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CURRENT PRACTICES AND PROBLEMS OF INSTRUCTIONAL SUPERVISION IN GOVERNMENT SECONDARY SCHOOLS OF YEKA SUB- CITY IN ADDIS ABABA

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By

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DECLARATION

I, Minayil Silesh, hereby declare that the thesis work entitled "***Current Practices and Problems of Instructional Supervision in Government Secondary Schools of Yeka Sub- City in Addis Ababa***" submitted by me for the award of the degree of educational leadership & management in of Addis Ababa University ended for the award of any other Degree, Diploma, Fellowship or other similar titles of any other university or institution. Furthermore, all sources of materials used for the thesis had been duly acknowledged

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Acronyms

ADEA	Association for Development of Education in Africa
BSC	Balanced Score Card
CPD	Continuous Professional Development
MoE	Ministry of Education
ESDP	Education Sector Development Program

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Abstract:

The purpose of this study was to analyze the practices and problems of instructional supervision by assessing the level of implementation and applying supervisory procedures applied, perception by principals and teachers and the challenges faced during practice in government secondary schools of Yeka Sub City in Addis Ababa City Administration. Accordingly, three basic questions were raised with regard to the current practice of instructional in the sampled secondary schools. A descriptive survey design was employed. Samples of schools and study participants were drawn from three schools and education office of Yeka Sub-City Administration using random sampling and purposive techniques. A modified questionnaire was employed as the main data collection instrument in addition to interview and document analysis. Quantitative data were analyzed using descriptive statistics including mean, average mean, standard deviation and an independent sample t-test. Qualitative data were analyzed by using narration. The findings of the study revealed that instructional supervisors were not in a position of shouldering their responsibility sufficiently. generally, the supervisory practice has suffered from the following problems: lack of applying techniques of supervision skills, lack of adequate number of supervisors, lack of relevant supervision manual, lack of encouraging teachers for their own self professional improvement were also considered as the major problems related with supervisory practices. Based on this, it was recommended that the City Administration Bureau of Education take appropriate measures including supply of adequate material and professional support to sub city and providing needed training and administrative support for supervisors to fill their gaps in knowledge, roles and skills.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1 Background of the study

Education as social function and human right is a high priority in the overall development endeavor of a country. For many scholars education is aimed at strengthening individuals' and society's problem solving capacity, ability and culture. In relation to this, Lockheed and Verspoor (1991) described education as a corner stone for economic and social development. This is why the government of Ethiopia developed the current education and training policy to give the education system appropriate direction.

In order to help our education policy to function meaningfully, and achieves the instructional expectations of the education system with the desired quality, continuous and deliberate supervision of instruction is very crucial.

Various authors have defined instructional supervision in different ways. Sergiovanni and Starratt (2002:6) describe instructional supervision as opportunities provided to teachers in developing their capacities towards contributing for student's academic success. These scholars advocate for teachers involvement in instructional supervision. Instructional supervision is defined by other scholars as a type of school-based (in-school) supervision performed by a team among the staff of schools. The team is supposed to include school principals, department heads, senior teachers, and/or assigned supervisors. As such, the supervision is aimed at providing guidance, support, and continuous assessment to teachers for their professional development and improvement in the teaching-learning process.

It is through the effective supervision of instruction that school directors and department heads can reinforce and enhance teaching practices that will contribute to improved student learning. One can understand from the above definitions the very important role instructional supervision plays in developing teachers' profession, transforming the teaching and learning process and improving students learning. Nakpodia (2006) on the other hand, asserts that instructional

supervision focuses on the improvement of the teaching -learning process to optimize the benefits of teachers and learners. According to this scholar, instructional supervision helps to identify areas of strength and weaknesses of teachers, follow- up activities that focus on the improvement of identified areas of teachers' weaknesses and appreciate the teachers' strength and create a friendly working atmosphere based on good human relations.

1.2 Statement of the problem

Schools play a central role in realizing the goals of Ethiopian government education and training policy. Because students' learning is the primary function of every school, the effective supervision of instruction is one of the most critical functions of the school administrators. By skillfully analyzing performance of teachers and collecting appropriate data through supervision strategies, school directors and department heads can provide meaningful feedback and direction to teachers that can have a profound effect on the learning that occurs in each classroom.

According to Kutsyuruba (2003) and Arong & Ogbadu (2010), instructional supervision is one of the functions of educational institutions that offer opportunities for schools as a whole to improve teaching and learning, and the professional development of teachers. Sergiovanni and Starratt (2007) as well argue the importance of improving school's instructional capacity in order to improve students' academic performance. As much as school staff work in teams in support function, so it becomes a school based supervision a basis for building or improving instructional capacity of schools.

Supervision involves a variety of strategies, methodologies and approaches to bring about desirable improvement in the instructional process and promote change and educational leadership (Glanz and Behar Horenstein, 2000). It is aimed at promoting growth through , fault correcting problem solving, and interaction between teachers, department heads and other supervisors and commitment to build teachers problems solving. However instructional supervision in secondary schools of Yeka sub city are not exercised according those principles, theories, approaches proved through research. Inadequate formal training on the techniques, concept and practice of supervision has affected the supervision process. Directors and department heads have not given it the necessary attention. Directors are usually busy with other

government assignments. Teachers do not seem to be happy with the supervision process as it is not followed by necessary administrative action. The researcher believes in order for the teaching and learning process to improve in government secondary schools of sub city and increase students' academic performance, the current practice of instructional supervision should be assessed and transformed.

If the instructional leader lacks adequate knowledge of supervision and do not give enough attention to meet the needs of the teacher, then an unproductive working relationship may be established (Acheson & Gall, 1980). Teachers could be forced to spend time being upset with the instructional leader and might not devote sufficient effort toward teaching students. More importantly, students' desire, ability, and levels of learning may be affected (Beach & Reinhartz, 2000). When the instructional leader cannot meet the teacher's needs, the entire teaching experience may not be as effective as it could have been (Sergiovanni & Starratt, 1988).

As clearly stated in the 1994 Ethiopian education and training policy, currently, serious attention is attempted to be given to the provision of quality of education at all levels. Assuring and enhancing the quality of teaching and learning has become a major concern in the second growth and transformation plan (GTP-2) of Ethiopia. The society and branches of the Ministry at all levels as employers need supervisors who are capable of solving challenges and who bring quality to student learning by implementing appropriate supervisory service. It is important to note that if the secondary schools of Yeka sub city have to be functional, productive and students' performance improved, greater attention must be focused on the ways teachers perform their instructional duties and the instructional supervision. It is when there is good supervisory approach that this expectation can be achieved through those supervisors who have good knowledge, skill, understanding and favorable attitude.

The researcher had the feel by observing from different students, teachers, and department heads in all government secondary schools of the sub city and received many complaints about the inefficiency of the supervision services practiced in these secondary schools. As cited in educational supervision manuals (MOE, 1987), the practicing supervisors of these secondary schools face many problems while trying to provide support service to their staff members

due to lack of training on supervision principles and skills, and excessive workload that are required to perform the complex functions of their position . The researcher is therefore, interested in assessing the current practice and problems of instructional supervision in all government secondary schools of Yeka sub city. Accordingly, the following basic research questions were formulated.

1. What is the nature of the current instructional supervision in terms of its major domains in government secondary schools of Yeka sub city?
2. What are the major challenges or enabling conditions faced by supervisors and teachers in implementing the current instructional practices ?
3. Is the result obtained through instructional supervision used as a basis for decision making towards instructional improvement?

1.3 Objectives of the study

1.3.1 General objective

The general objective of this study is to investigate the current practices and problems of instructional supervision in government secondary schools Yeka sub city.

1.3.2 Specific objectives

The specific objectives of the study are to

- Assess the prevailing practice and problem of instructional supervision
- Figure out the challenges faced by supervisors and teachers in the attempt to implement the current instructional supervision practice.
- Investigate if the data gathered through instructional supervision are consumed for taking managerial decisions.

1.4 Significance of the study

While education and training is conducted, it is important to make sure completion of the tasks assigned in any job by such assessment and for the very reasons such as retention, promotion and accountability for completing job related tasks. In schools too supervision of classroom

instruction to evaluate a teacher's effectiveness is very important. In terms of broadening the knowledge and skills of educational supervisors, helping to understand relevant issues in school based instructional supervision, the findings of this study are expected to be important.

Firstly, school principals and members of the supervisory team are to benefit from this study to increase their awareness of its importance and the means to do it rightly. Again, the findings of the study may be of important help to other researchers who may be interested to pursue further research on the role of school based instructional supervision for improving the quality of instruction and professional development of secondary school teachers.

It also adds to knowledge, and literature in instructional supervision and professional development besides contributing to the education service of Addis Ababa city government for planning, reorganizing the instructional supervision practice and providing training and development programmers for the current and future educational supervisors through seminars, workshops, and short courses. This paper is therefore, attempts to highlight the need to create common understanding about instructional supervision and enhance the skills of those with the responsibility of carrying out school based supervision in Yeka sub city secondary schools in order to contribute to the provision of quality instruction and attainment of educational goals.

1.5 Delimitation of the study

Given the limited time available, the researcher is interested to focus his research on the assessment of the current practice and problem of instructional supervision government secondary schools of Yeka sub city. In its scope, the study is delimited to government secondary schools. The government secondary schools in Yeka sub city are three. The study will be using all the secondary schools of Yeka sub-cites as its population, so as to come up with more complete and dependable finding. Since conditions (COVID 19 pandemic) do not permit the writer to study all problems in all secondary schools, the writer is forced to conduct this research only on assessing the current practice and problem of instructional supervision in three government secondary schools of Yeka sub city.

1.6 Limitation of the study

It is obvious that there will be limiting factors when conducting this study. This study only includes government secondary schools. It doesn't include private secondary schools due to time and budget constraint. An immediate limitation arises due to the difficulty to get all respondents collected together as a group. Furthermore, generalizability of this study was limited by the fact that the research was conducted in government secondary schools in one sub city of Addis Ababa. The researcher assumes that shortage of up to date references in relation to instructional supervision would be limiting factors in the course of the study. During the process of collecting data; the researcher expected that there would be limitation of meeting with the study participants, mainly supervisors and directors. Getting true response of the respondents is another factor that is assumed to limit this study.

1.7 Operational definition of key terms

Operational and contextual definitions of the selected terms of concern that is used in the study are as follows:

Government school: a school fully funded and run by the government (either district education offices or sub city) as per proclamation No. 260/1984.

Instructional supervision: a type of school-based (in-school) supervision carried out by the school leaders and assigned supervisors which is aimed at providing guidance, support, and continuous assessment to teachers for their professional development and improvement in the teaching-learning process, which relay on the system that is built on trust and collegial culture

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

Professional Development: Refers to the development of teachers in their professional role resulting in person's being of greater use to the schools through the acquisition of greater knowledge, skill, or different attitudes.

Secondary School: In this study it is an educational level of grade nine and ten (first cycle secondary school).

Sub-city: in Ethiopian case, refers to the government administrative hierarchy next to city administration. It is locally called "Kifle-Ketema".

1.8 Organization of the study

This study has five chapters. Chapter one deals with problem and its approach. Chapter two consists of review of related literature. Chapter three deal with methodology and Procedure of data collection. Presentation and analysis of data were dealt with in chapter four. Finally, Chapter five consists of summary, conclusion and recommendation.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter provides an insight of the context for this study by reviewing previous works done in the area of instructional supervision. It is believed to help during instrument development, preparation and analysis of data so as to assess the current practice and challenges of instructional supervision in Yeka sub city government secondary schools of Addis Ababa city Administration. Therefore, the following literature review offers a broader perspective of the situation of instructional supervision at large. It should be seen as an attempt to give a background to the thesis.

2.1 What is instructional supervision meant for?

According to Sergiovanni & Starratt (2002), supervision as a segment in the function of management has become an essential component and process in the operation of schools. This is so because it is considered as vital opportunity offered to teachers to develop their capacities for contributing to student's academic success. It readily allows teachers' involvement in instructional supervision by way of teaching that contributes to the improvements of students' performance. For them, optimum level of instructional improvement can be attained, when teachers are well-educated and become part of the learning community. schools need to create the kinds of supervisory systems and growth strategies that encourage reflection, acknowledge teacher individuality, and emphasize collaborative relationships. For Sergiovanni, interaction between supervisors and teachers is an asset for effective and collaborative professional development. Beach and Reinhartz (2000) assert that instructional supervision provides teachers with information about their teaching and helps them develop their instructional skills and improve performance.

Hoy and Miskel (1991) as well, considered instructional supervision as an opportunity for competent teachers to explore the ways for professional development. Glikman (1990) on the other hand said that instructional supervision is a process of improving instruction for the benefit of the students. Harris (1995) has also described supervision as a process of maintaining and

improving the teaching-learning process of the school. Shantz and Ward (2000) considered instructional supervision as one aspect of educational management which has to do with providing assistance in the development of better teaching and learning situation. In the education arena, we have seen from the above explanations that most authors see instructional supervision as a process of improve the learning opportunities for students. The various definitions by the various scholars propose that the function of instructional supervision as an act of instructional leadership focus primarily on the development of curriculum, instructional improvement and professional development.

2.2.1 Historical development of supervision

2.2.1.1 Evolution of Supervision world-wide

It is to be noted that management is generally setup to do the various functions ranging from planning to implementation, decision making and controlling the work of all in the production of goods and services. Education is a typical service sector that applies supervision for school level engagements of teachers.

To trace history of supervision we can cite Dull (1981) who states that supervision is believed to have its origin in the time of industrial revolution in Britain. During this period the need for supervision was crucial in order to control the industrial workers. Later on education scholars borrowed the concept of supervision from the industries and adopted it in education. It was adopted mainly to control the school plan and pupils achievements. It has been one of the neglected areas of educational management for a long time.

As stated by Grauwe (2007) the *Inspectorate of Education* had been first introduced in France during Napoleon's Regime at the end of the 18th century and then other European counties took the idea in the 19th century. UK for instance appointed the first two inspectors of schools in 1883 (Shaw, Newton, Aitkin & Darnell, 2003) and the Netherlands appointed in 1801 (Dutch Education Inspectorate, 2008). During this period, the work of supervision mainly focused on inspection and control of teachers in most schools of the world (Alemayehu, 2008).

The terms inspection and supervision were conventionally used as important tools for ensuring efficiency and accountability in the education system. But through time these terms began to be used by different countries in different ways. Some countries got rid of the terminology preferring the term "supervisor" over that of "inspector" (Tyagi 2010). On the contrary various developed and developing countries such as United Kingdom (UK), United States, European countries and some African countries using the term "inspector" and "inspection" (Grauwe, 2007).

Historically supervision has passed through different developmental phases. Oliva et.al, (1997) indicated that supervision has been changing in its philosophy, objective, function, technique and outcomes. According to Eye and Netzer the current theoretical grounds of supervision have evolved through four distinct developmental phases as briefly stated below.

I) The first phase (1642—1875)

During this phase, supervision was mainly characterized by the observation of the physical plant, controlling students in the school and the task of teaching by laymen. Supervisory concepts and behaviors were mainly characterized by inspection coercive approach. The tasks of managing the school business were carried out by people. The name inspector used to be given to these people. As indicated by Lucio (1979:11) teachers were seen as machines. They were required to do tasks according to the order given.

II) The second phase (1876-1936)

This phase of development of supervision was known to be period of efficiency orientation. It gave emphasis on teaching procedures by specialist whose main goal is perfection and efficiency. Teachers were receiving support just for the improvement of instructions. Supervision during this period was inspection of the instructional program of the school.

III) The third phase (1937-1959)

This period of developmental stage of supervision was the time when effective utilization of research method in order to study of problems of educational administration was widely

introduced. Attention was given to both the means and end in the process of education. The coordination and cooperation role of educational leaders was more practical during the period.

IV) The fourth phase (1960-date)

This last developmental phase of supervision characteristically known for the attention it has given to research. It has emphasized the importance of theory and practice in the process of teaching and learning. It has come to constitute the issues of technological change, development and problem solving through research.

2.3 History of Supervision in Ethiopian context

According to Haileselassie (2001), the term "supervision" and "inspection" have been interchangeably used in the Ethiopian education system for no clear pedagogical reason. The practice of education inspection first began in Ethiopia round 1942. Around the 1960s supervision replaced inspection and inspection was again used in the 1970s. Finally since 1994, the government made a shift to using supervision. All these shifts were mainly for political reasons. None had justifiable pedagogical reasons such as change in content or function of supervision (Haileselassie, 2001). Development of Supervision has peculiar feature and phases in Ethiopian context. According to Hailesslasie (2002), Supervision in Ethiopia has four developmental phases.

Phase one: (1934 and 1954 e.c.) -- Supervision was believed to have been introduced to Ethiopia by a British educator and two Ethiopians for the first time in 1937 E.C. (MoE, 1974:4). Around 1945 that this inspection session by these three personnel was promoted to the status of department. This led by inspectoral general with established branch offices in different parts of Ethiopia. During this period the inspection department had a major role of assuring practical application of policies, guidelines directives plans and programs of the MoE as desired in all levels of educational setting (M.O.E., 1974 E.C: 4). The inspection used to focus on performance appraisal, sudden visits and discouraging comments (Luleseged,1969 E.C :48).

Phase two: (1955 and 1973 e.c.) -- it was the second historical developmental phase of supervision in Ethiopia. It was in 1955 that the section for supervision replaced the department of inspection in each provincial Education office with the major goal of improving of the process of instruction with a one year training program (M.O.E., 1979 E.C: 3). Transforming the former purpose of inspection process from controlling the activity of the teachers to a friendly supervisory approach was the main reason behind changing of the name of the department. To this effect, those educational advisors from Britain (who promote inspection) were replaced by Americans (who were pro supervision) and many educated Ethiopians in supervision came from American.

Phase three: (1974 and 1985 e.c.) – it was the third phase of historical development of supervision. As it is stated in MoE (1979E.C :4) the supervision process during this period was again turned back to inspection. Haileselassie (2002) too has affirmed that supervision activities were replaced by the old inspection process for no sound pedagogical reasoning. Nevertheless, the task of inspection was simply left to school directors, vice directors and unit leaders. Until 1985 E.C, the role of inspection in the schools remained the same. It has been serving as a tool for the strict control of implementation of the socialist government education policy, plans and programs until the 1983 E.C. change of state power took place in the country.

Phase three: (From 1986 e.c. to date) -- This is viewed as the last phase of historical development of supervision in Ethiopia. During this phase the 1994 Education and training policy replaced the old inspection with supervision for the second time. Decentralization and instructional supervision become the unique features of the educational system of the country. This new policy restructured supervision in to two levels as school based:-involving principals, deputy principals, department heads and senior teachers at school level and external supervision where the task of supervision is left to federal, regional, zonal(sub city) and woreda level.

2.4 The current trend of educational supervision

According to MoE (2002), before EPRDF came to power, the creation of supervision structure in Ethiopian education system was limited to national, regional and Zonal level. Supervisory activities were not in a position to provide close and sustainable support for school principals and teachers. Supervisors did not have clearly justified responsibilities. As a result, they were less

effective in implementing their responsibilities. They were incompetent to support teachers and principals. Besides, the trend of supervision used to focus on administrative tasks than providing support for the teaching and learning processes. All in all, supervision has contributed less to the sustainability of quality education and the professional growth of principals. Hence, in order to solve old age supervisory problems of the preceding political systems in schools, establishing supportive school environment has become inevitable to improve principals' and teachers' professional growth, and ultimately maximize learning achievement (MoE, 2002).

After the introduction of the Education and Training Policy of 1994, educational administration is decentralized. Democratic supervision, which seeks the participation of all concerned parties in all spheres of the educational establishment in terms of decision-making, planning and development of objectives and teaching strategies in an effort to improve teaching learning process, is put in place (MoE, 1994). This has led to decentralized supervision practice.

According to the education and training policy (1994), the government of Ethiopia is following two approaches of organization of supervision to achieve the intended objectives of educational supervision in Ethiopia. These approaches are out of school organization of supervision and school based organization of supervision. Out of school supervision is given by the Ministry of Education, Regional Education Bureau, Woreda Education Office and Cluster Resource Centers. According to the National School Inspection guideline (2011), supervision has to be carried out by external inspectors /supervisors/, those who are concerned with the school monitoring and support in a periodic and time interval manner in light of accepted educational objectives (standards). It provides an independent external evaluation of the school's performance and makes recommendations to promote its improvement. School based supervision which is the focus of this study is the one that is carried out by school personnel (Principals, deputy principals, department heads and senior teachers). It is aimed at providing guidance and support to teachers for their professional development and improvement of the teaching-learning process.

2.5 The purpose of conducting instructional supervision

Supervision basically has a very crucial role in education. It improves the quality of education at various educational levels. According to (Sergiovanni and Starratt 2007:3), the purpose of

supervision is to help schools function more effectively and efficiently to bring students' better achievement. It helps schools function in a more effective and efficient way through improving instructional capacity, increasing instructional quality and active students' participation. Effective instructional supervision is conducted for several specific reasons.

Generally authors like Glickman et al. (2013), Jacklyn (2008) and Sergiovanni & Starratt (2007:3) summarized the reason for conducting school based supervision. According to them, supervision should be for good reasons. To bring schools to be better position , to help teachers grow professionally, and to create academically and developmentally sound learning experiences for students and to generally serve these and other worthy ends, supervision is conducted every time in schools.

These authors have summarized the different reasons for conducting school supervision into five major technical tasks of supervision. These are direct assistance, group development, professional development, curriculum development, and action research. According to them, these five major technical tasks have the potential to influence teachers' growth and development and led to improved instruction. They believe supervisors must possess these five essential tasks, be knowledgeable of them, and be able to implement them into their schools effectively with positive interpersonal, group and technical skill.

2.5.1 Direct Assistance

It is one crucial element of successful school based supervision. Direct assistance means guidance or personal support given by someone. It is the function of supervisors to stimulate, direct, guide and encourage the teachers to apply instructional procedures, techniques, principles and devices. Direct assistance occurs when the supervisor provides feedback for individual teacher and avoids feeling of isolation. Principals need to eliminate teacher isolation so that discussions about student learning become a collective mission of the school (Elmore, 2005; Senge, 2001, 2006). Glickman, Gordon and Ross-Gordon (2004) as well emphasized the importance of providing direct assistance to individual teacher through on-going observation in classroom instruction. In connection with this Jacklyn(2008), said supervisors must provide

support to teachers with a pre-conference, observation and post- conference phases of clinical supervision and study the effectiveness of this method.

2.5.2 Group Development

Group development provides opportunities where group of teachers can work together to solve their problems. According to Jacklyn (2008), group development is necessary for instructional improvement. Teachers are more likely to pursue their group and individual learning, when there are supportive conditions in the school. Such supporting conditions can be described through, effective leadership (English, 2008; Northouse, 2010). In schools where teachers strongly collaborate in discussing issues related to student learning are able to assimilate themselves into internally and externally generated information. In such schools, teachers are open to research based information, if they are driven into a setting where meaningful and sustained interaction with researchers occurs in a democratic context (Blankstein, Houston, & Cole, 2009).

Teachers' team is very well known collaboration structure for group development. Schools are recognizing that teachers should be working together in teams as opposed to working individually in isolation in their classrooms. According to a study cited in Glickman et al. (2004), when teachers involve themselves in frequent and concrete discussions about teaching and learning process, they build a commonly accepted language about instruction.

2.5.3 Professional development

Since the competent and skillful teachers are key component of successful school, staff development is a major function of instructional supervision. The overall purpose of instructional supervision is to help teachers improve in their subject matter knowledge, teaching skill and in their ability to make informed professional decision. (Sergiovanni & Starratt, 2007).

Modern days of teaching require teachers to update and upgrade their knowledge and skills to improve their teaching every time and to develop their profession at large. For teachers to continue developing their profession, they must engage themselves in a lot of effective professional activities either individually or in groups through different professional

development strategies including study groups, peer-coaching, action research, mentoring, teaching portfolios, team teaching, and in-service training (Hismanoglu and Hismanoglu, 2010).

Supervision is an important vehicle for staff development (Wanzare& Da Costa, 2000). As Glickman et al. (1998:199) suggested, "The long-term goal of developmental supervision is teacher development toward a point at which teachers, facilitated by supervisors, can assume full responsibility for instructional improvement". And Supervisors are viewed as facilitators of such growth. Providing teachers with the opportunity and the resources (teaching materials, media, books, and devices) they need to reflect on their practice and to share their practice with others are the major roles of supervisors in professional development. Supervisors, therefore, help both indirectly, by promoting opportunity and support, and directly, by collaborating with teachers as colleagues (Sergiovanni & Starratt, 1998).

To this effect, instructional supervisors in the instructional supervision process plan and carry out a range of professional growth activities designed to meet teacher's professional growth, and educational goals and objectives at different levels. By doing so, beginner and experienced teachers have their own preferences and choices for various supervisory approaches. And the various models or approaches of instructional supervision such as clinical supervision, peer coaching, cognitive coaching, mentoring, etc. have their contributions to enhance teachers' professional development (Zepeda, 2007).

2.5.4 Curriculum Development

In addition to the above important functions, instructional supervision serves a means of implementing the existing curriculum. It helps teachers to attach the curriculum with students' real life situation, enhance students learning and organize different students' academic activities. According to Sergiovanni and Starratt (2007:9), supervision is of good assistance to improvement of the instructional quality. It is concerned with the curriculum content found in the academic and professional disciplines that demands in-depth understanding and applications; conducive environment for learning and teaching and commitment to caring and cooperation. Ornstein and Hankins (1998) have also stated that the field of curriculum/instruction is directly related to the field of supervision. As this author put it, once curriculum is created, it needs to be looked at, supervised and how it is being delivered.

As Reinhartz (2000:187) stated teacher is one of the vital stake holders in the curriculum development process. The teachers play important role in curriculum development by giving their reflection on key curriculum contents and selecting and designing or redesigning appropriate concepts to be taught by whom, when, where and in what pattern and methods of teaching to be used (Sergiovanni and Starratt, 2007:9).

2.5.5 Action research

Action research also known as 'teacher-research' is a form research that aims to improve practice and consequently students' learning. Hopkins (cited in Zepeda, 2003) describes action research as "a self-reflective inquiry undertaken by participant in order to improve the rationality of (a) their own practices, (b) their own understanding of these practice and (c) the situations in which these practices are carried out. Similarly, Jacklyn (2008) shared the above idea as "action research allows teachers to evaluate their own thinking and teaching which allows for improvements in instruction".

Action research is often connected to the professional development of teachers. As argued by Ovens (2004), action research has the potential to structure the student teachers' learning experience in a meaningful way. It alerts the student teachers of the gap between their teaching and the learning experienced by the students. (Liston danZeichner, 1990). Thus action research has the potential to provide positive impact on the quality of supervision between the supervisor and the student teacher.

Action research has the aim of improving instructional activities. As Glickman (1985) put forward, action research is when teachers identify common instructional problems, define what current evidence they have about meeting the instructional needs of their students, recommend change that might be more successful, improvement of the changes, and finally judge the success of their endeavors. Such improvement could be in a given situation such as improving pupil performance, teacher performance, school administrations, school and community relationship (ADEA, 1998).

The Ministry of Education, Educational leadership and administration community participation and financial directive (MoE, 2002) indicated the responsibility of supervisors to facilitate situations in order that the respecting and assistance of teachers among themselves in schools to occur and offer professional support on the means to solve teaching learning problems. It has also clearly put that teachers are required to enhance teaching learning process through conducting action research. School based supervision is therefore a crucial process that should be built up in the school and continually practiced in accordance with school improvement plan.

2.6 Principles underlying instructional supervision

Principles are guidelines, laws, concepts or general truths which govern action or which underline every observable activity or that explain how something works (Barr, Bruto, and Bruekner, 1947, Van Dersal, 1962 and Spears, 1955). In relation to school supervision, there are some basic principles of Supervision that are for warded by scholars like Ayer et.al(1954), spears (1955), Harris (1963: 12-24). Such principles offer a guide to action as well as approach to the evaluation of procedures. Some of these basic principles of effective supervision are

1. **Purposiveness**: supervision should be purposive. Setting purpose is mandatory to determine what is to be considered "poor" or "excellent" at the beginning of a teaching program. This will enhance objectivity and productivity.
2. **Plan**: Supervision of instruction must be planned. It should be made clear what to supervise, when and how it will be supervised and where to launch the supervision.
3. **Diversity**: Supervisor should give room for the diversification of supervision. He/she should allow for intelligent creativity since too much control or coercion could lead to formalism and resentment and may create confusion.
4. **Dialectical Relation**: Supervision should be cyclic in nature. It should provide a feedback both to the teachers as well as to the supervisor. The democratic and cooperative nature of supervision should be directed towards making the teacher become aware of the need for improvement.
5. **Code of Conduct and principle of tact**: Supervisor need to appear decent, responsible and respectable, punctual to school arriving in time, introduces himself/herself to the school head explaining the purpose of his visit, and that he concentrates on the particular

aspect of the school he/she intends to inspect. Diplomacy is needed in dealing with subordinates and super ordinates to avoid open confrontation.

6. **Principle of Adequate Information for Employees**: the history, objectives, roles, and operation and career policies of the organization should be made open to newly recruited staff. They should have access to the annual report and condition of service. The supervisor should tell the new staff his/her specific schedule of duties, level of authority and his/her immediate supervisor. They need to be adequately informed about the opening and closing hours of work, the break period, annual leave, casual leave etc.
7. **Principle of Effort Recognition and Reward**: Recognition and reward for good work done serves as a morale booster for other staff, if carried out quickly and fairly.

According to Opinmi (2011), the following are some ways in which the supervisor could acknowledge the good work of his staff:

- Prompt acknowledgement and recognition of job in the presence of others.
- Follow up with a formal letter of commendation and making sure that the letter gets into his/her personal file.
- Giving a certificate of merit to such a staff.
- Giving a bonus of cash reward.
- Giving some incremental credits in the salary.
- Recommendation for promotion to the next grade level.

8. **Principle of Constructive Criticism**: The main task of the supervisor is to motivate his staff to operate at their fullest possible capacity. Poor work done should be constructively criticized. Advice and personal relationship should be given to the affected staff. It needs be stated here that such criticisms should be made private and with mind free of bias.

9. **Principle of Liberality**: Opportunities should be created for subordinates to aspire to leadership position. Subordinates should be encouraged to see themselves as supervisors-in-training. When necessary, responsibilities should be delegated to ensure sense of responsibilities and belonging on the parts of the subordinates.

10. **Principle of Objectivity**: Both internal and external supervisors should be objective in their sense of judgment and decision making process. Objectivity will endear them to their subordinates.

2.7 Models of instructional supervision

Instructional supervision is mainly concerned with improving schools by helping teachers to reflect on their practices, to learn more about what they do and why, and to develop professionally (Sergiovanni & Starratt, 2007). It is a process of facilitating the professional growth of a teacher, primarily by giving the teacher feedback about classroom interactions and helping the teacher make use of that feedback in order to make teaching more effective. Different supervisory models have played important role in this regard. Models of supervision refer to eras or periods of time in which supervision was influenced by social, political and economic movements in society and education (Bolin and Panaritis, 1992); and (Glanz , 1996) as cited in Bays, 2001. In response to the effectiveness of the models as a means of improving instruction, advocates and practitioners build upon and/or modify existing strategies with the intention of improving practices.

Bays (2001) presents different models of the evolution of supervision which are mostly consistent with seven stages: 1***. Inspection; 2. Efficiency; 3. Democracy; 4. Scientific; 5.Human relations; 6. Second wave scientific; and 7. Human development*** (Bays, 2001). Daresh (2006) on the other hand identifies four models which he called them perspectives; as Inspection, Scientific activity, Human relations activity, and Human resource development. All of Daresh's models are incorporated into the above seven models. The contemporary literature also identifies other contemporary models as follows.

2.7.1 Clinical Supervision model

Goldhammer and Cogan developed this model in the late 1960s. (Goldhammer, Anderson, & Karjewski, 1980). As Cogan defined in his book supervision for today schools (1997), clinical supervision is a systematic practice designed to improve the teachers' performance in the classroom. Sergiovanni and Starratt (2007:23) on the other hand defined it as a "face-to-face

contact with teachers with the intent of improving instruction and increasing professional growth". It has a purpose of providing support to teachers and increasing their abilities to make self-evaluation through time. (Snow-Gerono, 2008).

Scholars in the field of supervision have differences in classifying procedures of classroom observation but all follow the same basic pattern although there are differences in naming. For instance the original developers of clinical supervision (Cogan & Goldhammer) propose eight phases and other authors have proposed different numbers of phases, usually three to five (Acheson & Gall, 1980; and Glickman, 1990). Acheson and Gall describe the three phases as: planning a conference (pre-observation conference); the actual observation; and feedback conference. Glickman (1990) also describes five phases as: pre-conference; class observation; analysis and interpretation; post-observation conference; and critique of four phases. For this study purpose, the
researcher has chosen to discuss the following ***three procedures*** described by Acheson and Gall.

I) **Pre-classroom observation conference phase :**

This is the stage when the instructional supervisor strives to develop a rapport between himself and the teacher (Abongo, 1998). This is a more important stage where the framework for observation is developed and an agreement is reached between supervisor and teacher governing the supervision process. During this phase the teacher and the supervisor plan together and discuss the kind and amount of information to be gathered during the observation period and the methods to be used to gather this information (Sergiovanni & Starratt, 2002).

For classroom observation to be carried out successfully, supervisors should have full knowledge of the activities to be carried out. He /she must be skilled in what to evaluate, how to do the observation and analysis of the data gathered through observation and how to translate the result of the observation and the summary of the data into meaningful conference feedback to guide and encourage teachers to improve instruction.

II) Classroom observation phase:

The main purpose of classroom observation is to diagnose the causes of problems of the teaching and learning process and to solve them. So, it focuses on assisting or supporting the teacher in order to make the teaching learning environment improved and smooth. Attention is given to the teacher in action and the teaching and learning process unfolds. According to Sergiovanni (2002:270), the activity should focus on what the teacher actually does or say, how students react and what actually occurs at each of the paces in a specific teaching episode. That is, he/she should pay attention to span of student, time on task, and the cooperative relationship among students in addition to what the teacher say or does. This is the phase when supervisor records instances when the intended behaviors are seen to occur. (Pajak, 1989).

III) Post classroom observation conference phase:

According to Szilagyi (1981: 563) and Bollington et al., (1990:47) post-classroom observation conference is regarded as the focal point in clinical supervision process. It is at this stage that supervisors and teachers come together and review post conference performance, identify professional needs of the teacher, and ultimately determine and agree on future action plans that deserve careful attention during the follow up process (Szilagyi, 1981:563; Bollington et al.,1990:47)

According to Dull (1981:229) Post observation conference must take place immediately after the classroom observation. Thus, the conference should be set in a cooperative way for the common purpose: instructional improvement and students' achievement. Completing organization of the feedback on the basis of the data gathered during class room observation immediately after leaving the classroom before the impression will be distorted or quickly lost due to different factors is very important for the supervisor. In this stage the major purpose of supervisor is to give feedback to the teacher about the teacher's performance. Research demonstrates that teachers are likely to change their instructional behaviors on their own after their classroom has been described to them by a supervisor (Sullivan and Glanz, 2002).

2.7.2 Developmental Model

In this model, the supervisor chooses an approach which will suit the individual teacher characteristics and developmental level. As Glickman et al. (2001:197) defined, developmental supervision is a situational match between supervisory approach and the teacher's developmental levels, expertise and commitment. Supervisors that operate using development supervision model provide directive, collaborative and nondirective assistances to teachers. He proposed ……. Kinds of assistance to teachers during supervisory activity which appear as follows Glickman (2001),.

Directive assistance – As it is clearly stated by supervisors provide directive assistance for teachers with low conceptual thinking, expertise and commitment for their teaching. These are teachers at their early stage of development, often with problem of making decision, defining problems and with few ways of responding to problems. So in the directive assistance approach, instructional leaders or supervisors are considered as experts in charge of writing goals for teachers.

Collaborative assistance is given by supervisors for teachers with moderate level of abstract thinking, expertise and commitment. In here the instructional leader and the teacher establish goals, identify the method of achieving and decide the time when the outcome should be observed. Teachers with abstract thinking ability display high expertise and commitment to teaching. These teachers receive **non directive assistance** from supervisors. Such assistance allows teachers to control how and when the goals will be achieved. Although the supervisor/instructional leader is assumed to provide assistance, he/she takes a more passive role in the supervisory process. As a result instructional leaders in such type of role have a listening, reflecting, clarifying, encouraging and problems solving role.

2.7.3 Collaborative/Collegial supervision model

Some researchers in the field of supervision also propose collegial supervision- another offspring of clinical supervision (Glatthorn, 1990; Sergiovanni&Starratt, 1993; Sergiovanni, 2009; Sullivan &Glanz, 2000). Partnerships, collegial and collaborative relationships, coaching and

mentoring are names that are given to the supervision process in which learning, growing and changing are the mutual focus for supervisors and teachers (Beach &Reinhartz, 2000). As defined by Sergiovanni and Starratt (1993: 103) collegial supervision refers to "the existence of high levels of collaboration among teachers and between teachers and principals and is characterized by mutual respect, shared work values, cooperation, and specific conversations about teaching and learning". For Glatthorn (1990: 188) too, it is "cooperative professional development process which fosters teacher growth through systematic collaboration with peers". Supervisors who employ this approach believe that teaching is primarily problem-solving, in which two or more people pose a problem, experiment and implement those teaching strategies that are deemed relevant. According to Glickman (1990), the supervisor's role in this approach is to guide the problem-solving process, be an active member of the interaction and help keep teachers focused on their common problems.

As Sergiovanni & Starratt (2007) believe teachers engage in supervisory functions by visiting each other's classes to learn and to provide help to each other, to appraising each other's planning, examining together samples of students' work, to discussing together over whether assignments they are giving students are appropriate or whether student performance levels meet important standards, sharing portfolios and engaging in other activities that increase their learning, the learning of their colleagues and the quality of teaching and learning that students receive.

Collaborative approaches to supervision can take place through peer coaching, cognitive coaching, and mentoring. However, it is stated by various authors that these approaches to instructional supervision overlap one another but are quite different in their purpose and function (Kutsyuruba, 2003; Sergiovanni & Starratt, 2007; Showers & Joyce, 1996; Sullivan & Glanz, 2000; Uzat, 1998).

a. Peer coaching

Beach &Reinhartz, (2000), described peer coaching as a type of supervision in which teachers in a given school work collaboratively in pairs and small teams to observe each other's teaching and learn from one another to improve instruction. Peer coaching, according to Sullivan and Glanz (2000: 215), 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". As explained by these scholar peer coaching differs from other coaching approaches for it involves teachers of equal status (beginners with beginners or experienced with experienced), and focuses on innovations in curriculum and development.

b. Cognitive coaching

According to A. Costa and R. Garmston (1993) cognitive Coaching is a form of mediation that can be applied to professional interactions in a variety of settings and situations with the objective of enhancing self-directed learning. It is a combination of skills and strategies, maps and tools and mental models and beliefs. In addition it is a model for classroom mediation to enhance students' self-directed learning.

The term cognitive in supervision refers to becoming aware (mediated thinking) of one's own teaching effectiveness. It is an effective means of establishing sound relationships between two or more professionals of different status (Showers & Joyce, 1996). The relationship can be between beginners with experienced teachers, beginners with assigned supervisors, or experienced teachers with assigned supervisors.

According to Neubert and Bratton as cited in (Batt 2010), the coach (more experienced teacher or supervisor) in cognitive coaching acts as a mediator between the beginner teacher to be coached and his or her own thinking. Cognitive coaching differs from peer coaching in that peer coaching focuses on innovations in curriculum and instructions, whereas cognitive coaching is aimed at improving existing practices. (Cohen et al. 1993).

c. Mentoring

Mentoring, as defined by Sullivan and Glanz (2000: 213), is "a process that facilitates instructional improvement wherein an experienced teacher (mentor) works with a novice or less experienced teacher collaboratively and non judgmentally to study and deliberate on ways instruction in the classroom may be improved". It differs from peer coaching and cognitive

coaching in that mentoring involves a hierarchical relationship between a novice and senior (more experienced) teacher.

2.7 The role of supervisors as instructional leaders

Effective school leadership today must combine the traditional school leadership duties such as teacher evaluation, budgeting, scheduling, and facilities maintenance with a deep involvement with specific aspects of teaching and learning. Effective instructional leaders are intensely involved in curricular and instructional issues that directly affect student achievement (Cotton, 2003). Although many would agree that instructional leadership is critical in the realization of effective schools, it is seldom prioritized. For example, some researches indicate that among the many tasks performed by principals, only one-tenth of their time is devoted to instructional leadership (Stronge, 1988). Lack of in-depth training, lack of time, increased paperwork, and the community's perception of the principal's role as that of a manager are among the reasons cited for giving less emphasis to instructional leadership (Flath, 1989; Fullan, 1991). Today, most school leaders seek a balance in their role as manager-administrator and instructional leader.

Research conducted by King (2002), Elmore (2000), and Spillane, Halverson,and Diamond (2000) confirms that this important role extends beyond the scope of the school principal to involve other leaders as well. The key players in instructional leadership include the following: 1) Directors (superintendent, curriculum coordinators, etc.) 2) Principals and assistant principals and 3) Instructional coaches. These key players in Ethiopian education system have different leadership role. Instructional supervision as one role of instructional leaders is practiced by the school principal & vice-principal, the department heads and the senior teachers. The educational programs supervision manual of Ministry of Education (MOE, 1994) has sufficiently listed the roles of supervisors at the school level as follows:

i) Major responsibilities of principals in supervision

The school principal in his/her capacity as instructional leader would have the following responsibilities

- Creating a healthy environment to facilitate supervisory activities in the school through mobilizing all necessary resources;

- Providing the necessary professional assistance and guidance to teachers in order that teachers can realize instructional objectives; and supervise classes when and assumed necessary;
- Initiating active participation of staff members and the local community at large and coordinating evaluation of teaching-learning process and the outcome
- Coordinating of the school staff members and other professional educators to review and reinforce supervisory activities and;
- Cause the evaluation of the school community relations and work hard to improve and strengthen such relations on the basis of evaluation results

ii) Major responsibilities of vice principals

Besides assisting the school principal in carrying out the above responsibilities, the school vice-principal is expected to handle the following responsibilities:

- Giving general instructional leadership service to staff members;
- Evaluating teachers' lesson plans and conducting the classroom supervision make sure the implementation of the planned activities
- Ensuring the school curriculum addresses the needs of the local community.

iii) Major responsibilities of department heads in Supervision

The long years of service and experience acquired in the overall educational system have helped department heads to have accumulated knowledge, skills and abilities in the particular subject. These have helped them to develop the competence to supervise educational activities. The educational programs supervision manual of Ministry of Education (MOE, 1994 has listed the following as major supervisory function to be undertaken by department heads

- Coordinating the supervisory activities in their respective departments and evaluating teachers' performance;
- Handling the job orientation and socialization programs to newly assigned teachers in the respective departments;
- Initiating and promoting group participation the process of planning, implementation and decision making of the instruction and evaluation of instructional outcomes;

- Selecting and organizing teaching materials and making them available for use by teachers;
- Encouraging teachers to conduct action research so as to improve and develop subjects they teach and methods of teaching such subjects;
- Organizing model teaching programs for inexperienced (junior) teachers staff members by imitating senior staff members from the departments;
- Coordinating evaluation to the curriculum department and organizing workshops, conferences, seminars, etc., to tackle identified problems of the curriculum and;
- Encouraging staff members to conduct meetings regularly to make periodic evaluations of their activities and to seek solutions to instructional problem

iv) Major responsibilities of senior teachers

According to the career structure developed by Ministry of Education on the basis of Ethiopian Education and Training Policy of 1994, High-ranking teacher, Associate Head teacher and Head teacher are considered as senior teachers. Due to their accumulated experience in specific subject area/areas, such teachers are well positioned to supervise other teachers within their department (MoE, 1994).

2.8 Challenges of School based Supervision

This section tires to deal with what scholars wrote about challenges which may undermine supervisory practices at the school level. Because there are limited empirical researches about school-based supervision practices, the review will focus on those challenges which may have the potential to undermine the goals of supervision. Although the main purpose of supervision is to work collaboratively with teachers, and provide them with the necessary assistance, guidance, and support to improve instruction, some support systems, in education delivery, supervisor characteristics, practices and the context within which supervisors work pose challenges to the smooth performance of their duties. Different researchers have identified the following challenges.

a) Knowledge and experience

Supervisors should possess some working knowledge and skills in order to provide the necessary assistance, guidance, and support services to teachers and bring about improved classroom

practices (Glickman, Gordon & Ross-Gordon, 2004; Holland, 2004). Holland believes that supervisors must offer evidence to prove that they have the necessary knowledge and skills to bring about important improvement in instruction even if credentials alone do not inspire trust. Such evidences could be credentials in the form of degrees and diplomas.

It is a common belief that academic qualifications and long term working experience provide people with knowledge and skills. Obviously supervisors are expected to have higher qualifications than their teachers, or at least same level them. De Grauwe (2001) stated that, head teachers are promoted on the basis of seniority and experience in most countries and by virtue of their position as heads, they automatically become the instructional supervisors at the school level. It would be proper for supervisors to possess higher qualifications and longer years of teaching experience than the teachers they supervise. Such supervisors would have sufficient knowledge and experience in both content and pedagogy to be able to confidently assist, guide and support their teachers.

b) Training

Another issue of concern is whether supervisors are given enough training to function properly in their practice. Carron and De Grauwe (1997) expressed whatever pattern of recruitment and promotion procedures, supervisors need regular training but they are seldom provided with pre-service or in-service training. In the absence of pre-service or in-service training, supervisors are forced to rely on their prior experiences they acquired from their supervisors over the years, as well as their existing knowledge in administration and pedagogy. Under such circumstance, difference in supervisory practices may not be taken into account. This could lead to possibility of stagnation in practice, instead of innovation and improvement.

c) Professional support

In addition to the training supervisors will receive, access to the internet, bulletins and journals is another source of support to supervisors. Carron & De Grauwe (1997) described the importance of data bases to prepare and monitor the supervision work. Supervision guides and manuals are always important reminders to supervisors about how certain practices and behavior should be

followed, and provide a uniform platform for supervisors to operate. They can guide practitioners to avoid relying solely on their own individual experiences or orientation. Similarly, most schools do not have access to education newsletters, bulletins and journals that cover current issues about supervision and instructional practices.The presence of supervision guides and manuals has the potential to improve supervision practices because they serve as reference materials for practice. The availability of education newsletters, bulletins and journals too provide supervisors with current trends in instructional strategies. The absence of these may pose a challenge to practice.

d) Combining supervision with other duties.

Head teachers, by virtue of their position, are administrators, financial managers and instructional supervisors. As De Grauwe (2001) stated, such heads have relatively little time for supervision of instruction; when a choice is to be made between administrative and pedagogical duties, the latter suffers. De Grauwe contends that supervisors may focus their attention on administration rather than pedagogy, because they have much power over administrative decisions. De Grauwe (2001) conceives the situation to be worse in developing countries than developed ones, because the latter can afford to employ several staff (e.g. administrative as opposed to pedagogic supervisors and make the workload of each officer becomes less heavy and responsibilities become much clearer

2.10 Teachers' attitudes and supervisors' approaches to supervision

Kapfunde (1990) stated that teachers usually associate instructional supervision with appraisal, rating and control. In Ethiopia, many teachers resent and even fear being supervised because of the history of supervision, which has always been biased towards evaluation or inspection (Haileselassie, 1997). Sergiovanni&Starratt (1998) stated for many less experienced teachers, supervision is viewed as a meaningless exercise that has little value beyond the completion of the required evaluation form. Some teachers see supervision as a tool used by administrators to control and intimidate them. This notion makes teachers feel unsafe and threatened when they experience any form of supervision. This is why supervisors' approach to supervision is assumed to pose challenge to supervision of instruction

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter describes the research design and methodology of the study. The study was designed to conduct survey research concerned with the effect of instructional supervision on the performance of teachers in improving the learning of students for better outcome. The study site is located in Addis Ababa and has determined to focus on public secondary schools. The three selected government secondary schools are located in Yeka sub city of Addis Ababa city administration. It shows the research design, source of data, sampling techniques, data collection instrument and methods of data analysis in subsequent sections.

3.1. Research Design

Descriptive survey design was used in this study because it is appropriate to describe and explain the practice of supervision in improving quality of education in very substantial ways. Basically the descriptive approach as design it helps us to obtain first hand information from small samples representing large size population with reduced cost and also enables the researcher to prepare and get multiple of collected data. The tools provided both qualitative and quantitative method as means for data collection. Such a design usually involves studying the preferences, attitudes, practices, concerns or interests of some group of people on a given issue in question like we have here supervision as practice held in schools. It focuses on investigating the instructional supervision issues and problems of the target secondary school academic staff. It also helps the researcher to measure variables and produce figures from quantitative data which allow judgments as to the status of the variables in question, with the possibility to get qualitative data through structured observation and interviews.

3.2. Data Source

Primary data were collected from sub city educational offices, supervisors assigned to each government secondary school, school principals, department heads and secondary school teachers of the study site for the reason that they can provide relevant information to understand the problem under study. In addition reviews are made concerning different recorded documents in relation to instructional supervision which include secondary data obtained from relevant

books, proceeding, official reports, sector level polices, strategies, programs, guide lines and documents deemed helpful to education practices in particular supervision. Most were important to obtain additional information.

3.3. Population, Sample and Sampling Procedure

This study is conducted to investigate the instructional supervision practices in Yeka sub-city in Addis ababa. To get representative sample of population, the researcher employed all appropriate procedures in the process of selection. It starts with determining the scope of the study geographically and population wise. So here it is. Yeka sub city is one of the ten sub cities found in Addis Ababa city administration. This sub city is divided for administrative purpose in to … woredas. Among these samples are taken with those having secondary schools and then randomly three woredas with three secondary schools were taken. The three sampled secondary schools are Higher 12 secondary school, Kokebe tsibah secondary school, and Yeka abado secondary school.

This research has carefully selected the appropriate sample respondents from a group of study participants described above. To each group respondents the following approach was considered.

I) **Selection of Principals**: With the objective of getting more relevant data, the researcher took all principals in the sampled three schools, which is purposive sampling considering their supervisory leadership role in practicing, supporting, monitoring instructional supervisions in their respective schools.

II) Selection of Teachers: To select teacher respondents from the sampled secondary schools, the researcher used simple random sampling by including those who have two or more years as experience in teaching. There are 81 teachers in Higher 12 secondary school, 149 teachers in Kokebe Tsibah secondary school and 104 in Yeka Abado secondary school. As shown in Table one, the total population of teachers is 334. Since the total number of teachers varies from one school to another, the researcher employed about 31% proportional random sampling to select

the sample group of teachers. Hence, 115 secondary school teachers were selected from the targeted schools by simple random sampling.

III) Selection Department heads: As clearly stated Beach & Reinhartz (2000) and Tyagi (2010), the purpose of instructional supervision is providing guidance, support, and encouragement to teachers for their professional development and improvement in the teaching-learning process. For this reason the researcher took to randomly select 2 department heads from each secondary school (a total of 6 department heads) to get relevant and pertinent information in relation to instructional supervision in the schools.

Overall the respondents make up 12 principals, 115 teachers , 6 department heads and 5 from the sub-city in charge of supervisory tasks. Accordingly, the secondary schools with corresponding respondent population against the variables are shown as in the table below.

Table 1 : **Sampled Respondents distribution in Yeka sub-city three secondary schools**

Secondary school names	**School Staff Population by qualification**									
	Principals Sample = 12			Teachers Sample = 115			Department heads Sample = 6			Sub-city experts Sample = 5
	BA	MA	Total	BA	MA	Total	BA	MA	Total	2 Officers & 3 Supervisors
1. Higher 12	-	4	4	61	20	81	-	2	2	
2. Kokebe Tsibah	-	4	4	132	17	149	-	2	2	
3. Yeka Abado	-	4	4	100	4	104	-	2	2	
Total respondents	**-**	**12**	**12**	**293**	**41**	**334**	**-**	**6**	**6**	**5**

Source: Education statistics annual abstract (2017/2018) of Yeka sub city education office

3.4 Instruments of data collection

The researcher planned to employ the essential tools or instruments to obtain valuable data for the study. These include questionnaire, interview, observation and document analysis. Some description is given on how they were selected and prepared to make them useful to collect data.

These were essentially questionnaires to collect quantitative data while interview guides and reviews of printed materials were used to extract qualitative data.

3.4.1 Questionnaire

Based on the basic research questions and in light of the review of related literature both close-ended and open-ended questionnaires were prepared to gather relevant information from teachers, department heads and school principals. The questionnaires addressed all issues raised in the basic questions and included items related to general characteristics of the respondents. So it was prepared in English for 12 principals and 115 teachers, using literature on the area. Questionnaire was decided to be used in collecting the data because the number of respondents in these two groups was relatively larger size of the population in the study.

The questionnaires were administered which consist of both in closed ended and open ended types. Open ended questions are included in the questionnaire because it gives respondents a freedom to give their extended views on the issue. Close ended questions used for their easiness in tabulation, objectivity and suitability to keep respondents ideas on the subjects of the questionnaire. The questionnaire had six parts. The first part was about demographic characteristics of teachers and principals. The second part was about the supervisory practice regarding to expected standards. The third part was about the practices of class room supervision. The fourth part was clinical supervision. The fifth part was about perception on supervisory services. The last or sixth part was about challenges of educational supervision.

3.4.2 Interview

The researcher used semi structured interview to collect qualitative data from the school principals. Interview is used to collect information verbally in face-to-face situation so as to understand the feelings of the respondents about the current instructional supervision practice in the target schools. **Therefore, i**nterviews were employed for 3 (100%) of the sub-city supervisors and 2(100%) of sub city education office officers to collect information and suggestions.

3.5 Procedure for Data Collection

Manuscripts of the questionnaire and the interview guides were checked and the relevance of their content was commented by the thesis advisor. Based on the suggestions and comments forwarded, the researcher corrected or amended the questionnaire contents and format. Following this, First, the researcher visited to the sub city education office and discussed the purpose of the research and asked the sub city education office to write a letter to secondary schools. Then, the researcher clarified the objective of the research, and asked them whether the respondents were willing to fill in questionnaires and others to sit for the interview or not.

Accordingly, the prepared questionnaires were distributed to principals, department heads and teachers of secondary schools, the interview were conducted with the supervisors in the offices and some of the school principals /vice principals and department heads at a time convenient for them. Document analysis was also made to obtain more data and to crosscheck the information gathered by other tools.

3.6 Data Analysis Techniques

Data were analyzed in quantitative and qualitative methods based on responses collected by questionnaires and interviews. The quantitative data obtained from questionnaires were edited, categorized and tabulated and made ready for analysis. Closed-ended question responses were tallied, tabulated, filled in to SPSS (version 20) and interpreted. After this, the data were analyzed and interpreted using statistical tools like frequency, percentages and mean This was for the convenience of data analysis and interpretation. The interpretation of data was made by using frequency, percentage, mean and standard deviation. The percentage was used to analyze demographic profile and personal data of the respondents.

Qualitative data/open-ended questions and interview responses were analyzed using narration. The responses of open-ended and interview questions were organized, compiled and substantiated together with related closed- ended items. For all five point scales, the mean value of each item was interpreted based on the following mean score results. The qualitative data was as well be organized into meaningful theme and transcribed to triangulate and crosscheck data gathered using other tools. Triangulation was employed to integrate the data collected through interview and focused group discussion to support the data secured through different means.

Independent group sample t-test was calculated and there was no significant difference existed between the perceptions of the respondents regarding the practices of in the school supervision with respect to improving quality education in secondary schools. Finally, the major findings of the study are reported and viable recommendations forwarded.

3.7 Ethical Considerations

To make the research ethical, clear information were given to respondents. Objective of the study were informed in the introductory part of questionnaires and interviews guide to the respondents; and confirmed that confidentiality of responses were protected. Respondents were informed that their participation in the study was based on their consent. The research is not personalized any of the respondent's response during data presentations, analysis and interpretations. In addition to this, all the materials used for this research were acknowledged.

CHAPTR FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with analysis and interpretation of data gathered on practices and challenges of instructional supervision in Yeka sub-city of Addis Ababa secondary schools. Data was obviously collected from questionnaires and interview guides. On the basis of questionnaire returned the necessary quantitative data was systematically tabulated and interpreted. Totally, 140 questionnaires were distributed. From these, 137 (97 %) questionnaires were returned. The researcher believes that the responses can provide required information for the study.

Overall, it starts with demographic profiles of the respondents to be presented in table followed by its interpretation. The most of part of the pages in this chapter here in presented were the perception results of findings based on data gathered through questionnaires and interviews from respondents.

4.1. Personal Characteristics of the Respondents

Below is the distribution of the five groups of respondents to which questionnaires and interview were made. Among these teachers, department heads and principals were given questionnaires to fill in. Table two shows the personal background on three variables of sex, educational qualification and their role positions.

Table.2 Demographic characteristics of the respondents

Variables	Respondents									
	Officers		Supervisors		Principals v/principals		Department heads		Teachers	
	N	%	N	%	N	%	N	%	N	%
Sex										
Male	1	50	3	100	10	83	3	50	88	77
Female	1	50	-	-	2	17	3	50	27	23
Total	2	100	3	100	12	100	6	100	115	100
Educational qualification	xp		sp		Pr		Dp		Tcr	
1st degree	2		1	33	3	25	3	50	86	75
2nd degree or above	-		2	67	9	75	3	50	29	25
Total	**2**	**100**	**3**	**100**	**12**	**100**	**6**	**100**	**115**	**100**
3. Years of service	xp		sp		Pr		Dp		Tcr	
1 – 5	--	--	--	--	--	--	--	--	--	--
6 – 10	--	--	--	--	--	--			38	41
11 – 15	--	--	--	--	--	--	2	33	31	23
16 – 20	2	100	--	--	6	50	4	67	29	14
21 or above	--	--	3	100	6	50	--	--	17	14
Total	**2**	**100**	**3**	**100**	**12**	**100**	**6**	**100**	**115**	**100**

As above, Table 2 shows the distribution of respondents by sex, educational level / qualification and the years of service at their assigned position. Accordingly, there were male and female educational office (experts and supervisors) respondents to account for (50%) each, all supervisors respondents were male and constituted 3(100%). With respect to principal respondents, it constituted 8(83%) while the female counterparts numbered 2(17%). With department heads, gender difference show 50% each. However, when it comes to teachers 88(77%) were male and 27(23%) were females.

The second item in the Table 2 indicates educational qualification of the respondents. All sub city education office expert respondents were about 2(100%) and had first degree. Majority of supervisor respondents that was about 2(66.7%) had second degree and 1(33.3%) was first degree holder. However, 18(90%) of the principals were degree holders and 2(10%) principals were second degree holders. On the other hand, department heads, 3 BA and 3 MA degree qualification while the educational qualification of teachers was 81(84.4%) with first-degree holders whereas, 15(15.6%) were with second degree levels. But the current standard at MOE

guidelines indicate that all of the school supervisors, principals and teachers need to have a minimum of second degree to manage government secondary schools. From this one can conclude that the school strongly need in-service training program for principals and teachers to upgrade their academic status.

When we look at service years of officers' respondents, all 2 (100%) had a service year of between 16 and 20 years. However, the service years of supervisor respondents, all 3 (100%) had a service year of 21 or above. On the other hand, 6(50%) of principal respondent had a service year of 16 to 20 years, the other 6(50%) principals respondents had a service of 21 years or above. Similarly, 38(41%) of the teachers of the sample schools had an experience from 6–10 years. On the other hand, 31(23%) of them had a service years ranging from 11 – 15 years and 29(14%) of them served for 16-20 years while 17% of them had a service years ranging 21 and or above years. This indicates that office experts, supervisors and school principals in the study areas had relatively longer years of capacity which is instrumental in improving instructional supervision as well as the teaching learning process.

4.2. Presentation, Analysis and Interpretation of Data

For this research the investigation lies on the main theme of instruction al supervision sub activities of instructional development, curriculum development and staff development area made the necessary supports by school leaders to teachers so that ultimately student learning is effected to become more productive and quality enhanced. As to its implementation mechanisms the perception of principals and teachers is collected using questionnaires. Other groups comprising office experts and supervisors and department heads are made to answer interview questions to triangulate with this quantitative data analysis.

4.2.1. Practice of Educational Supervision in Promoting Domains of Supervision

Through accepted principles of education, supervision as a whole has a great role in promoting the 3 major components of the domain:, i.e. supporting instruction, curriculum improvement and staff development activities. To this end, some supervisory activities were listed in the questionnaire and the school principals and teachers were asked to indicate the level to which the

supervisory practices enabled teachers to get benefit of instructional supervision as expected in each three domain. It was in view of this, seven items were related to instructional development.

4.2.1.1. Practices for Instructional Development

This section deals with the level at which all instructional supervision actors at secondary school level engage them in supporting the teachers in their respective schools. In the various tables presented here under, there are related question items for the two groups, namely principals and teachers perceive the activity and the thinking behind supervision. One such concern is shown on Table 3 which is about the respondents rating of level supervision on major objectives, that is, instructional support to development function.

Table.3: Respondents rating on the Level of Supervisory Practices for Instructional Development
Principal n=12; Teacher n=115

The extent to which instructional Supervisors :		Respondents Group	Mean X	Std. Deviation	T-Value	P-Value
1	help teachers in formulating appropriate instructional objectives to develop lesson plan.	Principal	4.00	.46	1.65	.10
		Teacher	3.67	.88		
2	help teachers to set up simple experimental class room and evaluation for improvement.	Principal	2.35	.87	-0.64	.52
		Teacher	2.51	1.04		
3	help teachers develop skills of applying different assessment and measurement techniques through organizing in-service training.	Principal	1.65	.81	-1.49	.14
		Teacher	1.94	.78		
4	assist teachers in identifying locally available teaching and learning resources.	Principal	3.45	1.19	-.39	.70
		Teacher	3.56	1.18		
5	provide immediate feedback to teachers particularly after lesson observation.	Principal	2.55	.94	.36	.71
		Teacher	2.47	.89		
6	help teachers in identifying instructional problems.	Principal	2.95	.60	3.43	.00
		Teacher	2.17	.98		
7	help to organize meetings for teachers to solve common instructional problems.	Principal	1.65	.81	3.14	.002
		Teacher	1.94	.78		
Weighted Mean		Principal	**2.91**			
		Teacher	**2.70**			

Note: *Significant level =0.05, t-critical value =1.99,*
Mean scores *less than or equal to 1.5. 1 =very low, 1.51-2.5=low, 2.51-3.5=Average, 3.51-4.5=High and 4.51 - 5.00=very high.*

As can be seen in Table 3, principals rated Item 1 as 'high' with the mean score of, M= 4.00; SD= .46. This item includes the extent to which instructional supervisors help teachers in formulating appropriate instructional objectives to develop lesson plan. Similarly, teachers did also rate the given activity practiced by instructional supervisors as 'high' with the mean score of

M= 3.67; SD=.88. The independent t-test result, t (11, 114) =1.65, p=0.10, indicating statistically significance difference was not observed between the response of the two groups. This may be resulted from the views of principals and teachers implies supervisors play an important role in assisting teachers to prepare well organized lesson plan in the sampled schools.

The second item in the same table consists of issue that is the extent to which instructional supervisors help teachers to set up simple experimental class room and evaluation for improvement. Concerning this point, principals' respondents rated as 'low' with the mean score of M= 2.35; SD=.87. While teachers respondents stated that practice of supervisor in developing instructional program were moderate (M= 2.51; SD= 1.03) to help teachers to set up simple experimental class room and evaluation for improvement. Moreover, the independent t-test result, t (11, 114) = -.64; p=0.52, depicts that statistically significance was not observed between the response of the two groups. The response gap may be resulted from developing instructional program by supervisors did not help teachers to set up simple experimental class room and evaluation for improvement and this implies that the two groups (principals and teachers) were not in a position of performing the experimental activity in science laboratory of the sample school. Therefore, teachers felt that the topics presented in the process of teaching learning were not supervised by the instructional supervisors.

Item 3 in Table 3, state about the practice of supervisors in developing instructional program. This indicates various assessment and measurement techniques for teachers to apply when in-service training organized. The independent t-test result, t (11, 114) = -1.49; p=0.14, shows statistically no significant difference among the two groups. This implies the need for effective training for teachers and even for principals and teachers to realize the nature of the job and the challenges of applying different assessment and measurement techniques.

Responses on item 4 showed that the practice of supervisors in developing instructional program were moderate to assist teachers in identifying and using instructional /learning resources. With M= 3.45; SD= 1.19, the independent t-test result showed t(11, 114) = - 39; p=0.70, to result in statistically no significant difference. This means that teachers involved in practicing using the method learning by doing. Teachers are advised to use materials relevant to their subjects when available.

The corresponding response for item 5 statement was on giving feedback after lesson observation to teachers. So the result was M= 2.55; SD=0.94 and the independent t- test result of t(11, 114) = .36, p=0.71 revealed that the extents to which instructional supervisors provide immediate feedback to teachers particularly after lesson observation was found to be low as observed from the mean score of both respondents. Therefore, from the above analysis one can conclude that there was a limitation in providing immediate feedback to teachers particularly after lesson observation. Thus, teachers may not have an equal opportunity to learn from feedback as expected.

The sixth item which states about the practice of supervisors in instructional development to help teachers in identifying instructional problems. With principals move to help teachers in identifying instructional problems the mean score was calculated to be on principals M= 2.95; SD=0.60 and on teachers M=2.17; SD=0.98.the corresponding independent t-test result, t(11, 114) = 3.43; p=0.00, showed statistically significance difference was observed between the response of the two groups. This implies that teachers are not getting support from instructional supervisors to acquire the benefits of instructional supervision as sufficiently as expected.

Lastly, item 7 presents whether instructional supervisors do organize meetings for teachers to solve common instructional problems. Principals response showed mean scores M= 3.40; SD=0.94. Similarly, teacher respondents also rated moderate with the mean scores M=2.59; SD=1.06 and t-test result, t (11, 114) = 3.14; P=0.00, indicating a significant difference was observed between the respondents of the two groups. From the above analysis, one can conclude that there was a limitation in helping to organize meetings for teachers to solve common instructional problems through sharing of experiences for similar opportunity to learn how to solve common instructional problems from others.

Table 4: The Ratings on the Level of Supervisory Practices for Curriculum Development
Principal n=12; Teacher n=115

The extent to which instructional Supervisors :		Respondents Group	Mean X	Std. Deviation	T-Value	P-Value
1	Helping teachers in the implementation of the new curriculum	Principal	4.20	.61	.99	.32
		Teacher	4.02	.75		
2	Help to evaluate the existing curriculum and text book so as to take immediate corrective measure and provide feedback to the curriculum specialists.	Principal	2.10	1.02	-.76	.44
		Teacher	2.29	1.02		
3	Help to evaluate the existing curriculum and text book so as to take immediate corrective measure and provide feedback to the curriculum specialists.	Principal	2.15	.81	-.50	.61
		Teacher	2.26	.89		
4	Help to identifying the problems in implementing the existing curriculum as per the education policy to improve curriculum	Principal	2.70	.73	-.33	.73
		Teacher	2.77	.88		
5	Collecting and providing necessary educational material that is suppurating to the existing curriculum.	Principal	3.25	.96	1.04	.30
		Teacher	2.98	1.076		
Weighted Mean		Principal	2.88			
		Teacher	2.86			

Note: *Significant level =0.05, t-critical value =1.99,*
Mean scores *less than or equal to 1.5. 1 =very low, 1.51-2.5=low, 2.51-3.5=Average, 3.51-4.5=High and 4.51 - 5.00=very high.*

For item 1 under Table 4, the degree of support from principals' to teachers in the implementation of newly developed /revised curriculum from the school was rated. Teachers getting support from supervisors in the implementation of the new curriculum was "high" with the mean score of M=4.20, SD= .61 and M=4.02, SD= .75 for principals and teachers respectively, while the t-test result, t (11, 114) = .99; P=0.32, showed no significant difference between the respondents of the two groups. The analysis shows that the extents to which instructional supervisors assists teachers in the implementation of the new curriculum was found to be "very high" as observed from the result of mean sores. From this statistical evidence, the school teachers were benefited from the practice of supervisors in a sufficient way as perceived by teachers and principals.

As indicated in the same Table of item 2, two groups of respondents were asked about the degree to which instructional supervisors help teachers to evaluate the existing curriculum, so as to take immediate corrective measures and provide feedback to the curriculum specialists, with

the mean score of M= 2.10, SD= 1.02; and M= 2.29, SD= 1.02; both the principals and teacher respondents rated this item as low and t-test result, t (11, 114) = -.76; P=0.44, indicating significant difference was not observed between the respondents of the two groups. This analysis shows that the extent to which instructional supervisors help to evaluate the existing curriculum so as to take immediate corrective measure and provide feedback to the curriculum specialists was found to be low as observed from the statistical data. As opposed to this, effective implementation of school supervision require adequate support of teachers to evaluate the existing curriculum and without these learners are likely to confront grave difficulties in their academic achievement.

The third item in Table 4 above regards with the degree to which instructional supervisors help to identifying the problems in implementing the existing curriculum as per the education policy to improve curriculum. In this regard, the principal and the teacher respondents rated it as low with the respective mean score of M= 2.15, SD=.81; and M= 2.26, SD= .89 and t-test result, t(11, 114) = -.51; P=0.61, indicating a significant difference was not observed between the respondents of the two groups. Therefore, the extent of the practices seems low as responded by two groups of respondents. This implies that teachers highly need support from instructional supervisors to identify the problems in implementing the existing curriculum as per the education policy to improve curriculum.

Concerning the degree to which instructional supervisors helps to collect and provide necessary educational materials that are supportive to the existing curriculum; the principals and teachers respondents were rated the practice as moderate with the respective mean score of M= 2.70, SD=.73; and M= 2.77, SD= .88 and t-test result, t (11, 114) = -.33; P=0.74 indicating a significant difference was not observed between the respondents of the two groups. The analysis shows that the degree to which instructional supervisors helped to collect and provide necessary educational materials that are supportive to the existing curriculum was found to be average as observed from statistical data. This implies that instructional supervisors perceive their own performance positive as opposed to the view of school principals and teachers.

Finally, item 5 was about the degree to which instructional supervisors helps to integrate the existing curriculum with the co-curricular activity, with the respective mean score of M= 3.25, SD=.96; and M= 2.98, SD= 1.07 the principals and teachers respondents rated the item as moderate. The independent t-test result, t (11, 114) =0.24, p=0.80, indicating a statistically significant difference was not observed between the response of the two groups The analysis shows that the extent to which instructional supervisors helped to integrate the existing curriculum with the co-curricular activities was very low in action.

For the purpose of triangulation the results aggregated against the interview result there seems a finding about the serious concern raised on the difficulty level of the curriculum used. The data gathered through interviews from the experts of Yeka sub city education office expressed serious concerns with regard to curriculum development practices in the school. The experts fully admitted the insufficient practices of curriculum development activities supported by supervisors in the school. For instance, one of the experts said, *"in spite of having current curriculum, we do not have clear plan for the support of supervisors in curriculum development practices in our school. I believe that, this could be among the key areas in which we should work more in the future".*

Table 5 : Roles and Practices of Supervision in Promoting Staff development.
Principal n=12; Teacher n=115

The extent to which instructional Supervisors :		Respondents Group	Mean X	Std. Deviation	T-Value	P-Value
1	Giving the latest information on the teaching learning strategies that enhance teachers' profession	Principal	3.10	1.021	.44	.61
		Teacher	2.99	1.021		
2	Assist teachers to conduct action research	Principal	2.85	1.089	2.677	.009
		Teacher	2.22	.93		
3	Helps teachers to share best practices from different schools.	Principal	2.95	1.27	2.49	.01
		Teacher	2.31	.98		
4	Providing an induction program for new teachers.	Principal	3.05	1.09	1.98	.05
		Teacher	2.55	1.00		
5	Providing short-term training at school level	Principal	2.55	1.23	.24	.80
		Teacher	2.48	1.17		
Weighted Mean		Principal	2.51			
		Teacher	2.51			

Note: *Significant level =0.05, t-critical value =1.99,*
Mean scores *less than or equal to 1.5. 1 =very low, 1.51-2.5=low, 2.51-3.5=Average, 3.51-4.5=High and 4.51 - 5.00=very high.*

Based on Table 5 data, the informants were asked to indicate their views on the extent to which the supervisory practice is pushed to promote staff development activity. Referring to item 1, it is calculated that 2 mean values were, M=3.10 and M=2.99; SD=1.02 for principal and teachers respectively. The independent t-test result, t (11, 114)) =0.44, p=0.66, indicates that statistically significant difference was not observed between the response of the two groups. The analysis shows that the degree to which instructional supervisors helped to contribute to enhance professional competence of teachers by providing the latest information on the teaching theories and strategies was found to be average as observed from the response of respondents. This implies that the conditions in the sampled schools are not favorable for the teachers to advance their level of competencies in the desired way. This condition affects a classroom instruction which requires supervisors to contribute to enhance professional competence of teachers by providing the latest information on the teaching theories and strategies.

For the successful accomplishment of quality education supervisors assist teachers to conduct action research is very important. In this regard, respondents were asked to indicate their views on the degree to which supervisors' assists teachers to conduct action research. To this end, with the mean scores of M= 2.85; SD= 1.09, the principals respondents were rated as medium. Moreover, the response of teachers was rated as low with the mean scores of M= 2.22; SD= .93. The independent t-test result, t (11, 114) =0.72, p=0.47, indicating statistically significant difference was not observed between the response of the two groups. The analysis reveals that the extent to which instructional supervisors assists teachers to conduct action research was found to be medium and low as observed from the responses. Such absence of action research that has been done by teachers at the school level is a serious challenge as it hinders understanding the entire problems of teaching learning in general and what is happening in the classroom in particular.

The third item in Table 5, is the degree to which instructional supervisors helps teachers to share best practices from different schools, Principals notified that the practice of supervisors to staff development was moderate to assist teachers to share best practices from different schools with the mean score of, M=2.95; SD=1.27 whereas teachers pin pointed out that the activities of supervisors to share best practices from different schools was rated as low with the mean score of

M= 2.31; SD= 0.98. The independent t-test result, t (11, 114)) =2.49, p=0.01, indicating statistically significant difference was observed between the response of the two groups. The analysis shows that the extent to which instructional supervisors helped to teachers to share best practices from different schools was found to be moderate and low as observed from the response of principals and teachers respectively. This implies that the supervisory practices were found in a way to benefit teachers though not as expected**.** Hence, instructional supervisors are expected to contribute to improved performances of teachers in their school activity.

As can be seen in Table 5, item 4 respondents were asked about the degree to which supervisors were average to provide an induction programs for new teachers. The response rate calculated resulted in M= 3.05; SD=1.09 and M=2.55; SD=1.00 for principals and teachers respectively. Moreover, the independent t-test result, t (11, 114) = 1.98; p=0.05, depicts that statistically significant difference was observed between the response of the two groups. The analysis shows that the extent to which instructional supervisors provide an induction program for new teachers was found to be medium as observed from the response of both respondents. It is a fact that provides an induction programs for new teacher is very essential to help him/her to cope up with new working environment. This reveals that the current role of instructional supervisors pertaining to this activity was somewhat better. This ultimately leads to teachers' satisfaction with an induction program for new teachers.

With the last item 5 in the table, the principal and teachers respondents rated the degree to which instructional supervisors help to provide short term training at school level, as medium with the mean score of, M=2.55; SD=1.23 and M=2.48; SD=1.417 respectively. The independent test result, t (11, 114) =0.24, p=0.80, no statistically significant difference was observed between the response of the two groups. From this analysis one can infer that, the training given by supervisors at school level was very limited. From the interview to sub city supervisors through interviews they said this was mainly due to the absence of earmarked budget for staff training. Rather schools get budget to run schools in providing instruction related pupils/ students size based calculated funding.

4.2.2. Supervisory Activities Expected During Clinical Supervision

As the literature explains there are different forms of supervision. The one concerned with class observation and then providing direct support is referred to clinical supervision. Clinical supervision involves the concept of analysis, diagnosis and remediation. These all processes help to improve the students learning by improving the teacher's classroom behavior or activities. To ensure the three phases of clinical supervision practices in schools has to be checked by measuring the perception of the main actors or principals and department heads who are part ot the teachers. Under each phase three specific issues were raised. The results obtained from the two groups mentioned are presented as follows.

Table 6 : Supervisory activity at Pre-observation Stage
Principal n=12; Teachers n=115

The extent to which instructional Supervisors :		Respondents Group	Mean X	Std. Deviation	T-Value	P-Value
1	conduct pre-observation conference	Principal	3.10	1.021	.44	.61
		Teacher	2.99	1.021		
2	Assist analyze the lesson plan of the supervisee teacher before class room visit	Principal	2.85	1.089	2.677	.009
		Teacher	2.22	.93		
3	make agreement with teachers on the objectives and methods of presentation	Principal	2.95	1.27	2.49	.01
		Teacher	2.31	.98		
		Teacher	2.48	1.17		
Weighted Mean		Principal	2.51			
		Teacher	2.51			

Note: *Significant level =0.05, t-critical value =1.99,*
Mean scores *less than or equal to 1.5. 1 =very low, 1.51-2.5=low, 2.51-3.5=Average, 3.51-4.5=High and 4.51 - 5.00=very high.*

The first item in Table 6 deals with practices of supervisors during the pre-conference arranged periods. As deals the first item, it aims at knowing whether the supervisors inform the supervisee teacher before conducting the classroom observation or not. The responses gathered showed with the mean value of principals M= 3.50; SD=0.93 whereas the teachers mean value was M=2.90; SD=1.09. The mean score of principals response about whether instructional supervisors conducted pre-observation conference during clinical supervision were rated as sometimes as well as teachers replied in this regard said "sometimes". The independent t- test result, which is t (11, 114) = -1.45 p=0.14 indicating that statistically no significant difference was observed between the respondents of the two groups. The analysis reveals that the extent to

which the supervisors inform the supervisee teacher before conducting the classroom was found to be "sometimes" as observed from the response of respondents. Such problems may have been created due to the supervisors' lack of understanding of their role, short time experience and their field of specialization. Perhaps they do not have the required training / knowledge as to how to conduct pre observation and post observation conferences.

Item 2 of the same Table also depicts the views of respondents on the extent to which instructional supervisors' analyses of lesson plans of supervisee teachers before classroom visits. It is very essential during this stage if teachers explain the objectives of the lesson, the method of presentations and techniques of evaluations. In this regard, with the mean value of principals M= 3.50; SD=0.93 whereas the teachers mean value M=2.82; SD=0.93 as the figure indicates, the mean score of principals and teachers about the extent of instructional supervisors analyzing the lesson plan of the supervisee teacher before classroom visit were rated at "sometimes". The independent t- test result which is , t (11, 114) = -1.42, p=0.15 indicating that statistically significant difference was not observed between the respondents of the two groups. This analysis shows supervisory activity was exercised "sometimes" as perceived by the respondents.

The third item of table 6 was to check the extent to which instructional supervisors make agreement with teachers on the objective and methods of presentation of the lesson to be observed before the actual observation or not. Accordingly, with the mean scores of M=3.35; SD=.93 and M=2.97; SD= 1.13 principals and teachers respondents were rated as sometimes respectively. The independent t- test result, t (11, 114)) = 1.40, p=0.16 indicating that statistically significant difference was not observed between the respondents of the two groups. The analysis shows that the extent to which instructional supervisors make agreement with teachers on the objective and methods of presentation of the lesson to be observed before the actual observation was found to be practiced sometimes as observed from the responses of respondents. Therefore, from the view of principal and teacher respondents, one could understand that there appears no application of pre observation conference.

However, as stated clearly in the supervision manual of Ministry of Education (MoE, 1994) every classroom observation should be implemented based on a clearly stated certain criteria and should be known by the supervisee before the supervisors carry out classroom observation.

These criteria were formulated on the basis of the purpose for the observation and in relation to the way of recording necessary classroom information and how to analyze the recorded information easily

Table.7: Supervisory Practices of Observation Stage

Principal n=12; Teacher n=115

The extent to which instructional Supervisors :		Respondents Group	Mean X	Std. Deviation	T-Value	P-Value
1	take sufficient time for observing the teachers teaching behavior during classroom observation according	Principal	2.30	1.03	.68	.49
		Teacher	2.10	1.18		
2	record important data on the teaching learning process and how the teacher and students are performing	Principal	2.90	1.37	.36	.71
		Teacher	2.79	1.18		
3	use the agreed upon procedures to collect the relevant data pertaining the instructional process.	Principal	3.50	1.14	.83	.40
		Teacher	3.27	1.11		
Weighted Mean		Principal	2.90			
		Teacher	2.72			

Note: *Significant level =0.05, t-critical value =1.99,*
Mean scores *less than or equal to 1.5. 1 =very low, 1.51-2.5=low, 2.51-3.5=Average, 3.51-4.5=High and 4.51 - 5.00=very high.*

Item 1 of Table 7 indicated that the respondents were asked whether the instructional supervisors take sufficient time for observing the teachers' teaching behavior during classroom observation according to the pre-conference discussion or not. Accordingly, the principals and teachers' response showed (M=2.30, SD=1.03), and (M= 2.10, SD= 1.18) respectively. The point is instructional supervisors rarely taking sufficient time for observing the teachers teaching behavior during classroom observation. The independent t- test result was t (11, 114) = .68, p=0.49 indicating that a no statistically significant difference was found between the two groups. This means the activity was low. The supervisor stays and observes some parts of the class activity and leaves the class early. The supervisee teacher may suspect the supervisor to judge his or her activity in a negative way and the supervisee may feel unhappy. Moreover, since teaching learning process is continuous and holds various activities; observing specific parts of the classroom observation could not enable to know the detailed performance of the supervisee teacher (MoE, 1994).

For item 2, respondents were asked whether or not supervisors recorded essential data during the observation phase. In respect to this the principals and teachers respondents with M=2.90,

SD=1.37, and M= 2.79, SD= 1.18 mean scores respectively revealed the practice as some times. The independent t- test result, t (11, 114) = .36, p=0.72 indicating that a statistically significant difference was not observed between the respondents of the two groups. The above analysis shows that, the current supervisory practices pertaining to this activity was found practiced "sometimes". The lack regularity and high frequency works against the trusting relationship between teachers and instructional supervisors dissatisfying.

It is also essential to build teachers confidences and trust. Thus, to ensure this instructional supervisors are expected to use the agreed up on procedures to collect relevant data pertaining to the instructional process during observation. In this regard, the principal and teacher respondents rated as some times with M=3.50, SD=1.14, and M= 3.27, SD= 1.18 mean scores respectively. The independent t- test result, t (11, 114) = .83, p=0.40 indicating that a statistically significant difference was not observed between the respondents of the two groups. The analysis shows that the extent to which instructional supervisors use the agreed upon procedures to collect the relevant data pertaining the instructional process was found to be sometimes practiced as observed from the response of the two groups of respondents. Both groups of respondents seem to agree that instructional supervisory activity were not sufficiently performed. Therefore, supervisors should as agreed upon in order to increase the confidence and trust of teachers with supervisory practices.

Table.8: Supervisory Practices during Post Observational Stage

Principal n=12; Teacher n=115

The extent to which instructional Supervisors :		Respondents Group	Mean X	Std. Deviation	T-Value	P-Value
1	conduct post-observation conference	Principal	2.50	1.14	1.50	.135
		Teacher	2.17	.84		
2	analyze the recorded data in terms of established objectives	Principal	3.55	1.14	1.40	.163
		Teacher	3.14	1.21		
3	discuss with the supervisee teacher on the data collected during the classroom observation	Principal	3.15	1.22	.41	.676
		Teacher	3.03	1.13		
Weighted Mean		Principal	3.07			
		Teacher	2.78			

Note: *Significant level =0.05, t-critical value =1.99,*
***Mean scores** less than or equal to 1.5. 1 =very low, 1.51-2.5=low, 2.51-3.5=Average, 3.51-4.5=High and 4.51 - 5.00=very high.*

Considering item 1 in Table 8, data gathered at checking whether the instructional supervisors and the teachers' hold a post observation conference to examine whether there is a match between the planned and actual enactments of the lessons being observed. Results show it was low. That is, principals and teachers rating calculated showed M= 2.50, SD= 1.14, and M= 2.17, SD= .84 respectively. Correspondingly, the independent t- test result was, t (11, 114) = 1.50, p=0.13 indicating that there is no statistically significant difference between the respondents of the two groups. The above analysis indicates that the practice pertaining to this activity was found to be rarely practiced as observed from the total.

In the same Table item 2, principals with M= 3.55, SD= 1.14 mean scores indicated that, instructional supervisors analyze the recorded data in terms of established objectives. The teacher respondents result was mean score of M = 3.14, SD= 1.21 which indicated supervisors do it to some extent to analyze the recorded data in terms of established objectives. The corresponding independent t-test result was, t (11, 114) = 1.40, p=0.16 indicating that there is no statistically significant difference between the respondents opinion of the two groups. The analysis shows that the practices of instructional supervisors with regard to the stated above activity were found to be rarely practiced as observed from the teacher's respondents but mostly practiced as observed from the principal respondents. This may results to inappropriate interpretation of data and finally it leads to inappropriate feedback provision to teachers.

As it is indicated on item 3, table 7, respondents were also asked the extent to which whether or not supervisors discuss with the supervisee teacher on the collected data during the class observation. To this end, the principal and teachers respondents were asserted to this activity as sometimes with the mean scores, M= 3.15; SD=1.22 and M=3.03; SD= 1.13 respectively. The independent t- test result, t (11, 114) = .41, p=0.67 indicating that a statistically significant difference was not observed between the respondents of the two groups. The analysis reveals that the extent to which instructional supervisors have discussed with the supervisee teacher on the collected data during the class observation was found to be practiced sometimes as observed from the total. This implies that supervisors were providing haphazard feedback for teachers during post conference which may create ambiguity on teachers to use the feedback appropriately.

The data gathered through interview session with the instructional supervisors also support the above finding. As a result, all (3) supervisors, stated that they did not make the agreements with each supervisee on the purpose for the classroom observation, or fixing for a suitable time; nor for the activity data which was to be collected during the observation. Rather they entered the class and immediately use the prepared observation format as check list. Moreover the documents available in the school showed that the schedule for classroom observations was set prepared by supervisors alone without participation or individual supervisee involvement. As stated clearly in the supervision manual of Ministry of Education (MoE, 1994) every classroom observation should be implemented based on a clearly stated certain criteria and should be known by the supervisee before the supervisors carry out classroom observation. These criteria were formulated on the basis of the purpose for the observation and in relation to the way of recording necessary classroom information and how to analyze the recorded information easily.

4.2.3. Perceptions Principals and Teachers on Educational Supervision

In order to assess whether instructional supervision is perceived either positively or negatively in both school principals and teachers perception 6 items were raised as follows.

Table. 9: Perceptions of Principals and Teachers on Educational Supervision

Principal n=12; Teacher n=115

The extent to which instructional Supervisors :		Respondents Group	Mean X	Std. Deviation	T-Value	P-Value
1	Supervision of teachers improves the quality of teaching and learning.	Principal	3.80	.89	.89	.37
		Teacher	3.57	1.05		
2	Supervision focuses only on weak points of teachers.	Principal	3.20	1.05	.20	.84
		Teacher	3.14	1.32		
3	Supervisors are receptive to new ideas from teachers	Principal	2.85	1.22	.81	.41
		Teacher	2.60	1.22		
4	Supervision is a means for controlling teachers.	Principal	3.30	1.21	-.87	.38
		Teacher	3.53	1.04		
5	Supervisors focus on administrative matters.	Principal	3.30	1.21	-.85	.39
		Teacher	3.55	1.19		
6	Any educational officer can be a supervisor.	Principal	3.45	1.09	-.31	.75
		Teacher	3.54	1.18		
Weighted Mean		Principal	**3.32**			
		Teacher	**3.32**			

Note: *Significant level =0.05, t-critical value =1.99,*
Mean scores *less than or equal to 1.5. 1 =very low, 1.51-2.5=low, 2.51-3.5=Average, 3.51-4.5=High and 4.51 - 5.00=very high.*

As indicated in Table 9 above the two groups of respondents were requested to rate their views regarding their perception on supervision of teachers improves the quality of teaching and learning. Accordingly, the principal and teacher respondents rated as agreed with the corresponding mean value of, M= 3.80; SD= .89 and M= 3.57; SD= 1.05. Hence, the respondents have better understanding about the point supervision helps to improve quality of teaching and learning. Moreover, the independent t-test result, t (11, 114) = .89; p=0.37, depicts that a statistically significant difference was not observed between the response of the two groups.

Item 2 of the same Table on the point supervision focuses only on weak points of teachers, with the mean scores of M= 3.20; SD= 1.32 and M= 3.14; SD= 1.31, the principals and the teachers respondents rated undecided on the point supervision focuses only on weak points of teachers. Therefore, regarding improving teachers' individual skill and knowledge through direct class room observation was limited. The results of independent sample t- test, t (2, 116) = .20; P=0.84, indicating the statistically significance difference was not observed between the respondents of the two groups. However, Educational supervision has an influential factor on teachers to apply effective teaching methodology and improved student achievements.

Concerning to the item 3 of the Table 9, the principal and the teacher respondents were replied that they moderately agreed on the point supervisor is receptive to new ideas from teachers with mean scores M= 2.85; SD=1.22 and M=2.60; SD= 1 .22 respectively. This indicated that the implementation of educational supervision on the professional development of teachers in selected secondary schools of Yeka sub city did not practice as expected. Moreover, the independent t-test result, t (11, 114) = .81; p=0.41, depicts that a statistically significant difference was not observed between the response of the two groups. Therefore, it needs to give high concern from the sub cites education office and Educational Bureau of Addis Ababa city administration.

Regarding item 4 of the same above Table on the point that supervision is a means for controlling teacher to prepare different instructional materials to teaching-learning, the principal respondents rated as moderately agreed with mean scores M= 3.30; SD=1.21. While the teacher respondents rated agreed with mean scores M= 3.53; SD=1.04. This implies that instructional

supervisors could not play their supporting role as expected rather they were focused on controlling activity. The results of independent sample t- test, t (11, 114) = .87; P=0.38, indicating a statistically significant difference was not observed between the respondents of the two groups.

In the fifth item of Table 9, the target groups were asked to rate their level of view to the notion that supervisors focus on administrative matters. Accordingly, the principals respondents were rated as moderately agreed with mean scores M= 3.30; SD=1.21. While the teachers respondents rated as agreed with mean scores M= 3.55; SD=1.19. This implies that instructional supervisors did not play their facilitating role in the school. This is because as discussed in the literature review, supervisors are facilitators; more than administrative. Moreover, the independent t-test result, t (11, 114) = .81; p=0.41, depicts that statistically significant difference was not observed between the response of the two groups.

In the last item of same Table, the target groups were also asked to rate their level of agreement to the notion that every educational officer can be a supervisor. Accordingly, the principal respondents rated moderately agreed with mean scores M= 3.45; SD=1.09. While the teacher respondents rated agree with mean scores M= 3.54; SD=1.18. This might be due to the lack of knowledge about the major role and function of school based supervision by the respondents. Moreover, the independent t-test result, t (11, 114) = 0.31; p=0.75, depicts that a statistically significant difference was not observed between the response of the two groups. According to the response of sub city supervisors in their interviewee, in addition to the above listed problems, there was poor awareness creating programs regarding purposes and objectives of school based supervision and lack of initiation and commitment of the principals and teachers.

4.2.4. Major Challenges Related with Practices of Educational Supervision

Any reform initiative requires capacity and available resources for successful implementation. In this regard, the availability organizational capacity and resources in terms of supporting, working environment as well as supervisory skill play momentous role. The following three tables will try to describe the challenges encountering the implementation supervision at government secondary schools.

4.2.4.1. Problems Related to the Supervisors concern for support

Any reform initiative requires capacity and available resources for successful implementation. In this regard, the availability organizational capacity and resources in terms of supporting, working environment as well as supervisory skill play momentous role. The following three Tables (Table 10, 11 and 12) will try to describe the challenges encountering the implementation of supervision at government secondary schools.

Table.10: Problems Related to the Level of Support of Educational Supervisors
Principal n=12; Teacher n=115

The extent problems are revealed by instructional Supervisors :		Respondents Group	Mean X	Std. Deviation	t-Value	P-Value
1	educational supervisors use information for supporting teachers rather than considering as fault finding.	Principal	2.50	1.14	1.50	.135
		Teacher	2.74	1.21		
2	educational supervisors are incompetent enough to help other teachers.	Principal	3.30	1.21	1.40	.163
		Teacher	3.07	1.23		
3	there is lack of follow up the activities of teachers by the supervisors.	Principal	3.30	1.21	.41	.676
		Teacher	3.33	1.24		
Weighted Mean		Principal	3.03			
		Teacher	3.05			

Note: *Significant level =0.05, t-critical value =1.99,*
Mean scores *less than or equal to 1.5. 1 =very low, 1.51-2.5=low, 2.51-3.5=Average, 3.51-4.5=High and 4.51 - 5.00=very high.*

On table 10 item 1 educational supervisors use information for supporting teachers rather than being fault finders. The principal respondents result showed low with the mean scores M= 2.5; SD=1.14. The mean values of respondents indicated that educational supervisors have problem in using information for supporting teachers rather than go for fault finding in the sampled schools. On the other side, teacher respondents result were average with mean values, M= 2.74; SD= 1.21. This indicates that the educational supervisors use information for supporting teachers or simply were not clearly practicing the needed support in the study schools. Therefore, we can deduce that educational supervision was not been really practiced in such way that it assist teachers to improve instructional process. The results of independent sample t- test were t (11, 114) =0.80; p= 0.42 a statistically significant difference was not observed.

As the data indicated in item 2 of Table 10, educational supervisors are incompetent enough to help other teachers were found moderate with mean values of principals and teachers, M=3.30;

SD= 1.21 and M= 3.07; SD= 1.23 respectively. This indicates that educational supervisors were not capable enough to assist teachers in sample school. The independent t test result, t (11, 114) =0.75; p=0.45, depicts a statistically significant difference was not observed between the response of the two groups.

Finally, Table 10 item 3 presents question about there is lack of follow up of the activities of teachers by the supervisors. Principals and teachers replied that there is slow action and the response about supervisors were average with the mean scores M= 3.30; SD=1.21 and M=3.33; SD=1.24 for principals and teachers respectively. This implies that teachers when they need continuous follow up by supervisors in their school to improve their teaching activities for realizing the students' academic achievement in sample school this is not done so. The results of independent sample t- test, t (11, 114) = 0.10; P=0.91, indicating no statistically significant difference was observed between the respondents of the two groups.

4.2.4.2. Problems Related to Working Environment

There may a number of problems instructional supervisors face. Some of these may be like transport availability, finance and adequate number of supervisors to deploy to mention just a few. These are shown in table 11 below.

Table.11: Problems Related to Working Environment

Principal n=12; Teacher n=115

The level of problems instructional Supervisors face:		Respondents Group	Mean X	Std. Deviation	t-Value	P-Value
1	There is lack of available face transport facilities.	Principal	2.40	1.09	-.62	.53
		Teacher	2.58	1.20		
2	There is shortage of school finance to support supervisor practice.	Principal	2.45	1.19	-.37	.70
		Teacher	2.56	1.22		
3	There is inadequate number of supervisors to assist teachers properly.	Principal	3.55	1.27	.06	.95
		Teacher	3.53	1.20		
Weighted Mean		Principal	3.07			
		Teacher	2.78			

Note: *Significant level =0.05, t-critical value =1.99,*
***Mean scores** less than or equal to 1.5. 1 =very low, 1.51-2.5=low, 2.51-3.5=Average, 3.51-4.5=High and 4.51 - 5.00=very high.*

On table 11 item 1 transport facilities as the major problems for conducting classroom supervision of instruction was considered. In this regard, the principal respondents asserted as

low with the mean scores M= 2.40; SD=1.09. The mean values of respondents indicated that educational supervisors have no problem use transport facilities in the sample school. On the other side, teachers stated that educational supervisors use transport facilities were average with mean values, M= 2.58; SD= 1.20. This implies that transportation is not considered as the major challenge for the implementation of supervision. Moreover, the independent t-test result, t (11, 114) =0.62; p=0.53, depicts a statistically significant difference was not observed between the response of the two groups.

As shown in Table 11 item, 2 respondents were asked if there would be shortage of school inance to support supervisory practices. Accordingly, the principal respondents asserted as low ith the mean scores M= 2.45; SD=1.19. The mean values of respondents indicated that nstructional supervisors have no shortage of school finance to support supervisory practices in the sample school. On the other side, teachers stated that shortage of school finance to support supervisory practices were average with mean values, M= 2.56; SD= 1.22. This implies supervisors could not have financial problem to provide different training for teachers and also providing different teaching aids for teachers to improve their teaching skills and implementing the approach of teaching by doing. Moreover, the independent t-test result, t (11, 114) =0.37; p=0.70, depicts that statistically significant difference was not observed between the response of the two groups. However, due to the lack of competence supervisors that belong to in the sample school did not give proper supervisory support for teachers. In line with this, MoE (2012) noted supervisors need to have knowledge to determine strategic change requirements and opportunities: to support school's principals and teachers in developing, implementing and evaluating change strategies. Besides, the data which obtained from respondents confirmed that school finance was assigned for supervisory practices.

In the same Table 11 item 3 is about the existence of inadequate number of supervisors to assist the school teachers properly for supervision activities, principals and teachers replied that inadequate number of supervisors highly challenge with the mean score of M= 3.55; SD=1.27 and M=3.53; SD=1.20 correspondingly. This implies that school had no sufficient supervisors to assist teachers properly. Moreover, the independent t-test result, t (11, 114) = 0.63; p=0.95, depicts that statistically significant difference was not observed between the response of the two groups. In line with this, interview held with officers asserted that absences of competent

supervisors hindered to conduct sound supervision practices in schools and their numbers were considered as basic challenge.

Table.12: Problems Related to Supervisors work behavior

Principal n=12; Teacher n=115

The extent to which instructional Supervisors :		Respondents Group	Mean X	Std. Deviation	T-Value	P-Value
1	Instructional Supervisors lack skill in applying techniques of supervision.	Principal	3.20	1.32	-1.24	.21
		Teacher	3.56	1.15		
2	Supervisors use less participative approach.	Principal	202	1.95	-2.18	.03
		Teacher	2.76	1.06		
3	Lack of adequate educational experiences is observed on the part of supervisors.	Principal	3.30	1.21	.98	.32
		Teacher	3.00	1.24		
Weighted Mean		Principal	2.90			
		Teacher	3.10			

Note: *Significant level =0.05, t-critical value =1.99,*
Mean scores *less than or equal to 1.5. 1 =very low, 1.51-2.5=low, 2.51-3.5=Average, 3.51-4.5=High and 4.51 - 5.00=very high.*

As it can be seen from Table 12, instructional supervisors lack skill in applying techniques of supervision was considered. In this regard, the principal respondents asserted as moderate with the mean scores M= 3.20; SD=1.32. The mean values of respondents indicated that educational supervisors lack skill in applying techniques of supervision. On the other side, teacher stated that educational supervisors lack skill in applying techniques of supervision were high with mean values, M= 3.56; SD= 1.15. This implies that it is difficult to say that educational supervision is serving its very purpose of assisting teachers**.** Moreover, the independent t-test result, t (11, 114) = -1.24; p =0.21, depicts that statistically significant difference was not observed between the response of the two groups. However, now a day, supervision of instruction is providing assistance to teachers with the ultimate benefit of learners and it is clear that supervisory skill is very crucial for those who apply in different techniques of educational supervision.

With respect to educational supervisors use of more participative approach, Table 12 item 2, showed the mean value of principals M= 2.20; SD=.95 whereas the teachers mean value M=2.77; SD=1.06 as the figure indicates the mean score of principals and teachers rated as low and moderate respectively. This implies that educational supervisors were lacking human relation skills or communication skills for providing necessary feedback to improve the teaching

learning process. Moreover, the results of independent sample t- test, t (11, 114) =2.18; p =0.03, indicating a statistically significant difference was not observed between the respondents of the two groups.

Work experience as challenge for practices of educational supervision on Table 12 item 3, the mean value of principals M= 3.78; SD=1.13 whereas the teachers men value M=3.88; SD=1.01 as the figure indicates the mean score of principals and teachers is found at the upper limit of cut point or agreement scale which is near to the response of high. From this data work experience has high influence on the practices of educational supervision by supervisors. The independent sample t- test were t (11, 114) = -2.18; p= 0.03 the statistically significant difference was not observed the two group respondents

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter deals with summary, conclusions and recommendations. The first part presents the highlights of the context for the research undertakings and the major findings while the second and the third parts cover the conclusions reached and the recommendations suggested respectively.

5.1. Summary of Major findings

Instructional supervision is a means for achieving effectiveness in professional development of teachers, curriculum development, and ultimately benefits student's gain effective learning through teacher improvement of classroom teaching / learning. The supervision at the school level should be the basis for addressing effective teaching by applying the consequential role of leaders and supervisors when enabling conditions exist.

5.1.1. Brief on the study approach

With this research, an attempt is made to assess the status of instructional supervision through the main actors of principals, department heads and senior teachers serving as supervisors in addition to the sub-city experts and supervisors who drop in occasionally to see rules are complied. The study area is Yeka sub city specifically on 3 secondary schools with respondents tied to supervision activity. To achieve the purpose, the researcher formulated the following three research questions.

1. What is the nature of the current instructional supervision in terms of its major educational domains in government secondary schools of Yeka sub city?
2. What are the major challenges or enabling conditions faced by supervisors and teachers in implementing the current instructional practices?
3. Is the result obtained through instructional supervision used as a basis for decision making towards instructional improvement?

Descriptive survey method was employed and both primary and secondary source of data were found to be adequate to reach at sound findings. For primary data both questionnaires and interview guides were used.

The set of respondents were 115 teachers, 12 principals, 6 department heads and 5 from the sub city in charge of supervision tasks. For this study, primary and secondary data sources were employed. The data was gathered through both quantitative (questionnaires) and qualitative (interview) tools. The data obtained from interviews and document analysis (qualitative) was qualitatively analyzed to check against the quantitative data according to their relevance. Finally, both the quantitative and qualitative data were interwoven in the analysis to get a complete picture of the findings.

5.1.2. Results of respondents perceptions on supervision practices

In brief the following findings have been documented in response to the basic research questions:

I. Implementation of Educational Supervision

The investigation on the level of educational supervision implementation by supervisors in terms of its major domains (instructional development, curriculum development, and staff development) through the questionnaire yielded the following findings selectively.

Instructional Development Domain:

The data obtained from principal and teacher respondents shows that there were moderate implementation of instructional supervision practices in instructional development with average mean values of 2.91 and 2.70 respectively in their school. It showed that teachers did not gain the expected support to improve their instructional support (to set up experimental class room, develop different assessment techniques, identifying and to solve common instructional problem) from the supervisors.

Curriculum Development Domain:

The data obtained from both groups of respondents' shows that there were effective implementation of instructional supervision practices in curriculum development with average mean values of 2.88 and 2.86 respectively in their school.

Staff Development Domain:

The overall examination of items in the dimension of instructional supervision to staff development was rated as moderately practiced by supervisors with the average mean values of 2.51 by principals and teachers respectively.

II. The enabling conditions for class room Instructional Supervision

As part of basic question one raised in this research, the enabling condition that exists facilitating for practices like clinical instructional supervision are shown. As for supervisors, the strategies of clinical supervision (pre-observation, during observation and post-observation) supervisory approaches employed were assessed.

Pre-Observation stage:

Finding related to supervisory activity during pre-observation stage in the studied areas was found to be practiced sometimes with the average mean value (M= 2.83 and M= 2.98) of principals and teachers respondents respectively. The respondents might have felt the inadequacy of resources supply by their respective schools.

Observational stage:

With regarding to the dimension of observational stage of clinical supervision, the data showed in class room observation in their schools as witnessed by principals and teachers with the average mean values of 2.90 and 2.72 respectively.

Post-Observation stage:

From the result of data analysis, the practice of post observational stage of clinical supervision revealed that the average mean values for instructional supervisors by principals and teachers were 3.07 and 2.78 respectively. This means the teacher supervisor sessions were not regularly held as agreed.

III. Major Challenges Related with Practices of Educational Supervision

Finally, the second basic question was concerning about challenges encountered in the implementation of educational supervision that affected supervisory practices in the study sites. At the hub of this question, the major causes of challenges of instructional supervisors like problems related to the level of support of supervisors and working environment and problems arise from the supervisors him/herself were addressed.

Problems Related to Level of Support from Supervisors:

The data gathered from principals and teachers respondents in overall assessment of items revealed that the challenges of educational supervision perceived the level of support of instructional supervisor were rated as moderately challenged practice of instructional supervision effectiveness with average mean values of 3.03 and 3.05 respectively. This indicated that the level of instructional supervisors do not satisfactory to improve the skill gap of teachers in the study area.

Problems Related to Working Environments:

Regarding to the overall challenges related working environments, the study revealed that principal and teacher respondents rated as moderately challenged the practice of educational supervision effectiveness were with the average mean values of 3.07 and 3.24 respectively. As a finding the lack of available transport facilities, shortage of school finance, and the lack of relevant supervision manual in the school were highly challenged to assist teachers properly in practicing effective supervision.

5.2. Conclusions

Based on the findings of the study, the following conclusions were drawn:

Instruction can be improved by giving regular and adequate support to teachers in training them in pedagogical and professional issues and in creating their awareness in benefit and importance of supervision. From this, it can be concluded that instructional supervisors didn't give regular and adequate professional support for teachers.

Instructional supervisors are responsible to carryout effective supervisory tasks which are more academic and that can improve professional development of teachers and student achievement. This can be achieved if supervisors focus on academic tasks which are directly related to their job descriptions. But, from this finding it can be concluded that supervisors spend their time by doing less important routine administrative tasks. Thus, they are ineffective in implementing supervisory tasks.

The findings revealed the challenges of instructional supervision which hinder effective implementation of supervisory tasks. These were: problem in selecting and assigning right

persons as supervisor, lack of supervision manuals, lack of budget, facilities and materials, resistance from teachers against supervision due to lack of awareness about it, excessive workloads of principals and lack of right training for supervisors.

8. Recommendations

Based on the objectives, findings and conclusions drawn the following recommendations.

1 As instructional supervisors are assigned to provide professional support to teachers and improve instruction, they need to give regular and adequate support to teachers.
2 As revealed in the study, instructional supervisors were ineffective in implementing supervisory tasks. It is better for instructional supervisors to be effective in supervisory tasks such as spending their time of supervision in supporting teachers, organizing and facilitating instructional process and engaging teachers in professional dialogue.
3 The study identified challenges of instructional supervision. There is problem in selecting and assigning right persons as supervisors. Therefore, it is advisable for sub-city education office to select and assign right persons as supervisors. It is better for Addis Ababa city Education bureau, and sub-city education office to fulfill supervision manuals in schools; and they are suggested to allocate adequate budget to train instructional supervisors and involve them in different professional seminars, workshops and meetings. It is advisable for principals to reduce administrative workloads by delegating other personnel.

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Appendix – A

Addis Ababa University, School of Graduate Studies
College of Education and Behavioral Studies
Department of Educational Planning and Management

Questionnaire to be filled by Teachers and Principals

Objectives of the questionnaires:

The main objective of the questionnaire is to collect data on the current practices and problems of instructional supervision in secondary schools of Yeka Sub City Administration. The result could assist to make further improvement in the instruction. Thus, your direct participation in filling the questionnaire is essential. So, you are kindly requested to provide information needed objectively and honestly. It is assured that the collected data will be kept confidential and used for research purpose only.

Thank you in advance for your cooperation!

Directions:

1. You need not write your name.
2. After reading the questionnaire, tick the appropriate item/s corresponding to your answer.
3. For the questions having no alternative response, you are requested to give a short and precise response in the space provided.

Part One:
Respondents' Background Information

1.1 Woreda_____School _____

1.2 Sex: B) M *( )* B) F. *( )*

1.3 Length of service (in years):

A) 1-5 ( ) B) 6-10 ( ) C) 11-15( ) D) 16-20 ( ) E) 21 and above ( )

1.4 Educational Qualification:

A) Certificate *( ) B)* Diploma *( )C)* First degree *( ) D)* Second degree or above

1.5 Field of study: Major_____ Minor _____

1.6 Current position or occupation: _____

Part Two:

Roles and Practices of Supervision in Promoting Instructional, Curriculum and Staff development.

Direction I: You are kindly requested to answer the following items that reflect the level in which the supervisory practice sufficiently corresponds to the expected standards of supervision by putting ''√'' mark under your appropriate response in the column provided below.

VH= Very High A= Average H=High L= Low VL= very Low

1	The level to which instructional supervisors:	**Scale**					
	Instructional Development	**VH**	**H**	**A**	**L**	**VL**
		5	**4**	**3**	**2**	**1**
1.1	Help teachers in formulating appropriate instructional objectives to develop lesson plan					
1.2	Help teachers to set up simple experimental class room and evaluation for improvement					
1.3	Help teachers develop skills of applying different assessment and measurement techniques through organizing in-service training.					
1.4	Assist teachers in identifying locally available teaching and learning resources.					
1.5	Provide immediate feedback to teachers particularly after lesson observation.					
1.6	Help teachers in identifying instructional problems.					
1.7	Help to organize meetings for teachers to solve common instructional problems.					
2	**Curriculum Development**	**5**	**4**	**3**	**2**	**1**
2.1	Helping teachers in the implementation of the new curriculum					
2.2	Help to evaluate the existing curriculum and text book so as to take immediate corrective measure and provide feedback to the curriculum specialists.					
2.3	Help to identifying the problems in implementing the existing curriculum as per the education policy to improve curriculum					
2.4	Collecting and providing necessary educational material that is suppurating to the existing curriculum					
2.5	Help to integrate the existing curriculum with the co-curricular activities.					
3	**Staff Development**	**5**	**4**	**3**	**2**	**1**
3.1	Giving the latest information on the teaching learning strategies that enhance teachers' profession.					
3.2	Assist teachers to conduct action research.					
3.3	Helps teachers to share best practices from different schools.					
3.4	Providing an induction program for new teachers.					
	Providing short-term training at school level.					

Direction II: In this section you are kindly requested to give focused /short response to

Please answer the following questions.

1. What is the role you have been playing in promoting instructional development?
_____
2. What are the major teacher supporting activities in which you are engaged in the school? _____
_____
3. How often do school-based supervisors conduct classroom observation?
_____
_____

Part Three:

Procedures of supervision for classroom observation

Direction: III. Below are some statements pertaining to procedures of supervision for class room observation. So, you are kindly requested to respond to the practices of class room supervision and mark **''√''** under your preferred response number in the column provided below .

Choose from the following rating scales. **A= Always O = Often S= Sometimes R= Rarely N= Never**

1	The extent to which instructional supervisors:	**Scale**				
	Before conducting classroom observation /Pre-observation conference	**A**	**O**	**S**	**R**	**N**
		5	**4**	**3**	**2**	**1**
1.1	Conducting pre-observation Conference					
1.2	Supervisors analyze the lesson plan of the supervisee teacher before classroom visit.					
1.3	Making agreement with teachers on the objectives and methods of presentation					
2	**During classroom Observation**	**5**	**4**	**3**	**2**	**1**
2.1	Taking sufficient time for observing the teachers teaching behavior during classroom observation according to the Pre-conference discussion.					
2.2	Record important data on the teaching learning process and how the teacher and students are performing.					
2.3	Use the agreed upon procedures to collect the relevant data pertaining the instructional process					
3	**After classroom observation/post-observation conference**	**5**	**4**	**3**	**2**	**1**
3.1	Conducting post-observation conference.					
3.2	Analyze the recorded data in terms of established objectives.					
3.3	Discuss with the supervisee teacher on the data collected during the classroom observation					

PartFour:
Major Challenges related to Supervision Practices
Direction: VI. Rate the following items in the following table and mark ''√'' against each item.
VH= Very high A= Average H=High L= Low VL= Very low

1	The level to which instructional supervisors:	**Scale**				
	Problems related to the Level of support	**VH**	**H**	**A**	**L**	**VL**
		5	**4**	**3**	**2**	**1**
1.1	Educational supervisors use information for supporting teachers rather than considering as fault finding.					
1.2	Supervisors are incompetent enough to help other teachers.					
1.3	There is lack of follow up the activities of teachers by the supervisors.					
2	**Problems related to working environment**	**5**	**4**	**3**	**2**	**1**
2.1	Lack of available transport facilities.					
2.2	Shortage of school finance to support supervisor practice.					
2.3	Inadequate number of supervisors to assist teachers properly.					
2.4	Lack of relevant supervision manual in the school					
3	**Problems that arise from supervisors:**	**5**	**4**	**3**	**2**	**1**
3.1	Instructional Supervisors lack skill in applying techniques of supervision.					
3.2	Supervisors use of less participative approach.					
3.3	Lack of adequate educational experiences on the part of supervisors.					

4. If there are other challenges for currently supervisory activities in your school, mention them. _____

5. What solution do you suggest to improve the school –based supervision?
_____

Thank you!

Appendix - B

Addis Ababa University, School of Graduate studies
College of Education and Behavioral studies
Department of educational planning and management

interview Guides conducted with supervisors

Dear respondent,

This interview is part of the study design to collection relevant data about the topic "Current
Practices and Challenges of Educational Supervision in governments' Secondary Schools of
Yeka Sub City; City Administration of Addis Ababa". So your responses for all parts of the
directions would be kept confidential.

Direction I: General information and personal data

1. Sex ____2. Age ____ 3. Qualification_____4. Experience as a principal ____as a vice principal ____and as a supervisor ____.

Direction II: Give your response to the questions in short and make it precise.

1. How do you describe the current performance of supervisors pertaining to instructional curriculum and staff development activities?
2. What procedures does your school use for classroom observation?
3. To what extent do teachers perceive supervisors as a resource- person or information person regarding to provision of supervisory services?
4. What are the challenge affecting supervision services? What should be done to alleviate these challenges?

Thank you!

Appendix-C

Addis Ababa University, School of Graduate studies
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Department of educational planning and management

interview Guides conducted with Yeka Sub City Education office Teachers' and School Leaders' Development Process **Experts.**

Direction I: General information and personal data

1. Sex ____ 2. Age ____ 3. Qualification_____

Direction II: Give your response to the questions in short and make it precise.

1. Does School supervisors have supervision schedule?
2. How could supervisors identify typical focused on teachers? Do you have check lists and Minutes to follow them?
3. Do supervisors have working manual and preparing training? Do you have organized documents?
4. Does supervisors and schools principals are organized meeting schedule?
5. Do supervisors voluntary participate in the overall school activity?

Thank you!