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**THE PRACTICE AND PROBLEMS OF INSTRUCTIONAL
SUPERVISION IN SECONDARY SCHOOLS
OF HADIYA ZONE/ SNNPR/**

**BY
CHANYALEW WOLDEGEBRIEL**

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School of Graduate Studies**

**The Practice and Problems of Instructional
Supervision in Secondary Schools of
Hadiya Zone/ SNNPR/**

**A Thesis Presented to School of Graduate Studies
Addis Ababa University**

**In Partial Fulfillment of the Requirements for the Degree of
Master of Arts in Curriculum and Instruction**

**By
Chanyalew Woldegebriel**

June, 2005

**Addis Ababa University
School of Graduate Studies**

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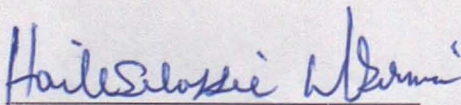
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Chanyalew W/gebriel

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ABBREVIATIONS

- CRO - Classroom Observation
- ILO - International Labour Organization
- UNESCO - United Nations Educational Scientific and Cultural
Organization
- ANOVA - Analysis of variance

ABSTRACT

The purpose of this study was to examine the practice and problems of instructional supervision operating in government secondary schools of Hadiay zone and to determine whether there are differences and similarities between the two study group in perceiving supervisory leadership skills, supervisory tasks, process of instructional supervision and supervisor competence in carrying out the supervisory responsibilities.

The study was conducted in five government secondary schools of the zone on the basis of purposive sampling techniques. The subjects of the study were 60 supervisors and 115 supervisees drawn from the sample schools. Data were selected from sample respondents through open and closed ended questionnaire, document analysis and group discussion. The questionnaire was tested in one secondary school and modified before distribution. Percentage and one way ANOVA were used for data analysis. The method employed for the study was descriptive survey method.

The findings of the study revealed that supervisor and supervisee respondents perceived the supervisory leadership skills, tasks and competency etc differently; and supervisor in the secondary schools of the zone were made to be involved in the complex task of supervision without having any prior training. Moreover, according to the finding, there was only one classroom observation carried out in the semester. The supervisors further confirmed that, this single, classroom observation was not carried out for the purpose of improving classroom instruction; rather for final performance appraisal purpose.

In general, the instructional supervision was not perceived as a helping endeavor by the supervises and the program failed to attain the objective. Hence, it was recommended that creating awareness have to be a critical first step for supervisors in the accomplishment of the objective of classroom observation. At the same time, the classroom observation is undertaken as frequently as possible by reducing the teaching load from teachers who have carried the supervisory skills and task as to see the progress or improvement of the teaching-learning process.

CHAPTER ONE

1. INTRODUCTION

1.1 Background

School systems are social institutions which have a desired educational goals and purposes through and with a variety of people including teachers, administrative personnel, students and the community at large. Among these human elements involved in the accomplishment of educational goals, teachers would be regarded as having the most significant role to play in the teaching learning process. (Brady in Bollington, et al, 1990: 41) asserts that:

No matter how participative and farsighted the national curriculum, no matter how well the school manipulates its funds, the single most significant factor in child's learning is the teacher.... Teachers are also the most expensive resources.... Teachers need and deserve support, reassurance and encouragement to go on extending their skill and exploring the frontiers of their knowledge.

To this end effective system of school based supervision has an indispensable role to play. Holding the same idea (Cangelsoi, 1997: 352) indicates that the success of instructional practice depends on teachers' further developing those competencies from in service experiences. In reality everything in the school system is designed for the ultimate purpose of stimulating teachers for learning growth. Hence, supervision provides administrative and pedagogical service primarily concerned with studying and improving the condition that surround learning and pupil growth. On top of this (Paul, 2001: 7) point out that through proper supervision teachers improve the way they work in the classroom regardless of the level and ability of the classroom teachers; there is always room for improvement. Likewise, MOE (1994: 16-7) portrayed the role of supervision in the school system as follows:

Ensuring curriculum implementation, providing direct technical support to teacher, providing on the job training to teachers, conducting teacher's performance evaluation and conducting formative education program evaluation
Monitoring and coordinating

Moreover, one of the goal to keep in mind with instructional supervision is to make sure that very good teachers continue to be very good and above. Hence, the instructional supervision must discuss with teachers the great things they are doing already and to encourage them not only to keep up the good work but to encourage them to share their expertise with fellow professionals. In capitalizing this idea. McNell (1979: 16) indicates that, supervision today is not the responsibility of an individual or a particular position; rather it is the responsibility of the workers and is part of the human organization. Supervision in modern school system is a cooperative endeavor. It enlists cooperative effort of the entire staff in the study of educational problems of the school. Hence, more attention is directed to the function and operation and contribution of all staff members.

Instructional supervision has been launched mainly to bring about continuous improvement of instruction in each and every classroom and hence, to enhance student learning. To carry out this responsibility effectively to the intended objectives, the skills of the supervisors have a pivotal role to play. (West and Bollington, 1990: 55) asserts that, when instructional supervision is properly managed or implemented, it is believed to have favorable consequences in developing professional development, enhancing instructional improvement and updating curriculum content. On the other hand, when it is not properly implemented, the supervisory result become haphazard, un directional. Such a system of supervision tends to be a source of dissatisfaction among the teachers and a source of conflict between the instructional supervisors and teachers. Similarly Pajak (1989: 45) deduce that teachers and principals begin to respond positively and cooperatively with the supervisors only after they develop perception of the supervisor as some one who is skilled, who willingly shares



credit for success with teachers, and who is an effective helper, facilitator and provider of resource and information in the instructional activities of the school. Thus when teachers are realized that supervision can help them, solve instructional problems they encountered, they can respond with cooperation.

Generally, this study is designed to identify the major problems of the instructional supervision operating in secondary schools of Hadiya zone, and how these schools perceive these problems. Finally, the study would attempt to seek for ways and means of alleviating the problems and established an improved system of instructional supervision which would address the educational goal.

1.2 Statement of the Problem

Instructional supervision is the means to an end for the professional development of the teacher and for the improvement of student learning. Since change is inevitable and adjustment to change requires learning new things, the job of keeping all teachers on top of things is imperative. In light of this (Paul, 2001: 6) reveals that an educational institution still as good as the help provided by the instructional supervisor and the quality of teachers working in that institution. Therefore, the major role of instructional supervisor is to provide for the teachers those things that will ensure quality of performance. The instructional supervision is the key element in improving the human assets of the school.

Hence, the following basic research questions have been addressed to guide the study.

1. Do supervisors and teachers know and utilize the techniques of supervisory procedure with regard to: Class room observation process.
2. Do instructional supervisors and teachers have a concept of supervisory leadership skills of the supervisors in employing:

3. Do supervisors and teachers have understanding in which supervisors facilitate the opportunities of?
4. When and how frequently is instructional supervision conducted, and how adequate is it?
5. What are the major problems of instructional supervision practice?

1.3 Significance of the Study

The major purpose of instructional supervision is primarily to develop the professional skill of teachers considering the advancement of students learning. hence, this study is intended to identify the basic problems on the practice of instructional supervision in secondary school of Hadiya zone. Thus, the study is of great importance for the following reason.

1. Teachers and supervisors enable to realize where the real problems of instructional supervision lie? And also know how they have come to happen; and how they should be resolved? Hence, the writer believes that; these school personnel develop positive attitude towards the systems or instructional supervision.
2. It is believed that, instructional supervisors will be able to make attempt of fully utilizing their skills and potentials in solving instructional problems by providing necessary facilities and meetings, workshops at the school level.
3. It is also believed that, the educational officials at higher level consider the impact of instructional supervision problems on teachers job satisfaction; pupils learning and quality of education, and take the necessary measures such as facilitating in service program to develop the capacity of participants in instructional supervision.
4. The study can initiate other researchers to undertake detailed research on the problem at national level.

1.4 Limitations of the Study

Data collection instruments used in this study was questionnaire with open and closed ended items, focus group discussion and analysis of documents. Besides, the researcher was planned to include classroom observation which might have enriched the data obtained by other instruments and makes the findings of the study more objective. However, there is no classroom observation made by supervisors while the researcher was in the respective sample schools. Therefore, if additional data were included from the class observation, the study would be more complete. However, it serve as a springboard to study the problem of instructional supervision in more detailed approach.

1.5 Delimitation of the Study

The reason to delimit the study to the above mentioned zone of SNNPR is that, the researcher has been served in the zone and has practical observations as he was working as deputy principal and principal. Obviously, the problem seems to be prevalent in all secondary schools of the country. If it were possible to include all the available secondary schools of the country in the study, the findings would have been more complete and would have been a great pleasure to the writer.

1.6 Definitions of Key Terms

Instruction: refers to teaching – learning process through which the curriculum is translated into practice (Good, 1973: 575).

Instructional Supervision: refers to an act of offering general leadership advice to classroom teachers in the area related to the improvement of educational experiences for pupils. Its emphasis is on the development or improvement of professional techniques and procedures. It stresses the need for continued growth of teachers in knowledge and ability to instruct (Mbamba, 1992: 106).

Professional: refers to one who has acquired learning skills and conforms to ethical standards of the profession in which he practice the skill (Good, 1973: 332).

Supervisory Leadership: shows an ability to lead and develop the program of meaningful task of instructional supervision (Good, 1973: 575).

1.7 Organization of the Study

The study is organized in to five chapters. The first chapter treats the problem and its approach. Chapter two deals with review of related literature. The third chapter deals with the methodology; while the fourth chapter meant for presentation and analysis of the findings. Finally, the summary, conclusions and recommendations are presented in chapter five.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

The major components of any educational system are supervision, teaching and learning (Montgomery, 1999: 2). Through the effective supervision of instruction, instructional supervisors can re-enforce and enhance teaching practices that will contribute to improve student learning. By skillfully analyzing performance and appropriate data, instructional supervisors can provide meaningful feedback and direction to teachers that can have a profound effect on the learning that occurs in each classroom. Since student learning is the primary function of the schools, effective instruction is one of the most critical functions of the supervision.

Supervision is necessary to the work environment of professional educators. The supervision of teachers is a comprehensive on going process for facilitating teachers professional growth and development primarily by providing feedback about classroom instruction and helping teachers make use of this feedback in order to improve their instruction. Instructional effectiveness increases the probability of the desired student learning.

Thus findings and related theories or literature and principles of instructional supervision are treated in this chapter of the study.

2.1 Concepts of Supervision

Supervision has a Medieval Latin origin and was originally defined as "a process of perusing or scanning a text for errors or deviations from the original text (Smith, 1991: 30). (Harris, 1985: 2) conceptualized supervision as "a set of reasonably distinctive endeavors within the total context of the school operations. Eye, Netzer, and Krey in Gold Hammer et al (1980: 17) define supervision of

instruction as: the phase of school administration which focuses primarily on the achievement of the appropriate instructional expectations of educational system. Similarly, Guthrie and Reed (1991: 340) have defined teacher supervision as "the function of leadership concerned with improving, enhancing and reinforcing classroom or teaching effectiveness.

According to Hoy et al (1986: 4) define as:

Instructional supervision is the set of activities designed to improve the teaching learning process. The purpose is neither to make judgment about the competence of teaching nor to control them but rather to work cooperatively with them.

Adams and Dickey (1986: 119) have defined supervision as "making adequate supervision for all the conditions which are essential to effective learning through effective teaching". In the same reference supervision conceptualized as the process of bringing improvement in instruction by working with peoples.

Good (1973: 532) on his part defined as follows:

All efforts of designated school officials directed toward providing leadership to teachers and other educational workers in the improvement of instruction; involves the simulation of professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction, and method of teaching and the evaluation of instruction.

In supervision manual (MOE, 1994: 9) defined supervision as the set of activities designed to attain educational objectives, to render the teaching – learning effective to enrich and develop the curriculum, to help teachers to find out their teaching problems and come up with the solutions by themselves and develop professional growth. Glatthorn in Mbaniba (1992: 104) defined supervision as "... a process of facilitating the professional growth of teacher, interaction and helping the teacher to make use of the feedback in order to make teaching more

effective". Similarly, Knezevich (1969: 20) reveals that "supervision is controlling and coordinating device it is only one aspects of administration albeit (even though) so important a part that the term are often used. Furthermore Ibid (263-4) defined instructional supervision as:

- a. A planned program for the improvement of instruction
- b. A program of in-service education and cooperative group development.
- c. The effort to stimulate, coordinate, and guide continued growth of teachers in schools, both individually and collectively;
- d. Assistance in the development of better and satisfying teaching-learning situation.
- e. A means of maintaining existing programs of instruction as well as improving them to the level of satisfying both the needs of the teachers and of the school together.

Furthermore, Guthrie and Reed (1991: 339) viewed supervision on two levels; although these two levels are not neatly separated;

1. Providing for instructional effectiveness
2. Enchanting employee performance

On the other hand (Cooper, 1984a: 1-2; Congelosi, 1991:6) defined instructional supervisions as "helping teachers to be more effective with their students. Similarly, (Harris, 1985: 10) defined that, instructional supervision is what the school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching process employed to promote pupils learning.

In summary, the overall essence of the above definitions highlighted the role and function of supervision as one of the essential functions for the operations of good schooling. The general concern of instructional supervision is coordinating, directing, organizing and developing teachers performance; so that organizational goals and objective can be meet. The focus of school supervision

is the improvement of instruction and it is hoped, the subsequent maximization of student academic performance.

2.2 Historical Development of Supervision

2.2.1 Theories of the Development of Supervision in the World

Supervision as a discipline has its own historical development. The need for supervision dates back to biblical times when Moses was attempting to lead the people of Israel from Egypt to the Promised Land (Rue and Bayars (1990: 4). From this we can infer that supervision is a long aged discipline.

Different authorities classify the theory and development of supervision in different district periods. For the sake of the objective of this thesis, the distinct periods of supervision by different scholars stated briefly as follows:

720
1644
+
1350

Eye, Netzer and Key	Spears	Gwynn	Lucio and McNell	Alfenso, Firth and Neville (1975)
<ul style="list-style-type: none"> • 1642-1875 administrative supervision • 1876-1936 efficiency orientation • 1937-1959 cooperative group effort in the improvement of the teaching and learning • 1960-presnet research orientation 	<ul style="list-style-type: none"> • 19th century controlling and enforcing regulations • 1910-1935 emphasize was given to classroom observation and supervision demonstration (efficiency) • 1935-presnet democratic educational leadership 	<ul style="list-style-type: none"> • Before 1920 administrative supervision • 1920-1960 scientific supervision • 1930-1960 democratic educational leadership • 1960-presnet creative supervision with concept of supervision as guidance, curriculum improvement, and group process 	<ul style="list-style-type: none"> • Before 1990 administrative inspection • Turn of the century supervision by specialists • The 1920s scientific supervision • 1930s-1940s supervision as democratic human relations • 1950-presnet supervision through reason and practical intelligence 	<ul style="list-style-type: none"> • Before 1900s administrative supervision • 1900-1920 scientific supervision • 1930-1950 cooperative and democratic approach • 1950-presnet mutual concern and cooperative interaction towards organizational improvement

The review of historical development of supervision during the 1900s that writers in the field have generally agreed as to the developing stage. However, they have differed in terminology related to the predominant features of each period and in the limits of any periods, indicating the difficulty of setting beginning and ending dates for phases which continually overlap.

As it is inferred from the table above, the early stage of supervision was marked by classical view and was led by layman. However, supervision today hold a wide variety of activities and personnel directed toward a major goal; the improvement of instruction. The current concept of supervision has its natural

roots in the emphasize on "cooperative group work" democratic human relations" and research orientations.

2.2.2 Historical Development of Supervision in Ethiopia

According to Haileselassie (2002: 4-10), from the introduction of supervision up to the present time, the development of supervision has passed four stages. These stages with their events present as follow.

2.2.2.1 The First Period (1934 E.C – 1954 E.C)

In Ethiopia, supervision was introduced in 1937 E.C. It was led by British educational scholar and two other Ethiopians. It's original name inspection (MOE, 1974 E.C.: 4). As to Gudeta (1969: 8), the basic rationale for the introduction of supervision into Ethiopian education system were the fast growth of schools, students and teacher personnel; the need for coordination of curriculum, and to assist teachers in the classroom activity. At this time, the major role of inspection was to realize whether or not the policies, guidelines, directives, plans and programs of the ministry were applied as intended to all levels of educational setting (MOE, 1974 E.C. 4). The growth of schools, teachers and students and the complexity of educational activities demanded professional inspectors. Hence, 1943 E.C. the first inspectors training program was started in the Addis Ababa Teacher Training School. Between 1943-1946 E.C the total of 24 inspectors were trained. As to (MOE, 1987 E.C: 4; Haileselassie, 2002: 5) by the year 1946 E.C the training programe was discontinued; due to this discontinuity; and the increasing number of schools as well as the left out of some trained inspectors from the profession, the activity of inspection was in a problem. Thus, the training program was reopened in 1948 and goes up to 1954 E.C.

2.2.2.2 The Second Period (1955 – 1973 E.C)

In 1955 E.C the department of inspection was replaced by supervision; which was under the department of elementary and secondary education in each

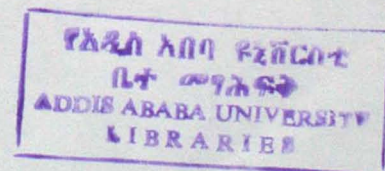
provincial education. The concept of inspectoral leadership was changed to supervisory leadership. The reason behind the change of inspection to supervision as stated in Amberber (1969: 5) are:

1. The objective of inspection was only to control teachers activities without systematic and clear guidance and directions. In other words inspection had fault finding purpose;
2. Many Ethiopians who had good education in supervision came from Americans;
3. British Educational Advisors were substituted by America.

According to MOE (1987: 6), the main purpose of supervision was to give guidance or assistance to the educational personnel and teachers and to evaluate textbooks. One of the first steps undertake was the preparation of a handbook for supervisors. This was follows by the agreement reached between MOE and the Haileselassie I University to train supervisors. The training was a one year program and continued until 1965 EC; then it was discontinued.

2.2.2.3 The Third Period (1974 – 1985 E.C)

1966 E.C. the change in the political system in the country brought back again inspection to take the place of supervision (MOE, 1979: E.C: 4). According to Haileselassie (2002: 9) there was no sound pedagogical reason for the change of supervision to inspection; it is only due to socialist educational administration system which demands the strict control of the fulfillment of educational policy, plans and programs. Short-term training programs were arranged abroad to supervisors and some school principals. In addition, summer in-service training program were arranged for trainers from the profession. After their completion of this summer in-service training, they were assigned to the educational offices at the national, regional and awraja level.



2.2.2.4 The Fourth Period (1986 E.C – to Date)

The introduction of education and training policy brought back again supervision to the place of inspection. This policy has made a change in the objective as well as organizational structure of the educational structure of the educational system. That is, the educational system becomes decentralized. As a result, the educational supervision program is restructured in to two groups. These are with in the school system and out of the school system supervision. Supervision with in the school system organized by principal deputy principal, department heads and senior teachers in school based settings. Whereas, out of the school system is organized at the central regional, zonal and woreda level. Both structures common responsibilities are to maintain the quality and the standard of education at various levels and to provide professional and technical assistance. So that, the educational objectives of the system would be achieved (Haile Selassie, 1996: 45-46).

To sum up, starting from the time of its introduction much efforts have been made on the area to make it more useful for the improvement of instruction. However, still it requires or demands much effort to be invested to achieve the objective of the educational system.

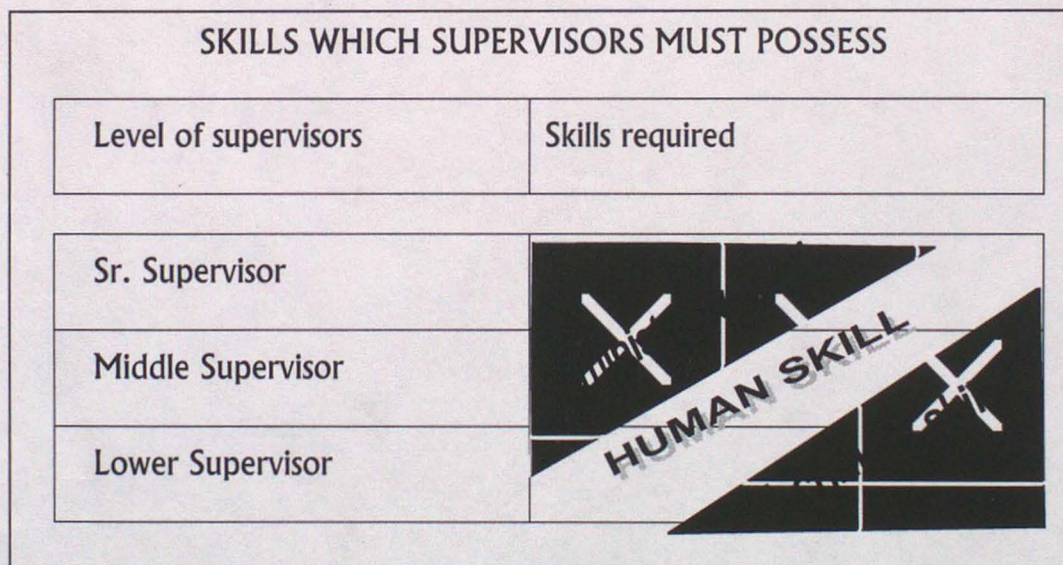
2.3 Major Skills of Supervisory Personnel

The supervisors have often referred as people in middle level manager. That is between teachers on one side and upper level management on the other side. Szilagyi (1981: 18) capitalized this idea as follows: "the responsibly of middle level manager include translating executive orders in to operation, implementing plans and directly supervising lower level managers. Similarly, (Jackson and Keavery, 1980: 19; Singhal et al., 1996: 98) pointed out that supervisors position is one of the most important positions in any organization for two reasons; first employees deal with management mostly through their supervisions, and

second, upper management deals with the employees primarily through its supervisors.

Katz in Ayalew (1990: 3) suggested three basic skills required to be successful supervisor or manager. These are Technical skill, human skill and conceptual skill. Similarly Singhal (1996: 100) confirmed that a supervisor must possess the necessary knowledge and required skills related to this job. In line with this (Stankossen in Singhal, 1996: 100; Georog Poulos and Mann in Archer and Rashid, 1983: 296) pointed out that effective supervisors need to develop three broad skills. These are Technical skill, Human skill and Administrative skill.

Except the difference in terminology, conceptual skill and administrative skill have the same meaning. Hence I used the terminology interchanably. These three skills are important. Their combination change as one rises in the organization hierarchy as illustrated below by stankossen.



As it is seen from the diagram, the higher level supervisors or senior supervisors need a large proportion of administrative skill and relatively lesser amount of human relation skill and lesser portion of technical skill. On the other hand, Middle level supervisors need all the three skills almost in equal proportion. Lower level supervisors required exactly the inverse portion of the senior

supervisor (that is high amount of technical skills and ^{high} lesser amount of human relation skill and still lesser amount conceptual skill). In building the idea stated above (Katz in Jarvis, 1979: 40) reveals that, each of these skills is essential at all hierarchical positions. The details of these three skill presented briefly as follows.

2.3.1 Technical Skill

Technical skill refers to the ability to use tools, techniques or approaches in a specialized manner (Szilagyi, 1981: 28). Technical skill implies "an understanding of, and proficiency in, a specific kind of activity particularly one involving methods processes, procedures or techniques" (Ayalew, 1991; 3). Similarly Mann in Alfenso (1984: 17) defined technical skills as "the specialized knowledge and ability required to perform the primary task inherent in particular supervisory position, it is the ability to use classroom observation system."

Harris (1963: 4) explained that, of the three basic skills, technical skill is one of the major components of supervisory behavior. Likely, Terry (1963: 276) displayed that technical skill includes proficiency and a clear understanding of specific activities involving a process, procedures and techniques. It consists specialized knowledge and ability to perform and helps to accomplish the mechanics demanded in performing a particular job such as teaching pupils and looking in to general working techniques of schools. Ayalew on his part reveals that technical level problems are those associated with teaching with conducting lesson by teachers (1991: 5).

In education, technical skill assumes an understanding of, and proficiency in the method process, procedures and techniques of the teaching -learning activities (Sergiovanni and Carver, 1980: 13). Haimann and Raymond (1977: 22) ; on their part pointed out that, the specific technical aspect of supervisory activities should

be mastered by supervisors. Because, their duty and responsibility as a manager is to see the employee's day-to-day activities whether they do it properly or not.

Generally, as a manager, the supervisor must plan, guide and supervise the day-to-day activities of teachers. In order to manage the teaching activities properly and improve the teaching-learning process, the supervisor must have adequate technical skill than other skills.

2.3.2 Human skill

Human skill refers to the executive ability to work effectively as a group member and to build cooperative effort in the team he heads (Sergiovanni and Carver, 1980: 13; Griffiths (1956:9).

Moreover, Ayalew (1991: 3) noted that:

Technical skill is primarily concerned with working with things (processes or physical objects). So human skill is primarily concerned with working with people. The skill is demonstrated in the way the individual perceives (and recognizes the perception of) superior, equals, and subordinates, and in the way he behaves subsequently. As such, it requires considerable self understanding and acceptance as well as appreciation, empathy, and consideration for others. Its knowledge base includes an understanding of and facility for adult motivation, attitudinal development, group dynamics, human needs, morale and the development of human resources.

Human skill is an essential skill to resolve conflict, to motivate, lead and communicate effectively with other personnel (teachers). It is based on knowledge and understanding of social value and practices and the dimensions of human behavior. (Kinard, 1988: 15-18). Alike, Terry (1983: 776) reveals that human skill includes the ability to work with others, to win cooperaitons, being able to communicate ideas and beliefs to other, and what ideas others are trying to convey to their group members.

Singhal (1996: 102) stated that establishing effective communication between the supervisor and teachers can result in increase in enrollment, retention and achievement of children in schools. Human relation skill is essential to manage the job as a result to meet the objectives of the organization. In like manner, in the same publication noted that establishing a useful communication provides harmony between the supervisor and the employees; because through human relation approach, supervisors can:

- Take personal interest in their subordinates;
- Provide subordinates with information about their job and their department;
- Make subordinates feel important
- Listen to what subordinate have to say
- Give subordinates a chance to participate in activities and decisions of the department.

The creation of effective communication or positive interpersonal relationship between the employees and the supervisor helps to know about the employee and vice versa, or understand each other and win cooperation; so the supervisor can make the organization effective and efficient. In supporting this Jenson (1967: 479: 86) suggested that, the benefits of the supervisor in the smooth and good interpersonal relationships with the employees are:

1. Know and respect the individual characters, talent and potentials
2. Help to avoid teachers frustration
3. Can approach in which teachers feel free to express problems of concern to them.
4. Recognize good work and make use of every opportunity to complement teachers for work well done and for improvement noted.
5. Assist teachers in devising techniques for creating and maintaining good classroom discipline.
6. Encourage giving constructive criticism in a friendly, firm and positive manner.

To conclude, the provision of successful human relation is the result of effective common share of understanding between the supervisor and the teacher. The absence of effective human relation may result to unsuccessful performance. Hence, effective communication is essential to motivate teachers to work and to build cooperative among teachers.

2.3.3 Conceptual Skill

Conceptual skill refers to the ability of the supervisor to understand the institution as a whole or the total picture. In like manner, Griffiths (1956: 9) defines conceptual skill as the ability to view the organization as a whole: recognizing how the various functions of the organization depend on one another, and how changes in any one part affect all the other, hence, in order to advance the overall welfare of the total organization, the supervisor be able to master the conceptual skill.

In addition, Ayalew (1991; 1) states that, it relates the ability to integrate and coordinate organizational activities. In a sense, it concerns the ability to see the total picture. How the different parts of the organization fit together and depend on each other, and how a change in one part of the organization can cause a change in another part.

Conceptual Skill includes the effective mapping of interdependence for each of the components of the school as an organization, the educational program as an instructional system, and the functioning of the human organization in general. Thus, the development of conceptual skill relies heavily on a balanced emphasis of administrative theory and organizational and human behavior. Likely, Mann in (Alfenson, 1984: 17) remarked that conceptual skill includes the ability to visualize the organization as a whole, to see the "big picture", to envision all the various functions involved in a give situation.

To sum up- conceptual skill is the ability demanded by the supervisors to see the organization or the institution as a whole; or recognizing the parts. That is, the change in one part create a change in another.

2.4 Supervising Classroom Instruction

The supervisors role as instructional leadership remain important for the improvement of instruction as well as for professional growth of teachers. supervisors of effective schools are concerned about "What can be; not what was" and they are "prospective" than "retrospective" regarding the staff and instructional activities. It is a helping process and not part of the final appraisal of performance (Krug, 1992: 452). The supervisors supervisory activities are concentrate more on issues involving instructional improvement and on identifying and diagnosing instructional problems as well as prescribing solutions (Edmonds, 1982: 12; Levine and Stark, 1982: 44).

The identification of instructional problems may be handled through different ways. Some of these are listening to teachers' talk, asking teachers directly, using recorded documents and classroom visiting (Holmes, 1993: 53; Swearingner cited in Ovard, 1966: 230). Classroom visits, however, is the most widely and frequently used by effective instructional supervisors to acquire first hand information concerning the teachers' technique of teaching and his/her problems (Edmends, 1982: 13). Instructionally effective supervisors, therefore, support teachers and monitor classroom instruction through numerous formal classroom visits (Lewine and others cited in Hallinger, 1985: 219).

Summarily, Bittel (1980: 49) noted that:

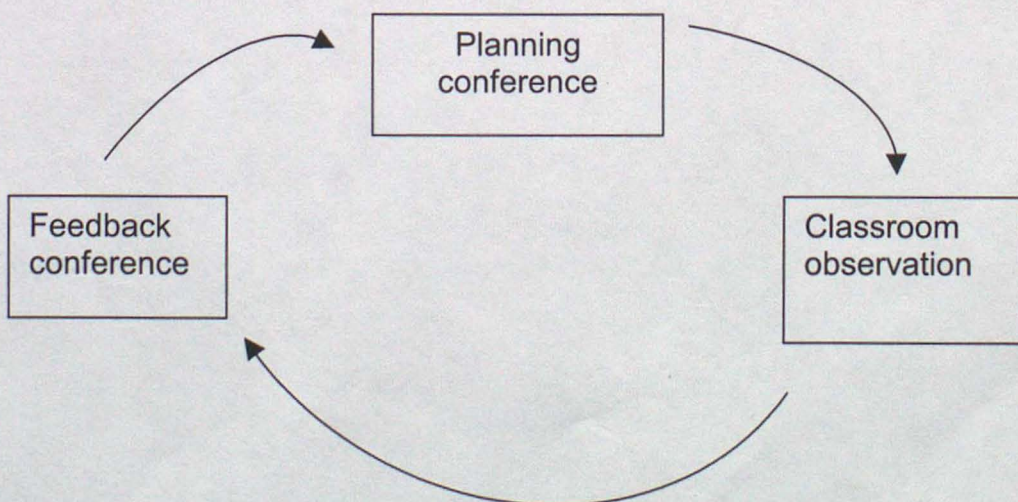
If you rate too often you are likely to be too much impressed by day-to-day occurrences. If you wait too long, you are likely to forget many of the incidents that ought to influence your appraisal. Even if your organization has a plan that class for rating once a year, it is good practice on your part to make an informal appraisal more often.

Instructional supervisors in their supervisory role also serve as consultant for teachers and hold regular meetings on issue like lesson planning, effective utilization of teaching aids, evaluation mechanism.

To sum up, the classroom visiting in effective schools are participatory, diagnostic, cooperative and are based on the mutual commitment to improve the teaching – learning process. The instructional supervisor integrate and use all the characteristic of consulting, helping, supporting and diagnosing the process that result in teachers competence.

2.4.1 Process of Classroom Instruction

Differences on the process of classroom instruction are suggested by different authorities, but all follow the same basic pattern except the differences in naming the process or steps. For example Jackson in Congelasi (1991: 46) organized the process of classroom observation (CRO) in to three phases: pre interactive phase, interactive phase and post interactive phase. On the other hand UNESCO (2001: 55) classified classroom observation in to pre-conference, observation and post observation conference. Similarly Hopkins (1994: 56) organized classroom observation in to planning conference, classroom observation and feedback conference. The processes are interrelated and are dynamic as illustrated below by Hopkins.



2.4.1.1 Planning/Pre-Observation Conference/

Pre-observation conference is the preparatory stage in the process of CRO. It involves determining students' need, formulating objectives, organizing the learning environment, designing lessons and preparing instructional material. In supporting. (West and Bollington, 1990: 30) pointed out that, the pre-observation classroom meeting is crucial initial step aimed at establishing common understanding and agreement between the instructional supervisors and teachers about what will happen in the appraisal processes.

One of the major discussion issue that should be raised during the pre-observation meeting is the purpose of the appraisal scheme. The purpose of any CRO meeting is so crucial that should be thoroughly discussed, and hence, receive general consensus from teachers and supervisors (Montgomery and Hadfield, 1989: 89). Making arrangement to observe in the classroom of a given teacher may necessitate elaborate plans and clearance procedures. In general, the arrangement for a classroom observation includes:

- Identifying purpose
- Getting that purpose accepted by others involved
- Setting the time
- Selecting an instrument
- Reviewing observation procedures
- Reassuring the teacher
- Deciding up on follow up activities

Most teachers and appraisers believed that the ideal supervisor is the one who has close contacts with teachers work; whom the teacher regard as creditable and experienced and who assumes management responsibly. Besides a research evidence has shown that a supervisory process which involves more than one supervisors; that is the principal and delegates peers (West and Bollington, 1990: 58).

Moreover, Pajak (1989: 209 – 10) has pointed out some essential points of pre-observation meeting as:

The pre-observation conference begins with the supervisor helping the teachers to express the ideal image that he/she wishes to project in the classroom lessons to be observed. The classroom image is presumably based on teacher's prior experiences, training values, and attitudes and is likely to vary from person to person and over a period of time.

(MOE, 1994: 22-23) assured that any CRO should be based up on clearly stated criteria and should be known by the teacher before CRO take place. In other words, it should not be accidental phenomena. Similarly, Health in Wosenu (2001: 58) noted that "CRO should only take place when clear professionally agreed, appropriate, specific and achievable criteria have been established".

To conclude, the primary objective of pre-interactive of classroom observation meeting should focus on establishing teachers acceptance and agreement. Voluntary participation of teachers in the operation of the supervisory scheme must necessarily be sought for positive and developmental experience. To this end, teachers together with their supervisors must have an opportunity in discussing and deciding on the purpose criteria frequency, procedures, instruments and follow up activities prior to the actual CRO. Hence the criteria CRO ought to be carefully identified clearly understood and mutually agreed up on by both supervisors and supervisees.

2.4.1.2 Classroom Observation

CRO helps as a technique where by the supervisor gather objective performance evidences, indicated both weakness and strengthes, which can serve the supervisor and the teacher as point of discussion during post observation conference. This shows the role of CRO as a feedback. CRO in view of the discussion results reached up on the post appraisal conference, helps the supervisor to render realistic remedial maintenance or developmental

professional support or advice for the teacher to achieve performance improvement. Telling the teacher where he stands in performance does not suffice; the teacher should also be shown the way and means of improving performance. This also shows the role of classroom observation as a developmental in purpose (Thomas, 1974: 5).

UNESCO (2001: 55) reveals that CRO phase is performed by both the teacher and the supervisor looking the specific area the teacher has identified and relevant information that may cop-up or improve the teaching learning process. CRO involves conducting lessons, engaging students in learning activities and managing student behavior Congelosi (1991: 46), Mabamba (1992: 104) on the other hand stated that supervisors make CRO in order to gather first hand information as well as to verify some of the information contained in supervision. A good instructional supervisors should therefore make frequent classroom visits.

Similarly, Guthrie and Reed (1991: 340) stated that in CRO the supervisor collect data from the teaching-learning environment so as to see the quality of student classroom involvement and interaction, and teacher effectiveness in achieving desired teaching goals and objectives. Likewise, Acheson and Gall (1980: 47) noted that, during the CRO or data collecting step supervisors observes the teacher teaching the lesson that was outlined in his/her lesson plan. The supervisor should use his/her observation instrument to collect data on the lesson being thought.

In short, the most important aspects of school is the quality of teaching and learning in the classroom. Hence, supervisors should get prepare before CRO and list important elements during CRO so as to improve the teacher proficiency.

2.4.1.3 Post Observation Conference

Observation to have any value, require some kind of follow up activities. The purpose of the observation will determine the follow up activities that are most

useful. Follow up activity involves some kind of re-recording of data analysis, a plan for feedback other teacher and other appropriate activities growing out of the observation (Harris, 1991: 100). The effort made during the pre-observation and classroom observation phase can be considered fully successful if and only if they enables effective post observation conference to occur. Post classroom observation conference is regarded as the focal point in CRO process; because it is at this stage that instructional supervisors and teachers come together to review post performance and to identify professional needs of the teacher, and ultimately to determine and agree on future action plans that deserve careful attention during the follow up process (Szilagyi, 1981: 563; Bollington et al., 1990: 47).

The supervisory conference or post observation conference is designed for supervisor to dialogue with the teacher on the lesson observed (Gold Hammer, 1969: 114; Cogan, 1973: 21). This refers that post observation conference is a time for the teacher to give input on the lesson. In addition, the supervisor and the teacher work together to establish goals to be met at the next observation date.

In post observation conference the supervisors try among other things, to identify problems and issues that are treatable, to make explicit issues that have been sensed intuitively, to help the teacher develop techniques of self supervision and to consider the teachers' competence (Andrew and Bullough, 1987: 232). When post observation conference properly designed and systematically carried out, it can help to achieve various developmental purposes. Primarily, it provides the teacher with the opportunity to express openly his¹ feeling about his² past performance, revealing the obstacles he³ had encountered in accomplishing tasks. By doing so, the supervisor together with the teacher can identify any training need of the teacher and they determine and agree on performance largest for the teacher to perform in his⁴ future understanding (Montgomery and Hadfield, 1989: 98). gender bias^{1,2,3,4}

During post observation conference, the teacher should be asked to clarify the objectives of the lesson, review what happened and assess whether the objectives were attained and to what degree. Assessment should be reached about what went on. For example a supervisor is expected to communicate whether or not a teacher is following a given method properly, whether or not his/her method of putting question is appropriate etc. the communication, however, should not given an impression that the supervisor was on a fault finding mission. The supervisor has to make a start with positive points in order to build the confidence of the teacher and then to the weak spots (Adms and Ciekky, 1986: 129).

Some instructional supervisors may hold post observation conference; but since they lack relevant training, and do not analyse, synthesize and evaluate in advance the performance data they might have gathered, they simply focus too much on weakness and little or on strength of teachers (Szilagyi, 1981: 569). The most effective way of improving performance is to inform teachers of their strengths and weakness during post observation conference.

According to (Conley, 1987: 62) some other instructional supervisors are reluctant to tell their teachers where their performance deficiencies ill. This is the usual practice in post appraisal conference with both instructional supervisors tend to avoid issues which they think would course unpleasantness or create ill feeling them in an aim of keeping their mutual report healthy.

In general, when post-observation conference held properly. It contributes to the effective and efficiency of the program or the system; however, when it is in properly conducted the system will be disrupted and cause anxiety and frustration on both the supervisor and the teacher. Teachers often profit from feedback about their instruction when it is supported by knowledge, sensitive classroom observation.

2.5 Major Tasks of Instructional Supervision

2.5.1 Instructional improvement

Most educators would agree on the improvement of teaching-learning is fundamental to school reform (Frase, 1997: 39). Likely Barr and Button, 1961: 10) noted that the aim of supervision is the improvement of the teacher the growth of the pupil and the improvement of the teaching learning process as a whole. It refers that the supervisor works in close collaboration with the school for bringing about improvement in the teaching-learning process. He should help the school to work effectively in providing good education. It is his/her responsibility to help the staff of the school in instructional improvement. In like manner Adms and Dickay (1986: 119) pointed out that, the supervisor is concerned with facilitating and stimulating teachers to improve instruction. This educational services is in fact concerned with the improvement of all activities of the school. Similarly Frase in his part reveals that, the improvement of teaching-learning is fundamental to school reform and, thus, supervisor and feedback of current picture is pivotal in helping teachers (1997:394).

In addition, Eash and Rasher in (Good and Brophy, 1997: 455) reported that instructional supervision is an important component of an in-service program to help teachers cope with the greater student diversity and, thus, to improve students' achievement. Improving teaching-learning process is the basic task of educational supervision (Singhal et al. (1996: 108). Similarly, Karolyn in the same publication's noted that one of the most embarrassing explanations for the current poor reputation of schools, and the presumed failure of many excellent innovations, is that teachers have not had adequate, well informed, and direct supervision to help understand and implement new practices.

The supervisors seek to prevent the development of potentially stressful situations, removes, the worker from stress impinging or to have an effect on the worker, and helps his/her adjust to stress. The supervisor is available and

approachable, communicates confidence in the worker, provides opportunities for independent functioning and institutional improvement. (Kadushin, 1992: 292). Barr and Burton (1961: 193) pin pointed that the supervisor is mainly responsible for academic or curricular activities of the school. He, therefore, supervise the actual teaching-learning process to make teaching effective.

In arranging and promoting situations conducive to learning and improving instruction, the supervisor should keep in mind the following points.

1. Deliberate intention is an aid to learning.
2. Clear knowledge of how current activity relates to the overall objectives is an aid to learning.
3. The urge to achieve is strong in the young, and each learner must be placed in a situation where he can achieve.
4. Each learner must be accepted as unique individual who bring to the learning situation his own needs, interests, abilities, likes, dislikes and limitations.
5. Each teacher bring to the teaching-learning situation his own needs, interests, abilities, likes dislikes and disabilities. These should be known to the supervisor, who has the responsibility for helping him with instructional improvement.

According to Mbamba (1992: 106), the purpose of instructional supervision is to offer personal leadership advice to classroom teachers in the area related to the improvement of educational expertise for pupils; at the same time it emphasizes on the development or improvement of professional techniques and procedure. Alike this Rue and Byars (1990: 191) pointed out that "a person who receives supervisory feedback will at least know what he must do to improve instruction" This shows that lack of supervisory feedback usually creates frustration in teachers and this frustration often has negative impact on teachers performance or instructional improvement.

An important activity of the supervision process is improving the performance of teachers. This involves, simplifying work methods, developing and implementing cost reduction programs and a host of technical and managerial activities that the manager takes to improve the overall performance of the department in general and each teacher in particular (Morgan (1982: 218). Mohanty (1990: 19) also asserted that:

The supervisor must see the continuous improvement of the instructional program by supervisory services accomplished... supervision is mainly an academic function for helping in improving of teaching and learning situations.

This shows that instructional supervision is a process of maintaining the different elements to produce better learning environment and to provide leadership necessary for effective improvement. In order to bring instructional improvement in the education system, teachers whether they are experienced or not they have to get pedagogical assistance from their supervisors. In supporting this Harrison (1968: 15) explained that, all teachers need supervisory assistance of varying kinds and amounts. Some needs it more than others, but it is well accepted assistance of the proper nature is needed by teachers at all levels and would be sought if it were considered helpful by teachers and if it were ready in evidence.

To sum up, the rationale for providing instructional supervision is grounded in the assumption that the quality of teaching will be enhanced by providing opportunities for teachers gaining developmental benefits from shared knowledge. Instructional supervision is, thus, responsible for assisting teachers with the improvement of instruction; the supervisor must know what is being done and how it is done so as to bring instructional improvement.

2.5.2 Professional Development

Professional Development of a staff is essential to cope with the changing needs of the job. In the school situation, instructional supervision has a major purpose of enriching the educational opportunities of students through professional development of teachers and other staff members. This leads to both personnel and organizational growth. Likely, Lookhead et al, (1994: 113) noted that supervisory advice motivate teachers to become more professional to examine their own knowledge and pedagogical practice and strengthen the weakness resulted in the betterment of students performance.

Instructional supervision is an indispensable aspect of human resource management, which applied to teachers, should give more emphasize to their professional development and enrichment of the teaching – learning process (Leap and Crino, 1993:114; Graham and Bennett, 1990:82; Miler, 1985:4). Pre-service and in-service training program are led to professional qualification upon one's successful completion of the prescribed course of study.

Professional development program for teachers should not be something imposed by outsiders or higher order managers. In line with this (Speck and Knipe, 2001: 112) however, reveal that teachers are often unhappy about professional development that is imposed on them from the top and of which they have ownership. Because, teachers are recipients of their professional learning, they should have a great deal of input and ownership in terms of the planning, development and implementation of the staff development program. In short, professional development endeavor should be taken as a joint responsibility. Similarly, UNESCO (2001: 3) targeted school heads, deputies department heads and senior teachers (school based supervision committee members) are responsible for professional development training program.

On the other hand, Joyce in Good and Brophy (1997: 462) argued that, the following points are important in professional development program.

1. Presentation of theory or description of teaching skills or strategies.
2. Modeling or demonstration of teaching skill or strategies;
3. Practice in simulated and real classrooms
4. Structured and opened feedback about performance;
5. Coaching for application – in classroom hands on assistance in transferring new knowledge and skills.

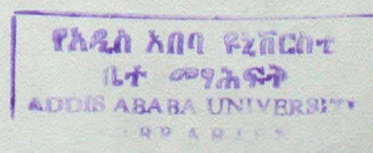
In addition, the most useful characteristics of teacher professional program are:

1. Intensity of personnel involvement
2. Immediate consequences for classroom practices.
3. Stimulation and ego support by meaningful associate in the situation; and
4. Initiating by teachers rather than outsiders.

In general, professional growth often is a slow and communicative process, this desire to become a highly skilled practitioner will eventually result in a new level of professionalism. At the school level professional development should meet the need of both the individual teacher and the education system. Professional development at the school level is highly important. Because, pre-service training is only an introduction to the teaching profession. The complete teacher is developed through experienced.

2.5.3 Curriculum Development

One of the major roles of instructional supervisors is curriculum development. Supporting this spears (1995: 9) pointed out that, improving every phases of educational program like curriculum revision is the major function of supervisor. Developing curriculum guides, establishing standards, planning instructional units



and instituting new courses are examples of instructional supervisors area of emphasis (Harris, 1985: 10).

The success in the process of instructional provision is more likely to be maintain when the learning experiences that students are exposed for are carefully planned and continuously assessed. In capitalizing the idea, Abbot and Roder (1994: 17) explained that:

A careful planning and developing of children's experience with sensitive and appropriate intervention by the educators will help nurture an eagerness to learn as well as enables the child to learn efficiently.

Instructional supervisors are resource personnel to provide support and service directly to teachers to help them improve their performance of curriculum development. In building this idea (Belete and Asres, 1967: 3) noted that the instructional supervisors are potential individuals in curriculum improvement; they provide recent and relevant information, practical guide and academic assistance for teachers.

Similarly, (McNeil, 1979: 299 and 321 and Dull, 1981: 27) suggested the major responsibilities of supervisors in curriculum development process:

1. Assist individual teacher's in determining more appropriate instructional objectives for the pupils in a specific classroom so as to improve the curriculum.
2. Aid in goal definitions and selections at local, state and federal levels;
3. Aid particular school communities in determining what shall be taught in a given school.
4. Plan and implement a well established in-service training program.
5. Produce evidence as to the soundness of the innovation in relation to the aims of the school,
6. Work closely with administrators to establish roles that are expected of consultant who are outside of the school.

In general, instructional supervisors seek to provide information about:

1. The relevance of the new curriculum to the need of the society and the learner;
2. The significance and validity of the new study material
3. The ability of the program to elicit certain teacher and student behavior.
4. The actual outcomes of using a given set of instructional material (Mbamba, 1992: 226).

To conclude, instructional supervisors are resource personnel who provide support to help directly to the teacher to correct or improve some existing deficiencies in the education system in general in specific curriculum in particular.

2.6 Factors Affecting Supervision

Instructional supervisor is responsible for assessing teachers with the improvement of instruction. The supervisor must know what is being done and how it is done. In supporting. Wosenu (1998: 58) noted that, supervision is an essential managerial activity which enables the organization utilize their work force effectively and efficiently. When skillfully and properly carried out, it also increase employees efforts towards achieving personal and organizational goals. Mbamba (1992: 107) on his part said "supervision is a complex process which demands high educational and professional qualification. But less competence of supervisors, less, communication skill negative attitude of teachers can contribute to the failurity of it's mission. Following is a discussion on these supervision barriers.

2.6.1 Low Level of Competence

While a supervising officer has to continuously organize training programs, seminars and symposia for his subordinates with a view to promote their professional growth, he has to engage himself in the process his own training. as

Rabindranath in Singhal et al (1996: 104) reveals, "A lamp has to keep itself burning in order to give light to others". In short, a supervisor has to keep himself up-to-date in order to provide proper guidance and counseling to this subordinate. Similarly, Deverell (1973: 10) said that, training is not an exercise in how to drive or manipulate workers to many supervisors; it will be the most considerable piece of further education they have never received, from which will developed a systematic approach to work planning, to the handling of emergencies and the inspection of work and from which they can acquire familiarity with the best practices in maintaining control and building a discipline work team.

In line with this ILO (1973: 71) suggested the importance of training as:

- It provides people with knowledge, skills and attitude;
- It promotes self reliance and self respect
- It is an important key to unlocking the potential for an improved quality of life;
- It opens the door to develop their careers and leads to job satisfaction.
- It helps to raise their productivity and thus contributes to the general development of the nation.
- It improves their ability and contributes to their mobility
- It protects the employability of the person and reduces his vulnerability to unemployment in a time of expression.

Science, management and supervision is now quite advanced. Training in effective planning and administration enhances the capabilities of the supervisor.

In like manner, Stnghal et al (1996: 106) noted that:

Professional of the inspectorate is, therefore, an urgent need of the hour. Without professionalism, it is feared, inspectorate will not only continue to live in the past and remained out moded but will also not be able to meet the newer challenges and never demands which it has to face.

He furtherly stated that, professional training, thus, helps job-enrichment. Any further prospect of obtaining higher productivity lives, therefore, largely in exploring ways of making the job more interesting and relevant. Training opens new vision and bring new horizon to the job. Training helps:

1. to improve the supervisor's performance by teaching the basic knowledge and techniques demanded by the job and by improving the personal skills needed to do it.
2. to develop the supervisor's capacity to accept and fulfill new responsibilities arising from technical and other changes which might affect his job.

The very problem of supervision is placing people in supervisory position without adequate knowledge and competence to the area. In qualifying this (Harrison, 1968: 15) pin point that:

Person have been placed in supervising positions with out sufficient preparation for the job... Inadequate supervision often worse than none at all, since it provides little or not assistance and may actually harm the relationship between classroom teacher and school administration.

To conclude, competent and skillful educational supervisors have a potential to develop and improve the school program, to provide a stimulating environment and pleasant surroundings and creating a working atmosphere of security and well being for teacher and students. It is believed that supervisors expected to be more knowledgeable about instruction and other educational activities than teachers. Otherwise, supervisory activities can suffer and become nonfunctional.

2.6.2 Lack of Communication Skill

Better human relationship demands by the present issuance of globalization. Likewise, it is imperative that supervision must develop and maintain a high level of personnel interaction. Other wise, it would be ineffective and unproductive. Likely, wills in Barr and Burton (1961: 185) asserted that, teaching and learning is a group activity; and a group productiveness is affected by the quality of its human relations and the supervisor must work constantly for the improvement of group cohesiveness.

A good supervisor is one who is capable of communicating with his subordinate in order to provide necessary guidelines and assistance to them for professional improvement. With out such Knowledge, it will difficult to function effectively (Singhal, 1996: 86). In short, in order to infuse new ideas in the teaching learning process the supervisor is supposed to visit, observe and communicate rapidly to see the status and effectiveness of the teachers.

The supervisor is concerned with communication with in a group as a leader depends on better social interaction. Researches have revealed that:

Good communication is related to good moral of teachers and free exchange of information helps in good planning. To improve communication, the supervisor should increase his skill as a discussion leader, to provide the physical facilities that facilitate communication and to improve the group process.

To sum up, creating effective communication between the supervisor and teachers imply belief in common man, recognition of dignity and worth the individual. This kind of communication do not encourage the imposition of the will of the supervisor upon the teachers. Common share of understanding of teachers and supervisors on the issues or problems of instruction leads to successfulness. Hence, supervisors have to be in a position to create smooth communication with teachers so as to meet the goal of the institution.

2.6.3 Perception of Teachers

It is very important that teachers perception of supervision is valuable to improve teachers instruction. Since the objective of supervision is to improve the competence of teacher, it is imperative to consider teachers' perception of supervision. However, (John, 1980: 158) has noted that teachers' anxiety and frustration almost emanated from supervisory system which regarded as unreliable and imposed on them from higher authorities. Similarly (Montogomroy and Hadfield, 1989: 7) reveal that "Too many teachers have experienced supervision by imperous person who had left a set of notes of weakness for them to correct before the next visit.

Similarly, another problem often realized is teacher's reaction to positive and negative supervisory CRO results. Most teachers have difficulty in facing up to negative feedback about their performance. Likley, (Castetter, 1981: 277) have shown that, in security, frustration, fear, anger tension, can often stem from supervisory CRO result. Teachers who have developed a negative attitude towards supervision CRO result, whether they are rating high or low do not improve their performance John (1980: 159).

In general, these impeding factors of supervisory activities believed to be reduced, if not eliminated by making supervisory activity, communicable, professional activity and by creating awareness on teachers about the very intention of supervisory activities, which is not a fault finding activity rather it is a device to help teachers to improve the teaching learning activities.

CHAPTER THREE

3. RESEARCH METHODOLOGY AND PROCEDURES OF THE STUDY

In this section, the research methodology employed the data source, sample size and sampling techniques, instruments of data collection and data analysis are treated.

3.1 Research Methodology

As stated earlier, the main objective of the study is to examine the practice and problems of instructional supervision in Hadiya zone and to come up with some possible solutions that help to reduce or solve the problems.

The research methodology employed for this study was predominantly descriptive survey research method. Because it attempts to secure information as they currently exist. In other words, this method would help to obtain an accurate description of the major problems encountered on the current status of supervision at the school level. As a result, the study used the following methods of procedure to secured data and to give analysis.

3.2 Sources of Data

The sources of data for the study were gathered from primarily and secondary sources. The primary sources were collected through questionnaire and focus group discussion; where as the secondary sources were obtained from documents. The study covered four woredas and all secondary schools in the zone. The sources of information were principals, assistant principals, department heads, and teachers of government secondary schools working in Hadiya zone. The respondents were categorized as supervisees and supervisors. Supervisees are teachers and supervisors are principals' assistant principals, department heads and senior teachers.

3.3 Sample Size and Sampling Techniques

The sample for the study was Hadiya zone. The sample schools were selected purposefully. This is because the number of secondary schools in the zone five and all is included as sample study. These are Gimbichu Secondary School, Yekatit 12 Secondary School, Wachemo Secondary School, Morsito Secondary School and Shone Secondary School.

Regarding the sampling technique, purposive and simple random sampling techniques were used. To ascertain representations, all principals, assistant principals department heads and senior teachers who are involved in supervisory activities were selected purposefully. Whereas, fifty percent of teachers were also included in the sample randomly.

On the whole the total number of respondents was: 115 teachers (supervisees) and 60 supervisors. Totally 175 respondents were included.

3.4 Instruments of Data Collection

The quantitative and qualitative data were obtained using different tools. Employing multiple method of data collection helps the research to combine the strengths and amend some of the inadequacies. The instruments used to obtain the necessary data were questionnaire, focus group discussion and document analysis. Accordingly, questionnaire was used to secure quantitative data; while focus group discussion and document analysis were used to obtain qualitative data. In addition, relevant books and journals were consulted to support the findings of the study.

A set of questionnaire was prepared for the study to obtain necessary information from many respondents. The items in the questionnaire were open and closed ended. One type of similar questionnaire was originally prepared in English and translated in to Amharic in order to create common share of understanding. It has

five parts to obtain necessary information about biographic information, process of classroom observation, tasks of supervision, skills of supervision and impeding factors in the implementation of supervision.

The draft questionnaire was piloted in one school namely 'Gimbichu secondary school' and then modified or made correction in accordance with relevant inputs obtained from thesis advisor, the pilot result and practitioners in the field of education before the final study was carried out. The respondents were instructed to overcome ambiguities that may pose problems in attempting answers to the items. In other words, the objective of the study and clarification of the questionnaire were made in order to avoid confusion and to put in clear and understandable statements. Assurances for the distribution and collection for the questionnaire were involved with the coordination of the researcher. The researcher made a close follow up during data collection.

On the other hand, focus group discussion was made to get additional data and to verify the data obtained by questionnaire. To this end all interested teachers from the respondents of the questionnaire in each sample schools were invited for the discussion. A tape recorder was used to acquire all the information. The discussion was held in Amharic and narrated in the study in English.

On the top of data obtained through questionnaire and focus group discussion, document analysis was used to enrich the data obtained by other instruments. The current data including 1996 and 1995 were taken to observe how the pre and post classroom observation were carried out.

3.5 Data Analysis

The response obtained from the questionnaire items was tabulated, interpreted and analyzed using percentage and one-way ANOVA. Accordingly, the following statistical procedures were used to analyze and interpret the data secured by the questionnaire.

1. For bio-graphic information's of respondents, percentage were employed

2. Items of research questions were tested by percentage and one-way ANOVA in computer assisted SPSS program version 10.0. which means to decide whether or not significant difference existed between the two group of respondents at 95 percent confidence interval and at p-value <0.05 level of confidence.
3. Document analysis and focus group discussion were analyzed using narration.

Based on the data analysis interpretation were made to come up with certain finding. Finally, conclusions and some possible solutions were recommended.

CHAPTER FOUR

4. PRESENTATIONS AND ANALYSIS OF THE FINDINGS

This chapter deals with the presentation and analysis of the findings of the data collected from respondents. All the required information for the study was obtained through questionnaire, group discussion and document analysis. The chapter consists of two major parts. Part one presents the characteristics of the sample population involved in the study. Hence, the sample population/ supervisors and supervisees/ are discussed in terms of sex, age, current position or status, total experience and qualifications.

In part two of the chapter discussed about the analysis of the findings. In this part the following major variables are analyzed based on the responses collected from the respondents.

- A. Utilization of basic supervisory skills
- B. Utilization of the process of classroom observation
- C. Utilization of the basic tasks of supervisor
- D. Impeding factors of supervisory activities

4.1 Characteristics of Respondents

Both supervisors and supervisees were asked to indicate their background information through questionnaire. In this response, their sex, age current status, years of experience and qualifications are summarized in table I and II.

Table I: Sex, Age and Current Status of Respondents

No	Variables	Characteristics	N = 115		N = 60	
			Supervisees Respondents		Supervisors Respondents	
			n	%	n	%
A	Sex	M	102	88.70	60	100
		F	13	11.30	-	-
B	Age	Below 25 years	20	17.39	10	16.67
		26-35 years	62	53.91	22	36.67
		36-45 years	20	17.39	20	33.33
		46-55 years	13	11.31	8	13.33
		56 and above	-	-	-	-
C	Current status	Teachers	97	75.65	-	-
		Senior teachers	18	24.35	12	20
		Dep. Heads	-	-	39	65
		Deputies	-	-	4	6.67
		Principals	-	-	5	8.33

In table I, the biographic data of the respondents were categorized as supervisors and supervisees. The total numbers of respondents involved in the study were 175; of which 115 were supervisees', and 60 were supervisors'. As can be seen from the table Item A, supervisor and supervisee respondents who accounted for one hundred and two (88.70 percent) and sixty (100.0 percent) respectively are males. Where as, thirteen (11.30 percent) and no (0 percent) supervisee and supervisor respondents respectively were females. The male female ratio was overwhelmingly unbalanced in favour of males over females. In the case of supervisors, there wasn't even a single female supervisor reported. This reveals the number of female participation in the study area; particularly in the sample schools is low. Thus, the proportion of their representation found to be low.

Regarding the age of the respondents, the majority sixty two (53.91 percent) and twenty two (36.67 percent) supervisee and supervisor respondents were between the ages of 26-35 years respectively. Only eight (13.33 percent) and

thirteen (11.31 percent) of supervisor and supervisee respondents were found to be in the age range of 46-55 respectively.

As it is depicted in table I item C, twelve (20.0 percent) thirty nine (65.0 percent), four (6.67 percent) and five (8.33 percent) senior teachers, department heads, assistant principals and principals respectively served as a supervisor in the selected sample schools and are "school based supervisors". From this we can deduce that supervision today is not only a responsibility of particular individuals from the higher authorities outside the school. It is rather, with the technical help of trained supervisors training and a cooperative effort of the school based supervisor. That is more attention is directed to the function or contribution of staff members.

Table II: Years of Experience in the Current Position, Total Years of Experience and Qualifications

No	Variables	Characteristics	N = 115		N = 60	
			Supervisees Respondents		Supervisors Respondents	
			n	%	n	%
A	Years of experiences in the current position	Below 5 years	43	37.39	42	70
		6-10 years	17	14.78	18	30
		11-15 years	14	12.17	-	-
		16-20 years	19	16.52	-	-
		21-25 years	14	12.17	-	-
		25 and above	8	6.96	-	-
		Below 5 years	43	37.39	21	35.0
B	Total years of experience	6-10 years	17	14.78	16	26.67
		11-15 years	14	12.17	11	18.33
		16-20 years	19	16.52	7	11.67
		21-25 years	14	12.17	3	5.0
		25 and above	8	6.96	2	3.3
C	Qualification	12+1 (Diploma level)	7	6.09	-	-
		12 + 2	56	48.69	3	5
		12 + 3	27	23.48	36	60
		12 + 4	25	21.74	21	35
		MA/Msc	-	-	-	-

As can be seen from Table II item A above, the overwhelming majority, forty two (70.0 percent) principals, deputy principals, department heads and senior teachers who were involved in supervisory activities had served below five years. The remaining eighteen (30.0 percent) reported to have served 6-10 years. From the analysis made so far, it is safe to conclude that the majority of supervisors in the sample schools were seemed to have less experienced to perform their responsibility effectively.

As to the total years of experience, twenty-one (35.0 percent) supervisor and forty-three (37.39 percent) supervisee respondents served below five years. Where as, eight (6.96 percent) supervisor and two (3.33 percent) supervisor respondents had 25 and above years of experience. The remaining sixty-four (55.65 percent) and thirty-seven (61.67 percent) supervisee and supervisor respondents were served between 6-25 years respectively. It would be therefore conclude that, the majority of the supervisor total years of experience were ten years and below. It is understood that, when the supervisor is more rich and varied his experience, the better new things and activities he brings to his profession. However the sample school supervisors had fewer experiences.

Item c of Table II reveals the qualifications or educational level of respondents. In this regard, fifty-six (48.68 percent) and three (5.0 percent) of supervisees and supervisors respectively had a diploma. Where as twenty-five (21.74 percent) supervisee respondents and twenty-one (35.0 percent) supervisor respondents had a first degree. The majority ninety (78.26) supervisee and thirty-nine (65.0 percent) supervisors had below first-degree educational background. Thus, from the data; we can infer that there is no much discrepancy between the supervisor and supervisee respondents in their educational level.

4.2. Supervisory Skills

Basic skills required at any level of supervision (be it at higher or lower level) are technical skill, conceptual skill and human skill. The utilization of these

supervisory skills at school level is presented by the following three tables. Respondents were asked to select from five point interval scale ranging from strongly agree to not at all

4.2.1. Technical Skill

Table III: The Extent to which Technical Skill is Utilized

No	Items	N = 115		N = 60		P - value
		Supervisees		Supervisors		
		n	%	n	%	
A	Supervisors give assistance to teachers in continuous base to the growth of student achievement.					0.000
	Very frequently					
	Frequent	8	6.96	9	15	
	Some times	15	13.04	12	20	
	Rarely	16	13.91	39	-	
	Not at all	25	21.74	-	-	
		51	44.35	-	65	
	X	2.165		3.5		
B	Supervisors help teachers to use different methods and procedures to address the specific classroom task					0.000
	Very frequently					
	Frequent	9	7.83	15	25	
	Some times	12	10.43	10	-	
	Rarely	20	17.39	-	58.33	
	Not at all	26	22.61	-	-	
		48	41.74	35	16.67	
	X	2.2		3.666		
C	Supervisors hold regular meeting on issues like lesson planning, effective utilization of teaching aids and evaluation mechanism					0.000
	Very frequently					
	Frequent	9	7.83	24	40	
	Some times	13	11.30	11	-	
	Rarely	16	13.91	20	33.33	
	Not at all	29	25.22	-	8.33	
		48	41.74	5	18.33	
	X	2.182		3.9		

supervisor respondents were revealed that, they held regular meetings to rise the performance of teachers in lesson planning in effective utilization of teaching aids etc. Whereas forty-eight (41.74) and twenty-nine (25.22 percent) supervisee respondents revealed the non-existence and rarely practices respectively. The associated P-value of in one-way ANOVA test is less than 0.05 level of significant. It would be conclude that, supervisee denied the existence of academic meetings; whereas supervisors rated their own performance as if they held meetings for the purpose of upgrading teacher performance in lesson planning and other issues. From this we can infer that the views of supervisor and supervisee respondents are not supporting one another.

With regard to this issue, the researcher raised and discussed with the teachers. They all asserted with out any hesitation that, of course we did not deny the existence of staff meeting by the school. However, the issues of discussion were not academics. It is only administrative oriented like, discipline measures, the school quarter year report etc. The result of the minutes also asserted the idea forwarded by supervisees (teachers).'

In light of the above analysis Starges (1979: 587) asserted that in most cases, teachers or supervisees observe supervisors in administrative activities, and not in improving teaching-learning activities, which teachers seek from instructional supervisors. Holding the same idea, Jacobson and Others (1973: 140) asserted that effective instructional supervisors mostly used staff meeting to deal with curricular issues than administrative affairs. Methodological aspects, evaluation problems, test construction procedures, redefinition of school goals, educational policy issue and the like are some issues that effective supervisors or leaders deal within staff meetings.

As it can be seen in Table III item A, supervisee and supervisor respondents reveals the extent of supervisors assistance to teachers in continuous base to the growth of student achievement. In doing so, fifty-one (44.35 percent) supervisee respondents confirmed that supervisors did not give assistant to teachers in continuous base. On the other hand, the majority which is thirty-nine (65.0 percent) of supervisor respondents confirmed the provision of assistance to teacher's. From the analysis, it is easy to find out that the two groups of respondents view are not supporting. Thus the views of supervisor and supervisee are in different direction. The ANOVA test revealed that the mean values are 2.17 and 3.5 respectively. This shows that both groups are not agreed on the provision of assistance to teachers in continuous base to the growth of student achievement. Moreover, the associated p-value in the item test found to be less than 0.05 level of significant. Hence, it would be concluded that there is significant statistical difference between the mean responses of the two groups.

As shown in item B of the same table, supervisee and supervisor respondents portrayed the extent to which supervisors' effort to help teachers to use different methods and procedures to address the specific classroom task. In light of this forty-eight (41.74 percent) supervisee respondents asserted that supervisors never helped teacher in the use of different methods to address the specific classroom task. Whereas, the majority thirty-five (58.33 percent) supervisors claimed that, they are helping teachers to use different methods to address the specific classroom task even though it is not frequent. Moreover, the associated p-value in the item test found to be less than 0.05 level of significant. It would be therefore, concluded that there is a significant statistical difference between the views of the two group.

In the same table item C, supervisor and supervisee respondents were requested about their view whether or not supervisors hold regular meetings on issues like lesson planning. Effective utilization of teaching aids evaluation mechanism of student's performance etc. Hence, thirty-five (58.33 percent)

4.2.2 Human relations Skill

Table IV: Views on Utilization of Human Skill

No	Items	N= 115		N= 60		P - Value
		Supervisees		Supervisors		
		n	%	n	%	
A	Supervisors help teachers to develop the ability to work with others or to build cooperative effort					0.000
	Very frequently	9	7.83	14	23.33	
	Frequent	11	9.57	-	-	
	Some times	21	18.26	30	50	
	Rarely	26	22.61	-	-	
	Not at all	48	41.74	16	26.67	
	X	2.191		3.733		
B	Supervisors provide information about teacher work and listen what teachers have to say					0.000
	Very frequently	11	9.57	17	28.33	
	Frequent	13	11.30	-	18.33	
	Some times	18	15.65	32	-	
	Rarely	52	18.26	-	-	
	Not at all	21	45.22	11	53.33	
	X	2.217		3.75		
C	Supervisors make teachers to feel important to the school (Organization)					0.000
	Very frequently	13	11.30	26	43.33	
	Frequent	13	11.30	9	15	
	Some times	18	15.65	10	-	
	Rarely	21	18.26	-	25	
	Not at all	50	45.22	15	16.67	
	X	2.287		3.766		

Supervisor and supervisee respondents were required about their view whether or not supervisors exert their effort to help teachers, so as to develop their ability to work with others or to build cooperative effort. To this end, forty-eight (41.74

percent) and twenty-six (22.61 percent) supervisee respondents portrayed "never" and "rarely" respectively about the frequency of the practice. On the other hand half of the supervisor respondent admitted that, their effort in order to help teachers to build cooperative effort was unsatisfactory. From this analysis, we can deduce that, even though the efficiency of supervisors is manifested by the process of bringing about improvement in the teaching-learning process by working with people who are working with pupils, the sample school supervisors were not in a position to shoulder this responsibility.

As indicated in Table IV item B, both groups of respondents were asked the extent of supervisors' provision of information's about teachers work and listen what teachers have to say. The sample population of the two study group supervisees and supervisors who accounted for thirty-two (55.33 percent) and eighteen (15.65 percent) respectively were revealed that the extent of the accomplishment was "sometimes". Similarly, the ANOVA test shows that the mean value of supervisee and supervisors respondents at 95 percent confidence interval is 2.12 and 3.75 respectively. Furthermore, the associated p-value of the test is found to be less than 0.05 level of significance. Therefore, it can be concluded that there is significant statistical difference between the mean responses the groups of respondents.

Concerning supervisors assistance to make teachers feel important to the school (organization), supervisor and supervisee respondents who accounted for thirty-five (58.33 percent) and twenty-six (22.60 percent), respectively revealed that the extent of the accomplishment was frequent. On the other hand fifty (45. 22 percent) supervisee respondents and no supervisor respondent assured that there was no attempt to help teachers in this regard. The test of one-way ANOVA was applied to test whether or not supervisor and supervisee respondents equally accepted or rejected supervisors provision to make teachers to feel important to the organization. The test result revealed that at 95 percent confidence interval, the mean values are found to be 2.28 and 3.76 supervisees

and supervisors respectively. From for going analysis, we would conclude that supervisor and supervisee respondents have in opposite views. However, supervisors has to approach all teachers with an understanding that each teacher has something he can do well, has ideas to contribute, is interested in improvement, is able to grow professionally and able to develop social understanding.

In order to come up with a clear understanding of the issue the researcher pose question to the group for discussion whether or not supervisors give help to teachers using their supervisory skills. To this end, all teachers in the discussion assured that in order to give help to others, they have to have some pre-service or in-service training regarding the task they are carried out. However, as far as our knowledge is concerned, they said, we can be a witness for the non-existence of even a half-day training program given to the supervisors. They furtherly reveals that, however we need a supervisor who acts directly and effectively to improve the instructional programs in collaboration with the school personal. Similarly, they said supervisor in modern sense is guiding supporting, assisting, sharing idea and coordinating effort. Hence, the supervisor has to be a resource person whenever where ever we need service. Generally, from the above analysis we can deduce that both group respondents have different view on the practice of supervisory skills exercised in Hadiya zone secondary schools. This different view may be emanated from the expectation of supervisor, as they are capable enough to carryout the expected skills even if it is un natural to claim themselves skillful without up grading their knowledge in service training.

In supporting the above analysis, (Harrison, 1968: 15) revealed that persons have been placed in supervisory position without sufficient preparation for the job, inadequate supervision has resulted from the later practice. And inadequate supervisor is often worse than none at all, since it provide little or no assistance and may actually harm the relationship between the teacher and the supervisor. Similarly, Acheson and Gall (1980: 114) asserted that if the supervisor lacks

adequate knowledge of supervision and does not know how to meet the needs of teachers, then it will establish unproductive working relationship.

4.2.3. Conceptual Skill

Table V: Views on the Utilization of Conceptual Skill

No	Items	N = 115		N = 60		P - Value
		Supervisees		Supervisors		
		n	%	n	%	
A	Supervisors help teachers to participate in activities and decisions which determine the fate of the school					0.000
	Very frequently	10	8.7	20	33.33	
	Frequent	10	8.7	27	45	
	Some times	17	14.78	-	-	
	Rarely	20	17.39	-	-	
	Not at all	55	47.83	14	23.33	
	X	2.107		4.098		
B	Supervisors help teachers to see how the different parts of the organization fit together and depend on each other					0.000
	Very frequently	9	7.83	22	36.67	
	Frequent	11	9.57	15	25	
	Some times	17	14.78	23	-	
	Rarely	25	21.74	-	-	
	Not at all	53	46.09	-	38.33	
	X	2.113		3.983		
C	Supervisors assist teachers to view the institution as a whole					0.000
	Very frequently	11	9.57	28	46.67	
	Frequent	14	12.17	15	25	
	Some times	19	16.52	17	-	
	Rarely	24	20.87	-	-	
	Not at all	47	40.87	-	28.33	
	X	2.287		4.183		

According to the above table Item A, supervisee and supervisor respondents were requested about the extent to which supervisors offered help to teachers to

participate in decisions which determine the fate of the school. Regarding this, forty-seven (78.33 percent) supervisors confirmed that they frequently give help to teachers to participate in decision, which determine the fate of the school. On the contrary, fifty-five (47.83 percent) and twenty (17.39 percent) supervisee respondents revealed that the frequency of supervisor help to participate in the stated task were 'rarer' and rarely' respectively. The mean values of both groups of respondents were calculated at 95 percent confidence interval. The test revealed the mean value 2.05 and 4.16 supervisee and supervisor respondents respectively. Moreover, the associated p-value in the item test found to be less than 0.05 level of significance. It would be therefore, concluded that, there is significant statistical difference between the views of the two groups.

As it shows in Item B of the same Table, the majority thirty-seven (71.67 percent) supervisor respondents asserted that supervisors helped teachers to see how the different parts of the organization fit together depend on one another. On the other hand, fifty three (46.09 percent) and twenty five (21.74 percent) supervisee respondents revealed 'never' and rarely' respectively on the issue stated. The test result also asserted that at 95 percent confidence interval, the mean values are found to be 2.28 and 3.76 supervisees and supervisors respectively. At the same time, the associated p-value in the item test found to be less than 0.05 level of significance. It would be then concluded that there is significant statistical difference between the views of the groups.

The extent to which supervisors assist teachers to view the institution as a whole considered in Table V of Item C. with regard to this forty three (71.67 percent) of supervisor respondents responded that the task was accomplished frequently. Where as forty-seven (40.87 percent) and twenty four (20.87 percent) of supervisee respondents also revealed that the supervisor never and frequently accomplished the task respectively. The test of one way ANOVA was applied to test whether both groups equally accepted or rejected the endeavor of supervisors to assist teachers to view the institution as a whole. The test result

showed that at 95 percent confidence interval, the mean values are found to be 2.28 and 4.18 supervisee and supervisor respondents respectively. This means both groups have opposite views on the existence of the stated help. Similarly, the associated p-value in the same test is less than 0.05, level of significance. Then, it would be concluded that there is significant statistical difference between the opinions of the two groups.

4.3. Classroom Observation

Classroom observation is organized in to three phases or processes. Pre observation conference, classroom observation and post-classroom observation conference. These processes are interrelated and are dynamic. The following three tables are portray the Views of respondents about the utilization of these phases.

4.3.1 Pre-Observation Conference

Table VI: Views on the Utilization of Pre-observation Conference

No	Items	N = 115		N = 60		P - Value
		Supervisees		Supervisors		
		n	%	n	%	
A	Supervisors examine the lesson prepared by the teacher before the classroom observation					0.000
	Strongly agree	-	-	22	36.67	
	Agree	-	-	25	41.67	
	Un decided	23	20	1	1.67	
	Disagree	31	26.96	12	20	
	Strongly disagree	61	53.04	-	-	
X		1.669		3.95		
B	Supervisors arrange pre-observation conference in order to establish common share of understanding on what will happen in the classroom observation					0.000
	Strongly agree	-	-	10	16.67	
	Agree	-	-	17	28.33	
	Un decided	18	15.65	4	6.67	
	Disagree	25	21.74	3	43.33	
	Strongly disagree	72	62.61	26	5	
X		1.530		3.083		
C	Supervisors create awareness that classroom observation is a helping endeavors and not part of the final appraisal of performance					0.000
	Strongly agree	-	-	14	23.33	
	Agree	-	-	13	21.67	
	Un decided	5	4.35	7	11.67	
	Disagree	23	20	26	43.33	
	Strongly disagree	87	75.65	-	-	
X		1.287		3.25		

As it is observed in Table VI Item A, Supervisor and supervisee respondents were asked whether or not supervisors examine the lesson prepared by the teacher before the classroom observation. Accordingly, the overwhelmed majority ninety-two (80 percent) of supervisees revealed the none existence of

such practice or they disagreed the existence of the task stated above. On the other hand forty-seven (78.33 percent) supervisor respondents agreed that the existence of examining the lesson prepared by the teacher before the classroom observation. In addition, the ANOVA test shows that the mean value of supervisor and supervisee respondents at 95 percent confidence interval is 3.95 and 1.67 respectively. This demonstrates that both groups are in different truck in viewing the supervisors' effort particularly in examining the lesson plan before classroom observation. Moreover, the associated p-value of the test is found to be less than 0.05 level of significance. It can be concluded that there is significant statistical difference between the mean responses of the two groups. Furthermore, it was found out from the minutes that there were no meetings held before the class observation in general.

In light of the on going analysis Acheson and Gall (1980: 64) revealed that the planning conference is designed to inform the supervisor of the objective for the lesson. The teacher should have prepared a detail lesson plan for the supervisor to critique and on which to give direction. Harris on the other hand depicted that, encouragement and assistance in helping the teacher to over plan the lesson is appropriate. This give assurance that things will get well. The more precise and specific the purpose of the observation, the more carefully the arrangements should be made to ensure the accomplishment of the objectives (1985: 154).

From this, we can deduce that formulating a well-defined objective of the lesson is a critical first step as it provides the direction and framework for the next step that it classroom observation. Thus, the objective will describe the specific content to be learned and the observable behavior the teacher exhibit.

As shown in Table VI Item B, ninety-seven (84.35 percent) supervisee respondents confirmed the absence or the none existence of pre-observation conference in order to establish common understanding on what will happen in the classroom observation. Whereas, twenty-nine (48.33 percent) supervisors

remarked again the non-existence of the practice. In addition the mean value of both groups of respondents were calculated at 95 percent confidence interval. The test revealed that the mean values are 3.08 and 1.53 for supervisor and supervisee respondents respectively. This confirms the disagreement of the groups opinion. Moreover, the associated p-value in the item test found to be less than 0.05 level of significance. It would be therefore, concluded that, there is significant statistical difference between the opinions of the groups. Hence, we can concluded that classroom conference conducted in Hadiya zone secondary schools without providing teachers with criteria, purpose and procedures of classroom observation. In other words, classroom observations have taken place in an unplanned manner and without ensuring mutual understanding and agreement, which affect the process of classroom observation.

It is understood that the planning conference sets the stage for effective classroom observation. It involves a meeting between the supervisors and supervisees during which they agree on the focus of the forth coming classroom visit method for collecting data for post classroom observation. Holding the same idea, Conley (1987: 64) stated that a rush visit to the classroom particularly when the visit is un announced with out prior consent of teachers, can demoralize and anger them. Similarly, West and Bollington (1998: 58) revealed that most supervisor and supervisee believe that the ideal supervisor is the one who has close contacts with supervisees' work, whom the supervisees regard as credible and experienced, and whom assumes management responsibilities. Castetter (1982: 262) on his part asserted that the pre-appraisal meeting should also enable supervisees and supervisors to discuss and develop mutual understanding, Harris in Goldhammer (1980: 17) depicted that the main purpose of pre-observation conference as a check point, where important work to be done prior to the main program to start, is to provide a mental and procedural framework for the supervisory process of the supervisors.

The focus of item C of Table IV is, whether or not supervisors create awareness that classroom observation is a helping endeavor and not part of the final appraisal of performance. To this end, almost all (95.65 percent) supervisees were confined on the non-existence of the task. Similarly twenty-six (43.33 percent) of supervisors shared the supervisees view. The mean values of both group respondents were calculated at 95 percent confidence interval. The test revealed that the mean values are 1.53 and 3.08 for supervisee and supervisor respondents. Moreover, the associated p-value in the item, test found to be less than 0.05 level of significance. It would be therefore concluded that there is significant statistical difference between the two groups of respondents response.

4.3.2. Classroom Observation

Table VII: Views on the Utilization of Classroom Observation

No	Items	N = 115		N = 60		P - Value
		Supervisees		Supervisors		
		n	%	n	%	
A	Supervisors are concentrated only on issues involving instructional improvement					0.000
	Strongly agree	3	2.61	24	40	
	Agree	8	6.69	10	16.67	
	Un decided	9	7.83	7	11.67	
	Disagree	24	20.87	19	31.67	
	Strongly disagree	71	61.74	-	-	
	X	1.678		3.65		
B	It helps as a technique to collect performance evidences indicated both weakness and strengths which can serve as a point of discussion during post classroom observation					0.000
	Strongly agree	17	14.78	27	45	
	Agree	18	15.65	10	16.67	
	Un decided	5	4.35	5	8.33	
	Disagree	19	16.52	18	30	
	Strongly disagree	56	48.70	-	-	
	X	2.313		3.766		
C	Supervisors take enough time for observing the teacher teaching behaviors during classroom observation					0.001
	Strongly agree	27	23.48	25	41.67	
	Agree	23	20	20	33.33	
	Un decided	5	4.35	4	6.67	
	Disagree	27	23.48	11	18.33	
	Strongly disagree	33	28.69	-	-	
	X	3.826		4.533		

During the classroom observation or data collection step the supervisor observes the teacher teaching the lesson that was outlined in his/her lesson plan. On the same talking both groups of respondents asked whether or not supervisors were focus only on issues involving instructional improvement during classroom observation. Hence the overwhelmed majority ninety-five (82.61 percent) supervisee respondents confirmed the non existence of such activity or practice. Similarly twenty-six (43.33 percent) supervisors shared the opinion of supervisees; even if thirty-four (56.67 percent) supervisors were agreed on the practice. The same item was checked using one-way ANOVA test to reveal the agreement level of both groups. Consequently, at 95 percent confidence interval, the mean values of both groups are found to be less than 0.05 level of significance. This shows the in agreement of both groups concerning classroom observation focus on instructional improvement.

From the analysis made above, we can infer that, the two groups of respondents have opposite views. Hence in order to substantiate the issue, I raised the point to the teachers' during the discussion session. Thus, they said that, the classroom observation not held for the purpose of brining instructional improvement. If they (supervisors) intended to bring instructional improvement, it would not be once in a semester. They added, there is no question about it. It is held only for the sake of performance appraisal.

In supporting, Bhagia et al (1990: 88) revealed that the modern concept of supervisor is not merely that of evaluation or performance appraisal and writing the report. Similarly (Mentagomery and Hadfield, 1989: 34) reveals that classroom observation does not occupy a prominent position in supervision as a source of data on teacher's performance. Rather, for continuous help of the teacher to bring improvement of instruction.

In short, the purpose of classroom observation will not be administrative oriented, but sensing the real working of the curriculum, feeling the adequacy the pupils learning experiences and ascertaining the instructional improvement.

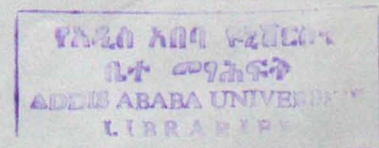
Here, in Item B, both supervisor and supervisee respondents were asked whether classroom observation helps as a technique to collect performance evidences indicated both weaknesses and strengthens which can serve as a point of discussion during post classroom observation. In this regard, seventy-five (65.22 percent) revealed the absence of such practice. Whereas thirty-seven (61.67 percent) supervisors confirmed that they frequently practiced the stated task. The data obtained from both groups have substantial difference between them. The data would therefore justify that classroom visits would not guarantee the objective data. At the same time teachers hindered to see the value of classroom observation. As a result, they would have considered the value of classroom observation only for performance appraisal.

On the other hand, Item C, reveals whether or not supervisors take enough time for classroom observation. Hence, eighty-two (71.30 percent) and forty-six (76.67 percent) supervisee and supervisor respondents respectively revealed that enough time has been taken during classroom observation. The data in the table, would therefore, asserted that supervisors took enough time to secure relevant information. In this regard, supervisors understood the importance of taking enough time during classroom observation. Because, when supervisors leave the class at the middle of the lesson or before the lesson is completed, they may miss relevant information, which can substantiate the performance of the teacher.

4.3.3. Post Classroom Observation Conference

Table VIII: Views on the Utilization of Post-classroom Observation Conference

No	Items	N= 115		N= 60		P - Value
		Supervisees		Supervisors		
		n	%	n	%	
A	The discussion concentrates on where the teacher stands in performance and the may and means of improving and developing it					0.000
	Strongly agree	14	12.17	30	50	
	Agree	22	19.13	13	21.67	
	Un decided	8	6.96	3	5	
	Disagree	28	24.35	18	30	
	Strongly disagree	43	37.39	-	-	
	X	2.443		3.859		
B	The discussion focuses too much on the weakness little or nothing on strength of teacher					0.000
	Strongly agree	50	43.48	-	-	
	Agree	24	20.89	8	13.33	
	Un decided	9	7.83	5	8.33	
	Disagree	16	10.43	16	26.67	
	Strongly disagree	16	10.43	31	51.67	
	X	3.660		1.833		
C	Post observation conference is carried out in order to compare the expected learning out comes with the actual out comes and to arrange for improvement					0.000
	Strongly agree	12	10.43	24	40	
	Agree	12	10.43	18	30	
	Un decided	13	11.3	7	11.67	
	Disagree	30	26.09	11	18.33	
	Strongly disagree	48	41.74	-	-	
	X	2.217		3.916		



As it is observed in Table VIII Item A, supervisee and supervisor respondents requested whether the post classroom observation concentrates on where the teacher stands in performance. In this respect, seventy-one (61.74 percent) and eighteen (30 percent) supervisee and supervisor respondents respectively confirmed the non-existence of the practice. Whereas the majority forty-three (71.67 percent) and thirty-six (31.30 percent) supervisors and supervisee respectively compliment the existence of the practice. The mean values of both groups of respondents were calculated at 95 percent confidence interval. The test revealed that the mean values are 2.44 and 4.12 for supervisee and supervisor respondents respectively. In addition, the associated p-value in the item test found to be less than 0.05 level of significance. It would be concluded that there is significant statistical difference between the views of the groups.

It is indicated in Item B of the same table that, the post classroom observation meeting focus on both the weakness and strength of classroom teacher. As per the response obtained from supervisee respondents, seventy-four (64.35 percent) supervisees depicted that supervisors focused too much on the weakness and little or nothing on strength of teacher. However, forty-seven (78.33 percent) supervisors refused or disagreed. They rather, focus on too much the strength and some weaknesses of their performance. Moreover at 95 percent confidence interval, the mean value of 3.66 and 1.7 of the supervisee and supervisor respondents respectively show that there is no agreement of both group on the focus of post classroom observation. The associated p-value of the test is less than 0.05 level of significance, which indicate the existence of significant statistical difference between the views of both groups.

In light of the above analysis, (Szilagyi, 1981: 569) revealed that some instructional supervisors may hold post observation conference: but, since they lack relevant training, and do not analyse, synthesize and evaluate in advance the performance data they might have gathered, they simply focus too much on weakness and little or no strength of teacher. Substantiating the same opinion

Conley (1987: 62) pointed out that, instructional supervisors are reluctant to tell their teachers where their performance deficiencies is. It would be therefore concluded that in order to keep supervisors and supervisees mutual report healthy instructional supervisor would tend to avoid issues which create ill feeling them.

Regarding the post observation conference, respondents were asked whether or not supervisors made comparison between the expected learning out come and the actual outcome and arranging about the improvement. In this respect, seventy-eight (67.83 percent) and eleven (18.33 percent) supervisee and supervisor respondents respectively disagreed the life of the practice in secondary schools of Hadiya zone. In the contrary, about forty-two (70.0 percent) and twenty-four (20.89 percent) supervisor and supervisee respondents respectively asserted the life of the practice in the sample schools. It is also tested using one-way ANOVA test to reveal the agreement level of both groups. At 95 percent confidence interval, the test revealed that the mean values are 2.22 and 3.91 supervisee and supervisor respondents respectively. In addition, the associated p-value in the item test found to be less than 0.05 level of significance. Thus, it can be concluded that there is significant statistical difference between the views of the two groups.

In supporting this Ness (1980: 406) depicted that professional discussion are participatory, diagnostic, cooperative and are based on a mutual commitment to improve and growth by the supervisor and supervisee. Similarly Lucio and McNeil (1979: 265) reported that the post observation conference is the phrase at which the teacher who taught the lesson and the supervisor look at the results obtained by the pupil in the light of the intended instructional objectives. Aggrawal (1993: 193) on his part, revealed that the true role of a supervisor should be to study the problems and views of teachers comprehensively in the context of educational objectives, to formulate suggestions for improvement and help the teachers to carryout his advice.

Table IX: Frequency of Classroom Observation Per Semester

Characteristics	N=115		N=60	
	Response of teachers		Response of supervisors	
	n	%	n	%
Once	111	96.52	9	15
Twice	4	3.48	51	85

Both groups of respondents were requested to write the frequency of classroom observation in an open-end question. As it is organized and shown in Table IX, almost all supervisee respondents which accounted for hundred and eleven (96.0 percent) revealed that classroom observation have been taken place once in a semester. On the other hand the overwhelmed majority fifty-one (85.0 percent) of supervisor respondents confirmed that classroom observation have been taken place twice in a semester.

In order to substantiate the data I had from both groups of respondents, I raised the question during the group discussion session. They revealed without any difference that, there was only one classroom observation in a semester. Furthermore, they confirmed that even this single classroom observation in a semester was not carried out for the purpose of improving the classroom instruction: rather, it was carried out for the sake of filling the performance appraisal format which is directly related to promotion, demotion or delay of teachers to go through the "teacher career structure". They also tried to verify by comparing "supervision" and "mirror". In Modern supervision the supervisor should serve as a mirror. A person look at a mirror for two purposes; first, to take it out if there is something bad and second to keep or to enhance when there is something good. Similarly, the supervisor works to improve to some of teachers by discussing with them and recognizing the teacher in his accomplishment of good performance. In order, to perform this task effectively, one or two classroom observations would not be adequate.

To conclude, such practice of classroom observation that relates the data obtained from classroom observation with performance appraisal would have hindered teachers to realize the importance of classroom observation.

In light of this analysis (Manatt, 1987: 2) stated that the classroom visit, which is developmental in purpose, involves a continuous professional coaching and counseling process. Holding the same idea, Webb et al (1987: 50) revealed that for improvement of instruction, classroom observation should take place as frequently as possible; because for teachers to improve their performance they need frequent performance feedback based on valid and reliable performance data. (Wheeler, 1980: 54) on his part stated that supervision required repeated visits and observation to see the status and effectiveness of teaching learning goals. In support of this, (Ingils in Harris, 1985: 140) asserted that observation need no longer be viewed as an inspection trip involving only a single rating scale. He adds that, as a result much teacher anxiety continuous to be associated with the possibility of "being observed".

On top of this, continuous classroom observation is capitalized in developing countries. For example, study of primary schools effectiveness in Burundi reveals a strong and significant relation between the frequency of teacher supervision and student achievement: student test scores rose as the number of times the school device for visited the classroom increased. Frequent teacher supervision increase the quality of instruction which in turn produced higher scores (Eisemon Schwille and Prouty in Lookheed, 1994: 124).

4.4. Tasks of Supervisors

The major tasks performed by instructional supervisors are instructional improvement, curriculum development and professional development. In this regard the views of respondents are organized by three tables in five-point interval scale.

4.4.1 Instructional Improvements

Table X: Views on the Endeavor of Supervisors to Bring Instructional Improvement

No	Items	N= 115		N= 60		P - Value
		Supervisees		Supervisors		
		n	%	n	%	
A	Supervisors assist teachers in arranging and promoting situation conducive to instructional improvements					0.000
	Very frequently	9	7.83	13	21.67	
	Frequent	13	11.30	18	30	
	Some times	18	15.65	11	18.33	
	Rarely	20	17.39	18	30	
	Not at all	55	47.83	-	-	
	X	2.139		3.433		
B	Supervisors organize meetings for teachers to solve common instructional problems					0.000
	Very frequently	8	6.96	10	16.67	
	Frequent	3	2.61	21	35	
	Some times	13	11.30	3	5	
	Rarely	27	23.48	26	43.33	
	Not at all	64	55.65	-	-	
	X	1.817		3.25		
C	Supervisors help teachers in facilitating materials and stimulate teachers to improve instruction					0.000
	Very frequently	10	8.7	10	6.67	
	Frequent	15	13.04	22	36.67	
	Some times	17	14.78	18	30	
	Rarely	30	26.09	10	16.67	
	Not at all	43	37.39	-	-	
	X	2.295		3.533		

In Table X, the response of supervisees and supervisors on the extent of supervisors endeavor to bring instructional improvement are organized. Regarding the efforts of supervisors to arrange and promote situation conducive

to instructional improvement, fifty-five (47.83 percent) supervisee respondents remarked that they never hold the practice. Whereas, thirty-one (51.67 percent) supervisor respondents asserted that they frequently practice it. Similarly, at 95 percent confidence interval, the mean value of 2.14 and 3.43 for supervisee and supervisor respondents respectively reveals that there is no agreement of both groups on the endeavor of supervisors in arranging and promoting situation conducive to instructional improvement. The associated p-value of the same test is less than 0.05 level of significance, which indicates that there is significant statistical difference between the opinions of both groups.

In order to bring instructional improvement and to increase students achievement, supervisors are responsible in arranging and creating conducive environment. In light of this (Mbamba, 1992: 106) revealed that the purpose of instructional supervision is to offer personal leadership advice to classroom teachers in the area related to the improvement of educational expertise for pupils: at the same time it emphasizes on the development or improvement of professional techniques and procedure. Holding the same idea, Adms and Dickay (1986: 119) revealed that the supervisor is concerned with facilitating and stimulating teachers to improve instruction. This educational service is infact, concerned with the improvement of all activities of the school.

In Table X item B, the responses of the two groups of respondents on the arrangement of meetings for teacher to solve common instructional problems are observed. The table reveals whether or not supervisors arrange meetings to solve teacher's common instructional problems. As rated by supervisee respondents, seems unsatisfactory. Sixty-four (55.65 percent) supervisee respondents witness that they never saw such meetings form supervisors. On the contrary thirty-one (51.67 percent) supervisor respondents believe that they frequently arranged meetings for teachers to solve their common instructional problems. Moreover, at 95 percent confidence interval, the man value of 1.82 and 3.25 for supervisee and supervisor respondents respectively reveals that

there is no agreement of both groups on the arrangement of meetings for solving instructional problems. Furthermore, the associated p-value of the same test is less than 0.05 level of significance, which shows the existence of significant statistical difference between the opinions of both groups. From this therefore, deduce that supervisors have been doing supervisory tasks, which might have regarded as having 'rare' and 'never' contribution.

It is clear that educational conferences, meetings may be organized, where teachers and supervisors cooperatively discuss various problems confronting them and find solution for instructional improvement. Supporting this, Mohanty (1990: 195) confirms that arranging meetings is a vital part of supervisor: without this supervisor should not be complete. The supervisor discusses different problem and issues felt in course of his supervision. Through such meeting the supervisor help solving the problem of the school and extend necessary guidance to teacher. Similarly (Adms, 1998: 129) asserted that conference with the teacher is important for suggesting remedial measures to them. It also important for recognizing problems and thinking together the solution thereof.

On the other hand, the table reveals the extent of supervisors help in facilitating materials delivery and stimulates teachers to improve instructional process. Response of supervisors has substantial difference from the responses of supervisees. With regard to supervisors help in facilitating materials and stimulating teachers, thirty-two (53.33 percent) supervisor respondents responded that supervisors frequently facilitated materials and stimulate teachers to improve instruction. Whereas, forty-three (37.39 percent) thirty (26.09 percent) supervisee respondents responded that supervisors never and rarely respectively perform the stated activity. The same item was helped using one-way ANOVA test to reveal the agreement level of both groups. Hence, at 95 percent confidence interval, the mean values of both groups are found to be less than 0.05 level of significance. This shows that there is no agreement of both

groups about supervisors facilitating materials and stimulate teachers for the sake of bringing instructional improvement.

To conclude, the responses of supervisees and supervisors are in contradiction to each other, which profoundly affect the instructional improvement. Though supervisors do not seem to be capable enough to shoulder responsibilities, effective supervisors are the key to attain an academically healthy environment and enhance the process of student learning. Holding the same idea, Mohanty (1990: 27) reveals that a supervisor should aim at stimulating, coordinating and guiding the efforts of the teachers both individually and collectively for making their performance more effective. Similarly, Mbamba (1992: 106) asserted that the instructional supervisor emphasizes on the development or improvement, of professional techniques and procedures.

4.4.2. Professional Development

Table XI: Views on the Endeavor of Supervisors to Bring Professional Development

No	Items	N= 115		N= 60		P - Value
		Supervisees		Supervisors		
		n	%	n	%	
A	Supervisors help teachers to increase their ability and productivity to contribute to the growth of professional development					0.014
	Very frequently	13	11.30	-	-	
	Frequent	10	8.7	-	-	
	Some times	12	10.43	12	20	
	Rarely	21	18.26	13	21.67	
	Not at all	59	51.30	35	58.33	
X		2.104		1.616		
B	Supervisors assist teachers to promote self reliance and self respect					0.000
	Very frequently	8	6.96	26	43.33	
	Frequent	7	6.09	14	23.33	
	Some times	10	8.70	20	33.33	
	Rarely	26	22.61	-	-	
	Not at all	64	55.65	-	-	
X		1.860		4.1		
C	Supervisors acquaint teachers with new techniques and technologies to enhance the professional competence of teachers					0.000
	Very frequently	6	5.22	5	8.33	
	Frequent	12	10.43	10	16.67	
	Some times	9	7.83	36	60	
	Rarely	19	16.52	9	15	
	Not at all	69	60	-	-	
X		1.84		3.18		

The views of supervisee and supervisor respondents about supervisors help to increase instructional improvement through the growth of professional development arranged under table XI item A. To this end, fifty-nine (51.30 percent) and thirty-five (58.33 percent) supervisee and supervisor respondents respectively asserted that they never did such practice. In order to come up with the reason behind that supervisors did not take part to contribute to the growth of

professional development, the researcher posed the issue to teachers to discussion. Hence, they depicted that in order to take part in any task including professional development the individual have to be better than the teachers in the knowledge, skill etc. However, even though, we have the same qualification, some of the supervisors are in experienced (some of them are below five years of experience). So they lack confidence even to talk academic issues with us. For example, they said, a mirror attracts a person to look at it, because, it shows no threat and portray no distortion. In the same talking, a qualified or a trained supervisor encourage and win the confidence of teacher by seeking solution for their problems and working with them with an air of friendship. However, our supervisors were not qualified to the position they have and did not dared to assist except observing the classroom once in a semester for administrative purpose and putting their signature on our weekly lesson plan without any comment.

From this for going analysis, we concluded that the supervisors to function well, it is of paramount importance that teachers regard them as potentially valuable to improve teachers and teaching.

Various writers indicate the importance of professional development. (Filder in Wosenu, 2001: 58) for example, revealed that the properly conducted supervisory system enables to enhance the quality of education by improving teacher's moral and satisfaction. Holding the same idea Smith et al (1961: 168) asserted that the professional development can be affected by adequate and qualified supervision, professional libraries when available to the staff, in service program and participation in the curriculum development etc:

As it revealed in the same table Item B, respondents were asked the extent to which supervisors assist teachers to promote self-reliance and self respect. Both groups of respondents viewed the idea differently. The majority of supervisee respondents sixty-four (55.655 percent) viewed as supervisors 'never' assist

them to promote self-reliance and self respect. On the other hand, the majority, forty (66.67 percent) supervisor respondents viewed as they frequently assist teachers regarding the stated issue. From this, one can easily identified that teachers viewed the non-existence of the practice and vice versa the supervisors. In addition, at 95 percent confidence interval the mean value of 1.86 and 4.1 for supervisee and supervisor respondents respectively reveals that there is no agreement of both groups on supervisor's effort to assist teachers to promote self-reliance and self-respect. The associated p-value of ANOVA test is less than 0.05 level of significance, which shows the existence of significant statistical difference between the opinions of both groups.

To develop self-reliance and self-respect, the supervisor invites the staff to take part in seeking solutions for problems confronting the school; the teacher began to assume more responsibility, which in turn may result in teachers'. Hence, the teacher understood that he is a member of a group working for the improvement of instruction. In supporting. Teran (1971: 72-73) reveals that the most useful teacher development program is characterized by "intensity of phenomenal involvement, immediate consequences for classroom practices, stimulation and ego support by meaningful associates in the situation and initiating by teachers rather than outside".

Supervisors endeavor to acquaint teachers with new techniques and technologies to enhance the professional competence of teachers, as one of professional development effort considered in Table XI item C. with this regard, the majority sixty nine (60.0 percent) supervisee respondents responded that the activity is never accomplished. On the contrary, thirty-six (60.0 percent) supervisor respondents responded that they frequently perform the activity. When we observe the for going analysis, the difference can be seen between the score of the supervisee and supervisor respondents. Supervisors seem to be rated themselves positively where as supervisee viewed their practice as unsatisfactory. The associated p-value also in the item test found to be less than

0.05 level of significance. It would be also concluded that there is significant statistical difference between supervisors and supervisees view.

By using different mechanisms, like simians, workshops, etc supervisors can change or improve teachers teaching skills and general knowledge of the profession. In light of this idea, Sulvian (1980: 76) portrayed that, in a very real sense, the supervisors operates as an idea and resource "broker" making information available concerning resources and techniques to teachers who apply them instruction. Jacobson et al (1973: 141) on their part asserted that preparing professional discussion or dialogues among teachers are creating demonstration opportunities for skilled and interested teachers as well as supervisory techniques of leaders in effective schools.

4.4.3. Curriculum Development

Table XII: Views on the Endeavor of Supervisors to Bring Curriculum Development

No	Items	N= 115		N= 60		P - Value
		Supervisees		Supervisors		
		n	%	n	%	
A	Supervisors provide recent and relevant information on the teaching-learning activities to enrich the school curriculum					0.482
	Very frequently	6	5.22	-	-	
	Frequent	9	7.83	-	-	
	Some times	12	10.43	11	18.33	
	Rarely	25	21.74	23	38.33	
	Not at all	63	54.78	26	43.33	
	X	1.869		1.75		
B	Supervisors work as a resource person in curriculum improvement					0.085
	Very frequently	6	5.22	-	-	
	Frequent	8	6.96	-	-	
	Some times	10	8.7	6	10	
	Rarely	35	30.43	25	41.67	
	Not at all	56	48.69	29	48.33	
	X	1.895		1.616		
C	Supervisors help teachers in determining more appropriate instructional objective for the pupils in specific classroom					0.000
	Very frequently	8	6.96	32	53.33	
	Frequent	7	6.09	18	30	
	Some times	12	10.43	9	15	
	Rarely	24	20.87	11	10.33	
	Not at all	64	55.65	-	-	
	X	1.878		4.01		

The supervisor and supervisee respondents were requested about their view whether the school supervisors provide recent and relevant information to enrich the teaching learning activities. Consequently, sixty-three (54.78 percent) of the

supervisee respondents reveals that, they never practiced the stated activity under Table XII item A. Similarly, twenty six (43.33 percent) supervisor respondents also asserted that they never exercised the task mentioned above. Moreover, at 95 percent confidence interval, the mean value 1.87 and 1.75 for the supervisee and supervisor respectively show that there is an agreement of both groups on the absence of provision of recent and relevant information to enrich the teaching – learning activities. The associated p-value of the same test is greater than 0.05 level of significance, which indicates that there is no significant statistical difference between the views of both groups.

Regarding supervisors endeavor to assist teachers, Azeb (1971: 28) portrayed that supervisors must have sufficient knowledge of content and purpose of school curriculum to help teachers.

With regard to the views of supervisor and supervisee respondents on the supervisors act as a resource person in curriculum improvement, fifty-six (48.69 percent) and twenty-nine (48.33 percent) supervisee and supervisor respondents respectively rated that supervisors did not act as a resource person in the activity of curriculum improvement. In addition, at 95 percent confidence interval, the mean value of both groups are found to be 1.9 and 1.62 supervisee and supervisor respondents respectively. This asserted that there is an agreement of both groups that supervisors did not help teachers as a resource person in curriculum improvement. Furtherly, the associated p-value of the test is found to be greater than 0.05 level of significance. It can be concluded that there is no statistically significant difference between the views of supervisor and supervisee respondents respectively.

According to the same table item C, about sixty four (55.65 percent) supervisee respondents reveals that supervisor never dared even to help teachers in determining more appropriate instructional objectives for the pupils' in specific classroom. On the other hand, the overwhelmed majority fifty (83.33 percent)

supervisor respondents revealed that they frequently took time and support their respective sample schoolteachers to determine more appropriate instructional objective. The mean values of both groups of respondents were calculated at 95 percent confidence interval. The test revealed that the mean values are 1.88 and 4.68 supervisee and supervisor respectively. This shows that the supervisee respondents dissatisfied on the performance of supervisors on the stated issue. Where as supervisors rated inversely. Moreover, the associated p-value in the item test found to be less than 0.05 level of significance. It would be therefore, concluded that there is a significant statistical difference between the opinions of the two groups of respondents.

4.5. Impeding Factors of Supervisory Activities

When the activity of supervision carried out skillfully and properly, it increase efforts to wards achieving personal and organizational goals. However, less competence, communication skill and the negative attitude or perception of teacher can contribute to the failurity of its mission. The following three tables depict their hindering factors of supervisory activities.

4.5.1 Competence of Supervisors

Table XIII. Views on the Competence of Supervisors

No	Items	N= 115		N= 60		P - Value
		Supervisees		Supervisors		
		n	%	n	%	
A	Supervisors are capable enough to accept and fulfill new responsibilities arising from technological and other changes					0.000
	Strongly agree	12	10.43	37	61.67	
	Agree	15	13.04	13	21.67	
	Un decided	10	8.7	7	11.67	
	Disagree	27	23.48	3	5	
	Strongly disagree	51	44.35	-	-	
	X	2.217		4.4		
B	Supervisors are competent to give technical and other supports to teachers					0.007
	Strongly agree	10	8.7	-	-	
	Agree	15	13.04	5	8.33	
	Un decided	13	11.3	4	6.67	
	Disagree	20	17.39	13	21.67	
	Strongly disagree	57	49.57	38	63.33	
	X	2.139		1.6		
C	Workshops, seminars or symposium were arranged for supervisors to up grade their advisory status					0.000
	Strongly agree	4	3.48	-	-	
	Agree	9	7.83	-	-	
	Un decided	7	6.09	-	-	
	Disagree	16	13.91	3	5	
	Strongly disagree	79	68.69	57	95	
	X	1.634		1.05		

Supervisor and supervisee respondents were requested about their view whether supervisors are capable enough to accept and fulfill new responsibilities arising from technological and other changes. In light of this, an overwhelming majority fifty (83.33 percent) supervisors and twenty-seven (23.48 percent) supervisee respondents admitted the supervisors level of competence to accept and fulfill new responsibilities arising from technological and other changes. On the contrary, seventy-eight (67.83 percent) and twelve (20.0 percent) supervisee and supervisor respondents refused or disagreed on the level of competence to the accomplishment of the issue. Apart from this, at 95 percent confidence interval, the mean value of 2.22 and 4.4 for supervisee and supervisor respondents respectively show that, there is no agreement between them on the accomplishment of the stated task or activity. The associated p-value of the same test is greater than 0.05 level of significance. Which means there is no agreement of both groups that supervisor did not capable enough to accept and fulfill new responsibilities arising form technological and other changes.

With regard to the views of supervisee and supervisor respondents on supervisor's level of competence to give technical and other supports to teachers, great majority fifty-one (85.0 percent) and the majority seventy-seven (66.96 percent) supervisor and supervisee respondents respectively claim that the activity was not practiced by supervisors. However, only five (8.33 percent) and twenty-five (21.74 percent) supervisor and supervisee respondents respectively believed or agreed on the competence of supervisors to render technical and other supports. Similarly, at 95 percent confidence interval 1.6 and 2.14 supervisor and supervisee respondents respectively show that there is an agreement of both groups that supervisors were not competent to support teachers. The associated p-value of the item test found to be greater than 0.05 level of significance, which shows that there is statistical difference between the opinions of both groups.

The fact that people whose main duty is to deal with human beings so as to help them do their work effectively need to take certain course that will enable them to play their roles cooperatively. If supervisor's skills and knowledge is improved by training, the result will be good teacher supervision relationship. In supporting, Sergiovanni and Starratt (1983: 164) reveals that when the supervisor cannot meet the needs of the teacher, the entire teaching experience may not be as effective as it could have been. Similarly Acheson and Gall (1980: 114) asserted that, if the supervisor lacks adequate knowledge of supervision and does not know how to meet the needs of the teacher, then there may be an unproductive working relationship established. (Harrison, 1968: 16) on his part remarked that teacher consider supervisory service of little help, there is no reason to expect the teacher will seek it.

Supervisor and supervisee respondents were asked about their view whether or not workshops, seminars or symposium were arranged for supervisors to upgrade their supervisory skills and tasks. As it is observed in Table XIII Item C, all (100.0 percent) and the overwhelming majority ninety five (82. 61 percent) supervisor and supervisee respondents revealed the none existence of workshops, seminars and symposiums for supervisors to up grade their skills.

Form this for going analysis, we would be therefore, conclude that, supervisors in secondary schools of Hadiay zone were made to be involved in the complex task of supervision without having any prior training. Thus, the activity of supervision might have been so challenging to both supervisors and supervisee and supervisors might committed errors if they had no training.

4.5.2. Lack of Communication skill

Table XIV: Views on communication skill of supervisors

No	Items	N=115		N=60		P - Value
		Supervisees		Supervisors		
		n	%	n	%	
A	Supervisors create smooth relation among teachers and between themselves for the improvement of instruction					0.000
	Strongly agree	10	8.7	31	51.67	
	Agree	19	16.52	14	23.33	
	Un decided	11	9.57	5	8.33	
	Disagree	27	23.48	10	16.67	
	Strongly disagree	48	41.74	-	-	
	X	2.269		4.1		
B	Supervisors assist teachers to feel free to express problem of concern to them					0.000
	Strongly agree	8	6.95	27	45	
	Agree	10	8.7	23	38.33	
	Un decided	10	8.7	3	5	
	Disagree	32	27.83	7	11.67	
	Strongly disagree	55	47.82	-	-	
	X	1.991		4.166		
C	Teachers develop anxiety and frustration which stem from inadequate communication skill of supervision					0.000
	Strongly agree	45	39.13	-	-	
	Agree	32	27.83	-	-	
	Un decided	12	10.43	6	10	
	Disagree	14	12.17	18	30	
	Strongly disagree	12	10.43	36	60	
	X	3.730		1.5		



According to Table XIV, Item A, about seventy five (65.25 percent) of supervisees did not agree on supervisors effort to create smooth relation among teachers and between themselves. Whereas, twenty nine (25.22 percent) of them agreed on the stated practice. On the other hand, the majority forty five (75 percent) of supervisors were rated themselves as they created smooth relation among teachers and between themselves for the improvement of instruction. Hence, from this forgoing analysis, it would be concluded that supervisors perceived themselves as they did best on the stated activities; even though teachers disproved it. The associated p-value in the item test found to be less than 0.05 level of significance. Then, this shows, there is significant statistical difference between the opinion of supervisee and supervisor respondents. Or they differently conceived the practice.

It is acceptable that supervisors are expected to exert their effort to create smooth relation between the supervisors and supervisee and among teachers. In supporting, Pajak (1989: 112) pointed that the best mechanism by which supervisor nurture this norm of collective responsibility for the improvement of instruction by making smooth relation. In light of this, Alfenson and Goldseberry (1982: 95-6) explain that, the nature of schools and the nature of supervisory process with in them not only make possible but also require the active collaboration of teachers in the process of instructional improvement.

The supervisor and supervisee respondents were requested to give their view weather supervisors assist teachers to feel free to express problem of concern to them. Regarding this, the majority eighty seven (75.65 percent) supervisee respondents disagreed on the practice. On the other hand, fifty (83.33 percent) supervisor respondents agreed that supervisors were assist teachers to feel free to express problem of concern to them. In addition, the mean value of both groups of respondents were calculated at 95 percent confidence. The test asserted that the mean values are 1.99 and 4.17 for supervisee and supervisor respondents respectively. The associated p-value of the test is less than 0.05

level of significance, which indicates that there is significant statistical difference between the opinions of the group.

With regard to teachers developed anxiety and frustration which stem from inadequate communication skill of supervisor, the majority, fifty four (90.0 percent) supervisors disagreed on the practice stated above. Whereas, seventy seven (66.96 percent) supervisees agreed that teachers developed anxiety and frustration which stem from inadequate communication skill of supervisors. Moreover, at 95 percent confidence interval the mean value of 3.73 and 1.5 for supervisee and supervisor respondents respectively asserted that there is no agreement between the idea of both groups that teachers developed anxiety and frustration which stem from inadequate communication skill of supervisors. The associated p-value of the test is less than 0.05 level of significance, which indicates that there is significant statistical difference between the views of supervisee and supervisor respondents.

Supervisors must create conducive environment in which teachers feel free to express problems of concern to them and help avoid teaches frustration. In light of this, Berman and McLaughlin in Alfenso and Goldsberry noted that the quality of working relationship among classroom teachers has a powerful effect on the effective implementation of prefects involving educational change and so does the collaboration among teachers and supervisors. Similarly, Singhal (1996: 102) stated that establishing effective communication between the supervisor and teachers can result in increased in enrollment and achievement of children in schools. Harris (1983: 11) on his part depicted that developing public relations as one of the supervisors task and portrayed that a supervisor should provide for a free flow of information on matters of instruction to and from the public while securing optimum level of improvement in promotion of better instruction.

4.5.3. Teachers perception

Table XV: Views on teachers' perception of supervision

No	Items	N= 115		N=60		P - Value
		Supervisees		Supervisors		
		n	%	n	%	
A	Teachers perceive supervisors as a helping endeavor than a fault finder					0.000
	Strongly agree	11	9.57	15	25	
	Agree	12	10.43	17	28.33	
	Un decided	12	10.43	1	1.67	
	Disagree	36	31.30	24	40	
	Strongly disagree	44	38.26	3	5	
	X	2.217		3.283		
B	Teacher's perception is positive to the contribution of supervisors in professional development					0.004
	Strongly agree	10	8.7	4	6.67	
	Agree	13	11.30	13	21.67	
	Un decided	13	11.30	4	6.67	
	Disagree	24	20.89	39	65	
	Strongly disagree	55	47.83	-	-	
	X	2.121		2.7		
C	The contribution of supervisors in promoting teachers collective effort to improve instruction is encouraging					0.000
	Strongly agree	6	5.22	7	11.67	
	Agree	8	6.96	24	40	
	Un decided	12	10.43	3	5	
	Disagree	28	24.35	26	43.33	
	Strongly disagree	61	53.04	-	-	
	X	1.869		3.2		

As it is observed in Table XV Item A, supervisor and supervisee respondents were asked whether or not teachers perceive supervision as a helping endeavor than a fault finding. Accordingly, the majority eighty (69.56 percent) and twenty seven (45.0 percent) of supervisee and supervisor respondents respectively disagreed on the existence of such practice. Whereas, thirty two (53.33 percent) supervisor respondents agreed on teachers' perceived supervision as a helping endeavor than a fault finding. Moreover, the associated p-value of the test is found to be less than 0.05 level of significance. It can be concluded that there is significant statistical difference between the mean value of the two group.

In light of the for going analysis, Pajak (1989: 3) noted that lack of a satisfactory conception of the supervisory role seems to have affected teachers satisfaction in the supervisory role rendered. Slimily, Lucio and McNell (1979: 28) dicptied that the school system has been found to be dependent upon the extent to which they perceive the supervisory roles meet their expectations.

From this, we can deduce that, since the objective of supervision is to improve the competence of teachers, it is imperative to consider teachers perception of supervision.

As shown in the same table Item B, the majority, seventy nine (68.69 percent) and thirty nine (65.0 percent) supervisee and supervisor respondents respectively disagreed on teachers perception is positive to the contribution of supervisors in professional development. Moreover, the mean value of both groups of respondents were calculated at 95 percent confidence. The test revealed that the mean values are 2.12 and 2.7 for supervisee and supervisor respondents respectively. This reveals the in agreement of the group opinion. Furthermore, the associated p-value in the item test found to be less than 0.05 level of significance. It would be therefore conclude that there is significant statistical difference between the opinions of the groups.

The focus of Item c of the same table is whether or not the contribution of supervisors in promoting teachers collective effort to improve instruction is encouraging. To this end, the majority, eighty nine (77.39 percent) and twenty six (43.33 percent) of supervisee and supervisors respondents respectively disagreed about the existence of such practice. On the other hand, thirty one (51.66 percent) of supervisors agreed on the existence of the stated practice. The mean value of both groups of respondents were calculated t 95 percent confidence interval. The test revealed that the mean values are 1.87 and 3.2 for supervisee and supervisors respondents respectively. Moreover, the associated p-value in the item test found to be less than 0.05 level of significance. It would be therefore, concluded that there is significant statistical difference between the two groups of respondents.

In supporting the above for going analysis John (1980: 158) has noted that teachers' anxiety and frustration almost emanated from supervisory system which regard as unreliable and imposed on them from higher authorities. Strages (1979: 587) on his part noted that, teachers expected a direct help from their supervisors to improve the teaching-learning of children. But their observation towards supervisors is not directly related to the improvement of instruction and hence teachers' hate the operation.

CHAPTER FIVE

5. SUMMARY CONCLUSION AND RECOMMENDATION

5.1 Summary

Instructional supervision is a means to an end of curriculum development, professional development of the teacher and the improvement of classroom instruction and student learning. The purpose of this survey study was to see the practice of instructional supervision operating in government secondary schools of Hadiya zone. The study was conducted in all secondary schools of the zone. The sources of data for the study were gathered from primary and secondary sources. It is true that, employing multiple method of data collection helps the research to combine the strength and amend some of the inadequacies. Hence, the qualitative and quantitative data were obtained. The questionnaire was used to secure quantitative data; while document analysis and focus group discussion were used to obtain qualitative data.

One type or similar questionnaire was prepared for 115 supervisee (teachers) and 60 (supervisor (principals deputy principals, department heads and senior teacher). The number is $\approx 98\%$ of the distributed questionnaire. The data were analyzed by percentage and one way ANOVA in computer assisted program. Hence, the summary of the study are the following.

1. Concerning the accomplishment of supervisory skills, supervisee and supervisor respondents gave their opinion on the extent of technical, conceptual and human skills utilized by the supervisors. The analysis shows that supervisor and supervisee respondents have different view on the practice of supervisory skills in the sample secondary schools. The majority of supervisee respondents asserted that supervisors placed in supervisory position without training for the job. As a result, in adequate supervisory skills have been exhibited or exercised. On the other hand

supervisors rated or viewed themselves as if they are capable enough to carry out the expected supervisory skills even though it is disproved by supervisees. Hence inadequate supervisory skill can create ill feeling on teachers.

2. It is understood that, the planning conference sets the stage for effective classroom observation. It involves a meeting between the supervisors and supervisee during which they agree on the purpose of the forth coming classroom visit. However, the data on the side of supervisees revealed that classroom observation is carried out without providing teachers with criteria, purpose, procedures etc. Hence, teachers did not see the purpose of classroom visit and then they develop negative attitude and fear towards the classroom observation.
3. Regarding the frequency of classroom observation rendered in the sample schools, almost all supervisees assured on the open ended question that classroom observation is taken place once in a semester. The purpose is not for stimulating, coordinating and guiding the efforts of the teacher for making their performance more effective. It is rather conducted for appraising teachers performance and to write the report.
4. The findings of supervisee and supervisor respondents on the utilization of supervisory task reveals substantial difference between them. Supervisors rated themselves as if they perform the tasks skillfully. Where as, supervisee respondents viewed the task performed by school supervisors as unsatisfactory or inadequate. Moreover, they revealed that, in order to take part on the task of supervision such as technical support, curriculum development and professional development, the supervisor must have better knowledge than his supervisees on the tasks. However, supervisors at the school level have similar qualifications and experience with teachers and did not perform the task effectively.

5.2 Conclusions

1. Supervision in modern sense is guiding, supporting, assisting, sharing idea and coordinating efforts. In other words, the supervisor is a resource person whenever and wherever teachers need support. The effectiveness of supervision by and large depends on the extent to which supervisors utilize the supervisory skills. However, the findings of the study revealed that, Individuals have been placed in supervisory position without sufficient supervisory skills. As a result, the system would have been failed to contribute a lot to the improvement of instruction and student growth. In the same taken, supervisors at school level had no exposure to the supervisory skills, they are susceptible to commit faults; and teachers lose confidence on their supervisors.
2. Before the classroom observation takes place, the supervisor should focus on establishing teachers acceptance and agreement on the purpose of classroom observation which means, voluntary participation of teachers in the operation of classroom observation process will result in teachers professional development and enhancement of student learning. On the other hand, when teachers did not well understood the purpose of classroom observation, they can develop a sense of tension, insecurity, frustration and a feeling of anti – the operation of classroom observation. In the finding of the study however, revealed that classroom observation was carried out in unplanned manner and without ensuring mutual understanding or agreement. Hence, teachers' develop fear on the operation and even they hate the supervisors. At the same time the classroom observation failed to increase the performance teacher and students growth.
3. The major purpose of supervision is the improvement of classroom instruction through the improvement of the teacher. One of the mechanisms to assist teacher performance is the observation of teacher

classroom instruction. To benefit much from classroom observation school supervisors are expected to give continuous classroom observation to see teachers progress or improvement. However, the finding of the study noted that only one classroom observation conducted per a semester for the sake of filling the performance appraisal format. Hence, it would therefore deduce that a single classroom observation would have hindered supervisors and supervisees to realize the importance of classroom observation.

4. The task of the supervisor in educational institution at any level be it at regional or school level can be categorized into: curriculum development, professional development and instructional improvement. It is understood that a supervisor must be a resource person in the activities of curriculum improvement; He must aim at stimulating, coordinating and guiding the efforts of teachers and is responsible in arranging and creating conducive environment to bring professional development. The result of this study however, reveals that, supervisors were not in a position to shoulder these responsibilities. As a result teachers did not regard supervisors as potentially valuable to improve teachers performance and the teaching learning process.

4.3 Recommendations

1. A supervisor must possess technical, conceptual and human skills to be successful in his performance. Each of these skills are essential at all level of supervision even if the portion differs from one level of supervision to the other. A qualified supervisor is expected to encourage and win the confidence of teacher by seeking solution for their problems. Hence, teachers regard them as potentially valuable to the improvement of instruction. As evidenced by the study the status of supervisors in secondary school of Hadiya zone needs improvement to make them successful in achieving the objectives. This has to start with introducing

supervisors with the knowledge of supervisory skills. To this end, the regional bureau in collaboration with universities and NGOs need to offer a long and short term training to equip them with appropriate knowledge and skills of supervision.

2. It is clear that supervisors conduct classroom observation to see the students involvement and interaction and teachers effectiveness in achieving the desired teaching objectives. Voluntary participation of teachers in the operation of classroom observation must necessarily be seek for positive and developmental experience. To this end, supervisors must create an opportunity to discuss and decide on the purpose criteria, procedures instruments and follow-up activities prior to the actual classroom observation.

The study however revealed that, supervisors conducted classroom observation without prior knowledge of the teacher or without providing teachers with criteria, purpose and procedure of classroom observation. In short, classroom observation in the study area was carried out in an unplanned manner and without ensuring mutual understanding. Hence, creating awareness have to be a critical first step for the accomplishment of the objectives of classroom observation. Therefore supervisors expected to give a due emphasis to create awareness on teachers that classroom observation is a helping endeavor and not a final appraisal.

3. The purpose of instructional supervision is to provide leadership advice to classroom teachers in he area related to the improvement of educational expertise for pupils; at the same time, it emphasize on the development of professionalism. In order to see the improvement of teachers performance, the supervisor realize the continuous improvement of teachers by frequent classroom observation. However, the finding revealed that the frequency of classroom observation is only one per semester and it would not be adequate to see the improvement of teaching and learning and the progress of teachers and students.

Therefore, classroom observation to contribute to the improvement of instruction, it has to be undertaken as frequently as possible by reducing the teaching load from teachers who have carried out the supervisory activities.

4. An instructional supervisor is intended to maintain the different asks of supervisor to produce better learning environment and to provide leadership for instructional improvement, curriculum and professional development. As evidenced by the study, the competence of supervisors to carryout supervisory tasks, in almost all secondary school of the study area needs improvement. In short, supervisors in the sample schools did not seem to be capable enough to shoulder these tasks and needs improvement. And this has to start with introduction of supervisory tasks. To this end, the zonal educational desk in collaboration with the wereda educational office and NGOs to provide short term training to acquaint with appropriate knowledge of supervisory task.

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4. Years of service in MOE

- a. 5 years and below b. 6-10 years c. 11-15 years
d. 16 – 20 years e. 21-25 and above years
f. more than 25 years

5. Academic qualification

- a. 12+a college level b. 12+2
c. 12 + 3 d. BA/BSC e. MA/MSc

6. Number of years of service at your present post

- a. 5 years and below b. 6-10 years c. 11-15 years
d. 16 – 20 years e. 21-25 and above years
f. more than 25 years

1. What do you think the problems which contribute to the failure of the practice of school based supervision?

2. What measures do you suggest in order to overcome these problems?

3. How many times supervisors conduct CRO in a semester?

Part Two

In relation to instructional leadership different types of activities are listed below. To know the extent of these practices, principals, deputy principals, department heads, senior teachers and teachers are requested to show their position. Therefore, please

Utilization of Supervisory skills

No	Technical skill	5	4	3	2	1
1	• Supervisors give assistance to teachers in continuous base to the growth of student achievement					
2	• Supervisors help teachers to use different methods, and procedures to address the specific classroom task					
3	• Hold regular meetings on issues like lesson planning, effective utilization of teaching aids and evaluation mechanisms.					
Conceptual Skill						
4	• Supervisors help teachers to participate in activities and decisions which determine the fate of the school					
5	• Supervisors help to see how the different parts of the organization fit together and depend on each other					
6	• Supervisors assist teachers to understand the institution as a whole					
Human skill						
7	• Supervisors help teachers to develop the ability to work with others or to build cooperative effort					
8	• Supervisors provide information about their job and listen what teachers have to say					
9	• Supervisors make teachers to feel important to the school (organization)	1				
Pre-classroom observation						
10	• Supervisors examine the lesson prepared by the teacher before the classroom observation					
11	• Supervisors established pre-observation conference to establish common understanding and agreement what will happen in CRO.					
12	• Supervisors create awareness that classroom observation is helping process and not part of the final appraisal of performance					

Use of the process of classroom observation

		5	4	3	2	1
	Classroom observation					
13	• Supervisors are concentrated only on issues involving instructional improvement					
14	• It helps as a technique to collect performance evidences indicated both weakness and strengths which can serve as a point of discussion during post classroom conference					
15	• Supervisors take enough time for observing the teacher teaching behaviors during classroom observation.					
	Post classroom conference					
16	• They discussion concentrates on where the teacher stands in performance and the way and means of improving it					
17	• The discussion focuses too much on weakness little or nothing on strength of teacher					
18	• Post observation conference is carried out in order to compare the expected learning outcomes with the actual outcomes and arrange for improvement					

Tasks of Supervisor

	Instructional Improvement	5	4	3	2	1
19	• Supervisors Assist teachers in arranging and promoting situation conducive to instructional improvement					
20	• Supervisor organize meetings for teachers to solve common instructional problems					
21	• Help teachers in facilitating materials and stimulating teachers to improve instruction					
	Professional improvement					
22	• Supervisors help teachers to increase their ability and productivity and thus contribute to the growth of professional development					
23	• Supervisors assist teachers to promote self reliance and self respect					
	Curriculum Improvement					
24	• Supervisor acquaint teachers with new techniques to enhance the professional competence of teachers					
25	• Supervisors work as a resource person in curriculum improvement					
26	• Assist teachers in determining more appropriate instructional objective for the pupils in specific classroom					

Impeding Factors of Supervision

	Related to training	5	4	3	2	1
27	• Supervisors are capable to accept and fulfill new responsibilities arising from technological and other changes					
28	• Supervisors are competent to give technical and other support to teachers					
29	• Workshops, seminars, symposium were arranged for supervisors to upgrade their advisory status					
	Related to Communication					
30	• Supervisors create smooth relation among teachers and between themselves for the improvement of instruction					
31	• Supervisors assist teachers to feel free to express problem of concern to them					
32	• Teachers develop anxiety and frustration which stem from inadequate communication skill of supervisors					
	Related Teachers Perception					
33	• Teacher perceive supervision as a fault finding than a helping endeavor.					
34	• Teachers perception is positive to the contribution of supervisor in professional development					
35	• The contribution of supervisor in promoting teachers collective effort to improve instruction is encouraging					