

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**THE CURRENT PRACTICES AND PROBLEMS OF
SUBJECT-AREA INSTRUCTIONAL SUPERVISION IN
SECONDARY SCHOOLS OF
ADDIS ABABA CITY ADMINISTRATION**

**By
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**June 2008
Addis Ababa**

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IN SECONDARY SCHOOLS OF
ADDIS ABABA CITY ADMINISTRATION**

**A THESIS SUBMITTED TO
THE SCHOOL OF GRADUATE STUDIES
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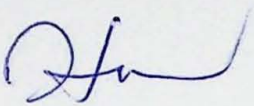
**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL
LEADERSHIP AND MANAGEMENT**

**By
Alemayehu Gudeta Ourga**

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Addis Ababa**

This thesis has been submitted for examination with my approval as a University Advisor.

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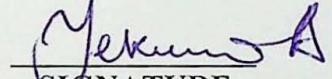
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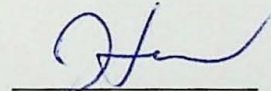
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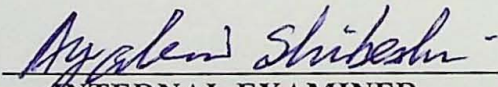
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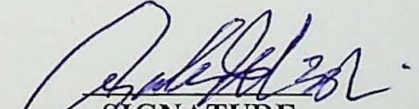

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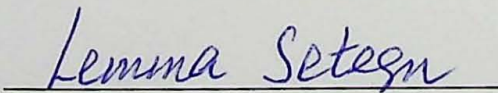

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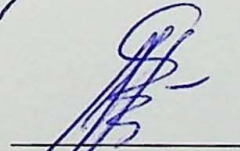
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ABSTRACT

The purpose of this study was to investigate the current practices and problems of subject area instructional supervision in the secondary schools of Addis Ababa City Administration. The study sample of this survey included 348 subjects. Among these; 216 teachers, 9 department heads, 27 principals and vice principals, from 9 sample government secondary schools, and 15 subject area instructional supervisors from 5 sample sub city education departments were selected through simple random and availability sampling techniques. Data were collected through questionnaires and document observations, and analyzed using frequency percentage and arithmetic mean tables. The findings made clear that, the objectives were useful, however, the activities undertaken in terms of provision of trainings to introduce the subject area instructional supervision; school based workshops, seminars, organization and implementation of experience sharing sessions, formal training programs were not practical at secondary school levels in Addis Ababa. Subject area instructional supervisors were not involved into careful planning, organizing, scheduling supervisory tasks, they were not accessible to schools and teachers in order to frequently observe schools and classroom instructions rather than focusing on administrative matters. The organization and implementation of clinical and collegial supervision or peer coaching techniques of instructional supervision were found with low performances. Providing best alternative methods of instruction, participating in the evaluation process of teachers' performance, and assisting teachers in the evaluation of curriculum were not successfully accomplished. The effects achieved were found to be unsatisfactory. In addition, subject area instructional supervision encountered severe problems that impeded supervisory services. Giving more attention to and spending more time on administrative functions than instructional improvement for each subject of the curriculum, the mis-match of the number of subject area supervisors with the fast growing number of schools and teachers, lack of clarity on the organizational structure of subject area supervision among all concerned bodies were among the major ones. Therefore, it was advised that the City Administration Education Bureau and Sub city Education Department decision makers should be willing to accept the weaknesses and problems of the subject area instructional supervision in secondary schools and to reengineer this supervisory approach in order to achieve the desired instructional improvements.

CHAPTER ONE

THE PROBLEM AND ITS APPROCH

This chapter deals with the problem and the way it is approached. The background, statement of the problem, the objectives, significance, delimitation and limitations of the study, the research design and methodology: sampling techniques, data collecting instruments, methods of data analyses, operational definitions and finally organization of the study have been treated consecutively.

1.1. Background

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

According to Vashist (2004:13) supervision is leadership and the development of leadership within groups, which cooperatively evaluate educational product in light of accepted objectives of education, studying the teaching learning situation to determine the antecedents of satisfactory and unsatisfactory pupil growth and achievement, improving the teaching learning situation and evaluating the objectives, methods and outcomes of supervision.

Supervision has a paramount importance for the improvement of instruction and the development of teacher's initiative, responsibility, creativity, internal commitment and motivation. One of the major components of supervision is the improvement of instruction. For instruction to improve, professional

development, self-evaluation, fostering curriculum development and action research must be included in the supervisory process.

Instructional supervision is mainly concerned with improving schools by helping teachers to reflect on their practices, to learn more about what they do and why, to strive for self-improvement, to share what they know with others, and to strive to improve their practices (Sergiovanni and Starratt 1993:104).

In Ethiopian modern education system, the supervisory services began to be carried out since 1941, with constant shift of the names “Inspection” and “Supervision”. However, currently, MOE has once again changed the name inspection to supervision (Haileselassie, 1997:2).

In the case of Addis Ababa, where this study was undertaken, Addis Ababa City Administration Education Bureau (AACAEB) has restructured its sub city level supervisory positions from the general supervisory approach to subject area instructional supervisory approach, since the beginning of 2004.

These sub city level supervisory positions were filled by subject teachers who are recruited and selected from among the best and experienced teachers serving in secondary government schools, holding BA or BSc Degree in various fields of education. Accordingly, the Language, Social science, and Natural Science supervisors were recruited and selected from their respective departments. All these efforts were intended for the improvement of instruction and quality of education.

Instructional supervisors, are expected as explained by Grauwe and Carron (1997); Lucio and McNeill (1979); Pajak (1993) to create conducive atmosphere for the teaching learning activities of the schools, make classroom visits and conduct conferences, give the necessary solutions to subject teachers in light of instructional improvement and learners' best academic achievement, cater professional support for teachers and school managers, facilitate and demonstrate action research, prepare and organize professional trainings, workshops, seminars, participate in social disciplinary problems, act as liaison agents, and inform schools about the decisions made by the center concerning instruction.

In light of these, improvement of subject area instructional supervision in Secondary Government Schools of Addis Ababa depends upon the active reaction to the supervisory activities and committed effort of subject area instructional supervisors. When these subject area instructional supervisors fail to apply their expected roles, teachers and school managers may react conversely by creating negative attitude and this may result in negative impact on the quality of education.

Hence, the current practices and problems of subject area instructional supervision in Addis Ababa appear to be an issue that needs investigation. But research on subject area instructional supervision is scant. Thus, examining what is going on and come up with some recommendations, become necessary and indispensable.

1.2. Statement of the Problem

Supervision to day is not the province of an individual or position, but a rational mode of behavior for all who work and are part of the human organization of the

school (Lucio, 1979:16). Picking similar idea, Glickman and et al (2004:8), depicted that, supervision is a common vision of what teaching and learning can and should be developed collaboratively by formally designated supervisors, teachers, and other members of the school community. The task of supervisors is to help teachers do a better job in providing learning opportunities for students.

A good supervisor is one who is capable of communicating with teachers and other school members and can provide necessary guidance and assistance to them for their professional development. He should be able to create a certain amount of motivation in them for improving their performance for the benefit of their organization. To achieve these capabilities, a supervisor should have sufficient knowledge about curricula, methodology of teaching and other connected activities in side or out side of the school. Without such knowledge, it will be difficult for the supervisor to function effectively (Singhal. and Metal, 1986:86).To attain the necessary knowledge, therefore, the supervisor has to engage himself in a continuous pursuit of supervisory knowledge and skills.

Subject area instructional supervisors who are assigned at Sub City Educational Departments in Addis Ababa City Administration are required to implement subject area instructional supervision by having common vision with secondary school teachers and principals to provide the necessary supervisory support to those in need of it.

However, the present situation of subject area instructional supervision in Addis Ababa City Administration seems confused and distorted because of the lack of adequate conceptualization of subject area instructional supervision. The nature, purpose and structure of subject area instructional is considered as trivial and the

teachers and school managers feelings about subject area instructional supervision differ because of various ways in which subject area instructional supervisors have interpreted the supervisory roles. Shortage of number of subject area instructional supervisors was also severe supervisory problem in the city under study.

Therefore, this study was designed to assess the actual practices of subject area instructional supervision in selected secondary government schools and attempted to answer the following basic questions.

1. What initiate the introduction of subject area supervision?
2. What measures, in terms of training have been taken to introduce subject area supervision in secondary schools?
3. What exactly do the subject area instructional supervisors perform and how does their performance correspond to the intended purposes? And what functions distinguish them from the general supervisors?
4. What is the attitude of school managers and teachers toward subject area instructional supervision?
5. What major problems are observed and what measures have been taken to address the problems?

1.3. Objectives of the Study

1.3.1. General Objectives

The study aimed to examine the existing system of subject area instructional supervision, and the way it works in practice, together with an exposition of short comings, followed by a set of proposals for the improvement of the function of subject area instructional supervision.

1.3.2. Specific Objectives

The specific objectives of the study are to:

- assess the current and major constraints of subject area instructional supervision in secondary schools of Addis Ababa.
- show the actual performance of subject area instructional supervisors and the extent to which their performance correspond to the intended purposes.
- examine the effectiveness of the current structure of subject area instructional supervision.
- reveal the perception of teachers concerning subject area instructional supervision.
- propose possible ways and means of improving subject area supervisory practices in secondary schools.

1.4. Significance of the Study

Instructional supervision in secondary schools is essential mainly to advance the professional development of teachers directed at achieving good academic performance of students. Absence of detailed study in this regard obliged the student researcher to conduct this study and disclose basic facts, which will serve as a stepping-stone for further improvement.

Thus, the study is timely and significant for:

1. Creating awareness among educational managers at various levels about the current problems of subject area instructional supervision and help them to take responsive measures.

2. Informing subject area instructional supervisors about the knowledge level, perception and expectations of teachers regarding subject area supervision, and to react accordingly.
3. Helping Sub City Educational Department decision makers and Subject area Instructional Supervisors to evaluate their supervisory knowledge, skills, abilities and task performances that would enable them to take the necessary action.
4. Serving as a source of information for other researchers who want to conduct in-depth study regarding this topic.

1.5. Delimitation

The study is delimited to Addis Ababa City Administration; because it is assumed that the city has attempted the new supervisory approach i.e. subject area instructional supervision, in the general education level (from kindergarten up to second cycle secondary schools), in order to bring about improvement of instruction and quality of education. In sampling sub cities and schools, the dimension of the study is confined to five sub cities and nine secondary government schools since these can be enough representative samples of the available sub cities and schools in Addis Ababa.

For the purpose of document analyses, the study was delimited to four years (2003/2004 to 2007/2008) sub city education departments of the sample sub cities and secondary schools yearly plans and reports assessment, since these can give enough information on planning and reporting of subject area instructional supervisory services.

2. Informing subject area instructional supervisors about the knowledge level, perception and expectations of teachers regarding subject area supervision, and to react accordingly.
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1.6. Limitations of the Study.

Since this study was not conducted on the city level scale, the findings, which will be the bases for fair generalization, are not supposed to be free from some limitations. Some teachers and principals were not in a position to respond and return the questionnaire on time. The other problem was the scarcity of research concerning subject area instructional supervision.

1.7. The Research Design and Methodology

The descriptive survey approach was designed in order to show the current practices and problems of subject area instructional supervision in selected secondary government schools of Addis Ababa. This approach is helpful to collect descriptive information directly from the population, to employ simple statistical techniques and to facilitate drawing generalization about large population on the basis of the study of representative sample (Krishnaswami 2001:45).

1.7.1. Data Sources

The primary sources of data were government secondary school principals and vice principals, department heads, teachers, and subject area instructional supervisors of the sub city education departments. For the purpose of document analysis, sub city education departments' and secondary schools' yearly plans, supervisory reports and the review of related literature were used.

1.7.2. Sample Size and Sampling Techniques

The determination of the population and sample schools was based on the 2006/07 Annual Statistical Report of the AACAEB. Thus, there were 10 sub cities in the metropolitan, 30 subject area instructional supervisors, 31 secondary

government schools, 93 principals and vice principals, 310 department heads, and 2431 government secondary school teachers.

Table 1: -Number of Subject-area Supervisors, Secondary Government School Principals, Department heads, and Teachers, in 2006/07 in Addis Ababa.

S. N.	Name of Sub cities	Subject Area Supervisors	Secondary Schools	Principals and Vice Principals	Department Heads	Teachers
1	Addis Ketema	3	2	6	20	193
2	Akaki Kaliti	3	3	9	30	145
3	Arada	3	6	18	60	332
4	Bole	3	3	9	30	260
5	Gulele	3	3	9	30	397
6	Kirkos	3	3	9	30	284
7	Kolfe Keranio	3	2	6	20	257
8	Lideta	3	2	6	20	114
9	Nefas silk Lafto	3	3	9	30	175
10	Yeka	3	4	12	40	274
	Total	30	31	93	310	2431

*Source: AACAEB Annual Statistical Report 2006/07.

To ensure a fair representation of all administrative parts of Addis Ababa, out of 10 sub cities 5(50%)of them (Arada, gulele, Kolfe keranio, Nefas silk Lafto, and Yeka) were randomly selected. Random sampling was used because every sub-city would have an equal chance of being selected. After selecting the sample sub cities, the distribution of subject area supervisors, secondary government school principals and vice principals, department heads and teachers was identified.

Consequently, out of 18 secondary government schools, 9 (50%) were selected using quota sampling, because it was possible to consider the specific proportion of number of schools in 5 sub cities. From a total of 720 teachers of these sample secondary schools, 216(30%) were randomly chosen (30%from each sample school) so as to make the study manageable.

In addition, all the 90 department heads, 27 principals and vice principals of the sampled secondary schools, and the 15 subject area instructional supervisors of the selected sub cities were included in the study using availability sampling technique, because this method is useful to involve the appropriate authorities that hold supervisory positions so as to secure reliable and adequate information. As a result, the total number of respondents was 348.

Table 2: - Total Population and Sample Size

S.No	Type of Respondents	Total Population	Sample Size	%	Sampling Technique
1	Subject area Supervisors	15	15	100%	Availability
2	Principals and Vice principals	27	27	100%	Availability
3	Department Heads	90	90	100%	Availability
4	Teachers	720	216	30%	Simple Random
	Total	852	348	—	—

1.7.3. Data Gathering Tools

To obtain adequate information about the current practices and problems of subject area instructional supervision in secondary schools in Addis Ababa, open and closed ended questionnaire was the main instrument of data collection, because it is the most important tool in gathering data from large sample and it creates the relative ease for respondents to fill out it within short period of time. In addition to the data obtained through questionnaire, information from documents i.e. supervisory visit register books and schools’ annual plan were used as data collecting instruments.

1.7.4. Data Collecting Procedures

A questionnaire was designed with open and closed ended items for secondary school teachers, department heads, principals and vice principals, and subject area instructional supervisors. The draft questionnaire was duplicated and administered in kolfe secondary government school, to twenty sample respondents (15 teachers and 5 supervisors) to test whether the instrument would elicit responses required to achieve the research objectives, the content of the instrument is relevant and adequate, and to test whether the wording of questions is clear and suited to the understanding of the respondents and to increase its reliability. After this, the refined questionnaires were sufficiently duplicated and distributed to the respondents of the study. Out of 348 questionnaires prepared and distributed, 332(95.4%) were filled and returned. Due to various reasons beyond control 16(4.6%) of the questionnaire were not filled and returned.

1.7.5. Data Analysis

Based on the nature of the problem and the data collected through the questionnaire, among various statistical tools frequency percentage and weighted mean were employed for the data analyses and interpretation purposes. The data analyses were also involved content analysis of documents.

1.8. Definition of Key Terms

Instructional Supervision: - is mainly concerned with improving schools by helping teachers to reflect on their practices, to learn more about what they do and why, to strive for self- improvement, to share what they know with others, and to strive to improve their practices (Sergiovanni and Starratt 1993:104).

Supervision: - Is the process of monitoring and improving quality of teaching done by other colleagues in a given educational situation (Wallace, 1991:260)

Secondary school: - In the Ethiopian educational structure, secondary schools are institutions that enable students to choose subject areas of training, prepare them adequately for higher education and for the world of work (Transitional government of Ethiopia Education and Training Policy, Addis Ababa, April, 1994).

Sub City: - Locally Known as “Kifle Ketema” means the second administrative stratum of the Addis Ababa City Administration (Federal Negarit Gazeta, 3rd, Jan, 2002).

1.9. Organization of the Study

This study comprises four chapters. The first chapter deals with the problems and its approach. The second chapter is concerned with the review of the related literature. The third chapter provides the analysis of the findings. The last chapter treats the summary, conclusion and recommendations of the study.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter is devoted to the review of the related literature, which gives some conceptual framework within which the research questions were formulated. It was concentrated on historical development, views toward instructional supervision, concepts, principles, tasks, and organization of instructional supervision.

2.1 Evolution of Educational Supervision

In every country, from the earlier times to the recent days there have been a number of varieties of educational supervision each of them reflecting certain objectives, perspectives concerning teaching learning situations, school organization and curriculum. Although several writers in the field of supervision have revealed distinct periods and stages, in history, it is possible to identify some periods with different attitudes to supervision.

Authorities in the field of educational supervision, like Lucio and Mc Neil (1979); Sergiovanni and Starratt (19930); Glickman and et al (2004), viewed the evolution of educational supervision through the following developmental periods.

I. Supervision by Administrative Officers (18th- early 19th century)

As it is summarized by Lucio and McNeil, (1979:4), supervisory control in this period, was originally vested in laymen with power to visit and inspect schools. It was common for administrative officials not only to become familiar with teaching methodologies but also to inquire of their proficiency, giving

examinations to check on the work. Supervision at this time was less interested in improving deficient teachers than in dismissing them. In early nineteenth century the powers and duties of the committees or boards of laymen were placed in such positions as acting visitor, school clerk, or superintendents of schools, and upgrading the work of teachers became a recognized function. Teachers were considered as instruments to be supervised by these laymen.

Similarly, Sergiovanni and Starratt (1993:11-14) summarized that this stage represents a classic autocratic philosophy of supervision within which teachers are viewed as appendages of management and as such are hired to carry out pre-specified duties in accordance with the wishes of management. Teachers are required to implement the highly refined curriculum and teaching systems and close supervision is practiced on them to ensure that they are teaching in which they are supposed to and that they have to carefully follow the approved guidelines and teaching protocols. Control, accountability, and efficiency are emphasized in scientific management within the atmosphere of clear-cut manager-subordinate relationships.

In the same way, authorities like Glickman and et al, (2004:7) described that, supervision of this period took the form of committees of laypersons conducting inspection of schools, teachers and student learning.

II. Supervision by Specialists (By the turn of 19th century)

According to Lucio and Mc Neil (1979:5), during this stage, officers known as special supervisors appeared. This is because of the emergence of number of new subjects, such as Music, Drawing, Arts and Handcrafts, Home economics, and Physical education as part of the curriculum. These newly introduced subjects

required services of special teachers and supervisors engaged to conduct the class and to assist regular teachers. There after, special supervisory departments began to provide leadership in connection with language, Mathematics, social studies, and sciences as well as the special subjects. In this period educationalists began to replace the laymen.

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

III. Scientific Supervision (1920s)

In the period of scientific supervision, the '*best methods*' of teaching were to be found by the supervisor, and the use of these methods was to be enforced on teachers. The qualifications of teachers were to be specifically defined, and it was the job of supervisors to see that all met these standard qualifications. Supervisors were to keep teachers supplied with detailed instructions and the materials and appliances to be used. The primary task of the scientific supervisor was to discover educational lows and apply them through the labors of teacher (Lucio and Mc Neil 1979:6).

Lovell and Wiles, (cited in Haileslassie 1997:10) summarized that the beginning of twentieth century was dominated by the theory of scientific management for organizational improvement. In the application of scientific management, teachers were assumed to be motivated by economic gains, and supervisors established the conditions of teaching, the "*best methods*" for proceeding, and the

overseeing of the job. Studies were conducted to determine the “one best way” of achieving a special task. Teachers were expected to do it that way and supervisors were there to see that they did.

Haileselassie (1997) further described that, during scientific supervision, schools were seen as factories with the children as the raw materials to be changed according to the specifications of society and with the greatest efficiency. Supervision at this period was telling, explaining, showing, enforcing, rating, and rewarding. Teachers were regarded as an instrument that could be used and molded by the administration to facilitate the achievement of the goals of the educational organization. There was little concern for the feelings, attitudes and motivations of teachers.

IV. Supervision as Democratic Human Relations (the 1930s and 1940s)

During this period, supervision was conceived as guidance rather than inspection. The special responsibilities of the supervisor (increasingly called consultant at this time) included setting a relaxed atmosphere and obtaining wide participation. This view held that supervision for improvement was a shared responsibility. Supervision at this time was based on the belief, that teachers had feelings and emotions, which were appealed to for action. Emphasis was given to personal determination of ends. Teachers, supervisors, administrators, pupils, could serve as leaders in the extent that they were able to advance the group toward mutually accepted goals (Lucio and Mc Neil, 1979:6).

According to Sergiovanni and Starratt (1993:11-14), Human Relation Supervision had its origin in the democratic administration movement, which emerged during the 1930s. Ultimately, human relations supervision was a

successful challenger to traditional scientific supervision. When it was applied to schooling, teachers were to be viewed as “whole persons” in their own right rather than as packages of needed energy, skills, and aptitudes to be used by administrators and supervisors. It was assumed that a satisfied teacher would work harder and would be easier to work with, to lead, and to control. Participation was considered to be an important supervisory method and its objective was to make teachers feel that they were useful and important to the school. “Personal feelings” and “comfortable relationships” were the watchwords of human relations supervision. Human relations supervision became permissive supervision, which in practice was laissez-faire supervision. Its neglect of teachers in the classroom and its lack of attention to accountability diminished its support.

Similarly, Glickman and et.al, (2004:7) explained the stage from 1930s through the late 1950s a new paradigm, known as human relations supervision, attempted to break the grip of conventional supervision. The basic premise of human relation supervision was that by improving interpersonal relationships and meeting personal needs, the supervisor and teachers could improve instruction. Human relation supervision gave special value to personal needs and de-emphasis on organizational goals.

V. Supervision through Reasoning and Practical Intelligence

This is the latest stage for Lucio and Mc Neil, regarding the history of supervision. The method of reasoning rests on the belief that knowledge is best obtained through a theoretical system which serves to guide perceptions and actions. Supervisors, teachers, and children are assumed to behave rationally when they act in accord with a given set of theoretical or mental patterns, which

presumably relate to the characteristics of their own situations. The method of Practical intelligence seeks knowledge through experimental procedures and the judgments of participants; truth must be tested for their adequacies in helping individuals learn how to judge and control their own behavior.

Vi. Supervision in Neo-scientific Management (early 1980s to the present)

In other instance, as it is stated by Sergiovanni and Starratt (1993:11-14) educational reforms in the early 1980s suggested a new, renewed interest in scientific management thinking, though its shape and form in practice changed considerably from the more traditional form. Neo-scientific management shares with traditional management an interest in control, accountability, and efficiency, but the means by which it achieves these ends is far more impersonal. Here it is assumed that if visible standards of performance, objectives, or competencies can be identified, the work of teachers can be controlled by holding them accountable to these standards, thus, ensuring better teaching.

Glickman and et al, (2004:7) also explained this period by showing the existence of a shift of external control from researchers and publishers to the law making bodies and departments of education. Standardized student performance objectives, standardized achievement tests, accountability profiles, and evaluation systems requiring the display of externally defined teacher competencies were legislated. The task of supervisor became that of assisting and monitoring legislated learning.

Finally, Glickman and et al concluded that the time has come to move from conventional supervision toward collegial supervision, and they pointed out that the views of collegial supervision include the following: (1) A collegial rather

than a hierarchical relationship between teachers and formally designated supervisors. (2) Supervision as the province of teachers as well as formally designated supervisors. (3) A focus on teacher growth rather than teacher compliance. (4) Facilitation of teachers collaborating with each other in instructional improvement efforts. (5) Teacher involvement in ongoing reflective inquiry.

Other authorities in the field, like Burton and Bureckner, Elsbree and Mc Nally cited in both Mohanty (1990:179-182) and Vashist (2002:5-9) viewed that supervision has roughly developed through five stages: Inspection, Laissez- faire, Coercive, Training and guidance, and democratic leadership.

Here after, supervision has been featured in continued from the most authoritative to the most creative and participatory type. Modern supervision is far more complex and extensive than of an earlier day. It is both dynamic and democratic reflecting the vitality of enlightened and informed leadership. All human beings in the educative process- students, teachers, administrators and supervisors are individuals of worth, endowed with unique talents and capacities. The primary aim of supervision must be to recognize the inherent value of each person, to the end that the full potential of all will be realized (Neagly and Evans cited in Mohanty, 1990:183).

2.1.1. History of Supervision in Ethiopia

In Ethiopia, educational inspection was first established centrally at the ministry of education 32 years after the introduction of western type of education in 1941/42, which was intended to create controlling mechanism, because the

number of schools, teachers, students, and the need for coordinating educational programs, and improving teacher's performance increased (MOE, 1994).

According to Haileselassie (1997:13), the central office of inspection was headed by British military commander called John Miller and assisted by two Ethiopians. And they were responsible mainly for collecting and compiling statistical data on the number of students, teachers, classrooms, class size, and conducting classroom visits in Addis Ababa and in the provinces of the country and presenting reports. However, these three inspectors were unable to accomplish all the necessary inspectorial tasks, because of the increased number of schools, teachers, and students.

To overcome such problems recruiting and producing more competent inspectors was absolutely essential. Therefore, the first inspectorial training program for six months was held in 1951 to 13 candidates picked out from teachers working in various provinces. This training program was continued until 1954 and a total of 24 inspectors were trained. After two years discontinuation, this director-inspector training program re-started in 1956 and continued for seven years up to 1962, and a total of 124 Director-Inspectors were graduated and assigned not only as inspectors but also half of them were posted as primary school directors.

Haileselassie further pointed out that, starting from 1963 inspection was replaced by supervision. The purpose of the introduction of supervision was to concentrate on the curriculum, the teaching content and methodology, and to offer professional support and guidance to teachers. And at this time an agreement for one-year supervisory training program, was made between MOE and Haileselassie I University. Accordingly, with 52 students as the first intake, the

training of supervisors started and continued until 1973. As of 1969, however, the training was conducted during the summer instead of the regular academic calendar; and attendance for three consecutive summers was considered equivalent to one-year regular program. Six years after the discontinuation of this supervisory training program (i.e. 1979) the MOE again tried to produce as many supervisors as possible by carrying out a six weeks training, which was less to meet the demand of scholars.

In 1980/81, once more a shift from supervision to inspection was made due to the country's change of political ideology (Socialism), and the demand for strict control of the fulfillment of educational policies, plans and programs. Again at this time, individuals who were serving as supervisors, and school principal, were selected and sent abroad (the former GDR), to attend a short term inspectorial training, similarly, an in-service summer program was also locally arranged for others. And inspectorial activities continued until the end of 1993.

Lastly, from 1994 to the present, based on the education and training policy of Ethiopia, the educational organization and management system is decentralized. For that reason, reorganization was implemented in to the Federal MOE, Regional Education Bureau, Zonal/Sub-city Education Departments, Wereda Education Offices, and Kebele Education and Training Boards. In the same way, Educational Programs and Supervision Departments therefore restructured up to wereda level. In the case of Addis Ababa, as it is mentioned in the first chapter of this paper, a new arrangement i.e. the subject-area instructional supervision at Sub-city level was made, since the beginning of 2004.

2.1.2. Views toward Supervision

From laypersons conducting school inspection in the 18th century, up to the practice of neo-scientific management, instructional supervision in most schools has focused on inspection and control of teachers. Sullivan and Glanz (2000:22) stated that, "Historically, the evaluation function of supervision is rooted in bureaucratic inspectional-type supervision. In other words, the evaluation aspect of the supervisory function emanates from organizational requirements to ensure and access teaching effectiveness. Teachers view supervision for the sake of evaluation as often being any thing other than up lifting. In light of this, Sergiovanni and Starratt (1998:88) reported,

Again and again teachers tell of being placed in win-lose situation, of experiencing powerlessness, manipulation, sexual harassment, and racial and ethnic stereotyping. At best, their encounters with supervisors lead directly to evaluative judgments based on the skimpiest of evidence. At worst, they are destructive of autonomy, self-confidence, and personal integrity". Unfortunately, supervision as practiced by some supervisors is not only nonprofessional, it is dehumanizing and unethical.

According to Mohanty, (1990: 175), the relation between teachers and inspectors was not friendly, but authoritarian: not based on cordial fellowship, but on hostility, fear and suspicious. Supervision has evolved as a set of bureaucratic procedures used as a powerful administrative means to control teachers. Teachers' resentment toward supervisors continued to be a major barrier in achieving benefit from the practices of supervision.

Teachers' perceptions of supervisors were negative, and teachers believed that supervisors were not of any valuable assistance. Supervision was used as a means to control and exert power. Supervision in schools had two main components.

The first is that much of what occurs in the name of supervision in the schools (the transactions that takes place between supervisor and teacher) constitutes a waste of time, as teachers see it. In many instances, the best evaluation that teachers give of their supervision is that it is not harmful. The second is that the character of relationships between teachers as a group and supervisor as a group can be described as a private cold war. Neither side trusts the other. And each side is convinced of the correctness of the process (Blumberg 1980:5).

For many teachers, supervision is a meaningless exercise that has little value other than completion of the required evaluation form. Teachers would even sign off on evaluation reports with little or no discussion with supervisors and, in the worst cases, without the supervisor even having been in the teachers' classroom (Sergiovanni and Starratt 1998:85).

Smyth (1998:288) stated that, supervision is hierarchical in the sense that some one lower on the educational totem pole (a teacher) has something "done to them" by someone wise and higher up (usually a non teaching administrator), in a context in which the latter is construed as having some kind of (undisclosed) expertise.

Goldhammer, Anderson and Krajewski, (1980:14) concluded that, supervision is not a positive experience for teachers; teachers generally dislike being the object of supervision. They tend to perceive supervision as inherent in the administrative hierarchy and to see the supervisor as being somewhat of a threat. Reitzug (1997:332) found in analysis of supervisory books that, supervisors were portrayed as "expert and superior in relation to teachers while teachers were portrayed as deficient and in need of improvement from experts.

The attitude of the supervisor and his ability to develop wholesome and constructive attitudes in coworkers determines the effectiveness of supervision. Supervision is attitudinal first of all because attitude toward life in general, toward the school as a social institution, and toward leadership and fellowship in particular, determines the supervisory program.

Fear, feeling un-skillfulness, lack of interest or feeling, toward instructional supervision on the part of teachers' can be overcome only by changing their attitude. For accomplishing this, the supervisors' attitude and ability are of supreme importance (Haileselassie 1997:19-20).

2.2 Concepts of Supervision

What is supervision?

Several authorities defined supervision in various ways. Defining instructional supervision in broad perspective, Harris (1985:10-12) stated that, instructional supervision is what 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 pupil learning. Supervision is highly instruction-related but not highly pupil-related. Supervision is a major function of the school operation, not a task or a specific job or a set of techniques. Supervision of instruction is directed toward both maintaining and improving the teaching-learning process of the school.

Harris further stated the uniqueness of the nature of supervision, as one of the major functions of the school operations; it is necessary to operationalise supervision by specifying its goals (tasks), its process (activities), and its pre-

requisites (competencies). If instructional supervision services are to influence teaching, certain instruction-related tasks must be accomplished as a result of certain supervisory activities, implemented by competent people- instructional supervisors.

According to Neagly and Evans, cited in Mohanty, (1990:178), Modern supervision is positive, democratic action through the continued growth of all concerned-i.e. the pupil, the teacher, the supervisor, the administrator, and the parent or other interested layperson.

Some of the reviewed authorities like Lovell and Wiles (1983); Beach and Reinhartz (2000); Wanzare and Da Costa (2000) explained that, instructional supervisory behavior is a behavior that officially designated by educational organizations for the purpose of directly influence the teaching behavior system in such a way as to facilitate the achievement of students' goals. Garton in Mbama (1992:104) also forwarded that, instructional supervision is a process of facilitating the professional growth of a teacher, and helping the teacher to make use of the feedback to make the teaching effective.

Supervision can be viewed as more democratic and professional process embracing peer clinical supervision, mentoring, action research, staff development, collective work on teaching platforms, program evaluation, group discussion of specific translations of school mission statements, and other configurations of teachers as colleagues working together to increase their understanding of their practice (Sergiovanni and Starratt 1993:xix).

According to Barr cited in Singhal et al, (1996:98) supervision is briefly defined as “an expert technical service primarily concerned with studying and improving the conditions that surround learning and pupil growth”.

Vashist (2004:89) pointed out that supervision is a part of the general teaching profession, which is itself not yet fully professional. Supervision, like teaching, is moving steadily toward professional status. A specialized body of knowledge is growing up, together with a body of techniques, which cannot be acquired easily. Broad cultural training in addition to the professional is increasingly demanded. Constant study is required to keep abreast of developments.

Glickman and et al, (2004:9) have rightly described that supervision is a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community. These same persons will work together to make their vision a reality, to build a democratic community of learning based on normal principles calling for all students to be educated in a manner enabling them to lead fulfilling lives and be contributing members of a democratic society.

Instructional supervision need to be viewed as a process that centers on instruction and provides teachers with feedback of their teaching so as to strengthen instructional skills to improve performance, for the growth of students' academic achievement. Glickman further explained supervision as the glue of a successful school. Supervision is the function in schools that draws together the discrete elements of instructional effectiveness into whole-school action.

2.3. Principles of supervision

According to Vashist, (2004:67), principles are general rules or laws, concepts, fundamental truth, generally accepted tenets, and are the guides by which we proceed from one situation to another. Principles are one of the necessary controls, which inform and guide operations in any field. The main source for principles of educational supervision is the democratic philosophy, which is accepted in most countries and in the scientific movement in education.

Authorities such as Vashist (p.90-93), Mohanty (1990:183-186) and Ayer, Barr and et al, cited in Hailelassie (1997:18-20) pointed out a summary of basic principles governing the nature of and purposes of supervision.

Principles governing the nature and purposes of supervision.

1. Administration and supervision considered functionally should not be separated or set off from each other. Administration should ordinarily be concerned with providing material conditions and with operation in general. Supervision should ordinarily be concerned with improving the setting for learning in particular. The two are coordinate, correlative, complimentary, mutually shared functions in the operation of educational systems. The provision of any and all conditions favorable to learning is the common purpose of both.

2. Good supervision is based upon the democratic philosophy.

Supervision should respect personality and individual differences between personalities; should seek to develop the best expression of each unique personality; should provide full opportunity for the cooperative formulation of policies and plans, should welcome and utilize free expression and contributions

from all; should stimulate initiative, self-reliance, and individual responsibility on the discharge of their duties; should be based upon the assumption that educational workers are capable of growth; should substitute leadership for authority. Authority should be recognized as the authority of the situation and of the facts within the situation.

Authority when necessary should be derived from group planning and exercised for the good of the group. According to Lewin cited in Mohanty (1990:184), comparing authoritarian with democratic leadership observed that, in a group with democratic leadership there are more objective attitudes, more co-operative efforts, more constructive suggestions, greater feelings of “we-ness” and more feelings of joint goals. Modern supervision must foster all the qualities.

Modern supervision makes use of scientific methods to effect improvement in instruction. Through survey, experiments, action researches supervision should make supervisors’ performance more scientific. Supervision will encourage constructive and critical thinking among teachers and discourage flattering and biased opinions (Mohanty P.186)

3. Good supervision should be creative and not prescriptive.

Modern supervision is a creative work. It should draw out the best in teachers to ignite their latent talents, to stimulate the initiative, to encourage their originality and self expression, emphasizes their success and strengths and makes their weakness and failure side issues. The modern supervisor required to: - be resourceful and original thinker, have new ideas, and know how to present facts in a pleasant way (Mohanty, 1990:185).

4. Good supervision is becoming professional i.e. it is increasingly seeking to evaluate its personnel, procedures, and results; it is moving toward standards and toward self-supervision, and it should be judged by the results it secures. It should also promote pupil' growth, and hence eventually improve the society.

5. Supervision should be Cooperative.

In formulating and carrying out an educational policy and plan designed to achieve the ultimate goal; in developing favorable settings for teaching and learning; through all means available, in seeking improved methods of teaching and learning; in creating a physical, social, and psychological climate or environment favorable to learning; in coordinating and integrating all educational efforts and materials and giving continuity; in providing ample, natural opportunities for growth by all concerned, in the correction and prevention of teaching difficulties, and for growth in the assumption of new responsibilities; in enlisting the cooperation of all staff members in serving their own needs and those of the situation. Supervision should also be cooperative in aiding, inspiring, leading, and developing the security, which liberates the creative spirit.

6. Supervision should secure continuity and re-adaptation in the educational program over a period of years; from level to level within the system; from one area of learning experience and content to another.

2.4. Tasks of Supervision

As the practices of supervision moved toward involving teachers in the improvement of instruction, supervisors' roles had to change. In the light of these, Glickman and et al (1998:29) noted that, supervisors who hold formal leadership roles would have to redefine their responsibilities from controllers of

teachers' instruction to involve teachers in decisions about school instruction. Similarly, Poole (1994:287) explored the changes in supervision and summarized:

The roles of the supervisor and teacher are also changing. The supervisor is no longer the expert, passing along judgments and advice to teacher technicians. Instead the teacher is an equal who contributes valuable expertise and experience to the supervisory process.

In one or more positions, the supervisor is generally responsible for the following six duties: (1) planning; individually and in groups; helps to develop policies and programs in a field. (2) Administration; makes decisions, coordinates the work of others, and issues necessary directions. (3) Supervision; through conferences and consultations, seeks to improve the quality of instruction. (4) Curriculum development; participates directly in the formulation of objectives, preparation of teaching guides, and selection of instructional aids and experiences. (5) Demonstration teaching; gives and arranges for classroom demonstration of teaching methods, use of aids, and other direct help to classroom teachers. (6) Research; through systematic survey, experiments, and studies, explore current conditions and recommends changes in practice.

According to Harris Ben M. (1985:10-13) the tasks of supervision need to be specified operationally as those that either are predominantly instruction-related or are instruction-related in certain critical ways. The following 10 task areas seem to qualify—as being supervisory: 1. Developing curriculum: Designing or redesigning, what is to be taught, by whom, when, where, and in what pattern. Developing curriculum guides, establishing standards, planning instructional units, and instituting new courses are examples of this task area. (Rubin and

Lewey cited in Harris). 2. Organizing for instruction: Making arrangements where by pupils, staff, space, and materials are related to time and instructional objectives in coordinate and efficient ways. Grouping of students, planning class schedules, assigning spaces, allocating time for the endeavors associated with this task area (Trump and Vars cited in Harris). 3. Providing staff: Assuring the availability of instructional staff members in adequate numbers and with appropriate competencies for facilitating instruction. Recruiting, screening, selecting, assigning, and transferring staff are endeavors included in this task area (Bottom and Harris et al cited in Harris). 4. Providing facilities: Designing or redesigning and equipping facilities for instruction. The development of space and equipment specification is included in these task area. 5. Providing materials: Selecting and obtaining appropriate materials for use in implementing curricular designs. Previewing, evaluating, designing, and otherwise finding ways to provide appropriate materials are included in this task area. 6. Arranging for in-service education: Planning and implementing learning experiences that will improve the performance of the staff in instruction-related ways. This involves work shops, consultations, field trips, and training sessions, as well as formal education. 7. Orienting staff members: Providing staff members with basic information, necessary to carryout assigned responsibilities. This includes getting new staff members acquainted with facilities, staff, and community, but it also involves keeping the staff informed of organizational developments. 8. Relating special pupil services: Arranging for careful coordination of services to children to ensure optimum support for the teaching process. This involves developing policies, assigning priorities, and defining relationships among service personnel to maximize the consistency between services offered and the instructional goals of the school.

9. Developing public relations: Providing for a free flow of information on matters of instruction to and from the public while securing optimum levels of involvement in the promotion of better instruction. 10. Evaluating instruction: Planning, organizing, and implementing procedures for data gathering, analysis, and interpretation, and decision making for improvement of instruction.

In other instance, Glickman and et al, (2004:321) described the tasks of supervision. Some of them are: curriculum development, professional development, and direct assistance to teachers. Each of these tasks is directly related to improved instruction. A supervisor needs to take responsibility for these tasks if a school is to become increasingly effective.

i. Curriculum Development

Curriculum is the moral deliberation on what is “right” for students to be taught. Decisions about a good school, appropriate curriculum, and needs of students should be made by, educators closest to students. Curriculum can be developed at many levels—by outside specialist, school district specialist, school curriculum teams, and teachers alone. The common practice of textbook publishers is to hire subject-matter experts from universities or private agencies to write their materials. There might be public school representative on the advisory or consulting board for a curriculum text book, and occasionally teachers are used to field-test the materials before they are mass-produced. At the state level, departments of education have become increasingly active in curriculum development. Most curricula are produced far away from the local teacher and local schools (Glickman et al, 2004:403).

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The supervisor wishing to facilitate changes in curriculum purpose, content, organization, and format must remember that successful change will be based on teachers changing their conceptions of curriculum and their level of involvement in curriculum development. Supervisor's openness and trust building, staff development in curriculum design, and time, support, and rewards for teacher involvement can all foster teacher and curriculum development. The supervisor and teachers should work together to select curriculum purpose, content, organization, and format that (a) is most appropriate for the students (b) increase teachers choice and commitment to curriculum implementation.

According to Tanner and Tanner cited in Glickman (2004:415-418), levels of teachers' involvement in curriculum development are; (1) Imitative -Maintenance level; at this level teachers are concerned with maintaining following the existing curriculum. They rely on textbooks, work books, and routine activities; keeping the status quo. (2) Meditative level; teachers at this level look at development as refining the existing curriculum. They don't blindly plug in an innovation or curriculum package to the existing situation. This level is the level of awareness and accommodation. (3) Creative- Generative level; at this level teachers are concerned with improving and changing the curriculum according to the most current knowledge about learning and societal conditions. Teachers are consumers of research and seek greater responsibility for curriculum decision at the school and classroom levels.

Other researchers like Berman and Mc Laughlin (cited in Glickman, 2004:423) found that when teachers involved in selecting, revising, and changing an externally prescribed curriculum, the curriculum took hold and lasted. It is clear that in order for schools to be successful teachers need to be involved in

curriculum development, and teachers should know the purpose, content, organization, format, and their level of involvement in the curriculum development.

ii. Professional Development

Professional development is one of the major tasks of supervision to improve instruction. The essence of successful instruction and good schools comes from the thoughts of the professionals in the schools. So, if one is to look for a place to improve the quality of education in a school, a sensible place to look is the continuous education i.e. professional development.

Any experience that enlarges a teacher's knowledge, appreciation, skills, and understandings of his/ her work, falls under the domain of professional development. Modern professional development has a variety of purposes beyond skill training, including facilitation of teachers' self-efficacy, cognitive, and career development, as well as teacher collegiality and the improvement of school culture.

Professional development of staff even supervisors themselves is essential to cope with the changing need of the jobs. Due to large explosion of knowledge, emergence of new technology and findings available on the basis of researches, studies and experiments conducted from time to time, it becomes necessary for supervisors to acquaint teachers, principals, and other supervisors with the best information techniques of teaching, learning and supervision (Singhal 1996:105).

Characteristics of professional development

Many researchers like Lawrence, 1974; Berman and Mc Laughlin, 1978; Mohlman and et al, 1982; cited in Glickman and et al (2004:373) reported various factors, however, the following are common characteristics of professional development. (1). Involvement of participants (teachers) in planning, implementing, and evaluating programs. (2). Programs are based on school wide goals, but that integrate individual and group goals with school goals. (3). Long range planning and development. (4). Programs that incorporate research and best practices on school and instructional improvement. (5). Administrative support, including provision of time and other resources as well as involvement in program planning and delivery. (6). Adherence to the principles of adult learning. (7). Attention to the research on change, including the needs to address individual concerns through out the change process. (8). Follow-up and support for transfer of learning to the school or classroom. (9). Ongoing assessment and feedback. (10). Continuous professional development that becomes part of the school culture.

Glickman and et al further described the alternative ways of professional development: Beginning teacher assistance program; the new teacher is provided ongoing, intensive assistance through out at least the first years of teaching. This support includes such things as: an assigned mentor; an orientation to the school and community assistance from a support team including the mentor, other teachers, and a supervisor; training in classroom management and effective teaching; and support seminars focused on beginning teachers' concern. Skill development programs: This consists of several workshops over a period of months, and classroom coaching between workshops to assist teachers to transfer new skills to their daily teaching. Teacher centers: Teachers can meet at a central

location to engage in professional dialogue, develop skills, plan innovations, and gather or create instructional materials. Teacher institutes: Teachers participate in intensive learning experiences on, single, complex topics, over a period of consecutive days or weeks. Collegial support group: Teachers within the same school engage in-group inquiry, address common problems, jointly implement instructional innovations, and provide mutual support. Networks: Teachers from different schools share information, concerns, and accomplishments and engage in common learning through computer links, newsletters, fax machines, and occasional seminars and conferences. Teacher leadership: teachers participate in leadership preparation programs and assist other teachers by assuming one or more leadership roles (Workshop presenter, cooperating teacher, mentor, expert coach, instructional team leader, curriculum developer). The teacher-leader not only assists other teachers but also experiences professional growth as a result of being involved in leadership activities. Teacher as a writer: This increasingly popular format has teachers reflect on and write about their students, teaching, and professional growth. Such writing can be in the form of private journals, essays, or reaction papers to share with colleagues, or formal articles for publication in educational journals. Individually planned professional development: Teachers set individual goals and objectives, plan and carry out activities and assess results. Partnership: Partnerships between schools and universities or businesses, in which both partners are considered equal, have mutual rights and responsibilities, make contribution, and receive benefits. Such partnerships could involve one more of the previously described formats. While an instructional supervisor has to organize training programs, seminars, and symposiums for his subordinates with a view to promote their professional growth, he has to engage himself in the process of his own training. In light of this, Rabindranath Tagore (cited in Singhal 1996:106) said that:

A lamp has to keep itself burning in order to give light to others, similarly, instructional supervisor has to keep himself up-to-date in order to provide proper guidance and counseling to his subordinates.

iii. Direct Assistance

According to Beach and Reinhartz (2000:40) Successful educational organizations of the next century will be places of learning, capable of adapting to rapidly changing conditions. Supervisory leaders will be expected to accurately assess instructional programs and classroom instructions, and to make the adjustments required to meet changing circumstances.

Direct assistance to teachers is one of the major task of supervision and crucial element of a successful school. No school or school system can hope to improve instruction if direct assistance is not provided to teachers. To leave classroom teachers alone and unobserved in their classrooms, without professional consultation and without school resources adapt to their unique needs, is a statement that teaching is unimportant (Glickman and et al 2004:337). Peer-coaching and clinical supervision as noted by Glickman, are currently two the most popular forms of direct assistance.

a. Peer-Coaching

The use of teachers helping teachers through clinical supervision has been labeled peer supervision or colleagueship. The term coaching introduced to characterize practice and feedback following staff development sessions. The term peer-supervision and peer-coaching have now become indistinguishable in the literature (Alfonso and Goldsbery, 1982; Joyce and Sowers 1982; cited in

Glickman (p.331). Supervision is more effective if the supervisor follows the team approach. This would mean that the supervisor should have a belief in collective planning and implementation of the program. He should have a close interaction with teachers and group of teachers, provide an open but supportive atmosphere for efficient communication, and involve them in decision-making. He should set the task of each individual or group of individuals and also spell out means to attain it. He should in this process also recognize the differences in abilities of different teachers and assign the work keeping in view their capacities (Singhal 1996:103).

Beside this, Glickman described that; a supervisor cannot provide direct assistance to all teachers unless he/she establishes priority, energy, and time for doing so. Most teachers revealed that supervisors don't visit them for the purpose of help. If a supervisor is convinced of critical need to provide direct assistance to teachers and cannot do it alone, the question is: who else can do it? Since teachers naturally turn to each other for help more often than to a supervisor, and since supervision is concerned primarily with improving instruction rather than summative evaluation, teachers helping teachers become a formalized and well-received way of assuring direct assistance to teachers. To be successful, as stated by Glickman, the supervisor need to address the purpose, preparation, schedule, and troubleshooting of peer- coaching. (A). *Clarifying the purpose of peer coaching*; peer coaching is a question of peer assistance, a reciprocal interaction; it is not hierarchical or one-way assistance. The supervisor should first, meet with teachers to discuss how a proposed peer-coaching program would fit into schools' or district instructional goals, and then decide on the specific purposes of the program.

(b). *Preparation of peer coaching*: before implementation, preparation of teachers would include training on; understanding the purpose and procedures of peer-coaching, conducting a pre conference for determining the focus of observation, conducting and analyzing an observation to distinguish between observing and interpreting classroom events, and conducting two post conferences with different approaches for developing action plan: - one using directive approach, the other using collaborative approach.

(c). *Scheduling peer coaching*: the program at the beginning should be voluntary, because peer coaching requires additional time. For greater participation it is better to schedule during school day. There should be free time for peer observation by assigning substitute. Teams of teachers should be arranged, and it is not necessarily at identical levels of experience and/or competence. It may be useful to put experienced teachers with the new ones, superior teachers with the middle ones. The goal is to match teachers who are different but still can respect and communicate easily with each other. Such method of matching might be best when starting the program. After peer coaching becomes a familiar ongoing activity, the supervisor could rearrange teams toward greater cognitive matching.

(d). *Troubleshooting*: close monitoring is another element of peer coaching. The supervisor should be available to peer-teams as resource person. However, an elaborated monitoring device is not necessary. The supervisor should remember that the initial implementation of peer coaching would create more work.

b.Clinical Supervision

According to Morris Cogan, Robert Goldhammer and others cited in Sergiovanni and Starratt (1993:222) clinical supervision refers to "a specific cycle or pattern

of working with teachers". It is a partnership in inquiry where by the person assuming the role of supervisor functions more as an individual with experience and insight than as an expert who determines what is right and wrong. It is a highly personalized strategy for improving instruction (Boyan and Copeland, Cogan and others, cited in Harris 1985:53).

Berlak and Berlak cited in Sirotnik and Oakes, (1986:144) stated in practical terms that clinical supervision means the engagement of teachers them selves in systematic individual and social forms of investigation that examine the origins and consequences of every day teaching behavior so that they come to see those factors that represent impediments to change. Similarly Sirotnik and Oakes, (1986:158) concluded that clinical supervision, as originally conceived, is a process that enables teachers to question about their own teaching, and that future more, it has the potential to allow them to challenge the structure and constraints within which that teaching occurs. Viewed in this way, teachers can become enamored with a way of reforming teaching, not just with a technique to remedy perceived differences.

Clinical supervision is both a concept and a structure. Regarding concepts, Goldhammer, Anderson, and Krajewski (cited in Glickman and et al, 2004; 324) reviewed the following nine characteristics: (1). It is a technology for improving instruction. (2). A deliberate intervention in to the instructional process. (3). Goal-oriented; combining the school needs with the personal growth needs of those who work within the school. (4). Assumes a professional working relationship between teacher(s) and supervisor(s). (5). Requires a high degree of mutual trust, as reflected in understanding, support, and commitment to growth. (6). It is systematic, although it requires a flexible and continuously changing

methodology. (7). Creates a productive /healthy tension for bridging the gap between the real and the ideal. (8). Assumes that the supervisor knows a great deal about the analysis of instruction and learning and also about productive human interaction. (9). Requires both pre-service training (for supervisors), especially in observation techniques, and continuous in-service reflection on effective approaches.

Glickman further classified the structure of clinical supervision in to five sequential steps: 1st.Pre-conference with teacher, 2nd Classroom Observation, 3rdAnalyzing and interpreting observation and determining conference approach, 4th Post-conference with teacher, 5thCritique of previous four steps.

1. Pre-conference with teacher; at this step, the supervisor sits with the teacher and determines: (a) the reason and purpose for the observation, (b) the focus of the observation, (c) the method and form of observation to be used, (d) the time of observation, and (e) the time for post conference. These determinations are made before the actual observation, so that both supervisor and teacher are clear about what will transpire.

2. Observation of classroom; this is the time to follow through with understanding of the pre-conference. Classroom observation is the process through which a supervisor attempts to develop an objective description of the behavior of students and teachers in interaction, within the context of a physical and social environment (Haileselassie, 1997:29). The observer might use any one observation or a combination of observations. Methods include categorical frequencies, performance indicators, participant observation, and focused questionnaire etc. The observer should keep in mind the difference between

descriptions of events and interpretations. Interpretation should follow description. The observer should apply certain procedures during this step: - arrive during a break in the class activities, take a seat in a place that provides opportunities for seeing and hearing without too much in view, be aware of engaging in conversation will disrupt the normal flow of events that the observer wishes to study, the movement of the observer undesirable (Harris Ben M 1985:157).

3. Analyzing and interpreting observation and determining conference approach; now it is the step the supervisor leaves the classroom with his or her observations and seeks lonely place in an office or corner and lays out the recorded pages of observations and studies the information. The task might be counting up frequencies, look for recurring patterns, isolating a major occurrence, or discovering which performance indicators were present and which were not. Regardless of the instrument, questionnaire, or open-ended form used, the supervisor must make sense out of a large mass of information. Then the supervisor can make interpretations based on the analysis of the description.

4. Post-conference with teacher: - with the completed observation form, completed analysis, and interpretation form, and with the chosen interpersonal approach, the supervisor is ready to meet with the teacher in a post-conference. The post-conference is held to discuss the analysis of the observation and, finally, to produce a plan for instructional improvement. The responsibility for developing a future plan may reside with the supervisor, be equally shared, or belong to the teacher. The conference ends with a plan for further improvement.

5. *Critique of previous four steps*; this is the time for reviewing whether the format and procedures from pre-conference through post-conference were satisfactory and whether revisions might be needed before repeating the sequence. The critique might be held at the end of the post conference or in a separate conference after a few days. The critique should indicate that the supervisor is involved in an improvement effort in the same way as the supervisee. The feedback from the teacher gives the supervisor a chance to decide on what practice to continue, revise or change when working with the teacher in the future.

2.5. Organization of Supervision

Every organization is a social unit or a human group constructed for achieving certain objectives. Organization of supervision is, therefore, the system of supervisory personnel, which is structured in course of time to realize the aim and objectives of supervision (Mohanty 1990: 201-204). According to this writer, many kinds of supervisory organization have been evolved and in vogue in different countries at different times. He pointed out some of the important varieties that are presently practiced in different states of India: (1). Line and staff variety; line organization is primarily involved in a direct flow of authority upward and downward. A line officer has a power and authority over the subordinates. He is a generalist who discharges mainly administrative functions (Directors, District Inspectors of school or Deputy Inspectors of schools). In this system, delegation of the powers is made by the superior officers to subordinate officers. On the other hand, staff officers do not stand in the direct line of descending or ascending authority. They some times exercise line authority. They render technical services, guidance and advice to the department and as such are usually specialized. Thus, in some states of India, as the writer explained, in the

present setup both line and staff personnel are reconciled and made use of for better supervision and administration. (2). Administrative and Academic type; it is separation of administration from supervision for the betterment of education. The intention is to secure supervisors to devote much of their time and energy to supervisory duties rather than administrative functions. In this case some other states in India, have introduced such reform to make inspectors entirely free for intensive supervision. (3). Vertical and Horizontal type; when a particular supervisor is required to supervise certain aspects in all the stages of education beginning from the lowest to the highest rung of the educational ladder, that kind of supervisory organization is called vertical type. If an instructional supervisor invariably an expert in a specific subject area (physics or mathematics or etc) will visit all kinds of institutions both lower and higher and give advice and guidance to the concerned teachers for improvement of the teaching of the subjects, then it will be an example of the vertical type supervision. In the horizontal type of organization of supervision, a class of personnel is required to supervise only a particular level of education. They are naturally expected to see all subjects at a particular stage or level. For example, a sub-inspector of schools supervises all subjects taught in all kinds of primary school and a Circle Inspectors of schools has to supervise all subjects taught in all kinds of secondary schools.

Mohanty further suggested that at present attempts are made to wave a coordinated type of supervisory organization for effective teaching-learning activities. Under this (coordinated) system, both vertical and horizontal kinds of organization are made use of. For example, a body of experts from all teaching subjects will be appointed to bring about co-ordination among all subjects at various stages. In USA, such supervisory organization practice is in vogue. Obviously, no single patterns of organization for supervision will satisfactory

serve all purposes for all time to come. In response to the changing condition in the educational objectives, organization and administrative set up, there must be corresponding reforms in the organization and programs of supervision.

With regard to organization of supervision, Grauwe, (2001:28-33) stated that, "currently in all countries, changes have taken place within a policy environment characterized by a change of perspective on the distribution of tasks and authority between the education system and the schools. More autonomy is being given to schools, and supervisory services are being asked to be more development-oriented and less control-focused. This has also led to structural transformation, in an attempt to decrease the distance between supervisors and schools. He further described that, in all countries, supervisory officers are at present functioning at least three levels: central, regional, district or local.

In some *African countries*, supervisory tasks have been decentralized to officers based at regional or district level. In *Botswana* and *Zimbabwe*, for example, secondary school supervisors operate mainly from the regional level, and are not further decentralized, because of the number of secondary schools is smaller, and secondary school supervisors are generally subject specific. This means that decentralizing them to local levels would imply a multiplication of vast teams in each office, a burden, and no country can afford at present. In *Botswana*, even the regional offices don't yet have a full staffing of subject supervisors. In *Tanzania*, the inspectors became accountable to district authorities rather than to the MOE. Thus, the central coordinating system was abolished, but this was deplored to such an extent that the Central Inspectorate Department was reestablished.

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In *Namibia*, in order to offer supervisory leadership and policy guidance in 1996, a Directorate Inspectorate and Advisory Services was established within an over all effort to build a unitary service.

2.6. The Current Organization and Practices of Supervision in Ethiopia

To efficiently and effectively achieve the intended objectives of educational supervision, in Ethiopia, there are two approaches of organization of supervision: The out-of school organization of supervision and School-based organization of supervision. However, the case of Addis Ababa City Administration is somewhat different.

2.6.1. The Out-of School Organization of Supervision

The out-of school organization of supervision is combined with the Department of Educational Program and known as “Department of Educational Programs and Supervision” at the federal MOE level, Regional Education Bureau level, Zonal /Sub-city Education department level, and Wereda Education office level. Based on the decentralized education system of Ethiopia, these out-of school supervisory organizations have two general objectives: (1). Maintaining the quality and standards of education, at the various levels of educational organizations, and ensuring the proper implementation of educational objectives. (2) Rendering the necessary professional and technical support to effect the realization of educational objectives. In light of these, the Supervision Manual of MOE, (1994:38) revealed that the out of school supervision is expected to focus on the following major tasks: (a) Organizing and implementing clinical supervision in order to solve teachers’ instructional problems by setting discussions and counseling sessions and providing instructional leadership for teachers.

(b) Ensuring that the programs of education in schools addressed the local situations and the needs of the community. (c) Demonstrating model supervisory activities for principals, department heads, and also preparing short term and frequent trainings. (d) Evaluating and controlling the implementation of the curriculum and standards of the whole education system. (e) Based on the evaluation made on schools, the external supervision should organize and implement teachers' in-service trainings and experience sharing sessions.

When problems existed beyond the capacity of the immediate level of supervision, then the supervisor should be accessible and responsible to report the problem to the superintendents or decision makers.

According to the information obtained from the discussion made between the researcher and some educational experts from Amhara, Oromiya and Benshangul Gumuze regions of Ethiopia, a new out-of schools supervisory structure has been created following the organization of Cluster Resource Centers /CRC/. These regions designated one supervisor for a Cluster Resource Center who should report to the Wereda level educational programs and supervision. The major purposes of these CRC supervisors are to closely provide direct supervisory support services and improve instructional performance of teachers.

2.6.2. School-Based Organization of Supervision

Besides the organization of external supervisory services, to achieve the intended objectives of the educational supervision, an arrangement, concerning school-based instructional supervision was made.

Haileselassie (1997:48) pointed out that, the functional and true sense of educational supervision depend on the supervisory operation made at the grassroots level i.e, school level. Schools are institutions where the actual instruction takes place. As instruction is a continuous process, the functions of supervision at school level should also be a continuous responsibility. In this respect, within the school system, school principals, deputy principals, department heads, and senior teachers are supposed to be active participants of school-based instructional Supervision.

On the basis of the Educational Programs and Supervision Manual of 1994, Haileselassie further summarized the functions of school level supervision in the following manner.

1. The functions of principals in the school-based supervision

- Creating a conducive, school environment to facilitate supervisory activities by organizing the necessary resources for instruction.
- Providing professional assistance and guidance to teachers by visiting classrooms to enable them achieve instructional objectives.
- Coordinating evaluation of instructional process and the out come, through active involvement of school members and the community at large.
- Coordinating teachers and educational experts to create conducive situation for good performance of external and school based supervision.
- Evaluating the school and community relations in order to strengthen such relation.

2. The functions of the school vice principal in supervision.

Besides assisting the school principal in carrying out the above roles, the school vice principal is specifically responsible for the following tasks.

- Leading the instructional process and provide professional support to teachers.
- Evaluating teachers' lesson plans, and by making classroom visit, provides support services to improve instructional process.
- Ensuring that the curriculum of the school addressed the needs of the local community.

3. The supervisory roles of the department head.

- Coordinating the supervisory activities in their respective departments and evaluating teachers' instructional performance;
- Organizing induction program for newly deployed teachers in their respective departments;
- Motivating and promoting group involvement in the planning, implementation, and decision making of instruction and in the evaluation of instructional out comes;
- Selecting and preparing the teaching materials and making available for teachers.
- Encouraging teachers to conduct action research, so as to improve and develop subjects they teach and their methods of teaching.
- Organizing experience-sharing sessions for inexperienced teachers by initiating senior teachers from the department.
- Ensuring that the curriculum of the school addressed the needs of the local community.

4. The roles of senior teacher in school-based supervision.

In Ethiopia, the senior teachers supposed to have accumulated experience and sound training in specific subject areas, and are well positioned to supervise other teachers within their departments. In consultation with respective department heads and on the basis of programs arranged for them by the department they can there fore, closely assist and guide teachers and also conduct classroom supervision.

2.6.3. The case of Addis Ababa City Administration

In the case of Addis Ababa City Administration, where this study is undertaken, and based on the information obtained from Addis Ababa City Administration Education Bureau and Sub City Education Departments a new structure has been introduced in the out-of school organization of supervision at the Sub-city Education Department level, i.e. the subject-area instructional supervision, since the beginning of 2004. Thus, in Addis Ababa City, there area total of 30(3in one sub city) subject-area instructional supervisors for the general education: 10 supervisors for social science subjects, 10 supervisors for natural science subjects, and 10 supervisors for language subjects.

These sub city level supervisory positions are filled by subject teachers who are recruited and selected among best and experienced teachers serving in secondary government schools, holding BA or BSc Degree in various fields of education. Accordingly, the Language, Social Science, and Natural Science supervisors are recruited and selected from their respective departments. All these efforts were intended to secure supervisors to devote much of their time and energy to

supervisory duties and for the improvement of instruction supervision and quality of education starting from kindergarten up to second cycle secondary school level rather than administrative functions.

According to the document obtained from Addis Ababa City Administration Education Bureau Department of Educational Programs and Supervision, the responsibilities given to these subject-area instructional supervisors are based on their particular subject-area, in both primary and secondary school levels: (1). Examining and reporting the programs, organizations and management of the teaching-learning activities. (2). Developing and presenting alternative methods used to improve and elaborate the instructional program of the curriculum. (3). Guiding and monitoring schools and teachers to ensure instructional standards of the presentation of subjects in classrooms. (4). Preparing and organizing professional trainings, workshops, seminars, etc, for teachers and educators. (5). Monitoring and supporting the induction program for Newly Deployed Teachers. (6). Developing project proposals in order to fulfill the inputs for instructional programs. (7). Providing direct assistance and perform instructional and managerial activities in schools with teachers and principals by organizing and implementing clinical and collegial or peer coaching techniques of instructional supervision etc. However, it seems they are not in the right direction, and most of their time spent on routine administrative functions.

CHAPTER THREE

PRESENTATION AND ANALYSES OF DATA

This chapter deals with two parts. The first reports on the characteristics of the respondents, which includes personal and professional characteristics. The second presents the analysis of the main features of subject area instructional supervision in six sections.

3.1 Characteristics of the Respondents

In order to maximize the diversity, different categories of respondents were involved in this study. This includes secondary school teachers, department heads, vice principals and principals, from sample government secondary schools, and subject area supervisors from sample sub cities. These respondents were considered relevant and key actors in the field of instructional supervision.

Accordingly, 348 copies of a questionnaire were prepared and distributed to the respondents; 216 to teachers, 90 to department heads, 27 to principals and vice principals, and 15 to subject area instructional supervisors, filled out and returned to the student researcher. However, the anticipated number of questionnaire was not completed and the rate of return was 95.4%(332). Of these, subject area instructional supervisors comprised 4.2(14), secondary school principals and vice principals were 7.8 % (26), department heads were 27.1 % (90), and 60.8% (202) of the respondents were teachers of the sample government secondary schools.

Table 3: - Characteristics of Respondents

Variable	Category	Respondents									
		Subject area supervisors n=14		Principals n=26		Department heads n=90		Teachers n=202		Total N=332	
		n	%	n	%	n	%	n	%	n	%
Sex	Male	13	92.9	22	84.6	72	80	165	81.6	272	81.9
	Female	1	7.1	4	15.4	18	20	37	18.4	60	18.1
Age	21-25	-	-	-	-	1	1.1	17	8.4	18	5.4
	26-30	-	-	2	7.7	4	4.4	20	9.9	28	8.4
	31-35	1	7.1	4	15.4	13	14.4	25	12.4	44	13.3
	36-40	3	21.4	6	23.1	30	33.3	101	50	139	41.9
	41-45	5	35.7	7	26.9	28	31.1	21	10.4	60	18.1
	46-50	4	28.6	5	19.2	8	8.9	11	5.4	28	8.4
	51 and above	1	7.1	1	3.8	6	6.7	7	3.5	15	4.5
Work Experience	1-5 years	-	-	-	-	1	1.1	17	8.4	18	5.4
	6-10 years	-	-	2	7.7	3	3.3	21	10.4	26	7.8
	11-15 years	1	7.1	4	15.4	14	15.6	24	11.9	43	12.9
	16-20 years	2	14.3	6	23.1	31	34.4	100	49.5	139	41.9
	21-25 years	4	28.6	8	30.7	27	30	16	7.9	55	16.6
	26-30 years	5	35.7	5	19.2	8	8.9	21	10.4	39	11.7
	31 years and above	2	14.3	1	3.8	6	6.7	3	1.5	12	3.6
Level of Qualification	MA/MSc	4	28.6	1	3.8	2	2.2	3	1.5	10	3
	BA/BSc/BEd	10	71.4	25	96.2	87	96.7	199	98.5	321	96.7
	Not specified	-	0	-	0	1	1.1	-	0	1	0.3

Sex wise, as Table 3 depicts, 92.9 percent (13) of supervisors were males and only 7.1 percent (1) were females, 84.6 percent (22) of principals and vice principals were males and only 15.4 percent (4) were females, 80 percent (72) of department heads were males and 20 percent (18) were females, and 81.6 percent (165) of teachers were males and only 18.4 percent (37) were females. This revealed that there was less involvement of females as subject area instructional supervisor, school principal and secondary school teacher, as compared to their male counterparts.

With regard to age distribution, 8(57.1%) of subject area supervisors, 13(50%) of principals, 58 (64.4%) of department heads and 121(60.4%) of teachers were 36-45 years old. The rest were below 36 and above 46 years of age, and supervisors were older than the rest of respondents. The age proportion of respondents shows their maturity, which is important for making judgments. Concerning work experience, 9(64.3%) of subject area supervisors, 13(49.9%) of principals and vice principals, 35(38.9%) of department heads and 37(17.3%) of teachers, served for 21-30 years this also shows that supervisors were more experienced than other respondents. As far as the level of qualification was concerned, 321(96.7%) of all respondents were first degree and 10(3%) of them were master's degree holders. Therefore, since the majority of respondents were matured, qualified enough and possess relatively long years of experience in teaching-learning activities, relatively reliable and relevant information could be drawn pertinent to the problem under study.

3.2 Analyses of the Main Features of Subject-Area Instructional Supervision

3.2.1 The Usefulness of the Objectives to Enhance the Subject-Area Instructional Supervision

The success of subject area instructional supervision depends on the importance of its objectives and shared vision of what to be accomplished. Among various objectives the importance of selected ones were tested based on the responses obtained from respondents. Thus, one of the intentions of the student researcher was to assess the extent to which the importance of the objectives are known and accepted by different groups. The following responses were organized as

objectives for subject area instructional supervisors' in terms of importance. Subject-area supervisors, secondary school principals and vice principals, department heads and teachers rated the importance as (1) very important, (2) important (3) partially important, (4) not so much important (5) not important. Frequency percentage was applied to compare the responses of each group in data analysis

Table 4: - Views on the Usefulness of the Objectives to Enhance Subject Area Supervision

S. No.	Items	Responses	Respondents									
			Supervisors		Principals		Department Heads		Teachers		Total	
			N	%	N	%	N	%	N	%	N	%
1.	Promoting democratic Ways of modern Instructional supervision	Very important	3	21.4	16	61.5	58	64.4	149	74.1	226	68.3
		Important	7	50	7	26.9	21	23.3	42	20.9	77	23.3
		Partially important	3	21.4	3	11.5	6	6.7	7	3.5	19	5.7
		Not so much important	1	7.1	-	-	1	1.1	1	0.5	3	.9
		Not important	-	-	-	-	4	4.4	2	1	6	1.8
		Total	14	100	26	100	90	100	201	100	331	100
2.	Providing direct assistance and closely support instructional activities	Very Important	5	35.7	10	38.5	43	47.8	96	47.5	154	46.4
		Important	4	28.5	14	53.8	32	35.6	90	44.6	140	42.2
		Partially important	3	21.4	2	7.7	10	11.1	7	3.5	22	6.6
		Not so much important	2	14.3	-	-	1	1.1	4	2	7	2.1
		Not important	-	-	-	-	4	4.4	5	2.5	9	2.7
		Total	14	100	26	100	90	100	202	100	332	100
3.	Enhancing professional development of teachers	Very Important	7	50	18	69.2	54	60.7	100	49.8	179	54.2
		Important	2	14.3	7	26.9	27	30.3	94	46.8	130	39.4
		Partiality important	3	21.4	1	3.8	4	4.5	2.5	1	10	3.1
		Not so much important	1	7.1	-	-	2	2.2	2	1	5	1.5
		Not important	1	7.1	-	-	2	2.2	3	1.5	6	1.8
		Total	14	100	26	100	89	100	201	100	330	100
4.	Evaluating Teachers' instructional Performance	Very Important	5	35.7	7	26.9	42	47.2	95	47.7	149	45.4
		Important	6	42.9	13	50	36	40.4	91	45.7	146	44.5
		Partiality important	1	7.1	5	19.2	7	7.9	8	4	21	6.4
		Not so much important	2	14.3	1	3.8	1	1.1	3	1.5	7	2.1
		Not important	-	-	-	-	3	3.4	2	1	5	1.5
		Total	14	100	26	100	89	100	199	100	328	100
5.	Improving Quality of Education	Very Important	6	42.9	16	64	51	56.7	93	46	166	50.2
		Important	7	50	6	24	21	23.3	94	46.5	128	38.7
		Partiality important	-	-	3	12	13	14.4	8	4	24	7.3
		Not so much important	1	7.1	-	-	2	2.2	5	2.5	8	2.4
		Not important	-	-	-	-	3	3.3	2	1	5	1.5
		Total	14	100	25	100	90	100	202	100	331	100

As it is illustrated in Table4, item “1”, of the total number of all group of respondents, 303(91.6%) of them acknowledged the usefulness of the objective, by rating above average, 19(5.7%) said partially important, and only 22(6.6%) rejected by rating not so much important and not important.

Detailed elaboration can be observed from each group of respondents. Thus, response results revealed that 10(71.4%) of subject area supervisors, 23(88.4%) of principals, 79 (87.7%) of department heads, and 191(95%) of teachers accepted the importance of the objective that promote democratic ways of modern instructional supervision, by saying important, and very important, while 3(21.4%) of supervisors, 3(11.5%) of principals, 6(6.7%) of department heads, and 7(3.5%) of teachers responded as partially important. Contrary to these, only 5(5.5%) of department heads and 3(1.5%) teachers and 7.1% of supervisors rejected the necessity of the objective, one (0.5%) teacher didn't respond to the item for unknown reason. Therefore, the majority of respondents believed that promoting democratic ways of supervision is one of the useful objectives to enhance the subject area instructional supervision.

From this rating it can be understood that there is a strong need of democratic supervision among respondents which foster all the qualities of objective attitudes, more cooperative efforts, more constructive suggestions, greater feelings of “we-ness”, and more feelings of joint goals. Democracy in supervision is enlisting the abilities of teachers, principals, and other superintendents in cooperative enterprise of improving teaching or other aspects of the teaching-learning situation (Vashist, 2004:87).

The provision of direct assistance and close support to instructional activities was the second objective that had been posed for respondents (Table 4, item 2). In this regard, from the four groups of respondents, 294(88.6%) respondents positively reacted by saying important and very important, 22(6.6%) responded partially important, and only 16(4.8%) of them rejected the importance.

A look at the same table and item, 9(64.2%), 24(92.35), 75(83.45), and 186(92.1%) of subject area supervisors, principals and vice principals, department heads, and teachers respectively rated as important and very important, while 3(21.4%) of supervisors, 2(7.7%) of principals, 10(11.1%) of department heads, and 7(3.5%) of teachers indicated as partially important. The rest rejected the usefulness of the objective.

This revealed that majority of respondents, believed that provision of direct assistance and closely support to instructional activities is an essential objective to enhance the subject area instructional supervision, because it enables the supervisor to provide or facilitate one-to-one feedback with teachers to improve instruction.

On the whole, in Table 4, item '3', 309(93.6%) respondents said professional development of teachers is useful to enhance subject area instructional supervision, 10(3%) and 11 (3.3%) accepted partially and denied, respectively.

The same table indicated that, 9(64.3%) subject area supervisors, 25(96.1%) principals and vice principals, 81(91%) department heads and 194(96.6%) teachers, believed that item three is helpful, 3(21.4%) supervisors, 1(3.8%) principals, 4(4.5%) and 2(1%) teachers feel the item is partially

important. Contrary to these, only 2(14.2%) of supervisors, 4(4.4%) department heads, and 5(2.5%) teachers rejected the importance of the objective. One department head and one teacher didn't respond to the item. Thus, most of the respondents realized that professional development of teachers is important to enhance subject area instructional supervision.

In the view of respondents in the same table, item "4", of the total respondents, 295(89.9%) of them acknowledged the usefulness of the objective by saying very important and important and 21(6.4%) respondents expressed their view by saying partially important, and only 12(3.6%) of all respondent said, not so much important and not important.

A detail analysis of the same table, made clear that 11(78.6%) subject area supervisors, 20(76.9%) principals, 78(87.6%) department heads, and 186(93.4%) teachers reported that evaluating teachers' instructional performance is a useful objective to enhance the subject area instructional supervision, while 1(7.1%) supervisor, 5(19.2%) principals, 7(7.9%) department heads and 8(4%) teachers accepted partially, and the rest feel that this purpose of subject area instructional supervision is not important. One department head and three teachers didn't respond to the item. Therefore, this indicated that majority of subject area supervisors, principals and vice principals, department heads and teachers accepted that evaluating teachers' instructional performance is one of the essential objectives of subject area instructional supervision.

The last item of the same table, aimed at obtaining information about the usefulness of the objective, improving quality of education to enhance subject area instructional supervision. Accordingly, 294(88.9) of all respondents

expressed their view by saying very important and important, while 24(7.3%) believed partially. And only 13(3.9%) rejected the importance of the objective.

The additional data analysis of the same table and item, further elaborated that the majority of respondents, 13(92.9% of supervisors said very important and important, 22(88%) school principals and vice principals, 72(80%) department heads, and 187(92.5%) teachers positively and similarly reacted to the objective, as important and very important. Only 3(12%), 13(14.4%) and 8(4%) principals, department heads and teachers respectively believed partially, and 7.1% of supervisors 5(5.5%) department heads, and 7 (3.5%) teachers said that such objective is not useful. One principal didn't respond to the issue. Thus, the data revealed that majority of the four groups of respondents acknowledged the importance of the objective, improving quality of education that subject area instructional supervision enhances. Therefore, based on the above information obtained from the majority of the respondents, it is possible to conclude that the above selected supervisory objectives are useful to enhance the subject area instructional supervision.

3.2.2. Analysis of Responses on the Activities Undertaken to Initiate the Subject-Area Instructional Supervision.

Activities to introduce the subject area instructional supervision were also tested in this study based on the responses secured from concerned subject area supervisors, secondary school principals and vice principals, department heads, and teachers. The purpose of testing the introductory measures was to check the extent to which the new instructional supervisory approach (subject-area) was clear to all concerned bodies. The responses were obtained using the three rating

scales (yes, No, and to some extent). To compare the responses of each group in the data analysis, frequency percentage was applied.

Table 5: - Activities Undertaken to Initiate Subject Area Instructional Supervision

S N o	Items	Responses	Respondents									
			Subject area supervisors		Principals & Vice principals		Department Heads		Teachers		Total	
			N	%	N	%	N	%	N	%	N	%
1	School based workshops seminars have been conducted	Yes	7	50	5	19.2	26	28.9	20	10	58	17.5
		No	3	21.4	12	46.2	40	44.4	169	84	224	67.7
		To some extent	4	28.6	9	34.6	24	26.7	12	6	49	14.8
		Total	14	100	26	100	90	100	201	100	331	100
2	Experience sharing Sessions have been organized	Yes	2	14.3	3	11.5	9	10	16	7.9	30	9
		No	10	71.4	17	65.4	70	77.8	172	85.1	269	81
		To some extent	2	14.3	6	23.1	11	12.2	14	6.9	33	10
		Total	14	100	26	100	90	100	202	100	332	100
3	Experience Sharing Sessions have been implemented	Yes	1	7.1	1	3.8	6	6.7	10	5	18	5.4
		No	10	71.4	17	65.4	63	70	173	85.6	263	79.2
		To some extent	3	21.4	8	30.8	21	23.3	19	9.4	51	15.3
		Total	14	100	26	100	90	100	202	100	332	100
4	Formal training programs have been implemented	Yes	4	28.6	5	19.2	9	10.1	12	5.9	30	9.1
		No	8	57.1	16	61.5	70	78.7	181	89.6	275	83.1
		To some extent	2	14.3	5	19.2	10	11.2	9	4.5	26	7.8
		Total	14	100	26	100	89	100	202	100	331	100

As illustrated in Table 5, item “1” (school based work shops or seminars have been conducted), of the total respondents, 58 (17.5%) of them rated yes, 224(67.7%) responded no, and 49(14.8%) reacted to some extent. As can be observed from each group responses, secondary school teachers did not acknowledged the practicality of school based workshops or seminars for about 169 (84%). It can also be seen that, 40 (44.4%) department heads, 12 (46.2%) principals and vice principals rejected the item, and 24(26.7%) department heads and 9(34.6%) principals and vice principals accepted to some extent. However, it can be seen that significant number i.e. 7 (50%) subject area supervisors accepted that there was school based workshops or seminars to initiate subject area instructionalsupervision.

However, the majority of school respondents revealed that school based workshops and seminars haven't been conducted to introduce the subject area instructional supervision. This implies that, there was no common understanding about the subject area instructional supervision among respondents.

A look at the same table, item "2", 269(81%) of the total respondents expressed their opinion on experience sharing sessions regarding subject area instructional supervision have been organized, by saying no, only 30(9%) and 33(10%) responded yes, and to some extent, respectively.

Further investigation in Table 5, the same item, revealed that 172(85.1%) teachers, 70(77%) department heads, 17(65.4%) principals and vice principals, and 10(71.4%) subject area supervisors rejected the organization of experience sharing sessions concerning subject area supervision, by saying no. Others, 2(14.3%) supervisors, 3(11.5 %) principals, 9(10%) department heads, and 16 (7.9%) teachers replied yes, respectively. And only 2 (14.3%) supervisors, 6(23.1%) principals, 11(12.2%) department heads, and 14(6.9%) teachers accepted, by saying to some extent. Therefore, the majority of the respondents synonymously agreed that experience sharing sessions regarding subject area supervision haven't been organized to introduce subject area instructional supervision.

Item 3 of Table 5, of the total respondents, 263 (79.2%) of them expressed their views that the experience sharing sessions to initiate subject area instructional supervision haven't been implemented, by saying no, 51(15.3%) of them

responded to some extent, and only 18(5.4%) of the respondents accepted the implementation of experience sharing sessions.

Further investigation displayed in the same table showed that, 173(85.6%) teachers, 63(70%) department heads, 17(65.4%) principals, and 10(71.4%) subject area supervisors rated as no, while 3(21.4%), 8(30.8%), 21(23.3%), and 19(9.4%) supervisors, principals, department heads, and teachers, respectively rated as to some extent. Others, insignificant in number, accepted the item. Thus, the majority of the respondents agreed that there is lack of implementation of experience sharing sessions to initiate subject area instructional supervision.

As can be seen from table 5, item “4”, 275(83.1 %) respondents indicated that there was lack of implementation of formal training programs to initiate subject area instructional supervision, by saying no, only 30(9.1%) and 26(7.8%) of the respondents replied by saying yes and to some extent, respectively.

A look at the same table and item, of the four categories of respondents, 8(57.1%), 16(61.5%), 70(78.7%), and 181(89.6%) supervisors, principals, department heads, and teachers, respectively realized that there was problem of implementation of formal training program concerning subject area supervision. Only 4(28.6%) supervisors, 5(19.2%) principals, 9(10.1%) department, heads and 12(5.9%) teachers accepted that formal training of supervisions have been implemented, and 2(14.3%), 5(19.2%), 10(11.2%) and 9(4.5%) supervisors, principals, department heads, and teachers, respectively believed that there were some formal training programs concerning subject area instruction supervision. One department head didn't respond to the issue for unknown reason. Thus, the majority of respondents accepted that there was lack of formal training programs concerning subject area instructional supervision. Generally, AACAEB made a

rearrangement on the structure of sub city level supervision i.e. subject area instructional supervision, since the beginning of 2004, which was intended to closely support and improve instruction of each subject area. However, based on the responses obtained from the majority of respondents, activities to introduce the subject area instructional supervision were not practical in secondary schools of Addis Ababa City Administration.

3.2.3 Functionality of the Tasks of Subject Area Instructional Supervisors

The subject area instructional supervision is assumed to deliver support services and improve the teaching learning process at school levels in order to achieve the intended objectives. Achieving the goals of education also requires real practices of instructional supervision. In the subject area instructional supervisory process, the indispensable crucial functions to be maintained include organizing and implementing professional trainings, workshops, clinical, and collegial and peer coaching techniques, providing best alternative methods of instruction, assisting teachers in the evaluation of curriculum, and participating in the evaluation process of teachers' instructional performance.

In light of these, some key subject area instructional supervisory tasks were framed and responses were gathered to assess the extent to which the tasks had been fulfilled and then rated using the five point lickert scale of very high (1), high (2), average (3), low (4), and very low (5). From the data obtained the mean scores were analyzed and interpreted as:

Above 4.5 = very low, 3.5–4.49 = low, 2.5–3.49 = average, 1.5–2.49 = high and 0.05–1.49 = very high.

Table 6: - Rating on the Fulfillments of the Tasks by Subject-Area Instructional Supervision

S No.	Items	Respondents		
		Teachers and Department heads n= 292	Supervisors and principals n= 40	Weighted Mean
		Mean	Mean	Mean
1	Organizing professional trainings workshops, seminars, etc	3.88	3.85	3.88
2	Managing the teaching-learning activities of their subjects	4.05	3.9	4.03
3	Organizing clinical and collegial or peer coaching techniques of instructional supervision	4.06	3.89	4.04
4	Implementing clinical and collegial or per coaching techniques of instructional supervision	4.16	4.05	4.14
5	Providing best alternative methods of instruction	4.08	4.03	4.07
6	Participating in the evaluation process of teachers performance	3.8	3.46	3.76
7	Assisting teachers in the evaluation of the curriculum	4.04	4.2	4.06

As it is depicted in Table 6, item “1”, majority of both groups of respondents accepted that the task of organizing professional trainings, workshops, seminars, etc. were lowly fulfilled, with weighted mean score of 3.88. Teachers should have a variety of learning opportunities to support their professional career goals, and to implement their skills and knowledge to bring about instructional improvement. Organizing professional trainings, workshops, seminars, mini-sessions, school meetings, visits to other schools, attendance at local regional and federal conferences, travel for cultural enrichments and readings, video and audio cassette for the improvement of instruction, not for “one-shot deals” but in a continuous manner should be the responsibilities of instructional supervisors. However, due to the fact that subject area instructional supervisors were occupied by routine administrative functions, these tasks were not accomplished.

Managing the teaching learning activities of their specific subjects was also found to be less accomplished, with weighted mean score of 4.03 as rated by the majority of both groups of respondents. This may be resulted from the fact that the lack of adequate number of subject area instructional supervisors in Sub City Education Departments as compared to the fast growing number of schools and teachers.

Subject area instructional supervisors are expected to organize and implement direct assistance to teachers. Direct assistance to teachers is one of the major tasks of supervision and crucial element of a successful school. Clinical supervision and collegial supervision and peer coaching are currently the most popular methods of direct assistance (Glickman and et al, 2004:337). Therefore, based on such assumption, from among various methods of instructional supervision, the student researcher selected clinical and collegial supervision or peer coaching as major tasks to be accomplished by the subject area instructional supervisors. In light of these, the third and fourth items of Table 6, elicit information as to the extent to which subject area instructional supervisors organized and implemented clinical and collegial or peer-coaching techniques of supervision in secondary schools.

Thus, the third item in Table 6, elicits information as to the extent to which subject area instructional supervisors fulfilled the tasks of organizing clinical and collegial or peer coaching techniques of supervision in secondary schools. Accordingly, the majority of both groups of respondents revealed their disagreement, and concerning this item the weighted mean score was 4.04. Clinical supervision focuses on long-term carefully planned instructional improvement. Within the structure of clinical supervision, peer coaching is a

recognizable structure for assistance, which teachers can use to help each other and move with each other toward collective action. Thus, the supervisor should be accessible to identify the kind of assistance, to facilitate self-and group evaluation, arrange contact times, and refer specialists to teachers etc. However, subject area instructional supervisors left schools and classroom teachers alone and unobserved.

The implementation of clinical supervision and collegial or peer coaching techniques of instructional supervision was found with low performance as indicated by the majority of both groups of respondents, with the weighted mean score of 4.14.

The number of teachers that a supervisor has will influence the frequency of clinical observations conducted by the supervisor. Successful peer-coaching and collegial supervision had been recognized to overcome the problem, and it requires careful planning and resources, scheduling to successfully implement it. However, subject area supervisors cannot fulfill this task in secondary schools.

Providing best alternative methods of instruction is the fifth item in Table 6, and majority of both groups of the respondents believed that the task was not accomplished successfully, with weighted mean score of 4.07. After careful diagnosis of the problems of individual instructional methods of individual subjects, and based on their experience and knowledge, instructional supervisors were expected to provide best alternative methods of instruction, and yet they were far from schools and teachers.

In item 6 of the same table, respondents were asked to rate their level of agreement on the participation of subject area supervisors in the evaluation

process of teachers' performance. In light of this, most of the respondents indicated that the level of fulfillment of the task was low, with weighted mean score of 3.76.

A subject area supervisor expected to have major control over evaluation of instructional programs, and the overall instructional effectiveness of teachers, depending on the particular school resources and purposes of evaluation. However, the analyses revealed that subject area supervisors were unable to involve in the evaluation process of teachers' instructional performance for the reason that they are occupied by other administrative activities.

In the last item of Table 6, both groups of respondents were asked to rate their view on the assistance of subject area supervisors to teachers in evaluating the curriculum. Accordingly the majority of both groups of respondents revealed their level of agreement by saying low, with the weighted mean score of 4.06. The subject area instructional supervisor and teachers should work together in evaluating the purpose, content, organization and format of the curriculum of each subject area, whether the curriculum is most appropriate for students and increases teachers' choice and commitment for implementation or not. However, for the same reason given in item six, they couldn't accomplish the task of assisting teachers in the curriculum evaluation.

In general, the subject area instructional supervisors were expected to accomplish the tasks listed in Table 6, which are directly related to improve instruction. However, majority of both groups of respondents concluded that the tasks were not successfully accomplished, with the average mean value 3.99.

3.2.4. Analysis of the Contributions of the Practices of Subject Area Instructional Supervision.

One of the purposes of this study is to check the level of results achieved from the Practices of subject area instructional supervision based on the responses obtained from the respondents. The responses were gathered using the Lickert scale points i.e. very high (1), high (2), average (3), low (4), and very low (5). Frequency percentage was applied to compare the responses of each group in the data analysis.

Table 7: -Contribution of the Practices of Subject Area Instructional Supervision

S · N o ·	Items	Responses	Respondents									
			Supervisors		Principals		Department Heads		Teachers		Total	
			N	%	N	%	N	%	N	%	N	%
1.	Promoted democratic ways of modern instructional supervision	Very high	-	-	-	-	1	1.1	10	5	11	3.3
		High	-	-	-	-	4	4.4	9	4.5	13	3.9
		Average	2	14.3	7	26.9	23	25.6	17	8.5	49	14.9
		Low	7	50	15	57.7	37	41.1	12	64.5	188	57
		Very low	5	35.7	4	15.4	25	27.8	35	17.5	69	20.9
		Total	14	100	26	100	90	100	200	100	330	100
2.	Provided direct assistance and closely support instructional activities.	Very high	-	-	-	-	4	4.4	10	5	14	4.3
		High	-	-	-	-	5	5.6	14	7	19	5.8
		Average	-	-	2	7.7	11	12.2	10	5	23	7.0
		Low	9	69.2	19	73.1	43	47.8	80	40	151	45.9
		Very low	4	30.8	5	19.2	27	30	86	43	122	37.1
		Total	13	100	26	100	90	100	200	100	329	100
3.	Enhanced professional development of teachers	Very high	-	-	1	3.8	-	-	13	6.6	14	4.3
		High	-	-	1	3.8	9	10.3	11	5.6	21	6.5
		Average	2	14.3	2	7.7	15	17.2	12	6.1	31	9.5
		Low	8	57.1	18	69.2	45	51.7	79	39.9	150	46.2
		Very low	4	28.6	4	15.4	18	20.7	83	41.9	109	33.5
		Total	14	100	26	100	87	100	198	100	325	100
4.	Evaluation improved performance	Very high	1	7.1	-	-	3	3.4	12	6.1	16	4.9
		High	1	7.1	2	7.7	8	9	9	4.6	20	6.1
		Average	2	14.3	4	15.4	24	27	19	9.6	49	15
		Low	6	42.9	17	65.4	41	46.1	78	39.6	142	43.6
		Very low	4	28.6	3	11.5	13	14.6	79	40.1	99	30.4
		Total	14	100	26	100	89	100	197	100	326	100
5.	Improved quality of education	Very high	-	-	3	11.5	2	2.2	14	7	19	5.8
		High	-	-	1	3.8	7	7.8	9	4.5	17	5.2
		Average	5	38.5	8	30.8	46	51.1	23	11.5	82	24.9
		Low	7	53.8	12	46.2	28	31.1	68	34	115	35
		Very low	1	7.7	2	7.7	7	7.8	86	43	96	29.2
		Total	13	100	26	100	90	100	200	100	329	100

As it can be noted from Table 7, item "1", 257(77.9%) of the total respondents reacted to very low and low, while only 49(14.9%) replied average, and 24(7.2%) of respondents indicated that the effects of objectives were above average.

Further investigation of each respondent cited in the same table and item, made clear that 12(85.7%) subject area instructional supervisors, 19(73.1%) principals, 62(68.9%) department heads, and 164(82%) teachers responded that the realization of the practices on promoting democratic ways of modern instructional supervision was below average, while only 2(14.3%), 7(26.9%), 23(25.6%), and 17(8.5%) supervisors, principals, department heads, and teachers respectively responded as, such objective was achieved on average. Contrary to these, only 5(5.5%) department heads and 19(9.5%) teachers accepted the contributions of the objective by rating above average. The remaining two (1%) teachers didn't respond to the item for unknown reason. Democratic supervision believe in common man, recognition of the dignity and worth of the individual, appreciation of the importance of individual differences as well as similarities and the assumptions of authority by consent of the group. However, lack of cooperation between schools, teachers and subject area supervisors hindered the effectiveness of promoting democratic ways of modern instructional supervision was low in the practices of subject area supervision.

Concerning the results of provision of direct assistance and close support of instructional supervision to enhance the practices of subject area supervision (Table 7, item2), out of the total respondents 273(83%), 23(7%), 33(10%) of them, rated as below average, average, and above average respectively.

Detailed elaboration can be observed from each group responses, i.e. the response results showed that 13(92.8%) subject area supervisors, 24(92.3%) principals, 70(77.8%) department heads, and 166(83%) teachers stated that there was low achievement of the objective regarding provision of direct assistance and close instructional support services, by saying low and very low. Other than these, 2(7.7%) principals, 11(12.2%) department heads, and 10(5%) teachers feel that this item was achieved on the average. A small number of teachers and department heads believed that the effects of the purpose were above average. 1(7.1%) supervisor and 2(1%) teachers didn't give their response for unknown reason. Most of the respondents therefore, confirmed that the results of the provision of direct assistance and close instructional support services were low.

Direct assistance to teachers is one of the major tasks of supervision and crucial element of a successful school. No school or school system can hope to improve instruction if direct assistance is not provided to teachers. However, subject area instructional supervisors left schools, classrooms, and teachers alone and unobserved, didn't address the purposes, preparations, schedules, and troubleshooting instructional support services.

According to Table 7, item "3", 259(79.7%) of the total respondents expressed their views, by saying low and very low. Only 31(9.5%), 21(6.5%) and 14(4.3%) of the respondents replied average, high and very high respectively.

The additional data analysis of the same table, item 3, further elaborated that, 12(85.7%) subject area instructional supervisors, 22(84.6%) principals, 63(72.4%) department heads, and 162(81.8%) teachers undermined the roles it plays in the enhancement of professional development of teachers by rating

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below average. Others, 2(14.3%), 2(7.7%), 15(17.2%), and 12(6.1%) supervisors, principals, department heads, and teachers respectively replied that this result was achieved on the average. In this case, only 2 (7.6%) principals, 9(10.3%) department heads, and 24(12.2%) teachers, expressed their views as above average. The remaining 3(3.4%) and 4(2%) department heads and teachers, respectively didn't respond to the item for unknown reason.

Professional development of teachers is important to the renewal of teachers and to the improvement of instruction. It is also useful in providing a variety of learning opportunities to support teachers to pursue their own personal and professional career goals and as they are part of school organization, to define, learn and implement skills, knowledge and programs to achieve common goals of the school organization. However, subject area instructional supervisors failed to make need assessment, to plan, organize, and implement various alternative ways of professional development for teachers, and results obtained from the realization of the objective, in enhancing professional development of teachers through the practices of subject area instructional supervision was below average.

In the view of respondents in Table 7, item "4", 241(74%) of the total respondents rated as below average (very low and low), while 49(15%) responded average 36 (10.4%) above average (high and very high).

A detail test of the same table and item, made clear that, 10(71.5%) subject area instructional supervisors, 20(76.9%) principals, 54(60.7%) department heads, and 157(79.7%) teachers accepted that there was less result obtained concerning evaluation in improving instructional performance of teachers. While 2(14.3%), 4(15.4%), 24(27%), and 19(9.6%) supervisors, principals, department heads, and

teachers, respectively indicated that there was average achievement regarding evaluation of teachers' performance. Others, 2(14.2%) supervisors, 2(7.7%) principals, 11(12.4%) department heads, and 21(10.7%) teachers confirmed the effect of evaluation in improving teachers' instructional performance was above average. 1(1.1%) department head, and 5(2.5%) didn't give their response concerning this issue.

In this case, the majority of subject area supervisors, principals, department heads, and teachers believed that the improvement made in evaluating teachers' instructional performance was low. This might be due to the absence of subject area instructional supervisors in any kind of teachers' evaluation programs.

Finally, according to the responses in item 5 of the same table, improved quality of education was rated by 211(64.1%), 82(24.9%), 36(11%) of the total respondents, as below average, average, and above average, respectively.

Further investigation of each respondents cited in the same table and item, made clear that, 154(77%) teachers, 35(38.9%) department heads, 14(53.9%) principals and vice principals, and 8(61.5%) subject area instructional supervisors believed that the contribution made by the realization of the objectives in improving the quality of education in secondary schools is below average, while 23(11.5%) teachers, 46(51.1%) department heads, 8(30.8%) principals and vice principals and 5(38.5%) subject area supervisors expressed their view by saying average. Others, 23(11.5%) teachers, 9(10%) department heads, and 4(15.3%) principals and vice principals rated that the result obtained was above average. One (7.7%) supervisor and two (1%) teachers didn't respond to the item for unknown reason. The above analysis revealed that, the majority of respondents believed that the results in improving the quality of education were below average.

3.2.5 Analysis of Views of School Management and Teachers toward Subject Area Instructional Supervision

The practices of instructional supervision ought to be geared toward the improvement of the quality of the teaching learning activities in schools. The satisfaction of school managers and teachers with school system has been found to be dependent on the extent to which they view that the actual practices of their instructional supervisors meet their expectation from the subject area instructional supervision.

In light of these, among various expected tasks of subject area instructional supervision some of them are selected and listed in Table 8 to be rated by secondary school managers (principals and vice principals and department heads) and Teachers. Thus, responses were gathered to examine views of respondents using the five point lickert scale of strongly disagree (1), disagree (2), undecided (3), agree (4), strongly agree (5). From the data obtained the mean scores were analyzed and interpreted as follows: Above 4.5=strongly agree, 3.5-4.49=agree, 2.5-3.49=undecided, 1.5-2.49= disagree, and 0.05-1.49=strongly disagree.

Table 8: - Views on Subject Area Instructional Supervision

S. No.	Expected tasks	Respondents		
		Teachers n=202	Principals and department heads n=116	Weighted mean
		Mean	Mean	Mean
1	Improved the teaching learning activity			
2	Expected roles and actual performance match	1.81	1.83	1.81
3	The subject- area instructional supervisors improved teacher's professional development	1.74	1.97	1.82
4	Schools are satisfied with the supervisory services rendered	1.89	1.88	1.89
5	Has brought about differences in the quality of education	1.91	1.97	1.93
6	Usually focus on administrative matters	2.04	2.00	2.02
7	More related to the improvements of pupils' learning growth than administrative tasks	3.89	4.25	4.02
8	Mutual professional trust existed between subject-area supervisors.	2.01	2.34	2.13
9	Subject-area supervisors provide short-term training.	1.97	2.32	2.10
10	Frequently visit classroom instructions, organize and encourage-peer coaching.	1.63	1.79	1.67
11	Subject-area supervisors Provided adequate support to the induction program for the newly deployed teachers	1.75	1.54	1.67
12	Does little other than completion of the required evaluation form.	2.07	2.60	2.26
		2.30	2.46	2.36

As it is depicted in Table 8, item "1", both groups of respondents rejected that the subject area instructional supervision improved the teaching learning activity by saying disagree. The weighted mean score was 1.81. This might be due to the fact that subject area instructional supervisory efforts have not been expanded from sub city education departments to individual secondary school.

Concerning the match between the expected roles of the subject area instructional supervision and the actual supervisory performance have matched each other, was found to be disagreeable, as responded by majority of the respondents. The data in the same table item 2 also revealed that the weighted mean score of the respondents found to be disagree, with a value of 1.82. This

implies that respondents believed that the subject area instructional supervisors were unable to implement the tasks they are accountable.

The third item elicits information on the extent to which subject area instructional supervision improved teacher's professional development. Accordingly, the majority of both groups of respondents expressed their disagreement. Concerning this item, the weighted mean score was 1.89. This might be because; teachers and the school managers have not been beneficiary of the subject area-instructional supervision.

The satisfaction of schools with the supervisory services rendered by subject area instructional supervision was disagreeable, as rated by both groups of respondents, and the weighted mean score was about 1.93. The city education bureau has realized the organization of sub city level subject area instructional supervision to have an increasing effect on; the teaching learning activities, teachers' professional development, methods of instruction of each subject, direct assistance and close support to teachers, quality of education in schools. However, besides the existing will, the responses gathered and in formal discussions made with some school respondents showed that there is a complaint rather than satisfaction regarding subject area instructional supervisors for not satisfying their objectives.

The fifth item elicits views of respondents on the extent to which subject area instructional supervision services make difference in the quality of secondary school education. Accordingly, the majority of teachers, department heads and principals expressed their disagreement with weighted mean score of 2.02. Although the intention of Addis Ababa City Administration Education Bureau was to change the previous general approach of supervision by subject area

instructional supervision and to render close and direct assistance for teachers and schools and to improve the quality of instruction on each subject area, there is no tangible difference registered.

In item 6, the respondents were asked to rate their level of agreement on; the task that the subject area instructional supervisors usually focus on administrative matters. In light of these, most of the respondents of the two groups revealed their views, by replying agree, with the weighted mean score of 4.02. This might be due to lack of frequent classroom visits and instructional support which creates an image of inaccessible, administration type of supervisors and led to loss of credibility, and it might also be due to the impact of instructional supervision on classroom teaching and on student achievement is far below expectation.

The subject area instructional supervisory services given in secondary schools are more related to the improvement of pupils' learning growth than administrative tasks was the seventh item in this table. Accordingly, the majority of both groups of the respondents expressed their disagreement by rating 'disagree' with the weighted mean score of 2.13. Teachers want direct assistance from supervisors to improve the learning opportunities of their pupil, but they often see the actual experience of subject area instructional supervisors, focusing on routine administrative activities which are not directly related to improving instruction.

In item 8, both groups of respondents were asked to rate their level of agreement to the existence of mutual professional trust between subject area supervisors and teachers. In light of these, respondents revealed their view by saying disagree with the weighted mean 2.1. This might be due to little interaction between the

subject area supervisors and teachers. Nothing can be accomplished in a climate of distrust. The daily interpersonal relationships between instructional supervisors and teachers are helpful to understand the true motives and obligations of each other, which enables them to have mutual professional trust.

Concerning the item, which explains about the usual provision of short-term training provided by subject area supervisors, majority of the respondents expressed their view by replying disagree, with weighted mean scores of 1.69. This might be due to the fact that subject area instructional supervisors do not organize and implement short term training, like work shops, seminars, panel discussions for teachers, principals, and department heads.

The tenth item elicits information on the extent to which the subject area instructional supervisors made frequent visit on classroom instructions, organize, and encourage peer coaching. Accordingly, both groups of respondents revealed their view, by replying disagree, with weighted mean score of 1.67. Supervisors should be accessible, facilitate self and group evaluation, arrange contact times, and refer specialists to teachers. Frequent classroom visits create a relationship of openness, trust, so that a supervisor can assist a teacher through a problem solving process. However, subject area instructional supervisors were far from clinical supervision and peer coaching which are currently two of the most popular forms of direct assistance in schools.

The adequate support to the induction program for newly deployed teachers was the eleventh item in Table 8. Thus, respondents were asked to indicate their view, and majority of both groups of respondents concluded by saying disagree. Beginner teachers need direct assistance provided by instructional supervisors. The Instructional supervisor has significant role to play in mentoring programs,

helping to select and prepare mentors, assisting with the matching of mentors with beginners, and providing ongoing support for mentors. However, the subject area instructional supervisors were far from such tasks.

In the last item of the same table, both groups of respondents were asked to rate their level of agreement to the notion that supervision does little other than completion of the required evaluation form, and majority of respondents rejected this item by saying disagree with the weighted mean score of 2.36. This might be due to the positive perception of respondents toward the objectives of the subject area instructional supervision.

As it was depicted in Table 4, there is an agreement among the majority of respondents on the importance of the objectives of subject area supervision. Most teachers, department heads, and principals believed that the objectives of subject area instructional supervision are useful to foster teachers' reflection and autonomy and to facilitate teacher-driven instructional improvement, but it is critical for the supervisor to establish a relationship with the teacher being characterized by openness, trust, and acceptance.

Instructional supervision can assist the teachers' self-directed improvement through active listening, clarifying, encouraging, and reflecting, thus, teachers would have primary responsibility for instructional improvement decisions, with the supervisor serving as an active facilitator.

In sum, teachers' and schools' satisfaction on the instructional supervisory services rendered is dependent on the extent to which the service complies with the supervisory tasks teachers expect of instructional supervisors. Many of the reviewed sources revealed that there are considerable reflections of teachers'

department heads' and principals and vice principals' dissatisfaction with the subject area instructional supervisory services rendered in secondary schools with the average mean score of 2.14.

3.2.6 Major Problems of subject area instructional supervision

Searching for the major problems of subject area instructional supervision and suggesting possible solutions were among the objectives of this study. Thus, responses were gathered using the five point likert scale and open-ended questionnaire. The major problems were listed to be rated by using the five point likert type scale of strongly disagree (1) disagree (2) undecided (3) agree (4) and strongly agree (5). From the data obtained the mean scores were analyzed and interpreted as follows: 4.5 and above (strongly agree), 3.5-4.49 (agree), 2.5-3.49 (undecided), 1.5-2.49 (disagree), 0.05-1.49 (strongly disagree).

Table 9: - Major Problems of Subject Area Instructional Supervision

S. No	Items	Respondents		
		Department heads & Teachers n=292	Principals & supervisors n=40	Weighted mean
		Mean	Mean	Mean
1	The subject area instructional supervision itself and its organizational structure in sub cities are not clear to all concerned bodies.	4.1	3.85	4.07
2	Lack of adequate training in subject area	4.34	3.98	4.29
3	The number of subject area instructional supervisors does not matched with the number of schools and teachers to supervise.	4.4	3.82	4.33
4	Lack of commitment from the subject area supervisors themselves	4.02	3.67	3.98
5	Giving more attention and spending more time to administrative function than instructional improvement for each subject of the curriculum	4.45	3.93	4.38

Even though all problems were considered as major problems, giving more attention to and spending more time on administrative functions than instructional improvement for each subject of the curriculum was rated by the

majority of both groups of respondents as the sever problem, with weighted mean score of 4.38. As far as the objectives of subject area instructional supervision are concerned most of the supervisory support services to be rendered for each subject area starting from pre-school level up to secondary school have been transferred to sub city level subject area instructional supervisors. However, the current practices showed that the influence of the City Education Bureau and the Sub City Education Departments in this aspect is little, and thus subject area supervisors are considered as experts working routine educational administrative activities rather than improving instructions of each subject of the curriculum.

The mis-match between the number of subject area supervisors and the number of schools and teachers was also found to be a very serious barrier to implement subject area instructional supervision in secondary schools of the city, with weighted mean score of 4.33 as rated by both groups of the respondents. This may be resulted from the fact that there are only three subject area instructional supervisors in a sub city, while there is fast growth of number of schools and teachers.

Inadequacy of provision of training programs for supervisors regarding subject area instructional supervision was also rated by both groups of respondents, as a major problem observed in the process of subject area instructional supervision, with weighted mean score of 4.29. Although there were general supervisory training programs for two summers arranged for supervisors, there might have been difficulty in meeting the purposes and requirements of subject area supervision how to organize, implement, and evaluate the new approach of instructional supervision.

Lack of knowledge about the reform on the new supervisory approach, i.e. subject area instructional supervision was rated by the majority of both groups of respondents as an agreeable problem, with weighted mean score of 4.18. This may be resulted from the fact that adequate introductory measures haven't been organized and implemented at secondary school and sub city level for all concerned bodies. Other important problem rated as 'agree,' by the majority of both groups of respondents include, lack of clarity on the organization structure of subject area instructional supervision at sub city and school level and lack of commitment from the subject area supervisors themselves, were rated with weighted mean score of 4.07 and 3.98 respectively.

In general, majority of both groups of the respondents affirmed that the above selected problems were the major barriers that negatively affect the practices of subject area instructional supervision in Addis Ababa City Administration.

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This study was intended to evaluate the current practices and problems of subject area instructional supervision in secondary schools of Addis Ababa City Administration, with the following purposes in mind:

To Assess the current and major constraints of subject area instructional supervision in secondary schools of Addis Ababa.

- To examine the effectiveness of the current structure of subject area instructional supervision.
- To reveal the perception of teachers concerning subject area instructional supervision.
- To propose possible ways and means of improving supervisory practices in secondary schools.

To meet the above objectives, the study was guided by the following five basic research questions:

1. What initiate the introduction of subject area supervision?
2. What measures in terms of training have been made to introduce subject-area supervision in secondary schools?
3. What exactly do the subject area supervisors perform and how does their performance correspond to the intended purposes? And what functions distinguish them from the general supervision?
4. What are the views of school managers and teachers toward subject area supervisors and supervision?
5. What major problems are observed and what measures have been taken to address the problems?

It is the belief of the student-researcher that there might be limitations in the management of this new supervisory approach. Therefore, in this regard the findings will be of paramount importance to scratch the problem, and generate valuable information for decision makers, planners, and implementers. Furthermore, it may encourage others for detailed investigation.

In dealing with the research questions, related literature was reviewed. Descriptive survey research method was used, because accurate information can be obtained from small groups of samples representing large size of population. Government secondary school department heads, principals and vice principals and sub city level subject area supervisors (through purposive sampling techniques) and secondary school teachers (through simple random sampling technique) were considered as a frame of reference. The total number of respondents responded to the study questionnaire was 332. To get information from the sources, questionnaire, and interview and document review were used.

For the purpose of analysis and inferences and to compare the average ratings among respondents, statistical tools such as, frequency percentage and weighted mean were employed.

4.1 Summary

The summary of the findings is presented below under seven sections.

4.1.1 Major Objectives that Initiated the Introduction of Subject-area Supervision

The evaluation made concerning the importance of the selected objectives that initiated the subject area instructional supervision displayed the following findings.

The usefulness of promoting democratic ways of modern supervision to enhance subject area instructional supervision was acknowledged by the majority, 303(91.6%) respondents. The provision of direct assistance and close support of instructional activities was also recognized as an important objective to enhance subject area instructional supervision by 294(88.6%) respondents.

In case of enhancing professional development of teachers, the majority, and 309(93%), of the total respondents accepted it as an important objective. Concerning the fourth objective, i.e. evaluating teachers' instructional performance to enhance the subject area instructional supervision, out of the total respondents, 295(89.9%) reported as useful.

This implies that majority of respondents accepted the significance role of subject area instructional supervision in the evaluation of teachers' instructional performance. With regard to improving quality of education as an objective, to enhance the subject area instructional supervision, the finding revealed that majority of the respondents i.e. 294(88.9%) concluded as important.

4.1.2 Activities undertaken to initiate Subject-Area Instructional Supervision to Secondary Schools.

Data Analysis was also made on the activities undertaken on the provision of training to introduce subject-area instructional supervision to secondary schools. In light of these,

- a) Among the total respondents, majority of them (67.7%) clearly reflected that school based workshops, seminars, etc haven't been provided to secondary schools to introduce the subject area instructional supervision. Concerning experience sharing sessions, among the total respondents most of them (81%) clearly reflected that experience sharing sessions regarding subject area instructional supervision haven't been organized and implemented at school and sub city level.
- b) In case of implementation of formal training programs concerning subject area instructional supervision, majority (83.1%) of respondents expressed that there was no provision of formal training programs regarding subject area supervision in the city.

4.1.3 Tasks Performed by the Subject-Area Supervisors.

The finding based on the assessment made regarding the tasks to be fulfilled by the subject area instructional supervision revealed that:

- a) Majority of both groups of respondents accepted that the tasks fulfilled, organizing professional trainings, work shops, seminars etc, were low (weighted mean score 3.88). Similarly, managing the teaching-learning

activities of their specific subject area was also found to be lowly accomplished, with weighted mean score of 4.03.

- b) The organization and implementation of clinical and collegial supervision or peer coaching techniques of instructional supervision were found with low performances as indicated by the majority of both groups of respondents, with weighted mean score of 4.04 and 4.14, respectively.
- c) Concerning other items, providing best alternative methods of instruction, participating in the evaluation process of teachers' performance, and assisting teachers in the evaluation of curriculum were not successfully accomplished, with the weighted mean score of 4.07, 3.76, and 4.06, respectively.

4.1.4. The Contributions of the Practices of Subject-Area instructional Supervision.

The study also intended to evaluate the results achieved from the realization of the selected objectives of subject area instructional supervision. In light of these,

- a) Of the total respondents, 77.9% agreed on the low performance of the practices in the promotion of democratic ways of modern instructional supervision. Quite few, 14.8% responded average, and only 7.2% positively reacted. Therefore, the finding indicates that the majority of respondents reported that what is achieved in the attempt to promote democratic ways of subject area instructional supervision was not successful.

- b) In case of the provision of direct assistance and close support to instructional activities for secondary schools, the majority, 83% of the total respondents concluded that its result was below average, 7% responded average, and only 10.1% reacted above average.
- c) Among the total respondents, 79.7% expressed their views that there is no enhancing of professional development of teachers. 9.5% replied average, and only 10.8% responded above average. For these convincing responses and analysis, the effects of the practices in the enhancement of professional development of teachers were below average. Concerning the evaluation of teachers' instructional performance, 74% of the total respondents reacted to below average, 15% responded average, while only 11% of respondents affirmed that evaluation of teachers' instructional performance was performed above average.

The data also displayed that 64.2% the total respondents clearly reflected that subject area instructional supervision was unable to bring quality of education. 24.9% also responded that there was average performance, only 11% of the respondents believed that there was better performance of quality of education. The finding indicated that the majority of respondents agreed that less result was obtained concerning quality of education in secondary schools of Addis Ababa City Administration.

4.1.5 Views of School Managers and Teachers toward Subject-area Supervision.

The evaluation made concerning the views of school managers and teachers toward subject area instructional supervision displayed the following findings.

Based on the responses obtained from the majority of both groups of respondents:

- a) Subject area supervisors were poor in: improving the teaching learning activity, with the weighted mean score of 1.81; matching their roles and responsibilities with their actual performance with weighted mean score of 1.82; improving teachers' professional development with weighted mean score of 1.89.

Teachers and schools were not satisfied with the supervisory services rendered by the subject area supervisors (weighted mean score 1.93). Subject-area supervision made no difference in the quality of secondary school education (weighted mean score 2.02). This implies that there was limited effort from subject area supervisors and Sub City Education Departments, and no significant change has taken place in subject-area supervisory support services.

Subject area instructional supervisors usually focus on administrative matters, with the weighted mean score of 4.02. Even if there were few supervisory services given in secondary schools by subject area supervisors they are not related to the improvement of pupils' learning rather than administrative tasks (weighted mean score 2.13). This indicates that subject area supervisors are not in a position to accomplish their tasks according to the purposes they are accountable for, rather than spending their much time on administrative area.

- b) There was less mutual professional trust between subject area supervisors and teachers, with the weighted mean score of 2.1. There was also lack of

provision of short-term training provided by subject area supervisors, with the weighted mean score of 1.69. The frequent visit of classroom instruction and organizing of peer coaching by subject area supervisors was found to be less (weighted mean 1.67). There was inadequate support to the induction program for newly deployed teachers, with the weighted mean score of 2.26. This implies that there was little interaction between the subject area instructional supervisors and teachers and schools.

- c) Concerning the view toward the notion of meaninglessness of instructional supervision, majority of respondents expressed their disagreement with such view (weighted mean 2.36). This implies that teachers, department heads, principals and vice-principals accepted that subject area instructional supervision is an important process in educational institution.

4.1.6. Major Problems of the Subject Area Instructional Supervision.

The study also aimed to assess the major problems that negatively affect the subject area instructional supervisory process. In light of these;

- a) Giving more attention to and spending more time on administrative functions than instructional improvement for each subject of the curriculum is one of the major problems of subject area instructional supervision in Addis Ababa (weighted mean 4.38).

- b) The mis-match of the number of subject area supervisors, with the fast growing number of schools and teachers was an agreed problem by the majority of the respondents (weighted mean 4.33). This implies that for the

fast growth of number of schools and teachers, there are only three subject area supervisors in a sub city.

- c) In case of other problems, there were inadequate training programs (weighted mean score of 4.29), and lack of clarity on the organizational structure of subject area supervision among all concerned bodies, (weighted mean score of 4.07).
- d) Among the total respondents, majority of respondents agreed that in case of commitment from the subject area instructional supervisors themselves, majority of respondents agreed, with the weighted means score of 3.98, that subject area instructional supervisors lack commitment to primarily and effectively perform their tasks according to the purposes of subject area instructional supervision.

4.2 Conclusion

Based on the findings, the following conclusion was drawn:

The summary of the analysis revealed that, even though, the objectives that initiated the practices of the subject area instructional supervision found to be important in secondary schools, but they have not been successfully achieved.

Concerning the activities undertaken in terms of provision of trainings to introduce the subject area instructional supervision; school based workshops, seminars, organization and implementation of experience sharing sessions, formal training programs were not practical at secondary school levels in Addis Ababa.

The major tasks to be performed by subject area supervisors corresponding to the intended objectives were not effectively accomplished.

The intention of AACAEB was, by changing the previous general approach of supervision at sub city level into the new subject area instructional supervisory approach, to bring about improvement of instruction in each subject area of the general education (from kindergarten up to preparatory level). However, there is nothing new/different improvement was observed as compared to the previous general supervisory approach.

Teachers and school managers (principals, vice principals and department heads) view the subject area supervisors as poor in; improving teaching learning activities, improving professional development of teachers, satisfying schools and teachers in supervisory support services, and bringing sound difference in the quality of secondary school education, as compared to the previous general approach of supervision, in creating mutual professional trust with teachers, visiting classroom instructions and encouraging peer coaching, etc. Teachers and school managers viewed subject area supervisors as they usually spend more time and effort on routine administrative matters.

The major problems of the subject area instructional supervision in secondary schools were identified according to the views of respondents. Thus, spending more time and effort to administrative matters than instructional improvement for each subject area; lack of adequate number of subject area supervisors as compared to the fast growing number of schools and teachers; lack of adequate training programs; lack of awareness about the new approach i.e. subject area supervision; unclear organizational structure to all concerned bodies were major barriers.

Thus, subject area supervisors are required to intentionally involve themselves into careful planning, organizing, scheduling supervisory tasks, they should be accessible to schools and teachers in order to frequently observe schools and classroom instructions rather than focusing on administrative matters.

Adequate number of subject area supervisors, which is proportional to the fast growing number of schools and teachers, is required to address and manage the supervisory activities of each subject area. Provision of long and short-term trainings to update and upgrade the competency of subject area supervisors is indispensable. Introductory activities like seminars, workshops, and experience sharing sessions about the new supervisory approach, its organizational structure, concepts, guidelines, techniques, roles and responsibilities etc, are required to create consent among teachers, department heads, principals and sub city level subject area supervisors and other concerned bodies to perform accordingly and to achieve the intended objectives.

4.3 Recommendations

Subject area instructional supervisory approach is an effort that needs to be strengthening through research, innovative ideas, resources, committed management and leadership. Thus, on the basis of the findings the following are recommended.

1. The Addis Ababa City Administration Education Bureau and Sub-City Education Departments should try to reorganize and create a structure for educational experts who are responsible for administrative matters, in order to minimize the routine administrative activities of subject area supervisors and

make them focus on the improvement of instruction of each subject in secondary schools.

2. The findings and conclusion of the study made clear that attempts made to introduce subject area instructional supervision were not sufficient. Therefore, it is advisable to organize and implement school based workshops, seminars, experience sharing sessions and formal trainings regarding subject area instructional supervision for all concerned bodies at least at the beginnings and ends of each semester.
3. The Addis Ababa Education Bureau and Sub City Education Departments with subject area supervisors themselves should create conducive environment in order to plan, organize, implement, and evaluate subject area supervisory activities to maximize the interaction between secondary schools and teachers with subject area supervisors. Thus, this may enable subject area supervisors to change the negative views of teachers and school managers and to efficiently and effectively perform their tasks and to achieve the intended objectives.
4. The number of subject area supervisors and the fast growing number of schools and teachers is another major problem of the process of subject area supervision in secondary schools of Addis Ababa. Hence, it is advisable to enhance the effort of school based instructional supervision and the City Administration Education Bureau should try to at least double the number of subject area instructional supervisors, and try to facilitate transportation services.

5. Adequate and consistent provision of trainings, awareness creating programs based on the concepts, principles, techniques, skills and the importance of subject area instructional supervision for subject area supervisors, principals and vice principals, teachers, and other concerned bodies are indispensable. Therefore, the Addis Ababa City Administration Education Bureau, Sub City Education Departments and subject area supervisors, themselves should try to plan, organize and implement it.
6. Lack of clear and effective organizational structure of subject area supervision is also another major problem indicated by most respondents. At the City Administration Education Bureau level, the structure is only for general supervision, not for subject area. Therefore, the Education Bureau should try to reorganize subject area supervision at the bureau level, develop and create capacity building mechanisms on clear and effective guide lines, roles and responsibilities, performance appraisal mechanisms, monitoring and evaluation systems to alleviate the problems.
7. Finally, this study can serve as basis for researchers, who want to make further investigation about subject area instructional supervision, because, the student researcher of this study is not in a position to claim that he has exhausted all the problems encountered subject area instructional supervision in secondary schools of Addis Ababa City Administration.

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ANNEX

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

Thesis Topic: -The Current Practice and Problems of Subject-area Instructional Supervision in Secondary Schools of Addis Ababa City Administration.

GENERAL INSTRUCTION:

This Questionnaire is to be filled by Supervisors, Secondary School principals, Vice Principals, Department Heads, and Teachers. It is designed to collect information about the topic mentioned above. The main purpose of this study is purely academic and in no way affects you personally or organizationally. Thus, your genuine, frank and timely response are quite vital to determine the success of this study. The findings may serve to diagnose the subject-area instructional supervision problems in secondary schools and will help to develop plan of actions in the future. Therefore, I kindly request your contribution in filling the questionnaire honestly and responsibly.

***Writing your name in any part of this questionnaire is not required.**

***Mark your response in the space provided by putting "X" mark.**

***For any additional opinion or explanation, you are kindly asked to write briefly as much as possible in the space provided.**

Please follow the specific instruction at the beginning of each section and try to read each item before attempting to complete it. It may help you to respond as accurately as possible.

Thank you for your cooperation!

Section One: - Personal Information

1.1 Name of your Organization/School _____

Your current position _____ Sub-city _____

1.2.

Sex		Age	Educational level or qualification	Certificate/Diploma in Supervision		Total years of services	
M	F			Certificate	Diploma	In supervision	Other

Section Two: - The major purposes that initiate subject-area supervision.

In your opinion, which of the following do you think are major purposes that initiate the introduction of subject area instructional supervision? The following table lists some of them. Against each purpose/objective two sets of columns to indicate the opinion of the respondents are given. The first set requests your opinion regarding the importance of the particular aim. The second one seeks your views about the level of achievement of the aims.

Importance

- 1= Very important
- 2= Important
- 3= Partially important
- 4= Not so much important
- 5= Not important

Achievement

- 1. Very high
- 2. High
- 3. Average
- 4. Low
- 5. Very low

Opinion regarding the importance

S.N.	Purposes	Importance				
		1	2	3	4	5
1.	Promote democratic ways of modern instructional supervision.					
2.	Improve methods of instruction for each subject area.					
3.	Provide direct assistance and closely support instructional activities.					
4.	Closely support managerial activities of schools.					
5.	Promote pupils growth.					
6.	Enhance professional development of teachers.					
7.	Evaluate teacher's instructional performance.					
8.	Inspect and control schools in implementing educational policies					
9.	Improve quality of education					
10.	Cooperatively carry out school improvement programs.					

Opinion regarding the Achievements

S.N.	Purposes	Achievement				
		1	2	3	4	5
1.	Promote democratic ways of modern instructional supervision.					
2.	Improve methods of instruction for each subject area.					
3.	Provide direct assistance and closely support instructional activities.					
4.	Closely support managerial activities of schools.					
5.	Promote pupils growth.					
6.	Enhance professional development of teachers.					
7.	Evaluate teacher's instructional performance.					
8.	Inspect and control schools in implementing educational policies					
9.	Improve quality of education					
10.	Cooperatively carry out school improvement programs.					

Section Three: - Provision of Training to Introduce Subject-area Supervision.

Subject-area instructional supervision service should be introduced to secondary schools, so how do you judge the introductory measures?

S.N.	Introductory measures	Yes	No	To some extent
1.	School based workshops or seminars have been made.			
2.	Experience sharing sessions regarding subject area supervision have been organized.			
3.	Experience sharing sessions regarding subject area supervision have been implemented.			
4.	Formal training programs concerning subject area supervision have been implemented.			

Section Four: - Tasks to be performed by the Subject-area Instructional Supervisors.

Subject-area instructional supervisors are expected to accomplish various tasks corresponding to the intended purposes. The following table lists some of them. Against each item there is a column to indicate your opinion on the fulfillment of the tasks.

Fulfillments: - 1 for very high, 2 for high, 3 for average, 4 for low, 5 for very low

S.N	Tasks to be performed	Fulfillments				
		1	2	3	4	5
1.	Organizing professional trainings, workshops, seminars etc					
2.	Managing the teaching- learning activities of their specific subject-area.					
3.	Organizing clinical and collegial or peer-coaching techniques of instructional supervision.					
4.	Implementing clinical and collegial or peer-coaching techniques of instructional supervision.					
5.	Providing best alternative methods of instruction					
6.	Participating in the evaluation processes of teachers' performance.					
7.	Assisting teachers in the evaluation of the curriculum.					

Section Five: - Views of School Management and Teachers toward the Subject-area Instructional Supervision.

This section of the questionnaire contains items on the views toward supervision. Against each item, there are five scales to indicate your agreement or disagreement as:

1 for strongly disagree, 2 for disagree, 3 for undecided, 4 for agree, 5 for strongly agree.

S.N	Expected tasks	Scale				
		1	2	3	4	5
1.	The subject-area instructional supervision improved the teaching learning activity.					
2.	The subject-area instructional supervisory roles and the actual supervisory performances in schools have matched each other.					
3.	The subject-area instructional supervisors improved teacher's professional development.					
4.	Schools are satisfied with the supervisory services rendered by subject-area instructional supervisors.					
5.	Subject-area instructional supervision service makes difference in the quality of secondary school education.					
6.	Subject-area instructional supervisors usually focus on administrative matters.					
7.	The subject-area instructional supervisory services given in secondary schools are more related to the improvements of pupils learning growth than administrative tasks.					
8.	There is satisfactory mutual professional trust between subject-area supervisors and teachers.					
9.	There is usual provision of short-term training provided by subject-area supervisors.					
10.	They frequently visit classroom instructions and organize and encourage peer coaching.					
11.	There is adequate support to the induction program for the newly deployed teachers					
12.	Supervision is a meaningless exercise that has little value other than completion of the required evaluation form.					

Section Six: - Views on major problems that affect subject-area instructional supervisory services.

The following could be potential problems that affect subject –area supervisory practices. To what extent do you agree with their impact on the subject area-instructional supervision effectiveness? Against each item show your responses as: **1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, and 5 = strongly agree.**

S.N.	Items	Scale				
		1	2	3	4	5
1.	The subject-area instructional supervision and its organizational structure in sub cities aren't clear to all concerned bodies.					
2.	Lack of provision of adequate training program for supervisors regarding subject-area instructional supervision.					
3.	Lack of knowledge about the reform on the new supervisory approach (subject-area instructional supervision).					
4.	The number of subject-area instructional supervisors doesn't match with the number of schools and teachers.					
5.	Lack of commitment from the subject area instructional supervisors themselves.					
6.	Giving more attention and spending more time to administrative functions than instructional improvement for each subject of the curriculum.					

Section Seven: - Open Ended Questions

Supervisors and school respondents kindly requested to give their frank and personal suggestions/comments on the following question.

List three major factors that negatively affect the practices of the subject-area supervision.

1. _____

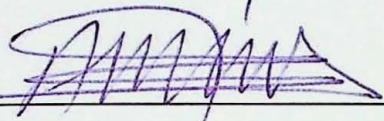
2. _____

3. _____

Thank You!

I, the under signed, declare that this thesis is my original work, and has not been presented in any other university, and that all the sources of materials used for the thesis have been acknowledged

Name Alemayehu Gudeta

Signature 

Date 11/06/08