

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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

BY

DEREJE TADESSE

A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL POLICY AND PLANNING

JULY, 2021

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DECLARATION

The researcher here by declares that the thesis on the title, “The Leadership Behaviors of Secondary School Supervisors In North Shoa Zone of Oromia Regional State”, is his original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

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ABSTRACT

The purpose of this study was that to identify leadership behaviors of secondary school supervisors in government secondary schools of North Shoa Zone. To achieve this purpose, the study employed mixed research method, which involved quantitative survey (using questionnaire and qualitative (using interviews and focus group discussions). The study was carried out in selected clustered Woredas in North Shoa Zone. A total target population of 135 was drawn from the total population by the researcher. The study participants were 95 randomly selected teachers, 25 purposefully selected department heads and 5 supervisors, 5 principals and 5 woreda education officers. The findings of the study revealed that secondary school supervisors lack of their own office, budgets for stationery material, communication and transportation cost, workload and prior training were the factors that hindered the proper implementation of supervisors. The study also reveals that they do not have the necessary leadership skills to assist teachers because they were not selected as the principle has been said. Consequently, they couldn't identify teacher's level of development to assist and simply use directive control behavior for all teachers. The theme issues of the recommendations include create awareness and understanding for secondary school supervisors through continuous assistance, workshops, seminars, and training on supervisory skills and interpersonal approaches supervisors use to improve teacher's classroom instructional practice. All stakeholders had better arrange and provide supervisors withtheir own office, table and chair. They must also allocate budgets for supervisors to use it for the purpose of stationery materials, communication and transportation costs.

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ACRONYMS AND ABBREVIATIONS

MoE Ministry of Education

OREB Oromia Regional Education Bureau

ZEO Zonal Education Office

WEO Wereda Education Office

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Schools are one of social organizations established to give social services to produce well-versed, moral, good citizens, and knowledgeable individuals who can play his/her role in social, political, economic, and technological development of the country (NETP,1994). This can be achieved if and only if the education system is improved. Ministry of education has set and is implementing quality assurance since 1999 to realize the schools objectives. For the achievement of school objectives, and effective implementation of school's program, the school supervisors play an important role. This does not disregard the activities of others in the school.

Supervision helps schools to contribute more effectively to student achievement and governments have passed legislations and policy initiatives demanding better-quality academic achievement by all students. In this regard, Sergiovani and Starratt, (2007:47), explained that, instructional capacity, instructional quality, and student engagement are the three path ways that supervisors travel in helping schools became more successful. In addition, Okumbe, (1998:182), also asserts it as…supervision is an important approach for stimulating teachers towards greater pedagogic effectiveness so that an educational organization function efficiently to realize the societal objectives. Supervision in this case, is directed towards improving instructional practice through developing teacher's creativity, commitment, initiative and motivation to address the objective of the school.

Instructional Supervision has numerous activities to improve instruction. In this regard, Harris, (1963:427) stated that the function of instructional supervision is concerned with many things; curriculum, the materials of instruction, the facilities and equipment, and public influence on instruction are all vital concerns of supervision. To address this function, supervisors should have the necessary skills to work with teachers, students, and other school community. Supervisors should also be an expert of educational program leaders and because of these expectations their works should reflect a high value for administrative, curricular and instructional enhancement (Okumbe, 1998:179). Moreover, supervision is a means of creation

and facilitation of a continuous improvement of environment for learning and teaching through guidance, assistance and sharing of ideas with all teachers.

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

Instructional supervision should have awareness in interpersonal skills and consider the maturity levels of teachers while providing assistance to the teachers. Some supervisors are people-oriented and others are task-oriented. Rashid and archer, 1983:214 states supervisors needed to be high on both people-oriented and task-oriented dimensions simultaneously.

Generally, it is obvious that lack of the necessary skills on behave of supervisors will not add any value to the improvement of teacher's classroom practice. Effective supervision of instruction can reinforce and enhance teaching practices that will contribute to the students learning. To achieve this objective, supervisors should have the skills that lead to improve instruction by implementing the tasks of supervision. In supporting this idea, Glickman(2005:9) states the need of applying "… certain knowledge, interpersonal skills and technical skills to the tasks of direct assistance, group development professional development, curriculum development, action research that enables teachers to teach in collective and purposeful manner by uniting organizational goals and teachers needs and provide for improved student learning". This supervision activity that involve working with teachers to student learning directly. In other words, supervisors must provide direct assistant to teachers in and out classroom instruction. This is one of the most important tasks of supervisors in the process of improving instruction through providing assistances, advice and feed-back on their practice. Supervisors must make sure that effective and meaningful instruction is going on in each and every classroom instruction in the school. This can achieved if supervisors perform their duties in friendly manner and they are very careful about ensuring that each teacher is providing effective and meaningful

instruction in their classroom. In connection with preceding idea, it is necessary to discuss the most important and popular forms of direct assistances as identified by Glickman.et.al. (2004:323).

Supervision is an effort made by instructional supervisory behavior systems to interact directly with a teacher or team of teachers to provide assistance, advice, help, support, and services to those teachers to improve their performance as they work with a particular group of students. Supervision is a way in which teachers can work together to develop their career and progress their teaching and learning activities. In this regard, the supervisor's role is to help the teacher select the goals of the content to be improved and teaching issues to be clear and to understand better his/her practice. In short, Sargiovani and starratt (2007:237) concluded the importance of supervision as "… the systematic analysis of classroom activities, teaching behaviors, sample of student work, and other data source that help illuminate the teaching and learning issues".

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

In Ethiopia, the federal government is responsible to formulate policies, and guidelines on education and Regional Education bureaus administered and direct education programs according to the polices designed. The role of supervision in this concern is to support, liaison and control the policy implementations and give feedback on the status of the implementation. This research work focuses on leadership behaviors/approaches and challenges encountered the education system. Policy of educational supervision is the statement of the main goals and priorities that guides supervision practices in the process monitoring and evaluating education goals. A main policy statement may be relatively general or more specific (UNESCO, 2013). The education and training policy has postulated that ensuring the quality, equity as well as the relevance of the Ethiopia education requires effective management and leadership at all levels of the education system. Extending this stimulation of the policy to the school level, the general education quality improvement package (GEQIP) has included school supervisors' capacity building approach with clear objectives to facilitate and support schools improvement. Quality of

education depends on many factors and of these one is supervision of instructions and schools (MEO 2002, in Zeru babel, 2017).

According to achieve (1995) in Mohammed (2016) Supervision involves the assessment of proper implementation of policy, correction of identified weakness, direction and redirection of defects attainment of stated aims, objectives and goals of an education system at a given level. Supervision is essentially the practice of monitoring the performance of school staff, nothing the merit and demerits and using appropriate and friendly techniques to reduce undesirable effect and imperfection while still improving on merits there by increasing the standard of schools and achieving educational goals.

Ethiopia Ministry and education stated the primary role of supervisors should be curriculum instruction and staff development rather than administrative works. Supervisors however, are totally engaged in administrative rather than educational supervisory services. The task of supervision is to assist teachers to solve their difficulties and improve the instruction process (netsanet, 2014). The main obstacles for the effectiveness of supervision was that, supervisory activities lacked commitment, are expressed by inadequate experience of educational support, lack of awareness, lack of cooperative effort, and action among different parties.

In Ethiopian education system, both supervision and inspection system exist beyond naming in a separate structure and sometimes it is overlapping in functions. Supervision and inspection services are administrative, rather than professional support. As a result teachers and experts have negative attitude towards supervision practices and towards supervisors. On this account, it is significant to conduct a study on leadership behaviors of Secondary school supervisors in the Zone.

1.2. Statement of the problem

School supervisions are existed in all countries for many years and occupy a critical position in management of education. Education systems rely on supervision to control and improve instruction by improving the quality of teachers and learners Grauwe and Gavina, 1998). Supervisors are required to keep teachers informed about changes in technology, and bring up them to update on new methods and give necessary instruction to new positioned teachers and

others. To address this fact, the ability to instruct and communicate with the methods effectively, must be regarded as one of the key qualities of school supervisors. Therefore, any effort to improve this skill in a supervisor is highly demanding. Concerning this, the qualification for supervision as a developmental function are knowledge, interpersonal skill and technical skills, (Glickman, (2004:129).

Successful supervisors know how to use complex forces at work, working with others in setting goals and improving action by encouraging teachers and demonstrating purposeful behavior. Lucio and McNeil, (1979:18). asserts this as; supervisors must have the capacity to work with adversity, to make preparations that will require fronting criticism. Thus, supervisors should have the necessary skills to work with these peoples having diverse ability, knowledge, and capacities. But most supervisors have not the awareness of human, conceptual, and technical skills in dealing with teachers to improve instruction. Because of this fact; the efforts made by supervisor to improve instruction are lagged behind.

Supervision activities are affected by many factors. For instance, if we see current real situation of Ethiopia, there is an increase in the number of secondary schools with continuous increase students and new teachers. Those new schools and teachers need consistent professional assistance. Hence, a single supervisor should provide professional assistance for a number of teachers and schools. In line with this, the educational supervision manual prepared by OREB (2007) states that, one secondary school supervisor should provide assistance to all secondary schools in the woreda and teachers, and serve as a coordinator of all primary cluster resource school supervisors in the woreda. The workloads forces the supervisors not to give due attention only for the improvement of instruction through providing continuous professional assistance for teachers. Thus, these additional duties forced them to use inappropriate supervisory approaches in their practice. As a result, teachers view supervisor's attitudes as a superior rather than collegial relationship.

Moreover, supervision challenges lies in adopting an inappropriate supervisory behavior/ approach that can be accepted by teachers, viewed as collaborative, and considered to contribute to professional development (Treslan. D. 2008:4). The practical observation of the researcher also shows that, supervisory behaviors/approaches the supervisor uses in supporting, assisting and guiding teachers to dig out their potential for the benefit of student learning is inappropriate.

Thus, inappropriate use of interpersonal behaviors/ approaches by supervisors leads experienced and other teachers to lose initiative and creativity for better improvement and they are not interested to work with supervisors. In this case, the supervisors found in the zone could not identify the developmental levels of teachers in supporting and guiding teachers during their practice.

In addition, supervisory behaviors of supervisors have its own influence on teachers not to bring improvement in quality of education. Thus, supervisors who are focusing only on achieving school goals(task-oriented)behaviors without give due attention to teachers' interest, feeling, attitude and morale, could not bring the expected quality education, rather the staff or teachers lacks initiative and satisfaction towards their task, and hence, result in teachers turn over. According to Fleisman and Harris cited Brown, B. (2003:22) asserts this as, "grievances and turn over were highest in groups having low consideration foremen, regardless of the degree of structuring behavior shown by the same foremen".

Several studies were conducted on practice of instruction supervision in primary and secondary schools. Some of the researchers who conducted the research on an issue includes: Zelalem (2011),Redae (2011), and Zinabu (2011) even if there a difference in geographical location of the study area assessed.

It is possible to say almost all of the above studies examined and explored supervisory leadership skills and competencies, major tasks of instructional supervision and domains of instructional supervision. Thus, the above studies found that supervisory leadership and competencies of supervisors are deficient and incompetent in managing instructional supervision activities. Moreover, supervisors are incompetent with the different approaches to play their role in supporting teachers, and also teachers were not satisfied with the services rendered by supervisors. Thus, the efforts made by supervisors to demonstrate teaching techniques for teachers, treatment student's disciplinary problems and facilitating condition for student learning is very low.

However, to the understanding of the writer of this research paper, there are no studies which focused on leadership behaviors of secondary school supervisors. For this reason, the researcher saw that there is a gap that needs to asses and identify supervisory behaviors of supervisors' in

secondary schools of North Shoa Zone. Thus, this fact initiated the researcher to conduct a study on an issue.

1.3. Research Questions

The main purpose of this study is to asses and identifies leadership behaviors of secondary school supervisors' of North Shoa Zone. Therefore, the researcher tries to answer the following basic research questions.

1. What are the leadership behaviors of secondary school supervisors?
2. What problems do they face during their practices?
3. Which leadership behaviors do supervisors exercise?

1.4. Objectives of the Study

1.4.1. General Objective of the Study

The general objective of study is to investigate secondary school supervisors' leadership behavior of instructional supervision.

1.4.2. Specific Objectives of the Study

Based on basic the research questions and general objective of the study raised above, the following specific objectives are designed.

1. To identify the leadership behaviors of secondary school supervisors
2. To identify the problems encountered by supervisors while implementing their responsibilities.
3. To examine leadership behaviors supervisors' use during assisting teachers.

1.5. Significance of the Study

This study may help teachers, school- based supervisors, principals, cluster supervisors to know the impact of using inappropriate supervisor behaviors on teachers' job satisfaction. This study may help teachers, school-based supervisors, principals and cluster supervisors to know the impact of using inappropriate supervisory behaviors on teacher's job satisfaction. Besides, it may support supervisors and school principals to know their weakness and enable to adjust them in accordance with the current reform supervisory practice. It may also give clue on the nature of

the problems related with using inappropriate supervisory behaviors and initiate others at national and regional levels to undertake further study because there is no study on this issue. Moreover, it provides ways of supervising teachers for senior teachers; school based supervisors, and cluster supervisors as a whole.

1.6.Scope of the study

It is very good if the study is conducted in all zones of secondary school supervisors. However, this is practically difficult for various resource constraints needed to undertake the study at national or regional level. Therefore, the study delimited to only North Shoa Zone of Oromia National Regional State.

1.7. Limitation of the Study

Financial and time may be a constraints, undertaking the study is not an easy task; particularly, obtaining information for the purpose of the study demands and some burden task owing to the government organizations. It is difficult to get relevant data to be used as contribution to the study due to the lack of ordered information on the issues in the research topic.

1.8. Organization of the Study

This paper is organized in to five chapters. The first chapter deals on background of the study, the statement of the study, objective of the study, significance of the study, delimitation of the study and organization of the study. The second chapter deals with the related literature, and chapter three includes research methodology, and presentation, analysis and interpretation is followed in the fourth chapter. In chapter five, brief summary of the findings for the research, conclusions and recommendations are provided. Finally, a list of reference materials used in the study is attached and followed by appendices.

CHAPTER TWO: REVIEW OF RELATED LITTERATURE

2.1.Pre-Requisites for supervisory Leadership Behaviors

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

2.2. Tasks of supervisory Approach

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

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

2.2.1. Direct Assistance to Teachers

One of the main day to day functions of a supervisor's task is observing teachers in their teaching practices, and stay in contact with teachers to discuss about how to improve instruction in the classroom. In other words, supervisors must provide direct assistance to teachers in and out of classrooms. This is one of the most important tasks of supervisors in the process of improving instruction through providing assistances, advice and feedback on their practice. Supervisors must ensure that effective and meaningful instruction is going on in each and every classroom instruction in the school. This can be accomplished if supervisors carryout their supervisory duties in friendly manner and they are very careful about ensuring that each teacher is providing effective and meaningful instruction in their classroom. In connection to the preceding idea, it is essential to discuss the most important and popular forms of direct assistances as identified by Glickman et.al. (2005:323).

2.2.1.1. Clinical Supervision

Scientific supervision is an effort made by the instructional supervisory behavior systems to interact directly with a teacher or team of teachers to provide support, help, and services to those teachers in order to improve their performance as they work with a particular group of students. Moreover, clinical supervision is a way in which teachers can collaborate to develop their profession and improve their teaching and learning activities. In this concern, the supervisor's task is to help the teacher select the goals of the content to be improved and teaching problems to be clear and to understand better his/her practice. In short, Sargiovani and starratt (2007:237) concluded the importance of clinical supervision as "… the systematic analysis of classroom events, teaching behaviors, sample of student work, and other data sources that help illuminate the teaching and learning issues".

Clinical supervision can take many forms. Some of the most common important techniques essential to give assistance, advice and guidance to teachers used by supervisors as suggested by many scholars in the field like:Glickman 2002:10), 2004:324,2005:242), Sargiovani and starratt

(2006:294,2007:238), and Lovell and wiles (1983:9) include: Pre-conference with teachers, observation of classrooms, analyzing and interpreting and determining conference approach, post conference with teachers, and critiques of the previous four steps.

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

2.2.1.2. Peer Supervision

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

Moreover, Glathorn in Sergiovani and Starratt (2007:263), elaborate the purpose of peer teaching as: …peer supervision is focused on reflective practice, curriculum development, observation of each other's teaching followed by analysis and discussion, collaborative development, practice of new teaching methods and skills, and action research which focused on identification of problems/issues being faced and the development of possible solutions that result in changes in one's teaching practice. Generally, as the two authors contends, peer supervision is aimed at improving the current patterns of teacher's teaching methods and practices of each other in class and out of class room for the benefit of the ultimate beneficiaries, the students.

2.2.2. Professional Development

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

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

The importance of providing continuous professional support to the teacher for quality performance in education is well recognized. However, few systems have succeeded in putting into place a strategy reaching out to all teachers on a regular basis and providing assistance to them in a needed based manner. Therefore, the supervisors have to take special care to see that teachers in their schools are provided professional inputs through constant training and guidance. Thus, training of teachers should get the highest priority in any program of education, because appropriate ideas, skills, and methods that are developed through it. Aggarwal (2004:290)

stresses on the need of in-service training that "…qualification and training of teachers for different levels and types of education would be important factors in determining the rate of expansion and quality of education. Lack of building or equipment or instructional aids will not hinder educational advance as decisively as the lack of suitable or qualified teachers". This indicates that in-service education and training is vital for teachers because it could not be expected to implement new methods of teaching or adopt new curricular without in-service training.

2.2.3. Group Development

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

In supporting this idea, Glickman et.al.(2005:256) asserts "A leader needs to be conscious of the elements of a successful group, select clear procedures for group decision making, be able to deal with dysfunctional behavior, use conflict to generate helpful information, and determine appropriate leadership styles". It is obvious that if various strategies and methods of solving problems are provided by supervisors and teachers attend group development classes on how to deal with issues/problems they face, then the teachers are able to implement various strategies in their classrooms. If a particular strategy is effective in addressing the classroom problems, then the teacher can share this at the group development meeting.

2.2.4. Curriculum Development

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

Thus, Curriculum development is a collaborative activity among teachers and supervisors through which they suggest some modifications or create certain elements that fill the gaps in the curriculum. Moreover, Oliva(2009:23) pointed out "…through the process of curriculum development we can discover new ways for providing more effective pupil learning experiences. The curriculum developer continuously strives to find newer, better and efficient means to accomplish the task of educating the young". This indicates that, curriculum development is an endless and continuous process carried out by teachers, supervisors, and expertise at different levels to develop the means and contents of the curriculum for better learning of students.

2.3. The supervisory behaviors

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

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

All teachers are not treated in the same way during their practice in the school. Because of this, selecting appropriate supervisory behaviors / approaches in working with teachers to improve their classroom teaching and professional growth, is vital for the supervisor to achieve the intended student achievements. Based on this, Glickman, (2004) and Glickman (2002) identified four basic supervisory approaches/behaviors that the supervisor should use in dealing with teachers.

2.3.1. Directive Control Behaviors

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

2.3.2. Directive Informational Behaviors

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

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

2.3.3. Collaborative Behaviors

Collaborative behavior has a sense of democratic way of solving a problem in collaboration with the supervisor and the teachers or group, and both the supervisor and teacher have equal voice in decision making. It includes the major behaviors of listening, clarifying, presenting, problem solving, and negotiating. The supervisor and the teacher propose the plan for actions. And then, they have to review, revise or reject the proposed plan until they could reach an agreement. Therefore, neither the individual teacher's nor the supervisor's proposed plan is taken as a final draft but the one that both parties agreed on. So, both the teacher and supervisor's idea should be taken into consideration in the preparation and implementation of the plan to improve instruction. Thus, the end result is a mutually agreed upon and developed by leader and teacher that delineate the structure, process and criteria for subsequent instructional improvement. In supporting this idea, Glickman (2004:183) asserts it as: "the purpose of collaboration is to solve problems through a meeting of minds of equals".

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

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

2.3.4. Non- directive Behaviors

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

But this does not mean that supervisors have not any responsibility and power; rather he/she is actively involved in listening, clarifying problem solving, reflecting and encouraging,

standardizing, presenting and negotiating teachers towards self- discovery. In addition, supervisors as in the case of other approaches will not follow strict formats such as the five steps in the clinical supervision to work with teachers. So, supervisors are not considered as laissez-faire that let teachers do what they like to do; rather he/she is actively involved in every activities conducted in school to improve instruction. And he/she does not impose his/her ideas on teachers in the improvement of instructional processes. In addition, the supervisor should involve in activities like; facilitating teacher collaboration to help each other in classes, as well as in preparing plan, implementation and conducting action research to promote the continuity of instructional improvements.

In general as of Glickman et.al (2004:96), non- directive approach is applied:"… when the teacher or group is working at high developmental level, when the teacher or group possess most of the knowledge and expertise about the problem and the supervisor's knowledge and expertise are minimal, when the teacher or group has full responsibility for carrying out the decision and the supervisor has little participation, and when the teacher or group is devoted to solving the problem but the problem doesn't matter to the supervisor" .

2.4. Supervisory Challenges

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

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

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

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

2.5. Currently Observed Supervisory Approach in secondary Schools in Ethiopia

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

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

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

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

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

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

2.5.1. External Supervision

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

2.5.2. School based Supervision

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

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

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

It is very important to use both quantitative and qualitative methods in a research work to generate more reliable and sufficient data. Quantitative methods of data collection use for quantifiable data and qualitative methods of data collection use for that cannot be counted. It is also suggested by scholars, employing a mixed design method enables the researcher to expand an understanding from one method to another, and to approve findings from different data sources.

The descriptive survey research method is considered as an appropriate quantitative research method for this study. The descriptive survey method is selected because it can offer precise information concerning leadership behaviors that the supervisors demonstrate in their practices. Besides, it helps to draw valid generalizations from the reviewed literature and the data gained through different instruments. Therefore, in order to identify and analyze the existing conditions of leadership behaviors of secondary school supervisors and to draw a general conclusion of the study, the researcher has chosen to use this research method of the study.

3.2. Sources of Data

Data were obtained from primary and secondary sources. Secondary school supervisors, school principals, department heads, supervisors, teachers and Woreda education office Process Owners of Supervision Department were used as the primary sources of data whereas the secondary data sources are education policy, supervision manuals, school guidelines that reflect the basic questions and practices of leadership behaviors of school supervisors.

3.3. Sample and Sampling Techniques

The study is conducted in government secondary schools of North Shoa Zone of Oromia Regional State. In North Shoa zone, all Woredas are not geographically similar. The number of teachers, their qualification and work experiences of teachers are also different. Because of this fact, it is important to use cluster sampling technique to have reliable samples for the study. Therefore, Woredas are classified into three clusters based on their geographical similarities, their number of teachers, qualification and work experience of teachers. Out of the three clusters, two of them have five Woredas each and the rest one clusters have four Woredas. Simple

random sampling techniques in a lottery system are used to select one cluster out of the three. This technique is used since it gives equal chance to be selected and it is also economical from money, time and energy point of views.

The selected sample clusters contain five Woredas: Wuchale, Girar-jarso, Degam, Kuyu and Werejarso are included in the sample. The secondary schools which are included in the sample are MukeTuri, Ejersa Kaho, Hambiso, Garbaguracha and Gohatsion. After selecting the sample schools, a total of 300 teachers and 84 department heads are identified.

School principals and secondary school supervisors are crucial for this study, all principals and supervisors are included in the study using availability sampling. Accordingly, 5 school principals from each sample school and 5 secondary school supervisors from each woreda are included in the study using availability sampling.

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

In general, 300 teachers, 84 department heads, 5 principals, 5 secondary school supervisors, and 5 supervision department process owners were be identified as a population of the study with a total population of 399. In order to decide the sample size among the total population, the researcher prefers the formula derived by Yamane, (1967) cited in Glenn, 2012, rule of thumb, based on the information from the data, for the population of 399 at 5% margin of error and 95% confidence level the sample size is 135.

$$n = \frac{N}{1+N(e)^2}$$

$$n = \frac{399}{1+399(0.07)^2} = 135$$

Where n =sample size, N =population size, e =level of precision given that 93% confidence level and P = ±7% are assumed. For their number is not equal the proportion sample will be apply to give equal chance to all. And finally using simple random sampling, the questionnaire was given to the selected sample from each hotel.

Table 1 of Sample Size

Selected Woredas	Total Population	Sample Size
Kuyu	144	49
Were-jarso	150	51
Wuchale	50	17
Degem	30	10
Girar-jarso	25	8
Total	399	135

Source: survey from each woredas by the researcher, 2020

3.4. Instruments of Data Collection

3.4.1. Questionnaire

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

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

Open-ended questions are used in order to give opportunity for respondents to know their views related to supervisory behaviors of supervisors in their practices in the schools. The questionnaire has six parts to obtain necessary information about background information, effectiveness of supervisors in applying supervisory skills, views of teachers about their

supervisors, how supervisors are assigned to educational leadership, supervisory behaviors and supervisory challenges. In order to get necessary information about the study, drafts of the instruments are given and checked by experts from supervision department of north Shoa Zone.

3.4.2. Interview

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

3.4.3. Focus Group Discussions

Focus group discussions are also useful for obtaining qualitative data. It is an important technique for obtaining individuals' impressions and concerns about supervisory behaviors of supervisors. It is also useful in that, it provides an open, fairly unrestricted discussion with individuals to discuss ideas and to clarify each other's impressions and opinions freely concerning the issue. Thus, the process of focus group discussions are conducted with department heads, and the discussion are carried out in their schools to make it manageable.

3.5. Methods of Data Analysis

The first step in data collection process is to get the willingness of the respondents to fill the questionnaire. Once the respondents are willing to fill the questionnaire, the copies of the questionnaires will be distributed to all of the selected respondents. The focus group discussion is conducted by physical presence of the researcher himself to gather relevant information. Finally, the researcher collected the entire distributed questionnaire for analysis.

The data collected on the basis of the purpose of the study through data collecting instruments will tabulate and organize into tables. The obtained data are analyzed quantitatively and qualitatively. To answer the basic questions of the study, appropriate data analysis method is adopted. Thus, the quantitative data are analyzed in terms of frequencies and percentages while the qualitative data are coded, categorized and identified on the basis of their patterns systematically to support the quantitative data. The reason to employ quantitative and qualitative

data analysis method is that frequency helps to identify the number of respondents' responses for a given specific items, while percentage helps the researcher to simplify and explain a given set of data. On the other hand, for better analysis the 5 point Likert responses for the questionnaires are categorized and analyzed in terms of the three scales (agree, undecided, and disagree) and (high, moderate, and low. Finally, the data will collect through interview, focus group discussion and open ended questionnaires are presented and analyzed to supplement the data gathered through close ended questionnaires, and categorized and discussed in line with close ended questionnaires.

CHAPTER FOUR: DATA ANALYZE AND INTERPRETATION TATION

4.1. Data Analyze and Interpretation

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

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

4.2 Demographics Characteristics of the Respondents

The study was investigated the demographic characteristics of the respondents such as age, sex, marital status, education levels, occupation and experience in office the departments they worked in presented the results in Table 1 below.

Table 2: Demographic Characteristics of the Respondents

	Description	Frequency	Percent
Age	18-25 years	48	35.5
	26-35 years	54	40
	36-45 years	31	22.9
	Above 46 years	2	1.5
Sex	Male	69	51.1
	Female	66	49
Marital Status	Married	61	45.2
	Unmarried	65	48.1
	Divorced	9	6.7
Education Level	MSc/MA/M.Ed	37	27.4
	First Degree	93	68.8
	College Diploma	5	3.7

Occupation	Teacher	135	100.0
Experience in work	5 -10 years	21	15.5
	11-16 years	72	53.3
	Above 17 years	42	31.1

In the analysis, the researcher found that 24.4 per cent of the respondents were aged between 36-45 years, 35.5 per cent of the respondents were aged between 18-25 years, while majority of 40 per cent were between the ages of 26-35 years. In respect to sex, it was observed that 51.1 per cent of the respondents were male while the remaining 49 were female respondents but almost none (only 2 percent) respondents responded above 46 at all, as seen in Table 1.

It was observed that 6.7 per cent of the respondents divorced marriage while 45.2 and 48.1 per cent married and unmarried respectively. As based in the table above, 3.7 percent College Diploma and some of them (27.4) percent respondents were MSc /MA/M.Ed but majority of the respondents (68.8) percent learned First Degree.

When the researcher asked the respondents their occupation in which they serve, all respondents (100%) percent served as teacher.

4.2.1 Analysis and Interpretation of Data

The aim of this study was to investigate secondary school supervisors' leadership behavior of instructional supervision. The questionnaire of the survey was divided into two parts. The first part is related to the demographic and background information of the respondents, the second part dealt with the investigate secondary school supervisors' leadership behavior of instructional supervision.

In the analysis of the results, respondents were separated in groups according to their, sex, age, marital status, educational back ground, occupation and years of work experience.

4.2.2 Data Analysis Based on Respondents' Questionnaire Regarding

Data analysis investigates Secondary School Supervisors' Leadership Behavior of Instructional Supervision.

The following tables were made to over what the investigate secondary school supervisors' leadership behavior of instructional supervision look like. This helped to find out if there is any difference secondary school supervisors' leadership behavior of instructional supervision.

Table 3: Supervisors' Activities in Applying Technical Skills

			Response Category					
No	**Items**		**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**
1	The supervisor shows ways and helps teachers on how to conduct observation of each other's classroom		58	51	11	8	7	135
		%	42.9	37.7	8.1	5.9	5.2	100
2	Supervisors provide professional assistance on continuous bases for students' achievement		47	38	17	18	15	135
		%	34.8	28.1	12.5	13.3	11.1	100
3	Supervisors assist teachers on lesson plan preparation, utilization of teaching aid and evaluation mechanism		46	40	20	18	11	135
		%	34.0	29.6	14.8	13.3	8.1	100
4	The supervisor conducts need assessment and train teachers at school level		55	49	13	11	7	135
		%	40.7	36.3	9.6	8.1	5.2	100
5	The supervisor shows ways of problem solving		58	51	8	11	7	135
		%	42.9	37.7	5.9	8.1	5.2	100

	to teachers							
6	Supervisors help teachers to use different methods and procedures to improve classroom practices		38	40	25	18	14	135
		%	28.1	29.6	18.5	13.3	10.4	100
7	The supervisor shows techniques of conflict resolution		60	55	5	9	6	135
		%	44.4	40.7	3.7	6.6	4.4	100
		%	37.0	37.0	8.8	9.6	7.4	100

Responses obtained in this regard from the total respondents depicted that they were in degree 80.6% (42.9= strongly disagree, 37.7%= disagree) about supervisor shows ways and helps teachers on how to conduct observation of each other's classroom. While supervisor shows ways and helps teachers on how to conduct observation of each other's classroom 8.1% of the respondents responded neutral and the rest respondents said (5.9%= agree, 5.2% = strongly agree).

In connection to the above statement, majority of respondents didn't agree that supervisor shows ways and helps teachers on how to conduct observation of each other's classroom. This is to mean that a number respondents gave responses disagree and strongly disagree about supervisor shows ways and helps teachers on how to conduct observation of each other's classroom.

However, a very few number of respondents replied neutral, agree and strongly agree about supervisors provide professional assistance on continuous bases for students' achievement. Based on the above table,62.9% (34.8% = strongly disagree, 28.1% = disagree) about supervisors provide professional assistance on continuous bases for students' achievement. Supervisors provide professional assistance on continuous bases for students' achievement would be made the respondents dilemma because 12.5% respondents replied neutral whereas 13.3% and 11.1% respondents responded agree and strongly agree respectively.

We can understand from the above statements that several respondents didn't agree that supervisors provide professional assistance on continuous bases for students' achievement but a few respondents together replied neutral, agree and strongly agree on the statement that supervisors provide professional assistance on continuous bases for students' achievement. On the other hand, a lot of respondents said disagree and strongly disagree on supervisors provide professional assistance on continuous bases for students' achievement and the remaining some respondents answered neutral, agree and strongly agree on the statement that supervisors provide professional assistance on continuous bases for students' achievement.

The data in table 2 indicated that many respondents 34% replied strongly disagree and 29.6% respondents answered disagree on supervisors assist teachers on lesson plan preparation, utilization of teaching aid and evaluation mechanism. Nearly the same percent, 14.8% and 13.3% respondents said neutral and agree respectively and few respondents (8.1%) replied strongly agree on supervisors assist teachers on lesson plan preparation, utilization of teaching aid and evaluation mechanism.

This shows that more respondents didn't agree on supervisors assist teachers on lesson plan preparation, utilization of teaching aid and evaluation mechanism while a few respondents answered neutral and agree on the statement of supervisors assist teachers on lesson plan preparation, utilization of teaching aid and evaluation mechanism.

As shown in the above table, supervisors' activities in applying technical skills, there are 40.7% respondents responded strongly disagree and 36.3% respondents responded disagree on the statementthatsupervisor conducts need assessment and train teachers at school level. The others 9.6%, 8.1% and 5.2% respondents replied neutral, agree and strongly agree on that supervisor conducts need assessment and train teachers at school level.

This implies that very high numbers of respondents said strongly disagree and disagree on that supervisor conducts need assessment and train teachers at school level. However, almost the same few respondents replied neutral, agree and strongly agree in supervisor conducts need assessment and train teachers at school level. This means there was a few supervisor conducts need assessment and train teachers at school level but majority of respondents didn't agree.

As indicated above, responses obtained in this regard from the total respondents depicted that they said 80.6% (42.9= strongly disagree, 37.7%= disagree) about supervisor shows ways of problem solving to teachers while 5.9%, 8.1% and 5.2% respondents said neutral, agree and strongly agree respectively about supervisor shows ways of problem solving to teachers.

In related to this, very large number of respondents replied that almost none supervisor shows ways of problem solving to teachers but few respondents said that few supervisor shows ways of problem solving to teachers.

As seen in the above, from total respondents, 28.1% replied strongly disagree and 29.6% respondents said disagree in terms of supervisors help teachers to use different methods and procedures to improve classroom practices. The others 18.5% said neutral, 13.3% said agree and 10.4% respondents said strongly agree on supervisors help teachers to use different methods and procedures to improve classroom practices.

This indicates that more than half percent respondents said supervisors didn't help teachers to use different methods and procedures to improve classroom practices but some of the respondents said supervisors helped teachers to use different methods and procedures to improve classroom practices

In the above table, there are 44.4% respondents answered strongly disagree and 40.7% respondents answered disagree about the statement that supervisor shows techniques of conflict resolutions. However, 3.7%, 6.6% and 4.4 respondents said neutral, agree and strongly agree respectively on supervisor shows techniques of conflict resolution.

We can understand from this that majority of respondents said that supervisors didn't have the necessary possibilities for the use of techniques of conflict resolution but a few respondents replied that supervisors have the necessary possibilities for the use of techniques of conflict resolution.

Table 4: Supervisors' Activities in Applying Human Skills

			Response Category					
No	**Items**		**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**
1	Supervisors assist teachers to feel free to express problems they faced		51	58	9	9	8	135
		%	37.7	42.9	6.6	6.6	5.9	100
2	The supervisor facilitates communication to build cooperative effort		73	57	1	3	1	135
		%	54.0	42.2	0.7	2.2	0.7	100
3	Teachers develop anxiety and frustration which stem from in appropriate use of communication skills by supervisors		50	50	12	13	10	135
		%	37.0	37.0	8.8	9.6	7.4	100
4	The supervisor encourages teacher to reflect on their improvement		58	58	4	10	6	135
		%	42.9	42.9	2.9	7.4	4.4	100
5	The supervisor displays and demonstrate group facilitation for demonstrates instructional improvement		61	55	6	6	7	135
		%	45.2	40.7	4.4	4.4	5.2	100
6	The supervisor facilitates group discussion among teachers on their		52	48	13	12	10	135
		%	38.5	35.5	9.6	8.8	7.4	100

	improvement							
7	The supervisor is approachable and there is a feeling a rapport among teachers and supervisors		39	45	15	20	16	135
		%	28.8	33.3	11.1	14.8	11.8	100
8	The supervisor closely works with the teachers		41	36	20	20	18	135
		%	30.4	26.6	14.8	14.8	13.3	100

According to the above table, 80.6% (37.7% and 42.9%) respondents told that strongly disagree and disagree respectively about supervisors assist teachers to feel free to express problems they faced. The rest 6.6% neutral, 6.6% agree and 5.9% strongly agree were answered by the respondents about supervisors assist teachers to feel free to express problems they faced is based on supervisors assist teachers to feel free to express problems they faced.

This implies that plenty of respondents replied that supervisors didn't assist teachers to feel free to express problems they faced. And some respondents said that supervisors assist teachers to feel free to express problems they faced.

As shown above, 54% respondents replied strongly disagree and 42.2% respondents replied disagree about the supervisor facilitates communication to build cooperative effort. The remaining 0.7%, 2.2% and 0.7% respondents said neutral, agree and strongly agree accordingly about the supervisor facilitates communication to build cooperative effort.

In connection to this, we can understand that almost all respondents gave their responses that supervisor didn't facilitate communication to build cooperative effort. But, almost none respondents said that supervisor facilitates communication to build cooperative effort. This is to say that the respondents gave responses for neutral, agree and strongly agree are very rare.

Based on the above table, the same percent (37%) was replied strongly disagree and disagree by respondents that teachers didn't develop anxiety and frustration which stem from in appropriate use of communication skills by supervisors. The others 8.8% neutral, 9.6% agree and 7.4% strongly agree responses were answered by the respondents respectively that teachers develop

anxiety and frustration which stem from in appropriate use of communication skills by supervisors.

This indicates that a lot of respondents responded that teachers didn't develop anxiety and frustration which stem from in appropriate use of communication skills by supervisors; however, some respondents said that teachers develop anxiety and frustration which stem from in appropriate use of communication skills by supervisors.

As seen in the table in the above, the respondents may give their responses based on the supervisor encourages teacher to reflect on their improvement**.** In this study, the respondents were asked the difference they were in agreement and disagreement in degree. As seen in the above table 3, exactly the same percent (42.9%) was responded strongly disagree and disagree by the respondents that a supervisor encourages teachers to reflect on their improvement. The rest of respondents replied that 2.9% neutral, 7.4% agree and 4.4% strongly agree responses were answered by the respondents that the counsel of supervisor encourages teacher to reflect on their improvement.

From these statements, we can understand that very more respondents replied that supervisor didn't encourages teacher to reflect on their improvement nevertheless very a few respondents responded that supervisor encourages teacher to reflect on their improvement

The data in above table, there are 45.2% respondents said strongly disagree and 40.7% respondents said disagree about the supervisor displays and demonstrate group facilitation for demonstrates instructional improvement while few number of respondents with exactly the same percent (4.4%) was responded for both neutral and agree about that the supervisor displays and demonstrates group facilitation for demonstrates instructional improvement. The left percent (5.2%) was replied strongly agree about supervisor displays and demonstrates group facilitation for demonstrates instructional improvement.

These respondents' responses show that nearly all respondents responded that supervisor didn't display and demonstrated group facilitation for demonstrates instructional improvement but very small number of respondents replied that the supervisor displays and demonstrate group facilitation for demonstrates instructional improvement.

According to the above table, 74% (35.5% = strongly disagree and 9.6% = disagree) responses were answered by respondents that the supervisor facilitates group discussion among teachers on their improvement whereas 9.6%, 8.8% and 7.4% responses were answered accordingly by respondents about the supervisor facilitates group discussion among teachers on their improvement.

This shows that several respondents replied that the supervisor facilitates group discussion among teachers on their improvement nonetheless some respondents replied that supervisor facilitates group discussion among teachers on their improvement.

Based on the above table, there are 28.8% respondents said strongly disagree and 33.3% respondents said disagree about supervisor is approachable and there is a feeling a rapport among teachers and supervisors while 11.1% respondents replied neutral, 14.8% respondents replied agree and 11.8% respondents replied strongly agree about supervisor is approachable and there is a feeling a rapport among teachers and supervisors

From this, we can understand that high number of respondents replied that supervisor is approachable and there is a feeling a rapport among teachers and supervisors but some respondents replied that supervisor is approachable and there is a feeling a rapport among teachers and supervisors.

As shown in the above table, 57% (30.4% = strongly disagree and 26.6% = disagree) responses were replied by respondents about supervisor closely works with the teachers. However, exactly the same percent that is 14.8% respondents replied neutral and agree and 13.3% respondents said strongly agree about supervisor closely works with the teachers.

This implies that more than half percent respondents answered about supervisor didn’t closely work with the teachers but some respondents answered that supervisor closely works with the teachers.

Table 5: Views of Teachers about their Supervisors

			Response Category					
No	**Supervisory Activities**		**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**
1	Supervisors come to school to gather information for reporting		41	31	17	24	22	135
		%	30.4	12.6	12.6	17.7	16.3	100
2	Supervisors work only on assisting teachers to improve instruction		46	49	10	15	15	135
		%	34.1	36.3	7.4	11.1	11.1	100
3	Supervisors are committed to work with teachers in improving classroom practice		39	45	14	16	21	135
		%	28.8	33.3	10.4	11.8	15.5	100
4	Supervisors do not have the necessary knowledge and skills to implement tasks of supervisors		37	28	20	25	25	135
		%	27.4	20.7	14.8	18.5	18.5	100
5	School based supervisors provide continuous advice and help to improve classroom practice		29	30	24	26	26	135
		%	21.5	22.2	17.7	19.3	19.3	100
6	Supervisors come to school to help teachers than finding fault		66	63	2	2	2	135
		%	48.8	46.6	1.5	1.5	1.5	100
7	Supervisors serve as a means to promote teachers' autonomy		38	31	20	20	26	135
		%	28.1	22.9	14.8	14.8	19.3	100

8	Supervisors are preferable means of teachers supporting system		30	32	20	28	25	135
		%	22.2	23.7	14.8	20.7	18.5	100
9	Supervisors used classroom observation for evaluative		40	36	17	21	21	135
		%	29.6	26.6	12.6	15.5	15.5	100

As shown in the above table 4, from the total respondents, 30.4% respondents replied strongly disagree and 12.6% respondents replied in both disagree and neutral about supervisors come to school to gather information for reporting. And, 17.7%, 16.3% respondents replied agree and strongly agree respectively that supervisors come to school to gather information for reporting.

This indicates that very high number of respondents replied supervisors didn't come to school to gather information for reporting but a few number of respondents said that supervisors come to school to gather information for reporting and with the same percent respondents replied that supervisors come to school to gather information for reporting. The small number left respondents responded strongly agree that they said that supervisors come to school to gather information for reporting.

As seen in the above table, 34.1% respondents said strongly disagree and 36.3% respondents said disagree about supervisors work only on assisting teachers to improve instruction whereas 7.4% respondents said neutral about supervisors work only on assisting teachers to improve instruction. For both agree and strongly agree, 11.1% was responded by the respondents about supervisors work only on assisting teachers to improve instruction.

This implied that many respondents responded that supervisors work only on assisting teachers to improve instruction but a few respondents with the same percent for both agree and strongly agree responded that supervisors work only on assisting teachers to improve instruction.

According to the above table, from the total respondents, 28.8% respondents answered strongly disagree and 33.3% respondents answered disagree on the statement that supervisors are committed to work with teachers in improving classroom practice. The rest 37.7% (10.4% =

neutral, 11.8% = agree, 15.5% = strongly agree) responses were answered by respondents on the statement that supervisors are committed to work with teachers in improving classroom practice.

In connection to the above statements, most of the respondents replied that supervisors were not committed to work with teachers in improving classroom practice even though some of the respondents replied that supervisors were committed to work with teachers in improving classroom practice.

As indicated above table, 27.4% respondents replied strongly disagree and 20.7% respondents replied disagree about supervisors do not have the necessary knowledge and skills to implement tasks of supervisors. This means in both percents, the respondents didn't agree that supervisors do not have the necessary knowledge and skills to implement tasks of supervisors. The left 14.8%, 18.5% and 18.5% respondents replied neutral, agree and strongly agree respectively that supervisors do not have the necessary knowledge and skills to implement tasks of supervisors.

This implies that although a few number with exactly the same percent respondents said that supervisors didn't have the necessary knowledge and skills to implement tasks of supervisors, more respondents said that supervisors had the necessary knowledge and skills to implement tasks of supervisors.

The data in the table above, there are 21.5% respondents replied strongly disagree and 22.2% respondents replied disagree from the total respondents that school based supervisors provide continuous advice and help to improve classroom practice. However, 17.7% respondents replied neutral and for both agree and strongly agree 19.3% respondents replied that school based supervisors provide continuous advice and help to improve classroom practice.

Here, we can understand that some more number with nearly the same percent respondents said that school based supervisors didn't provide continuous advice and help to improve classroom practice. However, some respondents with almost the same percent said that school based supervisors provided continuous advice and help to improve classroom practice.

As shown in the above, from all respondents, 48.8% respondents answered strongly disagree and 46.6% respondents answered disagree that the supervisors come to school to help teachers than

finding fault. Nevertheless, for the rest 1.5% respondents answered neutral, agree and strongly agree that the supervisors come to school to help teachers than finding fault.

This shows that almost all respondents answered that the supervisors didn't come to school to help teachers than finding fault. In other words, nearly all respondents replied that the supervisors didn't come to school to help teachers than finding fault. But, almost none (nearly none) respondents with exactly the same percent answered that the supervisors came to school to help teachers than finding fault. This means the respondents said that the supervisors came to school to help teachers than finding fault is very rare.

As indicated in the above, 28.1% and 22.9% respondents replied strongly disagree and disagree respectively about supervisors serve as a means to promote teachers' autonomy nonetheless 14.8% respondents replied both neutral and agree that supervisors serve as a means to promote teachers' autonomy. And, the other 19.3% respondents replied strongly agree that supervisors serve as a means to promote teachers' autonomy.

This implies that more respondents said strongly that supervisors didn't serve as a means to promote teachers' autonomy. This is to mean that most of the respondents didn't agree about supervisors serve as a means to promote teachers' autonomy; however, some respondents said neutral and others said that supervisors serve as a means to promote teachers' autonomy.

As seen in the above, 22.2% respondents replied strongly disagree and 23.7% respondents replied disagree that supervisors are preferable means of teachers supporting system. In contrary, 14.8%, 20.7% and 18.5% respondents replied neutral, agree and strongly agree accordingly that supervisors are preferable means of teachers supporting system.

In connection to this, some more respondents didn't agree that supervisors are preferable means of teachers supporting system. In the opposite way, some respondents replied neutral, agree and strongly agree that supervisors are preferable means of teachers supporting system.

From the total respondents in the above table, 56.2% (29.6% = strongly = disagree, 26.6% = disagree) responses were answered by respondents that supervisors used classroom observation for evaluative while 43.6% (12.6% neutral, 15.5% agree, 15.5% strongly agree) responses were answered by respondents supervisors used classroom observation for evaluative.

Here, we can see that majority of respondents didn't agree that supervisors used classroom observation for evaluative. These means high numbers of supervisors didn't use classroom observation for evaluative. Nonetheless, a few number of respondents said neutral and some respondents with exactly the same number of respondents said supervisors used classroom observation for evaluative.

Table 6: Supervisors' Activities in Applying Conceptual Skills

			Response Category					
No	**Items**		**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**
1	Supervisors identify environmental and school-based problems, and suggest ways to solve it		58	51	11	8	7	135
		%	42.9	37.7	8.1	5.9	5.2	100
2	The supervisors assist teachers to understand the institution as a whole		47	38	17	18	15	135
		%	34.8	28.1	12.5	13.3	11.1	100
3	The supervisor shares innovative instructional improvement with teachers		46	40	20	18	11	135
		%	34.0	29.6	14.8	13.3	8.1	100
4	Supervisors determine ways to participate teachers in decision making which determine their growth		55	49	13	11	7	135
		%	40.7	36.3	9.6	8.1	5.2	100
5	The supervisor encourages collective		58	51	8	11	7	135
		%	42.9	37.7	5.9	8.1	5.2	100

	Endeavour for improvement							
6	The supervisor uses innovative idea in assisting teachers to solve their own problems		38	40	25	18	14	135
		%	28.1	29.6	18.5	13.3	10.4	100

During in applying conceptual skills, the respondents may give their responses based on supervisors identify environmental and school-based problems, and suggest ways to solve it**.** In this study, the respondents were asked how much they were in agreement and disagreement in degree. Responses obtained in this regard from the total respondents depicted that they were in degree 80.6% (42.9= strongly disagree, 37.7%= disagree) about supervisors identify environmental and school-based problems, and suggest ways to solve it. While supervisors identify environmental and school-based problems, and suggest ways to solve it 8.1% of the respondents responded neutral and the rest respondents said (5.9%= agree, 5.2% = strongly agree).

In connection to the above statement, majority of respondents didn't agree supervisors identify environmental and school-based problems, and suggest ways to solve it. This is to mean that a number respondents gave responses disagree and strongly disagree supervisors identify environmental and school-based problems, and suggest ways to solve it. However, a very few number of respondents replied neutral, agree and strongly agree about supervisors identify environmental and school-based problems, and suggest ways to solve it.

Based on the above table,62.9% (34.8% = strongly disagree, 28.1% = disagree) about supervisors assist teachers to understand the institution as a whole. The supervisors assist teachers to understand the institution as a whole would be made the respondents dilemma because 12.5% respondents replied neutral whereas 13.3% and 11.1% respondents responded agree and strongly agree respectively.

We can understand from the above statements that several respondents didn't agree that the supervisors assist teachers to understand the institution as a whole but a few respondents together

replied neutral, agree and strongly agree on the statement that the supervisors assist teachers to understand the institution as a whole. On the other hand, a lot of respondents said disagree and strongly disagree on the supervisors assist teachers to understand the institution as a whole and the remaining some respondents answered neutral, agree and strongly agree on the statement that supervisors assist teachers to understand the institution as a whole.

The data in table 5 indicated that many respondents 34% replied strongly disagree and 29.6% respondents answered disagree that the supervisor shares innovative instructional improvement with teachers. Nearly the same percent, 14.8% and 13.3% respondents said neutral and agree respectively and few respondents (8.1%) replied strongly agree on supervisor shares innovative instructional improvement with teachers.

This shows that more respondents didn't agree on supervisor shares innovative instructional improvement with teachers while a few respondents answered neutral and agree on the statement of supervisor shares innovative instructional improvement with teachers.

As shown in the above table, there are 40.7% respondents responded strongly disagree and 36.3% respondents responded disagree on the supervisors determine ways to participate teachers in decision making which determine their growth. The others 9.6%, 8.1% and 5.2% respondents replied neutral, agree and strongly agree that supervisors determine ways to participate teachers in decision making which determine their growth.

This implies that very high numbers of respondents said strongly disagree and disagree that supervisors determine ways to participate teachers in decision making which determine their growth. However, almost the same few respondents replied neutral, agree and strongly agree in supervisors determine ways to participate teachers in decision making which determine their growth. This means there was a few supervisors determine ways to participate teachers in decision making which determine their growth so that majority of respondents didn't agree.

As indicated above, responses obtained in this regard from the total respondents depicted that they said 80.6% (42.9= strongly disagree, 37.7%= disagree) about the supervisor encourages collective Endeavour for improvement while 5.9%, 8.1% and 5.2% respondents said neutral, agree and strongly agree respectively about the supervisor encourages collective Endeavour for improvement.

In related to this, very large number of respondents replied that almost none supervisor encourages collective Endeavour for improvement but few respondents said that some supervisor encourages collective Endeavour for improvement.

As seen in the above, from total respondents, 28.1% replied strongly disagree and 29.6% respondents said disagree in terms of the supervisor uses innovative idea in assisting teachers to solve their own problems. The others 18.5% said neutral, 13.3% said agree and 10.4% respondents said strongly agree on the supervisor uses innovative idea in assisting teachers to solve their own problems.

This indicates that more than half percent respondents said that supervisor didn't use innovative idea in assisting teachers to solve their own problems but some of the respondents said supervisor uses innovative idea in assisting teachers to solve their own problems.

Table 7: Respondents view on Directive Informational Behaviors of Supervisors

			Response Category					
No	**Items**		**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**
1	Supervisors are the source of information for the tasks to be accomplished by the teachers		60	55	5	9	6	135
		%	44.4	40.7	3.7	6.6	4.4	100
2	The supervisors provide alternatives from which teachers can choose to accomplish activities		51	58	9	9	8	135
		%	37.7	42.9	6.6	6.6	5.9	100
3	Supervisors place themselves as more expertise, committed, confident and responsible for the tasks than teachers		73	57	1	3	1	135
		%	54.0	42.2	0.7	2.2	0.7	100
4	Teachers can set their own activities to be accomplished		50	50	12	13	10	135
		%	37.0	37.0	8.8	9.6	7.4	100

In the above table, there are 44.4% respondents answered strongly disagree and 40.7% respondents answered disagree about the statement that supervisors are the source of information for the tasks to be accomplished by the teachers. However, 3.7%, 6.6% and 4.4 respondents said neutral, agree and strongly agree respectively that supervisors are the source of information for the tasks to be accomplished by the teachers.

We can understand from this that majority of respondents said that supervisors were not the source of information for the tasks to be accomplished by the teachers but a few respondents replied that supervisors are the source of information for the tasks to be accomplished by the teachers.

According to the above table, 80.6% (37.7% and 42.9%) respondents told that strongly disagree and disagree respectively that supervisors provide alternatives from which teachers can choose to accomplish activities. The rest 6.6% neutral, 6.6% agree and 5.9% strongly agree were answered by the respondents about supervisors provide alternatives from which teachers can choose to accomplish activities.

This implies that plenty of respondents replied that supervisors didn't provide alternatives from which teachers can choose to accomplish activities. And some respondents said that supervisors provide alternatives from which teachers can choose to accomplish activities.

As shown above, 54% respondents replied strongly disagree and 42.2% respondents replied disagree about supervisors place themselves as more expertise, committed, confident and responsible for the tasks than teachers. The remaining 0.7%, 2.2% and 0.7% respondents said neutral, agree and strongly agree accordingly about supervisors place themselves as more expertise, committed, confident and responsible for the tasks than teachers.

In connection to this, we can understand that almost all respondents gave their responses that supervisors didn't place themselves as more expertise, committed, confident and responsible for the tasks than teachers. But, almost none respondents said that supervisors place themselves as more expertise, committed, confident and responsible for the tasks than teachers. This is to say that the respondents gave responses for expertise, committed, confident and responsible for the tasks are very rare.

Based on the above table, the same percent (37%) was replied strongly disagree and disagree by respondents that teachers can set their own activities to be accomplished. The others 8.8% neutral, 9.6% agree and 7.4% strongly agree responses were answered by the respondents respectively that teachers can set their own activities to be accomplished.

This indicates that a lot of respondents responded that teachers couldn't set their own activities to be accomplished; however, some respondents said that teachers can set their own activities to be accomplished.

Table 8: Views of Teachers about Collaborative Behavior of Supervisors

			Response Category					
No	**Items**		**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**
1	Supervisors encourage teachers to help each other		58	58	4	10	6	135
		%	42.9	42.9	2.9	7.4	4.4	100
2	Supervisors take into account the individual teacher's idea when differ from his/her ideas		61	55	6	6	7	135
		%	45.2	40.7	4.4	4.4	5.2	100
3	Supervisors encourage teachers to give feedback on his/her performance		52	48	13	12	10	135
		%	38.5	35.5	9.6	8.8	7.4	100
4	The supervisor and teachers are equally involved in setting the plan for instructional improvements		39	45	15	20	16	135
		%	28.8	33.3	11.1	14.8	11.8	100
5	Supervisory activity is the joint responsibility of teachers and supervisors		41	36	20	20	18	135
		%	30.4	26.6	14.8	14.8	13.3	100
6	Supervisors are open and trust each other		36	44	14	21	20	135
		%	26.6	32.6	10.4	15.5	14.8	100
7	Supervisors foster team involvement of teachers in solving crucial problems		43	55	19	9	9	135
		%	31.8	40.7	14.1	6.6	6.6	100

During collaborative behavior of supervisors, the respondents may give their responses based on supervisors encourage teachers to help each other**.** In this study, the respondents were asked the difference they were in agreement and disagreement in degree. As seen in the above table 7, exactly the same percent (42.9%) was responded strongly disagree and disagree by the respondents that supervisors encourage teachers to help each other. The rest of respondents replied that 2.9% neutral, 7.4% agree and 4.4% strongly agree responses were answered by the respondents that there is supervisors encourage teachers to help each other.

From these statements, we can understand that very more respondents replied that supervisors didn't encourage teachers to help each other nevertheless very a few respondents responded that there is supervisors encourage teachers to help each other.

The data in table 7, there are 45.2% respondents said strongly disagree and 40.7% respondents said disagree about supervisors take into account the individual teacher's idea when differ from his/her ideas while few number of respondents with exactly the same percent (4.4%) was responded for both neutral and agree that supervisors take into account the individual teacher's idea when differ from his/her ideas. The left percent (5.2%) was replied strongly agree about supervisors take into account the individual teacher's idea when differ from his/her ideas.

These respondents' responses show that nearly all respondents responded that supervisors didn't take into account the individual teacher's idea when differ from his/her ideas but very small number of respondents replied that supervisors take into account the individual teacher's idea when differ from his/her ideas.

According to the above table, 74% (35.5% = strongly disagree and 9.6% = disagree) responses were answered by respondents that supervisors encourage teachers to give feedback on his/her performance whereas 9.6%, 8.8% and 7.4% responses were answered accordingly by respondents about supervisors encourage teachers to give feedback on his/her performance.

This shows that several respondents replied that supervisors didn't encourage teachers to give feedback on his/her performance nonetheless some respondents replied that supervisors encourage teachers to give feedback on his/her performance.

Based on the above table, there are 28.8% respondents said strongly disagree and 33.3% respondents said disagree about supervisor and teachers are equally involved in setting the plan for instructional improvements while 11.1% respondents replied neutral, 14.8% respondents replied agree and 11.8% respondents replied strongly agree about supervisor and teachers are equally involved in setting the plan for instructional improvements.

From this, we can understand that high number of respondents replied that supervisor and teachers were not equally involved in setting the plan for instructional improvements but some respondents replied that supervisor and teachers were equally involved in setting the plan for instructional improvements.

As shown in the above table, 57% (30.4% = strongly disagree and 26.6% = disagree) responses were replied by respondents about supervisory activity is the joint responsibility of teachers and supervisors. However, exactly the same percent that is 14.8% respondents replied neutral and agree and 13.3% respondents said strongly agree about supervisory activity is the joint responsibility of teachers and supervisors.

This implies that more than half percent respondents answered about supervisory activity wasn't as the joint responsibility of teachers and supervisors but some respondents answered that about supervisory activity was the joint responsibility of teachers and supervisors.

As seen in the above table, from the total respondents, 26.6% strongly disagree, 32.6% disagree, 10.4% neutral, 15.5% agree and 14.8% strongly agree responses were replied by respondents about supervisors are open and trust each other.

This indicates that majority of respondents said that supervisors were not open and trust each other but a few respondents said that supervisors are open and trust each other.

Based on the above table, there are 31.8% and 40.7% respondents answered strongly disagree and disagree respectively about supervisors foster team involvement of teachers in solving crucial problems. Nevertheless, 14.1% respondents answered neutral about supervisors foster team involvement of teachers in solving crucial problems and 6.6% respondents answered for both agree and strongly agree about supervisors foster team involvement of teachers in solving crucial problems.

We can understand that most of the respondents said that about supervisors didn't foster team involvement of teachers in solving crucial problems; however, few respondents said that supervisors foster team involvement of teachers in solving crucial problems and very few with the same percent respondents said agree and strongly agree about supervisors foster team involvement of teachers in solving crucial problems.

Table 9: Teachers' View about Non-directive Behaviors of Supervisors

			Response Category					
No	**Items**		**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**
1	Supervisors genuinely listen to teachers and their ideas		41	31	17	24	22	135
		%	30.4	12.6	12.6	17.7	16.3	100
2	Supervisors provide teachers with large degree of autonomy and initiative		46	49	10	15	15	135
		%	34.1	36.3	7.4	11.1	11.1	100
3	Supervisors are ready to implement the creative ideas of teachers if it is for change		39	45	14	16	21	135
		%	28.8	33.3	10.4	11.8	15.5	100
4	Supervisors make the interaction positive, to share realistic information that help to plan their own solutions to the problems		37	28	20	25	25	135
		%	27.4	20.7	14.8	18.5	18.5	100
5	Supervisors can identify and help teacher's capability of analyzing their own instructional problems		29	30	24	26	26	135
		%	21.5	22.2	17.7	19.3	19.3	100
6	The supervisor helps the teachers to plan and solve classroom problems by their own		66	63	2	2	2	135
		%	48.8	46.6	1.5	1.5	1.5	100

As shown in the above table 3, from the total respondents, 30.4% respondents replied strongly disagree and 12.6% respondents replied in both disagree and neutral about supervisors genuinely listen to teachers and their ideas. And, 17.7%, 16.3% respondents replied agree and strongly agree respectively about supervisors genuinely listen to teachers and their ideas.

This indicates that very high number of respondents replied about supervisors didn't genuinely listen to teachers and their ideas but a few number of respondents said that supervisors genuinely listen to teachers and their ideas and with the same percent respondents replied that supervisors genuinely listen to teachers and their ideas. The small number left respondents responded strongly agree on that they said that supervisors genuinely listen to teachers and their ideas.

As seen in the above table, 34.1% respondents said strongly disagree and 36.3% respondents said disagree about supervisors provide teachers with large degree of autonomy and initiative whereas 7.4% respondents said neutral about supervisors provide teachers with large degree of autonomy and initiative. For both agree and strongly agree, 11.1% was responded by the respondents about supervisors provide teachers with large degree of autonomy and initiative.

This implied that many respondents responded that supervisors didn't provide teachers with large degree of autonomy and initiative but a few respondents with the same percent for both agree and strongly agree responded that supervisors provide teachers with large degree of autonomy and initiative

According to the above table, from the total respondents, 28.8% respondents answered strongly disagree and 33.3% respondents answered disagree on the statement that the supervisors are ready to implement the creative ideas of teachers if it is for change. The rest 37.7% (10.4% = neutral, 11.8% = agree, 15.5% = strongly agree) responses were answered by respondents on the statement that the supervisors are ready to implement the creative ideas of teachers if it is for change.

In connection to the above statements, most of the respondents replied that the supervisors were not ready to implement the creative ideas of teachers if it is for change even though some of the respondents replied that the supervisors are ready to implement the creative ideas of teachers if it is for change.

As indicated above, 27.4% respondents replied strongly disagree and 20.7% respondents replied disagree about supervisors make the interaction positive, to share realistic information that help to plan their own solutions to the problems. This means in both percents, the respondents didn't agree that supervisors make the interaction positive, to share realistic information that help to plan their own solutions to the problems. The left 14.8%, 18.5% and 18.5% respondents replied neutral, agree and strongly agree respectively about supervisors make the interaction positive, to share realistic information that help to plan their own solutions to the problems.

This implies that although a few number with exactly the same percent respondents said that supervisors make the interaction positive, to share realistic information that help to plan their own solutions to the problems, more respondents said that supervisors didn't make the interaction positive, to share realistic information that help to plan their own solutions to the problems.

The data in the table above, there are 21.5% respondents replied strongly disagree and 22.2% respondents replied disagree from the total respondents about supervisors can identify and help teacher's capability of analyzing their own instructional problems. However, 17.7% respondents replied neutral and for both agree and strongly agree 19.3% respondents replied that supervisors can identify and help teacher's capability of analyzing their own instructional problems.

Here, we can understand that some more number with nearly the same percent respondents said that supervisors couldn't identify and help teacher's capability of analyzing their own instructional problems. However, some respondents with almost the same percent said that supervisors can identify and help teacher's capability of analyzing their own instructional problems.

As shown in the above, from all respondents, 48.8% respondents answered strongly disagree and 46.6% respondents answered disagree that the supervisor helps the teachers to plan and solve classroom problems by their own. Nevertheless, for the rest 1.5% respondents answered neutral, agree and strongly agree that the supervisor helps the teachers to plan and solve classroom problems by their own.

This shows that almost all respondents answered that the supervisor didn't help the teachers to plan and solve classroom problems by their own. In other words, nearly all respondents replied

that the supervisor didn't help the teachers to plan and solve classroom problems by their own. But, almost none (nearly none) respondents with exactly the same percent answered that the supervisor helps the teachers to plan and solve classroom problems by their own. This means the respondents said that the supervisor helps the teachers to plan and solve classroom problems by their own is very rare.

Table 10: Respondents view on Directive control Behaviors of supervisors

			Response Category					
No	**Items**		**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Total**
1	Supervisors influence supervisees toward improving quality education		34	31	18	13	13	135
		%	25.2	22.9	13.3	9.6	9.6	100
2	Supervisors coach teachers to perform better		38	31	20	20	26	135
		%	28.1	22.9	14.8	14.8	19.3	100
3	The supervisor assumes him/herself as more knowledgeable and expertise and enforces teachers to improves classroom practices		30	32	20	28	25	135
		%	22.2	23.7	14.8	20.7	18.5	100
4	The supervisor directs and enforces teachers to accomplish the tasks		40	36	17	21	21	135
		%	29.6	26.6	12.6	15.5	15.5	100
5	The supervisor sets standards for teachers in the improvement of instruction		34	31	18	13	13	135
		%	25.2	22.9	13.3	9.6	9.6	100
6	Supervisors direct teachers in order that they improve their teaching		36	44	14	21	20	135
		%	26.6	32.6	10.4	15.5	14.8	100

As shown in the above, from the respondents, 48.1% (25.2%, 22.9%) respondents replied strongly disagree and disagree respectively that supervisors influence supervisees toward improving quality education whereas 32.5% (13.3%, 9.6%, 9.6%) respondents replied neutral, agree and strongly agree accordingly that supervisors influence supervisees toward improving quality education This implies that a large number of respondents answered strongly disagree and disagree on that supervisors influence supervisees toward improving quality education. This is to say that most of the respondents didn't agree that supervisors influence supervisees toward improving quality education. In the opposite side way, some respondents said neutral and a few number of respondents with the same number of respondents replied that supervisors influence supervisees toward improving quality education.

As indicated in the above, 28.1% and 22.9% respondents replied strongly disagree and disagree respectively that supervisors coach teachers to perform better nonetheless 14.8% respondents replied both neutral and agree that supervisors coach teachers to perform better. And, the other 19.3% respondents replied strongly agree that supervisors coach teachers to perform better.

This implies that more respondents said strongly that supervisors didn't coach teachers to perform better. This is to mean that most of the respondents didn't agree about supervisors coach teachers to perform better; however, some respondents said neutral and others said that supervisors coach teachers to perform better.

As seen in the above, 22.2% respondents replied strongly disagree and 23.7% respondents replied disagree that supervisor assumes him/herself as more knowledgeable and expertise and enforces teachers to improves classroom practices. In contrary, 14.8%, 20.7% and 18.5% respondents replied neutral, agree and strongly agree accordingly that supervisor assumes him/herself as more knowledgeable and expertise and enforces teachers to improves classroom practices.

In connection to this, some more respondents didn't agree when the supervisor assumes him/herself as more knowledgeable and expertise and enforces teachers to improves classroom practices. In the opposite way, some respondents replied neutral, agree and strongly agree on that

supervisor assumes him/herself as more knowledgeable and expertise and enforces teachers to improves classroom practices.

From the total respondents in the above table, 56.2% (29.6% = strongly = disagree, 26.6% = disagree) responses were answered by respondents that supervisor directs and enforces teachers to accomplish the tasks while 43.6% (12.6% neutral, 15.5% agree, 15.5% strongly agree) responses were answered by respondents that supervisor directs and enforces teachers to accomplish the tasks.

Here, we can see that majority of respondents didn't agree that employees in the supervisor directs and enforces teachers to accomplish the tasks. These means high numbers of supervisor didn't direct and enforce teachers to accomplish the tasks. Nonetheless, a few number of respondents said neutral and some respondents with exactly the same number of respondents said supervisor directs and enforces teachers to accomplish the tasks.

As shown in the above, from the respondents, 48.1% (25.2%, 22.9%) respondents replied strongly disagree and disagree respectively that supervisor sets standards for teachers in the improvement of instruction whereas 32.5% (13.3%, 9.6%, 9.6%) respondents replied neutral, agree and strongly agree accordingly that supervisor sets standards for teachers in the improvement of instruction.

This implies that a large number of respondents answered strongly disagree and disagree that supervisor sets standards for teachers in the improvement of instruction. This is to say that most of the respondents didn't agree that supervisor sets standards for teachers in the improvement of instruction. In the opposite side way, some respondents said neutral and a few number of respondents with the same number of respondents replied that supervisor sets standards for teachers in the improvement of instruction.

As seen in the above table, from the total respondents, 26.6% strongly disagree, 32.6% disagree, 10.4% neutral, 15.5% agree and 14.8% strongly agree responses were replied by respondents that supervisors direct teachers in order that they improve their teaching.

This indicates that majority of respondents said that supervisors didn't direct teachers in order to improve their teaching but a few respondents said that supervisors direct teachers in order to improve their teaching.

Supervisory Challenges

The role of supervisors in improving the practice of teachers for the purpose of achieving quality education has imperative position. But to achieve these purpose, supervisors are working in an environment with full of multiple problems that affect the activities supervisors in the study area. Consequently the views of teachers' on these challenges of supervisors as teachers were asked whether supervisors have their own office with its table, chair and shelves or not. Accordingly, majority 76.4% of teachers respondent agreed that supervisors have not such furniture's. As far as the information obtained from focus group discussion concerned, they clearly concluded that: one of the challenges that leads most supervisors to leave the position is that, supervisors didn't provided an office, even they have no place to put their files at CRC level.70% of teachers confirmed that supervisors have no any means of transportation and communication services. This implies that supervisors are forced to use their own budgets on their salaries to communicate with schools otherwise they have to walk by their foot from school to school to provide assistances.

In supporting, one of the dep't heads raised his idea during focus group discussion as: Supervisors are assigned a multiple task which is, most of it nothing related with assisting teachers to improve their practice. Even if the supervisors tried to accomplish these multiple tasks, no budget was allocated.,(Getu December 7: 2012).

Teachers were asked whether supervisors are given other administrative works in addition to their core functions. Accordingly, most of teachers demonstrate that supervisors were given other administrative tasks. The participants of interviewer said in relation to the tasks given to supervisors in addition to their core functions as: Supervisors are given a lot of tasks to be performed. Such as: control the work of principal, conduct performance evaluation of principal, control and conduct performance evaluation for primary school CRC supervisors. Supervisors forced to coordinate and control primary school supervisors and principals in addition to his/her secondary school activities. Consequently, majority 70.9% of teacher confirmed that secondary

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

Challenges Related with Workload of Supervisor

Teachers were asked to give their view whether secondary school supervisors provide awareness for community at primary school other than secondary schools. Teachers were also asked whether secondary school supervisors are forced to control secondary and primary school principals, teachers, and CRC supervisors. Consequently, majority of teachers asserted that the supervisor perform the activities. This implies that supervisor's core function is neglected and makes them to perform routine activities. The results of focus group discussion also revealed that: Secondary school supervisors are mainly focuses on controlling and evaluating the work of primary school CRC supervisors and principals of both primary and secondary than supporting and guiding teachers to perform better.

The majority of teachers responded that recruitment of supervisors was not aligning with the guideline. Regarding to supervisors provided with short term training before assuming the most of teachers agreed that the practice do not exist. This implies that new recruited supervisors were assigned to school without providing training on supervision.

Teachers were also requested whether supervisors had knowhow and training in supervision. To this end the majority of teachers replied that they had not any training and knowhow about supervision. The results of the interview and focus group discussion revealed that: Seminar, workshop, and experience sharing session are essential for teachers to upgrade their skills. But sometimes the training was given at department level by experienced teachers and no training was given by secondary school supervisors.

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

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The main purpose of this study was to explore and identify leadership behaviors of supervisors employed in assisting teachers to improve instruction in North Shoa Zone, Oromia National

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

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

- √ The findings of the study indicated that supervisors human skills to assist communications among teachers and supervisors to build cooperative effort effectively. They were not approach teachers to show a feeling of understanding among teachers and supervisors in order to improve teacher's classroom practice.
- √ As showed in the findings of the study, the three groups of respondents revealed that secondary school supervisors were not selected and apportioned in strictly according to the criteria established in the guideline.
- √ The findings of the study indicated that supervisors were consider themselves as more knowledgeable, expertise, and experienced than the teacher then, direct, enforce and set standards of activities to be carried out prepared at Woreda education offices without the consent and willingness of the teachers. Therefore, they used directive control behaviors for all teachers in their day to day practices.

- √ The study indicated that secondary school supervisors lack technical skills to provide professional assistances for teachers to plan, observing class of each other, lesson plan preparation, and use of teaching aids to improve teacher's classroom instruction.
- √ Most of teacher respondents indicated that supervisors unsuccessful to create new methods of teaching methodology and shares innovative ideas with teachers to capacitate them to solve classroom problems by their own for the improvement of instruction.
- √ Most of teacher respondents showed that supervisors failed to assist teachers on a consistent basis to improve their classroom practices. They communicate and discuss issues of school to be accomplished and modified only with principals.
- √ The majority of respondents agreed that supervisors were considered themselves as they were the only sources of information for the improvement of the teachers. So, they refused to provide alternatives of tasks from which teachers can choose and perform based on their need and expertise. Therefore, supervisors were not indicating directive informational behaviors in their practice to help teachers in their practice.
- √ Regarding both the teacher and supervisors are equally involved in setting the plan for instructional improvement, the majority of respondents were agreed that mutual plan were not conducted among teachers and supervisors. Furthermore, supervisors were not believed in joint responsibility for supervisory activities. Therefore, supervisors were not use collaborative behaviors in assisting teachers to improve teaching-learning process.
- √ The findings showed that secondary school supervisors were not assisting and guiding teachers to plan, and solve their classroom problems, and even they were not ready to accept the creative ideas of teachers. Furthermore, they were not openly listening to teachers and their ideas. Furthermore, supervisors were not provided teachers with large degree of autonomy and initiative even if teachers were knowledgeable and experienced to perform the activities by their own. To this end, they were not demonstrating non-directive behaviors in their day to day activities to improve teacher's classroom practice.
- √ The findings showed that supervisors were performing their activities within a number of challenges such as: lack of own office with its table, chair, and means of communication and transportation services to provide assistances for schools on time. Moreover, they were challenged with lack of own budget to tackle the problems of stationery materials and they were not provided short term training for the newly recruited supervisor.

5.2. Conclusion

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

- √ The result of the study revealed that supervisors were confronted with multiple challenges in providing professional assistances for teachers to improve their classroom instruction. Some of the challenges encountered supervisors in their practice were lack of own office, budgets to use it for stationery material, transportation and communication costs. Besides, they suffer from high workloads and were not provided with sufficient training on supervision before holding the position. Within this environment, they lack knowhow about supervision to provide professional assistances to improve teacher's classroom instruction.
- √ The practice of instructional supervision requires a continuous visit and assistance of teachers' classroom practice so as to enhance their capacity and improve instruction, and achieve the purpose of better student learning. Hence, secondary school supervisors are expected to provide continuous assistance and guidance for teachers and school principals. To address this activity, school supervisors were to have the three most essential skills such as: technical, human, and conceptual skills needed for all educational leaders to work effectively with peoples and to bring good results. However, the more dominant skills they demonstrate was a technical skill, with conceptual and human skill are limited.
- √ The quality and qualification of supervisor's is crucial to assure general education quality assurance packages in the country. To achieve this purpose, the OREB prepared a guideline of selection criteria for supervisors and school principals since 2002 E.C. to make schools are guided by qualified and competent leaders. It was found out that school principal, school- based supervisors, department heads, and supervisors assigned by WEO. However, the external supervisor's assignment was made not on the basis of their qualification, competence or experiences. This resulted in unqualified and incompetent supervisors were assigned to school.
- √ It is essential for supervisors to know teacher's level of development to provide assistances based on their experiences and needs. Supervisors are kept to use different interpersonal approaches such as: Non-directive, collaborative, directive informational

and directive control approaches in supporting teachers and school principals. However, it acted that they more dominantly employ directive control behaviors where they set standards of activities to be performed and direct and enforces teachers toward achieving those activities without taking into consideration the different developmental levels of teachers. This hindered the creative ideas of experienced and knowledgeable teachers in the improvement of their classroom instruction.

5.3. Recommendation

This study shows a number of facts that would be understood for some suggestions. Therefore, the following recommendation is made based on the findings of the study.

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

- √ The leadership behaviors of the supervisor used in assisting and guiding teachers to improve their classroom instruction plays important role to achieve healthier student learning. But, in the school teachers were found at different level of development, knowledge, and experiences. So to be effective, supervisors are expected to use the different interpersonal approaches with those teachers in proving professional assistance to much their level of development, expertise, and commitment they have toward the task. However, the study indicated that supervisors used directive control behavior for all teachers by directing, enforcing, and set standards of tasks to be performed without taking into account teachers' with high level of development, abstraction, expertise and commitment they have toward the task. Therefore, the OREB, ZEO, and WEO should prepare different workshops and training for supervisors concerning interpersonal approaches of supervision.

- √ Supervisors are needed for teachers to provide professional assistance and improve teachers' current level of performances. To achieve this purpose, supervisors should be acquainted with supervisory skills which are essential to plan, to communicate, and to create new ways of doing things, and also to assist teachers accordingly. However, the findings of the study indicated that supervisors failed to assist teacher's classroom practice, and they do not have the needed skills to do so. Therefore, the OREB and WEO should assist and provide on job training for supervisors especially they should provide training on how to use the phases of clinical supervision to assist teachers in their classroom practices.
- √ It is believed that, competent and qualified educational leaders are needed to assure quality of student learning as well as quality of the education system as a whole. To realize this purpose, OREB prepared a guideline containing selection criteria of supervisors and school principals. However, the findings of the study revealed that supervisors were not properly selected and assigned strictly with the accordance of the selection criteria set in the guidelines. Therefore, to alleviate such problems, Woreda administration and Zonal education office should create awareness for the committees on the selection criteria and follow up its implementations.

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APPENDIX-1

QUESTIONAIRE

ADDIS ABABA UNIVERSITY

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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

Dear Respondents: This questionnaire aims at collecting data for the research purpose on the **leadership behaviors of secondary school supervisors in North Shoa Zone of Oromia Regional State** for requirement degree of masters of art in educational policy and planning from Addis Ababa University. Therefore, be free and give your responses because there is no correct or wrong answer. Please, make a **tick**(√**)** in the box consistent to your choice that fits you so that your genuine response is very necessary for the success completion of this study.

Note:

- I confirm you that the information that you share me will be kept confidential and only used for the academic purpose.
- No need of writing your name on the questionnaire paper

Thank you in advance!

I. <u>Personal Information</u>

1. Sex: Male ☐ Female ☐
2. Age: 18 – 25 ☐ 26 – 35 ☐ 36 – 45 ☐ above 46 ☐
3. Marital status: Married ☐ Unmarried ☐ Divorced ☐
4. Education level: MSc/MA/M.Ed ☐ First Degree ☐ College Diploma ☐
5. Position: Teacher ☐ Other ☐
6. Experience in work: 5-10 years ☐ 11-16 years ☐ Above 17 years ☐

II. General Information of Technical, Human and Conceptual skills

Information of Technical, Human and Conceptual skills are listed below. Please indicate the degree to which these Technical, Human and Conceptual skills. After you read each of these skills, evaluate them and put a **tick mark (√)** where, **1=Strongly Disagree, 2=Disagree, 3=Neutral 4=Agree, 5=Strongly Agree**

No	Items	1	2	3	4	5
	2.1 Supervisory skills and activities					
2.1.1	Supervisors provide professional assistance on continuous bases for students' achievement					
2.1.2	Supervisors help teachers to use different methods and procedures to improve classroom practices					
2.1.3	The supervisor shows ways of problem solving to teachers					
2.1.4	Supervisors assist teachers on lesson plan preparation, utilization of teaching aid and evaluation mechanism					
2.1.5	The supervisor conducts need assessment and train teachers at school level					
2.1.6	The supervisor shows ways and helps teachers on how to conduct observation of each other's classroom instruction					
2.1.7	The supervisor shows techniques of conflict resolution					
	2.2 Human skills	**5**	**4**	**3**	**2**	**1**
2.2.1	The supervisor is approachable and there is a feeling of rapport among teachers and supervisors					
2.2.2	The supervisor facilitates group discussion among teachers on their improvement					
2.2.3	The supervisor displays and group facilitation for demonstrates instructional improvement					
2.2.4	Supervisors assist teachers to feel free to express problems they faced					

2.2.5	The supervisor facilitates communication to build cooperative effort					
2.2.6	Teachers develop anxiety and frustration which stem from inappropriate use communication skills by supervisors					
2.2.7	The supervisor encourages teacher to reflect on their improvement					
	2.3 Conceptual skills	**5**	**4**	**3**	**2**	**1**
2.3.1	The supervisors assist teachers to understand the institution as a whole					
2.3.2	Supervisors determine ways to participate teachers in decision making which determine their growth					
2.3.3	The supervisor shares innovative instructional improvement with teachers					
2.3.4	The supervisor uses innovative idea in assisting teachers to solve their own problems					
2.3.5	The supervisors encourages collective endeavor for improvement					
2.3.6	Supervisors identify environmental and school based problems, and suggest ways to solve it					
	3. Supervisory Activities	**5**	**4**	**3**	**2**	**1**
3.1	Supervisors are preferable means of teachers supporting system					
3.2	Supervisors serve as a means to promote teachers' autonomy					
3.3	Supervisors are committed to work with teachers in improving classroom practice					
3.4	Supervisors come to school to help teachers than finding fault					
3.5	Supervisors work only on assisting teachers to improve instruction, and do not involve in other additional duties					
3.6	Supervisors do not have the necessary knowledge and skills to improvement tasks of supervision					
3.7	Supervisors used classroom observation for evaluative purposes					

3.8	School based supervisors provide continuous advice and help to improve classroom practice					
3.9	Supervisors come to school to gather information for reporting					
	4. Types of Leadership behaviors and activities under each					
	4. 1 Directive control behavior	**5**	**4**	**3**	**2**	**1**
4.1.1	The supervisor assumes him/herself as more knowledge and expertise and enforces teachers to improve their teaching					
4.1.2	Supervisors coach teachers to perform better					
4.1.3	The supervisor directs and enforces teachers to accomplish the tasks					
4.1.4	The supervisors sets standards for teachers in the improvement of instruction					
4.1.5	Supervisors direct teachers in order that they improve their teaching					
4.1.6	Supervisors influence supervisees toward improving quality education					
	4.2 Directive Informational Behavior	**5**	**4**	**3**	**2**	**1**
4.2.1	Teachers can set their own activities to be accomplished					
4.2.2	Supervisors place themselves are more expertise, committed, confident, and responsible for the tasks than teachers					
4.2.3	Supervisors are the source of information for the tasks to be accomplished by the teachers					
4.2.4	The supervisors provide alternatives from which teachers can choose to accomplish activities					
	4.3 Collaborative Behavior	**5**	**4**	**3**	**2**	**1**
4.3.1	Supervisors are open and trust each other					
4.3.2	Supervisors encourage teachers to give feedback on his/her performance					
4.3.3	Supervisors take into account the individual teacher's idea when differ from his/her ideas					
4.3.4	The supervisor and teachers are equally involved in setting the plan					

	for instructional improvements					
4.3.5	Supervisory activity is the joint responsibility of teachers and supervisors					
4.3.6	Supervisors encourage teachers to help each other					
4.3.7	Supervisors foster team involvement of teachers in solving crucial problems					
	4.4 Non Directive Behavior	**5**	**4**	**3**	**2**	**1**
4.4.1	Supervisors genuinely listen to teachers and their ideas					
4.4.2	Supervisors make the interaction positive, to share realistic information that help to plan their own solutions to the problems					
4.4.3	Supervisors are ready to implement the creative ideas of teachers if it is for change					
4.4.4	Supervisors provide teachers with large degree of autonomy and initiative					
4.4.5	Supervisors can identify and help teacher's capability of analyzing their own instructional problems					
4.4.6	The supervisor helps the teachers to plan and solve classroom problems by their own					

Thank you for your time

APPENDIX-2

QUESTIONARES
ADDIS ABABA UNIVERSITY
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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

Interview for Woreda Education office supervision process owner, school supervisors and principals

Dear Respondents: These interviews are designed to collect primary data for the MA Thesis entitled: **leadership behaviors of secondary school supervisors in North Shoa Zone of Oromia Regional State**. The answers you give are highly valuable, and the information gathered will be confidential and will solely be utilized for the purpose of this research. I am, therefore, grateful for your attention and for the time you devote.

Thanks so much in advance!

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

APPENDIX-3

QUESTIONAIRE
ADDIS ABABA UNIVERSITY

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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

Focus group discussions with department heads of secondary schools

Dear Respondents: These interviews are designed to collect primary data for the MA Thesis entitled: **leadership behaviors of secondary school supervisors in North Shoa Zone of Oromia Regional State**. The answers you give are highly valuable, and the information gathered will be confidential and will solely be utilized for the purpose of this research. I am, therefore, grateful for your attention and for the time you devote.

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