

THE PERCEPTIONS OF TEACHERS TOWARDS INSTRUCTIONAL SUPERVISION : THE CASE OF GOVERNMENT SECONDARY SCHOOLS OF JIMMA ZONE

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

BY:

GETACHEW DURESSA

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

JUNE, 2017

ADDIS ABABA, ETHIOPIA

THE PERCEPTIONS OF TEACHERS TOWARDS INSTRUCTIONAL SUPERVISION : THE CASE OF GOVERNMENT SECONDARY SCHOOLS OF JIMMA ZONE

A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN SCHOOL LEADERSHIP

BY:

GETACHEW DURESSA

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

JUNE, 2017

ADDIS ABABA

DECLARATION

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

Name: Getachew Duressa

Signature ----------

Date ----------

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

Name: Teshome Tola (PhD)

Signature: ----------

Date: ----------

THE PERCEPTIONS OF TEACHERS TOWARDS INSTRUCTIONAL SUPERVISION : THE CASE OF GOVERNMENT SECONDARY SCHOOLS OF JIMMA ZONE

BY:

GETACHEW DURESSA

DEPARTMENT OFEDUCATIONAL PLANNING AND MANAGEMENT

APPROVED BY BOARD OF EXAMINERS

Chairman, Departments	**Signature**	**Date**
Teshome Tola (PhD)		July 2017
Advisor Name	**Signature**	**Date**
Zenebe Baraki (PhD)		July 2017
Internal Examiner Name	**Signature**	**Date**
Geberew Tulu		Aug. 11, 2017
External Examiner Name	**Signature**	**Date**

ACKNOWLEDGEMENTS

Firstly, I would like to express my sincere and wholehearted gratitude to my advisor, Dr. Teshome Tola for his genuine, professional and invaluable advice for the realization of this research on all its parts throughout my work.

Next, I am also thankful to my wife w/ro Aster Feyisa who shouldered the burden of carrying responsibility for our children during my university stay in summer without which my education would have been in doubt.

My appreciation is also extended to Mr. Keneni Elias and Mr. Mesfin Dejene for their continuous encouragement, moral and professional support and allowing to access materials towards the accomplishment of this thesis work.

Finally, it is with great pleasure that I acknowledge all respondents who participated in providing the necessary data for this study.

TABLE OF CONTENTS

Contents ..... Page
Acknowledgements i
Table of contents ii
List of Tables iv
Acronyms v
Abstract vi
CHAPTER ONE RODUCTION 1
1.1 Background of the study 1
1.2. Statement of the problem 4
1.3. Objectives of the study 6
1.4 Significances of the study 6
1.5 Delimitations of the study 7
1.6 Limitation of the study 7
1.7. Operational definitions of terms 7
1.8. Organization of the Study 8
CHAPTER TWO REVIEW OF RELATED LITERATURE 9
2.1 The Concept of Instructional Supervision 9
2.2 Historical Development of Instructional Supervision 11
2.3 Approaches to Instructional Supervision 13
2.4 Professional Development 17
2.5 Teachers' Perception of Supervisory process 18
2.6 Teachers' satisfaction and attitudes toward Instructional Supervision 19
2.7 Relationship of instructional supervision and professional development 20
CHAPTER THREE RESEARCH DESIGN AND METHODOLOGY 21
3.1 Research Design 21
3.2 Study area 21
3.3 Source of Data 21

3.4 Population, Sample and Sampling techniques 22
3.5 Data collection instruments 23
3.6 Data collection procedure 25
3.7. Techniques of Data Analysis 25
CHAPTER FOUR RESULT AND DISCUSSION 27
4.1. Respondents' Demographic information 27
4.2. Supervisory perceptions and beliefs 31
4.3. Experiences with supervision and evaluation 28
4.4. Perceptions and preferences: Actual and Ideal supervisory practices 34
4.5. Attitudes toward supervisory process 37
4.6. Satisfaction with the process of supervision 41
4.7. Supervision and Professional Development 43
CHAPTER FIVE SUMMARY, CONCLUSION AND RECOMMENDATION 48
5.1. Summary of Findings 48
5.2. Conclusion 50
5.3. Recommendation 51
REFERENCES 52
APPENDICES 59

List of Tables

Content **Page**

Table 1: Sampling of the teachers 22

Table 2: Reliability Statistics 24

Table 1: Respondents' demographic characteristics 28

Table4: Respondents' perception of the frequency with which they are supervised and evaluated 29

Table 5: Individuals mostly identified as supervisors and evaluation 30

Table 6 Respondents' perception of the importance of supervision 31

Table7: Respondents' perceptions of the frequency with which beginning teachers should be supervised 32

Table 8: Respondents' perceptions on the time a supervisor should spend in the classroom 33

Table 2: Respondents' perceptions of real and ideal frequency of the use selected supervisory practices 35

Table 3: Teachers' perceptions of real frequency of supervisory practice in terms of teaching experience 36

Table 11: Teachers' perceptions of ideal frequency of supervisory practice in terms of teaching experience 37

Table 4: respondents' attitude towards supervisory process 38

Table 13 Respondents' Attitudes toward the Supervisory Processes by level of experience 40

Table 14 Respondents' Attitudes toward the Supervisory Processes in terms of gender 41

Table 15 Respondents' Attitudes toward the Supervisory Processes in terms of qualification 41

Table 56: Respondents' perception of their satisfaction with supervision 41

Table 17 Respondents' satisfaction with the Supervisory Processes by level of experience 42

Table 18 Respondents' satisfaction with the Supervisory Processes in terms of qualification 43

Table 19: Respondents' Perceptions of relationship between supervision and professional development 43

Table 20: Relationship of Satisfaction with Quality of Supervision to Supervisory Practices 46

Table21: Relation between perceived professional development and each actual supervisory approach 47

Acronyms

BPR: Business Processing Re-engineering

CRC: Cluster resource center

MoE: Ministry of Education

OREB: Oromia Regional Education Bureau

Abstract

The purpose of this study was to identify the perceptions of teachers toward instructional supervision and its perceived relationship to professional development in selected government secondary schools of Jimma zone. To accomplish this purpose, a descriptive survey design was employed. The study was carried out in eight secondary schools of the four randomly selected woredas of Jimma zone. Accordingly, 150 teachers were selected by using stratified random sampling whereas, eight school principals and four cluster supervisors were included in the study by using availability sampling techniques. All the 8 principals and 4 cluster supervisors were involved in the study for interview. Questionnaire was the main instrument of data collection. In addition, interview and document review were utilized to substantiate the data gained through the questionnaire. Mean, standard deviation, independent sample t-test and one way ANOVA were utilized to analyze the data from the questionnaire with the help of computer by using SPSS software. The data obtained through open-ended questions, interview and document analysis were analyzed through narration for the purpose of triangulation. The finding of the study revealed that most of teachers felt that all supervisory approaches were rarely applied in their schools. And they preferred a more frequent use of cognitive coaching, portfolios and clinical supervision in their schools. Significant differences were observed between beginner and experienced teachers in their attitudes and satisfaction toward supervisory processes practiced at their schools. But, no significant differences were found between teachers due to their gender and academic qualification in their attitudes and satisfaction toward supervisory processes practiced at their schools. Positive correlation between supervision and professional development was identified, but on the contrary, there were lack of quality, frequency and adequacy of practice which resulted in poor satisfaction on the actual supervisory practice.

CHAPTER ONE INTRODUCTION

In this chapter, the background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, definition of key terms, and organization of the study have been treated one after the other.

1.1 Background of the study

Schools are the 'formal agencies of education' where the future citizens are shaped and developed through the process of teaching and learning. The basic purpose of a school is improvement of student learning. According to Sergiovanni and Starratt (2007), when a school's instructional capacity improves, teaching improves, leading to improvements in student performance. This needs the effectiveness and commitment of the stakeholders particularly teachers and school leaders (Aggarwl, 1985).

So schools need to improve their basic functions of teaching and learning that aims at supporting and empowering all students to raise their general achievement through instructional improvement. In the process of promoting such improvement, the role of the teacher cannot be underestimated (Glatthorn cited in Kutsyuruba, 2003).Thus, to achieve the best possible level of improvement, teachers require to be well-skilled and part of the learning community (Tadele & Roelande 2014).In this regard, Supervision of teachers is one of the activities of educational institutions, and gives complete chances for schools to make better teaching and learning, and the professional development of teachers (Kutsyuruba, 2003; Arong & Ogbadu, 2010).

School supervision in general has used in all countries for many years and of great importance in educational management, which can be realized as a technical service given by an expert which is crucial to scientific study and improvement of the situation that deals with learning and pupil growth (Alemayehu, 2008). However, not only the organization and activities of supervision but also its terminology is not the same in different countries. For instance, in many developed countries, such as United States, United Kingdom (UK) and some African countries such as Nigeria, Senegal, Lesotho, and Tanzania. The terms "inspector'' and "inspection" are still being used (Grauwe, 2007; Lee, Dig & Song, 2008). In these countries much more emphasis has been

given to inspectional supervision which is carried out by external agents aimed at evaluating and controlling the performance of schools.

The concepts of "instructional supervision" and "inspection" were understood by deferent educational officials, experts and policy makers as almost the same in their implementation (Oliva, 1976).Although, they are somewhat different in that the former is a type of school-based (in-school) supervision carried out by the school staff and focuses on guidance, support, and continuous assessment provided to teachers for their professional development and improvement in the teaching-learning process, whereas the later is carried out by external supervisors at higher levels and gives emphasis on controlling and evaluating the schools' improvement based on stated standards set by higher officials outside the school system (Arong&Ogbadu 2010; Beach & Reinhartz, 2000; Tyagi2010).

In Ethiopian education system, the supervisory services began to be carried out since 1941, with constant shift of its names "Inspection" and "Supervision". (Haileselassie, 2001). In 1941, Educational inspection was practiced for the first time, and then it was shifted to supervision near the end of 1960s again to inspection in mid 1970s and for the fourth time it changed to supervision in 1994. Thus, in order to achieve the required objectives of educational supervision effectively and efficiently, two approaches of organization of supervision have been exercised starting from 1994 in our country, Ethiopia. These are: the out-of school supervision which is carried out by external supervisors at federal, regional, zonal and lower levels ,and school-based (in-school) supervision which is done by the school personnel (cluster supervisors ,school principals, department heads and senior teachers).

In light with this, Supervision manual of MoE (1994) illustrated the function of supervision in school system as: "ensuring curriculum implementation, providing direct technical support to teachers, providing on job training to teachers, conducting formative education program evaluation, monitoring and evaluation." It mainly focuses on the whole school improvement and quality of education given to the students. Similarly, MoE (2002) stated supervision as an activity in which supervisors provide technical support for the school leaders and teachers to improve the teaching and learning process. However, school supervisors yet could not achieve the expected result on the students' performance. Besides, at the regional, zonal and woreda level in community mobilization documents (2004 E.C to 2006 E.C), seminars and workshops

repeatedly indicated that secondary school instructional supervision is not performed as expected. The researcher has personally participated on these workshops. And also complains were raised on teachers' teaching behavior from students and students family in different time in the school.

Instructional supervision is mainly concerned with improving schools by helping teachers to reflect their practices; to learn more about what they do and why; and to develop professionally (Sergiovanni and Starratt,2007).Other researchers stated that it has a clear connection with professional development (Sergiovanni & Starratt, 2007; Zepeda, 2007).

Kutsyuruba (2003, *p.*11) defines professional development as follows:

> *A major component of ongoing teacher education concerned with improving teachers' instructional methods, their ability to adapt instruction to meet students' needs, and their classroom management skills; and with establishing a professional culture that relies on shared beliefs about the importance of teaching and learning and that emphasizes teacher collegiality.*

This definition elaborates the elements more that include instructional methods of supervision in adjusting individual students' need by cooperating with their colleagues. In this regard, participants in the instructional supervision process plan and carry out a range of professional growth opportunities designed to meet teacher's professional growth & educational goals and objectives at different levels. In doing that, beginning and experienced teachers have their own preferences and choices for various supervisory approaches such as clinical supervision, peer coaching, cognitive coaching, mentoring, reflective coaching, teaching portfolios, and professional growth plans (Beach &Reinhartz, 2000).

Teachers' acceptance and interaction with the supervisory practice, the techniques, methods, models, or processes used by supervisors at schools, accelerate any supervisory success. Similarly, the way teachers gain professional support from instructional supervisors and the way teachers view the instructional supervision that they are undergoing and think about is very important in the outcomes of the supervision process (*Oliva,* 2005).

Generally, this study was designed mainly focusing on teachers' perceptions towards instructional supervisory practices in government secondary schools of Jimma zone.

1.2. Statement of the problem

The first study was made on Practices and challenges of educational supervision on the professional development of teachers in government preparatory schools of Addis Ababa by Netsat kassahun,(2014).The outcomes of the study suggested that lack of material and human resources at schools and trained supervisors as well as absence of attempts to identify teachers training needs were among the practices observed in schools. Furthermore, lack of sustainable and organized training system, budget as well as absence of school coordination, low morale and commitment of supervisors were the challenges faced by supervisors in the study. Thus, such a situation made it difficult for supervisors to contribute adequately to the professional development of teachers.

The second study was done on the practices and challenges of instructional supervision in Asossa zone primary schools by Berhane Assefa Eekyaw, (2014) in Jimma University. The main findings come out from this study were: instructional supervisors attempt to identify strengths and limitations of teachers in the classroom in order to design appropriate intervention was insignificant; in addition, intervention of instructional supervisors so as to assist teachers improve their limitations was insufficient; teachers gained support from supervisors in order to improve their instructional skills was insufficient. Instructional supervisors' effort in liaising schools/clusters with various organizations, community groups and other interests in matters that affect quality education were also insufficient. The major challenges that primary school instructional supervisors come across while implementing instructional supervision was multiple, in that they were overburdened with other tasks, teaches the same credit like other teachers, teachers are challenged to accept recommendation and do not have financial allowances.

In similar manner, there were other studies as well which took into account their respective local conditions. Two of such studies include the study made by Bedasa Gemeda, (2011) on the current practice of instructional supervision the case of government secondary schools in Harari region was presented. The findings of the study revealed that there was a basic lack of frequent, planned and scheduled supervision of instruction in the schools recently; school supervisors

were ineffective in practicing activities in curriculum implementation, staff development, instructional observation and assessment and evaluation activities. Indeed, teachers and supervisors were not satisfied in current supervision practice exercised at school level. Furthermore, the study revealed that: lack of formal training on supervision, school supervisory officials lack skills, knowledge and principles on supervision, fault finding and evaluative behavior of school based supervisors, excessive workload with administrative duties and teaching load of department heads, time constraint, unbalanced ratio of teachers to school instructional supervisors and lack of focus by top officials of school and regional education bureau were the major factors that affect the current practices of school instructional supervision.

And, the one by Kedir Ahmed, (2012) on the practice and problem of school based supervision in secondary schools the case of Afar Region. The finding of the study show that, the supervisors did not play the various role expected of them, the teachers role in supervision was almost negligible, the teachers' and school-based supervisors' view did not seem to go in line with the intensions and principles of supervision, the teachers specially appeared to have a negative attitude towards supervision, the major problems that affected supervisory practices in the region were: supervisors' inefficiency, lack of participatory approach to supervision, shortage of school finance for supervision training, lack of proper training and awareness of supervision for supervisors and teachers.

Most of the studies that was done and pointed above focused on the practices, role of teachers and supervisors. However, the current study focused on the perceptions of teachers towards instructional supervision, particularly focusing on the perceptions of government secondary school teachers in Jimma zone. And the area of this current study was different from the previous studies. It was anticipated that some gaps of the past studies were filled or at least narrowed in the research at hand. Therefore, the current study would fill the gaps mentioned above.

The study sought to answer the following basic questions:

1. What are the perceptions of teachers towards the actual supervisory practices in the secondary school of Jimma Zone?

2. What are the preferences of teachers regarding the ideal supervisory approaches in secondary schools of Jimma zone?
3. Are there differences between category of teachers in their attitude and satisfaction in terms of years of experience, gender and qualification regarding actual supervisory practices?
4. What is the perceived relationship between the supervisory practices and teachers' Professional development?

1.3. Objectives of the study

1.3.1 General Objectives

The general objective of this study was to identify the perceptions of teachers towards instructional supervisory practices in government secondary schools of Jimma zone.

1.3.2 Specific Objectives

Specifically, the study was attempt to:

1. Identify the perceptions of teachers towards the actual supervisory practices in the secondary school of Jimma Zone.
2. Identify the preferences of teachers regarding the ideal Supervisory approaches in the secondary school of Jimma Zone.
3. Explore if there are differences between teachers in their attitude and satisfaction in terms of years of experience, gender and qualification regarding actual supervisory practices.
4. Indicate the perceived relationship between the supervisory practices and teachers' professional development.

1.4 Significances of the study

Previous studies that had been undertaken on instructional supervision as local and global studies were revised to identify the gap that would be filled by the current study. This study intended to help teachers, supervisors and other responsible officers being aware of the teachers' perceptions towards instructional supervision. In addition, it also provides important information to the national and local policy makers and program designers; so that they will further revise and develop appropriate programs on the issue of instructional supervision. Moreover, it may serve as a starting point for other researchers who are interested to conduct further study.

1.5 Delimitations of the study

To make the study more manageable and feasible, geographically the scope of this study was Jimma zone selected woredas of secondary schools. There are many aspects of instructional supervision, but the study was delimited to teachers' perception towards instructional supervision on ideal and actual supervisory practice of their schools due to time and financial constraints.

1.6 Limitation of the study

The study had some limitations. Problem of getting recently published books about instructional supervision was one limitation. Geographical location was another limitation that it was difficult to get respondents at a time. Moreover, the study includes only government secondary schools in the study area. Private schools, preparatory schools were not included in this study due to time and budget constraints. Thus, the findings cannot be generalized for all secondary schools owned by both government and private.

1.7. Operational definitions of terms

For the purpose of this study the following terms were defined.

Instructional supervision: it is a type of school-based (in-school) supervision carried out by the school staff (principals, department heads, senior teachers, and secondary schools cluster supervisors) aimed at providing guidance, support, and continuous assessment to teachers for their professional development and improvement in the teaching-learning process.

Supervisors: in this study refer to school personnel involved in conducting instructional Supervision (Secondary schools cluster supervisors, principals, department heads and senior teachers).

Perception: In this study, refers to how teachers view and understand the instructional supervisory service practiced in their school.

***Ideal supervisory approaches*:** in this study refer to the frequency with which selected supervisory approaches that teachers prefer to be applied in their schools.

***Real supervisory approaches*:** refer to the frequency with which teachers perceive these selected supervisory approaches (clinical supervision, peer coaching, cognitive coaching, mentoring, self directed development or reflective coaching, portfolios, and professional growth plans) are actually occurred in their schools.

Experienced teacher: refers to a teacher who has three or more years of teaching experience.

Beginning teacher: refers to a teacher currently in the first or second year of teaching.

Professional development: is any experience that enlarges a teacher's knowledge, appreciation, skills, and understandings of his or her instruction.

***Professional growth plan*:** refers to individual goal-setting activities, long-term project teachers develop and carry out relating to their teaching.

Mentoring: This is a process that facilitates instructional improvement wherein an experienced educator (mentor) works with a novice or less experienced teacher.

Portfolios: Teacher-compiled collections of artifacts, reproductions, testimonials, and productions that represent the teacher's professional growth and abilities

Secondary school: in this study refers to the school system established to offer two years of general education (grade 9 -10)

1.8. Organization of the Study

This study comprises five chapters. The first chapter is the introductory part which includes the background of the study, statement of the problem, objective, significance, delimitation, the limitations and operational definitions of terms. The second chapter presents the review of literature relevant to the research. The third chapter discuss about research design and methodology. Analysis and interpretation of the research findings are presented in the fourth chapter. Lastly, Summary, conclusion and recommendations are presented in chapter five. Reference and appendixes are also the parts of it.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents review of the related literature with seven main sections. The first section focuses on the concept of instructional supervision. The second section deals with the historical development of instructional supervision. The third section discusses on approaches to instructional supervision. The fourth section focuses on professional development; the fifth section focuses on perceptions of teachers towards supervisory process. The sixth section deals with teachers' satisfaction and attitudes toward instructional supervision; finally, the relationship between instructional supervision and professional development is discussed under section seven.

2.1 The Concept of Instructional Supervision

Instructional supervision is one kind of educational supervision which aimed to supervise, support and influence instructions of teachers in the classrooms instructional activities to develop students performance. Others define Instructional supervision differently. Sergiovanni and Starratt, (1998) define instructional supervision as both maintaining and improving the teaching2-learning processes of the school. Furthermore, this concept with reference to Dictionary of Education "All efforts of designated school officials, toward providing leadership to teachers and other education workers in the improvement of instruction; involve stimulation of professional growth and development of teachers; the selection and revision of educational objectives; material of instruction and methods of teaching and the evaluation of instruction.

It is the processes by which school administrators attempt to achieve acceptable standards of performance and results (Peretomode, 2001). To promote student learning in schools, we must invest time, money and energies into the training and development of teachers (Jonasson, 1993). Instructional supervision is process of building teachers' capacities for better instructional activities in schools to achieve the school objectives. According to (Glickman, Gordon, & Ross-Gordon (1998, p. 15), Instructional supervision is also the function in educational systems that draws together the discrete elements of instructional effectiveness into a whole educational action.

Thus, instructional supervision has become an important component in improving the quality of instruction at school. It involves continuing academic support to teachers along with appraisals of

the schools' performance and progress. As opposed to inspection which is summative, instructional supervision is formative and interactive. As (Sergiovanni and Starratt, 2002) describe instructional supervision as opportunities provided to teachers in developing their capacities towards contributing for students' academic success. In the same way, (Glickman, 1990) views, instructional supervision, the actions that enables teachers to improve instruction with provision of quality education for students and as an act that improves relationships and meets both personal and organizational needs.

Besides, as Yavuz cited in (Garubo and Rothstein, 2010) instructional supervision is a method of teaching staff to act more deliberately and its main objective is to provide teachers and supervisors with more information and detailed knowledge on what is happening around them. This increases the options teachers have as they work with students. If supervisors and teachers work together collegially, teachers learn to identify and resolve their problems, and supervisors get better information about different classroom situations. This provides supervisors with more opportunities to think about their decision and emotions and to use deliberate plans to improve the learning environments.

In the same way, as the management tool, instructional supervision is used to improve and monitor efficiency and quality of teaching and learning at all levels of educational system (MOE 2005). Therefore, the effective functioning of schools is the result of effective school management that in turn is critically interdependent of quality supervision. In Ethiopia, instructional supervision has often been seen as the main component to improve teaching and learning in schools, with the help of various stakeholders as instructional supervisors. It is a technical examination and evaluation of a school as a special place of learning so as to make it possible for necessary advice to be given for the purpose of school improvement. It is that process which uses a wide collection of strategies, methodologies and approaches aimed at improving instruction and promoting educational leadership as well as change.

Instructional supervision is also a behavior system in school operation with distinct purpose, competences and activities which is employed to directly influence teaching behavior in such away as to facilitate student learning" (Lovell and Wiles, 1983). A comprehensive definition of supervision offered by (Robert and Peter, 1989), as supervision is instructional leadership that

relates perspectives to behavior, clarifies purpose, contributes to and support organizational actions, coordinates interactions, provides for maintenance and improvement of instructional program, and assesses goal achievement.

Schools are institutions where the actual instruction takes place. As instruction is a continuous process, the functional of supervision at school level should also be a continuous responsibility. In this respect, with in the school system, school principals, deputy principals, department heads and senior teachers are supposed to be active participants of school based instructional supervision. Hence, the contribution of each and every responsible personnel of the school can make the educational endeavor worthwhile and productive for the successful achievement of educational objectives.

2.2 Historical Development of Instructional Supervision

The historical development of instructional supervision through different periods from global and national perspective will described as follows.

2.2.1 Global perspective

In colonial New England, supervision of instruction began as a process of external inspection in 1830. One or more local citizens were appointed to inspect both what the teachers were teaching and what the students were learning. In many developed countries such as UK and US, and some African countries such as Nigeria, Senegal, Lesotho, and Tanzania, much more attention has been given to inspection than school supervision (Lee, Ding and Song, 2008). In these countries much more emphasis has been given to inspectional supervision which is carried out by external agents aimed at evaluating and controlling the performance of schools.

The world perspective; supervision is an intervention that is provided by a more experienced member of a profession to a less experienced member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of helping the professional functioning of the less experienced member(s), monitoring the quality of professional services provided to the clients she/ he/ they see(s), and serving as an inspector of those who are to enter the particular profession, (Bernard and Goodyear, 1998).

> Supervision has gone through many changes caused by the political, social religious and industrial forces. Supervision as a field of educational practice

emerged slowly, did not fall from the sky fully formed"
(http://www.education.State university.com/pages/2472/supervision).

2.2.2 The Context of Ethiopia

In Ethiopian education system, the supervisory services began to be carried out since 1941, with constant shift of its names "Inspection" and "Supervision". (Haileselassie, 2001). In 1941, Educational inspection was practiced for the first time, and then it was shifted to supervision near the end of 1960s again to inspection in mid 1970s and for the fourth time it changed to supervision in 1994. He stated that "with the name changes made we do not notice any significant changes in either the content or purpose and functions" (p. 11).

Starting from 1994, supervision has been practiced in Ethiopia as a decentralized educational management. In this regard, what is expected is, democratic supervision, which would look for the involvement of all stakeholders in all rounds of the educational organizations in terms of decision-making, planning and development of objectives and teaching strategies in an effort to improve teaching learning process (MoE, 1994). Accordingly, educational supervision is recognized at the center (Ministry of Education), Regional, Zonal, District (woreda) and school levels. Instructional supervision at school level is practiced by cluster supervisors, principals, deputy principals, and senior teachers.

In the case of Oromia Regional State, a new school based supervision approach has been introduced since the beginning of 2007 based on the information obtained from supervision manual of Oromia National Regional State Educational Bureau (OREB) as a part of implementing business processing re-engineering (BPR) in schools of the region.

Thus, at school level based on the number of teaching staff, school based supervision committee assigned in all schools of the region. The committee members are filled by vice principal, unit leaders, department heads and teachers who are selected among best and experienced teachers. According to Oromia Education Bureau supervision manual the number of committee vary depending on the number of teaching staff (OREB, 2007). For example, for school which have 9-12 teaching staff, 3 supervision committee members; for school which have 13-25 teaching staff, 5 supervision committee members; and for school which have 61 and above teaching staff, 12 supervision committee members are assigned. The manual further ordered school based

supervision committee members to provide supervisory service by classifying and organizing the given duties into the number of the assigned supervision committee members.

2.3 Approaches to Instructional Supervision

There are different approaches to instructional supervision. These approaches are categorized as clinical supervision, peer coaching, cognitive coaching, mentoring, self-reflection, professional growth plans, and portfolios (Alfonso & Firth, 1990; Clarke, 1995; Poole, 1994; Reninan, 2002; Sergiovanni & Starratt, Zepeda, 2007). Implementing different supervisory approaches is important to give options to teachers; as well as to the administrators and schools (Kutsyuruba, 2003). Each element of supervisory approaches is discussed as follows.

Clinical supervision:

This approach to instructional supervision was developed by Goldhammer and Cogan in the late 1960s (Goldhammer, Anderson &Karjewski, 1980). According to Sergiovanni and Starratt (2007), clinical supervision is a "face- to- face contact with teachers with the intent of improving instruction and increasing professional growth" (p. 23). It is a sequential, cyclic and systematic supervisory process which involves face-to-face (direct) interaction between teachers (supervisees) and supervisors designed to improve the teacher's classroom instructions (Kutsyuruba, 2003). The purpose of clinical supervision according to Snow-Gerono (2008) is "to provide support to teachers (to assist) and then to increase teachers' abilities to be self supervising" (p. 1511). Clinical supervision is a "specific cycle or pattern of working with teachers" (Sergiovanni & Starratt, 1993, p. 222).

Goldhammer, Anderson and Karjewski (1980) described the structure of clinical supervision that includes pre-observation conference, class room observation, analysis and strategy, supervision conference, and post-conference analysis. In the process of clinical supervision, a one-to-one correspondence exists between improving classroom instruction and increasing professional growth, and for this reason, professional development and clinical supervision are inseparable concepts and activities (Sergiovanni & Starratt, 2007).Clinical supervision is officially applicable with: inexperienced (beginning) teachers, teachers experiencing difficulties, and experienced teachers who are in need of improving their instructional performance or who are in need of learning to work with new methods and approaches in their classroom.

Collaborative Supervision: *Collaboration* and collegiality are very essential in today's modern schools. According to Burke and Fessler (1983), teachers are the central focuses of collaborative approach to supervision. Collaborative approaches to supervision are mainly designed to help beginning teachers and those who are new to a teaching environment with the suitable support from more experienced colleagues. Thus, these colleagues have an ethical and professional responsibility of providing the required type of support upon request (Kutsyuruba, 2003).

In this regard, a teacher who needs collegial and collaborative support should realize that "feedback from colleagues and other sources should be given in order to move toward improvement" (Burke &Fessler, 1983, p.109). The major components of collaborative approaches to supervision are: peer coaching, cognitive coaching, and mentoring. However, it is stated by various authors that these approaches to instructional supervision overlap each other but are quite different in their purpose and function (Kutsyuruba, 2003; Sergiovanni & Starratt, 2007; Showers & Joyce, 1996; Sullivan & Glanz, 2002; Uzat, 1998). Details of each are discussed here under.

Peer coaching: Peer coaching is a type of supervision in which teachers in a given school work collaboratively in pairs and small teams to observe each others' teaching and to improve instruction (Beach & Reinhartz, 2000). Peer coaching, according to Sullivan and Glanz (2000), is defined as "teachers helping each other to reflect on and improve teaching practice and/or carry out new teaching skills needed to carry out knowledge gained through faculty or curriculum development" (p.215).

Peer coaching differs from other coaching approaches in that it involves teachers of equal status (beginners with beginners or experienced with experienced) and focused on innovations in curriculum and development. Robbins clearly stated peer coaching as "a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new (innovative) skills; share ideas; teach one another… or solve problems in the work place" (as cited in Latz, Neumeister, Adams, & Pierce, 2009, p. 28).

The goal of coaching as described by Sergiovanni and Starratt (2007), is to develop communities within which "teachers collaborate each other to honor a very simple value: when we learn together, we learn more, and when we learn more, we will more effectively serve our students" (p. 251). Thus, peer coaching provides possible opportunities to teachers to refine teaching skills

through collaborative relationships, participatory decision-making, and immediate feedback (Bowman & McCormick, 2000; Sullivan & Glanz, 2000).

Cognitive coaching: The term cognitive in supervision refers to becoming aware (mediated thinking) of one's own teaching effectiveness. Cognitive coaching is an effective means of establishing sound relationships between two or more professionals of different status (beginners with experienced teachers, beginners with Cluster supervisors, or experienced teachers with Cluster supervisors). According to Neubert and Bratton (cited in Batt, 2010), "the cognitive coach should be more knowledgeable and experienced in the practices being learned than the teacher being coached" (p. 999). Thus, in cognitive coaching, the coaches (more experienced teachers or supervisors) act as a mediator between the beginner teacher to be coached and his or her own thinking.

Cognitive coaching is therefore, defined as "a set of strategies, a way of thinking and a way of working that enables self and others to shape and reshape their thinking and problem solving capacities" (Costa & Garmston, 2002, p. 22). Cognitive coaching also refers to "a nonjudgmental process in which supervisor (senior teacher) attempts to facilitate teacher learning (the one to be coached) through a problem solving approach by using questions to stimulate the teacher's thinking" (Costa and Garmston ,1994, p. 2). Cognitive coaching differs from peer coaching in that peer coaching focuses on innovations in curriculum and instructions, where as cognitive coaching is aimed at improving existing practices (Showers & Joyce, 1996).

Mentoring:-Mentoring as defined by Sullivan and Glanz (2000) is "a process that facilitates instructional improvement wherein an experienced teacher (*mentor*) works with a *novice or less experienced teacher* collaboratively and nonjudgmental to study and deliberate on ways instruction in the classroom may be improved" (p. 213). It differs from peer coaching and cognitive coaching in that mentoring involves a hierarchical relationship only between a novice and senior (more experienced) teacher. In addition, in mentoring, one senior teacher from the same department is assigned as a mentor for one novice teacher. Thus, it is a one-to-one correspondence between senior and novice teachers (Murray & Mazur, 2009).

Mentoring is a form of collaborative (peer) supervision focused on helping new teachers or beginning teachers successfully learn their roles, establish their self images as teachers figure out

the school and its culture, and understand how teaching unfolds in real class rooms (Sergiovanni & Starratt, 2007). According to Sullivan and Glanz (2000), "mentors are not judges or critics, but facilitators of instructional improvement, and all their interactions and recommendations with staff members are confidential" (p. 213).

Reflective Coaching (Self-reflection): As the context of education is ever-changing, teachers should have a professional and ethical responsibility to reflect on what is happening in response to changing circumstances. Thus, they can participate in self assessment reflective practices (Kutsyuruba, 2003). According to Glatthorn (1990), self- directed development is a process by which a teacher systematically participates for his or her own professional growth in teaching. According to Sergiovanni (1991), self-directed approaches are "mostly ideal for teachers who prefer to work alone or who, because of scheduling or other difficulties, are unable to work cooperatively with other teachers"(305).

In addition, this approach is "particularly suited to competent and experienced teachers who are able to manage their time well" (Sergiovanni&Starratt, 2007, p. 276). Sergiovanni and Starratt further considered this option to be "efficient in use of time, less costly, and less demanding in its reliance on others". Thus, the writers indicated that in self-directed supervision "teachers work alone by assuming responsibility for their own professional development" (p. 276).

Portfolios: As teachers want to be actively participating in their own development and supervision, they need to take ownership of the evaluation process (Kutsyuruba, 2003). The best way to actively involve teachers in such practices is the teaching portfolio (Painter, 2001). A teaching portfolio is defined as a process of supervision with teacher compiled collection of artifacts, reproductions, and testimonials that represents the teachers' professional growth and abilities (Riggs & Sandlin, 2000). A portfolio, according to Zepeda (2007), is "an individualized, ongoing record of growth that provides the opportunity for teachers to collect artifacts over an extended period of time" (p. 85). In portfolios, teachers evaluate themselves and develop their teaching practice as well as pedagogical and domain knowledge with the evidence from collection of the artifacts (Reis &Villaume, 2002).

Similarly, Sergiovanni and Starratt (2007) stated that the intent of portfolio development is to establish a file or collection of artifacts, records, photo essays, cassettes, and other materials

designed to represent some aspect of the class room program and teaching activities. As Sullivan and Glanz (2000) stated portfolio documents not only innovative and effective practices of teachers, but also it is a central road for teachers professional growth "through self-assessment, analysis, and sharing with colleagues through discussion and writing" (p. 215).

Professional growth plans: Professional growth plans are defined as "individual goal-setting activities, long term projects teachers develop and carry out relating to the teaching" (Brandt, 1996, p. 31). This means that teachers reflect their own instructional and professional goals by setting intended outcomes and plans for achieving these goals. In professional growth plans as part of instructional supervisory approach, teachers select the skills they wish to improve, place their plan in writing including the source of knowledge, the type of workshop to be attended, the books and articles to read, and practice activities to be set. In this regard, Fenwick (2001) stated that professional growth plans "could produce transformative effects in teaching practice, greater staff collaboration, decreased teacher anxiety, and increased focus and commitment to learning" (p. 422).

2.4 Professional Development

Professional development is an important part of an ongoing teacher education concerned with improving teachers' instructional methods, their classroom management skills, their ability to adapt to instruction to meet students' needs, and establishing a professional culture which is important in teaching and learning (Wanzare & Da Costa, 2000). Both participants have to plan on what will be done for effective supervision. Thus the activities are all around improving instructional methods as a major in addition to classroom management. Beginner teachers have the knowledge of instruction but what is expecting from the instructional supervisor is on how to solve practical problems in action.

A Teacher Development Program was begun in order to improve teacher qualifications and professional development. Any activity that supervisors can perform to help teachers develop and strengthen becomes an investment in promoting professional development (Sergiovanni & Starratt, 2007). And thus, professional development allows teachers to make their own decisions regarding their knowledge and skills improvement and to assume personal accountability (Retting, 1999; Kaagan, 2004).

Kutsyuruba (2003) defines professional development as, a major component of ongoing teacher education concerned with improving teachers' instructional methods, their ability to adapt instruction to meet students' needs, and their classroom management skills; and with establishing a professional culture that relies on shared beliefs about the importance of teaching and learning and that emphasizes teacher collegiality. (p. 11).

Similarly, Wanzare & Da Costa (2000) define, Professional development is a major component of ongoing teacher education concerned with improving teachers' instructional methods, their ability to adapt instruction to meet students' needs, and their classroom management skills, leading to the professional growth of the teacher. Teacher classroom practice and interaction at classroom level seem to have vital importance in learning improvement.

2.5 Teachers' Perception of Supervisory process

The evaluation function of supervision was historically rooted in a bureaucratic inspectional type of supervision (Sullivan and Glanz 2000). In a study of supervision and teacher satisfaction, Fraser (1980) stated that "the improvement of the teaching learning process was dependent upon teacher attitudes toward supervision" (p. 224). He stated that the supervisory practice will bring the desired effect only when teachers perceive supervision as a process of promoting professional growth and student learning. Kapfunde (1990) stated that teachers usually associate instructional supervision with appraisal, rating, and controlling them.

In Ethiopia, many teachers resent or even fear being supervised because of the history of supervision, which has always been biased towards evaluation or inspection (Haileselassie, 1997). Regarding the challenges of teachers, it is stated in various literatures that beginning teachers face more challenges than more experienced teachers.

Glickman, Gordon and Ross-Gordon (1998) stated that "teaching has been a profession in which the beginning teachers face the greatest challenge and most difficult responsibilities" (p. 21). Similarly, Johnson (2001) noted that "at least 30 percent of beginning teachers leave the profession during the first two years" (p. 44). For many less experienced teachers, supervision is viewed as a meaningless exercise that has little value than completion of the required evaluation form (Sergiovanni & Starratt, 1998). The writers further described that "no matter how capable

are designated supervisors, as long as supervision is viewed as nothing value to teachers, its potential to improve schools will not be fully realized" (Sergiovanni & Starratt, 2007, p. 5).

Moreover, Acheson and Gall (1992) said that the aggressiveness of teachers is not towards supervision but the supervisory styles teachers typically receive. Thus, selecting and applying supervisory models aimed at teachers' instructional improvement and professional growth is imperative to develop a sense of trust, autonomy, and professional learning culture (Hargreaves & Fullan, 2000).

2.6 Teachers' satisfaction and attitudes toward Instructional Supervision

According to Sergiovanni and Starratt (2007), when supervisors (cluster school supervisors, principals, vice principals, department heads, senior teachers) focus their attention on building the capacity of supervisee, then giving them the autonomy they need to practice effectively, and finally, enabling them responsible for helping students be effective learners, Instructional supervision become effective.

Besides, better teaching means improved student learning. When students are not learning well, and when teachers are not teaching well, one important problem may be the amount (frequency) and quality of instructional supervision provided by the school (Sergiovanni and Starratt, 2007). Supporting this, research findings indicated that "teachers who experienced collaborative instructional supervision reported a slightly but significantly higher level of satisfaction than teachers who did not experience collaborative supervision" (Thobega & Miller, 2003, p. 57).

Availability of supervisory options based on teachers' needs, as well as mutual trust, respect, smooth relationship and collaboration among supervisees and supervisors largely affect the attitude and satisfaction of teachers toward instructional supervision (Kutsyuruba, 2003; Sergiovanni & Starratt, 2007; Zepeda, 2007). In this regard, a research conducted by Kutsyuruba (2003) on beginning teachers' perception of instructional supervision revealed that "beginning teachers desire more frequent use of instructional supervision that meets their professional needs, that promotes trust and collaboration, and that provides them with support, advice and help" (p. 4).

2.7 Relationship of instructional supervision and professional development

Instructional supervision aims to help teachers improve, and this improvement could be on teachers' prior knowledge, the improvement of teaching skills, as well as teacher's ability to make more informed professional decisions (Sergiovanni &Starratt, 2007).

It is an important tool in building effective teachers' professional development. Instructional supervision is "an organizational activity concerned with teacher growth, leading to improvement in teaching performance and greater student learning" (Nolan & Hoover, 2008, p. 6). It is clear that continuous improvement in methods and skills is necessary for every professional, and so the professional development of teachers has become highly important (Anderson & Snyder, 1998; Carter, 2001; Zepeda, 2007).

According to Zepeda (2007), there must be a clear connection of instructional supervision to professional development. She added that several models or approaches of instructional supervision such as clinical supervision, peer coaching, cognitive coaching, mentoring, etc. have their contributions to improve teachers' professional development. Research findings on instructional supervision suggested that there is a significant link between instructional supervision and professional development. They are inter-linked and inter-dependent (Burant, 2009; Tadele & Reonald, 2014). Besides, Instructional supervision and professional development are linked in several ways. As McQuarrie and Wood (1991) noted one connection to be through the use of data obtained from super visional practices used in planning and implementing staff development as part of instructional improvement and helping teachers improve their skills.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

In this section, the researcher discussed the procedures and methods that were employed in the study. It has 9 sub-sections. These are: research design, study area, source of data, population samples and sampling techniques, data collection instrument, document analysis, data collection procedure, techniques of data analysis, and validity and reliability.

3.1 Research Design

In this study, descriptive survey design was employed in order to identify the perceptions of teachers toward instructional supervision and the perceived connection with professional development in government secondary schools of Jimma zone. Descriptive survey design is used to generate views and opinions of relatively large number of respondents and to indicate a clear picture of the situation Creswell, (2003).

3.2 Study area

The study was conducted in Oromia regional state Jimma zone. Jimma zone is one of twenty zones of Oromia region in South West part of Oromia located at about 350 kms from Addis Ababa. It is bounded by five Oromia Zones: Ilu-Ababora and Bunno Bedele in the West; East Wellega in the North; West Showa in the north east and South West Showa in the east and SNNPR region in the south. The researcher has more than fifteen years of work experience as an instructional supervisor, in one of the Woredas of the Zone. To this end, Jimma zone was mainly selected to obtain relevant and tangible data on the issues of teachers' experiences and perceptions towards the different approaches of instructional supervision.

3.3 Source of Data

In this study, the primary data were gathered from teachers, principals and Cluster supervisors of government secondary schools to obtain relevant information. Document analysis was used as secondary sources. Documents like: instructional supervisors' classroom observation plan, written feedback to supervisee, teacher development plans and the common problems observed on teachers' feedback checklist were reviewed.

3.4 Population, Sample and Sampling techniques

The determination of the target population and sample schools was based on the 2009 EC Jimma zone education office report. 300 teachers, 8 principals and 4 cluster supervisors of sampled secondary schools were the population of this study. Simple random sampling techniques were used to select the samples. First from 21 total woredas of Jimma zone, 4 (19%) woredas were selected as sample woredas from which the 8 secondary schools were selected using simple random sampling technique (lottery method). So Dedo, Sokoru Limu Kosa and Tiro Afeta were selected as sample woredas. In this regard Gay and Airasian (2003) state that the sample 10% - 20% of the sample population is often used in descriptive research for large population.

The total populations of teachers in 8 secondary schools are 300. However, a higher sample of 50% which is equivalent to 8 schools was chosen because here the schools were fewer. Proportionate stratified simple random sampling technique was employed since the teachers selected from different secondary schools. Accordingly, 25,11,15,13,32,12,26 and 16 teachers were proportionally included from Dedo, Meteso, Sekoru, Deneba, Limugenet, Ambuye, Dimtu and Akko secondary schools respectively. All 8 principals of sampled schools and 4 cluster school supervisors from sampled 4 Woredas were selected through purposive, as they are very important source of data for this study and their number is easily manageable.

Table 6: Sampling of the teachers

No.	Sampled Woredas	Sampled Schools	No. of teachers in each school	Percent	sample teachers taken from each school
1	Dedo Woreda	1.Dedo Secondary School	50	50	25
		2.Meteso Secondary School	22	50	11
2	Sekoru Woreda	3.Sekoru Secondary School	30	50	15
		4.Deneba Secondary School	26	50	13
3	Limu Kosa oreda	5.Limu Genet Secondary School	64	50	32
		6.Ambuye Secondary school	24	50	12
4	Tiro Afeta Woreda	7.Dimtu Secondary School	52	50	26
		8.Akko Secondary School	32	50	16
Total			300	50	150

3.5 Data collection instruments

The researcher used questionnaire, interview and document review types of data collecting instruments in order to collect relevant and adequate information.

3.5.1. Questionnaire

Structured questionnaire and interviews were used extensively in educational research, and typically inquire about the feelings, motivations, attitudes, accomplishments, and experiences of individuals (Gall et al., 1996). The researcher used questionnaire to collect relevant information from teachers. The questionnaires were presented with closed and open ended items. Questionnaires were set for all sampled teachers. A total of 36 questionnaires were used to seek views of teachers concerning the issue of instructional supervision.

Generally the questionnaire was organized on *five sections*. In the *1st section*, teachers' personal information consisting of three items; in the *2nd section*, teachers' experiences with supervision and evaluation (contextual) data consisting of ten question items. The *next content* sought teachers' perceptions of actual and ideal frequency of selected supervisory approaches. In this section, respondents were asked their perception of the actual (real) and ideal frequency of the use of these 7 selected supervisory approaches.

The *four*th section consisted of 11 items that seek data related to teachers' attitudes toward instructional supervision. And the *last section* consisted of 5 items that sought data on the practices of instructional supervision and the perceived connection with professional development. Except for section one and section two, the respondents were asked to respond to questions on a five point Likert type scale to indicate their level of agreement with each statement. The opportunity for written responses was provided in the last part of the survey questionnaire requesting the respondents to share any other comments about the research.

To ensure validity of instrument, initially the "teachers' questionnaire" was designed by researcher from University of Saskatchewan, Canada (Kutsyuruba, 2003). However, this instrument was modified by the researcher and then senior colleagues of secondary school English teachers and instructors of Jimma University were personally consulted to provide their professional comments, since they are nearby the researcher. Based on the comments, the

adapted instruments were improved before they are administered to the main participants of the study. At the end it was developed and approved under close guidance of my advisor.

The pilot test was conducted in Mole secondary school to check the reliability of data collecting instruments before providing to the actual study subject. And the respondents of the pilot test were excluded in the main study. Twenty teachers were taken to respond to the questionnaires. The result of the pilot testing was statistically computed by using the SPSS computer software (version 20). The Cronbach's Alpha test was used for analysis. Accordingly, the Cronbach's alpha value for pilot test was 0.746. As suggested by Tech-Hong & Waheed (2011) cited in Abebe (2014:39) the reliability coefficients between 0.70–0.90 are generally found to be internally consistent. Thus, the instrument was reliable for collecting data from the respondents.

Table 7: Reliability Statistics

N	Major variables	No of items	Cronbach's alpha
1	Perceptions of actual supervisory approaches	7	0.772
2	Perceptions of Ideal supervisory approaches	7	0.753
3	Attitudes towards instructional supervision	11	.710
4	Satisfaction with supervision	3	0.796
5	Instructional supervision & professional development	5	.702
	Average reliability statistics	33	.746

Source: Field Survey

3.5.2. Interviews

The purpose of the interview was to collect more supplementary opinion so as to prove and triangulate questionnaire response. This qualitative method of data collection allow the participants freedom to express their ideas, feelings, perceptions, problems and intensions related to the instructional supervision practices in the schools, not addressed or limited in the questionnaire.

To complement the survey data, semi-structured interviews were conducted with all school principals and four secondary school cluster supervisors for ten to fifteen minutes. Because, they were small in number and their position is important in describing the issue of Instructional supervision in their school. 8 items semi-structured were prepared for the above respondents. The interview was conducted by the researcher in '*Afan Oromo*' language for the purpose of making effective communication which helps to get essential information in detail without limitation of

language. Eventually the researcher has translated the data gathered in Afan Oromo to English. The researcher used manual notes to maintain data during the interviews which were conducted face-to-face on individual basis.

3.5.3 Document review

Document is different files which were organized in secondary schools by instructional supervisors and teachers that might be saved as a portfolio. Document review was conducted for the purpose of cross checking the data collected through questionnaire and interview. It helps to evaluate the school based supervision plan, the ways they discus, comments and suggestions provided, feedback and follow-up systems etc if they have.

3.6 Data collection procedure

In order to make the data collection process more effective and to have maximum rate of return, the researcher went through series of data gathering procedures. Firstly, having letter of authorization from department of educational planning and management, Addis Ababa University; the researcher directly went to Jimma zone education office in order to get a support letter to the randomly selected four sample woreda education offices. Then, each WEO gave a list of first cycle secondary schools and wrote support letter to each sample school. Next, the school principals were approached to solicit their permission for the study and gave the list of teachers of their respective schools. Then after making agreement with the concerned participants; the researcher introduced his objective and purposes. The relevant data were gathered by using questionnaires, interviews and document analysis.

3.7. Techniques of Data Analysis

Techniques of data analysis employed depend on the response gathered from the informants. Different statistical tools have been used. Among them frequency counts, mean, standard deviation and percentages were applied to summarize items to the survey. The views of different groups were compared using one-way ANOVA. Independent sample t-test and one-way ANOVA were used to analyze whether differences were found between beginner and experienced teachers, male and female teachers as well as among diploma, bachelor and master degree holders in their attitudes and satisfactions with supervisory practices. Then, Mean scores and standard deviation were applied to analyze respondents' perception on the (possible) relationship between supervision and professional development.

Correlation analysis was also applied to see the relationships of professional development and satisfaction with actual and ideal supervision approaches as well as the relationship of these scales with perceived professional development.

CHAPTER FOUR

RESULT AND DISCUSSION

The general objective of the study was to identify the teachers' perceptions of the actual and preferred supervisory practices in the government secondary schools of Jimma zone. This chapter presents the results and discussion of the research objectives set. The research questions which were proposed to address the objectives were:

1. What are the perceptions of teachers towards the actual supervisory practices in the secondary school of Jimma Zone?
2. What are the preferences of teachers regarding the ideal supervisory approaches in the secondary school of Jimma Zone?
3. Are there differences between teachers in their attitude and satisfaction, in terms of experience, gender and qualification regarding actual supervisory practices?
4. What is the perceived relationship between the supervisory practices and teachers' Professional development?

The chapter covers the following sections: respondents' demographic characteristics, experiences with supervision and evaluation, supervisory beliefs, perceptions and preferences regarding supervisory practices, attitudes toward the supervisory process, satisfaction with the process of supervision and the perceived connection between supervision and professional development.

Necessarily these questions were expected to the issue what the objective of the study intended to solve or explore and their function would be vice versa.

To this end, both quantitative and qualitative approaches were conducted to collect data by using questionnaire, interview and document reviews. The data gathered through interview and document review were supposed to complement the questionnaire.

4.1 Respondents' Demographic information

This section provides a descriptive overview of the demographic characteristics of the respondents in government secondary schools of Jimma zone who participated in this study. Questionnaires were prepared and distributed to 150 respondents. And 147(98%) copies were filled and returned appropriately. In addition, eight school principals and four cluster supervisors

were interviewed. This made satisfactory for the research objective. The demographic data is summarized in table 3.

Table 8: Respondents' demographic characteristics

No	Variables	Respondents Teachers (N=147)		
			No.	%
1	Sex	Male	115	78.2
		Female	32	21.77
		Total	147	100
2	Experience	1-2 years beginners)	50	34
		3-6 years	32	21.77
		7-10 years	37	25.23
		More than 10 years	28	19
		Total	147	100
3	Qualification	Diploma	8	5.44
		Bachelor	134	91.2
		Masters	5	3.4
		Total	147	100

As it is seen in table 3, the sex composition of participants of the study comprised 115 (78.2 %) male and 32 (21.77%) female teachers. This shows that the participation of females in secondary schools was low. And therefore in secondary school it needs to work hard to increase the participation of female teachers. Concerning teachers' years of experience in teaching, 50 (34%) of the respondents were in their first or second year of teaching (beginners). 32 (21.77%) of them have 3-6years of service; 37 (25.23%) of them 7-10 years and 28(19%) of the respondents have more than ten years of teaching experience.

Regarding qualification of the respondents, the majority, i.e., 134 (91.2%) of the total respondents were bachelor degree holders and the remaining 8 (5.44%) and 5 (3.4%) of the respondents were diploma and masters degree holders respectively.

4.2 Experiences with supervision and evaluation

This section discusses the results of actual frequencies for teachers' experiences with supervision and evaluation.

- *Frequency and time of supervision and evaluation*

Respondents were asked the average mean time that they were supervised and evaluated. To help the respondents clarify this notion; supervision and evaluation are defined in literatures as follow. Supervision is taken in the survey as a planned developmental process that is intended to support the career-long success and continuing professional growth of each teacher. Whereas, teacher evaluation was defined as a planned, summative process that involved a formal, written appraisal or judgment of an individual's professional competence and effectiveness at a specific time. The results of actual frequencies for teacher supervision and evaluation are summarized in table 4 below.

Table4: Respondents' perception of the frequency with which they are supervised and evaluated

Frequency	Supervision		Evaluation	
	N	%	N	%
0 times per year	30	20.4	7	4.76
Once per year	66	44.9	36	24.49
2-4 times per year	35	23.8	90	61.2
5 or more times	16	10.88	14	9.5
Total	147	100.0	147	100

As shown in Table 4, about 24 % of the teachers responded that they were supervised 2-4 times per year, while, about 45 % of the teachers perceived that they were supervised only once per year. On the other hand, about 11 % of the respondents reported that they were supervised five or more times per year, while about 20 % of the respondents felt that they were supervised zero times per year. This clearly indicates the average time for supervision of teachers was not adequate.

Next to supervision, the frequencies that the teachers evaluated were measured in the survey as well. The result shows that 61.2 % of the teachers responded that they were evaluated 2-4 times per year while about 24.5%of them reported that they were evaluated once per year. But 4.7% of the respondents were denied as evaluation was not undertaken there.

Researchers suggested the need to supervise teachers more frequently, especially for beginner teachers to help them improve for better instructional practice (Kutsyuruba, 2003; Glatthorn, 2007; Kayaoglu, 2012; Ibrahim, A. 2013). In spite of difference in primary purpose, supervision

and evaluation are essential for effective teaching and learning, student achievement, and teacher success (Nolan and Hoover, 2008; Zepeda, 2007). While supervision is necessary for teacher growth, evaluation is necessary to determine this growth and teacher effectiveness (Nolan and Hoover, 2008; Zepeda, 2007).

To summarize the result, however, supervision and evaluation are important for both beginners and experienced teachers in the study area; less consideration was given from concerned bodies. And also research gap found on the area was that, researchers rather than addressing the emphasis of supervision and evaluation they haven't forwarded in how long time and interval teachers should have to be supervised and evaluated. In addition to the researchers' contribution even both the Federal and Regional states haven't set regular time schedule to supervision and evaluation process in written formats.

- *Individuals participated in supervision and evaluation*

Instructional supervision and evaluation of teachers was seen to be conducted by a variety of individuals. Table 5 contains the information about individuals most frequently identified as *supervisors* of their instruction and those identified as *evaluators* of teachers' performance.

Table 5: Individuals mostly identified as supervisors and evaluation

Individuals	Supervision		Evaluation	
	N	%	N	%
Principal	11	7.6	26	14.35
Vice-Principal	65	44.15	62	42.15
Department head	50	33.55	43	34.3
CRC Supervisor	13	9.6	16	9.2
Other	8	5.1	-	-
Total	147	100	147	100

The responses indicated that the majority, meaning 44.15% teachers were supervised by vice-principals, while 33.55% of them were supervised by department heads. Only 9.6 % and 7.6 % of them were supervised by cluster supervisors and school principals sequentially, whereas about 5% of the teachers were supervised by in-school based supervision team.

This finding clearly shows that school principals and cluster supervisors of Jimma zone government secondary schools were not actively involved in supervision of instruction. Besides,

and evaluation are essential for effective teaching and learning, student achievement, and teacher success (Nolan and Hoover, 2008; Zepeda, 2007). While supervision is necessary for teacher growth, evaluation is necessary to determine this growth and teacher effectiveness (Nolan and Hoover, 2008; Zepeda, 2007).

To summarize the result, however, supervision and evaluation are important for both beginners and experienced teachers in the study area; less consideration was given from concerned bodies. And also research gap found on the area was that, researchers rather than addressing the emphasis of supervision and evaluation they haven't forwarded in how long time and interval teachers should have to be supervised and evaluated. In addition to the researchers' contribution even both the Federal and Regional states haven't set regular time schedule to supervision and evaluation process in written formats.

- *Individuals participated in supervision and evaluation*

Instructional supervision and evaluation of teachers was seen to be conducted by a variety of individuals. Table 5 contains the information about individuals most frequently identified as *supervisors* of their instruction and those identified as *evaluators* of teachers' performance.

Table 5: Individuals mostly identified as supervisors and evaluation

Individuals	Supervision		Evaluation	
	N	%	N	%
Principal	11	7.6	26	14.35
Vice-Principal	65	44.15	62	42.15
Department head	50	33.55	43	34.3
CRC Supervisor	13	9.6	16	9.2
Other	8	5.1	-	-
Total	147	100	147	100

The responses indicated that the majority, meaning 44.15% teachers were supervised by vice-principals, while 33.55% of them were supervised by department heads. Only 9.6 % and 7.6 % of them were supervised by cluster supervisors and school principals sequentially, whereas about 5% of the teachers were supervised by in-school based supervision team.

This finding clearly shows that school principals and cluster supervisors of Jimma zone government secondary schools were not actively involved in supervision of instruction. Besides,

and evaluation are essential for effective teaching and learning, student achievement, and teacher success (Nolan and Hoover, 2008; Zepeda, 2007). While supervision is necessary for teacher growth, evaluation is necessary to determine this growth and teacher effectiveness (Nolan and Hoover, 2008; Zepeda, 2007).

To summarize the result, however, supervision and evaluation are important for both beginners and experienced teachers in the study area; less consideration was given from concerned bodies. And also research gap found on the area was that, researchers rather than addressing the emphasis of supervision and evaluation they haven't forwarded in how long time and interval teachers should have to be supervised and evaluated. In addition to the researchers' contribution even both the Federal and Regional states haven't set regular time schedule to supervision and evaluation process in written formats.

- *Individuals participated in supervision and evaluation*

Instructional supervision and evaluation of teachers was seen to be conducted by a variety of individuals. Table 5 contains the information about individuals most frequently identified as *supervisors* of their instruction and those identified as *evaluators* of teachers' performance.

Table 5: Individuals mostly identified as supervisors and evaluation

Individuals	Supervision		Evaluation	
	N	%	N	%
Principal	11	7.6	26	14.35
Vice-Principal	65	44.15	62	42.15
Department head	50	33.55	43	34.3
CRC Supervisor	13	9.6	16	9.2
Other	8	5.1	-	-
Total	147	100	147	100

The responses indicated that the majority, meaning 44.15% teachers were supervised by vice-principals, while 33.55% of them were supervised by department heads. Only 9.6 % and 7.6 % of them were supervised by cluster supervisors and school principals sequentially, whereas about 5% of the teachers were supervised by in-school based supervision team.

This finding clearly shows that school principals and cluster supervisors of Jimma zone government secondary schools were not actively involved in supervision of instruction. Besides,

school based supervision team (committee) assigned in the school was rarely functional. But the instructional supervision is mostly conducted by vice-principals and department heads.

Evaluation of teachers was conducted by different individuals. Majority of the teachers, i.e., 42.15 % and 34.3 % are evaluated by vice-principals and department heads respectively. Whereas, of the responses indicated about 14% of the teachers' evaluation is conducted by school principals. This means again evaluation of teachers in the school is mostly conducted by vice-principals and department heads. This implies that still the involvement of principals in teachers' evaluation is very low.

But Ministry of Education in 2002 declared the job description for this bodies and one of it was supervising and evaluating school teachers. Therefore, in order to exploit the resource enforcing these responsible parties was mandatory or what should be expected from Zonal or Woreda Educational office.

4.3 Supervisory perceptions and beliefs

The supervisory beliefs of the respondents concerning the importance of supervision, their perceptions of the frequency and the adequacy of the amount of time for supervision, and their beliefs concerning the supervisory process are very important and mandatory to deal with. Apart from this, the perceived relationship of quality of supervision to supervisory beliefs is also crucial.

- ***Importance and Adequacy of Supervision***

The supervisory perceptions of respondents regarding the importance of supervision were discussed hereunder.

Importance of supervision

The respondents were asked to describe their perceptions for the importance of supervision, using a Likert scale that ranged from (1) Not Important to (5) Very Important. The results of the responses are provided in table 6 *below as follows.*

Table 6 Respondents' perception of the importance of supervision.

Perception	N	Mean	Std. Deviation
Importance of supervision	147	2.99	1.020

school based supervision team (committee) assigned in the school was rarely functional. But the instructional supervision is mostly conducted by vice-principals and department heads.

Evaluation of teachers was conducted by different individuals. Majority of the teachers, i.e., 42.15 % and 34.3 % are evaluated by vice-principals and department heads respectively. Whereas, of the responses indicated about 14% of the teachers' evaluation is conducted by school principals. This means again evaluation of teachers in the school is mostly conducted by vice-principals and department heads. This implies that still the involvement of principals in teachers' evaluation is very low.

But Ministry of Education in 2002 declared the job description for this bodies and one of it was supervising and evaluating school teachers. Therefore, in order to exploit the resource enforcing these responsible parties was mandatory or what should be expected from Zonal or Woreda Educational office.

4.3 Supervisory perceptions and beliefs

The supervisory beliefs of the respondents concerning the importance of supervision, their perceptions of the frequency and the adequacy of the amount of time for supervision, and their beliefs concerning the supervisory process are very important and mandatory to deal with. Apart from this, the perceived relationship of quality of supervision to supervisory beliefs is also crucial.

- ***Importance and Adequacy of Supervision***

The supervisory perceptions of respondents regarding the importance of supervision were discussed hereunder.

Importance of supervision

The respondents were asked to describe their perceptions for the importance of supervision, using a Likert scale that ranged from (1) Not Important to (5) Very Important. The results of the responses are provided in table 6 *below as follows.*

Table 6 Respondents' perception of the importance of supervision.

Perception	N	Mean	Std. Deviation
Importance of supervision	147	2.99	1.020

school based supervision team (committee) assigned in the school was rarely functional. But the instructional supervision is mostly conducted by vice-principals and department heads.

Evaluation of teachers was conducted by different individuals. Majority of the teachers, i.e., 42.15 % and 34.3 % are evaluated by vice-principals and department heads respectively. Whereas, of the responses indicated about 14% of the teachers' evaluation is conducted by school principals. This means again evaluation of teachers in the school is mostly conducted by vice-principals and department heads. This implies that still the involvement of principals in teachers' evaluation is very low.

But Ministry of Education in 2002 declared the job description for this bodies and one of it was supervising and evaluating school teachers. Therefore, in order to exploit the resource enforcing these responsible parties was mandatory or what should be expected from Zonal or Woreda Educational office.

4.3 Supervisory perceptions and beliefs

The supervisory beliefs of the respondents concerning the importance of supervision, their perceptions of the frequency and the adequacy of the amount of time for supervision, and their beliefs concerning the supervisory process are very important and mandatory to deal with. Apart from this, the perceived relationship of quality of supervision to supervisory beliefs is also crucial.

- ***Importance and Adequacy of Supervision***

The supervisory perceptions of respondents regarding the importance of supervision were discussed hereunder.

Importance of supervision

The respondents were asked to describe their perceptions for the importance of supervision, using a Likert scale that ranged from (1) Not Important to (5) Very Important. The results of the responses are provided in table 6 *below as follows.*

Table 6 Respondents' perception of the importance of supervision.

Perception	N	Mean	Std. Deviation
Importance of supervision	147	2.99	1.020

The mean scores for the respondents 2.99 indicated that the majority of the responding teachers considered the importance of supervision to be neutral. The standard deviations of 1.020 for teachers suggested that most of the teachers have the notion that supervision is part of the learning teaching process. In other words the low value of standard deviation reveals that the model is performing neutral. So, when the teachers were frequently supervised they can act respectively and even motivated to further work to ensure quality supervision but if not it leads declining its importance.

- *Frequency and adequacy of supervision*

The respondents were asked how often beginning teachers should be supervised. Choices were given ranging from "0 times per year" to "5 or more times per year". The results are displayed in Table7.

Table7: Respondents' perceptions of the frequency with which beginning teachers should be supervised

Category	N	%
0 times per year	30	20.4
Once per year	66	44.9
2-4 time a per y	35	23.8
5 or more times	16	10.9
Total	147	100.0

Source: Field Survey

About 45 % of the respondents were answered once per year as the preferred frequency. More than 23 % of the teachers responded that beginning teachers should be supervised 2-4 times per year. Whereas, about 11% of the respondents gave their view that the frequency of supervision shall be 5 or more times per year. In contrast, about 20 % of the respondents chose 0 times as the preferred frequency for beginning teachers.

In the interview section, most of the respondents expressed that there should be no difference in supervision of the beginning and experienced teachers. The original response is quoted hereunder:

> I'm not sure it should differ – are the criteria for all teachers not the same? (P1)

I don't think supervision should differ, but on the contrary, beginning teachers Should be supervised more than experienced ones! (P7)

Experienced and beginning teacher require similar supervision. I think the difference would be in the time spent with each – beginning teachers may benefit from more scheduled times. (S4)

To conclude the point from the respondents view it is possible to understand the essence of supervision was being less regarded due to the lack of adequate information on the importance of it. And at the same time the attitude the teachers have towards the supervisory practice.

Besides, recent studies approves that beginning teachers' perception of inadequacies of the amount and quality of instructional supervision develop into the sense of disappointment and forming negative attitudes toward supervision process (Choy, Chong, Wong & Wong, 2011). Therefore here great awareness rising program was necessitated to its functionality from concerned bodies.

- *Respondents' perceptions of the time a supervisor should spend in the classroom*

The respondents were asked to choose an approximate length of time a supervisor should spend working with a teacher per visit (Table 8).

Table 8: Respondents' perceptions on the time a supervisor should spend in the classroom

Time	N	%
one quarter or less class period	17	11.6
one half class period	53	36.1
one full class period	53	36.1
more than a full class period	24	16.3
Total	147	100.0

Source: Field Survey

More than 72 % of the respondents perceived that supervisors should spend one-half or full class period (45 minutes) observing the teacher. Some respondents have the tendency that the supervisors should observe the teacher more than one full class period. Over 11% of the teachers

supported that the supervisors should spend one quarter or less class period as the preferred time per classroom observation.

Whereas, according to Kutsyuruba (2003) most of Ukrainian beginner teachers were advocated that the school supervisor to spend in classroom supervision at least one full class session. Similar finding was reported by Thembinkosi (2013), in his study entitled "Teachers' Perceptions towards Classroom Instructional Supervision" conducted in Nkayi District in Zimbabwe.

Therefore, in order to grasp the teachers teaching methodology, the supervisor needed to spend full time class supervision for better support and capacitating his supervisee.

4.3 Perceptions and preferences: Actual and Ideal supervisory practices

Respondents' *Perception of the Real and Ideal frequency of the use of selected supervisory Practices.*

This section discussed the respondents' perceptions of actual and ideal frequency of the use of selected supervisory approaches, namely clinical supervision, peer coaching, cognitive coaching, mentoring, reflective coaching or self-directed development, portfolios, and professional growth plans. The scales for ideal approaches are recoded as: 1= almost never preferred to occur, 2 = less frequently preferred to occur, and 3 = more frequently preferred to occur. Mean scores and standard deviations were calculated for the actual and ideal frequencies of supervisory practices. Furthermore, a one-way analysis of variance (ANOVA) was conducted to determine the extent to which significant differences existed between the categories of actual and ideal amount of time for each supervisory approach. The probability level was set at .05 (two-tailed).

Table 9: Respondents' perceptions of real and ideal frequency of the use selected supervisory practices

Supervisory Practice	Actual		Ideal			
	N=147		N=147			
	Mea	S D	M	SD	F	P
Clinical Supervision	1.87	.715	3.80	1.013	2.878	.038
Peer Coaching	1.88	.647	3.84	.941	2.106	.125
Cognitive coaching	1.87	.743	3.83	1.003	4.219	.017
Mentoring	2.22	.801	3.86	1.064	1.504	.216
Reflective coaching	2.18	.819	3.80	1.083	.981	.403
Portfolios	2.12	.824	3.84	1.108	3.415	.019
Professional Growth Planning	2.01	.687	3.80	1.146	2.607	.054

Source: Field survey

Significant differences were found between the actual and ideal frequency of the use of clinical supervision, cognitive coaching and portfolios. Similarly, a significant difference was observed with regard to the use of professional growth plans. Teachers would like to see a more frequent use of cognitive coaching, portfolios and clinical supervision as the type of supervision in their schools. There were no significant differences found between the actual and ideal frequency of the use of reflective coaching, mentoring, and peer coaching.

- ***Teachers' Perceptions of Real Frequency of Supervisory Practices In terms of Teaching Experience***

One-way ANOVA is conducted to see if there are significant differences in the actual use of these supervisory practices in terms of teachers' years of experience as summarized in table10.

Table 10: Teachers' perceptions of real frequency of supervisory practice in terms of teaching experience

Type of Supervision(Real)	Sources of Variation	Sum of Squares	Df	Mean Square	F	Sig.
Clinical Supervision	Between Groups	2.959	3	.986	1.971	.121
	Within Groups	71.585	143	.501		
	Total	74.544	146			
Peer Coaching	Between Groups	1.329	3	.443	1.061	.368
	Within Groups	59.705	143	.418		
	Total	61.034	146			
Cognitive Coaching	Between Groups	6.010	3	2.003	3.844	.011
	Within Groups	74.534	143	.521		
	Total	80.544	146			
Mentoring	Between Groups	17.280	3	5.760	10.793	.000
	Within Groups	76.312	143	.534		
	Total	93.592	146			
Reflecting coaching	Between Groups	8.592	3	2.864	4.579	.004
	Within Groups	89.449	143	.626		
	Total	98.041	146			
Portfolios	Between Groups	10.190	3	3.397	5.467	.001
	Within Groups	88.844	143	.621		
	Total	99.034	146			
Professional Growth Plan	Between Groups	4.192	3	1.397	3.083	.029
	Within Groups	64.801	143	.453		
	Total	68.993	146			

The findings indicate that significant differences were found between teachers with different years of teaching experience in the actual use of mentoring, portfolios, reflective coaching, cognitive coaching and professional growth plans. On the other hand, there were no significant differences found in the actual use of peer coaching and clinical supervision.

- ***Teachers' Perceptions of Ideal Frequency of Supervisory Practices In terms of Teaching Experience***

In order to see if there is any difference between teachers within different categories of teaching experience (1-2 years through more than 10 years), the one-way ANOVA was conducted (Table 11).

Table 11: Teachers' perception of Ideal frequency of supervisory practice in terms of teaching experience

Type of Supervision(ideal)	Sources of Variation	Sum of Squares	df	Mean Square	F	Sig.
Clinical Supervision	Between groups	37.563	1	37.563	48.495	.000
	Within Groups	112.314	145	.775		
	Total	149.878	146			
Peer Coaching	Between Groups	26.958	1	26.958	38.156	.000
	Within Groups	102.444	145	.707		
	Total	129.401	146			
Cognitive Coaching	Between groups	36.083	1	36.083	47.278	.000
	Within Groups	110.666	145	.763		
	Total	146.748	146			
Mentor	Between groups	48.018	1	48.018	59.377	.000
	Within groups	117.261	145	.809		
	Total	165.279	146			
Self Directed coaching	Between groups	48.166	1	48.166	56.728	.000
	Within Groups	123.113	145	.849		
	Total	171.279	146			
Portfolio	Between groups	56.815	1	56.815	67.481	.000
	Within Groups	121.240	144	.842		
	Total	178.055	145			
Professional Growth Plan	Between groups	59.224	1	59.224	64.737	.000
	Within Groups	132.653	145	.915		
	Total	191.878	146			

Results show that significant differences were observed among the different teaching experience of teachers in the ideal use of all supervisory approaches.

4.4 Attitudes toward supervisory process

This section focused on teachers' attitude towards instructional supervisory practices. Teachers were asked about their attitudes toward the supervisory processes in their schools. Eleven items were presented to measure the respondents' attitudes scale and were requested to indicate their

level of agreement using 5 point scales: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree. The mean scores and standard deviations were calculated for each response. A summary of these perceptions is presented in Table 12.

Table 12: respondents' attitude towards supervisory process

Respondents' attitude towards supervisory process	N=147	
	M	SD
I am convinced of the need for instructional supervision.	3.88	1.013
Every teacher can benefit from instructional supervision.	4.05	.886
Supervision should be a collaborative effort between teacher and supervisor.	4.16	.973
Supervision should promote professional growth among the teachers	4.10	.894
Supervision should promote trust among the teacher	3.95	.946
Supervisory choices should be available to beginning teachers.	4.98	1.063
Beginning teachers should receive adequate supervision.	4.05	.026
Time should be given to the implementation of any instructional supervision method.	4.10	.855
Teachers should be involved in the planning of the supervisory process prior to supervision.	4.00	.972
Supervisory practices should consider the developmental stages of individual teachers.	4.10	.982
Supervision should focus on the needs of the teacher.	3.92	.969

Most teachers were convinced with the need for instructional supervision. The mean score was 3.88. The level of agreement with the statement that every teacher can benefit from supervision was also high, that is about 4.05.

Respondents were asked to express their opinions about the collaboration in the supervision process. The mean scores of 4.16 signified that teachers agreed that supervision should be a collaborative effort between the teacher and supervisor. This can maximize the agreement level of the supervisor and supervisee in order to create mutual understanding and even assist to better performance.

Teachers were asked to respond to whether supervision should *promote professional growth* among the teachers. The mean score of the teachers were 4.10. This showed high degree of agreement with the statement which states about collaboration. Standard deviations of 0.894 signified that almost all the teachers strongly agreed.

According to Fenwick, in 2001 discussed the importance of instructional supervision to promote professional growth planning as it can produce transformative effects in teaching practice, greater stuff collaboration, decreased teachers' anxiety, and increased focus and commitment to learning. Similarly, instructional supervision was accepted in developing the professional growth plan in the study area.

The respondents' mean score of 4.98 expressed their strong agreement that supervision should promote trust among teachers. This indicates instructional supervision which is not accompanied by biasness and free from control creates intimacy among the supervisor and supervisee

Most of the respondents agreed and or strongly agreed that supervisory choices should be available to beginning teachers. As the information gathered from the informants the mean score was 4.05, indicates that they were agreed on the necessity of supervisory options.
Confirming this idea Zepeda,2007 " availability of supervisory options based on teachers needs between supervisees and supervisors largely affect the attitude and satisfaction of teachers towards instructional supervision. To conclude the point all or any individual or team can't run the supervisory practice necessarily except professional supervisors.

The statement that beginning teachers should receive adequate supervision was agreed on by respondents. The mean score of 4.10 indicated that the teachers were agreed about this issue. Since beginning teachers are fewer practitioners in teaching process because of their theoretical knowledge obtained from higher educational institutions they need frequent and quality support to be familiar with the profession. This made the supervisory process more to the adapting field of work.

Respondents were asked whether teachers should be involved in the planning of the supervisory process prior to supervision. The mean scores of 4.00 indicated that the respondents agreed with the statement. Accordingly the importance of supervision is to support and guide teachers, and therefore, each measure and action taken by supervisor in supervisory process should have to be

clear to supervisee. Transparency among these two bodies makes the communication simple and acceptable.

Most of the respondents agreed to the statement that supervisory practices should consider the developmental stages of individual teachers. Their level of agreement is identified by the mean scores of 4.10. From the very beginning supervisory practice shall understand the hierarchy and level of existing condition before applying similar rules to all supervisee. Since teachers are different in their years of services and understanding.

The respondents were observed regarding their perceptions of whether supervision should focus on the needs of individual teachers. The mean scores 3.92 and standard deviations .969 indicated that the majority of teachers moderately agreed with the statement. The purpose of supervision is to provide support and training in order to capacitate the supervisee and therefore should keep the interest of him/her to achieve the intended goal.

Based on the initial findings mentioned above, in order to examine whether beginners and experienced teachers were significantly differed in the overall responses (scores) regarding attitude towards supervisory practices, the result was aggregated and independent sample t-test was conducted (see Table 13).

Table 13 Respondents' Attitudes toward the Supervisory Processes by level of experience

Scale	Beginners		Experienced		t-value	df	Sig
	N= 50		N= 95				
	M	SD	M	SD			
Attitude toward supervisory process	3.88	.419	4.08	.395	-2.679	128	.008

Accordingly, as shown in Table 13, the findings indicate significant difference were observed between beginner and experienced teachers in their attitudes toward supervisory processes practiced at their schools. Thus, experienced (M= 4.08) had shown more positive on overall attitude towards supervisory practice than beginner teachers (M= 3.88). Hence, this difference was significant, $t(128) = -2.679$, $p<0.01$.

Table 14 t-test on Respondents' Attitudes toward the Supervisory Processes in terms of gender

Scale	Male		Female		t-value	df	Sig
	N= 115		N= 32				
	M	SD	M	SD			
Attitude toward supervisory process	4.01	.429	4.03	.355	-.193	128	.847

The findings from the analysis of teachers' attitude towards supervisory process in terms of gender indicate that no significant differences were observed between male and female teachers in their attitudes toward supervisory processes practiced at their schools.

Table15 ANOVA of Respondents' Attitudes toward the Supervisory Processes in terms of qualification

	Sources of Variation	Sum of Squares	Df	Mean Square	F	Sig.
Teachers' qualification	Between Groups	.425	2	.213	1.176	.311
	Within Groups	26.034	144	.181		
	Total	26.459	146			

The findings of table 15 indicate that, again no significant differences in attitude were found between groups of teachers in terms of their academic qualification.

4.5Satisfaction with the process of supervision

To examine the level of satisfaction with the quality and amount of supervision, the respondents were asked to respond to two items using a Likert scale which was ranged from (1) Not Satisfied to (5) Highly Satisfied.

Respondents' Perceptions of their Satisfaction with Supervision

Table 136: Respondents' perception of their satisfaction with supervision

Perceptions	N=147	
	Mean	Std. Deviation
I am satisfied with the frequency of supervision	2.72	1.032
I am satisfied with the quality of supervision	2.64	1.046
Supervision meets my individual professional needs	2.61	1.126

Source: Field survey,

Responses of the teachers were represented by the mean score of 2.72, with standard deviation at 1.032 signifying that a majority of respondents were less satisfied or neutral with the frequency of supervision being provided in their school. Respondents' level of satisfaction with the quality of supervision being provided was represented by the mean of 2.64, and from gained figure we also observe that teachers were less satisfied still with it. And the mean score of the responses about whether supervision met their needs as it was neutral professionals was 2.61.This indicates similar result to neutral in that supervision met their professional need. To summarize the point the majority of the respondents opinion resembles to disagree or neutral in frequency and quality supervision provided to them.

The third question dwelt upon how the experience of supervision met their professional needs as beginning teachers. The means and standard deviations were calculated for each question. The summarized data on general satisfaction with the supervisory process is shown in table 15, above. Moreover, in order to answer the research question 3 concerning existence of any difference in their satisfaction, three items in the satisfaction scale were included and the results of independent t-test are provided in Table16

Table 17 Respondents' satisfaction with the Supervisory Processes by level of experience

Scale	Beginners		Experienced		T	Df	Sig
	N= 50		N= 95				
	M	SD	M	SD			
Satisfaction with supervisory process	2.34	.710	2.86	1.065	-3.085	145	.002

Results (in Table 17) indicated that there is significant difference between beginner and experienced teachers in their satisfaction with supervisory practices. The mean score of the respondents imply that the majority of beginner teachers were less satisfied on the frequency and quality of supervision they received; whereas, experienced teachers have almost a neutral opinion about the frequency and quality of supervision received.

Table 18 ANOVA of *Respondents' satisfaction with the Supervisory Processes in terms of qualification*

	Sources of Variation	Sum of Squares	df	Mean Square	F	Sig.
Teachers' qualification	Between Groups	3.464	2	1.732	1.793	.170
	Within Groups	139.073	144	.966		
	Total	142.537	146			

The findings of table 15 indicate that, again no significant differences in satisfaction were found between groups of teachers in terms of their academic qualification.

4.5 Supervision and Professional Development

Under this section the respondents' perceptions regarding the connection between instructional supervision and professional development and also, their perceived relationship of satisfaction with the quality of supervision to professional development was discussed.

- ***Connection between Supervision and Professional Development***

In order to answer the fourth basic question teachers were asked to respond to the statements intended to elicit their perceptions of the connection between supervisory practices and professional development. Mean scores and standard deviations were calculated. The results are presented in Table 18 below.

Table 19: Respondents' Perceptions of relationship between supervision and professional development

Perceptions	N=147	
	M	S D
Supervision has clear connection with professional development	4.14	.896
Supervisors have the knowledge and ability to select professional activities for Teachers	3.73	1.081
Beginning teachers participate in professional development activities as a result of supervision.	3.55	1.118
Professional development opportunities should be chosen by the teacher	3.50	1.088
My classroom instruction has improved as a result of supervision	2.35	.957

In their answers to the first statement, most of the respondents agreed that supervision has a clear connection with professional development. A mean score of 4.14 tends to support this point. This indicates that the respondents perceived supervision as purposeful and directly related to professional development. The interview made with sample school principals and cluster supervisors confirm the gained result from its scientific theoretical foundation. Because the

professional development activities like conferences, workshops and in-service training which are among the main tools to implement the instructional supervision directed towards the improvement of teachers' instruction were supportive mechanisms to achieve the interconnection between supervision and professional development.

In the interview section, the respondents confirmed this idea. Their original response was quoted hereunder:

> Supervision can work better when there is collaborative effort between the teacher and the supervisor. Collaborative supervision is also important to build trust between the teacher and supervisor (P6).
>
> Teachers and supervisors are working collaboratively in CPD (P3)
>
> It's very important to have a friendly and collaborative relationship between the teacher and supervisor. (S2)

Supporting this fact, Sullivan & Glanz (2009) stated that instructional supervision aims at improving the overall teaching-learning process through promoting teachers' professional development and growth. And also according to Zepeda (2007), there must be a clear connection of instructional supervision to professional development.

With regard to the Supervisors knowledge and ability to select professional activities for teachers, a mean score of 3.73 for the respondents signified that teachers were fairly agreed or neutral regarding the statement that supervisors have the knowledge to select professional activities for teachers.

In the comments section, several respondents stated that; they thought that as the supervisory process become more effective the interesting experience that the supervisor can offer the teacher will increase the professional development and the student result will be improved. Therefore, supervisors need to have enough knowledge in the subject area to be effective advisor and helper in accordance to the consideration of the teachers' professional level.

In this regard, Glickman et al. (1998) suggested that those involved in the supervision process must be knowledgeable about instructional supervision and responsive to the developmental stages teachers' profession.

Responses to the statement indicated under the point of beginning teachers participate in professional development activities as a result of supervision shows that the respondents perceived fairly agree or undecided determined with the mean score of 3.55 and standard deviation 1.118. The result shows moderate agreement in beginning teacher participation of professional development activities.

Similarly the response for the Professional development opportunities should be chosen by the teacher indicated that most of the participants fairly agreed or undecided with the statement that beginning teachers should have the opportunity to choose their professional development activities with the mean score of 3.50 and standard deviation 1.088.

On the other hand in the comment section, several respondents stated that: Supervision would be more effective for teachers if they were given an opportunity to choose the supervisory approaches and professional development activities. This would help them to acquire professional development activities which aid them to be competent enough to appropriate level, but not just for a check mark. The most important should be collaboration and trust between the supervisor and teacher.

Concerning the classroom instruction improvement as a result of supervision the mean score of 2.35 and standard deviation .957 shows the majority of respondents disagreed or expressed fairly a neutral point of view about the fact. This indicates when the provision of actual supervision goes down the classroom instruction will result negative implication.

From its initial point as research confirms "instructional supervision is an organizational activity concerned with teachers' growth, leading to improvement in teaching performance and greater student learning" (Nolan & Hoover, 2008). Therefore instructional supervision is the central theme in creating the live of education.

Relationship of Quality of Supervision to Perceptions of Actual Practices

Using the Pearson correlation, teachers' perceptions of the overall quality of supervision were related with their perceptions of actual approaches conducted in their schools, namely:

clinical supervision, peer coaching, cognitive coaching, mentoring, self directed development, portfolios, and professional growth plans. The level of significance was set at 0.05 (two-tailed). A summary of these correlations is provided in the next table.

Table 20: Relationship of Satisfaction with Quality of Supervision to Supervisory Practices

Supervisory Practice	Pearson Correlation	*P*
Clinical Supervision	.157	.057
Peer Coaching	.221**	.007
Cognitive coaching	.072	.387
Mentoring	-.091	.274
Reflective coaching	-.090	.278
Portfolios	-.070	.396
Professional Growth planning	-.073	.381

**. Correlation is significant at the 0.01 level (2-ailed).
*. Correlation is significant at the 0.05 level (2-tailed).

According to the respondents idea less significant correlations perceived between satisfaction with the quality of supervision and the provision of supervisory practices were observed. Teachers were more satisfied with the quality of supervision when they experienced more frequent use of peer-coaching type of supervisory approach, p=.007). Likewise, credible attention has been given to clinical way of supervision to the angle of teachers. Whereas, the quality of the remaining approaches like: Mentoring, Reflective coaching, portfolio and Professional growth Planning were not satisfied the teachers' as a means of supervision. This indicates the sample school teachers need more inclines towards support which can be gained from professional expertise. On the other hand, they were not obedient or reluctant to be supervised in self capacitating fashion. This means teachers were not prepared themselves to work hard and to bring change in their profession progressively.

Relationship between perceived professional development and each actual supervisory approaches (N = 147)

Table21: Relation between perceived professional development and each actual supervisory approach

		PD	CS	PC	CC	M	RC	P	PGP
PD	Correlation	1	.110	.102	.038	.146	.020	.226**	.169*
	Sig		.186	.220	.651	.077	.811	.006	.040

*Note: * p < .05, **p < .01, PD = Professional Development, CS = Clinical Supervision, PC = Peer Coaching, CC = Cognitive Coaching, M = Mentoring, RC = Reflective Coaching, P = Portfolios, and PGP = Professional Growth Plans*

According to information gathered and interpreted data on the above table the correlation of significance perceived in professional development of each actual supervisory approach have been tested. As far as the result shows the significant correlation in between portfolio approach of supervision has weak relation to the perceived professional development. Similarly the actual supervisory approach in relation to professional growth plan has been determined as there was strong relation to the perceived professional development. While the remaining supervisory approaches namely: Clinical supervision, Cognitive Coaching, Peer coaching and self directing has a moderate or medium relation the perceived professional development. And concerning the mentoring type of supervisory approach the result shows weak but not at the level of the last two (portfolio approach and professional growth plan).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1.Summary of Findings

The purpose of this study was to identify the perceptions of teachers toward instructional supervision and its perceived relationship to professional development in selected government secondary schools of Jimma zone. To accomplish this purpose, a descriptive survey design was employed. The study was carried out in eight secondary schools of the four randomly selected woredas of Jimma zone. Accordingly, 150 teachers were selected by using proportionate stratified random sampling whereas, eight school principals and four cluster supervisors were included in the study by using availability sampling techniques. All the 8 principals and 4 cluster supervisors were involved in the study for interview. Questionnaire was the main instrument of data collection. In addition, interview and document review were utilized to substantiate the data gained through the questionnaire. Mean, standard deviation, independent sample t-test and one way ANOVA were utilized to analyze the data from the questionnaire with the help of computer by using SPSS software. The data obtained through open-ended questions, interview and document reviews were analyzed through narration for the purpose of triangulation. The following section provides a brief summary of the findings related to the research questions raised in the study.

Question One: What are the perceptions of teachers regarding the actual supervisory practices in the secondary school of Jimma Zone?

The results indicate that majority of respondents were supervised and evaluated once or 2-4 time per year by vice principal or the department head. Supervision of their teaching was seen to be conducted almost by vice principal 44.15% and department head 33.55% and sometimes supervised by school principal and CRC supervisor. They showed low satisfaction with the frequency and quality of supervision. About 61% of the teachers were supervised 2-4 times per year .The most frequently identified as evaluators were vice principal and department head, majority of them were either disagreed or neutral that supervision had met their needs. Respondents felt that the selected supervisory approaches (clinical supervision, cognitive coaching, mentoring, reflective approach, portfolios and professional growth plans) were rarely

applied in their schools though they perceived that peer coaching occurred more often in their school.

Question Two: What are the preferences of teachers regarding the ideal supervisory approaches in the secondary school of Jimma Zone?

Majority of the responding teachers considered the importance of supervision to be neutral, with the mean score of 2.99. This indicates when the teachers become supervised frequently, they can act respectively and even motivated to further work to ensure quality supervision. Otherwise it leads declining its importance. Majority of the respondents 45% and 23% were responded that beginning teachers should be supervised once and 2-4 times per year as preferred frequency respectively. From This respondents view, it is possible to understand essence of super vision was less regarded due to the lack of information on the importance of supervision. More than 72% of the teachers preferred that the supervisor should spend one-half or full class period (45 minutes) observing the teacher during class visit. Therefore, in order to grasp the teachers' teaching methodology, the super visor needed to spend full time class observation for better support and capacitate his/her supervisee.

Question Three: Are there difference in attitude and satisfaction between teachers due to their experience, gender and qualification regarding actual supervisory practices? The majority of respondents expressed medium attitude towards and satisfaction with supervisory practices; however, experienced teachers had shown positive and higher level of agreement on all the attitude related items in the survey. Thus, significant difference between beginner and experienced teachers were observed on overall scores of attitude towards and satisfaction with supervisory practices. On the other hand, there were no statistically significant differences in attitude and satisfaction between teachers due to their gender and academic qualification.

Question Four: What is the perceived relationship between the supervisory practices and teachers' Professional development?

The result show that majority of the respondents have high level of agreement on the statement that supervision has a clear connection with professional development. This indicates that the respondents perceived supervision as purposeful and directly related to professional development. However, their level of agreement on the statement that supervision contributed to their professional development was low due to lack of quality.

frequency and adequacy of practice which resulted in poor satisfaction on the actual supervisory practice.

5.2.Conclusion

Based on the most significant findings presented in chapter four, the following conclusions are drawn.

This study found that the majority of respondents were supervised less frequently. Teachers on average were supervised and evaluated once per year, and some of teachers reported that they have never been supervised or evaluated. The vice principals and department heads were individuals most frequently identified as a supervisor and evaluators of teachers. However, majority of respondents reported that these individuals lack relevant knowledge and skills of instructional supervision disciplines. Due to these fact; majority of teachers had shown low level satisfaction with the current supervision practiced in their schools. Moreover, of the teachers reported that all the selected supervisory approaches were rarely practiced in their schools. Given all these, therefore, it can be concluded that the current instructional supervisory practices in government secondary school of Jimma zone is inadequate to help teachers improve their instructional practice.

Concerning the preference of teachers toward ideal supervisory approaches, majority of respondents felt neutral to the importance of supervision. They suggested that beginning teachers to be supervised once and 2-4 times per year respectively and preferred to be supervised by the department head and supervisor. They tended one half or a full class period as the preferred average time the supervisor should spend in classroom observation. Teachers wanted a variety of supervisory approaches to be practiced in their schools.

Regarding the existence of differences in attitude and satisfaction between teachers due to their teaching experience, gender, and academic qualification, the majority of respondents expressed medium attitude towards supervisory practices. But, significant differences in attitude and satisfaction between teachers in terms of teaching experience were observed. On the other hand there were no statistically significant differences between teachers in attitude and satisfaction due to their gender and academic qualification.

Concerning the relationship between the perceived supervisory practices and professional development, the result show that majority of the respondents have high level of agreement on the

statement that supervision has a clear connection with professional development. This indicates that the respondents perceived supervision as purposeful and directly related to professional development. However, their level of agreement on the statement that supervision contributed to their professional development was low due to lack of quality, frequency and adequacy of practice which resulted in poor satisfaction on the actual supervisory practice.

5.3Recommendation

Based on conclusions and discussions of the research findings, the following recommendations are made to enhance the instructional supervisory processes in Jimma zone.

- Frequent and Quality supervision should be provided to teachers in particular to beginning teachers. Therefore, Secondary school leaders must spare enough time to supervise their teachers.
- In order to promote quality education different government bodies should give priority to instructional supervision in schools;
- It was noted that supervisors should have the required knowledge and skills in the field of supervision. Therefore, education officials and schools should give attention in building the capacity of those involved in instructional supervision by arranging frequent supervisory trainings.
- In order to provide all the necessary support, the supervisors should continue reading; follow up, collaborative and friendly approach to supervisee.

REFERENCES

Abebe Tesema (2014).*The Practices and Problems of School-Based Supervision in Government Secondary Schools Of Kamashi Zone Of Benishangul Gumuz Regional State* Jimma University.

Abdulkareem M. (2001). *The Importance of Instructional Supervision for Primary School Teachers.* Unpublished Master's Thesis, Addis Ababa University

Acheson, K. A. & Gall M. D. (1992). *Techniques in the clinical supervision of teachers* (3rd ed.). NewYork, NY: Longman.

Alemayehu, Gobena (2008). *The current practices and problems of subject-area instructional supervision n secondary schools of Addis Ababa City Administration* (Unpublished master's thesis).Addis Ababa: Addis Ababa University.

Alfonso R. J., & Firth, G. 1990. Supervision: Needed Research. *Journal of Curriculum and Supervision, 5*(2), 181-188.

Aggarwal J. (1985). *Theory and Principles of Education: Philosophical and Sociological Bases of Education.* New Delhi: Vikas Publishing House Pvt. Ltd

Anderson R. H. & Snyder K. J., (1998). Functions of school supervision: In F. Gerald & E Pajak

(Eds.), *Handbook of research on school supervision* (pp. 341-373). New York, NY: Simon and Schuster Macmillan

Arong F. E., & Ogbandu, M. A. (2010). Major Causes of Declining Quality of Education in Nigeria Administrative Perspective: A Case Study of Dekina Local Government Area. *Canadian Social Science, 6*(3), 61-76.

Batt, E. G., (2010). Cognitive coaching: A critical phase in professional development to implement sheltered instruction. *Teaching and Teacher Education, 26*, 997-1005

Beach, D. M. & Reinhartz, J. (2000).*Supervisory leadership: Focus on instruction.* Boston: Allyn and Bacon.

Bedasa Gemeda, (2011).The current practice of instructional supervision: the case of Government secondary schools in Harari region. Haramaya University (Unpublished MA. thesis)

Berhane Asseefa, (2014). *The Practices and Problems of Instructional Supervision* in Asossa Zone Primary Schools, Jimma University (Unpublished M A. Thesis)

Bernard and Goodyer, (1998).*The Definitions of Supervision and Relationship with Monitoring Quality.* London: Oxford University.

Bowman, C. L., & McCormick, S. (2000). Comparison of peer coaching versus traditional supervision effects. *The Journal of Educational Research, 93*(4), 256-261.

Brandt, R. S. (1996). On a new direction for teacher evaluation: conservation with Tom McGreal. *Educational Leadership, 53*, 30-33.

Burant, S. E. (2009). *The relationship of instructional supervision and professional learning Communities as catalysts for authentic professional growth: A study of one school division* (Master's thesis). Saskatoon: University of Saskatchewan. Retrieved on April15,2011,from:http://library2.usask.ca/theses/available/etd

Burke, P. J., & Fessler, R. (1983). A collaborative approach to supervision: *The Clearing House, 53* (3), 107-110.

Carter, S. C. (2001). *No excuses: Lessons from 21 high-performing, high-poverty schools.* Washington, D. C.: The Heritage Foundation.

Choy D., Chong, S., Wong, A. F. L. & Wong, I. Y. F., 2011. Beginning teachers' perceptions of their level of pedagogical knowledge and skills: did they change since their graduation from initial teacher preparation? Asian Pacific Educational Review, 12, 79-87.doi: 10.1007/s12564-010-9112-2.

Clarke, V. B. 1995. Teacher evaluation policy: Impact study. The Canadian School Executive, 14(7), 8-13.

Costa, A. L., &Garmston, R. J. (1994).*Cognitive coaching: A foundation for renaissance schools*. Norwood, MA: Christophore-Gordon.

Costa A. L., Garmston, R. J. (2002). *Cognitive coaching a foundation for renaissance schools* Norwood, Massachusetts: Christopher-Gordon Publishers, Inc.

Creswell, J. (2003). *Research Design*: Qualitative, *Quantitative and Mixed Methods Approaches.* London: Sage. 2nded.

De Grauwe, A. 2001. *Supervision in Four African Countries: Challenges and Reforms* Vol. I. Paris: IIEP/UNESCO.

Enaigbe, A. P. 2009. *Strategies for Improving Supervisory Skills for Effective Primary Education Nigeria*. Edo Journal of Counselling, 2(2), 236-241.

Fenwick, T. J. (2001). Teacher supervision through professional growth plans: Balancing contradictions and opening possibilities. *Educational Administration Quarterly, 37*(3), 401-424.

Fraser, K. (1980). Supervisory behavior and teacher satisfaction *Journal of Education Administration, 18*(2), 224-227.

Garubo and Rothstein, (2010).Instructional Supervision at School Level New Zealand experience. Paris: UNESCO/International Institute for Educational Planning.

Gall, M. D. Borg, W. R., & Gall J. P. (1996). *Educational research: An introduction.* White Plains, NY: Longman.

Gay, R. and Airsian, P. (2003).*Educational Research .Competency for Analysis and Application.(7thedn.)*. New Jersy: Merrill Print ice Hall.

Glatthorn, A. A. (1990). *Supervisory leadership: Introduction to instructional supervision.* Glenview, IL: Scott, Fores man/Little, Brown Higher Education.

Glickman, C. D. (1990). *Supervision of instruction: A developmental approach* (2nd ed.) Boston: Allan and Bacon.

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (1998).*Supervision of instruction: A developmental approach* (4th ed.). Boston: Allyn and Bacon.

Goldhammer, R., Anderson, R., &Karjewski, R. (1980).*Clinical supervision: Special methods for the supervision of teachers*. New York, NY: Rinehart, and Winston.

Grauwe, A. (2007). Transforming school supervision in to a tool for quality improvement *International Review of Education, 53*, 709-714.

Haileselassie W. (1997).*Educational supervision:* Teaching Material. Addis Ababa, Ethiopia: Addis Ababa University

Haileselassie, W. (2001).*Current expectations from educational supervision in the Ethiopian system.* Material presented for training of trainers workshop. Addis Ababa, Ethiopia: Ministry of Education

Hargreaves,A., Fullan, M. (2000).Mentoring in the new millennium. *Theory in to Practice, 39*(1), 50-56.

Ibrahim Adam, (2013). Perceptions of Teachers towards Instructional Supervisory Practices in the Government Secondary Schools of Fafan Zone: Haramaya University (Unpublished MA. Thesis)

Jonasson, H. (1993). Effective schools link professional development, teacher supervision, and student learning. *The Canadian School Executive, 13*(2), 18-21.

Johnson, H. R. (2001). Administrators and mentors: Keys in the success of beginning teachers. *Journal of Instructional Psychology, 28*(1), 44-49.

Kayaoglu, M. N. 2012. Dictating or Facilitating: The Supervisory Process for Language Teachers.*Australian Journal of Teacher Education, 37*(10). Retrieved on 8 November 2013 from http://dx.doi.org/10.14221/ajte.2012v37n10.4

Kapfunde, C. L. (1990). *Clinical supervision in the Zimbabwean context* Harare: Zimbabwe Publishing House.

Kedir Ahmed,(2012).The practice and problem of school based supervision in secondary schools of Afar region. Haramaya University

Kutsyuruba, B. (2003). *Instructional Supervision: Perceptions of Canadian and Ukrainian Beginning High-School Teachers* (Master's thesis).Saskatoon: University of Saskatchewan. http://library2.usask.ca/theses/available/etd-09052003-134303/ Retrieved on November 21, 2010

Latz, A. O., Neumeister, K. L. S., Adams, C. M., & Pierce, R. L. (2009). Peer coaching improve classroom differentiation: Perspectives from project CLUE. *Roeper Review, 31*, 27- 29. doi: 10.1080/02783190802527356

Lee, J. C., Ding, D., & Song, H.(2008). School Supervision and Evaluation in China: The Shanghai Perspective: *Quality Assurance in Education*, 16(2), 148-163.

Lilian, C. M.(2007). Perception of classroom supervision by Secondary School Teachers in the Harare Region (Unpublished Masters of Arts' Thesis), Tshwane University of Technology

Lovell and Wiles, (1983). *Perceptions of teachers on instructional supervisory practices*: Netherland Electronic version

McQuarre F. O. J. & Wood, F. H., (1991). Supervision, staff development and evaluation Connections: *Theory in to Practice, 30*, 91-96.

Merga, Feyisa.2007. Approaches to Educational Supervision: Unpublished training Manuscript, Oromia REB: Finfine.

Ministry of Education, (1994) *Educational supervision manual* Addis Ababa: EMPDA.

Ministry of Education, (2002) *Educational Supervision Manual*. Addis Ababa.

Ministry of Education (2005). A *presentation of the Ethiopian education sector development program: A policy document for education sector review* (ESDP): ESDP III (2005/6 to 2010/11).Addis Ababa

Murray, S., & Mazur, X. J. (2009). Effect of peer coaching on teachers' collaborative interactions and students mathematics achievement. *Journal of Educational Research, 102*(3), 203-212.

Netsanet, K.(2014). Practices and Challenges of Educational Supervision on Professional Development of Teachers in Government Preparatory Schools of Addis Ababa

Nolan, J. F., & Hoover, L. A. (2008).*Teacher supervision and evaluation: Theory practice*(2nd ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Oliva, P. F. (1976). *Supervision for Today's Schools.* New York: Harper & Row, Publishers.

Oliva, P.F. (2005).*Supervision for today's schools (7thed). Georgia*: John Willy and Sons. Inc. Retrieved from http://media.Wely.Com/product-dota/excerpt/ pdf.

OREB (2007) Maanwallil Adeemasa Hoji Kenna Degarsa Ogummaa fi Hordoffii Barnootaa. Garee JBAH BBO; Finfinee.

Painter, B. (2001).Using teaching portfolios. *Educational Leadership, 58*(5), 31-34.

Pajak, E. 2002. Clinical Supervision and Psychological Functions: A New Direction for Theory and Practice. Journal of Curriculum and Supervision, 17(3), 189-205.peretomode,(2001).

Poole, W. L. (1994). Removing the "super" from supervision. *Journal of Curriculum and Supervision, 9*(3), 284-309.

Reis N. K. & Villaume S. K. (2002). The benefits, tensions, and visions of portfolios as a wide-scale assessment for teacher education. *Action in Teacher Education 23*,10-17.

Renihan P. (2002).*Supervision for the improvement of instruction.* Saskatoon, SK: University of Saskatchewan. Retting, (1999).

Riggs, I. M., & Sandlin, R. A. (2000). Teaching portfolios for support of teachers' professional growth. *NASSP Bulletin, 84*(618), 22-27.

Robert and Peter, (1989). *The effectiveness of instructional supervision.* Finland.

Sergiovanni, T. J. (1991). *The principal ship: A reflective practice perspective* (2nd ed.). Boston: Allyn and Bacon.

Sergiovanni, T. J., &Starratt, R. J. (1993).*Supervision: A redefinition*. Boston: McGraw- Hill.

Sergiovanni, T. J., &Starratt, R. J. (1998).*Supervision: A redefinition*. Boston: McGraw- Hill.

Sergiovanni, T. J., & Starratt, R. J. 2002. *Supervision:* (7th ed.). New York: McGraw-Hill Companies Inc

Sergiovanni, T. J., &Starratt, R. J. (2007).*Supervision: A redefinition*. New York, NY McGraw-Hill.

Showers, B., & Joyce, B. (1996).The evolution of peer coaching. *Educational Leadership, 53*(6), 12-16.

Snow-Gerono, J. L. (2008). Locating supervision: A reflective framework for negotiating tensions within conceptual and procedural foci for teacher development. *Teaching and Teacher Education, 24*, 1502-1515.

Sullivan, S. and Glanz, J. (2000).*Supervision that improves teaching: Strategies and Techniques*. Thousand Oaks, CA: Corwin. Sullivan and Glanz, (2002).

Tadele Akalu & Roelande H. (2014) *Relationship between instructional supervision and Professional development* Retrieved on Wednesday, January 28, 2015 from http: //iej Comparative. Org.

Thembinkosi, T. 2013. *Teachers' Perceptions towards Classroom Instructional Supervision: A Case Study of Nkayi District in Zimbabwe* Master of Education in Educational Management, Faculty of Arts and Education Open University Zimbabwe.

International J. Soc. Sci. & Education 2013 Vol.4 Issue 1, ISSN: 2223-4934 E and 2227-393X Print.

Thobega, M. & Miller G. (2003). Relationship of instructional supervision with agriculture teachers' job satisfaction and their intention to remain in the teaching profession. *Journal of Agricultural Education, 44*(4), 57-66. doi: 10.5032/jae.2003.04057

Tyagi, R. S. (2010). School-based instructional supervision and the effective professional development of teachers. *Compare: A Journal of Comparative and International Education, 40*(1), 111-125. UNESCO. 2007. *Reforming School Supervision for*

Quality improvement www.iiep.unesco.org/filedmin/.../Supervision/SUP_Mod8.pdf (Retrieved on March16, 2015).

Uzat, S. L. (1998, November). *Cognitive coaching and self-reflection: Looking in the mirror while looking through the window*. Paper presented at the annual meeting of the Mid-South Educational Research Association, New Orleans, LA.

Wanzare, Z., & Da Costa, J. L. (2000). Supervision and staff development: Overview of the literature. *NASSP Bulletin, 84*(618), 47-54.

Zepeda, S. J. (2007). *Instructional supervision: Applying tools and concepts*. www.eyeoneducation.com/bookstore/Productdet (Retrieved on February 25, 2011).

APPENDICES

APPENDIX A

Questionnaire to be filled by teachers

Dear Respondent,

The purpose of this questionnaire is to collect data on teachers' perceptions of instructional supervisory practices and its relationship with professional development. Your responses are crucial for the successful accomplishment of this study. Therefore, you are kindly requested to read all the Questions and fill with genuine responses. Please, feel free to indicate your opinion because no response is treated as wrong. Be sure that your responses will be used for academic purpose only and remain confidential. Please do not write your name or any personal identity in any part of this questionnaire.

Thank you in advance for your cooperation!

Instruction: Please note the following points before you start filling the questionnaires.

1. You need not write your name on the questionnaire.
2. Use a tick mark "√" for your response to each closed-ended item of the rating scales.
3. Write briefly your response for open-ended questionnaire.
4. Please, give appropriate response based on your school experience/context.
5. Please do not leave each question unanswered.

Teacher supervision: is a planned developmental process that is intended to support the career long success and continuing professional growth of each teacher

Teacher evaluation: is a planned, summative process that involves a formal, written appraisal or judgment of an individual's professional competence and effectiveness at a specific time

Supervisors: in this study refer to school personnel involved in conducting instructional supervision (Secondary schools cluster supervisors, principals, department heads and senior teachers).

Section 1: GENERAL INFORMATION

1. Gender: 1 Male □ 2. Female □

2. Years of experience: 1 1-2 years (Beginner) □ 2. 3-6 years □
3 7-10 years □ 4. More than 10 years □

3. Educational Background: 1. Diploma □ 2. Bachelor degree □

3. Masters degree □ 4. Others (please specify)_____

Section 2: TEACHERS' EXPERIENCE WITH SUPERVISION AND EVALUATION

1. On average I am formally supervised:

1. 0 times per year □ 2 Once per year □

3. 2-4 times per year □ 4 5 or more times per year □

2. **Supervision** of my teaching is conducted by:

1. Principal □ 2 Vice-principal □

3 Department head □ 4 CRC Supervisor □ 5 Other (specify)_____

3. On average I am **formally evaluated**:

1 0 times per year □ 2 Once per year □

3 2-4 times per year □ 4 5 or more times per year □

4. **Evaluation** of my teaching is conducted by:

1 Principal □ 2 Vice-principal □

3 Department head □ 4 CRC Supervisor □ 5 Other (specify)____

5. In my opinion a **beginning teacher** should be supervised:

1 0 times per year □ 2 Once per year □

3 2-4 times per year □ 4 5 or more times per year□

6. A **supervisor** should spend his time when conducting a **supervisory observation**

1 one quarter or less class period □ 2 one half class period □

3 one full class period □ 4 more than a full class period □

7. I perceive **supervision** to be:

1 Not at all important □ 2 Less important □

3 Neutral □ 4 Important □ 5 Highly Important □

8. Please rate your satisfaction with the **frequency of supervision** being provided in your school:

1 Not at all satisfied □ 2 Less satisfied □

3 Neutral □ 4 Satisfied □ 5 Highly Satisfied

9. Please rate your satisfaction with the **quality of supervision** being provided in your school:

1 Not at all satisfied □ 2 Less satisfied □

3 Neutral □ 4 Satisfied □ 5 Highly Satisfied

10. The **supervision** I receive meets my individual professional needs:

1 Strongly disagree □ 2 Disagree □

3 Neutral □ 4 Agree □ 5 Strongly Agree

Section 3: PERCEPTIONS OF SUPERVISORY APPROACHES.

The questions in this section are intended to provide information regarding your past experiences with supervision and what the **ideal supervision** should be. A definition for each type of supervision is included in each item. Please, keep in mind that you are asked to respond to these questions according to **how you feel at this time** in your career.

For each of the following statements about types of supervision, please write a tick mark "√" to your response under the number that indicates the frequency of supervisory approaches for both real and ideal. **Real** indicates the frequency with which these approaches **actually occurred** in your teaching experience. **Ideal** indicates the frequency with which you think these approaches **should occur**.

Never (N) =1 Seldom(S) = 2 Occasionally (OC) =3 Often (O) =4 Always (A) =5

TYPE OF SUPERVISION	REAL					IDEAL				
	1	2	3	4	5	1	2	3	4	5
1. Supervisors hold pre-and post-observation conferences with teachers.										
2. In my school, teachers work collaboratively in pairs and small teams to observe each other's teaching.										
3. Supervisors facilitate learning through problem solving using questions to stimulate thinking.										
4. In my school, mentors work with novice teachers collaboratively to improve instruction.										
5. In my school, teachers are given freedom to plan their own professional growth in teaching.										
6. In my school, teachers are made to maintain professional portfolio by collecting artifacts, testimonials and students works, etc										
7. In my school, teachers set and carry out long-term goals and projects.										

Section 4: REACTIONS TO INSTRUCTIONAL SUPERVISION

Instructional supervision is a process in education, which focuses on guidance, support, and continuous assessment provided to teachers for their professional development and improvement in the teaching-learning process. It is a planned developmental process that is intended to support the career-long success and continuing professional growth of each teacher. For each of the following statements about professional development, please put a tick mark "√" to the corresponding number that indicates your level of agreement.

Strongly Disagree (SD)=1, Disagree (D)=2, Un Decided (UN)=3, Agree(A)=4,Strongly Agree(SA).=5

No.	Items	SD	DA	UD	A	SA
		1	2	3	4	5
1	I am convinced of the need for instructional supervision.					
2	Every teacher can benefit from instructional supervision.					
3	Supervision should be a collaborative effort between teacher and supervisor.					
4	Supervision should promote professional growth among the teachers					
5	Supervision should promote trust among the teacher					
6	Supervisory choices should be available to beginning teachers.					
7	Beginning teachers should receive adequate supervision.					
8	Time should be given to the implementation of any instructional supervision method.					
9	Teachers should be involved in the planning of the supervisory process prior to supervision.					
10	Supervisory practices should consider the developmental stages of individual teachers.					
11	Supervision should focus on the needs of the teacher					

Section 5: INSTRUCTIONAL SUPERVISION AND PROFESSIONAL DEVELOPMENT

For each of the following statements about professional development, please put a tick mark "√" to the corresponding number that indicates your level of agreement, based on your own experience.

Strongly Disagree(SD) Disagree (D) Undecided (UD) Agree(A) Strongly Agree(SA)

No.	In my opinion,	SD	DA	UD	A	SA
		1	2	3	4	5
1	Supervision has clear connection with professional development.					
2	Supervisors have the knowledge and ability to select professional activities for teachers.					
3	Beginning teachers participate in professional development activities as a result of supervision					
4	Professional development opportunities should be chosen by the teacher					
5	. My classroom instruction has improved as a result of supervision					

1. In your view, how can the supervisory process provide more effectively for teachers professional development?
2. What are the problems that hinder the practice of instructional supervision in your school?

APPENDIX B

Interview with school principals and cluster supervisors

Dear Respondent,

The purpose of this interview is to investigate issues related to teachers' perceptions of instructional supervisory practices and its relationship with professional development in Government secondary schools of Jimma Zone. The information obtained from the respondents will help to suggest solutions to the problems encountered during the implementation of instructional supervision in the schools. The information obtained will be used for research purpose only. Therefore, you are kindly requested to giveyour genuine responses on your free will.

Thank you in advance for your cooperation.

Part 1: General Information

1. School/Woreda_____2.Qualification_____3.Current position_____

4. Experience as: teacher_____ principal _____ supervisor_____

1. What does instructional supervision mean to you?

2. Should supervision differ for beginning teachers as opposed to more experienced teachers? Why?

3. In your school(s), do teachers and supervisors collaborate in supervision? How?

4. What various approaches to instructional supervision do you practice in the school?

5. Do you believe teachers have grown as a result of their supervision process? Can you give example?

6. Do you think that instructional supervision relates to teachers' professional growth? How?

7. What are the problems encountered during the implementation of instructional Supervision in your

school (secondary schools of your cluster)?

8. What do you suggest to overcome the problems of instructional supervision?

APPENDIX-C

Checklist for Document Analysis

1. Do School supervisors have instructional supervision plan?

2. How do supervisors provide support and guidance to teachers? Do they have check lists and minutes to follow them?

3. Do the schools have written feedback for teacher after every classroom observation?