47	18	11.76
Educational background	Certificate (TTI)	-	-	-	-
	Diploma	-	-	-	-
	First degree	34	100	152	99.35
	Second degree	-	-	1	0.65
	Other	-	-	-	-
Work experience	1-5 years	7	20.59	84	54.90
	6-10 years	9	26.47	19	12.42
	11-15 years	3	8.83	13	8.49
	16-20 years	4	11.76	16	10.46
	Above 20 years	11	32.35	21	13.73
Teachers' current position	Department head	-	-	19	12.42
	Unit leader	-	-	10	6.54
	Other	-	-	124	81.04

From the above table 2, it can be observed that 33 (97.05%) of the school based supervisors and 128 (83.66%) of the teachers are males. The remaining one (2.95%) of the school based supervisors and 25 (16.34%) of the teachers are females. This shows that the participation of females in the sample schools as supervisors or teachers is very low compared to their male counter parts.

Concerning the age of respondents 20 (58.82%) of the school based supervisors and 64(41.83%) of the teachers are between the age of 26-35 years and 21-25 years respectively. But only 9 (26.47%) of the school based supervisors and 18 (11.76%) of the teachers are 41 and above years old. This reveals that majority of the school based supervisors and the teachers are young.

Concerning the educational background, 34 (100%) of the school based supervisors and 152 (99.25%) of the teachers have first degree. Only one (0.65%) of the teachers has second degree. Thus one can conclude that educational background of both respondents is achieved the minimum requirement. However, further improvement in education helps the school based supervisors and teachers to carry out their professional tasks effectively and efficiently.

With regard to work experience of the respondents, 11 (32.35%) of the school based supervisors and 84(54.90%) of the teachers served for more than 20 years and 1-5 years respectively. Only 3 (8.83%) of the school based supervisors and 13 (8.49%) of the teachers have 11-15 years of experience. This implies that the school based supervisors require more effort to assist and change the less experienced teachers.

Concerning to the current work position of the teachers, 124 (81.04%) of them have different kinds of positions and only 10 (6.54%) are acting as unit leaders. Hence from the characteristics of the respondents it can be concluded that both groups are young and qualified.

4.2 Teachers' Perception on Direct Assistance of Woreda Supervision

The two most useful approaches of direct assistance to teachers are clinical supervision and peer coaching. As explained by Gold hammer and others (1980), Clinical supervision is the support render by supervisors to the teachers to improve the classroom behavior of the teacher and the learning of the students. It needs a more attention relationship between the supervisor and teachers. Sometimes this teacher is considered as mentor and sometimes there is no formal designation, just a colleague helping a colleague. The target of clinical supervision is to help teachers improve the existing condition of teaching and class performance.

In regard to this, the following table depicts data related to assessment of tasks of woreda supervision. For the sake of simplicity in the study, the responses of the school based supervisors and teachers are reduced into three categories.

Table 3: Clinical Supervision (Pre-Observation Conference).

No	Items	School-based supervisors (No=34)		Teachers (no=153)	
		N	%	N	%
1	Supervisor and teacher make mutual agreement on the period and the lesson to be observed				
	Frequently	23	67.65	74	48.37
	Sometimes	10	29.41	38	24.84
	Rarely	1	2.94	41	26.89
\bar{x}		2.64		2.20	
2	Supervisor make agreement with the teacher on the objective and methods of the lesson to be observed before classroom observation				
	Frequently	19	55.88	66	43.14
	Sometimes	8	23.53	31	20.26
	Rarely	7	20.59	56	36.60
\bar{x}		2.35		2.07	
3	Supervisor examine the lesson prepared by the teacher before actual classroom observation				
	Frequently	10	29.41	43	28.11
	Sometimes	9	26.47	46	30.07
	Rarely	15	44.12	64	41.83
\bar{x}		1.85		1.86	
4	Supervisor create awareness that classroom observation is helping process and not part of the final appraisal of performance				
	Frequently	25	73.53	69	45.09
	Sometimes	4	11.76	38	24.84
	Rarely	5	14.81	46	30.07
\bar{x}		2.59		2.15	

Key= Mean value (\bar{x}) < 2.0 shows poor performance of supervision

2.10 -2:59 shows average performance of supervision

2.60 and above shows Good performance of supervision

As indicated above in table 3, the school based supervisors and teachers were asked about the mutual agreement between supervisor and teacher on the period and the lesson to be observed. Accordingly, 23 (67.65%) of the school based supervisors and 74 (48.37%) of the teachers agreed that mutual agreement is frequently reached. The same item was rated as sometimes by 10 (29.41%) and 38 (24.84%) of the school based supervisors and teachers respectively. While only one (2.94%) of the school based supervisors and 41 (26.89%) of the teachers responded that mutual agreement is rarely achieved. Besides the mean values 2.64 and 2.20 of the school based supervisor and teachers respectively show good and average performance of supervision. Moreover five (100%) of the woreda supervisors and the zonal education expert confirmed, from the interview, that mutual agreement is reached. This shows that in the pre-observation conference mutual agreement on the period and the lesson to be observed between the supervisor and the teacher increase confidence and communication of both groups that makes further observation easier.

The second item was to check if supervisors make agreement with teachers on the objectives and methods of the lesson to be observed before the actual observation or not. Hence, majority of the respondents i.e 19 (55.88%) of the school based supervisors and 66 (43.14%) of the teachers replied that they accomplish it frequently. And 8 (23.53%) of the school based supervisors, 31 (20.26%) of the teachers replied sometimes, while 7 (20.59%) of the school based supervisors and 56 (36.60%) of the teachers replied rarely. Since the mean value 2.35 and 2.07 of school based supervisors and the teachers show average performance, agreement is reached between the two respondents on the objectives and methods of the lesson to be observed.

In the next part of the pre-observation conference, the respondents were asked if the supervisor examine the lesson prepared by the teacher before actual classroom observation or not. Accordingly 10 (29.41%) of the school based supervisors and 43 (28.11%) of the teachers replied that it is examined frequently. 9 (26.47%) of the school based supervisors and 46 (30.07%) of the teachers said sometimes. While 15 (44.12%) of school based supervisors and 64 (41.83%) of teachers replied it is done rarely.

The mean values of both respondents i.e 1.85 and 1.86 of the school based supervisors and teachers respectively show poor performance of supervision. This implies that woreda supervisors do not support their teachers on how to prepare lessons and amendments required before classroom observation is practiced.

The fourth item of the pre-observation conference assesses if supervisors create awareness that classroom observation is helping process and not part of the final appraisal of performance. Hence, 25 (73.53%) of the school based supervisors and 69 (45.09%) of the teachers replied awareness is created frequently. While 4 (11.76%) and 38 (24.24%) of the school based supervisors and teachers confirmed respectively that it is sometimes done, 5 (14.81%) of the school based supervisors and 46 (30.07%) of the teachers replied that it is done rarely.

However; the mean values 2.59 of the school based supervisors and 2.15 of the teachers show average performance of supervision. This implies that there is awareness that classroom observation is part of the help and not the final appraisal of performance.

Table 4: Observation of Classroom

No	Items	School-based supervisors (No=34)		Teachers (no=153)	
		N	%	N	%
1	Supervisor use observation instrument to collect data on the lesson being thought				
	Frequently	23	67.65	71	46.41
	Sometimes	7	20.59	38	24.84
	Rarely	4	11.76	44	28.76
\bar{x}		2.56		2.18	
2	Supervisor observes teachers' teaching behaviors and instructional improvement				
	Frequently	31	91.18	84	54.90
	Sometimes	-	-	43	28.11
	Rarely	3	8.82	26	16.99
\bar{x}		2.82		2.38	
3	Supervisor observes the behavior of students and their interaction				
	Frequently	27	79.41	71	46.41
	Sometimes	5	14.71	49	32.03
	Rarely	2	5.88	33	21.57
\bar{x}		2.74		2.25	
4	Supervisor gives sufficient time to observe the lesson in detail				
	Frequently	22	64.71	66	43.14
	Sometimes	7	20.59	34	22.22
	Rarely	5	14.81	53	34.64
\bar{x}		2.50		2.08	

Key= Mean value (\bar{x}) < 2.0 shows poor performance of supervision

2.10 -2:59 shows average performance of supervision

2.60 and above shows Good performance of supervision

Table 4 Summarizes the various roles woreda supervisors are expected to apply during observation of classroom. Hence the first item aims at knowing whether supervisors use observation instrument to collect data on the lesson being thought or not. Accordingly 23 (67.65%) of the school based supervisors and 71 (46.41%) of the teachers replied they accomplish this role frequently. But 7 (20.59%) of the school based supervisors and 38 (24.84%) of the teachers replied sometimes and 4 (11.76%), 44(28.76%) were replied rarely by the school based supervisors and teachers respectively.

Moreover the mean values 2.56 of the school based supervisors and 2.18 of the teachers show average performance of supervision. Therefore supervisors prepare and use observation instrument to collect data during classroom observation.

In the next item the respondents were asked if teaching behaviors and instructional improvements of teachers are observed by the supervisor. With respect to this, majority of the school based supervisors i.e 31 (91.18%) and 84 (54.90%) of the teachers replied that it is done frequently, while 43 (28.11%) of the teachers said sometimes. And only 3 (8.82%), 26 (16.99%) of the school based supervisors and teachers confirmed that it is done rarely. The mean values 2.82 of the school based supervisors and 2.38 of the teachers show good and average performance of supervision. Hence teaching behaviors and instructional improvements of teachers during classroom observation are the roles of supervisors that commonly observed.

Concerning the behavior of students & their interaction during observation of classroom, shows that most of the respondents i.e 27 (79.41%) and 71 (46.41%) of the school based supervisors and teachers respectively replied that supervisors observe them frequently. 5 (14.71%) of the school based supervisors and 49 (32.03%) of the teachers said sometimes and only 2 (5.88%) the school based supervisors, 33 (21.57%) of the teachers said rarely. The mean values 2.74 of the school based supervisors and 2.25 of the teachers show good and average performance of supervision. Therefore the behavior of students and their interaction are observed frequently by the supervisors during observation of classroom.

The next item deals if supervisor gives sufficient time to observe the lesson in detail or not. 22 (64.71%) of the school based supervisors & 66 (43.14%) of the teachers replied that it is given frequently, 7 (20.59%)

and 34 (22.22%) of the school based supervisors and teachers respectively replied sometimes while 5 (14.81%) of the school based supervisors and 53 (34.64%) of the teachers said rarely. The mean values 2.50 and 2.08 of the school based supervisors and teachers show average performance of supervision. Hence during observation of the classroom supervisors give sufficient time to observe the lesson in detail.

Table 5: Analyzing and Interpreting Observation and Determining Conference

No	Items	School-based supervisors (No=34)		Teachers (no=153)	
		N	%	N	%
1	Supervisor analyzes the data before discussing with the teacher				
	Frequently	32	94.12	63	41.18
	Sometimes	1	2.94	46	30.07
	Rarely	1	2.94	44	28.76
\bar{x}		2.91		2.12	
2	Supervisor interprets the data and makes generalization before discussion with the teacher				
	Frequently	27	79.41	63	41.18
	Sometimes	2	5.88	43	30.07
	Rarely	5	14.71	47	30.72
\bar{x}		2.64		2.10	

Key= Mean value (\bar{x}) < 2.0 shows poor performance of supervision

2.10 -2:59 shows average performance of supervision

2.60 and above shows Good performance of supervision

Table 5 is concerned with analysis and interpretation of the data after observation of classroom. Here both the school based supervisors and teachers were asked to rate their level of agreement with the given possible alternatives. Thus, with regard to the first item, 32 (94.12%) of the school based supervisors and 63 (41.18%) of the teachers agreed that supervisors analyze the data before discussion with the teacher

frequently. only one (2.94%) of the school based supervisors and 46 (30.07%) of the teachers replied sometimes and one (2.94%) of the school based supervisors, 44 (28.76%) of the teachers said rarely done. The mean values 2.91 and 2.12 of the school based supervisors and the teachers show respectively good and average performance of supervision. This shows that after observation of classroom, supervisors analyze the data before discussion with the teacher.

For the second item, 27 (79.41%) of the school based supervisors and 63 (41.18%) of the teachers agreed that supervisor interprets the data and makes generalization before discussion with the teacher. While 2 (5.88%) of the school based supervisors and 43 (30.07%) of the teachers responded sometimes. 5 (14.71%) and 47 (30.72%) of the school based supervisors and teachers respectively replied rarely. The mean values 2.64 and 2.10 of school based supervisors and teachers respectively show good and average performance of supervision. Hence interpretation and generalization of data observation of classroom is done by the supervisor before discussion with the teacher.

Table 6 Post Observation Conference

No	Items	School-based supervisors (No=34)		Teachers (no=153)	
		N	%	N	%
1	Supervisor provides constructive feedback to the teacher				
	Frequently	29	85.29	92	60.13
	Sometimes	2	5.88	30	19.61
	Rarely	3	8.82	31	20.26
\bar{x}		2.76		2.39	
2	Supervisor concentrates on the majority of problems that the teacher showed in the classroom				
	Frequently	29	85.29	86	56.21
	Sometimes	2	5.88	34	22.22
	Rarely	3	8.82	33	21.57
\bar{x}		2.76		2.35	

Key= Mean value (\bar{x}) < 2.0 shows poor performance of supervision

2.10 -2:59 shows average performance of supervision

2.60 and above shows Good performance of supervision

In order to assess the feedback given by the supervisor in the post observation conference, the following items were asked. The first item indicates whether the supervisor provides constructive feedback to the teacher or not. Accordingly most of the respondents, 29 (85.29%) and 92 (60.13%) of the school based supervisors and teachers respectively responded that feedback is given frequently. 2 (5.88%) of the school based supervisors and 30 (19.61%) of the teachers replied sometimes. While 3 (8.82%) of the school based supervisors and 31 (20.26%) of the teachers responded rarely. The mean values 2.76 and 2.39 of the school based supervisors and teachers respectively show good and average performance of supervision. This confirms that constructive feedback is given to the teacher by the supervisor after classroom observation, in the post observation conference.

The second item illustrates supervisor concentration on the major problems that the teacher showed in the classroom. Hence, 29 (85.29%) of the school based supervisors and 86 (56.21%) of the teachers replied woreda supervisor concentrates on the major problems frequently. 2 (5.88%) and 34 (22.22%) of the school based supervisors and teachers responded sometimes respectively. While 3 (8.82%) of the school based supervisors and 33 (21.57%) of the teachers agreed rarely. The mean values 2.76 and 2.35 of the school based supervisors and teachers show good and average performance of supervision respectively. This implies that concentration is given by the supervisor on the major problems that the teacher showed in the classroom during instruction.

Table 7 Post Conference Analysis

No	Items	School-based supervisors (No=34)		Teachers (no=153)	
		N	%	N	%
1	Supervisor and teacher analyze the teaching learning process conducted				
	Frequently	25	73.53	84	54.90
	Sometimes	6	17.65	31	20.26
	Rarely	3	8.82	38	24.84
\bar{x}		2.64		2.30	
2	Supervisor and teacher discuss on the alternatives provide to improve classroom instruction				
	Frequently	26	76.47	77	50.33
	Sometimes	4	11.76	38	24.84
	Rarely	4	11.76	38	24.84
\bar{x}		2.64		2.25	
3	Supervisor encourages teachers to provide suggestion or ideas regarding possible alternatives or changes that could be considered in the future.				
	Frequently	28	82.35	78	50.98
	Sometimes	4	11.76	32	20.92
	Rarely	2	5.88	43	28.10
\bar{x}		2.76		2.23	

Key= Mean value (\bar{x}) < 2.0 shows poor performance of supervision

2.10 -2:59 shows average performance of supervision

2.60 and above shows Good performance of supervision

As can be seen from table 7, the first item asks the two respondents if both woreda supervisor and teachers analyze the teaching learning process conducted. With regard to this issue, 25 (73.53%) of the school based supervisors and 84 (54.90%) of the teachers agreed that it is done frequently, 6 (17.65%) and 31 (20.26%) of the school based supervisors and teachers replied sometimes respectively. While 3 (8.82%) of the school based supervisors and 38 (24.84%) of the teachers said rarely. The mean values 2.64 and 2.30 of the school based supervisors and teachers show good and average performance of supervision respectively.

Hence in the post conference, both the teacher and the supervisor analyze the teaching learning process conducted frequently.

The second item deals with the question whether the supervisor and the teachers discuss on the alternatives provided to improve classroom instruction or not. To the effect of this item, 26 (76.47%) of the school based supervisors and 77 (50.33%) of the teachers agreed that discussion is done frequently, 6 (17.65%) and 31 (20.26%) of the school based supervisors and teachers replied respectively sometimes. While only 3 (8.82%) of the school based supervisors and 38 (24.84%) of the teachers said rarely. The mean values 2.64 and 2.25 of the school based supervisors and the teachers show good and average performance of supervision respectively. Therefore, for the improvement of classroom instruction both the supervisor and the teacher discuss frequently on the alternatives provided.

The third item depicts if the supervisor encourages teachers to provide suggestions or ideas regarding possible alternatives or changes that could be considered in the future. In line to this issue, 28 (82.35%) of the school based supervisors and 78 (50.98%) of the teachers agreed that encouragement is given frequently. 4 (11.76%) and 32 (20.92%) of the school based supervisors and teachers replied sometimes respectively. While 2 (5.88%) of the school based supervisors and 43 (28.10%) of the teachers replied it is done rarely. The mean values 2.76 and 2.23 of the school based supervisors and the teachers show good and average performances of supervision respectively.

Thus, teachers are encouraged to provide suggestions or ideas by the supervisors regarding possible alternatives or changes that could be considered in the future.

In general, it can be concluded that the supervisors do play the roles expected of them during clinical supervision. However examination of the lesson prepared by the teacher before actual classroom observation is not practiced. This failurity may lead to the limitation of experience

acquired by the teacher from the supervisor and the supervisor also can not critically observe and analyze the teaching learning process during classroom observation.

Peer Coaching

According to Lovell and Wiles (1983), supervision is not limited to any one person or to individuals who carry the title of supervisor. Any member of the school staff may assist teachers in providing a better learning environment for pupils probably most supervision is provided by teachers for other teacher.

Glanz and Sullivan (2000) added that in peer coaching the one teaching is the coach and the one observing is the coached. The coaches reflect and improve teaching practices and/ or implement skill acquired for the development of curriculum. It includes all of the skills essential for supervisory leadership such as: collaborative relationships, participatory decision making, reflective listening and practice and teacher self direction.

Table 8: Peer Coaching

No	Items	School-based supervisors (No=34)		Teachers (no=153)	
		N	%	N	%
1	Supervisor initiates supporting teachers to give training for other support receiving teachers				
	Agree	20	58.82	71	46.41
	Undecided	9	26.47	34	22.22
	disagree	5	14.81	48	31.37
\bar{x}		2.44		2.15	
2	Supervisor plans for teachers to get support from other teachers on teaching methods				
	Agree	19	55.88	71	46.41
	Undecided	9	26.47	36	23.53
	disagree	6	17.65	46	30.07
\bar{x}		2.38		2.16	
3	Supervisor motivates the supporters to assist teachers in lesson plan preparation				
	Agree	21	61.76	68	44.44
	Undecided	7	20.59	36	23.53
	disagree	6	17.65	49	32.03
\bar{x}		2.44		2.12	

Key= Mean value (\bar{x}) < 2.0 shows poor performance of supervision

2.10 -2:59 shows average performance of supervision

2.60 and above shows Good performance of supervision.

Table 8 discusses about the various activities that the supervisor assist teachers to share experiences among themselves (peer coaching). The table, thus, is discussed here under.

The first question is concerned with the initiation of the supervisor for support giving teachers. With regard to this 20 (58.82%) of the school based supervisors and 71 (46.41%) of the teachers agreed that supervisor initiates supporting teachers to give training for other support seeking teachers. 9 (26.47%) and 34 (22.22%) of the school based supervisors and teachers undecided respectively, while 5 (14.81%) of the school based supervisors and 48 (31.37%) of the teachers disagreed with the question. The mean values 2.44 and 2.15 of the school based supervisors and the teachers show average performance of supervision . This indicates that initiation is done by the supervisors to the supporting teachers to give training for other support receiving teachers.

The second item of the peer coaching technique, deals with the question whether the supervisor plans about the support given by teachers or not. Accordingly 19 (55.88%) of the school based supervisors and 71 (46.41%) of the teachers agreed that it is planned, 9 (26.47%) and 36 (23.53%) of the school based supervisors and teachers undecided respectively. While 6 (17.65%) of the school based supervisors and 46 (30.07%) of the teachers disagreed. However the mean values 2.38 of the school based supervisors and 2.16 of the teachers show average performance of supervision. Hence supervisors plan initially about the support given by teachers to their colleagues on teaching methods.

The third item was in place to assess whether the supervisor motivates the supporters to assist teachers in lesson plan preparation or not. In line to this issue, 21 (61.76%) of the school based supervisors and 68 (44.44%) of the teachers have agreed of the motivation, 7 (20.59%) and 36 (23.53%) of the school based supervisors and teachers undecided

respectively and 6 (17.65%) of the school based supervisors, 49 (32.03%) of the teachers disagreed. But the mean values 2.44 and 2.12 of the school based supervisors and the teachers respectively show average performance of supervision. This implies that supporting teaches are motivated by supervisor to assist teachers in lesson plan preparation.

Therefore, one could conclude that the supervisors motivate support giving teachers on training, teaching methods and lesson plan preparation that could help support receiving teachers to improve their profession in particular and the quality of teaching- learning in general.

Table 9: Other Methods of Direct Assistance

No	Items	School-based supervisors (No=34)		Teachers (no=153)	
		N	%	N	%
1	Supervisor encourages mentor (experienced teacher) and mentee (less experienced teachers) relationship in the school				
	Agree	18	52.94	68	44.44
	Undecided	9	26.47	37	24.18
	disagree	7	20.59	48	31.37
\bar{x}		2.32		2.12	
2	Supervisor initiates the mentors to assist their mentee on their needs to improve instruction				
	Agree	19	55.88	68	44.44
	Undecided	8	23.53	37	24.18
	disagree	7	20.59	48	31.37
\bar{x}		2.35		2.13	
3	Supervisor shows new teaching method or model by a guest supervisor to a teacher				
	Agree	17	50	41	26.89
	Undecided	10	29.41	42	27.45
	disagree	7	20.59	70	45.75
\bar{x}		2.59		1.81	

Key= Mean value (\bar{x}) < 2.0 shows poor performance of supervision

2.10 -2:59 shows average performance of supervision

2.60 and above shows Good performance of supervision

Table 9 discusses about other methods of direct assistance given by the supervisor to teachers. The questions under this table include three items and the discussion is elaborated as follows.

The first item posed a question whether the supervisor encourages mentor- mentee relationship in the schools or not. In this regard 18 (52.94%) of the school based supervisors and 68 (44.44%) of the teachers agreed of the encouragement, 9 (26.47%) and 37 (24.18%) of the school based supervisors and the teachers undecided respectively. 7 (20.59%) and 48 (31.37%) of the school based supervisors and teachers disagreed about it respectively. However the mean values 2.32 of the school based supervisors and 2.12 of the teachers show average performance of supervision. Hence, this indicates that mentor and mentee relationships are encouraged by the supervisors in the schools.

The next item is concerned with the initiation of the mentors by the supervisor to assist their mentee on their needs to improve instruction. Accordingly, 19 (55.88%) of the school based supervisors and 68 (44.44%) of the teachers agreed of the initiation, 8 (23.53%) and 37 (24.18%) of the school based supervisors and teachers undecided respectively, 7(20.59%) and 48(31.37%) of the school based supervisors and teachers disagreed respectively. But the mean values 2.35 and 2.13 of the school based supervisors and teachers show average performance of supervision respectively. Therefore, it can be concluded that woreda supervisors initiate the mentors to assist their mentee on their needs to improve instruction.

The third item intends if the supervisor shows new teaching method or model by a guest supervisor to a teacher or not. Thus, 17 (50%) of the school based supervisors and 41 (26.89%) of the teachers agreed about the support given, 10 (29.41%) and 42 (27.45%) of the school based supervisors and teachers undecided respectively. 7 (20.59%) of the

school based supervisors and 70 (45.75%) of the teachers disagreed about it. The mean value 2.59 of the school based supervisors show average performance of supervision; however that of the teachers is below average (1.81).

Furthermore, from the interview with the five (100%) woreda supervisors and zonal education expert, it was found that there is no attempt of the supervisors to show new teaching method or model by a guest supervisor to a teacher. Such a gap may be created due to the school based supervisors' exaggeration of their role. And from the document analysis of the sample schools there is no evidence that supports the responses of the school based supervisors. Therefore, from the view of the teachers, woreda supervisors, zonal education expert and document analysis, one could understand that there appears no application of new teaching method or model by a guest supervisor to a teacher in the initiation of the woreda supervisors:

Hence, it can be concluded that the supervisor encourages the mentors to assist their mentee but emphasis is not given by the supervisor about new teaching method or model without which instruction could not be further improved.

4.3 Group Development

One of the big task of the supervisor is to help the teacher to develop and improve individually and as a cooperating member of the school staff. The individual teacher can not succeed being isolated in his profession (Gwynn, 1964).

Harrison (1968), has also asserted that there are different kinds of groups for many different purposes. Such groups are most frequently composed of persons with similar professional responsibilities who come together for the purpose of increasing professional competence.

According to Hailesilassie (2009), there are two dimensions of an effective professional group: the task dimension and the person dimension. The task dimension is concerned with the activities done in schools and the person dimension focuses the interpersonal relationships that exist in performing group tasks.

Table 10: (Group development)

No	Items	School-based supervisors (No=34)		Teachers (no=153)	
		N	%	N	%
1	Supervisor initiates teachers to form groups for experience sharing				
	Frequently	20	58.82	61	39.87
	Sometimes	10	29.41	38	24.84
	Rarely	4	11.76	54	35.29
\bar{x}		2.47		2.05	
2	Supervisors motivates groups of teachers to perform school activities effectively				
	Frequently	20	58.82	64	41.83
	Sometimes	9	26.47	33	21.57
	Rarely	5	14.81	56	36.60
\bar{x}		2.44		2.05	
3	Supervisor confirms presence of healthy interpersonal relationships with in group members				
	Frequently	23	67.65	50	32.68
	Sometimes	5	14.81	38	24.84
	Rarely	6	17.65	65	42.48
\bar{x}		2.50		1.90	
4	Supervisor resolves dysfunctional behaviors of group members effectively				
	Frequently	16	47.06	44	28.76
	Sometimes	12	35.29	44	28.76
	Rarely	6	17.65	65	42.48
\bar{x}		2.28		1.86	

Key= Mean value (\bar{x}) < 2.0 shows poor performance of supervision

2.10 -2:59 shows average performance of supervision

2.60 and above shows Good performance of supervision

As has been illustrated in table 10 above, both respondents were asked about the initiation of the teachers by the supervisor to form groups for experience sharing. Thus with regard to this item 20 (58.82%) of the school based supervisors and 61 (39.87%) of the teachers responded frequently. 10(29.41%) and 38 (24.84%) of the school based supervisors and teachers replied sometimes respectively. 4 (11.76%) of the school based supervisors and 54 (35.29%) of the teachers said rarely. The mean values 2.47 and 2.05 of the school based supervisors and teachers show average performance of supervision respectively. This depicts that teachers are initiated by the supervisor to form groups for experience sharing.

In the second item of table 10, it assesses whether the supervisor motivates groups of teachers to perform school activities effectively. Concerning this issue, 20 (58.82%) of the school based supervisors and 64 (41.83%) of the teachers replied frequently, 9 (26.47%) and 33 (21.57%) of the school based supervisors and teachers replied sometimes respectively. 5 (14.81%) of the school based supervisors and 56 (36.50%) of the teachers said rarely. The mean values 2.44 of the school based supervisors and 2.05 of the teachers show average performance of supervision respectively. Therefore, this implies that the different groups of teachers found in the schools are motivated to perform school activities effectively.

The third item reveals if the supervisor confirms the presence of healthy interpersonal relationships within group members. Accordingly most school based supervisors, 23 (67.65%) and 50 (32.68%) of the teachers responded frequently, 5 (14.81%) and 38 (24.84%) of the school based supervisors and the teachers replied sometimes respectively. Only 6 (17.65%) of the school based supervisors and 65 (42.48%) of the teachers responded rarely respectively. Moreover there is a gap between the mean values of the two respondents, where mean value 2.50 of the school

based supervisors show average performance of supervision, mean value 1.90 of the teachers shows poor performance.

However, from the interview conducted with four (80%) woreda supervisors and zonal education expert as well as document analysis of the selected schools shows that healthy interpersonal relationships with in the group members are maintained by consistently applying evaluation as school principle.

The fourth item of table 10 discusses whether the supervisor resolves dysfunctional behaviors of group members effectively or not. In line to this issue, the responses show that 16 (47.06%) of the school based supervisors and 44 (28.76%) of the teachers replied that the resolution is done frequently. 12 (35.29%) and 44 (28.76%) of the school based supervisors and teachers responded sometimes respectively. While 6 (17.65%) of the school based supervisors and 65/42.48% of the teachers said rarely. Moreover the mean values of the two respondents show a gap, where school based supervisors' mean value (2.28) shows average performance of supervision and mean value of the teachers (1.86) show poor performance.

In contrast, five (100%) of the woreda supervisors and the zonal education expert, during the interview conducted with them, responded that dysfunctional behaviors observed among groups and group members are resolved as much as possible through the evaluation procedures conducted regularly as well as from the advises and counseling given by experienced teachers.

Therefore, it is possible to conclude that the supervisor initiates group formation, performance of school activities by groups, as well as maintenance of healthy interpersonal relationships with in groups.

4.4 Professional Development

Professional development of staff is essential to cope with the changing needs of the job. In the school situation, instructional supervision has a

major purpose of enriching the educational opportunities of students through professional development of teachers and other staff members. This leads to both personal and organizational growth (Lucio and Mc Neil, 1979).

According to Glickman and others (2004), modern professional development has a variety of purposes beyond skill training including facilitation of teachers' self efficacy, cognitive development and career development, as well as teacher collegiality and the improvement of the school culture.

Table 11: Professional Development

N o	Items	School-based supervisors (No=34)		Teachers (no=153)	
		N	%	N	%
1	Supervisors help teachers to improve their profession through training conferences, modeling and simulation				
	Frequently	17	50	46	30.07
	Sometimes	11	32.35	37	24.18
	Rarely	6	17.65	70	45.75
\bar{x}		2.32		1.84	
2	Supervisor organize and adjust optimum time to discuss teachers towards their professional development				
	Frequently	14	41.18	41	26.89
	Sometimes	11	32.35	44	28.76
	Rarely	9	26.47	68	44.44
\bar{x}		2.14		1.82	
3	Supervisor assist teaches to undertake joint planning of experience sharing programs				
	Frequently	17	50	53	34.64
	Sometimes	11	32.35	44	28.76
	Rarely	6	17.65	56	36.60
\bar{x}		2.32		1.98	
4	Supervisor facilitate situations for teachers to try new ideas relevant to their profession				
	Frequently	16	47.06	46	30.07
	Sometimes	11	32.35	39	25.49
	Rarely	7	20.59	68	44.44
\bar{x}		2.26		1.86	

Key= Mean value (\bar{x}) < 2.0 shows poor performance of supervision

2.10 -2:59 shows average performance of supervision

2.60 and above shows Good performance of supervision

In table 11, the responses of the two groups of respondents on their perception towards the role of supervisors in professional development of teachers were comparatively seen.

The first item elicits information about the professional improvement of teachers through training, conferences, modeling and simulation. With respect to this issue, most of the school based supervisors i.e 17(50%) and 46 (30.07%) of the teachers responded that it is frequently done. 11 (32.35%) and 37 (24.18%) of the school based supervisors and teachers replied sometimes respectively. While 6 (17.65%) of the school based supervisors and 70(45.75%) of teachers said rarely. The mean value of the school based supervisors (2.32) show average performance of supervision; however, the mean value of the teachers (1.84) show poor performance. Moreover documents of the selected schools shows that trainings, conferences and modeling conducted by the supervisors are very rare.

In the next item organization and adjustment of time by the supervisor to discuss teachers in their professional development was assessed. 14 (41.18%) of the school based supervisors and 41 (26.89%) of the teachers agreed that it is done frequently. 11 (32.35%) and 44 (28.76%) of the school based supervisors and teachers replied sometimes respectively. And 9 (26.47%) of the school based supervisors, 68 (44.44%) of the teachers responded rarely. The mean value of the school based supervisors (2.14) shows average performance of supervision, but, the mean value of the teachers (1.82) shows poor performance. However the documents analyzed from the sample schools show that time adjustment and organization by the supervisor for the discussion of teachers in their professional development is not commonly done. It is the school administrations that take the responsibility to adjust; the role of the supervisor is fellow up and evaluation of its continuity.

The two respondents were asked in the next item if the supervisors assist teachers to undertake joint planning of experience sharing programs. Accordingly, 17 (50%) of the school based supervisors and 53 (34.64%) of the teachers replied frequently. 11 (32.35%) of the school based supervisors and 44 (28.76%) of the teachers responded sometimes while 6 (17.65%) and 56 (36.60%) of the school based supervisors and teachers said rarely respectively. The mean value of the school based supervisors (2.32) shows average performance of supervision, but the mean value of the teachers (1.98) shows poor performance. In line to this issue, documents of the selected schools show that joint planning of experience sharing programs is not commonly practiced by the woreda supervisors.

In the last item of table 11, the respondents were asked whether attempts being made by the supervisor to facilitate situations for teachers to try new ideas relevant to their profession. Hence, 16(47.06%) of the school based supervisors and 46 (30.07%) of the teachers agreed it is practiced frequently. 11 (32.35%) and 39 (25.49%) of the school based supervisors and teachers replied sometimes respectively. While 7 (20.59%) of the school based supervisors and 68 (44.44%) of the teachers said rarely. The mean value of the school based supervisors (2.26) shows average performance of supervision but the mean value of the teachers (1.86) shows poor performance.

This is clear from the following statement of Ato Giday Berhe, central zone education expert:

Facilitation of situations for teachers to try new ideas relevant to their profession is carried by the supervisors through dissemination and scaling up of best practices from one to another school. Besides, best performers from the schools are motivated to up grade their profession through in-service training.

(December 20,2010)

In general, it can be concluded that the supervisors don not seem to play the various roles expected of them in professional development of teachers and hence, the teachers do not get the necessary support from such roles. This could be attributed to the fact that, the work overload of

the supervisor, lack of adequate transportation as well as limitation in the professional knowledge of supervision.

4.5 Curriculum Development

Spears (1955) pointed out that improving every phase of educational program like curriculum revision is the major function of a supervisor. In addition to this, Harrison (1968) have magnified that supervisors have a tremendous responsibility for encouraging teachers to initiate curriculum improvement in their individual classrooms. They have a further obligation to commend them for such efforts and to help see the benefits that accrue passed on the teachers.

Similarly Lovel and Weles (1983) included that instructional supervisors must provide the leadership to involve teachers, administrators and supervisors in the cooperative efforts to get curriculum development job done.

Table 12: Curriculum Development

No	Items	School-based supervisors (No=34)		Teachers (no=153)	
		N	%	N	%
1	Supervisor assists teachers to work cooperatively towards curriculum improvement				
	Agree	17	50	62	40.52
	Undecided	10	29.41	30	19.61
	Disagree	7	20.59	61	39.87
\bar{X}		2.28		2.00	
2	Supervisor motivates teachers to develop & adapt the curriculum in local context to meet the need of students				
	Agree	13	38.24	63	41.18
	Undecided	11	32.35	36	23.53
	Disagree	10	29.41	54	35.29
\bar{X}		2.03		2.06	
3	Supervisor helps teachers to evaluate the curriculum for further improvement				
	Agree	16	47.06	57	37.25
	Undecided	9	26.47	44	28.76
	Disagree	9	26.47	52	33.99
\bar{X}		2.21		2.03	

Key= Mean value (\bar{x}) < 2.0 shows poor performance of supervision

2.10-2:59 shows average performance of supervision

2.60 and above shows Good performance of supervision

Table 12 summarizes issues related to the role of supervisors in curriculum development. The aim of the first question is to know whether there could be assistance of the supervisor to teachers to work cooperatively towards curriculum improvement. With this regard 17 (50%) of the school based supervisors and 62 (40.52%) of the teachers agreed with the question, 10 (29.41%) and 30 (19.61%) of the school based supervisors and teachers undecided respectively. While 7 (20.59%) of the school based supervisors and 61 (39.87%) of the teachers disagreed with the question. The mean value of the school based supervisors (2.28) and the mean value of the teachers (2.00) show average performance of supervision. This indicates that for the improvement of curriculum, teachers get support from supervisors.

The second question is concerned with the role of the supervisor in the development and adaptation of the curriculum in local context to meet the need of students. Hence 13 (38.24%) of the school based supervisors and 63 (41.18%) of the teachers agreed with the item, 11 (32.35%) and 36 (23.53%) of the school based supervisors and teachers undecided, respectively. While 10 (29.41%) of the school based supervisors and 54 (35.29%) of the teachers have disagreed with the question. Moreover, the mean value, 2.03 of the school based supervisors and the mean value 2.06 of the teachers show average performance of supervision. Therefore, for teachers to develop and adapt the curricula in local context to meet the need of students, they get assistance from the supervisors.

The third question in table 12 is designed to assess if the supervisor helps teachers to evaluate the curriculum for further improvement or not. Accordingly 16 (47.06%) of the school based supervisors and 57 (37.25%) of the teachers agreed with the issue, 9 (26.47%), 44 (28.76%) of the school based supervisors and teachers undecided respectively. While 9 (26.47%) of the school based supervisors and 52 (33.99%) of the teachers disagreed. The mean value of the school based supervisors (2.21) and the mean value (2.03) of the teachers show average

performance of supervision. This implies that for teachers to evaluate the curriculum for further improvement, the supervisor assist and motivate them.

Furthermore, five (100%) of woreda supervisors and zonal education expert included that, during the interview conducted with them, the supervisors motivate and assist teachers to prepare supportive materials for the curricula, give training based on the findings of curriculum evaluation, compile the evaluation report and disseminate to all the respective schools for experience share.

4.6 Action Research

Lucio and Mc Neil (1979) emphasized that supervisors have to develop the ability to conduct action research, and help staff members in research which requires a spirit of inquiry, knowledge of content and skills in the research process.

Similarly, Mohanty (1990), asserted that action research is extremely needed in the educational system not only to make teachers problems conscious, but also to help their problem solving capacities, which in the long run, develop their professional competence as well as the teaching learning process.

Moreover, Nolan and Hooker (2008) considered action research as an extension of the coaching and mentoring methods in which groups of teachers working together resolve problems or improve systems in schools by doing research and discussing results.

Table 13: Action Research

N o	Items	School-based supervisors (No=34)		Teachers (no=153)	
		N	%	N	%
1	The extent to which supervisors show teachers the procedures how to conduct action research				
	High	14	41.18	48	31.37
	Medium	12	35.29	31	20.26
	Low	8	23.53	74	48.37
\bar{x}		2.18		1.83	
2	The extent to which supervisors initiate teachers to conduct action research to solve problem of school				
	High	13	38.29	38	24.84
	Medium	12	35.29	42	27.45
	Low	9	26.47	73	47.71
\bar{x}		2.11		1.77	
3	The extent to which supervisors motivate teachers to participate in research seminars or workshops				
	High	10	29.41	35	22.88
	Medium	9	26.47	32	20.92
	Low	15	44.12	86	56.21
\bar{x}		1.85		1.67	

Key= Mean value (\bar{x}) < 2.0 shows poor performance of supervision

2.10 -2:59 shows average performance of supervision

2.60 and above shows Good performance of supervision

In table 13, the responses of the two groups of respondents on the role of the supervisor to assist teachers to solve school problems through the application of action research is emphasized. In the first item of the table, the extent to which supervisors show teachers the procedures on how to conduct action research is assessed. Thus, with regard to this item, 14 (41.18%) of the school based supervisors and 48 (31.37%) of the teachers replied that there is high extent, 12 (35.29%) and 31 (20.26%) of the school based supervisors and teachers replied respectively it is medium. While 8 (23.53%) and 74 (48.37%) of the school based supervisors and teachers respectively replied there is low extent that supervisors show teachers the procedures of action research. There is a gap between the mean value of the school based supervisors (2.18) and the mean value of the teachers (1.83). However, the documents analyzed from the sample schools show no attempt of the supervisor to show teachers about the procedures how to conduct action research. Thus, it

would be argued that supervisory role in showing teachers how to conduct action research is low, this could be due to lack of adequate knowledge in research techniques.

The second item of table 13 is employed to assess the extent to which supervisors initiate teachers to conduct action research to solve school problem. In line to this issue 13 (38.29%) of the school based supervisors and 38 (24.84%) of the teachers responded that there is high extent, 12 (35.29%) and 42 (27.45%) of the school based supervisors and the teachers replied respectively it is medium. While 9 (26.47%) of the school based supervisors and 73 (47.71%) of the teachers replied that there is low initiation of teachers by the supervisors to conduct action research to solve school problem.

The mean value of the school based supervisors (2.11) shows average performance of supervision, but the mean value of the teachers (1.77) show poor performance . Moreover, documents such as supervision minutes and supervisory registered books of each selected school show that woreda supervisors do attempt to disseminate the research studies conducted by teachers to other schools through circulars, otherwise motivation of teaches to do action research in solving school problems is inefficient or low in availability.

The third item of table 13 depicts the extent to which supervisors motivate teachers to participate in research seminars or workshops. Accordingly, 10 (29.41%) of the school based supervisors and 35 (22.88%) of the teachers agreed it is high, 9 (26.47%) and 32 (20.92%) of the school based supervisors and teachers said it is medium respectively, while 15 (44.12%) of the school based supervisors and 86 (56.21%) of the teachers replied low.

Moreover, the mean value of both the school based supervisors (1.85) and that of teachers (1.67) show poor performance of supervision. Hence, from the above analysis one could conclude that woreda supervisors do

not play their expected roles in motivation and assistance of teachers to participate in research seminars or workshops.

4.7 Problems Hindering Supervisors From Successfully Accomplishing Their Tasks

The manual of the inspection department of MOE (1984), explained the problems of supervision as: lack of time, insufficient transport system, insufficient fund, lack of supervisory personnel or shortage of qualified human power who are eligible in supporting the teaching and learning process.

Further more, Gravwe (2001) in his study supervision, identified the root causes for the weakness of supervision service and classified into three main categories: Lack of resources, inefficient management and an organizational structure not adapted to the present realities. Lack of resources include:- few number of supervisors compared to the large number of schools, financial and materials resources. Management problems also include: selection and recruitment training, career development and incentives, support and evaluation. The organizational problems are revealed in lack of clarity in structure, difficulty in coordination, demanding job description of supervisors who are asked to handle a load of administrative and pedagogical tasks.

Table:- 14 Problems Hindering Supervisors from Successfully Accomplishing their tasks

No	Items	School-based supervisors (No=34)		Teachers (no=153)	
		N	%	N	%
1	Lack of professional knowledge				
	High	19	55.88	71	46.41
	Medium	7	20.59	36	23.53
	Low	8	23.53	46	30.07
\bar{x}		2.32		2.16	
2	Heavy work loads compared to the number of schools & teachers they assist				
	High	23	67.65	67	43.79
	Medium	6	17.65	43	28.11
	Low	5	14.81	43	28.11
\bar{x}		2.53		2.16	
3	Inadequate financial incentives for their activities				
	High	24	70.59	63	41.18
	Medium	6	17.65	42	27.45
	Low	4	11.76	48	31.37
\bar{x}		2.59		2.09	
4	Lack of adequate communication skills				
	High	15	44.12	56	36.60
	Medium	8	23.53	47	30.72
	Low	11	32.35	50	32.68
		2.12		2.04	
5	Lack of means of transport				
	High	18	52.94	74	48.37
	Medium	4	11.76	30	19.61
	Low	12	35.29	49	32.03
\bar{x}		2.17			
14.6	Lack of manuals and textbooks				
	High	9	26.47	42	27.45
	Medium	12	35.29	51	33.33
	Low	13	38.29	60	39.22
\bar{x}		1.88		1.88	

Key: Mean value (\bar{x}) < 2.0 shows low hindrance of supervision by the factors
 2.10 and above shows high hindrance of supervision by the factors.

Table 14 is concerned with identification of the potential problems that possibly restrain the woreda supervisors from successfully accomplishing their tasks. Here, both the school based supervisors and the teacher

respondents were asked to rate their level of agreement with the given possible factors. Thus, with regard to the first item most of the school based supervisors 19 (55.83%), 71 (46.41%) teachers respectively, agreed that lack of professional knowledge by the supervisors is high, 7 (20.59%) of the school based supervisors and 36 (23.53%) of the teachers agreed the extent is medium, while 8 (23.53%) and 46 (30.07%) of the school based supervisors and teachers said the extent is low respectively. The mean values of both respondents, school based supervisors (2.32) and teachers (2.16), show high hindrance of supervision by the factors. This implies that lack of professional knowledge of the woreda supervisors is affecting them at a higher rate not to accomplish their tasks successfully.

The second item aims at knowing whether the workloads of the woreda supervisors compared to the number of schools and teachers they assist hinders them from not accomplishing their tasks successfully or not. In line to this issue 23 (67.65%) of the school based supervisors and 67 (43.79%) of the teachers agreed that in comparison to the number of schools and teachers they assist, woreda supervisors have high work loads that affects them not to accomplish their tasks successfully, 6 (17.65%), 43 (28.11%) of the school based supervisors and teachers respectively agreed the effect of heavy work loads is medium. 5 (14.81%) of the school based supervisors and 43 (28.11%) of the teachers said it is low. The mean values of both respondents, school based supervisors (2.53) and teachers (2.16), show high hindrance of supervision by the factors. Thus, heavy work loads of the woreda supervisors might be taken as one of the main problems that hinder the practice of supervision successfully.

The third item of table 14 aims if inadequate financial incentives hinder woreda supervisors' tasks from accomplishing successfully or not. Concerning this issue 24 (70.59%) of the school based supervisors and

6.3 (41.18%) of the teachers agreed that there is high inadequate financial incentives, 6 (17.65%) and 42 (27.45%) of the school based supervisors and teachers replied respectively it is medium. While 4 (11.76%) of the school based supervisors and 48 (31.37%) of the teachers said it is low. The mean values, 2.59 of the school based supervisors and 2.09 of the teachers show high hindrances of supervision by the factors. Therefore, based on the responses of the two groups of respondents, it is possible to conclude that inadequate financial incentives hinder woreda supervisors from accomplishing their tasks successfully.

The fourth item is designed to assess whether lack of adequate communication skills have affected woreda supervisors from successfully accomplishing their tasks or not. With respect to this issue, 15 (44.12%) of the school based supervisors and 56 (36.60%) of the teachers responded that lack of communication skills have high effect on the supervisors not to accomplish their tasks successfully, 8 (23.53%) and 47 (30.72%) of the school based supervisors and teachers replied the effect is medium respectively. And 11 (32.35%) of the school based supervisors, 50 (32.68%) of the teachers said low. The mean values 2.12 of the school based supervisors and the teachers (2.04) show high hindrances of supervision by the factors. From this, it can be inferred that woreda supervisors lack adequate communication skills that may hinder them from accomplishing their tasks successfully.

To assess the effect of transport on the tasks of woreda supervisors, both the school based supervisors and teachers were asked to respond. And their responses show that, 18 (52.94%) of the school based supervisors and 74 (48.37%) of the teachers replied that lack of means of transport has high effect. The effect is medium as to the responses of 4 (11.76%) and 30 (19.61%) of school based supervisors and teachers respectively. 12 (35.29%) of the school based supervisors and 49 (32.03%) of the

teachers replied the effect is low. However, the mean values of both respondents, i.e school based supervisors (2.17) and the teachers (2.16) show high hindrances of supervision by the factors. From this, it can be said that woreda supervisors have insufficient means of transport and this may have affected them not to perform their tasks successfully.

The last item of table 14 is designed to assess whether lack of manuals and text books hinder the supervisors from successfully accomplishing their tasks or not. Accordingly, 13 (38.29%) of the school based supervisors and 42 (27.45%) of the teachers replied the absence is high. 12 (35.29%) and 51 (33.33%) of the school based supervisors and teachers responded respectively it is medium. While 9 (26.47%) of the school based supervisors and 60 (39.22%) of the teachers said it is low. However, the mean values of both respondents i.e school based supervisors and teachers (1.88) show low effect. This implies that woreda supervisors have sufficient supervisory manuals and text books. Thus, it can not affect their tasks to accomplish successfully.

4.8 Other Problems that Influenced Supervision

In the last item of the questionnaire, two kinds of open-ended questions were forwarded for both the school-based supervisors and teachers. The first item gave the opportunity for the respondents to react about the problems that affect woreda supervisors not to perform their expected roles successfully. Most of the respondents 28(82%) of school based supervisors and 115 (75%) of teachers put among the problems such as: absence of consistency of woreda supervisors in their profession or career i.e shortly the supervisors change from their position with out acquiring enough experience and doing successful supervisory services. Some school based supervisors i.e. 24 (70.6%) indicted that lack of sufficient budget is another constrains to conduct conferences, seminars, workshops and trainings on supervision activities.

Some supervisors impose their ideas that have been brought from higher authorities without participating and reaching mutual consensus with teachers, replied 95(62%) of the teachers

Moreover, the supervision support is not regular or continuous and it does not involve all teachers i.e once per semester and involve only some selected teachers by school administration was indicated by 98(64%) of the teachers.

Most of the teachers have no willingness to be supported by the supervisors. It can be inferred that this could be due to the lack of technical and professional skills of the supervisors. The woreda supervisors give emphasis only on the external features of the schools and collect raw data, which implies that they neglect the teaching learning activities and do not support usually teachers was manifested by 120 (78.4%) of the secondary school teachers.

Further more, from the interviews of five (100%) woreda supervisors and zonal education expert, some of the constraints forwarded include: supervisors are interrupted by the woreda administration body to be engaged in other unrelated activities. The presences of many meetings have also influenced them not to assist teachers on time. Their monthly salary is less than that of the principals to which they give supervision services and the absence of development in their profession have influenced supervision activities they practice.

4.9 The Attempts Made to Improve the Situation

The second item of the open-ended question informed both the school based supervisors and teachers to include the attempts made to improve the situation. Among the responses given by 26 (76%) of school based supervisors and 89(58%) of teachers include: experience sharing conducted among school teachers and principals, supervisory teams are tried to be organized in the cluster schools that can give assistance to

teachers. Recognition is given for best performers of the schools and cooperation with other experts are some of the attempts done to reduce the problems. From this it can be concluded that though there are different supervision constraints observed, each secondary school is devising different means to tackle the problems mentioned above.

CHAPTER FIVE

Summary, Conclusions and Recommendations

Under this chapter, summary of the major findings of the study, conclusions drawn on the basis of the findings and recommendations that are assumed to be done to improve supervision practices by woreda supervisors are presented.

5.1 Summary

The purpose of this study was to assess the tasks of woreda supervision in government secondary schools of central zone of Tigray. To this effect, the study aims to answering the following basic research questions.

1. What major tasks are being practiced by woreda supervisors in Government Secondary Schools of Central Zone of Tigray Region?
2. How effective are woreda supervisors in discharging their tasks?
3. What are the problems encountered in discharging the supervisory tasks?

To this end, the study was conducted in all the available ten government secondary schools of the four randomly selected central zone woredas. In doing so, the necessary information was gathered mainly through questionnaires filled by school based supervisors and supervisees. Furthermore, interview was conducted with five woreda supervisors and one zonal education expert. Moreover, documents such as minutes and supervisory registered books were analyzed as additional evidences for the study. The data were then, analyzed and interpreted by using percentages and mean values as well as qualitative method. Based on the analyses made, the major findings of the study are presented here under.

5.1.1 Characteristics of the Respondents

Looking in to the profile of the respondents it could be said that the study indicated 29.41% of the school based supervisors were found in the age range of 26-30 years (31-35 years) and 41.83% of the teachers in the age range of 21-25 years, 32.35% of the school based supervisors and 54.90% of the teachers have more than 20 years and 1-5 years work experience respectively.

5.1.2 Teachers' Perception on the assistance of woreda Supervision

It is understood that class room observation is important to the effectiveness of the teaching learning process. In this respect, the mean values of both respondents i.e 1.85 and 1.86 of school based supervisors and teachers respectively show poor performance of supervision to examine the lessons prepared by teachers. Concerning the role of woreda supervisors in the professional development of teachers, it was found out that training given, conferences and modeling conducted, adjustment of time and organization of experience sharing, as well as planning for experience sharing programmes were not commonly practiced by the supervisors. Supervisory support of the woreda supervisors, especially application of action research by the teachers, is the main task of supervisory leadership. With regard to this issue, the mean value of the teachers (1.83) and documents analysed asserted that woreda supervisors did not show the procedures for teachers how to conduct action research and did not facilitate participation in research seminars or workshops. With respect to the potential problems that restrain the woreda supervisors from successfully accomplishing their tasks, the mean values of school based supervisors and teachers asserted that lack of professional knowledge, work loads compared to the number of schools and teachers they assist, inadequate financial incentives; lack of adequate communication skills and lack of means of transport highly

influence supervisors from successfully accomplishing their tasks. In the open-ended question, most of the school based supervisors and teachers listed some other problems that influence woreda supervision. The major ones include: Absence of consistency in the works and activities of supervisors, supervisors impose some activities on teachers without reaching mutual agreement, absence of willingness of teachers to be supported by woreda supervisors, emphasis of the supervisors on external activities of schools and raw data, the assignment of supervisors for unrelated activities by woreda administration body, less salary payment and absence of professional development of the supervisors

Some of the attempts made to improve the situation (problems), forwarded by majority of school based supervisors, teachers, woreda supervisors and zonal education expert include: Experience sharing among school teachers and principals to alleviate the lack of professional knowledge in supervision, organization of supervisory teams of teachers in cluster schools for the provision of support for teachers, cooperation with other experts in the education office, as well as other offices for transportation

5.2 Conclusions

Based on the findings listed above, the following conclusions were drawn.

Most of the teachers are less experienced, with 1-5 years of work experience. Therefore, this implies that teachers need more direct assistance from supervisors. In the secondary schools most of the respondents replied that examination of the lesson prepared is not practiced by the supervisors before classroom observation, therefore, it is possible to conclude that the supervisory service is inefficiently practiced in the schools. As shown in the findings, the majority of the respondents indicated that, the role of woreda supervisors in professional

development of teachers was rare. Hence, it is possible to infer that this lack of adequate engagement of woreda experts and supervisors in professional development of teachers could have negative impact in the development of their capacity. and experience sharing from conferences as well as model supervisors. As reflective practitioners, teachers are expected to involve in action research activities that will help them improve their practice and solve school problems. However, the woreda supervisors do not assist teachers to conduct action research, that implies teachers can not have skills to solve problems efficiently. As the data revealed, supervision practices carried out by woreda supervisors was hindered by lack of professional knowledge, communication skills and incentives of the supervisors, as well as materials required to support supervision services. Therefore, it can be inferred that clinical supervision, development of teachers' profession and action research application are not given emphasis by woreda supervisors with out which teachers could not improve the teaching learning process.

5.3 Recommendations

Based on the major findings and conclusions drawn concerning the tasks of woreda supervision in the secondary schools of central zone of Tigray, the following recommendations are suggested:

1. For the supervisory services to be effectively practiced in the secondary schools, the woreda supervisors have to be equipped with adequate professional knowledge and skills in supervision. To implement this issue, the education officials available at various levels should encourage supervisors to upgrade their qualification and specializations: This can be done by allowing supervisors to attend further education programs in supervision related fields. Seminars, workshops and short term training have to be prepared inorder to increase supervisors' awareness and share of experience from colleagues on supervisory practices. Best practices in

supervision activities have to be scaled up and disseminated to all woreda supervisors by the education bureau and zonal education offices.

2. Supervisors are expected to play their role for the development of teachers' profession to alleviate or solve instructional problems and to improve the teaching learning process as a whole. Hence, the supervisors should make continuous follow up on peer coaching of teachers to provide scientific feed back that enable them develop positive perception of teachers towards woreda supervision.
3. The woreda supervisors need to have the necessary knowledge and skill on how to conduct action research in carrying out their supervisory duties and responsibilities. Therefore, both zonal and woreda education officials should strengthen woreda supervisory services in order to equip their teachers with these skills that will help them develop their teaching practice, understanding the problems of their practice, and bringing the desired changes, this can be achieved by: encouraging those supervisors who had prior training on action research to share their knowledge and experience with their colleague supervisors, motivating the supervisors to implement action research techniques so as to solve problems they encountered during supervision services, arranging trainings and workshops on how to conduct action research so that less experienced teachers and supervisors get opportunity to develop skills required for action research. The woreda supervisors have to evaluate the research done by teachers and give them timely feedback, this may improve the knowledge and techniques of action research of the supervisors. The woreda supervisors should organize research evaluating team in the secondary schools and should participate themselves in the evaluation, this is because, it will help the supervisors in particular and teachers in general to develop knowledge and skills in action research implementation.

4. The findings of the study concerning problems that affect supervisory practice, forwarded several potential difficulties that impede the effectiveness of supervision. In order to alleviate such constraints both woreda and zonal education offices should take the following measures: Allocate sufficient budget in order to make woreda supervision effective and efficient in serving its intended purpose, provide incentives such as better salary and allowance for their expenditure, for competent supervisors so as to be motivated and encouraged to play their supervisory roles effectively, engage supervisors only in supervisory activities so that they would be more effective in promoting the development of supervision, reduce the number of schools and teachers per supervisor by further decentralized external supervision into the actual cluster of the schools and encourage the participation of local communities, government official and non-governmental organization to play their various roles for the improvement of schools as well as supervision services.

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Appendix- A

Addis Ababa University

School of Graduate Studies

Department of Educational Planning and Management Questionnaire to be filled by teachers

Dear respondents

The purpose of this questionnaire is to collect relevant data for the study entitled "Assessment of tasks of woreda supervision in the secondary schools of central zone of Tigray". Your responses are vital for the success of the study. So you are kindly requested to read all questions & to give your genuine responses. Be sure that your responses will not be used for other purposes rather than academic purpose.

- Do not write your name
- Please give your answers to each question item
- Your responses will be kept confidential

Thank you for your cooperation!

Section one: General information and personal data

Indicate your response either by using a tick mark (✓) in the box provided or by giving short answers on the space provided..

1. Woreda _____
2. School _____
3. Sex: Male Female
4. Age: 21-25 31-35 41 and above
 26-30 36-40
5. Educational background: Certificate (TTI)
Diploma First Degree
Second Degree Other Specify _____
6. Work experience in teaching profession:
1-5 years 11-15 years
6-10 16-20 years Above 20 years

7. Current work position

Teacher Department head unit leader

Any other please specify _____

Section Two: The following items are designed to get your response on the general tasks of woreda supervision. So based on the concept raised, indicate your response by using a tick mark (√) from the given scales.

I. Responses on direct assistance of supervisors to teachers.

A. Clinical Supervision

(Key 5= Very frequently, 4= Frequently 3= Sometimes, 2= Rarely, and 1=not at all).

No	Items	Scale				
		5	4	3	2	1
1	Pre-observation conference					
1.1	Supervisor and teacher make mutual agreement on the period and the lesson to be observed					
1.2	Supervisor make agreement with the teacher on the objective and methods of the lesson to be observed before classroom observation					
1.3	Supervisor examine the lesson prepared by the teacher before actual classroom observation					
1.4	Supervisor create awareness that classroom observation is helping process and not part of the final appraisal of performance					
2	Observation of classroom					
2.1	Supervisor use observation instrument to collect data on the lesson being thought					

2.2	Supervisor observes teacher's teaching behaviors and instructional improvement					
2.3	Supervisor observes the behavior of students and their interaction					
2.4	Supervisor gives sufficient time to observe the lesson in detail					
3	Analyzing and interpreting observation and determining conference					
3.1	Supervisor analyzes the data before discussing with the teacher					
3.2	Supervisor interprets the data and makes generalization before discussion with the teacher					
4	Post observation conference					
4.1	Supervisor provides constructive feedback to the teacher					
4.2	Supervisor concentrates on the major problems that the teacher showed in the classroom					
5	Post conference analysis					
5.1	Supervisor and teachers analyze the teaching- learning process conducted					
5.2	Supervisor and teachers discuss on the alternatives provided to improve classroom instruction					
5.3	Supervisor encourages teachers to provide suggestions or ideas regarding possible alternatives or changes that could be considered in the future					

B. Peer Coaching

(Use 5= Strongly agree, 4= Agree, 3= Undecided, 2= disagree and 1=strongly disagree)

No	Items	Scale				
		5	4	3	2	1
1.1	Supervisor initiates supporting teachers to give training for other support receiving teachers					
1.2	Supervisor plans for teachers to get support from other teachers on teaching methods					
1.3	Supervisor motivates the supporters to assist teachers in lesson plan preparation					
	C. Other methods of direct assistance					
1.1	Supervisor encourages mentor (experienced teacher) and mentee (less experienced teacher) relationship in the school					
1.2	Supervisor initiates the mentors to assist their mentee on their needs to improve instruction					
1.3	Supervisor shows new teaching method or model by a guest supervisor to a teacher					

II. Group development (use 5= Very frequently, 4= Frequently, 3= Sometimes, 2=Rarely and 1=Not all)

No	Items	Scale				
		5	4	3	2	1
2.1	Supervisor initiates teachers to form groups for experience sharing					
2.2	Supervisor motivates groups of teachers to perform school activities effectively					
2.3	Supervisor confirms presence of healthy interpersonal relationships within group members					
2.4	Supervisor resolves dysfunctional behaviors of group members effectively					
III	Professional development					
3.1	Supervisors help teachers to improve their profession through training, conferences, modeling and simulation					
3.2	Supervisors organize & adjust optimum time to discuss teachers towards their professional development					
3.3	Supervisor assist teachers to undertake joint planning of experience sharing programs					
3.4	Supervisors facilitate situations for teachers to try new ideas relevant to their profession.					

IV. Curriculum development (use 5= Strongly agree, 4=Agree, 3= Undecided, 2= Disagree and 1= Strongly disagree

No	Item					
		5	4	3	2	1
4.1	Supervisor assists teachers to work cooperatively towards curriculum improvement					
4.2	Supervisor motivates teachers to develop and adapt the curricula in local context to meet the need of students					
4.3	Supervisor helps teachers to evaluate the curriculum for further improvement					

V. Action research (use 5=Very high, 4=high, 3=Medium, 2= low, and 1= very low)

No	Item					
		5	4	3	2	1
5.1	The extent to which supervisors show teachers the procedures how to conduct action research					
5.2	The extent to which supervisors initiate teachers to conduct action research to solve problem of school					
5.3	The extent to which supervisors motivate teachers to participate in research seminars or workshops					

VI. Problems hindering supervisors from successfully accomplishing their tasks (Use 5= Very high 4= High 3= Medium 2= Low 1= Very low)

No	Item					
		5	4	3	2	1
6.1	Lack of professional knowledge					
6.2	Heavy work loads compared to the number of schools and teachers they assist					
6.3	Inadequate financial incentives for their activities					
6.4	Lack of adequate communication skills					
6.5	Lack of means of transport					
6.6	Lack of manuals & textbooks					

VII. If there are any other problems that hinder proper implementation of tasks of woreda supervision in your school, please write them briefly.

VIII. Please mention the attempts made to improve the situation.

Appendix -C

Addis Ababa University

School of Graduate Study

Department of Educational Planning and Management

Interview Guides Presented for Central Zone Woreda Supervisors and
Zonal Education Expert

Objective of the interview

The purpose of this interview is to assess the tasks of woreda supervision in the secondary schools of Central Zone of Tigray. It is designed for pure academic purpose only. Thus, the success of the study surely depends on your genuine responses. Please contribute for the research by giving clear information

Thank you in Advance

1. There are three main stages in classroom observation:
 - a) Pre-observation
 - b) Observation of class room
 - c) Post-observation conference, with your personal opinion what task supervisors perform in each stage?
2. Do supervisors motivate group development in schools? What kind of groups are functional at present? How do they solve if dysfunctional behaviours are observed?
3. One of the tasks of supervision is to develop the profession of teachers. What practices are done in the schools to improve the profession of teachers?
4. Do you think supervisors motivate teachers to improve the existing curriculum? How?
5. Do you think supervisors initiate teachers to do action research to solve school problems? How? What mechanisms do you follow to disseminate the findings to other teachers?
6. Please would you tell me if other problems are available that affect the tasks of supervisors
7. What attempts are made to reduce the problems?

Appendix- D
Addis Ababa University
School of Graduate Study
Department of Educational Planning & Management
Document observation guideline

Woreda _____

School _____

Date of observation _____

Availability of supervision documents and minutes in the school:

Available Not available Partially available

Contents to be analyzed in the sample schools

1. Suggestions given by woreda supervisors after clinical supervision is conducted _____

2. Assistance performed for groups of teachers to develop _____

3. The presence of suggestions made to enhance teacher's professional development _____

4. The presence of suggestions given by the supervisors regarding curriculum improvement in the school _____

5. The presence of suggestions given by the supervisors regarding action research _____


6. The presence of suggestions forwarded regarding supervisory problems _____

7. Solutions forwarded to the supervisory problems _____

Declaration

I, the undersigned, declare that this thesis is my original work, and has not been presented for a 1st or 2nd degree in any university and that all sources of materials used for the study have been duly acknowledged.

Name - Fssehaye Weldegebrial

Signature 

Date of submission, April 2011

Submission Approval sheet

The thesis have been submitted for examination with my approval as university advisor.

Name - Dessu Wirtu (Ph.d)

Signature 

Date May 24, 2011

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