

**LEADERSHIP BEHAVIORS OF SECONDARY SCHOOL
SUPERVISORS IN NORTH SHOA ZONE OF
OROMIA REGIONAL STATE**

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DECLARATION

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Acronyms and Abbreviations

CRC:	Cluster Resource Center
MoE:	Ministry of Education
OREB:	Oromia Regional Education Bureau
WEO:	Wereda Education Office
ZED:	Zonal Education Office

Abstract

The purpose of this study was to identify leadership behaviors of secondary school supervisors in government secondary schools of North Shoa Zone. Specifically, the study tried to treat and investigate the activities of supervisors in using supervisory skills, the proper use of interpersonal approaches by supervisors, and to identify challenges that affect the proper use of supervisors, and supervisory behaviors. To achieve this purpose, the study employed descriptive survey method, which involves quantitative survey method (using questionnaire) and qualitative methods as a supplement (using interviews and focus group discussions). The study was carried out in randomly selected seven secondary schools found in the randomly selected clustered Woredas in North Shoa Zone. Ninety five teachers were selected as samples using random sampling technique. Three department heads from each sample schools with a total of 21, all the 7 school principals, and 5 secondary school supervisors were selected and included in the sample using availability sampling for focus group discussion. The department heads were selected using availability sampling from language, natural, and social science departments. In addition, 5 process owner of Woreda Education Office supervision department were also taken as a sample for interviewing. The main instruments of data collection were questionnaire, focus group discussion, and interview. The data gathered through questionnaire was analyzed through frequency, percentage, and mean. The qualitative data obtained through focus group discussion, interview, and open-ended questions were analyzed by using narrative. School supervisors were not demonstrating technical and interpersonal leadership skills to plan and observe classrooms to support teachers in their practices. They come to school to gather information and faults for reporting. Moreover, they were not selected on the basis of the selection criteria set in OREB manual. They predominantly demonstrate directive control behaviors and the other interpersonal approach were being used to low extent. The study also reveals that: lack of own office, budgets for stationery material, communication and transportation cost, workload and prior training were the factors that hampered the proper implementation of supervisors. Finally, recommendations were reached based on the above findings and conclusions. The central issues of the recommendations include: create awareness and understanding for secondary school supervisors through continuous assistance, workshops, seminars, and training on supervisory skills and interpersonal approaches supervisors use to improve teacher's classroom practice. Moreover, recommendations were also provided to solve selection and infrastructure problems of supervisor

CHAPTER ONE: Introduction

1.1. Background of the Study

To bring development in a country, education has an important role through introduction and transfer of new science and technology. To this end, a call for quality education in recent years is drumming issue for those personnel who are responsible for education of this country. This is to enable children of school age to cope up with changing world at present and the future. For this reason, education has to be organized in a way that it fulfills the requirement for the overall developments of children's personality needs to be brought at early stages of schooling. For such a holistic development preparing adequate and relevant instructional materials and maximizing the number of teachers alone might not promote effective learning of children unless they are backed by continuous support for teachers in the teaching learning process.

As stated by different scholars, schools are social organizations established to give social services and produce informed, ethical, good citizens, and knowledgeable individuals who can play his/her role in social, political, economic, and technological development of a country (NETP, 1994). This goal can be achieved if and only if the quality of the education system is improved. To realize this, Ministry of Education prepared and implementing quality assurance package programs since 1999 E.C. to achieve the intended goals and objectives.

Thus, for the implementation of quality assurance package and smooth running / performance of the school activity, there is the need for competent instructional leadership and supervisors to guide and coordinate the efforts of the work group in school system. So for the achievement of school objectives, and effective implementation of school's program, the school supervisors play a pivotal role. This does not mean that it excludes the activities of others in the school.

Supervision has to be considered as services that would be provided for teachers as well as for the instruction that eventually results in improving teachers' professional competences and students' learning. To realize this activity, governments have handed over legislations and policy initiatives to the grass root stakeholders in response to the

demand of improved academic achievement by all students. Similarly supervision Guideline of MoE(1987:9) illustrated that the role of supervision in school as “...ensuring curriculum implementation, providing direct technical support to teachers, providing on job training to teachers and enhances their role as a key professional evaluation, monitoring and evaluation”. Moreover, Sergiovani and Starratt (2007:47) explained that instructional capacity, instructional quality, and student engagement are the three path ways that supervisors travel on to help schools became more successful in realizing their achievement of goal.

Instructional supervision has multiple activities to improve instruction. To realize this, Harris (1963:427) stated that “...the function of instructional supervision is concerned with many things: the curriculum, the materials of instruction, the facilities and equipment, and public influence on instruction are all vital concerns of supervision”. To address this function, supervisors should have the necessary skills in dealing with teachers, students, and other school community. Supervisors should also be an expert of educational program leaders and because of these expectations their works should reflect a high value for administrative, curricular and instructional enhancement (Okumbe, 1998:179). Moreover, supervision is a means of creation and facilitation of a continuous improvement of a conducive environment for learning and teaching through guidance, assistance and sharing of ideas with all teachers.

It is believed that improvement of schools would be with collaboration of supervisors, principals, department heads, and head teachers through experience sharing, short-term training and in-service training programs. This enables them to grasp some leadership skills as well as to identify which leadership behaviors they will exercise while improving teacher’s classroom instruction. Thus, leadership skills and supervisory behaviors, the instructional leaders use, plays a crucial role in improving teachers’ classroom instruction. In line to this, Glickman (2004:342) asserted that “...learning the skills of working with groups to solve instructional problems is a critical tasks of supervision”.

Instructional supervisors should have awareness in the area of leadership behaviors and takes into account the maturity levels of teachers while providing assistance to the

teachers. Some supervisors are task-oriented while others are people-oriented. Therefore, in order to be effective, supervisors needed to be high on both task and people-oriented dimensions simultaneously (Rashid and Archer, 1983:214).

The supervisory leadership role is oriented toward change that is achieving quality education. So the supervisor is expected to innovate new ways to teach, to structure the classroom, ways to motivate students, and provide continuous advice, guidance, and on-job training for teachers with the hope of student achievement. In addition, the heart of supervisory leadership is designing opportunities for teachers continuously to expand their capacity to learn, to care, to help each other, and to teach effectively (Sergiovanni, 2007:9). Teachers are also expected to participate in different training, and experience sharing in order they able to use different methods of teaching for student achievement. They also expected to diagnose every student's learning readiness as well as learning handicaps or weakness for every new unit of the curriculum in order to provide the appropriate feedback and motivator for the learners (Sergiovanni, 2007:152).

Generally, it is clear that if supervisors lack interpersonal, technical and conceptual skills, then they will not add any value to the improvement of teacher's classroom instruction and student achievement. Because, knowledge of technical skill enables the supervisor to support teachers in planning, lesson plan preparation and teaching aid preparation and its uses to improve student learning. Human skills are also essential for supervisors to work and communicate effectively with teachers and school communities. In addition, knowledge of conceptual skills helps the supervisor to create new ways of teaching methodology to assist teachers on a continuous basis for quality of student learning. On the other hand, there is no doubt that teacher's classroom instruction can be effective if teachers can be supported by skillful school supervisors. Moreover, exercising task and people-oriented behaviors simultaneously while helping teachers' is a demanding behavior now days.

In the light of this, several studies were conducted on Practice and problems of instructional supervision in primary and secondary schools. Some of the researcher who conducted the research on an issue: Zelalem Engdawork(2011),Redae Girmay(2011),and Zinabu Desta(2011) clearly states the above mention problems of leadership skills were

observed in the schools. Even if there is a difference in geographic location of the study area assessed, it is possible to say nearly all of the above studies examined and explored supervisory leadership skills and competencies, major tasks of instructional supervision and domains of instructional supervision are the factors determine the quality of schooling. Subsequently, the studies made by the above stated scholars found that supervisory leadership and competencies of supervisors are deficient and incompetent in managing instructional supervision activities. Moreover, supervisors are incompetent with the different approaches to play their role in supporting teachers, and also teachers were not satisfied with the services rendered by supervisor. Thus, the efforts made by supervisors to demonstrate teaching techniques for teachers, handling student's disciplinary problems and facilitating condition for student learning is very low

However, in North Shoa Zone of Oromia Regional State, considerable attention was not given to the study of secondary School Supervisors' leadership behavior. On this account, it is significant to conduct a study on leadership behaviors of Secondary school supervisors in the Zone.

1.2. Statement of the Problem

Supervisory activities are affected by numerous factors. For instance, if we look into current real situation of Ethiopia, there is an increase in number of secondary schools with continued increase of students and new teachers. Those new schools and teachers need regular professional assistance. Hence, a single supervisor should provide professional assistance for a number of teachers and schools. In line to this, the educational supervision manual prepared by OREB (2007:9) states that, one secondary school supervisor should provide assistance to all secondary schools in the woreda and teachers, and serve as a coordinator of all primary school cluster resource supervisors in the woreda. Moreover, Gruawe and Govina (1998), assert this as, "...an important point of criticism of the supervision system in many countries, is that the supervisors are burdened with too many schools in which they failed to be effective to execute their supervisory activities". In the case of Oromia particularly in North Shoa Zone secondary school supervisors are also expected to perform other administrative duties and control the work of school principals and teachers in addition to his/her core functions. This

workloads forces the supervisors not to give due attention to the improvement of instruction through providing regular professional assistance for teachers. Thus, these extra duties forced them to use inappropriate supervisory approaches in their practices. As a result, teachers view supervisor's attitudes as a superior rather than collegial relationship.

Effective leadership can demonstrate appropriate interpersonal approaches in assisting teachers to improve student learning. But, supervisory challenges lies in adopting an inappropriate supervisory behavior/approach that can be accepted by teachers, viewed as collaborative, and considered to contribute to professional development (Treslan, D.2008:4). The practical observation of the researcher also shows that, supervisory behaviors/approaches that the supervisor uses in supporting, assisting and guiding teachers to exert their potential for the benefit of student learning are claimed inappropriate. Thus, inappropriate use of interpersonal behaviors/ approaches by supervisors leads experienced and other teachers to lose initiative and creativity for better improvement and they are not interested to work with supervisors. So, in this case, the supervisors found in the zone could not identify the developmental levels of teachers in assisting and guiding teachers during their practice.

In addition, supervisory behaviors of supervisors have its own impact on teachers not to bring improvement in quality of education. Thus, supervisors who are focusing only on achieving school goals(task-oriented) behaviors without giving due attention to teachers' interest, feeling, attitude and morale, could not bring the expected quality education, rather the staff or teachers lacks initiative and satisfaction towards their task. Hence, it results in teachers turn over which will in turn staggers the quality of schooling.

However, to the understanding of the researcher of this research paper, there are no studies which focus on supervisory behaviors of secondary school supervisors. For this reason, the researcher saw that there is a gap that needs to be assessed in order to identify supervisory behaviors of supervisors' in secondary schools of North Shoa Zone. Thus, this fact initiated the researcher to conduct a study on an issue.

Therefore, the main purpose of this study is to identify supervisory behaviors of secondary school supervisors of North Shoa Zone and propose ways of further promoting constructive supervisory behaviors among the supervisors in the study area. In doing so, the researcher will try to answer the following basic questions.

1. What skills do supervisors demonstrate during their supervisory activities?
2. What approaches do supervisors use in assisting teachers?
3. Who are the school supervisors, and how are they assigned?
4. What challenges do supervisors face during their supervisory practice?

1.3 Objective of the Study

1.3.1 General Objective

The main objective of the study is to assess secondary school supervisors' leadership behaviors in instructional supervision.

1.3.2 Specific Objectives

Based on the main objective and research questions raised above, the following specific objectives are designed.

- To identify which supervisory behaviors supervisors demonstrate while assisting teachers.
- To examine teachers views of supervisory behaviors of supervisors in their practice.
- To identify how the school supervisors are assigned to the schools.
- To identify the skills needed to implement supervisory activities effectively.
- To identify the challenges faced by supervisors while exercising their responsibilities.

1.4 Significance of the Study

It is clear that by encouraging the practice of supervision in school, and using the necessary approaches in assisting teachers, it is made simple to make teaching learning

process more effective and conducive environment. Moreover, quality supervisory behavior can also play its role in improving quality assurance programs and student learning. Thus, the findings of this study may have the following significance:

- It helps improve school supervisor's leadership practices in supporting teachers.
- It may enable the supervisors and school principals to know their weakness and enables to adjust them in accordance with the current reform of supervisory practices.
- It may provide valuable information and recommendation for senior teachers, school based supervisors, and cluster supervisors as a whole.
- It will add to the existing knowledge for users of this study to improve teaching learning process and make more effective and productive.
- It may enable teachers, school-based supervisors, principals, and cluster supervisors to know the impact of using inappropriate supervisory behaviors on teacher's job satisfaction.
- It may give clue on the nature of the problems related with using inappropriate supervisory behaviors and initiate others to undertake further study as there is no study on this issue.

1.5. Delimitation of the Study

The study was delimited to North Shoa Zone of Oromia National Regional State. Out of the fourteen (14) woredas found in the zone, the study was also delimited to five (5) woredas namely: kuyu, werajerso, Girar-Jarso, Wuchale, and Degam. It was also delimited to leadership behaviors of supervisors' in 7 government secondary schools (9-12) of North Shoa Zone of Oromia.

1.6. Operational Definition of key Terms

Supervisory practices: activities which refer to roles and responsibilities of secondary school supervisors.

Supervisory behaviors: In this study it refers to the extent to which supervisors are used technical, human, and conceptual skills to use the four interpersonal approaches .i.e., directive control, and directive informational, collaborative, or nondirective behaviors.

Secondary school supervisor: Supervisors, who are selected from teachers with main duties of facilitating the situations, and render regular professional assistances for teachers and principals.

School based supervisors: are supervisors selected from the teaching staff at school level to support teachers, these are: vice principals, department heads, senior teachers, and unit leaders.

1.7. Organization of the Study

This paper is organized in to five chapters. The first chapter deals on back ground of the study, the statement of the study, objective of the study, significance of the study, delimitation of the study, operational definition of key terms, and organization of the study. The second chapter deals with the review of related literature, and chapter three includes research methodology. The presentation, analysis and interpretation are composed in the fourth chapter of the study. In chapter five, brief summary of the findings in response to the research questions, conclusions and recommendations are provided. Finally, a list of reference materials used in the study is attached and follows by appendices.

CHAPTER TWO: Review of Related Literature

2.1. Pre- Requisites for Effective Leadership Behaviors

In order to provide effective supervisory leadership, supervisors must acquire basic skills that are gained through their professional career and experience to provide continuous assistance and guidance to improve the practice of teachers for better student learning. Mastery of basic skills is very crucial for supervisors to cope up with the demands of teachers found at different levels of abstraction and professional experience. In relation to this Rue(1990:8) says, “Successful supervision requires the knowledge of, and ability to use a multitude of skills”. Thus, different scholars classified basic skills that the supervisors should possess differently. For instance, Rue (1990:8) classified them as technical skills, human relations skills, administrative skills and decision making and problem solving skills. On the other hand, basic skills needed for supervisors are classified by Okumbe (1998:182) and Harris (1963:15) as conceptual skill, human relations skill, and technical skills. In addition, Glickman et.al (2004) states that the basic skills supervisors should possess are: knowledge, interpersonal skills and technical skills. The classification given by Okumbe, Harris, and Glickman is similar, whereas, Rue classified them into five. But the last three skills classified by Rue can be grouped under conceptual skills. So, there is no need to see and discuss the classification given by this author. Therefore, the three classifications of basic skills given by those authors are essential for supervisors to implement the tasks of supervision effectively. To this end, basic skills needed for a supervisor are discussed as follows.

2.1.1. Knowledge Base

Schools are situated in a community and operate within the school community and the society around the school. They serve their community based on their norm, culture and values. But schools operate within a number of environmental and in-school based problems. For instance, in most school norms, teachers do not share experiences with colleagues; conduct assistance program or induction activities for the newly employed teachers so that they are able to cope up with environmental and school based difficulties.

Moreover,”...Most schools are characterized by lack of shared technical culture, isolation, lack of dialogue, inadequate induction, and lack of involvement in school wide decisions all of which inhibit the development of experience sharing cultures among teachers” Glickman et.al (2004:30). Therefore, the supervisor’s role takes the first position in order to reshape the working environment of different schools. So, to realize this fact, knowledge of the supervisor plays a central role so as to integrate the different norms of the school and suggest the possible assistances to solve the problems.

Some authors argue that knowledge base, as conceptual skills, involves the ability to acquire, analyze and interpret information in a logical manner (Okumbe, 1998:182). He further explains that supervisors should enhance their supervisory effectiveness by acquiring newer and emerging concepts and techniques in supervision through further training and staff seminars. According to Ayalew(1991:3-4) conceptual skill relates to the ability to integrate and coordinate the organization’s activities.

It is possible to conclude that these two authors haven’t take into consideration the supervisor’s knowledge to assess environmental factors that hinder the work of teachers like lack of inadequate resources, problems of induction program by teachers, and problems of common purposes. Knowledgeable supervisors, therefore, can identify all environmental difficulties in the school and provide assistance on the basis of teacher’s thought ability, and effectiveness to promote their problem solving capacities.

On the other hand, having knowledge base is essential for supervisors to develop ways for advancement and growth of teachers by providing assistance through collaboratively problem solving activities and enhance teacher’s decision making process.

Generally, Glickman concluded that knowledgeable supervisors “.... reduce the norms of the one-room school house-isolation, psychological dilemma, routine activities, inadequate teacher induction, inverted beginner responsibilities, lack of career stages, and absence of shared technical culture- and increase the norms of public dialogue and action for the benefit of all students”(2004:34).

2.1.2. Human Relation Skills

In the process of working with people, human relations skill plays a pivotal role to get the intended out comes from an individual. It consists of the ability to understand the feelings of others and to interact with them positively to create harmonious and peaceful environment of the working area. So, supervisors need to have commendable interpersonal skills to provide professional assistance to teachers in order to be successful in accomplishing the goals of the school and their practice. Thus, supervisors should select an appropriate supervisory approach in helping, assisting and guiding teachers based on their developmental levels. Supervisors should use different interpersonal skills because different teachers are found at different levels of commitment, expertise and experience. Therefore, the supervisor's role is to use these different interpersonal approaches and bring teachers' of low level of abstraction, commitment and expertise to higher level of abstraction, commitment and expertise. Similarly, in order to improve teachers' classroom instruction, the ability of supervisors to work effectively with teachers is very important.

Accordingly, Ayalew (1991:3) suggests that "human skill refers to the executives' ability to work effectively as a group member and to build cooperative spirit within the team he heads". On the other hand, Lucio and Mc Neil (1979:245) pointed out "...human skills are based on knowledge and understanding of societal values, social practices, the dimension of human behavior and the unique pattern of traits which make up individual personality". According to Ayalew, supervisors should work with the group or teachers as a colleague and try to make the group committed toward accomplishing their assigned duties. Whereas, Lucio indicate that human skill needs knowledge of understanding societal values and norms, and try to differentiate level of understanding and competence of the group the leader or supervisor heads and then provide assistance accordingly.

Therefore, there is a gap that needs to be bridged in the skills supervisors ought to have to effectively work with groups of people to maintain best practices and to improve instruction. Thus, effective supervisors are knowledgeable about the four interpersonal approaches to achieve the goal of schools. This is because teachers are at different level of abstraction, commitment, experience and abilities that need different interpersonal

approaches. In connection to this (Stones, 1984:28) argues “...Without the awareness of and competence in the skills of interpersonal interactions, the supervisors’ activity is likely to be ineffective”

2.1.3. Technical Skills

Technical skills include understanding and ability to perform effectively the specific process, practices or techniques required of specific jobs in the school. Schools in this case plan their set of activities to be accomplished for the purpose of improving instruction. Schools also use assessment methods to check whether the pre-planned set of activities are carried out on the basis of the plan designed.

Observation and research activities are also so important in the school that needs skill to know and identify what is really going on in the school and in classroom in order to provide professional assistances for those carrying out of the activities. Research activities are also very crucial in the school because they help teachers to acquire new methods of teaching, solving classroom problems and creating collegial relationship among teachers. Therefore, supervisors should have these technical skills to assist, show and work effectively with teachers to accomplish a designed set of activities. In support of this, Lucio and McNeil (1979:245) elaborate the purpose of technical skills as: “... though technical skills are required in such activities as in school research, program development, and qualitative or quantitative assessment, the maintenance of a balance between human and technical factors is necessary to safeguard human values, goals and purposes”.

In the same token, Betts (1987:17) also pointed out the importance of having technical skill as:

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

According to these authors, knowledge of good technical skill is essential for supervisors to work effectively with teachers on different activities performed in the school and try to

solve and eliminate unexpected consequences. But they didn't indicate the use of technical skills supervisors should possess to work effectively with teachers on issues like planning and observing classes. Therefore, to fill this gap Gilckman (2004:221) elaborates the skills needed by supervisors as "...Technical skills are needed in working with teachers to assess, plan, observe, research and evaluate". Planning and assessing are the first task of any instructional leaders. By planning and assessing, skillful supervisors discuss with teachers how the plan should be designed and what they seek to achieve at the end of the plan year to improve their thoughts and actions through technical support. Assessing skill is also useful for instructional leaders to see whether or not the intended ends are on the right track or not and suggest ways to carry out their activities in the remaining time. Thus, planning skill provides a direction to success; when circumstances so require, the supervisor and staff should be flexible enough to make substitutions or alterations possible.

Moreover, a wide range of observation systems are available, and a supervisor ought to be competent in several of them. It is so important for supervisors to communicate effectively with teachers concerning their actions conducted in and outside of the class. The purpose of this skill is to better analyze and understand the process of instruction as it is expressed in a given context or class. So, according to Glickman et.al.(2004:258) observations are "... used as a base of information to create an instructional dialogue between supervisor and teacher". Using this dialogue, supervisors and teachers reach an agreement on the issues to be improved regarding the results of classroom observations.

In addition, the dialogue hold after the observation system is the crucial activity for supervisors because, at this stage, professional assistance is provided to reach an agreement on issues to be improved. To realize this, supervisors should use appropriate interpersonal approaches after observation system with teachers based on their level of development, experience and commitment. Therefore, knowledge of technical skill enables supervisors to use different techniques, methods and procedures to help, assist, and guide teachers in order to improve their classroom instruction for better student learning. Similarly, research and evaluation skills are also other technical skill expected of supervisors to have in order to improve the practice of teachers. Through these skills,

supervisors can assist and guide the work of teachers in conducting action research to solve their classroom problems by their own. So, if teachers are part of research and evaluation, they can expand their own knowledge, thinking and commitment toward improving instruction.

Overall, knowledge of these skills is mandatory for supervisors to work effectively with teachers to achieve quality education by improving teacher's classroom instruction. Teacher's classroom instruction can be improved if these three skills are used effectively to accomplish the tasks of instructional supervision.

2.2. Tasks of Supervisory Approach

Effective supervision of instruction can reinforce and enhance teaching practices that will contribute to student learning. To accomplish this objective, supervisors should possess certain skills that lead to improve instruction by implementing the tasks of supervision. In supporting this idea, Glickman (2005:9) states the need of applying "... certain knowledge, interpersonal skills and technical skills to the tasks of direct assistance, group development, professional development, curriculum development, and action research that will enable teachers to teach in a collective and purposeful manner by uniting organizational goals and teacher needs and provide for improved student learning". This view of supervision represents a paradigm shift from mere inspection of people as subordinates to encourage collegial interactions. This supervisory activity involves working with teachers to impact student learning directly.

Thus, the tasks of supervision supervisors need to accomplish for the improvement of instruction are: direct assistances to teachers, group development, professional development, curriculum development, and action research as elaborated by Glickman,et.al. (2004:321) and (2005:239). The tasks are discussed here in detail as follows:

2.2.1. Direct Assistance to Teachers

One of the important day to day functions of a supervisor's task is observing teachers in their teaching practices, and stay in contact with teachers to discuss about how to improve instruction in the classroom. In other words, supervisors must provide direct assistance to teachers in and out of classrooms. This is one of the most important tasks of supervisors in the process of improving instruction through providing assistances, advice and feedback on their practice. Supervisors must ensure that effective and meaningful instruction is going on in each and every classroom instruction in the school. This can be accomplished if supervisors carryout their supervisory duties in friendly manner and they are very careful about ensuring that each teacher is providing effective and meaningful instruction in their classroom. In connection to the preceding idea, it is essential to discuss the most important and popular forms of direct assistances as identified by Glickman,et.al. (2004:323).

2.2.1.1. Clinical Supervision

It is a form of assistance carried out between supervisors and supervisees on individual basis or in groups to improve teacher's classroom instruction for the purpose of student learning. Similarly, clinical supervision is "...a face to face contact with teachers with the intent of improving instruction and increasing professional growth (Sergiovani and Starratt, 2007:233)". Its purpose is to help teachers modify the existing patterns of teaching in ways that make sense to teachers and in ways that the support should be agreed up on regarding content of the subject intended to be taught. In this sense, the teacher can decide on the issues of clinical supervision, the topics to be discussed, and for what purpose it should be carried out.

In addition, clinical supervision is an effort made by the instructional supervisory behavior systems to interact directly with a teacher or team of teachers to provide support, help, and services to those teachers in order to improve their performance as they work with a particular group of students. Moreover, clinical supervision is a way in which teachers can collaborate to develop their profession and improve their teaching and learning activities. In this regard, the supervisor's role is to help the teacher select the goals of the content to be improved and teaching issues to be clear and to understand

better his/her practice. In short, Sargiovani and starratt (2007:237) concluded the importance of clinical supervision as "... the systematic analysis of classroom events, teaching behaviors, sample of student work, and other data sources that help illuminate the teaching and learning issues".

Clinical supervision can take many forms. Some of the most common important techniques essential to give assistance, advice and guidance to teachers used by supervisors as suggested by many scholars in the field like:Glickman(2002:10, 2004:324,2005:242), Sergiovani and starratt (2006:294,2007:238), and Lovell and wiles (1983:9) include: Pre-conference with teachers, observation of classrooms, analyzing and interpreting and determining conference approach, post conference with teachers, and critiques of the previous four steps.

All authors agree on the relevance of these five techniques of clinical supervision to be followed by every supervisor in his/her day to day activities to enhance and modify the existing patterns of teacher's level of development. These five steps of clinical supervision are essential to be followed by supervisors in order to improve the current practices of teachers by providing assistance, advice and guidance based on their needs. To implement these roles, the supervisors should identify and use one of the four supervisory behaviors based on the teacher's level of commitment, expertise and know-how on issues which are consistent with clinical supervision. Glickman, et.al.(2004:329,2005:247) summarizes the consistencies of the four supervisory behaviors with these structures of clinical models of supervision as"...Directive control, directive informational, collaborative, and non- directive supervisory behaviors/approaches are all consistent with the clinical model of supervision". According to the authors, the directive control behaviors are used in rare situations when the teachers' level of development is low and their commitment and expertise are found at minimal stages.

2.2.1.2. Peer Supervision/Coaching

It is the second form of direct assistance to teachers designed as alternative to formal and structured approaches to clinical supervision which is carried out between teachers as

Colleagues to observe each other's practices, observe their classes when one teaches and provide feedbacks on issues to be corrected. According to Glickman (2004:329-330), peer supervision is encouraged when the supervisors are responsible to provide assistance for many teachers and schools and cannot complete the cycles of clinical supervision. The supervisor's role should be motivating and encouraging teachers to conduct peer supervision and facilitating the situation for the peer supervision. The teacher's peer supervision may be beyond classroom observation, and they can assist each other out of classes. In this regard, Sergiovani and Starratt (2006:305;2007:263) summarize "...Peer supervision should provide a setting in which teachers can informally discuss problems they are facing, share ideas, help one another in preparing lesson plans, exchange useful ideas and provide other support to one another".

Moreover, Glathorn in Sergiovani and Starratt (2007:263), elaborate the purpose of peer teaching as:

...peer supervision is focused on reflective practice, curriculum development, observation of each other's teaching followed by analysis and discussion, collaborative development, practice of new teaching methods and skills, and action research which focused on identification of problems being faced and the development of feasible solutions that result in changes in one's teaching practice.

Generally, as the two authors contends, peer supervision is aimed at improving the existing patterns of teacher's teaching methods and practices of each other in class and out of class room for the benefit of the ultimate beneficiaries, the students.

2.2.2. Professional Development

The quality of student learning is directly related to the quality of classroom instruction. Therefore, one of the most important aspects of instructional leadership is to provide the necessary environment to promote ongoing instructional improvements. In line with this, Sergiovani and Starratt (2006:273) explain that professional development provide teachers with a rich environment loaded with teaching materials, media, books and devices. Teachers are provided with encouragement, support and devices to enable them to involve in problem solving and action research.

In addition, teachers should be provided with the opportunity to develop professionally as teachers, and given the opportunity to attend staff development classes that focused on changes in curriculum so that they are aware of the changes to the curriculum and able to make adjustments in the curriculum as needed. With regard to this, Sergiovani and Starratt (2007:216) elaborate the role of supervisors in promoting professional development as

...anything supervisors can do to help develop and strengthen professional community among teachers will become an investment in promoting professional development. Supervisors, therefore, help both indirectly, by promoting opportunity and support, and directly, by collaborating with teachers as colleagues”.

The importance of providing continuous professional support to the teacher for quality performance in education is well recognized. However, few systems have succeeded in putting into place a strategy reaching out to all teachers on a regular basis and providing assistance to them in a needed based manner. Therefore, the supervisors have to take special care to see that teachers in their schools are provided professional inputs through constant training and guidance. Thus, training of teachers should get the highest priority in any program of education, because appropriate ideas, skills, and methods that are developed through it. Aggarwal (2004:290) stresses on the need of in-service training that “...qualification and training of teachers for different levels and types of education would be important factors in determining the rate of expansion and quality of education. Lack of building or equipment or instructional aids will not hinder educational advance as decisively as the lack of suitable or qualified teachers”. This indicates that in-service education and training is vital for teachers because it could not be expected to implement new methods of teaching or adopt new curricular without in-service training.

On the other hand, Sharma (2005:55) points out some factors that initiate the need for professional development as “...it is necessary because the defects in pre-service training and education, gap in pre- service training and real working situation, introduction of new roles of teachers and others could hamper the provision of quality education”. From this one can clearly understand that continuous developmental training must be considered as normal characteristics of teachers work throughout their career.

Both authors agree on the need of professional development by searching and familiarizing with new ways of teaching and improving the quality of teachers to enhance understanding and creative abilities of their students. Educational quality as measured by the pupil academic achievement is a function of teacher quality. Teacher quality in turn is a function of teacher's knowledge of the subject matter, pedagogical skills, and motivation to teach. In an attempt to achieve this fact, the supervisors have to think and rethink what has to be done before any training program is ready to be delivered. It is an activity bringing teachers together and acquaints them with new concepts and skills helpful for the improvement of their capabilities. Therefore, to carry out this activity, each supervisor has to have basic skills and know-how, and they need to have a pre-determined plan and schedule to visit and provide professional guidance for teacher's professional development.

Over all, supervisors are responsible for the development of the teachers in their schools. In order to do this, the supervisor has to prepare his/her own plan based on the context of the school. The training session should be continuous until the teacher acquires self-confidence, and is capable of conducting classes well.

2.2.3. Group Development

Group development is essential for teachers to deal with issues and concerns they face with regard to their subject matter, classroom practices, or classroom management. It enables teachers to find out what is happening in the school and in their classes through action researches. In order to discuss what is happening in the classrooms through action research at group meeting, teachers should be provided with direct assistance. Supervisors should design different strategies to help and guide the group to enrich their problem solving capabilities. To achieve this purpose, supervisors should have knowledge, skills and commitment to guide the role of group members in solving conflicts.

In supporting this idea, Glickman, et.al (2005:256) asserts "A leader needs to be conscious of the elements of a successful group, select clear procedures for group decision making, be able to deal with dysfunctional behavior, use conflict to generate helpful information, and determine appropriate leadership styles". It is clear that if

various strategies and methods of solving problems are provided by supervisors and teachers attend group development classes on how to deal with problems they face, then the teachers are able to implement various strategies in their classrooms. If a particular strategy is effective in addressing the classroom problems, then the teacher can share this at the group development meeting.

So, it is important to enable teachers find out their problems through action research. This can be achieved by providing professional training and direct assistance opportunities to implement new methods to solve the problems, and then share these effective methods and strategies with other staff members at group development meetings. On the other hand, the supervisor should match one of the four supervisory behaviors to groups while he/she is providing guidance, assistance, and advice to promote their group development based on their level of development, commitment, and expertise.

Generally, Glickman (2005:265) concluded the role of developmental supervisor in developing the group as:

...the long term goal of developmental supervisor is to foster the group toward higher levels of development, experts and commitment. This can be accomplished through training in collaborative skills (communication, decision making, problem solving, and so on), providing observer feedback on group behaviors, facilitating self-study, facilitating reflection on group process, and a variety of other strategies for group development. As the group develops, the supervisor gradually shifts from directive to collaborative or from collaborative to non-directive behaviors.

2.2.4. Curriculum Development

Curriculum can be developed at various levels by different specialists inside and out of the education system based on the national mandates. It can be developed at federal, regional, or school level within the boundaries of the government mandates. It is a joint activity with teachers, principals, and supervisors to develop and suggest ways to be modified by responsible bodies.

Thus, curriculum development is a collaborative activity among teachers and supervisors through which they suggest some modifications or create certain elements that fill the gaps in the curriculum. Moreover, Oliva (2009:23) Pointed out that "... through the

process of curriculum development we can discover new ways for providing more effective pupil learning experiences. The curriculum developer continuously strives to find newer, better and efficient means to accomplish the task of educating the young". This implies that, curriculum development is an endless and continuous process carried out by teachers, supervisors, and expertise at different levels to enrich the means and contents of the curriculum for better learning of students.

Curriculum as a continuous process consists of the following tasks: fixing levels of competencies and skills to be acquired for each age group in different subjects, development of core and support materials and activities for both learners and teachers as aids in the acquisition of stated competencies and skills, setting qualitative and quantitative indicators for measuring competencies and skills, determination of assessment criteria for measuring progress of learners in different curricular areas, Gavina (1999:18). It is a continuous process because things are changing from time to time and new ways of doing things are also on the process of changing. To this end, it is important to set a standard for each group of learners, and revise and modify this standard on a continuous basis to match with the existing level of developments.

Teachers are the closest persons to the curriculum because they are involved in the teaching learning process, and therefore they have an opportunity to identify issues of curriculum to be revised and modify in their respective subjects. So, their views must be considered in developing or implementing the curriculum. In this regard, the supervisor's responsibility is "... to see that teachers have the necessary background for identifying and for keeping the emphasis of their activities in harmony with teaching purposes, pupil maturation levels, experiences which have meanings, and desirable personality effects", William (1950:235). Supervisors must see activities which focus on issues, must assist in the evaluation and revision of the curriculum to make its contents interesting, resourceful and attractive to bring about the expected changes in students. Therefore, success in curriculum improvement depends on the concerted effort of both group members and leaders at different levels. To put it into reality, the curriculum coordinators/ supervisors must "...possess a good general education, have a good knowledge of both general and specific curricula, be knowledgeable about resources for curriculum development, be

knowledgeable about the needs of learners, the community and the society, and, know and appreciate the individual characteristics of participating colleagues” Oliva (2009:96).

Generally, both authors agree that curriculum development is a collaborative effort at different levels of its development, and it is a continuous process of modifying and revising of the existing curriculum within the boundaries of the needs of the local community and the government mandates. As it is a collaborative effort, teachers and supervisors should work harmoniously in order to bring about changes in students and in a society as a whole. To achieve the stated objectives, both curriculum coordinator and teachers have to have know-how about curriculum development and revision. In doing so, they also take into account the students level of maturation, age and availability of resources.

2.2.5. Action Research

It is essential for teachers to understand the concepts of action research in planning and organizing effective teaching and realizing the objectives of teaching. A teacher encounters several types of problems in his/ her classes. For this reason, it is important for teachers to solve those problems scientifically. Even though teachers use an appropriate teaching strategy, it may not be useful unless these problems are solved. Therefore, by employing action research, one can solve classroom problems. It is also a method to solve the problems of teaching, improving and modifying the teaching processes. In this sense, the teachers are not the sole problem solvers in the classroom. So, supervisors must conduct observations of each individual teacher and conduct formal studies (action research) in collaboration with other administrators or individually on what is happening in the classroom and try to improve instruction based on the findings.

According to Sing (2006:263) action research is a process for studying practical problems of education, a scientific procedure for finding out a practical solution to current problems, to improve and modify the current practices and it is a personal research. Moreover, Schmuk in Alebachew (2008:22) stated the purpose of action research as:

...action research is, therefore, the plausible method to study a real school situation with a view to improve the quality of actions and results within it. It aims also to improve one's own professional judgment and to give insight into how better to achieve desirable educational goals. It offers a means for changing from current practice toward better practice.

To summarize the two author's idea, what makes them similar is that action research is necessary for teachers to solve their current classroom problems and also enables them to improve the quality of their actions.

There are different models of action research existing in the field of education. But only slight variations distinguish them from one another. For instance, Singh (2006:264) provides basic steps for an action plan as: selection of problem, formulation of hypothesis, design of research, collection of data, analysis of data, and formulation of conclusions. On the other hand, Glickman,et.al (2004:429) elaborates phases of action research on his part as: selection of focus area, conduct need assessment, design action plan, carry out action plan, and evaluate effects. From the steps of action research discussed above, it is possible to conclude that the former one is used for both applied and action researches. It includes almost all the steps of research for knowledge and solving immediate and community problems. Whereas, the later discusses and informs us that it is an action research in education conducted by colleagues or practitioners in the school to solve immediate problems in classrooms and its end result is improve teacher's practice and instruction. So, it is essential to focus on the second forms of action research types because it is directed toward improving classroom instruction, and also it doesn't need expertise in the field to conduct research.

Therefore, action research is central to all tasks of supervision, and it is the basis of knowledge, and reason for supervisors in order to be resourceful in their day to day activities. To provide effective assistance for teachers, supervisors should identify the developmental level of teachers and their problems to address their real needs. In this regard, Glickman,et.al (2004:430). "... the supervisors role is to determine what types of assistance the individual teacher needs, i.e. directive informational, collaborative and non-directive approaches, depending on the developmental levels of the teacher with respect to the particular topic." Thus, it is clear that the different interpersonal approach is

essential for supervisors to help teachers of different level of development in conducting action research to improve or solve their immediate class room problems. For instance, if teachers found at a moderately developmental level, expertise, and commitment carrying out the action research, the supervisor's role is to engage in joint decision making with the teachers during the phases of action research.

Overall, action research is the basis and most important tasks of supervision to improve instruction through providing assistance to teachers based on their developmental levels. Teachers solve their immediate classroom problems by conducting action research. The supervisor's role in this context is providing assistance and training for teachers found at different level of expertise, and experience to enable them solves their classroom problems.

2.3. The supervisory Behavior/ Approach

The concept of instructional supervisory behavior is explained by Lovell as cited in Lovell and Wiles as the instructional supervisory behavior, while external to the teacher-pupil system, is calculated to influence directly and purposefully teacher behavior in such a way as to facilitate student learning, (1983:4)". In this definition, whether external or internal, supervisors focus on student achievement by using appropriate supervisory approaches, and improving the conditions for teachers, then enforcing teachers' towards that of student achievement.

Lovell and Wiles in their part elaborated instructional supervisory behavior as it is assumed as additional behavior system formally provided by the organization for the purpose of interacting with the teaching behavior system in such a way as to maintain, change, and improve the design and actualization of learning opportunities for students (1983:7). According to these authors, supervisors can be taken as a source of providing assistance and help by identifying those groups who seek assistance and help, and then, provide professional assistance based on their level of development. They should also encourage and facilitate the condition for them towards improving student achievements.

All teachers are not treated in the same way during their practice in the school. Because of this, selecting appropriate supervisory behaviors / approaches in working with teachers

to improve their classroom teaching and professional growth, is vital for the supervisor to achieve the intended student achievements. Based on this, Glickman, (2004) and Glickman (2002) identified four basic supervisory approaches/behaviors that the supervisor should use in dealing with teachers.

2.3.1. Directive Control Behaviors

It is an approach used by the supervisors when they have line authority and are more knowledgeable than the teachers. It means the supervisor tells and directs the teachers on what should be done to reach the intended goals. Thus, the supervisor sets the goal, and tells the teacher what actions to be taken or what activities should be performed. So, it is an approach used by supervisors if the teacher's developmental level is low, if the teacher lacks know-how to solve the problem faced in and out of the classes, and even when their commitments towards achieving goal is also minimal. In such a case, a supervisor uses directive control behaviors to give clear direction to bring changes expected of teachers. In supporting this idea, Glickman.et.al (2004) clearly put it as, "the supervisor directs the teacher by stating what is to be done, clarifies by asking for additional input, standardizes by laying out a specific time line and expectations and reinforces by monitoring the expected group performance". In supporting this, Glickman, (2002) also elaborated directive leader behavior as:

...the directive leader has judged that the most effective way to improve instruction is by making standards clear and by tangibly showing teachers how to attain such standards. The approach presumes that the leader knows more about the context of teaching and learning than the teacher does or has superior analytical skills and problem-solving abilities.

It is possible to see that both authors reveal that supervisors have decision making authority to set and monitor every activity carried out by teachers and they have more knowledge, and committed toward the teaching and learning processes.

Generally, Glickman,et.al. concluded, "...directive behavior is used when: teachers are functioning at a very developmental levels, do not have awareness and knowledge, think to be of critical importance to the students; when teachers will have no involvement and the supervisor will be involved in carrying out the decision; when the supervisor is

committed to resolving the issue and the teachers are not; and when the supervisor does not have time to meet with teachers”(2004:162).

2.3.2. Directive Informational Behaviors

At this stage, the teacher’s level of development and knowledge about issue is a little bit better than in the directive control behavior. In addition, the commitment they have toward the task is nearly fair. Therefore, directive informational behaviors are used when teachers perform their assigned duties at a fairly low level. In directive information approach, the teachers are given some choices from clearly delineated alternative actions. But as in the case of directive control, the supervisor has the sole decision making responsibilities, because he/ she will be accountable for the default made by the teachers. In this type of behavior, the supervisor suggests goals to be achieved and probable solutions to be selected. Thus, different activities and ways of accomplishing are presented to teachers and their role is to select and perform accordingly within the boundaries of their supervisors’ authority.

Therefore, directive informational behavior is applied to teachers by supervisors if the teacher “... is functioning at a fairly low developmental level, when the teacher does not possess the knowledge about an issue that the supervisor clearly possesses, when the teacher feels confused, inexperienced, and the supervisor knows of successful practices, when the supervisor is willing to take responsibility for what the teacher chooses to try, and when the teacher believes that the supervisor is credible- a person who has the background and wisdom to know whereof he or she speaks, Glickman(2005:131).

2.3.3. Collaborative Behaviors

Collaborative behavior has a sense of democratic way of solving a problem in collaboration with the supervisor and the teachers or group, and both the supervisor and teacher have equal voice in decision making. It includes the major behaviors of listening, clarifying, presenting, problem solving, and negotiating. The supervisor and the teacher propose the plan for actions. And then, they have to review, revise or reject the proposed plan until they could reach an agreement. Therefore, neither the individual teacher’s nor the supervisor’s proposed plan is taken as a final draft but the one that both parties agreed on. So, both the teacher and supervisor’s idea should be taken into consideration in the

preparation and implementation of the plan to improve instruction. Thus, the end result is a mutually agreed upon and developed by leader and teacher that delineate the structure, process and criteria for subsequent instructional improvement. In supporting this idea, Glickman (2004:183) asserts it as: “the purpose of collaboration is to solve problems through a meeting of minds of equals”.

Therefore, collaborative behaviors are used: “...when teachers are functioning at moderate or mixed developmental levels, when the teacher and supervisor have approximately the same degree of expertise on the issue, when the teacher and supervisor will both be involved in carrying out the decision, and when the teachers and supervisors are both committed to solving the problem (Glickman, 2005:139).

From this it is possible to conclude that both the teachers and supervisors have equal authority to design and coordinate actions in improving instructions and equally responsible for the defaults created.

2.3.4. Non- directive Behaviors

In a non- directive behavior teachers are knowledgeable enough to identify and solve instructional problems by their own. If the need arises for change, they can decide and take responsibilities for instructional improvement. Teachers have also the ability to think and create ideas for improving their classroom teaching. Therefore, the non- directive supervisors' role is to serve as a facilitator and create conducive situations for the teacher.

But this does not mean that supervisors have not any responsibility and power; rather he/she is actively involved in listening, clarifying problem solving, reflecting and encouraging, standardizing, presenting and negotiating teachers towards self- discovery. In addition, supervisors as in the case of other approaches will not follow strict formats such as the five steps in the clinical supervision to work with teachers. So, supervisors are not considered as laissez- faire that let teachers do what they like to do; rather he/she is actively involved in every activities conducted in school to improve instruction. And he/she does not impose his/her ideas on teachers in the improvement of instructional processes. In addition, the supervisor should involve in activities like; facilitating teacher

collaboration to help each other in classes, as well as in preparing plan, implementation and conducting action research to promote the continuity of instructional improvements.

Generally, as of Glickman et.al (2004:196), non- directive approach is applied: "... when the teacher or group is functioning at high developmental level, when the teacher or group possess most of the knowledge and expertise about the issue and the supervisor's knowledge and expertise are minimal, when the teacher or group has full responsibility for carrying out the decision and the supervisor has little involvement, and when the teacher or group is committed to solving the problem but the problem doesn't matter to the supervisor" .

To sum up, all the four supervisory approaches discussed above are equally important to work with individual teacher or groups if and only if the supervisor is informed and knowledgeable, and use these approaches in its proper place, time and proper way with teachers.

2.4. Supervisory Challenges

Supervisors have to play a key role in improving instruction through providing regular assistance for teachers and school community to enhance the learning situation of students. In this case, "...supervisors have special responsibilities and in that sense are a special people" (Harrison, 1968:5). Within their multiple tasks and roles, the main purpose of supervisors is the improvement of both the quality of teaching and student achievements. This is true for all developed and developing countries seeking to achieve quality education to produce well- equipped individuals who can play his/ her part in the development of their country.

But, all the objectives of supervision and support services rarely achieve their targets. They are facing a number of challenges in their day to- day function, which reduce their efficiency and affect their regular professional assistance in school and in classrooms. Among these problems, one is over load of tasks. It is believed that in order to improve instruction, supervisors' core function should always be providing assistance, guidance and providing feedback. But in the process of performing supervisory activities, supervisors are confronted with many tasks to be accomplished that are no related with

core function of supervisors. To mention but a few of them, supervisors are forced to perform other administrative duties like controlling the school principal and teachers, making performance evaluation of school principals, punishing the default principals and serve as liaison agent between school and district office. With regard to this, OREB (1998:49-51) supervision guidelines clearly indicate that a secondary school supervisor should provide professional assistance for secondary school teachers and principals as well as for the school community as a whole. In addition she/he controls teachers and principals as well as serves as a coordinator of all primary school cluster supervisors in the Woreda and conducts performance evaluation for secondary school principals and primary school cluster supervisors as well as administrative duties.

Moreover, the study conducted in different countries by Carron Gabriel and Grauwe Anta De (1997), explains that supervisors are used for all sorts of other jobs, some of which have little to do with supervision as such. According to his findings, the outcome of such extra duties is that relatively little time is spent on supervision. Therefore, achieving the core function of supervision is so difficult in these circumstances.

The second one is lack of means. Supervision tasks are encouraged if they are supported by the necessary facilitation and finance. But supervision activities are becoming more difficult to implement in the daily functioning of supervision and support services on a situation of scarce facilities such as, lack of own office, chair and table, budgets for stationery materials, computer, transportation cost and means of communication with concerned officials. Several studies conducted in developing countries like Kenya also show that supervisors complain about the lack of space and poor equipment in terms of logistics, lack of communication and secretarial instruments (computers), the absence of a public relations budget" (Carron and Grauwe, 1997:23). The practical observation in the study area also shows that, supervisors face the problem of own office, chair, table, own budget for stationery materials, transportation cost, means of communication cost and other costs. These have resulted in using inappropriate supervisory behaviors by supervisors when they are exercising their duties.

The third one is lack of training and competence. In the process of providing professional assistance for teachers to improve classroom instruction, supervisors should have

competency, experience on teaching and training to apply supervisory skills and principles of supervision. But most supervisors are not from experienced teaching staff and are without the necessary skills (training). In line with this, as clearly indicated in OREB(1998:51) supervision guidelines, the minimum services required on teaching to be selected as supervisors and school principals is 3 years and above. In these circumstances, supervisors lack abilities, experiences and techniques to improve teacher's classroom instruction. This resulted in teachers' low involvement and dissatisfaction by supervisory services provided. In relation to this Gwynn (1964:226) states, "The supervisor really lacks training for secondary school supervision and operates at times to make supervision more involved process". This is also true that, in the study area every teacher should have three years experience to be selected as a supervisor and directly assigned to a supervision position without any training concerning supervision.

2.5. Currently Observed Supervisory Approaches in Secondary Schools in Ethiopia

The Ethiopian Federal Democratic Republic government has given due attention to education of teachers considering it as fundamental in the process of assuring quality education. Hence, teachers should get the chance of education and professional assistance so as to play their role in improving quality education. In addition, MoE (2010:23) elaborates the importance of teacher development for quality education as "... the quality of education in the classroom needs further improvement. To allow this to happen, more systematic attention is given to teachers' professional development through strengthening pre-service and in-service training and improving teacher supervision and support". Taking into account this reality, MoE prepared the organization and structure of supervision manual to undertake the activity of supervision.

Supervision, as technical service cooperatively done, is incorporated at all levels of education system. At all levels of education sectors, a comprehensive and coordinated approach should be established to achieve the intended objectives. For the purpose of implementing the activities of educational supervision in Ethiopia, there are two approaches of organization of supervision. These are out of school organization of supervision and in-school organization of supervision.

According to OREB supervision manual (2013:15) educational supervisors have to perform four interrelated and interdependent tasks. The first one is administrative tasks. Supervisors are expected to identify and provide possible solutions to the problems seen in the organization and administration of the school. They should also provide professional assistance on the preparation of school plan; provision and use of educational materials, assignment and load of teachers, and on the use of educational finance, and also control its implementation. In addition, they prepare reports on outputs of educational changes to higher officials quarterly.

Secondly, supervisors should perform academic tasks. They play a role of identifying different teaching methods to promote cultures of experience sharing among teachers, assisting teachers in the implementation of educational policy, enabling them to help students with special needs, and supporting teaching with co-curricular activities. In addition, they are also expected to bring new methods of teaching-learning, control students and teachers attendance, initiate teachers to make action research, and follow up to implement its findings.

Thirdly, supervisors serve as a liaison agent between school and community. In providing this activity, supervisors should encourage community participation in planning and administration of the school to create good relationship between the school and school community to make teaching learning process effective.

Finally, supervisors should control, evaluate and provide feedback. According to this manual, the supervisor's role is controlling and evaluating the education program at different levels, and controlling the implementation of continuous assessments. They also involve teachers, community, and students in order to get their genuine feedback about the educational provision. They evaluate the efforts made to enhance coverage, provision and quality of educational systems. Therefore, supervision service is not limited or confined to only improving teachers and adopting different methods of teaching to improve their teaching practices for the purpose of student learning. To this end, the different tasks assigned to supervisors make them to focus on controlling systems than improving teacher's practice and teaching learning process. From this perspective, it seems that supervisors use directive control behaviors in implementing their practice.

Supervision, as a service provided to teachers and school community for the purpose of ensuring quality education, is not the sole function of assigned school supervisors to achieve the intended objectives. But it is a comprehensive and coordinated effort that needs to be established between educational institutions and offices from central to Woreda and school levels. To achieve this purpose effectively and efficiently in the country, there are two approaches of organization of supervision. These are external and in-built or school based supervision.

2.5.1. External Supervision /out of School Supervision/

Out of school supervision can be conducted by supervisors from MoE, REB, ZEO, WEO and CRC supervisors. In line with the OREB manuals, the main function and roles of supervisors at Ministry of education level are assisting regional supervisors, providing professional assistance for secondary and preparatory schools and colleges to implement quality assurance packages, exchanging best practices identified in different regions, providing training for inexperienced supervisors, and monitoring the implementation of professional assistance provided.

On the other hand, the Oromia Regional Education Bureau supervisor's role and functions are mainly focused on three main activities. One is planning, which focuses on identifying the needs of woredas, zonal education offices, colleges, radio stations and regional and federal governments and then prepare a workable plan through critical thinking.

Secondly, supervisors at this level area also responsible to conduct observation, assistance and monitoring of zonal and Woreda education activities. Specifically, their main activities are: organizing human resource and education materials; preparing manuals and observation check-lists and conducting observation; monitoring Woredas and secondary and preparatory schools on whether students are learning according to the government calendar; providing short term training for education officers and zonal education office officers; encourage Woreda's to exchange best practices; assist woreda's to improve educational quality and efficiency; enable communities to get access to non-formal education; encourage and organize community to participate in school activity and conduct research on students' problems and student discipline.etc.

Thirdly, he/she is responsible for evaluating, providing feedback, and reporting the activities of education sector. These activities may include: evaluating the implementation of different sectors and identify their strengths and weakness and then prepare reports to higher officials.

Zonal education supervision is the third organization of supervision activities carried out to improve teacher's capacity to achieve quality of students learning. Supervisors at this level mainly serve as liaison agent between Woredas and regional education bureau. Specifically, they collect and organize needs and work implementation of CRC supervisors and senior secondary school supervisors from Woredas and then report to regional education bureaus. They can also take corrective measures on Woredas with low achievements in their practice, and they are also responsible to conduct research on problems related to supervisory activities and education management issues, and finally report to regional education bureau.

At Woreda level one supervisor is assigned to supervise secondary and preparatory schools to improve teaching learning process through the provision of regular assistance. He/she is also responsible to facilitate and coordinate supervisory practices of elementary school CRC supervisors. According to OREB manual (2013:23) the roles and functions of Woreda education supervisors, currently named as secondary school supervisors, are: conducting observation, providing professional assistance, following up and evaluating the activities, providing feedback, and reporting the results. More specifically, secondary school supervisors or Woreda level Supervisors should

- a) organize human resources and educational materials.
- b) prepare manuals and observation check-lists.
- c) as the need arises, conduct pre- observation, observation and post-observation meeting in secondary and preparatory schools.
- d) ensure and follow up professional assistance provided for students, community and CRC supervisors and secondary and preparatory schools on the basis of their plans.
- e) provide short term training for schools, community and CRC supervisors.
- f) work collaboratively with stakeholders to improve access and equity.

- g) exchange best practices among secondary and preparatory schools and CRC supervisors.
- h) strengthen and assist co-curricular activities in the school.
- i) follow up the preparation and implementation of annual and lesson plans in secondary and preparatory schools.

Moreover, evaluating, providing feedback and reporting the activities of elementary school CRC supervisors and activities of secondary school principals are also the functions of secondary and preparatory school supervisors.

In line with OREB manual, the role and functions of CRC are exactly similar with that of supervisors at Woreda levels except the former cannot supervise secondary and preparatory schools.

2.5.2. In-built/ School Based Supervisory Approaches in Secondary Schools

It is known that in-built supervisory approach was introduced in Oromia since the beginning of 2007 to ensure quality of education in the region. Supervision manual of OREB (2013:20) clearly stated that school based supervisors are selected from those teachers, who show initiative, who are good models, and committed in their respective activities to improve teaching learning processes. The number of these supervisors at school level depends up on the number of teaching staff in the school. For instance, for schools with up to 40 teachers have, 7 school-based supervisors are selected and assigned to help, guide, and assist teachers to improve classroom instruction.

Supervisory activities conducted at school level are more important as compared to out of school organization of supervision activities. Because students and teachers face a number of problems in the teaching- learning processes that need urgent solutions to make teaching-learning effective. Therefore, school based supervisors are close to teachers and they can easily identify the problems in and out of classroom, and solve them by providing professional assistance to teachers.

According to the OREB manual, the roles and functions of secondary and preparatory school in built supervisors are:

- a) organizing human resources and educational materials.
- b) preparing manuals and observation check-lists.
- c) conducting pre-observation meeting, observation, and post-observation meetings.
- d) providing professional assistances services for teachers, students, and communities.
- e) providing short term training for teachers and school communities.
- f) collaboratively work with teachers to improve educational quality and equity.
- g) making the school principals prepare annual and daily lesson plans, and follow up their implementation.
- h) providing professional assistance to teachers in order to implement co-curricular activities.
- i) assisting school administrators to expand special education and kindergarten education.
- j) taking corrective measures for the defaults, and reporting the whole activities.

From the contents of the manual of OREB (2013) discussed above, it is possible to identify the kind of supervisory approaches supervisors use at different level of organization of supervision in assisting, guiding, and helping teachers to address the objectives of supervisory activities. Most of the activities of supervisors focus on following up, controlling, evaluating teachers based on the pre-outlined check-lists. It doesn't clearly show that the main role of supervisors are to help teachers continuously by identifying their needs, level of development and provide assistance until he/she develops self-confidence and commitment to reach higher level of abstraction. Even if there is pre and post-observation meeting with teachers, the observation is not based on the needs of the individual teachers. This does not address the different needs of all teachers in the school to promote their professional practices. So, it is possible to suggest that supervisors found at different levels use directive control and directive informational behaviors because the needs and developmental level of teachers are not taken into account during observation and assisting the teachers.

Moreover, the functions and roles of supervisors at cluster school and school level does not only rely on supporting, assisting, guiding, and advising teachers on a regular basis to

enhance their classroom instruction; but they also perform administrative tasks like reporting and evaluating the activities of teachers. In addition, they serve as a liaison agent between school and cluster resource centers and Woreda education offices. Secondary school supervisors should also accomplish different tasks such as promoting community participation in school; encouraging and initiating other stakeholders to expand non-formal education; and follow up the implementation of co-curricular activities.

Generally, supervisory activities do not focus only on improving teacher's classroom instruction. But it is an activity which focuses on administrative tasks and improvement of classroom instruction. Based on this reality, supervisors have no ample time to identify each and every teacher's need and their developmental levels to assist and advise them. As a result of this, supervisors use directive control and directive informational approaches. In the same token, the Oromia Regional Education Bureau in its assessment in 2013, especially in the study area, identified weakness of supervisory activities as: supervision activities in the region were not coordinated from school to regions; assignment of supervisors at different levels were not based on proficiency of an individual and didn't involve concerned bodies in the preparation of supervision checklist.

CHAPTER THREE: Research Design and Methodology

The main purpose of this study is to assess leadership behaviors of secondary school supervisors in North Shoa zone of Oromia regional state. To this effect, the method of the research, source of data, population and sampling techniques, instruments and procedures of data collection, and method of data analysis are stated here under.

3.1. Research Design

The researcher used both quantitative and qualitative research methods. It is very essential to use both quantitative and qualitative methods in a research work to generate more reliable and sufficient data. It is also recommended by scholars, employing a mixed design method enables the researcher to expand an understanding from one method to another, and to confirm findings from different data sources.

The descriptive survey research method is considered as an appropriate quantitative research method for this study. This method is selected because it can provide precise information concerning leadership behaviors that the supervisors demonstrate in their practices. It is also economical since it enables to gather data from the selected samples in a short period of time. Besides, it helps to draw valid generalizations from the reviewed literature and the data obtained through different instruments. Therefore, in order to identify and analyze the existing conditions of supervisory behaviors of secondary school supervisors and to draw a general conclusion of the study, the researcher had chosen to use this research method of the study.

In addition, qualitative research methodology is employed in this study because it enables to generate additional information that was not raised in questionnaire. Besides, the respondents can freely discuss their ideas which they couldn't express in written forms. To this end, the researcher used the qualitative research method to complement the defects of quantitative method.

3.2. Sources of Data

Data were obtained from primary and secondary sources. Secondary school supervisors, school principals, department heads, supervisors, teachers and Woreda education office Process Owners of Supervision Department were used as the primary sources of data.

The secondary data sources were education policy, supervision manuals, school guidelines, and relevant journals, research reports and internet sources that reflect the basic questions and practices of leadership behaviors of school supervisors while implementing their assigned duties in secondary school.

3.3. Sample and Sampling Techniques

The study was conducted in government secondary schools of North Shoa Zone of Oromia Regional State. In North Shoa zone, all Woredas are not geographically similar. The number of teachers, their qualification and work experiences of teachers are also different. Because of this fact, it is important to use cluster sampling technique to have reliable samples for the study. Accordingly, Woredas are classified into three (3) clusters based on their geographical similarities, their number of teachers, qualification and work experience of teachers. Out of the three clusters, two of them have five Woredas each and the rest one clusters have four Woredas. Simple random sampling techniques in a lottery system were employed to select one cluster out of the three. This technique was used since it gives equal chance to be selected and it is also economical from money, time and energy point of views.

The selected sample clusters contain five (5) Woredas, namely: Were-jarso, Kuyu, Degam, Grar-jarso, and Wuchale included in the sample.

In the sample Woredas, there are (7) secondary schools. This is because the two Woredas namely kuyu and Were-Jarso each have two secondary schools. Therefore, the secondary schools included in the sample are Gohatsion, Tulu-Milki, Garbaguracha, Briti, Hambiso, Ejersa-Kaho and Wuchale secondary schools. After selecting the sample schools, a total of 133 populations were identified. Consequently, from a total of 321 teachers of these sample schools, 95(30%) of teachers were taken as sample using simple random sampling particularly in a lottery method.

Since school principals and secondary school supervisors were crucial for this study, all principals and supervisors are included in the study using availability sampling. Accordingly, 7 school principals and 5 secondary school supervisors are included in the study. In addition, 3 department heads (1 from language, 1 from social science, and 1

from natural science departments) with a total of 21 department heads were taken and included in the sample through purposive sampling methods.

Finally, in the current administration of schools, one Process Owner of Supervision Department is assigned at Woreda levels. He/She has the responsibility of facilitating and providing supervisory service in schools and cluster schools. Thus, a total of 5 Woreda education office supervision department process owners were involved in the study by availability sampling.

In general, a total of 133 respondents (95 teachers, 21 department heads, 7 principals, 5 secondary school supervisors, and 5 supervision department process owners) were included in this study.

Table 1: Total Population and Sample Size

No	Types of Respondents	Total population	Sample Size	%	Sampling technique
1	Teachers	321	95	30	Random sampling
2	Department heads	21	21	100	availability Sampling
3	School principals	7	7	100	availability Sampling
4	Secondary school supervisors	5	5	100	Availability Sampling
5	Supervision department process owners	5	5	100	availability Sampling

3.4. Data Collection Instruments

In order to get firsthand information for this study, three basic instruments were used. These are questionnaire, interview and focus group discussions.

3.4.1. Questionnaire

Questionnaire was used commonly to gather data for descriptive surveys. Questionnaires help the researcher to know respondent’s feeling. In addition, it helps the respondents to choose one option from the given scales that best aligns with their views. In order to gather the appropriate information about the current practices of supervisory behaviors of supervisors in North Shoa Zone of Oromia, questionnaire was set for teachers based on the reviewed literature. All the questionnaires were prepared in English as the researcher believed that they could understand the questions.

The questionnaire contained both close-ended and open-ended questions. Accordingly, out of sixty six (66) close-ended items 32 items with 5 point Likert scale ranged from 1 = Strongly disagree through 5 = Strongly agree were prepared for teachers to measure supervisory behaviors and views of teachers about their supervisors. In addition, 21 items with 5 point Likert scale ranged from 1 = Very low through 5 = Very high were used to measure supervisory skills. Moreover, thirteen (13) "Yes" or "No" items were prepared for teachers to measure challenges faced by supervisors.

In addition to this, open-ended questions were used in order to give opportunity for respondents to know their views related to supervisory behaviors of supervisors in their practices in the schools. The questionnaire had six parts to obtain necessary information about background information, effectiveness of supervisors in applying supervisory skills, views of teachers about their supervisors, how supervisors are assigned to educational leadership, supervisory behaviors and supervisory challenges. In order to get necessary information about the study, drafts of the instruments were given and checked by experts from supervision department of north Shoa Zone. Based on the suggestions given by these experts, modifications were made on errors identified and testing of the instruments followed in the field which increases its validity and reliability.

For testing the instruments, Fitch Preparatory school and Woreda Education office supervision department process owner were used. In this testing area, the researcher explained the objective of the study and how to respond to the questionnaire for the respondents. Accordingly, 8 teachers from non-sample woredas and secondary schools were taken for responding the respective questionnaire. In addition, three department heads one from language, one from social science and the other from natural science, and one school principal and secondary school supervisors were taken for focus group discussions to pilot test the instrument. Finally, one process owner from Zonal supervision department was interviewed. Generally, by taking into account the suggestions given by respondents to the questionnaires, interviews and focus group discussions further modifications were made. Thus, the instruments were valid and reliable to collect the data for this study.

3.4.2. Interview

The interview enables the researcher to get in depth responses which couldn't gather through questionnaire. Its purpose is to find out what is in or on someone else's mind. Interviews were also used to gather information regarding an individual's experiences and knowledge; his or her opinions, beliefs, and feelings about supervisory behaviors of supervisors in their respective schools. Having this in mind, interview was conducted with 5 Process Owners of supervision departments.

The process of interview was conducted in Oromiffa languages and supported by audio recorder in order to save loses of audio information. The recorded responses were categorized based on their similarities and translated into English. Woreda Education Office supervision department process owners were selected for interview because they are in a position to coordinate secondary school supervisors and conduct supervisory practices in schools. Thus, they can provide valuable information concerning the study during interviews.

3.4.3. Focus Group Discussions

Focus group discussions were also useful for obtaining qualitative data. It is an important technique for obtaining individuals' impressions and concerns about supervisory behaviors of supervisors. It is also useful in that, it provides an open, fairly unrestricted discussion with individuals to discuss ideas and to clarify each others' impressions and opinions freely concerning the issue. Thus, the process of focus group discussions were conducted with 21 department heads, 7 principals and 5 secondary school supervisors, and they were divide into 7 groups for the discussions to make it manageable. The discussions were supported by audio recorder. The reason is that, it is impossible to take notes during the discussions what everybody raised during the discussions. Thus, the recorded data was categorized based on similarities.

3.5. Methods and procedures of Data Analysis

The first step in data collection process is to get the willingness of the respondents to fill the questionnaire. Once the respondents are willing to fill the questionnaire, the copies of the questionnaires were distributed to all of the selected respondents. The focus group

discussion was conducted by physical presence of the researcher himself to gather relevant information. Finally, the researcher collected the entire distributed questionnaire for analysis. The response rate for questionnaires was 97.9%.

The data collected on the basis of the purpose of the study through the above mentioned instruments were tallied, tabulated and organized into tables. The obtained data were analyzed quantitatively and qualitatively. To answer the basic questions of the study, appropriate data analysis method was adopted. Thus, the quantitative data were analyzed in terms of frequencies, percentages, and mean, while the qualitative data were coded, categorized and identified on the basis of their patterns systematically to support the quantitative data. The reason to employ these data analysis method is that frequency helps to identify the number of respondents' responses for a given specific items, while percentage helps the researcher to simplify and explain a given set of data. Mean helps to identify average responses given by respondents.

On the other hand, for better analysis the 5 point Likert responses for the questionnaires were categorized and analyzed in terms of the three scales (agree, undecided, and disagree) and (high, moderate, and low. Finally, the data collected through interview, focus group discussion and open ended questionnaires were presented and analyzed to supplement the data gathered through close ended questionnaires, and categorized and discussed in line with close ended questionnaires.

CHAPTER FOUR: Presentation, Analysis and Interpretation of Data

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

The data were collected from a total of 93 respondents. To this effect, a total of 95 copies of questionnaires were distributed to 95 teachers. The return rates of the questionnaires were 97.9%. Five Woreda education office Process Owners from Supervision Department were interviewed. Moreover, school principals, department heads and supervisors participated in focus group discussions.

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

4.1. Characteristics of Teacher Respondents

The respondents were asked to indicate their background information. Details of respondents' characteristics were given in table 2 below.

As shown in Table 2, 83(89.3%) of teacher respondents were male, which highlights the availability of gender gap in the system. Regarding the age of teachers, 56(60.2%) of them are found between 26-35 years which indicates that the majority of teachers use their full capacity for teaching-learning process. Besides, the result indicated that 90(96.8%) of the respondents were first degree holders which is one indicator for the improvement of quality education in the first cycle of secondary school system. As the respondents experience is concerned, 38(40.7%) of respondents had less than six years of experiences. Therefore, it is possible to conclude that the majority of teachers found in the study area are qualified for general secondary school but not for preparatory school and they can provide the appropriate knowledge for secondary schools.

Table .2 Characteristics of Teachers

Items		Teachers' Response	
		No	%
Sex	Male	83	89.3
	Female	10	10.7
	Total	93	100
Age	25 & less than	23	24.7
	26- 35	56	60.2
	36 – 45	10	10.7
	46 & above	4	4.4
	Total	93	100
Current Position	Teacher	93	100
	Total	93	100
Experience	5 & below	38	40.7
	6 – 10	30	32.3
	11 – 20	16	17.2
	21 & above	9	9.8
	Total	93	100
Qualification	Diploma	1	1
	B.Sc/BA/B.Ed	90	96.8
	MSc/MA/M.Ed	2	2.2
	Total	93	100

4.2. Characteristics of Supervisors

School principals, Department heads and supervisors were asked their background information during focus group discussion; whereas process owner of education office supervision department were also requested their background information during the interview. Details of their information's are given in table 3 below.

As shown in table 3, all of school principals, supervisors and process owners were male, and majority, (66.7%) of department heads were also male respondents. This indicates that the participation of females in managerial position is not sufficient. Regarding the age of school principals and department heads, 4(57.7%) and 10(47.7%) of them are found between 36 and 45 years which indicates that they are experienced enough to work effectively with teachers. The majority 3(60%) and 3(60%) of supervisors and process owners found between 26 and 35 years respectively, which indicates that they are found at young age.

As far as the respondent's experience is concerned, 4(57.1%), 11(52.4%), 3(60%) of school principals, department heads, and supervisors have 11 to 20 years experiences respectively. This indicates that they have experience to provide professional assistances and manage schools. Besides, nearly all of the respondents are degree holders which indicate that the required qualifications are fulfilled for general secondary schools to play their role in the improvement of quality education.

Table 3 Characteristics of Supervisors

Items		Responses							
		Principal		Department Heads		Supervisor		Process Owner	
		No	%	No	%	No	%	No	%
Sex	Male	7	100	14	66.7	5	100	5	100
	Female	-	-	7	33.3	-	-	-	-
	Total	7	100	21	100	100	100	5	100
Age	25 & Less than	-	-	3	14.3	-	-	-	-
	26 – 35	3	42.8	8	38	3	60	3	60
	36 – 45	4	57.2	10	47.7	2	40	1	20
	46&above	-	-	-	-	-	-	1	20
	Total	7	100	21	100	5	100	5	100
Experience	5&below	-	-	-	-	-	-	-	-
	6 – 10	2	28.6	6	28.6	2	40	2	40
	11 – 20	4	57.1	11	52.4	3	60	3	60
	21&above	1	14.3	4	19	-	-	-	-
	Total	7	100	21	100	5	100	5	100
Qualification	Diploma	-	-	-	--	-	-	-	-
	BA/BSc/Bed	5	71.4	21	100	5	100	5	100
	MA/MSc/MEd	2	28.6	-	-	-	-	-	-
	Total	7	100	21	100	5	100	5	100

4.3. Activities of Supervisors in Applying Supervisory Skills

The main duty of instructional supervisors is to provide continuous professional assistances for teachers to improve their current practices for better student achievement. Hence, supervisors are expected to have the skills needed in improving teachers' class room practices. In this regard, authors like, Glickman et al. (2004) and Okumbe (1998:182) argued that technical skills, human skills and conceptual skills are necessary

for supervisors to work closely with teachers. Accordingly, Tables 3 to 5 summarizes teachers' view on these issues as follows.

Table .4 Supervisors' Activities in Applying Technical Skills
(Use 3= high, 2= moderate 1= low,)

	Items	Responses N= 93						
		High		Mode rate		Low		Mean
		N	%	No	%	N	%	
1	Supervisors help teachers to use different methods and procedures to improve class room practices.	27	30	12	12.9	54	58	2.33
2	Supervisors assist teachers on lesson plan preparation, utilization of teaching aid and evaluation mechanism.	24	25.8	17	18.3	52	55.9	2.38
3	Supervisors provide professional assistance on continuous bases for students' achievement.	21	22.6	20	21.5	52	55.9	2.35
4	The supervisor conducts need assessment and train teachers at school level.	22	23.7	17	18.3	54	58	2.31
5	The supervisor shows ways of problem solving to teachers.	36	38.8	16	17.2	41	44	2.98
6	The supervisor shows ways and helps teachers on how to conduct observation of each other's classroom instruction.	21	22.6	17	18.3	55	59.1	2.29
7	The supervisor shows techniques of conflict resolution.	35	37.7	13	13.4	45	48.3	2.94

Note: The analysis was conducted based on 5+4= High, 2+1= Low, 3= Moderate

Scale: 1 to 2.4 = Low, 2.41 to 2.5 = Moderate, above 2.5 = High for mean

As shown in Table 4 above, teachers were asked either supervisors help teachers to use different methods and procedures to improve class room practices or not. Accordingly, 54(58%) of teachers responded that the different methods used by supervisors to improve teachers' class room practices is low (mean value = 2.33). It implies that the ability of supervisors to use different methods and procedures to improve teachers were not enough. Responses for item 2 of the same table show that 52(55.9%) of respondents confirmed that professional assistance provided by secondary school supervisors on lesson plan preparation, utilization of teaching aid and evaluation mechanism is low (mean value = 2.38). Moreover, one of the participants from the focus group discussion said that:

Secondary school supervisors come to school twice a year to gather information and activities of the school. Assisting on lesson plan preparation and observing teachers while teachers are teaching to improve their classroom practices were not practiced by secondary school supervisors.

Regarding the professional assistance provided on a continuous basis for student achievements, respondents were asked if supervisors' endeavor to achieve this task or not. Thus, item 3 of the same table, revealed that 52(55.9%) of teachers asserted the supervisors' endeavor were low.

Moreover, as shown in item 4 of Table 4, teachers were asked if the supervisor conducts need assessment and train teachers at school level. Consequently, 54(58.1%) of respondents replied that supervisors were not conduct need assessment and train teachers at school level. Teachers were not provided training to improve their practice. In support of this, from the focuses group discussion held with school principals, supervisors and department heads it was confirmed that:

Secondary school supervisors were not providing training and need assessment at school level for teachers. Hence, the supervisors' effort to conduct need assessment and train teachers for better student achievement is almost implemented insufficiently.

Respondents were asked either supervisors show ways of problem solving to teachers or not. Consequently, 41 (44%) of teachers responded that the supervisor's endeavor to show ways of problem solving is low (mean value = 2.28). Process owner of supervision

department were also interviewed the views of teachers about their supervisors. One of Woreda education office Process Owner of Supervision Department said that:

Most of the time supervisors were come to school to gathering information and problems of schools and report it to the office rather than capacitate teachers and schools to solve problems by their own.

As shown in item 6 of Table3, respondents were asked if supervisors help teachers on how to conduct observation of each other's classroom to improve instruction. Accordingly, 55(59.1%) of teachers revealed that the supervisors endeavor to achieve this activity is low (mean value = 2.29). This implies that the supervisors effort to help teachers how they observe each other's class room to improve their practices is ineffective.

In the last item of Table 4, teachers were requested either supervisors show techniques of conflict resolution or not. Consequently, 45(48.3 %) of respondents asserted that the efforts made by supervisors to show techniques of conflict resolution is low and insufficient. From the focus group discussions held with school principals and department heads it was clearly raised that:

Supervisors are selected from academic staff and do not have supervision background. As a result they lack technical skills to help and show methods of solving conflict for their supervisees.

Generally, according to Lucio and McNeli,(1979:62) one of the qualities sought in supervisor are technical proficiency, initiating and directing, consideration for followers and social awareness. But, the result of the finding revealed that nearly for all items supervisors demonstrate low levels of technical skills in assisting teacher's classroom practices.

Table 5 summaries the activities of supervisors in using human skills to work effectively with teachers to improve teacher's classroom practice. As indicted in item 1 of Table 5, teachers were requested either supervisors facilitate communication to build cooperative effort or not. Accordingly, 50(53.7%) of the respondents replied that the supervisors

endeavor to build cooperative effort is low (mean value = 2.58). But the mean value indicates that their activities found at moderate.

Table .5 Supervisors' Activities in Applying Human Skills (3= high, 2= moderate, 1= low)

No	Items	Responses						Mean
		High		Moderate		Low		
		N	%	N	%	N	%	
1	The supervisor facilitates communication to build cooperative effort.	27	28.5	16	17.2	50	53.7	2.58
2	Supervisors assist teachers to feel free to express problems they faced.	55	59.1	14	15.1	24	25.9	3.56
3	Teachers develop anxiety and frustration which stem from inappropriate use of communication skills by supervisors.	51	54.8	22	23.7	20	21.5	3.58
4	The supervisor displays and demonstrate group facilitation for demonstrates instructional improvement.	22	23.7	21	22.6	50	53.7	2.57
5	The supervisor encourages teacher to reflect on their improvement.	53	57	14	15.1	26	27	3.42
6	The supervisor facilitates group discussion among teachers on their improvement.	57	61.3	11	11.9	25	26.8	3.57
7	The supervisor is approachable and there is a feeling of rapport among teachers and supervisors.	26	27.9	17	18.3	50	53.7	2.50
8	The supervisor closely works with the teachers.	26	27	12	12.9	55	59.1	2.27

Key: The analysis was conducted based on, 5+4= High, 2+1= Low, 3= Moderate, **Scale:** 1 to 2.4 = Low, 2.41 to 2.5 = Moderate, above 2.5 = High for mean

It implies that supervisors made minimum effort to build cooperative effort. Regarding the status of supervisors assisting teachers to feel free to express problems they faced, 55(59.1%) respondents asserted that supervisors' effort to make teachers to feel free shows high.

As indicated in item 3 of Table 5, 51(54.8%) of respondents revealed that teachers develop anxiety and frustration which stem from inappropriate use of communication skills by supervisors (mean value = 3.58), which imply that the supervisors' use of inappropriate communication skills causes teachers to develop anxiety and frustration.

As the participants of focus group discussion raised:

Supervisors came to school to gather information from the hands of school principals for reporting purposes rather than approaching teachers to communicate effectively with them to improve instruction. This resulted in making teachers not to feel free with their supervisor to discuss in the improvement of instruction.

As illustrated in item 4 of Table 5, the teachers asked either supervisor displays and demonstrate group facilitation for demonstrates instructional improvement or not. Accordingly, 50(53.7%) of respondents confirmed that, the supervisor's use of displaying and demonstrating group facilitation for instructional improvement is high (mean value = 2.57). Regarding item 5 and 6 of the same table, teachers were requested whether the supervisor encourages them to reflect on their improvement and facilitate group discussion among teachers. Accordingly, 53(57%) and 57(61.3%) of respondents replied that the supervisors to achieve this activity is high (mean value = 3.42 and 3.57). This implies that supervisors are playing their role in encouraging teachers and facilitate group discussion between teachers in order to improve their practice. On the other hand, the interview held with process owner of supervision department in one of woreda education office revealed that even if supervisors didn't provide continuous assistance for teachers, they encourage and facilitate discussions on school issue with school administrators. For items 7 and 8 in the same table, the teachers were asked if supervisor is approachable and there is a feeling of rapport among teachers and supervisors, and the supervisor closely works with the teachers.

Accordingly, 50(53.7%) and 55(59.1%) of teachers responded that the supervisor were not approach and show feelings of rapport for teachers. This implies that they didn't work closely with teachers to improve their classroom practice. Similarly, during the focus group discussion conducted with principals, department heads and supervisors, they said in relation to whether supervisors closely work with teachers:

The relationship between supervisor and teachers doesn't exist. However, most of the time, they discussed issues to be improved with school principal and vice principals.

Therefore, from the data obtained from focus group discussions one can conclude that the supervisors endeavor to improve the work of school was rely only on the discussion held with principals and vice principals.

As can be observed in Table 6 item 1 and 2, teachers were asked whether the supervisor share innovative idea with them to solve their own problems and enable them to improve instruction. To this end, 55(59%) and 48 (51.6%) of teachers respectively confirmed that supervisors' ability to share and use innovative ideas for instructional improvement and assisting them to solve their own problems demonstrates low. The focus group discussion carried out confirmed that supervisors have no experience and training in assisting principals and teachers. To this end, they were not share and use innovative idea to improve instruction and to assist teachers to solve their own problems.

Therefore, from the results of the mean and focus group discussion one can conclude that teachers and school principals were not supported with creative idea of supervisors. This shows that the effort made by supervisors to improve teacher's class room practice is found to be at low level.

As shown under item 3 in Table 6, 50(53.8%) of teachers asserted that supervisors' role in participating teachers in decision making is low. The focus group discussion also support this result that supervisors were not involve and take in to account genuine ideas of teachers, rather they simply provide order for school principals about the activities to be done and gather information on its result. This implies that teacher's involvement in decision making especially on issues which determine their growth is low. To this end, the growth of teachers and improvement of classroom practice is hampered.

Table .6 Supervisors' Activities in Applying Conceptual Skills (3= high, 2= moderate, 1= low)

No	Items	Responses						Mean
		High		Moderate		Low		
		N	%	N	%	N	%	
1	The supervisor shares innovative instructional improvement with teachers.	25	26.9	13	13.9	55	59.1	2.43
2	The supervisor uses innovative idea in assisting teachers to solve their own problems.	25	26.9	20	21.5	48	51.6	2.66
3	Supervisors determine ways to participate teachers in decision making which determine their growth.	26	28	17	18.3	50	53.8	2.73
4	The supervisor encourages collective Endeavour for improvement	21	22.6	11	11.9	61	65.6	2.16
5	The supervisors assist teachers to understand the institution as a whole.	25	26.9	12	12.9	56	60.2	2.40
6	Supervisors identify environmental and school-based problems, and suggest ways to solve it.	58	62.4	12	12.9	23	24.7	3.59

Note: The analysis was conducted based on 5+4= High, 2+1= Low, 3= Moderate **Scale:** 1 to 2.4 = Low, 2.41 to 2.5 = Moderate, above 2.5 = High for mean

As depicted in the same Table of item 4, teachers were requested either supervisors encourage collective endeavor for improvement or not. Consequently, 61 (65.61) of

respondents confirmed that the supervisors' effort to achieve this purpose is low (mean value = 2.16), which indicates low consideration given by supervisors to encourage collective endeavor to improve teacher's classroom instruction.

Regarding items 5 of the above table, the teachers were asked either supervisors assist teachers to understand the institution as a whole or not. Accordingly, 56(60.2%) of teachers responded that the assistance provided for teachers to understand the institution as a whole is low (mean value =2.40).

In item 6 of Table 6, teachers were asked if the supervisors are identifying environmental and school based problems, and suggest ways to solve it. Consequently, majority of teachers (62.4%) responded that the supervisors were identifying environmental and school based problems and also suggest ways to solve it demonstrates high(mean value = 3.59). In support, Okumbe,(1998:183) states that supervisors must understand both the internal and external environments in which they operate. They also need to understand the effects of the changes in one or more of those environments on the organization for which they work. Furthermore, the participants of the focus group said that in relation to the activities of the supervisors:

Most of the time secondary school supervisors were worked on administrative tasks than on teaching-learning processes. To this end, they have know-how about environmental and school based problems.

It is possible to conclude that item 3 and 6 demonstrate high, where as the other shows low levels. Thus, from the above results secondary school supervisors were not working to improve teacher's classroom practices for better student achievements.

Generally, supervisory skills are essential to implement the tasks of supervision. But as the findings of this study clearly showed effectiveness of supervisors in the study area in applying technical, human and conceptual skills to improve the current practices of teachers for better student achievement is found to be low. This is concluded by OREB (2013:14) in their assessment conducted in the study area (North Shoa Zone) found that the assignments of supervisors from zone education office to school level were not based on their proficiency and capabilities. Moreover, changing supervisors from time to time

was observed in as one problem in the zone. Thus, from the aforementioned findings of this study, Supervisors in the study area does not apply appropriate supervisory skills in their practice to improve teacher's classroom instruction.

4.4. Teacher's View about their Supervisors

Table 7 summarizes the findings of teachers' views about their supervisors. Accordingly, teachers requested whether supervisors were committed to work with them to improve their classroom practice. In this connection, 50(53.8%) of teachers confirmed their disagreements (mean value = 2.43). This indicates that supervisors were not dedicated to improve teacher's current practices to achieve quality of student learning.

As shown in item 2 of Table 7, teachers were asked either supervisors work only on assisting teachers to improve instruction or not. Consequently, 56 (60.2%) of teachers responded that the supervisor's were not relied only on assisting teachers (mean value = 2.34), which implies that teachers were not assisted properly to bring the intended better student learning. Supporting this, results from the focus group discussion supervisors said that:

Supervisors come to school with different tasks to be carried out by school principals, teachers and department heads, and most of their activities do not related with core functions of supervision. To this end, supervisors couldn't assist teachers to improve their practice and achieve better results expected of them.

As depicted in item 3 of the above table, teachers were asked if supervisors have not the necessary knowledge and skills to implement the tasks of supervision. As a result, 46(49.5%) of teachers demonstrate their agreement (mean value = 3.35). This implies that supervisors do not have the expected knowledge and human skills to work effectively with teachers to accomplish the tasks of supervision. In the same way, as the responses obtained from focus group discussion revealed that supervisors come to school to discuss issues of school activities with school principals and they were refused to share ideas on the improvement of teachers. This indicates that supervisors do not have confidence to discuss and assist teachers on their developments. So, it is possible to conclude that supervisors lack the necessary knowledge and skills to do so.

Regarding supervisors come to school to gather information for reporting purposes, 64 (68.6%) of teachers confirmed their agreement.

Table 7 .Views of Teachers about their Supervisors

No	Supervisory Activities	Responses N= 93						Mean
		Agree		Undecided		Disagree		
		No	%	No	%	No	%	
1	Supervisors are committed to work with teachers in improving classroom practice.	27	29	16	17.2	50	53.8	2.41
2	Supervisors work only on assisting teachers to improve instruction.	14	15	23	24.7	56	60.2	2.34
3	Supervisors do not have the necessary knowledge and skills to implement tasks of supervision.	46	49.5	15	16.1	32	34.4	3.35
4	Supervisors come to school to gather information for reporting.	64	68	11	11.9	18	19.3	3.82
5	School based supervisors provide continuous advice and help to improve classroom practice.	48	51.8	15	16.1	30	32.2	3.42
6	Supervisors used classroom observation for evaluative purposes.	42	45.2	11	11.9	40	43	3.08
7	Supervisors come to school to find fault than helping teachers.	50	53.8	12	12.9	31	33.3	3.42
8	Supervisors serve as a means to promote teachers' autonomy.	55	59.1	14	15	24	25.8	3.48
9	Supervisors are preferable means of teachers supporting system.	23	24.6	10	10.7	60	64.7	2.39

Note: The analysis was conducted based on 5+4= agree, 2+1= disagree, 3= Moderate,
Scale: 1 to 2.4 = Disagree, 2.41 to 2.5 = Undecided, above 2.5 = Agree for mean

In supporting this, the responses obtained from focus group discussion with reference to activity of supervisors in school asserted that:

Supervisors come to school to gather information and problems mostly for reporting purposes. They didn't try to solve the problems and faults seen in collaboration with teachers and principals at school level.

Thus, it is possible to conclude that the supervisors' core function according to the study area is to serve as a liaison agent between Woreda education office and school rather than assisting and helping teachers on a continuous basis.

Item 5 of Table 7, teachers were requested either school based supervisors provide continuous advice and help to improve classroom practice or not. Accordingly, 48 (51.6%) of teachers demonstrate their agreement that school based supervisors provide advice and support for teachers to improve their classroom practice (mean value = 3.42), which implies that comparatively school based supervisors were providing more assistance and advice to teachers in their classroom instruction than secondary school supervisors. In supporting this, Haileselassie (1997:48) pointed out that the functional and true sense of educational supervision depends on the supervisory operation made at the grass root level i.e. school level.

As indicated in Table 7, item 6 and 7, teachers were asked either supervisors use classroom observation for evaluative purpose and to find faults than helping teachers or not. Consequently, 42 (45.6%) and 50 (53.8%) of teacher respondents agreed that supervisors come to school and used classroom observation for evaluative and fault finding than supporting and improving teachers. Similarly, the participants of the focus group discussion agreed that mainly supervisors use classroom observations for evaluative purpose and to find out faults created. This make the relationship between principal and teachers lag behind. That means principals and teachers didn't trust their supervisors. In supporting this, Jhonson and Jhonson (2002:420) stated that teachers have to trust their supervisors to develop positive views towards school supervision and instruction. When teachers cannot trust their supervisors, their ability to deliver quality instruction is seriously impaired. As shown in Table 7 of item 8, teachers asked if supervisors serve as a means to promote teacher autonomy. Accordingly, 55(59.1%) of the respondents

agreed with this practices. In item 9 of the same table, teachers were asked whether supervisors are preferable means of teachers supporting system or not. As the data depicted, 60(64.7%) of teachers reported their disagreement (mean value = 2.39). This implies that teachers perceive that supervisors are not preferable in the supporting system.

Based on the above analysis it is clear that item number 3, 4, 5, 6, 7, and 8 shows agreement, where as item number 1, 2, and 9 indicates disagreement.

It is believed that, developmental supervisor should foster the group toward higher level of development, expertise and commitment through continuous provision of advice and assistances. But, the results of the findings showed that supervisors do not work closely with teachers to provide continuous assistance and advice to improve instruction. They simply come to school to collect information about the activity of teachers for reporting. To this end, teachers view their supervisors as fault finder and administrative workers than supporter of teachers in their activities.

4.5. School Supervisors and how they are Assigned to Educational Leadership

Instructional supervision is essential for the overall improvement and quality of education provided for the learner. To this end, supervisors should play a leading role in providing support for teachers and enhance their professional competency through school based training. To achieve these purposes the quality of supervisors and the selection criteria of supervisors prepared by OREB should take in to account to keep the quality of supervisors as well as quality of student learning in general.

Consequently, table 8 summarizes the findings of how supervisors are assigned in to educational leadership.

As indicated in Table 8 item 1, teachers were requested either secondary school supervisors are selected strictly according to the criteria set in the supervision guideline or not. Accordingly, 69(74%) teachers respond that secondary school supervisors are not strictly selected on the basis of the criteria set in supervision guideline. Furthermore, the

responses of the interview held with process owner of the sample woreda education office supervision department said that:

The selection criteria state that any one wants to a supervisor must have a minimum of 3 years work experience and degree holders. But the committee was not relying on these criteria as main issues. Therefore, there is a gap in implementing the selection criteria during selecting supervisors. Among these, the exam given for selection is not revolving around supervision. The points given for interview questions were the main determinants for interviewer because the selection committee can give good points for individuals who they want to pass. Thus, the selection committee set their criteria in addition to the selection criteria set in the guideline.

Table .8 Respondents View on how Supervisors are Positioned to Educational Leadership

Items	Responses					
	Yes		No		Total	
	No	%	No	%	No	%
Are secondary school supervisors selected properly?	24	25.8	69	74.2	93	100

Therefore, there is mixing of selection criteria set in the guide line with their own criteria in selecting the supervisors.

Moreover, the participants of focus group discussion said that the base of the selection is the criteria set in the guideline. But as of the group discussion, as the criteria set in guide line goes from MOE to lower level, the addition of selection committees own criteria to select the supervisors becomes increasing. In addition supervisors were selected on the basis of friendly relationship and relatives.

Generally, from the findings of the data, focus group discussion, and interviews made, it is possible to conclude that supervisors were not selected only in accordance with the selection criteria set in the guide line in North shoa zone of Oromia.

4.6. Supervisory Behaviors /Approaches of Supervisors

The supervisory behavior of supervisors used is a determinant factor in improving teachers' current practice for better student learning. This means, knowledge and experience of supervisors took the higher position to use these approaches in its proper place and time. Thus, it is impossible to treat all teachers in the same way. To this end, supervisors are expected to use the different supervisory approaches to teachers of different level of experience and expertise. Therefore, Tables 9 to 12 summarizes the findings of these approaches.

4.6.1. Teachers' View on Directive Control Behaviors of Supervisors

As shown under Table 9 of item1, the respondents were asked either the supervisors direct and enforce teachers to accomplish the tasks or not. Accordingly, 57(61.5%) of teachers demonstrate their agreement that the supervisor directs and enforces teachers to accomplish the assigned duties. The computed mean value (3.64) also reveals that the supervisors were giving less attention to identify teacher's know-how to assist accordingly.

Regarding item 2 of the same table, 54(58.1%) of teachers showed that the supervisor sets standards for teachers in the improvement of instruction. The computed mean value (3.37) also indicated that teachers agreed to the supervisors endeavor.

As indicated in the same table of item 3, teachers were asked either supervisors assume themselves as more knowledgeable and expertise than teachers and then enforces them to improve classroom practice or not. Consequently, 62(61.5%) of teachers asserted their agreement.

Moreover, the responses of the interview made with process owner of two woreda education office supervision departments revealed that:

Supervisors consider themselves as if they know all things, enforce and direct teachers to accomplish the assigned duties. They didn't provided alternatives of tasks from which teachers can select and perform based on their needs.

With regard to supervisors direct teachers in order that they improve their teaching and influence supervisees toward quality education, 57(61.5%) of teacher respondents agreed that supervisors perform the stated activities. This implies that supervisors failed to participate and collaborative with teachers to improve quality education. Furthermore, the participants of focus group discussion said that:

Supervisors provided school principals the prepared check-lists and enforce them to carry out the activities listed in light of the prepared check-lists.

Table.9 Respondents View on Directive Control Behaviors of Supervisors

No	Item	Responses						Mean
		Agree		Undecided		Disagree		
		No	%	No	%	No	%	
1	The supervisor directs and enforces teachers to accomplish the tasks.	57	61.5	15	16.1	21	22.6	3.64
2	The supervisor sets standards for teachers in the improvement of instruction.	54	58.1	7	7.5	33	34.4	3.37
3	The supervisor assumes him/herself as more knowledgeable and expertise and enforces teachers to improve classroom practices.	62	66.7	9	9.6	21	22.5	3.64
4	Supervisors direct teachers in order that they improve their teaching.	57	61.5	11	11.8	25	26.7	3.53
5	Supervisors influence supervisees toward improving quality education.	52	55.9	13	13.9	28	30	3.4
6	Supervisors do not coach teachers to perform better.	45	48.4	11	11.8	37	39.7	3.14

Note: The analysis was made based on 5+4= agree, 2+1= disagree, 3= Moderate, **Scale:** 1 to 2.4 = Disagree, 2.41 to 2.5 = Undecided, above 2.5 = Agree for mean

Therefore, it is possible to conclude that, the supervisors directed toward enforcing teachers and school principals to accomplish the listed tasks identified. This indicates that, there is no collegial relationship among teachers and supervisors than horizontal relationship.

Respondents requested either supervisor do not coach teachers to perform better or not. In this respect, 45 (48.4%) of teachers agreed that supervisors failed to coach teachers to improve their classroom practice (mean value= 3.14). This indicates that the relationship between supervisors and teachers to assist and advice teachers to improve their classroom practice is ineffective. In line of the reviewed literature, effective supervisors are approachable; they instill a feeling of rapport and the teachers' feels that they are really interested to discuss his problems, Harris,(1963:430). But, the responses obtained from the interview revealed that:

Supervisors rarely discuss about ways of improving student learning with teachers in the school rather he/she communicate with school principals on the listed activities.

Generally, it is possible to conclude from the findings of the above table that supervisors in the study area were not providing continuous assistances for teachers. As the result of this, they couldn't identify teachers' with different level of development and expertise. To this end, they simply used directive control behaviors to all teachers in their practice. All of the items discussed above demonstrate agreed about the use of directive control behaviors in assisting teachers to improve their classroom practice.

4.6.2. Teachers' View on Directive Informational Behaviors of Supervisors

As indicated in Table 10, item 1, respondents were requested whether the supervisor provides alternatives from which teachers can choose to accomplish activities. Consequently, 39 (41.8%) of respondents showed their disagreement (mean value = 2.96). This implied that the practice of supervisors to achieve this purpose was ineffective. In addition, the results from the focus group discussion revealed that one of the supervisor's short coming becomes considering themselves as the sole providers of new idea and then enforce others to accept their ideas. They never give chances to select

and accomplish the lists of tasks based on teachers' needs and proficiency of an individual.

In the same Table of item 2, respondents were asked either supervisor were the sources of information for the tasks to be accomplished or not. Accordingly, 41(44.1%) of teachers demonstrate their agreement that supervisors were the source of information for the tasks teachers should accomplished (mean value is 3.08). This implied that supervisors considered themselves as the sole information providers for teachers, experienced and have knowhow than the teacher to provide valuable ideas to improve instruction.

Table.10 Respondents View on Directive Informational Behaviors of Supervisors

Behaviors of Supervisors

No	Items	Responses						Mean
		Agree e		Undecide d		Disagree		
		N	%	N	%	N	%	
1	The supervisors provide alternatives from which teachers can choose to accomplish activities.	37	39.7	17	18.3	39	41.8	2.96
2	Supervisors are the source of information for the tasks to be accomplished by the teachers.	41	44.1	17	18.3	35	37.7	3.08
3	Supervisors place themselves as more expertise, committed, confident, and responsible for the tasks than teachers.	46	49.5	18	19.4	29	31.1	3.29
4	Teachers can set their own activities to be accomplished.	23	25.4	10	10.7	50	53.8	2.63

Note: The analysis was conducted based on 5+4= agree, 2+1= disagree, 3= Moderate
Scale: 1 to 2.4 = Disagree, 2.41 to 2.5 = Undecided, above 2.5 = Agree for mean

Regarding item 3 of the same table, 46(49.5%) of teacher respondents demonstrate agree in that supervisors place themselves as more expertise, committed, and responsible for the tasks. This shows that thought that no teachers possess the necessary expertise and

committed to their work to achieve the purpose of school objectives and to bring quality education as compared to supervisors.

As observed in Table 10 item 4, teacher respondents were asked either teachers provided assistances in order they can set their own activities to be accomplished or not. Accordingly, 50(53.8%) of teachers demonstrate their disagreement which indicates teachers were not allowed to set their activities by their own. In the above findings directive informational behaviors demonstrate disagreed.

4.6.3. Teachers' View on Collaborative Behaviors of Supervisors

As indicated in the Table 11 of item 1, teachers were asked either supervisor and teachers are equally involved in setting the plan for instructional improvement or not. To this end, 50(53.9%) of teachers demonstrate disagreement about mutual plan to improve instruction among teachers and supervisors which implies that the view of joint responsibility to solve instructional problems for improvement was not encouraged by supervisors. Supervisors failed to encourage teachers to offer their own thoughts and suggestions on plan development.

Regarding supervisory activity as the joint responsibility of teachers and supervisors, 42(47.2%) of teachers disagreement. This implies that supervisors were considered supervisory activities as their sole responsibilities. This view of supervision has no place in modern supervision system. Similarly, McNeil and Lucio(1979:16) elaborate that supervision today is not the responsibility of an individual or particular position rather it is the responsibility of workers and is part of human organization.

As item 3 of table 11 indicates, teachers were asked either supervisor was open and trust teachers. Consequently, 58(62.3%) of teachers responded that supervisors failed to open their minds to teachers improvements or not. This implies that teachers were not trust their supervisors because, teachers feels that supervisors collect the weak sides of teachers for reporting. Results from focus group revealed that supervisors come to school with pre-prepared check-lists to be performed in the school and enforces school principals to do according to the supervisors view. Finally, they collect information about the whole performance of school for reporting purposes. But nothing was done by

supervisors to improve and assist teachers in the classroom. To this end, teachers and school principals are not open and trust their supervisors.

Table.11. Views of Teachers about Collaborative Behavior of Supervisors

No	Items	Responses						Mean
		Agree		Undecided		Disagree		
		N	%	N	%	N	%	
1	The supervisor and teachers are equally involved in setting the plan for instructional improvements.	31	33.2	12	12.8	50	53.9	2.69
2	Supervisory activity is the joint responsibility of teachers and supervisors.	35	37.6	14	15	42	47.3	2.78
3	Supervisors are open and trust each other.	24	25.8	11	11.8	58	62.3	2.42
4	Supervisors encourage teachers to give feedback on his/her performance.	24	25.8	10	10.7	59	63.4	2.65
5	Supervisors take into account the individual teacher's idea when differ from his/her ideas.	21	22.5	13	13.9	59	63.4	2.33
6	Supervisors encourage teachers to help each other.	20	21.4	9	9.6	64	68.7	2.24
7	Supervisors foster team involvement of teachers in solving crucial problems.	18	19.3	10	10.7	65	70	2.17

Note: The analysis was conducted based on, 5+4= agree, 2+1= disagree, 3= Moderate
Scale: 1 to 2.4 = Disagree, 2.41 to 2.5 = Undecided, above 2.5 = Agree for mean

Regarding item 4 of the same table, teachers were requested either supervisors encourage teachers to give feedback on his/her performance or not. Accordingly, 59(63.4%) of

teachers demonstrate their disagreement. This implies that the relationship between supervisors and teachers were low. Similarly, the data obtained from focus group discussion reveals that they were not come to school to assist teachers rather than gathering information from the hands of school principals and discuss school activities only with them. They were not open their minds to assist, advice, and support teachers to improve their classroom practice. Therefore, the efforts they were made to approach and work collaboratively with teachers was strictly ineffective. Thus, they failed to encourage teachers to give feedback on their performance.

As shown in item 5 of the same table, teachers were asked either supervisors take into account the individual teacher's idea when differ from their ideas or not. Accordingly, 59(63.4%) of teachers their disagreement about supervisors take into account the individual teacher's idea when differ from their ideas (mean value is 2.33). This implies that supervisors tried to improve instruction only on the basis of their thought and ideas without giving value for others suggestions.

Regarding item 6 of the above table, teachers were requested either supervisors encourage teachers to help each other or not. Accordingly, 64(68.7%) of teacher respondents asserted their disagreement (mean value = 2.24), which implies that there were no smooth relationship among teachers and supervisors to assist each other in the improvement of instruction. That is teachers see their supervisors as fault finder and because of this they don't went to work closely with them. In the same token, the participants of focus group discussion said that:

Supervisors have no confidence and technical skills to advice teachers on a continuous basis. Thus, they failed to encourage teachers to help each other to improve their classroom practice.

As can be observed in Table 11 item 7, respondents were asked either supervisors foster team involvement of teachers in solving crucial problems or not. Consequently, 65(70%) of teacher respondents confirmed their disagreement (mean value = 2.17). This implies that the supervisor's effort to facilitate the conditions to convince teachers to be involved in group to solve school wide or classroom level problems is low. In the aforementioned analysis collaborative behaviors were complying with disagreement.

4.6.4. Teachers' View on Non- directive Behaviors of Supervisors

As already discussed in review literature part, using non-directive behavior needs knowledge, and expertise of a supervisor to work closely with teachers to change their current practice to achieve improved quality of student learning. Thus, Table 12 shows the summary of teacher's view on non directive behaviors of supervisors.

As indicated in the table item 1, respondents were asked whether supervisors are ready to implement the creative ideas of teachers if it is for change. Consequently, 60(64.4%) of teachers responded that the supervisor's effort to achieve this purpose is ineffective (mean value is 2.40). From the aforementioned data it is possible to conclude that supervisors considered themselves as if they were more knowledgeable and they were not interested to admire teacher's ideas.

As shown under item 2 of the same table, teachers were asked either supervisor can identify and help teacher's capability of analyzing their own instructional problems or not. Accordingly, 55(60.2%) of teachers demonstrate disagreement about supervisors identify and help teacher's capability of analyzing their own instructional problems. Moreover, as illustrated in item 3, 61(65.6%) of teacher respondents reported their disagreement in that supervisors were failed to help teachers to plan, and solve classroom problems by their own (mean value is 2.39). This implies that teachers were not supported by instructional supervisors how they plan, and solve their own classroom problems to enhance student learning. As the interview made with the process owners of supervision department of one Woreda said:

Most of our supervisors lack skills to assist teachers how the different plan is developed and showing ways of solving problems.

As shown under item 2 of the same table, 55(60.2%) of teachers revealed that supervisors couldn't identify and help teacher's capability of analyzing their own instructional problems. Moreover, as illustrated in item 3, 61(65.6%) of teacher respondents reported their disagreement in that supervisors were failed to help teachers to plan, and solve classroom problems by their own (mean value is 2.39). This implies that teachers were

not supported by instructional supervisors how they plan, and solve their own classroom problems to enhance student learning.

Table - 12 Teachers' View about Non- directive Behaviors of Supervisors

Items		Responses						Mean
		Agree		Undecided		Disagree		
		N	%	N	%	N	%	
1	Supervisors are ready to implement the creative ideas of teachers if it is for change.	24	25.7	9	9.6	60	64.4	2.40
2	Supervisors can identify and help teacher's capability of analyzing their own instructional problems.	27	28.9	10	10.7	56	60.2	2.54
3	The supervisor helps the teachers to plan and solve classroom problems by their own.	21	22.6	11	11.8	61	65.6	2.39
4	Supervisors provide teachers with large degree of autonomy and initiative.	26	27.9	10	10.7	57	61.3	2.54
5	Supervisors make the interaction positive, to share realistic information that help to plan their own solutions to the problems.	26	27.9	7	7.5	60	64.4	2.51
6	Supervisors genuinely listen to teachers and their ideas.	23	24.8	13	13.9	57	61.3	2.50

Note: The analysis was made based on, 5+4= agree, 2+1= disagree, 3= Moderate, **Scale:** 1 to 2.4 = Disagree, 2.41 to 2.5 = Undecided, above 2.5 = Agree for mean

As the interview made with the process owners of supervision department of one Woreda said,

Most of our supervisors lack skills to assist and advice teachers how the different plans are developed and showing ways of solving problems.

Teachers were asked to give their view whether supervisors provide teachers with large degree of autonomy and initiative. Regarding this, 57(61.3) of teachers showed their disagreement (mean value is 2.54) which indicates that the degree of autonomy and initiative, teachers are provided by their supervisors are ineffective and insufficient.

Regarding supervisors make the positive interaction, to share realistic information that helps the teacher to plan their own solutions to the problems, 60(64.4%) of teachers reported their disagreement on the practice stated above (mean value = 2.51) which also reveals that the supervisors' effort to make the interaction positive, to share realistic information that helps the teacher to plan their own solutions to the problem is ineffective. The information obtained from the focus group discussion revealed that:

The efforts exerted by the supervisor to communicate effectively to share information about improvement of teacher's classroom practice are insufficient. Moreover, there is no smooth interaction among teachers and supervisors.

In the 6th item of Table 12, respondents were asked whether supervisors genuinely listen to teachers and their ideas. To this end, 57(61.3%) of teachers showed their disagreement (mean value is 2.50). This implies that the supervisor gave less attention to listen and ideas of teachers.

From the aforementioned findings, it could be concluded that supervisors failed to identify teacher's level of development to provide professional assistances. The interaction between supervisors and teachers to improve their current practices didn't exist.

Generally, knowledge of all the four interpersonal approaches is essential for school administrators and supervisors to enhance the current practice of teachers that leads to improved student learning. To achieve this result, supervisors are expected to identify teacher's level of development, expertise and commitment toward the task to be accomplished and supervisors should provide professional assistance on the basis of their development. But the results of this study showed that supervisors use simply directive

control behaviors out of the four interpersonal approaches without taking into account the teacher’s level of development, expertise and commitment they have toward the task to get better results out of teachers. Teachers were also demonstrating disagreement about the use of non-directive behavior of supervisors.

4.7. Supervisory Challenges

The role of supervisors in improving the practice of teachers for the purpose of achieving quality education has imperative position. But to achieve these purpose, supervisors are working in an environment with full of multiple problems that affect the activities of supervisors in the study area. Consequently, Table 13 to 15 provides the views of teachers’ on these challenges of supervisors as presented here under.

Table.13 Problems Related with Working Conditions of Supervisors

No	Items	Responses N = 93			
		Yes		No	
		N	%	N	%
1	Do supervisors have own offices?	22	23.6	71	76.4
2	If your answer is “Yes” for question “1” Do they have their own table, Chair, and Shelves in their offices?	22	23.6	71	76.4
3	Do supervisors have means of transport and communication services?	28	30.1	65	70
4	Do they have their own budget code or access to enough stationery materials to work with?	20	21.5	73	78.5

As indicated in Table 13 item 1and 2 below, teachers were asked whether supervisors have their own office with its table, chair and shelves or not. Accordingly, 71(76.4%) of teacher respondent agreed that supervisors have not such furniture’s. As far as the information obtained from focus group discussion concerned, they clearly concluded that:

one of the challenges that leads most supervisors to leave the position is that, supervisors didn't provided an office, even they have no place to put their files at CRC level.

Regarding item 3 of the same table, 65(70%) of teachers confirmed that supervisors have no any means of transportation and communication services. This implies that supervisors are forced to use their own budgets on their salaries to communicate with schools otherwise they have to walk by their foot from school to school to provide assistances.

As shown under item 4 Table 13, respondents were asked whether supervisors have their own budget code or access for stationery materials and others to carry out their activities. Consequently, 73(78.5%) of teachers asserted that they had not the above mentioned materials. This implies that supervisors were tried to conduct their assigned duties with scarcity of these core materials.

In supporting, one of the supervisors raised his idea during focus group discussion as:

Supervisors are assigned a multiple task which is, most of it nothing related with assisting teachers to improve their practice. Even if the supervisors tried to accomplish these multiple tasks, no budget was allocated. So, we were suffering from even stationery materials, communication and transportation costs, and we were looking for papers from the school principals, (Getu December 7: 2012).

As indicated in table 14 above, teachers were asked whether supervisors are given other administrative works in addition to their core functions. Accordingly, 64(68.9%) of teachers demonstrate that supervisors were given other administrative tasks. The participants of interviewer said in relation to the tasks given to supervisors in addition to their core functions as:

Supervisors are given a lot of tasks to be performed. Such as :control the work of principal, conduct performance evaluation of principal, control and conduct performance evaluation for primary school CRC supervisors

Regarding item 2 of the same table, teachers were asked whether secondary school Supervisors forced to coordinate and control primary school supervisors and principals in

addition to his/her secondary school activities. Consequently, 66(70.9%) of teacher confirmed that secondary school supervisors are forced to coordinate and control primary school supervisors and principals in addition to their activities. In supporting, OREB, (2012:23) supervision manual reveals that secondary school supervisors should work with primary school supervisors to ensure good governance in schools, conducting performance evaluation for primary CRC supervisors and principals of secondary schools.

Table.14 Challenges Related with Workload of Supervisors

No	Items	Responses N = 93			
		Yes		No	
		N	%	N	%
1	Are supervisors given other office works in addition to his/her core functions?	64	68.9	29	31.1
2	Are secondary school Supervisors forced to coordinate and control primary school supervisors and principals in addition to his/her secondary school activities?	66	70.9	27	29
3	Secondary school supervisors provide awareness for community at primary schools other than secondary schools?	58	62.8	35	37.6
4	Are Secondary School Supervisors forced to control secondary and primary school principals, teachers, and CRC supervisors?	61	65.6	32	34.4

Teachers were asked to give their view whether secondary school supervisors provide awareness for community at primary school other than secondary schools. Regarding this, 58(62.8%) of teachers agreed on the practice. Teachers were also asked whether secondary school supervisors are forced to control secondary and primary school principals, teachers, and CRC supervisors. Consequently, 61(65.6%) of teachers asserted that the supervisor perform the activities. This implies that supervisor's core function is

neglected and makes them to perform routine activities. The results of focus group discussion also revealed that:

Secondary school supervisors are mainly focuses on controlling and evaluating the work of primary school CRC supervisors and principals of both primary and secondary than supporting and guiding teachers to perform better.

As indicated in table 15 items 1 below, respondents were requested whether supervisors are recruited properly. Accordingly, the majority of teachers responded that recruitment of supervisors was not aligning with the guideline.

Regarding to supervisors provided with short term training before assuming the position, 71(76.4%) of teachers agreed that the practice do not exist. This implies that new recruited supervisors were assigned to school without providing training on supervision.

Table.15 Problems Related with Training and Selection of Supervisors

No	Items	Responses N = 93			
		Yes		No	
		N	%	N	%
1	Do Supervisors are recruited properly?	21	22.5	62	77.5
2	Don new supervisors are provided with induction and short term training before assuming the position?	22	23.6	71	76.4
3	Do supervisors have know-how and training in supervision?	19	20.4	74	79.6
4	Do supervisors facilitate and provide seminar, workshop and experience sharing session?	22	23.6	71	76.4

It is possible to conclude that, the new recruited supervisors were not provided any training to familiarize with the supervision activities. In supporting this idea, Gwynn, (1964:226) states that the supervisor really lacks training for secondary school

supervision operates at times to make supervision a more involved process. To this end, most supervisors do not provide support for teachers other than providing check-lists prepared at Woreda level that informs a list of tasks to be carried out at school level. In this situation, supervisors have no concept of supervision and cannot approach teachers to assist and solve their classroom problems.

Teachers were also requested whether supervisors had knowhow and training in supervision. To this end, the majority of teachers replied that they had not any training and knowhow about supervision.

The fourth item of table 15 depicted that teachers were asked whether supervisors facilitate and provide seminar, workshop and experience sharing session. In line to this, 71(76.4%) of teachers showed their disagreement in that the practice was ineffective. The results of the focus group discussion revealed that:

Seminar, workshop, and experience sharing session are essential for teachers to upgrade their skills. But sometimes the training was given at department level by experienced teachers and no training was given by secondary school supervisors.

Therefore, based on the findings of the data gathered through questionnaire and focus group discussion, it is possible to conclude that supervisors in North shoa Zone of Oromia were made to be involved in complex tasks of supervision. Furthermore, they were forced to accomplish a multiple tasks which are not related with the core functions of supervisory activities.

In general, to make the supervisor's practice fruitful, supervisors are provided with the necessary infrastructures and training. But the results of this study showed that supervisors were confronted with many challenges; such as: they were forced to perform a lot of activities that are not related with their core functions and they also forced to accomplish these activities within a multiple scarcity of infrastructures. They were not provided training before and after they were joined the supervision position to conduct their activities effectively.

CHAPTER FIVE: Summary, Conclusions and Recommendations

5.1. Summary

The manuals of OREB indicates that secondary school supervisors were forced to accomplish a multiple tasks to be carried out in and out of the schools, some of it were not related with improving teacher's classroom practices. The existed supervisors failed to use their full capacity to support, assist, and guide at least school based supervisors in order to they can assist, and help teachers to improve their classroom practices.

Therefore, the main purpose of this study was to explore and identify leadership behaviors of supervisors employed in assisting teachers to improve instruction in North Shoa Zone, Oromia National Regional State. In order to meet this purposes, basic research questions related to selection and assignment of secondary school supervisors, skills needed for supervisors, types of leadership behaviors supervisors used, and views of teachers about their supervisor's leadership behavior were raised. Attempts were also made to identify challenges that influencing appropriate interpersonal approaches used by supervisors in secondary schools in the study area. To address the basic questions, the data were prepared inline to the basic question and collected from a total of 133 respondents of teachers, school principals, department heads, supervisors and Woreda Education Office Process Owners.

Thus, based on the reviewed literature and the analysis of data, the study reached on the following findings.

- The study showed that secondary school supervisors lack technical skills to provide professional assistances for teachers to plan, observing class of each others, lesson plan preparation, and utilization of teaching aids to improve teacher's classroom instruction.
- The majority of teacher respondents indicated that supervisors failed to create new methods of teaching methodology and shares innovative ideas with teachers to capacitate them to solve classroom problems by their own for the improvement of instruction.

- The findings of the study showed that supervisors human skills to facilitate communications among teachers and supervisors to build cooperative effort effectively. They were not approach teachers to show a feeling of rapport among teachers and supervisors in order to improve teacher's classroom practice.
- The majority of teacher respondents indicated that supervisors failed to assist teachers on a regular basis to improve their classroom practices. Moreover, the findings showed that supervisors came to school to gather information and faults made. They communicate and discusses issues of school to be performed and modified only with principals.
- As indicated in the findings of the study, the three groups of respondents revealed that secondary school supervisors were not selected and assigned in strictly according to the criteria set in the guideline.
- The findings of the study showed that supervisors were assumed themselves as more knowledgeable, expertise, and experienced than the teacher then, direct, enforce and set standards of activities to be carried out prepared at Woreda education offices without the consent and willingness of the teachers. Therefore, they used directive control behaviors for all teachers in their day to day practices.
- Furthermore, the majority of respondents agreed that supervisors were considered themselves as they were the sole sources of information for the improvement of the teachers. Consequently, they refused to provide alternatives of tasks from which teachers can choose and perform based on their need and expertise. Therefore, supervisors were not demonstrating directive informational behaviors in their practice to help teachers in their practice.
- Regarding both the teacher and supervisors are equally involved in setting the plan for instructional improvement, the majority of respondents were agreed that mutual plan were not conducted among teachers and supervisors. Furthermore, supervisors were not believed in joint responsibility for

supervisory activities. Therefore, supervisors were not use collaborative behaviors in assisting teachers to improve teaching-learning process.

- The findings showed that secondary school supervisors were not help teachers to plan, and solve their classroom problems, and even they were not ready to accept the creative ideas of teachers. Furthermore, they were not genuinely listening to teachers and their ideas. Furthermore, supervisors were not provided teachers with large degree of autonomy and initiative even if teachers were knowledgeable and experienced to perform the activities by their own. To this end, they were not demonstrating non-directive behaviors in their day to day activities to improve teacher's classroom practice.
- The findings showed that supervisors were performing their activities within a number of challenges such as: lack of own office with its table, chair, and means of communication and transportation services to provide assistances for schools on time. Moreover, they were challenged with lack of own budget to tackle the problems of stationery materials and they were not provided short term training for the newly recruited supervisors.

5.2. Conclusions

Based on the major findings of the study, the following conclusions were reached.

1. The practice of instructional supervision requires a continuous visitation and assistance of teachers' classroom practice so as to enhance their capacity and improve instruction, and achieve the purpose of better student learning. Hence, secondary school supervisors are expected to provide continuous assistance and guidance for teachers and school principals. To address this activity, school supervisors were to demonstrate the three most essential skills such as: technical, human, and conceptual skills needed for all educational leaders to work effectively with peoples and to bring good results. However, the more dominant skills they demonstrate was a technical skill, with conceptual and human skill limited.
2. The quality and qualification of supervisor's is crucial to assure general education quality assurance packages in the country. To achieve this purpose, the OREB prepared a guideline of selection criteria for supervisors and school principals

since 2002 E.C. to make schools are guided by qualified and competent leaders. It was found out that school principal, school- based supervisors, department heads, and supervisors assigned by WEO. However, the external supervisor's assignment was made not on the basis of their qualification, competence or experiences. This resulted in unqualified and incompetent supervisors were assigned to school.

3. It is essential for supervisors to know teacher's level of development to provide assistances based on their experiences and needs. Supervisors are expected to use different interpersonal approaches such as: Non-directive, collaborative, directive informational and directive control approaches in supporting teachers and school principals. However, it appeared that they more dominantly employ directive control behaviors where they set standards of activities to be carried out and direct and enforces teachers toward achieving those activities without taking into account the different developmental levels of teachers. This hampered the creative ideas of experienced and knowledgeable teachers in the improvement of their classroom instruction.
4. The result of the study revealed that supervisors were confronted with multiple challenges in providing professional assistances for teachers to improve their classroom instruction. Some of the challenges faced supervisors in their practice were lack of own office, budgets to use it for stationery material, transportation and communication costs. Besides, they suffer from high workloads and were not provided with sufficient training on supervision before holding the position. With in this environment, they lack knowhow about supervision to provide professional assistances to improve teacher's classroom instruction.

5.3. Recommendations

In light of the findings and conclusions drawn, the following recommendations are forwarded.

1. Supervisors are needed for teachers to provide professional assistance and improve teachers' current level of performances. To achieve this purpose, supervisors should be acquainted with supervisory skills which are essential to plan, to communicate, and to create new ways of doing things, and also to assist teachers accordingly. However, the findings of the study indicated that supervisors failed to assist teacher's classroom practice, and they do not have the needed skills to do so. Therefore, the OREB and WEO should assist and provide on job training for supervisors especially they should provide training on how to use the phases of clinical supervision to assist teachers in their classroom practices.
2. It is believed that, competent and qualified educational leaders are needed to assure quality of student learning as well as quality of the education system as a whole. To realize this purpose, OREB prepared a guideline containing selection criteria of supervisors and school principals. However, the findings of the study revealed that supervisors were not properly selected and assigned strictly with the accordance of the selection criteria set in the guidelines. Therefore, to alleviate such problems, Woreda administration and Zonal education office should create awareness for the committees on the selection criteria and follow up its implementations.
3. The supervisory behaviors of the supervisor used in assisting and guiding teachers to improve their classroom instruction plays a leading role to achieve better student learning. But, in the school teachers were found at different level of development, knowledge, and experiences. So to be effective, supervisors are expected to use the different interpersonal approaches with those teachers in proving professional assistance to much their level of development, expertise, and commitment they have toward the task. However, the study showed that supervisors used directive control behavior for all teachers by directing,

enforcing, and setting standards of tasks to be carried out without taking into account teachers' with high level of development, abstraction, expertise and commitment they have toward the task. Therefore, the OREB, ZEO, and WEO should prepare different workshops and training for supervisors concerning interpersonal approaches of supervision.

4. The result of the finding confirmed that effectiveness of secondary school supervisors of North Shoa Zone are affected by many challenges. Therefore, to alleviate such challenges: WEO should arrange and provide supervisors with own office, table and chair. They must also assign budgets for supervisors to use it for the purpose of stationery materials, communication and transportation costs. In addition, WEO should assign tasks which focused on core functions of supervisors to alleviate burden of tasks. Moreover, ZEO and WEO in collaboration must arrange training programs for newly recruited supervisors before holding the position.

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APPENDIX- 1

Addis Ababa University

School of Graduate Studies

Department of Educational Planning and Management

Stream of Educational Leadership

A questionnaire to be filled by secondary school teachers

Dear/ Sir/ Madam:

This questionnaire is designed to gather data on “Supervisory Behavior of Secondary School Supervisors of North Shoa Zone of Oromia Regional State”. In this context” Supervisory Behavior means the extent to which supervisors use directive control, directive informational, collaborative, or non-directive behaviors when closely working with teachers”. The information you supply through this questionnaire is highly valuable to meet the objectives of this study and it would be used for academic purpose only. Therefore, you are kindly requested to provide accurate answers to the items presented. Your responses are kept strictly confidential.

Thank you in advance!

Directions

- No need of writing your name
- Please put “√” or “×” in the boxes provided where alternatives are given.
- If you have additional opinion, please write it on the space provided.

Part One

Background Information

1. Name of your School _____

2. Sex: Male ☐ Female ☐

3. Age: 25 years and below ☐ 26-35 years ☐ 36-45 years ☐ 46 years ☐
&above

4. Your present position: teacher ☐ principal ☐ supervisor ☐

5. Your service in the School: 5-years &below ☐ 6-10 years ☐
11- 20 ☐ 21 years& above ☐

6. Your academic qualification: College diploma ☐
B.Sc./BA/B.Ed. ☐ MSc./MA/M.Ed. ☐ P HD ☐

If others, please specify_____

Part Two

1. Effectiveness of Supervisors in Applying Supervisory Skills. Use 5

= very high, 4 = high, 3 = moderate, 2 = low, 1 = very low

	Supervisory skills and activities	Level of Skills				
		5	4	3	2	1
	2.1 Technical Skills					
.2.1.1	Supervisors help teachers to use different methods and procedures to improve class room practices.					
2.1.2	Supervisors assist teachers on lesson plan preparation, utilization of teaching aid and evaluation mechanism.					
2.1.3	Supervisors provide professional assistance on continuous bases for students' achievement.					
2.1.4	The supervisor conducts need assessment and train teachers at school level.					
1.1.5	The supervisor shows ways of problem solving to teachers.					
1.1.6	The supervisor shows ways and helps teachers on how to conduct observation of each other's classroom instruction.					
1.1.7	The supervisor shows techniques of conflict resolution.					
	2.2 human skills					
2.2.1	The supervisor facilitates communication to build cooperative effort.					
2.2.2	Supervisors assist teachers to feel free to express problems they faced.					
2.2.3	Teachers develop anxiety and frustration which stem from inappropriate use of communication skills by supervisors.					
2.2.4	The supervisor displays and group facilitation for demonstrates instructional improvement.					
2.2.5	The supervisor encourages teacher to reflect on their improvement.					

2. Views of teachers about their supervisors

Indicate the level of your agreement about whether your supervisors discharge their supervisory roles effectively. Use = 5 strongly agree, 4= agree, 3= undecided, 2 = disagree, 1= strongly disagree.

3	Supervisory Activities	Level of Agreement				
		5	4	3	2	1
3.1	Supervisors are committed to work with teachers in improving classroom practice.					
3.2	Supervisors work only on assisting teachers to improve instruction, and do not involve in other additional duties.					
3.3	Supervisors do not have the necessary knowledge and skills to implement tasks of supervision.					
3.4	Supervisors come to school to gather information for reporting.					
3.5	School based supervisors provide continuous advice and help to improve classroom practice.					
3.6	Supervisors used classroom observation for evaluative purposes.					
3.7	Supervisors come to school to find fault than helping teachers.					
3.8	Supervisors serve as a means to promote teachers' autonomy.					
3.9	Supervisors are preferable means of teachers supporting system.					

2. Please specify

others _____

3. Who School Supervisors are, and how they are positioned to educational leadership

- a. Are secondary school supervisors selected strictly according to the criteria set in the supervision guideline? Yes ☐ No ☐

1. Please specify if there are any other means of assigning supervisors
-
-

4. Supervisory behaviors/Approaches

The list below is types of supervisory behaviors that the supervisors use in assisting teachers. Please indicate your degree of agreement. Use = 5 strongly agree, 4= agree, 3= undecided, 2 = disagree, 1= strongly disagree

	Types of supervisory behaviors and the activities under each	Degree of agreement				
		5	4	3	2	1
	5.1 Directive control behavior					
5.1.1	The supervisor directs and enforces teachers to accomplish the tasks.					
5.1.2	The supervisor sets standards for teachers in the improvement of instruction.					
4.1.3	The supervisor assumes him/herself as more knowledgeable and expertise and enforces teachers to improve classroom practices.					
5.1.4	Supervisors direct teachers in order that they improve their teaching.					
5.1.5	Supervisors influence supervisees toward improving quality education.					
5.1.6	Supervisors do not coach teachers to perform better.					
	5.2 Directive Informational Behavior					
5.2.1	The supervisors provide alternatives from which teachers can choose to accomplish activities.					
5.2.2	Supervisors are the source of information for the tasks to be accomplished by the teachers.					
5.2.3	Supervisors place themselves as more expertise, committed, confident, and responsible for the tasks than teachers.					

2.2.6	The supervisor facilitates group discussion among teachers on their improvement.					
2.2.7	The supervisor is approachable and there is a feeling of rapport among teachers and supervisors.					
2.2.8	The supervisor closely works with the teachers.					
	2.3 Conceptual Skills					
2.3.1	The supervisor shares innovative instructional improvement with teachers.					
2.3.2	The supervisor uses innovative idea in assisting teachers to solve their own problems.					
2.3.3	Supervisors determine ways to participate teachers in decision making which determine their growth.					
2.3.4	The supervisor encourages collective Endeavour for improvement					
2.3.5	The supervisors assist teachers to understand the institution as a whole.					
2.3.6	Supervisors identify environmental and school-based problems, and suggest ways to solve it.					

If you have additional ideas please specify

5.2.4	Teachers can set their own activities to be accomplished.					
5.3 Collaborative Behavior		5	4	3	2	1
5.3.1	The supervisor and teachers are equally involved in setting the plan for instructional improvements.					
5.3.2	Supervisory activity is the joint responsibility of teachers and supervisors.					
5.3.3	Supervisors are open and trust each other.					
5.3.4	Supervisors encourage teachers to give feedback on his/her performance.					
5.3.5	Supervisors take into account the individual teacher's idea when differ from his/her ideas.					
5.3.6	Supervisors encourage teachers to help each other.					
5.3.7	Supervisors foster team involvement of teachers in solving crucial problems.					
5.4 Non Directive Behavior						
5.4.1	Supervisors are ready to implement the creative ideas of teachers if it is for change.					
5.4.2	Supervisors can identify and help teacher's capability of analyzing their own instructional problems.					
5.4.3	The supervisor helps the teachers to plan and solve classroom problems by their own.					
5.4.4	Supervisors provide teachers with large degree of autonomy and initiative.					
5.4.5	Supervisors make the interaction positive, to share realistic information that help to plan their own solutions to the problems.					
5.4.6	Supervisors genuinely listen to teachers and their ideas.					

- Please write additional comments/ideas if there are any.

6. Supervisory challenges

6.1. Concerning Working Conditions of Supervisors

1. Do supervisors have own offices? Yes ☐ No ☐
2. If your answer is "Yes" for question "1" Do they have their own table, Chair, and Shelves in their offices? Yes ☐ No ☐
3. Do supervisors have means of transport and communication services? Yes ☐ No ☐
4. Do they have their own budget code or access to enough stationery materials to work with? Yes ☐ No ☐

6.2. Challenges related with workload

1. Are supervisors given other office works in addition to his/her core functions? Yes ☐ No ☐
2. Are secondary school Supervisors forced to coordinate and control primary school supervisors and principals in addition to his/her secondary school activities? Yes ☐ No ☐
3. Secondary school supervisors provide awareness for community at primary schools other than secondary schools? Yes ☐ No ☐
4. Are secondary School Supervisors forced to control secondary and primary school principals, teachers, and CRC supervisors? Yes ☐ No ☐

6.3. Problems related with Training and selection.

1. Are supervisors are recruited properly? Yes ☐ No ☐
2. Are new supervisors provided with induction and short term training before assuming the position? Yes ☐ No ☐
3. Do supervisors have know-how and training in supervision? Yes ☐ No ☐
4. Do supervisors facilitate and provide seminar, workshop and experience sharing session? Yes ☐ No ☐

- If you have other idea, please specify
-

APPENDIX- 2

Addis Ababa University School of Graduate Studies
Department of Educational Planning and Management
Stream of Educational Leadership

Interview guides for Woreda education office workers

The main purpose of this interview is to collect relevant data regarding supervisory behaviors of Secondary schools supervisors in North Shoa Zone of Oromia . The data obtained will be used for research purpose only.

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

Thank you in advance for your cooperation

Part I: Give your response to the questions in short, and be precise.

1. What do you say about the activities of supervisors in applying supervisory skills during assisting teachers?
2. What are the views of teachers about their supervisors?
3. Are school supervisors selected and assigned to school leadership?
4. Are supervisors assisting teachers based on their experiences, and developmental level?
5. Are school supervisor considers his/her self more knowledgeable than the teacher and enforces and directs them to accomplish the tasks?
6. Do supervisors provide alternative tasks from which teachers choose and accomplish?
7. Do supervisors equally involve teachers in setting the plan for instructional improvement and consider his/her self as equal with teachers?
8. Do supervisors identify teachers with high level of experts, commitment and knowledge toward the task and then provide them with large degree of autonomy and initiative to plan and solve their classroom problems by their own?
9. What challenges of supervisors did you observe?
10. How were the challenges solved?

APPENDIX- 3

Addis Ababa University School of Graduate Studies

Department of Educational Planning and Management

Stream of Educational Leadership

Guide questions (Topics) for focus group discussions with supervisors, school principals and department heads of secondary schools.

The main purpose of this interview is to collect relevant data regarding supervisory behaviors of Secondary schools supervisors in North Shoa Zone of Oromia . The data obtained will be used for research purpose only.

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

Thank you in advance for your cooperation

Part I: Give your response to the questions in short, and be precise.

1. What do you say about the effectiveness of supervisors in applying supervisory skills during assisting teachers?
2. What are the views of teachers about their supervisors?
3. How school supervisors are selected and assigned to educational leadership?
4. Do supervisors assist teachers based on their experiences, and developmental level?
5. Do supervisors considers themselves more knowledgeable than the teacher and enforces and directs them to accomplish the tasks?
6. Can you say that, the supervisors provide alternative tasks from which teachers choose and accomplish?
7. Do supervisors equally involve teachers in setting the plan for instructional improvement and consider his/her self as equal with teachers?
8. Do supervisors identify teachers with high level of experts, commitment and knowledge toward the task and then provide them with large degree of autonomy and initiative to plan and solve their classroom problems by their own?
9. What challenges of supervisors did you observe?
10. How were the challenges solved?