

**PRACTICES AND CHALLENGES OF SCHOOL BASED
INSTRUCTIONAL SUPERVISSION INGOVERNMENT ELEMENTARY
SCHOOLS OF BISHOFTU TOWN, OROMIA, ETHIOPIA**

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

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DECLARATION

I, the under signed, declared that this thesis is my work and that all sources of materials used for this thesis have been accordingly acknowledged.

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List of Acronyms and Abbreviations

BEO :	Bishoftu Education Office
CRC :	Cluster Resource Centre
ESDP:	Education Sector Development Program
ETP:	Education and Training Policy
FDRE:	Federal Democratic Republic Of Ethiopia
FGD:	Focus Group Discussion
KETB:	Kebele Education and Training Board
MoE:	Ministry of Education
NGOs:	Non-Governmental Organizations
PTSA:	Parent Teacher Student Association
OEB:	Oromia Education Bureau
SD:	Standard Deviation
SIP:	School Improvement Program
SPSS:	Statistical Package for Social Sciences
UNESCO:	United Nations Educational Scientific and Cultural Organization
UNICEF:	United Nations International Children's Education Fund
USAID:	United States Agency for International Development
OSU:	Oromia state Universit
SBIS :	School Based Instructional Supervision

Abstract

The purpose of the study was to assess practices and challenges of instructional supervision in Government elementary schools of Bishoftu town and recommending possible solutions .To conduct the study, descriptive survey design was employed and different sampling technique was employed to select the sample schools and teachers. To this end, six elementary schools with 12 school principals, 18 department heads, one CRC-supervisor , one education office supervision coordinator, 12 senior teachers and 91 teachers were include in this study. Questionnaire was the main data gathering instrument for this study. Thus, 91 teachers from different levels filled the questionnaires. FGDs were hold with department heads and senior teachers and interview were conducted with CRC Supervisor, Bishoftu education supervision Coordinator and school principals to enrich the quantitative data. Descriptive statistics, percentages, mean and standard deviation were the main tools used in the analysis. The data gathered through interview and from focused group discussion were discussed in line with questionnaire. Consequently, the main findings come out from this study were: School based instructional supervisors were not sufficient to identify strengths and limitations of teachers in the classroom in order to design appropriate intervention; in addition, intervention of instructional supervisors so as to assist teachers improve their limitations was insufficient; teachers gained support from supervisors in order to improve their instructional skills was not enough. The beneficiaries view on the practice of instructional service was insufficient to reveal a positive force for teachers and instructional improvement. On the other hand, the effectiveness of School based instructional supervision program in the study area is affected by major problems like lack of adequate supervisory experiences, shortage of time for supervision activities, inadequacy of specific budget for supervisory activities, teachers' attitude as fault finding, Lack of convenient offices to provide feedback to teacher. Finally, to alleviate these problems of school based instructional supervision in elementary schools, it is recommended that a) the school and the town education office raising awareness on the part of SBIS) and teachers through seminars, workshops and discussion forums on the different strategies of supervision in order to bring professional growth of teachers and improve their instructional practice b) Bishoftu town education office in collaboration with OSU (Oromia state University); could prepare project proposal to alleviate the problems. C) School and the town education office is suggested to allocate reasonable budget for the program by considering its importance for the development of the education sector in general and the improvement of school based instructional supervision in particular.

CHAPTER ONE

This chapter includes background of the study, statement of the problem, objective of the study, significance of the study, scope of the study, limitations of the study, definition of basic terms and organization of the study.

1.1. Background of the study

In Ethiopia, primary education lasts eight years and is split into grades 1-4 (primary first cycle) and grades 5-8 (primary second cycle).

There have been several calls on the instructional leadership on how to make the education system to be vibrant in the quality of products after several quantity of mass failure and half-baked products of various educational institutions around the world including our country Ethiopia. The quality issue over the years has generated a lot of debate and argument among Ethiopians on the newspapers, radio and television programs, including parents, religious bodies and non-governmental organization.

The Education and Training Policy has stipulated that ensuring the quality, equity as well the relevance of the Ethiopian education requires effective management and leadership at all levels of the education system. Extending this stipulation of the policy to the school level, the General Education Quality Improvement Package (GEQIP) has included school teachers, principals, and supervisors' capacity building strategy with clear objectives to facilitate and support schools improvement. As a component of the quality improvement package, the Ethiopian teacher development program general guideline (Blue print) is stressing the need for school leadership and supervisors that can effectively support schools in various aspects including vision and strategic plan development and implementation for schools improvement (MoE,2012) .

It is also indicated that achievements with the implementation of the Ethiopian Education and Training Policy, strategies and guidelines are all fundamentals to allow the country to progress towards becoming a middle income economy by the year 2025 as per the country's vision. Accordingly, with the implementation of the policy under ESDP IV and V the country showed significant progresses in education. Access at all levels of the education system increased at a rapid rate in line with a sharp increase of inputs. Disparities decreased through a more than average improvement of the situation of the disadvantaged and deprived groups

and of the emerging regions. The quality challenge particularly in the general education sub-sector including improvement of students achievement through consistent focus on the enhancement of learning and teaching process and the transformation of the school into a motivational learning environment are , however , still remained in order to contribute to the realization of the indicated long term vision (MOE, 2012).

In reality, School supervision has to go with the national education system. Likewise school supervision in Ethiopia need to accompany the direction set by the education and training policy. Here, it must be recognized that education is an integral part of a nation-building exercise. Therefore, the priority action programs in the ESDP V have included capacity development for improved quality schools management and supervision for better learning achievements at schools.

School supervisory services are supposed to contribute to the creation of a unified and standardized quality school system. This implies that school supervisors are expected to undertake three sets of tasks including control (in a sense of monitoring compliance requirements and providing feedbacks), support, evaluation and liaison at schools to achieve the supposed unified and standardized school system. School supervisors must be able to facilitate both vertical and horizontal communications (work as liaison). They are expected to promote communications vertically informing schools with policies and rules and the ministry with the needs and realities in the schools; and horizontally facilitating interactions, networkings between schools' function. Realization of these all tasks of school supervisors, however, requires National Professional standards framework for the supervisors as an integral part of ensuring quality learning and teaching at all the schools (MoE, 2012).

In Ethiopia, as elsewhere, instructional supervision has evolved from a focus on inspection where a central or mid-level authority ensures that teachers observe school and classroom rules and maintain existing pre-determined standards (Haileselassie and Abraha, 2012). Many teachers will remember being evaluated on their performance on the blackboard rather than their teaching effectiveness (Haileselassie and Abraha, 2012).

Today supervision is generally seen as leadership that encourages the continuous involvement of all school personnel in the cooperative attempt to achieve the most effective school program. It is a service for teachers that should result in improved instruction, learning and curriculum through a positive, dynamic and democratic interaction, involving all concerned,

i.e. the child, the teacher, the supervisor, the administration and parents (Haileselassie and Abraha, 2012).

School based instructional supervision is focusing mainly on teachers' professional growth so as to enhance the instructional practice of the schools and to bring about the desired change of behaviour on the parts of their students. School based supervisory practice of supervisors is useful for individual teachers' development, school improvement, and fulfilment of public demands. To materialize this, school based instructional supervision should be well planned, organized and based on the interest and needs of stakeholders (students, parents, teachers and the society) (Paulos ,2001.) Schools are the "formal agencies of education" where the future citizens are shaped and developed through the process of teaching and learning. So schools need to help all students to develop their potentials to the fullest level. This requires the effectiveness and commitment of the stockholders particularly teachers, school leaders and management (Aggarwl, 1985). So schools must improve their basic functions of teaching and learning process that aims at helping and empowering all students to raise their broad outcomes through instructional improvement. To achieve these expected outcomes, we need to have well selected curriculum; and improved instructional situations and professionally motivated and competent teachers. Of all, the one which is the main input and important is the teacher who needs effective instructional support. The relevant and quality education can be provided for the learners by engaging a well trained and professionally developed teachers at all levels of education. It is meaningless to build schools and distributed educational materials without effective and efficient human power that can transmit the educational content to learners. It is believed that the improvement of schools would not be accomplished without improving teachers" education. The quality of teachers" education is determined by the provision of adequate supervision support from supervisors. The realization of professional competence of teachers and the quality of education remains questionable unless due emphasis is given from different level education officials to implement school based instructional supervision program effectively.

1.2 Statement of the Problem:

The schools are primary responsible for the production and provision of qualified human resource. They are in charge of achieving educational objectives expected to shape pupils in accordance with the needs and interest of beneficiaries. It is generally believed that the society's future depends on the success of schools in effectively carrying out their objectives.

The school based instructional supervisors were expected to play the great role in assuring the quality of education (Oromia Regional State Education Bureau [OEB], 2010 E.C:6). The provision of Quality education needs cooperative and jointed efforts of different stakeholders and communities. It is the concurrent responsibility of federal, regional and city administrative; GEQIP Plan (MoE, 2010).

At regional, zonal and city administrative level in community mobilization documents (OEB, 2009 E.C; 2010 E.C), seminars and workshops repeatedly indicated that; primary school instructional supervisors were not performing as expected. The researcher has personally participated in these workshops. Moreover, the researcher has a personal experience as a teacher; principal and elementary school cluster supervisor and by this the researcher believes the existence of gap between what was demanded and what they were really doing.

A research that was conducted by Gashaw (2008), on the practices of instructional supervision shows that the current instructional supervision practices has exposed to multiple problems such as; lack of adequate professional support to newly deployed teachers; less frequent classroom visits to enrich teachers instructionally and peer coaching by instructional supervisor; focus of supervisors on administrative matters than on academic issues and less mutual professional trust between supervisors and teachers.

In addition, research findings related to the past supervision in schools indicated that there are some problems with its practice. To list some; opportunities that help to improve teaching and learning process were inadequate training programs were not relevant to real professional development of teachers, there was no properly designed systematic follow up and support systems (Getachew, 2001 and Chanyalew, 2005).

According to (Oliva, 2005), the way teachers perceive instructional supervision in schools and classrooms was an important factor that determines the outcomes of supervision process. In addition, previous research and publications revealed that because of its evaluative approaches; less experienced teachers have more negative perceptions on the practice of instructional supervision than more experienced teachers. They consider instructional supervisors as fault finders; they fear that supervisors will report their weaknesses to the school administrator and consider supervision as nothing value to offer to them and controller of their task and punish them with their faults. Supervision in modern school system is cooperative endeavour. It needs cooperative effort of the entire staff in the study of educational problem of the school. Accordingly, the school principals, vice principals, unity

leaders, department heads and senior teachers should take major responsibility of supervisory practice with in their schools, through regular observation of teachers, and organizing workshops and meetings so as to enhance the professional competence of teachers and improve the quality of education in their school .

Assigning supervision committee members at school level is a new trend in the country. The educational supervision manual prepared by Oromia Regional State Education Bureau stated that the school supervision committee members are elected from department heads, unit leaders, and senior teachers who have a leading status and high ranking in teacher career structure. As a result, the major functions of the school based instructional supervision are providing support to teachers in improving instruction, arranging a permanent school based training programs for teachers and following up its implementation, enhancing the effective implementation of school improvement program and continuous professional development program of teachers (OEB, 2007).

The school-based instructional supervision in the study area was different from this. For instance, as the report indicated some School based instructional supervisors emphasize the class room visit or observations as the only practice of supervision. In the study area primary schools, the supervisory practices seem to be serving more the purpose of summative evaluation than empowering teachers and improving instruction.

The 2009 and 2010 semester and annual supervision report of Bishoftu education office (unpublished) from department of supervision , indicate that the practice of school based instructional supervision in government primary schools in the study area was inefficient to improve the quality of teachers and the achievement of learners.

In light with this, the researcher look in to the gaps that affects the improvement of quality education on the side of instructional supervision practices as; education officers and principals did not exert much effort for the success of instructional improvement of teachers with the help of instructional supervisors; instructional supervisors did not design various interventions to assist teachers improve their limitations; instructional supervisors did not provide professional support to teachers to improve their instructional skills; instructional supervisors did not conduct training need assessment from the basis of teachers' pedagogical gaps; newly deployed teachers did not use student centred /Active learning/ teaching methodology rather simply use lecture methods, the result of this was not only in the form of deterioration of students achievement but also in the form of decline in the quality of teachers

and school based instructional supervisors) performance, For instance, the past three years(2007,2008 and ,2009 E.C) grade 8 students regional exam result decreased and grade 1-4 reading ability of students also decline.

In addition to this, the researcher look in detail of the challenges faced on instructional supervisors; like that of overburdened by other works; teaches the same credits with other teachers, highly responsible than teachers; not accepted by teachers or that of teachers challenge them to accept comments and did not get support from the study area education officers with lack of enough instructional guidelines. So, relentless efforts were being made to alleviate the listed problems for the success of instructional supervision. A large number of primary school supervisors seemed to devote most of their time in routine statistical data report activities rather than systematic identifications of teachers' skill gap and support of teachers on their instructional activities. Besides, the current initiation for quality of education further rationalized the researcher to deal in the area under discussion, as supervision was a quality monitoring tool. Due to this reason, the researcher intended to assess the practices and challenges of School based instructional supervision in Bishoftu town Primary Schools. Thus, the researcher has raised the following basic research questions.

1. To what extent school based instructional supervision is effectively practiced in government elementary schools in the study area?
2. To what extent do instructional supervisors identify the strengths and limitations of teachers in the classroom in order to design appropriate intervention?
3. To what extent do teachers gained professional support from supervisors in order to improve their instructional skills?
4. How do beneficiaries view the practice of School based instructional supervision service in government elementary schools of Bishoftu town.
5. What are the major challenges that affect primary school instructional supervisors while implementing instructional supervision?

1.3 Objective of the Study

1.3.1 General Objective

The main objective of this study was to assess the current status on practice of School based instructional supervision and to identify challenges that affect the effectiveness of School based instructional supervision in government elementary schools in the study area.

1.3.2 Specific Objectives

The focus of the investigation was, to

- Examine the extent to which school based instructional supervision practiced in elementary schools of Bishoftu town.
- Examine the extent to which school based instructional supervisory practices promote teachers' professional development.
- Identify the major challenges of school based instructional supervisors in elementary schools of the town.
- Recommend the necessary ways and means of improving school based supervisory practice in government elementary schools of the town.

1.4 Significance of the Study

This study will have the following significance

- ☞ It will identify some of the problems hindering effectiveness of instructional supervision in elementary schools in the study area.
- ☞ It will provide information for educational officials and stakeholders on the current status of school based instructional supervision and help them to do their share to improve supervisory practice in elementary schools.
- ☞ It will give pertinent and timely information to teachers, principals, supervisors and educational officers concerning the existing system and practice of school based supervision.
- ☞ It may also come out with some relevant suggestions and recommendations that may help instructional supervisors in schools.
- ☞ It will serve as a starting point for other researchers who are interested to do their research in this area.

1.5 Scope of the Study

To make the study more manageable and feasible, the study was delimited to only 6 government elementary schools in the study area. The town is selected by the researcher he worked for the last ten years as a school supervisor. This help the researcher to easily obtain relevant information on the status of school based instructional supervision in the town that enriches the study.

1.6 Limitation of the study

Time constraint, uncooperativeness of respondents, in filling the questionnaires and return on time were some of the problems I have encountered while conducting this study. Initially it was difficult to collect all the questionnaires as planned. Teachers and department heads and Principals were always too busy. I was however able to minimize some these problems. Thanks to the good rapport I have with school community, I was able to meet my busy subjects after school hours and interview them. The return rate of the questionnaires also maximized because some of colleagues helped me by encouraging respondents to fill in the questionnaires and return them.

1.7 Definition of terms

1. **Challenges:** Problems that affect the elementary school based instructional supervisors.
2. **Instruction:** Teaching in a particular subject or skills taught, the act, process or profession of teaching.
3. **Instructional supervision** supervisory activities and practices aimed at the improvement of instruction, tackling instructional problems and for the professional growth of teachers.
4. **School based instructional (inbuilt) supervision** refers to a supervision that is conducted at school level by principals, vice principals, school based supervision committee members (department heads, Unit leaders and senior teachers.)
5. **Elementary school** refers schools that provide elementary education, include the elementary first cycle (1 -4),and second cycle (5-8)
6. **Senior teachers :** refers teachers with work experience more than ten years
7. **Supervisory Practice refers** to the use of different strategies of supervision, and procedures of classroom observation.

1.8 Organization of the Study

This research is organized in five chapters. The first chapter holds the introductory part of the study which consists of background of the research, statement of the problem, Objective of the study, significance, scope and limitation of the study, definition of key terms and organization of the study. The second chapter deals with review of literature relevant to the research. The third chapter discuss about the research methodology, data sources, samples and sampling techniques, data gathering instruments, validity and reliability of instruments, procedure of data collection and Data presentation. The fourth chapter contains data analysis and interpretation. Fifth chapter contains summary of findings, conclusions and recommendations of the study. Finally, list of reference materials and appendixes were parts of the paper.

CHAPTER TWO

INSTRUCTIONAL SUPERVISION

Overview

The Education and Training Policy has stipulated that ensuring the quality, equity as well the relevance of the Ethiopian education requires effective education instructional supervision at all levels of the education system. As a component of the quality improvement package, the Ethiopian teacher development program general guideline (Blue print) is stressing the need for school based instructional supervisors that can effectively support schools in various aspects including vision and strategic plan development and implementation for schools improvement (MoE,2012). In general, this chapter presented the existing international, national and regional literatures in the area of school supervision. It began with describing the concepts and definition of supervision, tasks of supervision, clinical supervision, and challenges of School based supervision in Ethiopia and Oromia Region.

There are many different definitions of instructional leadership. The definition depends on the source and philosophy of the researcher that is reporting the definition. Instructional leadership supervisory process includes heads of institutions and their assistants, heads of department, master teachers, subject coaches, lead teachers, program directors, associate and assistant superintendents. Glickman and others (2002).

Instructional supervision is an interactive process that depends on the source of supervision between the supervisor and the teacher. Therefore, assessing the practices and challenges of instructional supervision is important in implementing successful supervision (Abdulkareem, 2001). Instructional supervision is the link between teacher needs and school goals so individuals can improve and work together towards the vision of the school (Glickman, 1990). Most researches on the quality of education focus on the key role of teachers and school leaders in bringing education quality. However, as all teachers and school leaders are not qualified enough, they need support from Instructional supervisors (Giordano, 2008:11) Instructional supervision has been launched mainly to bring about continuous improvement of instruction in each and every classroom and hence, to enhance student learning.

To carry out this Responsibility effectively to the intended objectives, the skills of the supervisors have a pivotal role to play. (West and Bollington, 1990: 55) asserts that, when instructional supervision is properly managed or implemented, it is believed to have

favourable consequences in developing professional development, enhancing instructional improvement and updating curriculum content. On the other hand, when it is not properly implemented, the supervisory results become haphazard, unidirectional. Such a system of supervision tends to be a source of dissatisfaction among the teachers and a source of conflict between the instructional supervisors and teachers. Similarly Pajak (2003: 45) Deduce that teachers and principals begin to respond positively and cooperatively with the supervisors only after they develop perception of the supervisor as someone who is skilled, who willingly shares credit for success with teachers, and who is an effective helper, facilitator and provider of resource and information in the instructional activities of the school.

2.1 Concept of Instructional Supervision:

The subject matter of supervision has undergone many definitions and interpretations from modern scholars. Central to all the definitions of instructional supervision, is that supervision is basically a service, which aims at improving factors that ensure growth and development in the teaching learning process. Supervision of instruction is that process which utilizes a wide array of strategies, methodologies and approaches aimed at improving instruction and promoting educational leadership as well as change Glanz and Behar-Horenstein (2000).

What is more, “Instructional supervision is a behaviour system in school operation with distinct purpose, competences and activities which is employed to directly influence teaching behaviour in such away as to facilitate student learning” (Lovell and Wiles, 2003). Mohanty (1994) defined this concept with reference to dictionary of education “All efforts of Designated school officials, toward providing leadership to teachers and other education workers in the improvement of instruction, involve stimulation of professional growth and development of teachers, the selection and version of educational objectives, material of instruction, and methods of teaching and the evaluation of instruction.

According to Wanzare and Da Costa (2007), who cite others, there are four key strategies for enhancing the professional growth of teachers which include: First, the establishment and subsequent administrative support of and provision guidance for a systematic, ongoing staff development program (Starratt, 1997) supported by modelling, coaching, and collaborative problem solving should focus on means of linking new knowledge, on way of thinking, and on practice given existing knowledge, experience, and values (Glickman *et al.*, 2004). Taiwo and Melchoir (2003) writing on supervision and evaluation of instruction stated that,

Supervision is the element of the administrative process which is concerned with efforts to guide the day to day activities of the work by stimulating, directing and co-coordinating the workers and their efforts, cultivating good working personal relationship so that they will all work towards a more efficient achievement of the task goal. In the school system, supervision relates to guiding and coordinating the work of teachers and all concerned with school work in such a way that student learning is facilitated. It aims at facilitating learning through planning and devising ways of improving teachers professionally, and releasing their creative abilities so that they will improve the learning situation. Taiwo (2003) maintain that school supervision does not simply refer to that specific occasion when the whole school is examined and evaluated as a place of learning, but it also means constant and continuous process of guidance based on frequent visits which focuses attention on one or more aspects of the school and its organization, progress or initiative. It is important to note that whatever form of supervision that is carried out, it must be done to test effectiveness of the teaching in terms of achieving the objectives of education in the school. It is evident from the above that supervision has a wider scope and it depends on the availability of human and material resources.

Instructional supervision covers factors affecting teaching and learning and maximum utilization of resources towards the accomplishment of school goals and objectives. Educational supervision is concerned with the total improvement of teaching and learning situation. In line with this, educational supervision has the following principles: there should be short-term, medium-term and long-term planning for supervision, supervision is a sub-system of school organization, all teachers have a right and the need for supervision, supervision should be conducted regularly to meet the individual needs of the teachers and other personnel, supervision should help to clarify educational objectives and goals for the principal and the teachers, supervision should assist in the organization and implementation of curriculum programs for the learners, supervision from within and outside the school complement each other and are both necessary.

To come up with improved teaching learning process continuous follow up by qualified professionals is needed. 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). Various authors stated that instructional supervision has a clear connection with professional development (Sergiovanni & Starratt, 2007; Zepeda, 2007). Kutsyurub (2003) defines professional development as:

A major component of ongoing teacher education concerned with improving teachers' instructional methods, their ability to adapt instruction to meet students' needs, and their classroom management skills; and with establishing a professional culture that relies on shared beliefs about the importance of teaching and learning and that emphasizes teacher collegiality (p. 11). In this regard, participants in the instructional supervision process plan and carry out a range of professional growth opportunities designed to meet teacher's professional growth, and educational goals and objectives at different levels. In doing so, beginner and experienced teachers have their own preferences and choices for various supervisory approaches, such as clinical supervision, peer coaching, cognitive coaching, mentoring, reflective coaching, teaching portfolios, and professional growth plans (Beach & Reinhartz, 2000).

In general, since supervision is a process which is concerned about the improvement of instruction, it needs to be strengthened at school level, should provide equal opportunities to support all teachers, it should be conducted frequently to maximize teachers' competency and also should be collaborative activity. As stated in the supervision manual of the ministry of education the basic principles:

2.1.1. Supervision is cooperative

To create a better learning environment, supervisor is expected to work together with senior teachers, department heads, unit leaders, vice directors and administrators at local level that identify the instructional problems and prepare training based on the identified gaps to minimize the problems and simultaneously do jointly for the improvement of quality education provision. This is also a continuous process.

2.1.2. Supervision is creative

Supervisors are expected to help teachers to be creative and innovative in their teaching. This helps to fit the changing environment.

2.1.3. Supervision should be democratic

Freedom should be given for every member to try and give his or her ideas freely. The supervisor is expected to consider various factors while doing his/her activities.

2.1.4. Supervision is attitudinal

To create favourable environment, supervisor is expected not only to give advice but also accept comments from teachers. He/she is expected to be responsible and ready to accept change.

2.1.5. Supervision is evaluative and planned activity

Supervision should be based on plan. Supervisors are expected to gather data from students, teachers, parents, school administrators and parents to get information and should observe situations in the school (MOE, 1994).

2.2 Types of Supervision

Many Educationists are much concerned with the types of supervision that can improve teaching and learning in schools. According to Neagley and Evans (2000) there are two types of supervision. This includes internal and external supervision.

- **Internal supervision** is that type of supervision that is carried out by school based instructional supervision within the Schools.
- **External supervision** is also refers to supervision that comes from the local, district, regional and national offices.

Musaazi (2007) pointed out that internal supervision is a situation where the head teacher ensures that institutional process is improved. External supervisors play very significant role in school administration. Prominent among them are the Supervisors and district inspectors' team from the district education office. External supervision is therefore the supervision which comes from outside, notably from the district education office, regional or national office. Brief visit is where the officer focuses on one or two aspects of the school, for example, a visit to check on levies collected or punctuality of teachers. Familiarization visit is where a newly appointed officer visits schools within the circuit to get acquainted with the staff, pupils and the various communities. Writing on External Supervision, Mrickel (2004) pointed out that the duties of the external supervisor include making the work of teachers more effective through such things as improved working conditions, better materials for instruction, improved methods of teaching, preparation of courses of study, supervision of instructions through direct interaction with the classroom teacher.

Fishire and Monie (2006) talk about laissez-faire supervision where teachers are allowed to do what they like with little direction and coercive supervision, which involves a situation where a teacher is observed teaching and after teaching his errors are pointed out to him. They also talk about coercive supervision where teachers are visited by the principal for an observation period; after the observation of the lesson, there is a conference between the teacher and the principal and the principal assists the teacher to review the lesson pointing out the strengths and weakness of the lesson.

2.3 Beliefs of Supervision

Writing on beliefs of supervision, Glickman, Gordon and Jovita (1995) identified most supervisors as former teachers. To them, the supervisor's view about learning, knowledge and the teacher's roles in the classroom influences their views on supervision.

The supervisor's work and that of the teachers are intertwined. Teachers will want to improve children's achievement, behaviour and attitude. In a similar vein, supervisor's main aim is to ensure that children learn well, acquire good attitudes and are well disciplined.

Glickman (2004) maintained that the purpose of supervision is to engage teachers in mutual inquiry aimed at the improvement of instruction. The supervisor and the teacher should share perception of instructional problem, exchange suggestions for solving those problems and design an improvement plan. According to Jan White, supervisors and teachers should share the responsibility for instructional improvement.

Glickman (2004) quote Reynolds as saying that the purpose of supervision is to monitor teachers to determine if their instruction includes the element of effective instruction. If those elements are observed, the supervisor should provide positive reinforcement to assume that they continue to be included in the teacher's lessons.

Reynolds believes that if a teacher is not using or is incorrectly using the elements of effective instruction the supervisor has a responsibility to provide remedial assistance by explaining and demonstrating correct instructional behaviours, setting standards of improvement efforts. In short the supervisor should have primary responsibility for instructional improvement decisions.

According to Shawn More as cited by Glickman et al (2004) supervision should be to foster teacher reflection and autonomy and to facilitate teacher driven instructional improvement.

The supervisor should be concerned with the teacher's self-concept and personal development as well as the teacher's performance. It is critical for the supervisor to establish a relationship with the teacher and should take the form of openness, trust and acceptance.

Shawn More maintains that the supervisor should allow the teacher to identify instructional problems, improvement plans and criteria for success. The supervisor can assist the teacher's self-directed improvement through active listening, clarifying, encouraging and reflecting. Thus, the teacher should have primary decisions with the supervisor serving as an active facilitator. In summation therefore, it is important to reiterate that the supervisor's beliefs should aim at establishing and controlling the teaching and learning process in schools in order to improve pupils and teachers performance.

2.4 How Teachers View Supervision

Supervision of instruction conjures evil images in the minds of many teachers. They view supervision as poorly implemented means to weed out the poor teachers from the good without being able to differentiate between them. They see it as a subjective threat to their welfare. That is something totally divorced from the concept of growth and professional development (Dzinyela 2004). In a study of supervision and teacher satisfaction, Fraser (2002) stated that "the improvement of the teaching learning process was dependent upon teacher attitudes toward supervision". The writer noted that unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory practice will not bring the desired effect.

According to Eye (1975) supervision has a history of "subservience to administrative convenience which causes teachers to view supervisors as system executioners". He maintains that historically, supervision has meant evaluation. In the past supervision was inspection oriented with emphasis on efficiency, control, and clear subordinate super-ordinate relationship and in evaluation. Teachers' perception of instructional supervision can positively or negatively affect the quality of education. Teachers differ in their preferences and choices of supervisory approaches Beach & Reinhartz (2000). Though there are some teachers who would like to work alone without additional support, there are other teachers, who would appreciate comments about their teaching from their colleagues, supervisors, or school administrators Augustyn (2001). Teachers equate supervision with evaluation, particularly when the criteria for evaluation have been vague, nebulous or unknown. The question people

post is should supervision be synonymous with evaluation (Dzinyela 2004) Supervision of instruction involves “motivating the teacher to explore new instructional strategies”. The teacher must be made aware of the educational goals and standards to be implemented. The observer must be objective during the observation process and maintain confidentiality. It is also important for the observer to provide positive feedback and appropriate resources for the teacher to utilize. Classroom observation or supervision is seen as a way of gathering information for appraisal purposes. In this way, classroom supervision also improves the quality of children’s education by improving the teacher’s effectiveness.

2.5 Functions of Supervision,

For supervision to be successful it must be used to maintain the quality of instruction. That is, it must help bring innovations in teaching methods. To be meaningful in achieving this objective, supervision must take into accounts the following functions.

Staffing function is the most effective means by which qualified or competent teachers are employed. Through proper supervision those who have and use the real professional gift of teaching will be unearthed. The staffing function also deals with recruitment, selection, placement and activities related to conditions of employment as well as fringe benefits. It also deals with further training, retraining, promotion, demotion, transfer, dismissal and rewards. Supervision seeks to help with auditing of staff. Supervision also has motivation and stimulation functions that are unequivocal. Even well qualified teachers who are effective and efficient somewhere along the way deteriorate and lose some of their effectiveness either through professional frustration and underutilization, or because of inept administration practices. Supervision therefore helps to remove such bottlenecks to ineffective teaching, and at the same time provides stimulus for creative work.

Hence, the motivation functions is concerned with providing a challenging environment to professional leadership, job satisfaction and more teacher participation in formulating policies which will positively impact on teachers own task performance. Since the motivation function is a subtle one and its identification requires skill and understanding on the part of the supervisor, supervision must be carried out in such a way as to help the teacher to realize his professional capabilities, so that the desired creativity can flourish Dzinyela (2004)

Supervision helps in curriculum development. Other factors being equal, the best teaching will occur where good school programs have been developed. Even when the curriculum is

constructed and imposed by the central authority, many adaptations for a local school or school system are permissible or desirable. Another function of supervision is consultation function. Since teachers must be treated as professionals who have code of ethics, for specialized education and a desire to be self-directing, the consultation function of supervision seeks to help with their continuous professional development. Actually, this function includes all those activities ordinarily designed as in-service education. As the supervisor goes to the field and notices a weakness in the teacher he may sit him down and do one of the following; Recommend a book, a magazine, a journal or a newspaper clip that addresses that felt need of the teacher, again an in-service course may be organized for the teacher, aimed at solving a specific problem. The teacher may be encouraged for a higher study or attend subject grouping seminar etc. or read materials connected to his profession.

Supervision exposes leadership competency in the supervisor and gives him the platform to help promote teaching and learning. When teachers are attracted to their defensive attitude, they co-operate willingly and this exposes the supervisor as contributing to the development of the profession.

2.6 Characteristics of Modern Supervision

Professional literature is full of the theory of modern supervision. Expression such as “democratic”, “team effort”, “group productiveness” and “healthy rapport” have been lavishly used to show the distinction between modern supervision and classical or traditional supervision.

Goldhammer, Anderson and Krajewski (2001) were of the view that all decisions of any importance in the modern school system should involve the entire staff, and each professional staff must feel that he is a part of the team. The writers in their books have considered the principles of group dynamics and democracy as paramount in modern supervision.

The establishment and maintenance of satisfactory human relations among all staff members is primary. The ultimate worth of each individual must be basic in the philosophy of a school system and its administrators. Any supervisory programs will succeed only to the extent that each person involved is considered as a human being with a unique contribution to make in the educative process. Relationships among all personnel must be friendly, open, and informal to a great extent. Mutual trust and respect are essential and the person in the supervisory role must set the tone.

Modern supervision is democratic, in the most enlightened sense. 'Democracy' does not mean 'laissez-faire', with each staff member proceeding as he pleases. Rather, the term implies a dynamic, understanding, and sensitive leadership role. Throughout the history of democratic institutions the importance of the leader is emphasized. On a school staff, different individuals may assume leadership at various times, but real, affirmative guidance is continually needed to focus attention on the improvement of instruction and to involve actively all concerned persons. A healthy rapport should exist among staff members in an atmosphere of give and take, which is conducive to objective consideration of the educational theories and problems of the day and of the school. A co-operative and creative approach to topics of joint concern is basic. Ideally, no personality, including the administrator or supervisor, dominates the group, but the considered judgments of all are felt to be rightful veto power or cast the deciding vote. However, most decisions should be made by consensus after thorough research and adequate discussion in the area under study.

Too many voting situations may result in division of the staff, particularly if some persons find themselves in the minority on several successive occasions Neagly and Evans (1990) Individuals should be included in basic policy planning, in studies of the instructional program, and in all fundamental changes, which affect them or their position directly. This does not mean that everyone must or should be involved in every decision. The person in the supervisory position has the responsibility for deciding when individuals should be consulted. This is one of the most difficult tasks and points out the need for real stature in personal leadership. When people are involved, then, there must be evidence that their creative participation is eagerly sought and that their contributions to the group decision are significant. There is absolutely no place in democratic supervision for "window dressing" or autocratic administrative action based on token staff consultation Neagly and Evans (1970) In sum, as indicated by Neagly and Evans (1970) democracy in supervision means active, co-operative involvement of all staff members in aspects of the instructional program which concern them, under the leadership of a well-informed, capable, and discerning administrator or supervisor who believes in the primacy of positive human relationships.

According to Dzinyela (2004) modern supervision is comprehensive in scope. As indicated earlier, it embraces the total public school program, kindergarten through the primary or Junior Secondary. The curriculum is, or should be in developing ongoing process involving the child from kindergarten enrolment through the primary school to the Junior Secondary School. Nakpodia (2006) asserts that instructional supervision in the modern era centres on

the improvement of the teaching learning situation for the benefits of both the teachers and learners, helps in the identification of areas of strength and weaknesses of teachers, follow-up activities that should be directed at the improvement of identified areas of teachers' weaknesses and give recognition to the teachers and create a cordial working atmosphere based on good human relations. Moreover, it helps the teachers in terms of self-discovery particularly in the areas of improvisation and use of modern teaching aids as a basis for improving teaching strategies. Fullan (2006) have underscored the critical importance of supervision role in high quality instruction and its systematic delivery as most necessary in order to ensure continuous improvement and ongoing academic success.

2.7 Qualities of a Supervisor

A supervisor in his own capacity is regarded as an instructional leader. He is expected to perform functions and to fulfil the expectations, aspirations, needs and demands of the society in which he operates. The implementation of supervision requires personnel of high educational leadership.

Supervisor should be equipped with skills and knowledge to be able to carry out his duties with ease. Neagley and Evans (1998) have identified the following qualities of a supervisor.

In the first place, the modern supervisor must have the personal attributes of a good teacher. He needs to be intelligent, demonstrate a broad grasp of the educational process in society, good personality and great skills in human relations. He must demonstrate love, interest for children and their learning problems. The supervisor needs to show a working understanding of the team concept in democratic supervision.

In addition to these, the supervisor must be willing to subordinate his own personal ideas to the combine judgment of the team at times. He must possess the ability and fortitude to hold to his convictions. A good supervisor should always be guided by the findings of educational research and should have enough time for good opinion in-group discussion and individual conference. Moreover, the supervisor cannot possibly be expert in all the fields which he coordinates. His knowledge should include the use of resource materials in the school, supervision and improvement of instruction.

He may be a specialist in certain disciplines but he has to be generalist in his approach to total school program. In short, Neagley and Evans (1970) maintained that the modern supervisor

must be capable, well trained in education and psychology, expert in the democratic group process. He recognizes his role as a leader and co-operatively involves his fellow administrators and teachers in all major decisions affecting them and the teaching-learning situation.

According to Wiles (1967) supervision involves providing effective leadership within the staff. To do this, he should seek constantly to improve his sensitivity to his estimates of group opinion on important issues to become more co-operative in his working relationships and to seek to establish higher goals for him and to interact more frequently with those in the group with which he works. A good supervisor should be patient, understanding and needs to relate very well with people. With these in mind, the supervisor is likely to achieve his objectives.

2.8 Role of the Supervisor

The role of educational supervisors is practically different from some other organizations in its contextual service delivery, but is not at all clear from locality to locality and from state to state. Even with in localities, supervisory roles are often poorly delineated. The titles of supervisors are almost as varied as their roles. Depending on the area of supervision one wishes to emphasize, the responsibilities of a supervisor are varied and multi-faceted. A supervisor works on human relations, curriculum decisions, instructional strategies, staff development and orientations, budget concerns, assessment and evaluation. Wiles and Bondi 2000 affirm thus: “We see supervision in schools as a general leadership function that coordinates and manages those activities concerned with learning.” Hence supervisors must have vision and willingness to help changes take place in the schools entrusted under their professional watchful care.

As to the Federal Ministry of Education supervisors professional competency standard draft guideline (December, 2012), School supervisors are responsible for ensuring that decisions about curriculum, instructional strategies, assessment, and professional development are based on sound research, best practices, appropriate data, and other contextual information. They should confirm that observations and collaborations are used to design meaningful and effective experiences that improve student achievement. School supervisors (instructional leaders) must also capitalize on diversity to create a school culture that promotes respect and success for all students. They must be able to identify, clarify and address barriers to student learning and communicate the importance of developing learning strategies for diverse

populations. They must be learners who model and encourage lifelong learning, too. Besides, they are expected to establish a culture of higher expectations for themselves and other school community members. (Ministry of Education, Draft supervisors' standard Guideline, 2012). They are expected to create and facilitate communications between schools and Woreda an Asiedu Akrofi (1978) stated that, the supervisor's role is to work co-operatively with the teachers to create favourable circumstances for learning in schools. According to Asiedu-Akrofi, the supervisor did the following:

Looks for a teacher's hidden talent and encourages it to come out. Establishes good rapport between his co-workers since that will ensure the smooth running of the school. Provides leadership amongst teachers that is the supervisor's skills and experiences should readily be placed at the service of teachers, has great respect for a teacher's initiative, experimentation and sense of creativity. Thus, the circumstances under which every teacher's action takes place in the classrooms needs clear understanding before any relevant advice can be given by the supervisor. Neagley and Evans (1970) suggest the following as some of the supervisory activities that a supervisor should concern himself with: Individual teacher conference, goal of strengthening instruction to improve student achievement (Glickman, 2000 and Zepeda, 2007).

2.8.1. Supervision within the school

Schools are the place where instructional activities are carried on. Haillessie (2007) mentioned the schools are the mission centres where the actual teaching-Learning takes place. So making supervision a continuous responsibility at this level is crucial. Therefore, enabling schools to provide supervisors from within themselves should be given great value. In schools the major school based supervisors are directors, deputy directors, department heads (chairmen) and senior teachers.

2.8.2. The role of school director in supervision

Ebrham (1997) quoting Blasé and mentioned that the principal is the first line personnel who is in charge of the educational activities of the school. His major duty is to provide an open friendly and supportive atmosphere as to transmit knowledge skills and attitudes to the learners in a more likely manner. As instructional leaders according to Ministry of Education (1987) the supervisory roles are creating conducive environment to facilitate supervisory activities in the school by organizing all necessary resources i.e. classroom materials,

technology and teachers for instruction, Giving professional assistance and guidance to teachers and supervise classes when necessary, Coordinating evaluation of the teaching learning process and the outcome through the initiation of active participation of the staff members and the local community at large, Coordinating Staff members of the school and other professional educators to review and strengthen supervisory activities and Causing the improve and strengthen such relation.

2.8.3. Role of the school deputy director in supervision

Giving over all instructional leadership to staff members and evaluating lesson plans of teachers and conducting classroom supervision to ensure the application of the lesson plan and Ensuring the curriculum of the school addresses the needs of the local community.

2.8.4. The Roles of Department Heads in Supervision

Because of their accumulated knowledge, skills and abilities in the particular subject as well as in the overall educational system acquired through long services / experience; the department heads have the competence to supervise educational activities. Therefore, the supervisory functions to be undertaken by the department heads are: regularly identify any instructional limitations of teachers in the classrooms and indicate solutions; identify the lack of abilities to manage students in the classroom during teaching learning in the respective departments; identify the student evaluation skill gaps of teachers; facilitate the availability of instructional materials and encourage teachers to use it appropriately; encouraging teachers to conduct action research so as to improve and develop subjects they teach and methods of teaching such subjects; advice teachers to use active learning in the classroom; facilitate experience sharing programs; coordinating evaluation to the department curriculum and organize 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 problems (MoE,2002).

2.8.5. The Roles of Senior Teachers in Supervision

According to the career structure developed by (MoE, 2002) on the basis of Ethiopian education and training policy, high-ranking teacher, associate head teacher and head teacher are considered as senior teachers. Thus, such teachers because of their accumulated

experience in specific subject area/areas are well positioned to supervise other teachers within their department.

Challenges in School-Based Supervision Practice

There are several potential difficulties that imbed the effectiveness of school based supervision. These include various skills (conceptual, technical and humanistic) obstacles related staff moral staff turn-over and staff diversity (Caruso and Faweet, 1986). Staff moral refers to the moral supervisor towards the job: when the moral of the supervisor is high, they are motivated to excitedly in an innovation and growth oriented work. Conversely, when the morale is low, they do their work in a hopeless and routine fashion. Staff turn-over may lead to lack of continuity in different supervisory program which in turn exposes supervisory to the task of continually orienting and training new personnel. More the staff is diversified in age, culture, language the more challenging will be the process of supervisory communications. In line with this court line contend that, “No supervisory can succeed in the improvement of instruction where the teaching staff is in different, where there is antagonisms to supervision” (Fekadu, 1992).

2.9 Techniques of Instructional Supervision

Supervisors/ Principals struggle to sort out those aspects of schooling that need to be kept more or less uniform and those aspects that call for diversity and supervisors should match appropriate supervisory approaches to teachers’ level of development needs. Accordingly, authors in the field proposed that every school could develop five approaches of supervision which provide every teacher the opportunity to play their roles and functions. These are:

2.9.1. Clinical Supervision

Clinical supervision is a method of applying clinical procedure in to improvement of teaching. The supervisors try to help willing teachers to improve their deficiencies in teaching by first identifying the problem jointly and then seeking for possible solutions. Haileselassie (1997), quoted clinical supervision refers to face to- face contact with the supervisor and the teacher intent of improving instructions an increasing professional growth. The supervisor takes its principal data from the events of the classroom. The analysis of this data and the relationship between teacher and supervisor from the program, procedures and strategies designed to

improve the students learning and improving the teacher's classroom behaviour. Sergiovanni (1998:225) expresses clinical supervision as follows:

The purpose of clinical supervision is to help teachers to modify the existing patterns of teaching in ways that make sense to them. Evaluation is, therefore, responsive to needs and services of the teacher. It is the teacher who decides the course of a clinical supervisory cycle, the issues to be discussed and for what purpose. The supervisor's job, therefore, is to help the teacher select goals to be improved and teaching issues to be illustrated and to understand better her or his practice. This emphasis on understanding provides the avenue by which more technical assistance can give to the teacher; thus, clinical supervision involves, as well, the systematic analysis of classroom events.

Clinical supervision as a process for developing responsible teachers who were able to evaluate their own instruction, who were willing to accept criticism and use it for change, and who knew where they were headed in their own professional growth. According to, (Beach and Reinhartz, 2000) indicated "if schools are to improve the quality of instruction, it will be at the local building with the teacher at the heart of the improvement process (productivity through people)". Scholars in the field have differences on the procedures of classroom instructional observation, but all follow the same basic pattern except the differences in naming the process or steps. Hapikins (1994:56) organized classroom observation in to planning conference, classroom observation and feedback conference. According to, (Goldhammer, 1969) proposed the following five-stage process in clinical supervision.

A. Pre-observation Conference

Accordingly the pre-observation conference (behaviour system) provides an opportunity for the supervisor and the teacher to establish relationship mutual trust and respect. The teacher and supervisions get to know each other as fellow professionals. So that it is essential to the establishment of the foundation for the observation and analysis of teaching. This approach is most suitable because the expertise, confidence, and credibility of the supervisor clearly outweigh information, experience, and capabilities as cited by (Glickman *et .al*, 1998). To sum up, the main objective of pre observation conference should focus on establishing teacher's acceptance and agreement. To this end, teachers together with their supervisors have much opportunity in discussing and deciding on the purpose, criteria, frequency, procedures, instruments and follow up activities prior to the actual classroom observation.

B. Classroom Observation

In this stage the supervisors observes the teacher at work during formal lesson. Observation creates opportunities for the supervisor to help her/his test reality, the reality of his/her own perceptions and judgments about teaching. To this end, Acheson and Gall (1997) agree that the selection of an observation instrument will help sharpen the teacher's thinking about instruction. Indeed Goldhammer (1980) proposes, "If supervisors were to spend more of their energy in the classroom visits followed by helpful conference, we believe that teacher would probably have more friendly attitudes toward supervision". There is no other equally important choice than classroom visits for the betterment of instructions. Classroom observation is a valuable means to obtain first hand information and experience of the classroom atmosphere.

C. Analysis of the Observations

As soon as the observation conducted, the supervisor organizes his observation data into clear discipline for feedback to the teacher. Collect, analyze, and present data gathered during classroom observations for post observation conferences, with the goal of strengthening instruction to improve student achievement (Glickman, 2000 and Zepeda, 2007).

D. Post-observation Conference

In this stage the major purpose of supervisor is to give feedback to the teacher about his/her performance. Research demonstrates that teachers are likely to change their instructional behaviours on their own after their classroom has been described to them by a supervisor. Whether or not any positive change occurs depends on the quality of feedback that is provided.

E. Post-conference Analysis

The final phase in the clinical model is an evaluation of the process and outcome. It is a means of self improvement for the supervisor. It is the time when the supervisor assesses the nature of communication during conference, the effectiveness of the strategies used, the role of the teacher during the conference and the extent to which progress was made on the issue that were discussed. In supporting this stage, the supervisor must see his role as trying to help teachers achieve purpose in more effective and efficient way. Many of instructional supervisors do not use this as a means of inputs for themselves for the next stage of clinical

supervision and did not evaluate the all processes that have been conducted before. So, from the researchers' point of view, supervisors should tip out the main gaps from what have been observed and conduct further study on the improvement of specified gaps. In this case, it is possible to argue that clinical supervision is a supervisory approach which helps to improve the professional practice of teachers so that they can meet the professional standards set by the school community.

2.9.2. Collegial Supervision

Several authors in the field of supervision propose collegial processes as options for supervision of teachers (Sergiovanni and Starratt, 1998). They describes cooperative professional development as a process of fostering teacher growth through systematic collaboration with peers and includes a variety of approaches such as professional dialogue, curriculum development, peer observations and feedback, and action research projects. Supervisors help to coordinate the collegial teams and monitor the process and goal attainment. Other terms that describe forms of collegial supervision include mentoring, cognitive coaching, and peer coaching. In this option supervisor's role is that of active participation in working with the teacher. It can start with the lesson planning phase and goes through the whole process of teaching learning process. The supervisor and the teacher can engage in a sort of action research whereby they pose a hypothesis experiment and implement strategies towards reasoned solutions. Gebhard, quoting Cogan, states that teaching in mostly a problem- solving process that requires a sharing of ideas between the teacher and the supervisor.

2.9.3. Informal Supervision

Informal supervision is comprised of causal encounters that occur between supervisors and teachers and is characterized by frequent informal visits to teacher's classroom; conversation with teachers about their work and other informal activities. Typically no appointments are made and classroom visits are not announced. In selecting additional options, supervisors should accommodate teacher preferences and honour them in nearly every case (Sergiovanni and Starratt, 2002)

2.9.4. Self- Directive Supervision

Self-directed supervision is another current model of supervision (Sergiovanni and Starratt, 1993). In this approach, teachers set goals for their own professional development and present

a plan for achieving these goals to a supervisor. At the end of a specified period of time, the teacher and supervisor conference to review data that represents the teacher's work toward the goal and reflect upon what was learned before setting a new set of goals. Others refer to this as goal-setting or performance-objectives models. This model describes idea of helping the teacher is seen as one that makes the supervisor as a "Know- all and the supervisee as a seeker of help". Other researcher, Fanselow (1990) started by exploring a more reasoned method of benefiting a teacher in training. He proposes that teachers should try to see teaching differently by observing others teach or discussing their own teaching with others.

Thus concludes that whereas the usual aim of observation and supervision is to help or evaluate the person being seen, the aim the author prose is self exploration, seeing one's own teaching differently, observing others or ourselves to see teaching differently is not the same as being told what to do by others. Observing to explore is a process; observing to help or evaluate is providing a product.

2.9.5. Inquiry Based Supervision

It is a supervisory strategy, which brings teachers to work collaboratively to solve problems as in the form of action research. Therefore, the teacher is expected to work closely with the inbuilt supervisory in identifying problems and developing a strategy for its solution and in sharing the findings and conclusions. Emphasizing this Loeper (1996) point out that "supervision and action research are the indispensable guardians of teachers growth". Hence, it is suggested that if supervision is to help solve instructional problems, and improve the teachers' professional skill in dealing with these problems-inquiry-based supervision is a preferable approach to employ together with the other approaches of supervision.

Prospects of Instructional Supervision

A more humanistic explanation of supervision was given by (Beach and Reinhartz, 2000) in which instructional supervision needed to be viewed as a process that centres on instruction and provides teachers with feedback on their teaching so as to strengthen instructional skills to improve performance. Thus, the purpose of instructional supervision is to focus on teachers' instructional improvement which, in turn, improves student academic achievement.

2.10 Approaches to Educational Supervision

Authors in the field identified **six** approaches for educational supervision. These are Directive supervision, Alternative supervision, Collaborative supervision, Nondirective supervision, Self-help-explorative and Creative supervision (MOE, 1994). These models are discussed as follows:

2.10.1. Directive supervision:

The supervisor shows the 'best' teaching methodology for the teacher and then evaluate whether or not the teacher used this methodology in the class room. The drawbacks of this model are, there is no evidence that the indicated methodology is best or not; teachers remain inactive; and teachers lack self-confidence.

2.10.2. Alternative supervision:

The supervisor conducts class observation. After class observation, the supervisor shows other alternatives for the teacher, considering the method use by the teacher as one alternative. Thus, the supervisor do not enforce the teacher to follow one best method, rather he/she motivate the teacher to consider other alternatives (MOE, 1994).

2.10.3. Collaborative supervision:

Both the teacher and the supervisor actively participate and discusses together to solve the problem in the teaching learning process. In this approach, the willingness of the teacher to work together with the supervisor is very important.

2.10.4. Non-directive supervision:

The supervisor is expected to listen and respect the opinion of the teacher. The supervisor should explain ideas for the teacher and seek reasonable justification from the teacher. This model helps avoid self defending by teachers. While using this method for in experienced teachers, care should be taken.

2.10.5. Self-help-explorative supervision:

The teacher and supervisor continuously work together, until the supervisor believes that the teacher achieved the intended objective. This approach tries to narrow the gap between the supervisor and the teacher.

2.10.6. The Creative supervision approach:

It believes in creativeness and use of various supervision methods. This can be achieved by integrating various supervisory approaches; not limiting supervisory activities for one individual (supervisor); and using methods that are effective in other fields (MOE, 1994).

2.11. Principles governing the Operation of Supervision

According to Mankoe (2002) there are many principles, which a supervisor needs to consider before conducting effective supervision. These principles include the following.

- ☞ Good supervision should project the following Supervision should be sensitive to ultimate aims, values and policies of education. Supervision should be sensitive to facts and laws, experimental attitude, constant re-evaluation of aims and values, policies, materials and methods of teaching.
- ☞ Supervision should be democratic .This means that supervision should provide opportunity for the co-operative formulation of policies and plans; contribution from all, it should also stimulate initiative, self-reliance and individual responsibility on the part of all persons in the discharge of their duties. Moreover, supervision should respect personality and individual differences between personalities, and seek to provide opportunities for the expressions of each unique personality. More importantly, it should be based on the assumption that educational workers are capable of growth. It should accept idiosyncrasies, reluctance to co-operate antagonism as human characteristic, just as it accepts reasonableness, co-operation, and energetic activity.
- ☞ Good supervision should employ scientific methods and attitudes in so far as those methods and attitudes are applicable to the dynamic social processes of education, should utilize and adapt to specific findings concerning the learner, the learning process, the nature and development of personality, and co-operate from time to time in pure research. Supervision should also employ the processes of problem solving techniques in studying, improving and evaluating its products and processes. Whatever technique supervision may employ, it should constantly derive and use data and conclusion, which are more objective, more precise, more sufficient, more impartial, more expertly secured and systematically organized and it also proceeds by means of an orderly co-operatively planned and executed series of activities. Supervision is becoming professional. i.e. it is increasingly seeking to evaluate its personnel, procedures and results, and it is moving

toward standards and toward self- supervision (Sergioranni & Sarratt 1988).Furthermore, administration and supervision are co-ordinate, corrective and complementary.

2.12 Practice of Educational Supervision in Ethiopia

Education inspection was introduced into the educational system in Ethiopia about 35 years after the introduction of modern (western) type of education into the country. Although, available sources do not agree on a specific year, there is evidence to believe that school inspection was for the first time introduced in the early thirtieth Haileselassie (2007)

Hence, supervision has been practiced in this country for long periods. However, its development was not quite sound. Besides, it seemed simply changing the terms supervision and inspection. With this in mind, the history of educational supervision has been passed through four periods. The development of educational supervision in different periods in Ethiopian context as indicated by Haileselassie (2007)

- ☞ The First Period (1942-1962) Administrative Inspection Direct inspection through visits. Collect and compile statistical data on number of students and teachers, number of classroom and class size and finally produce reports to be submitted to the Ministry of Education. Curriculum related tasks:
 - ☞ Allocation of suitable textbooks; preparing and developing curricula for all grades. Staff recruitment: conducting rigorous examinations and interviews to recruit teachers.
- ☞ The second period (1963-1981) Instructional Supervision The major preoccupation of supervision had been administrative activities such as teachers' placements and transfers, managing and coordinating national examination; assisting education officers at various levels.
- ☞ The third period (1982-1995) Administrative Inspection (re instituted) Staff development through in-service training, establishment and strengthening of model schools and planning instructions were put as duties of inspectors. Inspectors' was focused on administrative, financial, property and utility management. Professional help were more neglected and attention was given to administrative activities.
- ☞ The fourth period (1994 to date) Democratic Educational Leadership It is an educational program on supervision and an important aspect of educational management which envisaged as democratic educational leadership. It seeks the participation of all concerned bodies in all spheres of the educational establishment in terms of decision-making,

planning and development of objectives and teaching strategies in an effort to serve the beneficiaries" (students) through the continues improvement of the teaching-learning process.

2.13 Instructional Supervisory Skills

Like other professionals, instructional supervisor should apply some required skills in their field of work i.e. in the supervisory activities. As stated from different literatures, (Glickman, 2004) educational supervision requires necessary professional skills in helping and guiding teachers as ultimate end to increase opportunity and the capacity of schools to contribute more effectively students' academic success. Thus, according to them, the important skills that the educational supervisors should posses are:

2.13.1. Human Relation (Interpersonal) Skills

These skills consist of the ability to understand the feeling of others and interact with them positively for harmonious and peaceful environment of the working area. Attention has to be given for such skills, because it results success if good relation of supervisor and teachers achieved and causes failure if bad relation is attained (cited in Million, 2010). From supervisor position, he further argued that it is in humanistic relations that the supervisor plays a Kay role in initiating people to work effectively and efficiently together. The supervisor as a leader must have a strong interest in and concern for the human welfare who work in the organization. For this reason, supervisor ought to have an understanding of the principles of humanism that best sweet them in day-to –day relationship with teachers. As, Dull cited in (Gashaw, 2008) visualize humanism as "being genuine, caring, accepting, and empathetic and trusting unselfishly committed to giving time energy, and talents to helping others". Thus, supervisors need to establish a worm, congenial, human relationship with teachers and seeks to develop a social and educational climate that fosters excellence in all aspects of the school program. On the other hand developing educational and social climate only would not strengthen teachers-supervisors intimacy. Hence, supervisors have to leader for teachers' voice and give appropriate recognition. For this reason, teachers' performance will be enhanced.

2.13.2. Conceptual Skills :

A conceptual skill involves the formulation of ideas, understand abstract relationship, develop ideas, and problem solving creativity. Meaning a supervisor has to be a resource person (Allen, 1998). He has to have conception as such on policies proclamations and guidelines those different activities to be led. He/ she have to be a creative person to perform the task effectively and tackle problems to facilitate situations. Thus, supervisors in this respect need to have conceptual skills for effective practices of supervision. As, Betts cited in (Gashaw, 2008) “A supervisor needs reasonableness, judgment, and acute mind with plenty of common sense quick witted, able to distinguish between major and minor problems, apportioning sufficient item to deal with each problem and understand clearly the many and varied written and spoken instructions and be able to pass on information clearly to a number of different types of subordinates”. According to Ayalew Shibeshi (1999) this skill relates to the ability to integrate and coordinate the organizations activities. It concerns the ability to see the “total picture” how different parts of the organization fit together and depend on each other, and how acting in one part of the organization can influence a change in another part.

2.13.3. Technical Skills

This skill consist of understanding and being able to perform effectively the specific process, practices, or techniques required of specific jobs in an organization. Thus, as Mosley cited in (Gashaw, 2008) the supervisors need to have enough of these skills to perceive that their day-to-day operations are performing effectively i.e; this skill involves processes or technical knowledge and proficiency of a specific area. In the context of education, technical skill refers to know and understand how the process and techniques which enables teachers to perform a given task during the teaching-learning process. For this reason, instructional supervisors need to have competence regarding technical skills. In this way Chandan cited in (Gashaw, 2008) this skill is “a skill basically involved the use of knowledge, methods, and technique in performing a job effectively”. So the supervisors can play the role of instructional leadership in promoting teacher development and building professional community among teachers that leads them to effective school workers”. Having this in mind, other scholars emphasized this idea, (Glickman, 2004) with identifying three types of technical skills required for effective supervisory performances.

2.13.4. Assessing and planning skills:

Assessing involves determining where the supervisor and his/her staff have been and where currently they are. Whereas, planning involves deciding where the supervisor i.e., his/ her staff want to reach the final destination. In doing so, assessing and planning skills are very crucial to supervisor in setting goals, activities for him/her as well as teachers.

2.13.5. Observing skills:

Observing seems simple that anyone with normal vision appears to be observing every moment his/her eyes are open. But, observation according to (Glickman, 2004) is two-part process that involves first describing what has been seen and then interpreting what it means. Since the goal of supervision is enhancing teachers' tough and commitment about improving the classroom and the school practice, observation should be used as base of information (Sargiovanni and Starratt, 2002). To sum up supervisors should have required observation skill competency that help them to measure what is happening in the classroom and instructional practice, to understand teachers' perception toward the practice and finally to judge as well as to infer those happenings and practices.

2.13.6. Research and evaluation skills:

As principal, one must critically question the success of the instructional programs and determine what changes need to occur. According to, (Glickman, 1990) cautions that decisions about instructional changes should be made from a base of comprehensive and credible data about students and that those affected most directly by instructional change i.e., teachers should be involved in defining, implementing and interpreting the research and evaluation agenda. A comprehensive evaluation can provide information regarding the success of instructional programs, but evaluation outcomes vary and it is important to recognize that the outcomes will determine which type of evaluation will be implemented. To this end, (Glickman, 1990) outlines the functions of three kinds of evaluations. The trustworthiness or implementation evaluation basically examines whether the program took place as planned; the product or outcome evaluation determines achievement of objectives; and the serendipitous evaluation examines unforeseen consequences. It is important to select instruments that will measure what it is that you want to assess, keeping in mind that decisions regarding instructional change should be made using multiple sources of data.

2.14 Problems of Instructional Supervision

According to, Bernard and Goodyear (1998) stated that a supervisor will not be able to carry out instructional evaluation effectively if he/she is not well qualified and trained in techniques of evaluation; a sound up date knowledge of the subject matter, a good organizing skill, and ready to accept teachers idea and interest. Scholars, Danielson and McGreal (2000) cited limited supervisors experience and a lack of skills as being problems in teacher supervision. He also reported that supervisors did not have enough training in providing constructive feedback while maintaining relationships. According to Cogan (1973), one of the most important factors that affect supervision effectiveness is the “un clarified, ambivalent relation of teachers to supervisors”. He goes on to say that “... teachers as a whole saw the supervisor’s job as to effectively bar himself from many areas of direct action with the teacher out of fear of arousing resentment and distrust”.

Summary of Review of Related Literature

The chapter focused on the concept of supervision and interrelated issues. A number of scholars have stated that supervision helps to promote effective teaching and learning. A number of researchers have also attempted to explain the concept as actions taken to improve instructional objectives and improve conditions that promote learning and assessment Instructional supervision is concerned with a lot of things: the curriculum materials of instruction, facilities and equipment, assistance of all educators in the school to make better instructional decisions. From the literature reviewed it is supervisee. There are several challenges that affect supervision in schools. Some of the challenges are: Teachers Perception of Instructional Supervision, Lack of Adequate training, Lack of continuous support and teacher-Supervisory Relationship. To minimize factors that affect supervisory practice, instructional supervisor should apply the required skills in their field of work i.e. Human relation skill, conceptual skill, Assessing, planning, observing, research and evaluation skills. They also well to communicate with teachers about the objective of instructional supervision, continuous and sufficient training for supervisors to up -date their educational knowledge and skill and provide material inputs. In general, for effective teaching and learning, there should be continuous support, follow up and evaluation. The supervisor’s evaluation activity is exercised with the co-operation of teachers for the purpose of instructional improvement and to enhanced student learning.

CHAPTER THREE

Methodology and Design of the Study

Overview

In this chapter, the first section describes the research design, while the second describes the participant sampling and selection procedures. In the third part, the data collection instruments and administration procedures were described. The fourth section describes the methods of data analysis used in the study.

3.1. Design of the study

In this study the researcher used a mixed methods survey design, with both quantitative and qualitative data collection and analysis. The researcher used a survey design in this study because it sought the views of respondents about how they experience/perceive School based instructional supervisors' practices in their schools. Survey (descriptive) research mostly uses questionnaires (Creswell, 2003), but may use questionnaires, group discussion and interviews to gather information from groups of respondents about their opinions of some issue. The researcher used a concurrent mixed methods design in the current study. In a concurrent approach, two or more data collection instruments were administered within the same time frame. The researcher collected three forms of data (questionnaire, group dissection and interview) at the same time during the study, and then integrated these data into the interpretation of the overall results (Creswell, 2003).

Therefore, in order to identify and analyze the existing conditions of school based practice of instructional supervision, compare its existing condition with the reviewed research findings of the past and to draw a general conclusion of the study, the researcher is interested to use this research method of the study.

3.2. Source of Data

The source of data for this study were school teachers, school based instruction supervision committee members (senior teachers and department heads), school principals, vice principals and CRC supervisor and education office supervision coordinator in the sample elementary schools in the study area.

3.3. Sample and Sampling Techniques

The study was conducted in government elementary schools of Bishoftu town. According to the town education office, there are 18 government elementary schools in the town. Out of these 6 government elementary schools, 6 (33.33%) were selected using systematic random sampling technique, to include elementary schools with both cycles. After selecting the sample schools, school based instructional supervisors and teachers were identified. Consequently, from a total of 182 teaching staff of these sample schools, 91 (50%) was taken as sample by using stratified random sampling method to realize the characteristics difference in gender, work experience, qualification, and subject and grade level taught. Since the school principals and vice principals were responsible to exercise supervisory functions and facilitate the work of the other school based supervision committee members, all the school principals and vice principals of the sample schools were included in the study using availability sampling technique. Accordingly, 6 school principals and 6 vice principals are included in the study. In addition, 30 schools based supervision committee members (18 department heads and 12 senior teachers), 1 CRC-supervisor and 1 education office supervision coordinator were taken as a sample because all are important for the study. Totally, 135 respondents meaning 91 teachers, 30 school based supervision committee members (12 senior teachers, 18 department heads), 1 CRC-supervisor, 1 education office supervision coordinator, 6 principals and 6 vice principals were included in the study.

Table 1: population and sample size of respondents

N0	Type of respondents	Total population			Sample Size		Sampling technique
		M	F	T	Percentage	NO	
1	Teachers	142	40	182	50%	91	Stratified sampling
2	Senior teachers	8	4	12	13.20 %	12	Purposive sampling
3	Department Heads	15	3	18	100%	18	Availability
4	Vice principals	5	1	6	100 %	6	Availability
5	Principals	4	2	6	100 %	6	Availability
6	CRC-Supervisor	1	-	1	100 %	1	Availability
7	Education office supervision coordinator	1	-	1	100 %	1	Availability
Total		176	50	226	59.73 %	135	

3.4 Instruments and Procedure of Data Collection

Gathering necessary data for the study was done by using questionnaire, interviews and focus group discussions.

3.4.1. Questionnaires:

Questionnaire was used commonly to gather data for descriptive survey. In order to gather the appropriate information about current practice of school based instructional supervisions of the elementary schools, questionnaire was set for teachers in light of the literature reviewed. To omit languages barriers, all of the questionnaires were written in English and Amharic as the researcher believes that they could understand the questions more clearly without problems. Questionnaires were structured with closed and open ended type. Accordingly, thirtyfour (34) 5 point likert scale items were prepared for respondents, because it helps the researcher to know respondents' feeling. In addition, it helps the respondents to choose one option from the given scales that best aligns with their views. In addition to this, open-ended questionnaires were employed in order to give opportunity to express their feelings, perceptions, problems and intensions related to the school based supervision practice in the schools. The questionnaire has five parts to obtain necessary information about background information, practices of supervision, identification ability of limitation of teachers, benefits gained from the practice of school based instructional supervision, Beneficiaries view the practice of SBIS services and factors that affect school based supervisory practice.

In an attempt to get valid information for the study, draft instruments were checked by experts from the department of educational supervision in Bishoftu Education office. In accordance with suggestion from these experts, modification was made on the errors that were identified. This was followed by testing the instrument in the field. For testing, Bole elementary school was used. In the testing area, the researcher provided explanation about the objective of the study and how to respond the questionnaires for the respondents. 10 teachers, 6 school based supervision committee members were taken for responding the respective questionnaires in the testing area.

Finally, taking into account the suggestions from the respondents to the questionnaire focus group discussion and interview, further modifications were made. Thus, the instruments were found valuable to collect the data for the main study.

3.4.2. Interview:

The interview permits greater depth of response which was not possible through any other means. Thus, the purpose of the interview was collected more supplementary opinion, so as to stabilize the questionnaire response. With this in mind, interview was conducted with 1 CRC-supervisor, 1 education office supervision coordinator, 6 principals and 6 vice principals. Semi structure items were prepared for the above respondents. The reason behind the semi-structured interview items were the advantages of flexibility in which new questions could be forwarded during the interview based on the responses of the interviewee. The principals, CRC-Supervisor, education office supervision coordinator was selected for interview because, they were small in number and their position is important in describing the practice of school based instructional supervision in their school and their town . They know the strength or weakness, challenges and opportunities of each school communities.

Therefore, they can have detailed information about the current status of the supervisory practice of school based supervision and factors that hinder or enhance the practice in their school. This helps the researcher to get more and significant information.

3.4.3. Focus Group Discussions:

Focus group discussion were conducted with selected senior school teachers and department heads, i.e. 12 senior teachers and 18 department heads who are not participate with questionnaires to take the advantage of collecting variety of shared understanding from these interacting individuals. Participants were selected for the discussion because of the reasons that they are directly participate in the supervision process that takes place in schools. This helped the researcher to understand about the supervision practice from the situation. The focus group discussion was hold three times with three different groups; each has ten members. The combination was four senior teachers and six department heads from each sample school.

3.5 Methods of Data Analysis

Methods of Data Analysis On the basis and types of data gathered and the instrument used both quantitative and qualitative techniques of data analysis were employed. The data collected through close ended questionnaires, tallied and tabulated. The characteristics of respondents analyzed by using frequency and percentage where as the quantitative data were

analyzed by using percentages and mean scores with standard deviation. The scores of each item were statistically organized. The percentage, mean and standard deviation scores were used to interpret data gathered through questionnaire. The mean value of each item was interpreted as follows; the practices and challenges of instructional supervision with a mean value of $0 < 2.00 =$ strongly disagree, $2.00 < 3.00 =$ disagree, $3.00 < 4.00 =$ as undecided and $4.00 < 5.00 =$ as agree, $\geq 5 =$ strongly high implementation of the activities. The interpretations were made with the help of frequency, percentage, mean and standard deviation. For better analysis the 5 rank responses of the questionnaires were made to be categorized in to three scales (disagree = $2 < 3$, undecided = $3 < 4$, agree = $4 < 5$). Finally, the data collected through interview, focus group discussion and open ended questionnaires were presented and analyzed qualitatively by supplementing the data gathered through close ended questionnaires, and categorized and discussed in line with close ended questionnaires.

3.6. Ethical Consideration

The purpose of the study was explained to the participants and the researcher has asked their permission and informed that the information they provided was only for the study purpose. Accordingly, the researcher used the information from his participants only for the study purpose. Taking this reality in mind, any communication with the concerned bodies were accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. In addition, the researcher ensured confidentiality by making the participants unnamed.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with presentation, analysis and interpretation of the data gathered respondents through questionnaires, interviews and focus group discussion. Thus, the quantitative as well as qualitative analysis of data was incorporated in to this chapter. The qualitative part was supposed to be complementary to the quantitative analysis. Hence, the qualitative data includes the data gathered through focus group discussion and interviews.

The data was collected from total of (123) respondents. To this effect, a total of (91) copies of questionnaires were distributed to teachers, the return rates of the questionnaires were 91(100%), 30 school based supervision committee members (i.e 18 department heads, 12 senior teachers,) participate in the focus group discussion and 1 CRC supervisor, 1 education office supervision coordinator, 6 school principals and 6 vice principals were interviewed. The chapter consists of two major parts. The first section deals with the characteristics of the respondents, and the second section presents the analysis and interpretation of the main data.

4.1. Characteristics of the Respondents

Respondents were asked to indicate their background information. The details of the characteristics of the respondents are given in the table below.

Table 2: Characteristics of the Respondents

No	Description	Frequency	Percentage	
1	sex	male	59	64.8
		female	32	35.2
		Total	91	100%
2	Experience (in years)	1-5	27	27.5
		6-10	18	19.8
		11-15	20	21.9
		16-20	12	13.2
		Over 20	16	17.6
		Total	91	100
3	Qualifications	TTI	-	-
		Diploma	62	68.14
		Degree	29	31.86
		M.A/MSC/BED	-	-
		total	91	100
4	Work Title/Job/ Classification	Teachers	91	100
		Senior teachers	12	13.33
		Department heads	18	100
		principals	6	100
		Vice principals	6	100
		CRC-Supervisor	1	100
		Education .office supervision Coordinator	1	100
		Total	135	

NB: Senior teachers: refers teachers with work experience more than ten years

As shown in the Item 1, the majority of elementary school teachers, school based supervisors, CRC-supervisor and education office supervision coordinator are males that is, (68.15%) of teachers were males, and on the other hand (31.85%) were female, and from the (30) Participants in the FGD,23(76.67%) were male and only 7(23.33%) were females. This implies that the participation of both sexes found to be unproportional. The participation of female teachers in the sample elementary schools was low. In addition 10(71.42%) of the interviewees (the school principals and 1 CRC supervisor, 1 education office supervision

coordinator) and 23(76.66%) FGD participants were male. From the above information one can conclude that almost the female teachers were few on the instructional supervision position in the schools.

In item 2; the work experience distribution of the respondents shows 25(27.47%) of the teacher respondents had 1 to 5 years' experience. Whereas 18(19.78%) teacher respondents had 6 to 10 years experience. The remaining 52.74) teacher respondents had above 10 years' service. It could be possible to conclude that, the work experience of many teachers in the sample schools was above ten years.

In Item 3; regarding to the educational level of the respondents (68.13%) of teachers were diploma holders and (31.86%) of teachers were degree holders. In case of department heads and senior teachers (72.22%) were diploma holders and 27.77% of them were degree holders; from school principals, CRC supervisor and education office supervision coordinator 33.33 % of them were diploma holders while 66.66 % of them are degree holders. Moreover, Majority of teachers /dep't heads participate in FGD had first degree. From the information one can conclude that; they are found in proper position.

With respect to experience level of the interviewees, 88.89% of the principals, respond that they served as an elementary school teacher more than 5 years and 2 - 5 years as a school principal. In the document of MOE, it was stated that all principals vice principals and supervisors were selected from teachers and assigned through the direction of MOE (2004). Thus, this shows that majority of the principals were experienced as required to perform their responsibility effectively. Concerning the educational level of the interviewees, only 10 of them were first degree holders but others hold diploma and are on learning to upgrade. Here, on this basis one can observe that 4 principals were (below standard) not qualified enough to lead the schools (the standard were first degree) and support teachers instructionally in improving their professional competence and quality of education in elementary schools.

4.2. The actual practices of School based instructional Supervision.

Teachers were asked to indicate their level of agreement or disagreement on how the functions of school based instructional supervision is practiced in organized way to promote teachers professional competence for the betterment of students learning. The data collected in relation to the stated issue was shown in table 3 below.

Table 3. The extent to which School based instructional supervision is effectively practiced.

No	Item	Respondents	S A	A	UD	D	HD	Mean	SD
1	Instructional supervisors' effectively practiced trainings on supervision for newly deployed teachers.	frequency	-	22	16	51	2	2.64	0.87
		percent	-	24.2	19.8	56.0	2.2		
2	Instructional supervisors prepare a time plan for supervision & discuss on it with stake holders at the beginning of the year.	frequency	-	23	22	45	1	2.74	0.85
		Percent	-	25.3	25.3	49.5	1.1		
3	The supervision program included all teachers in the schedule and also pre informed.	frequency	-	22	33	36	-	2.85	0.78
		Percent	-	24.2	36.3	39.7	-		
4	Instructional supervisors & teachers, who will get the service, set a pre observation session before the class observation.	frequency	-	25	23	42	1	2.79	0.86
		Percent	-	27.5	26.4	46.2	-		
5	Newly deployed teachers would get supervision service first by the respective mentors/department heads.	frequency	-	51	20	17	3	3.31	0.89
		Percent	-	56.0	25.3	18.7	-		
6	The town education office provides support to strengthen an organized and managed instructional supervision in schools	frequency	-	41	22	27	1	3.13	0.88
		percent	-	45.1	25.3	29.7	-		

Note: -SA=Strongly agree(5), A=Agree(4), UD=undecided(3), D=Disagree(2), HD=High disagree(1). For better analysis the 5 rank responses was categorized in to three scales. i.e Mean value of, 2.00 < 3.00 as disagree, 3.00 < 4.00 as decided and 4.00 < 5.00 as agree of the activities.

As indicated in table 3, item 1, respondents asked whether or not Instructional supervisors' effectively practiced trainings on supervision for newly deployed teachers. In this respect, the percentage response also indicated that only (24.2%) of the respondents agreed that induction program has been taken place in their school. On the other hand, majority of the respondents were disagreed and the remaining was undecided. There were two (2.2%) that reported the school high disagree this task. All the interviewee school principals and vice principals respond that; trainings are not organized regularly at school level, but teachers had a chance

of getting induction or mentoring service while they were beginners. On the other side majority of the participants on the FGD claimed that beginner teachers did not get sufficient awareness about work environment and trainings, one senior teacher stated that:

We have school plans posted in our school and informed by our principals at the beginning of the semester but it did not engage all staffs in an ongoing collaborative process and not specifically address the issue of communication to make all the partners aware of the mechanisms which may be used to learn about the work of the school, to share information, seek help and advice, and to participate fully in the life of the school. (Beka Abdii, 10-06-2011 E.C)

Therefore, it is possible to conclude that trainings/ orientations organized to beginners were not sufficient enough and standard deviation for this task is ($\bar{x} = 2.68$, $SD = 0.87$). The mean score analysis of both groups reveals that capacity building programs like trainings, workshops, seminars and others were rarely organized by the school based instructional supervisors at school level. However from the theoretical perspective, on job trainings, workshops, seminars and etc play a pivotal role in building the professional competence of teachers. To confirm this Oliva and Pawlas (2005:55) stated that as a onetime training could not be sufficient in an ever changing social situation, teachers should get continuous on- the-job trainings throughout their carrier to cope up with the changing world.

In item 2 of table 3; The percentage response indicates that only (24.1%) of the respondents were agreed, (25.3%) are undecided, there was one (1.1%) that reported the school high disagree this task and majority of the respondents, (49.5 %) were disagreed. The mean score and standard deviation for this task is ($\bar{x} = 2.76$, $SD = 0.85$) indicates that instructional supervisors performance were low in preparing time plan for supervision.

In item 3 of table 3; teachers respond that, (24.2%) are agreed and (36.3%) undecided and (39.7%) were disagreed. From this we can observe that instructional supervisors do not pre-inform the supervision program to many teachers and teachers were also not give attention to that and some of them ignore it, these responses were also crosschecked on FGD data disagreed, and the mean and standard deviation for this task is ($\bar{x} = 2.85$, $SD = 0.78$), this indicates that the instructional supervisors were performed task in the schools very low.

In item 4; accordingly, the percentage indicated that, (27.5%) of the respondents agreed, (46.2%) were disagreed and there was one (1.1%) that reported the teacher strongly disagree this task. Majority of participant in FGD also agreed with teachers' response that supervisors and teachers do not set a pre-observation session before the class observation. School principals' also reveals this during the interview conducted with them. One of the principals said that;

“Most of the time School based instructional supervisors did not tell to teachers their limitations, even also identified limitations, by arguing that some teachers are not ready to accept their limitation”(Hussien kemal, 11-06-2011).

The mean and standard deviation for this item was (\bar{x} =2.81, SD=0.86) which shows the instructional supervisors perform this task very low.; from this we can conclude that instructional supervisors do not regularly set a pre-observation session before the classroom visit.

In item 5 of table 3: Newly deployed teachers get a supervision service first by their respective mentors/ department heads. The percentage distribution shows (56.0%) of the respondents were agreed; only 18.70 % were disagreed and there were three (3.3%) that reported the teacher high disagreed this task ,this shows that majority of the respondents agreed that beginner teachers get a supervision service by their respective mentors/ department heads, this also revealed by the majority of the FGD participants agreed and accordingly, the mean scores and standard deviation for this task is (\bar{x} = 3.37, SD=0.89) of teachers response indicate that as it was moderate.

For item 6 of this table; Many of the respondents, about (45.1%) were agreed, (29.7%) were disagreed and there was one (1.1%) that reported the teacher high disagree this task that the town education office provide support and feed back to schools in order to strengthen the supervisory practices, to extract this the researcher analyzed the qualitative data; Majority of participants and all the interviewees (i.e. school principals and vice principals, indicate that in addition to the school based instructional supervisors, teachers were supported by the town supervisors twice per year. Instead, one of the interview respondents answered:

“The town education officers scheduled to evaluate the schools and support different ways for effectiveness of their work once per semester for the purpose of ranking the school and filling the efficiency of the principal but not for encouraging and facilitating school self evaluation.(Aster Lema , 11-06-2011)

The mean and standard deviation for this item was (\bar{x} =3.15, SD=0.88)the school based instructional supervisors) perform this task as a moderate level.

4.3. The extent to which supervisors identify the strength& limitations of teachers.

The extent to which school based supervisors identify the strength& limitations of teachers in order to ensure professional improvement was presented to respondents through questionnaires.

Table 4: Respondents' View on the actual practices of school based instructional supervision to identify the strength& limitations of teachers.

N	Item	Response	SA	A	UD	D	HD	Mean	SD
1	Instructional supervisors regularly identify limitations of teachers in the classroom practice	frequency	-	18	28	43	2	2.68	0.82
		Percent	-	19.8	30.8	47.3	2.2		
2	Instructional supervisors identify teacher's deficiencies to Manage students in the classroom.	frequency	-	24	20	47	-	2.75	0.85
		Percent	-	26.4	21.9	51.6	-		
3	Instructional supervisors identify the skill gaps of teachers in student evaluation	frequency	-	33	13	44	1	2.86	0.94
		Percent	-	36.3	14.3	48.4	1.1		
4	Instructional supervisors encourage and facilitate teachers self evaluation on instructional matters	frequency	-	26	20	42	3	2.82	0.85
		Percent	-	28.6	21.9	46.2	3.3		
5	Instructional supervisors facilitate the availability of instructional Materials and encourage teachers to use them appropriately.	frequency	-	25	18	48	-	2.74	0.92
		Percent	-	27.5	19.8	52.7	-		
6	Instructional supervisors encourage teachers in developing instructional goals and objectives	frequency	-	20	27	44	-	2.60	0.82
		Percent	-	21.97	29.67	48.35	-		
7	Instructional supervisors advice teachers to use active learning in the classroom	frequency	-	31	4	56	-	2.73	0.94
		percent	-	34	4.4	61.5	-		

Note: SA=Strongly agree(5), A=Agree(4), UD=undecided(3),D=Disagree(2),HD=High disagree(1).For better analysis the 5 rank responses was categorized in to three scales :i.e mean value of, 2.00 < 3.00 as disagree, 3.00 < 4.00 as decided and 4.00 < 5.00 as agree of the activities.

As shown in item 1 of Table 4 above, the respondents asked whether the instructional supervisors regularly identify limitations of teachers in the classroom practice teachers respond that (19.8%)agreed , (47.3%) of the respondents were disagreed and there were two (2.2 %) that reported the teachers high disagree this task. On the other hand, Majority of participants on the FGD indicate that, majority of instructional supervisors did not regularly identify instructional limitations of teachers in the classrooms. Member of the school in built

supervisors also reveals this during the interview conducted with them. Three of the senior teachers said that;

“Most of the time instructional supervisors did not tell to teachers their limitations, even if identified limitations, by arguing that some teachers are not ready to accept their limitations”. “Usually classroom observation used for the purpose of appraising teachers and some teachers took it as fault finding purpose”.(Asefa Eshetu , 12-06-2011)

Therefore, from the above results, one can conclude that instructional supervisors do not regularly identify the strengths and limitations of teachers by conducting classroom observation. . However MoE,(2000), forwarded that:-

“Teachers should develop and select instructional materials for proper teaching-learning process. This can improve teachers’ performance of instruction and as the same time the students achieve and score high results because of those well learned and well prepared teachers. Instructional skills, assessment skills, student management skills and subject matter knowledge can be improved when teachers develop/select instructional materials. As the same time students with different abilities to learn can be motivated and then try to grasp what they learn from the instructional materials in easy way.”

Accordingly, the mean scores and standard deviation for this item was (\bar{x} =2.68, SD=0.82) of teachers response indicated that, instructional supervisors do not identify the instructional limitations of teachers in the classrooms.

In item 2 of table 4; Respondents asked whether instructional supervisors identify teachers’ deficiencies to manage students in the classroom during ongoing teaching learning processes; this indicates that, instructional supervisors did not identify teachers’ deficiencies to manage students in the classroom during ongoing teaching-learning processes. But the qualitative data obtained from FGDs and interview with principals opposes this response, i.e. Majority of participants, in the FGD agreed that, most of the time instructional supervisors identify teachers’ skill gaps in classroom management and advice and consult teachers how they can manage their classroom during ongoing teaching learning process but some teachers did not accept them. Three senior teachers stated that principals need to indicate openness and should focus on providing teachers’ constructive feedback and telling areas that need improvement after observation. One teacher stated.

Sometimes my principal took over as my evaluator. So he would come in and observe my class and instead of telling me the positive criticism that would improve my weak side, his feedback associated with fault finding, threatening and lack objectivity. In addition, my principals' feedback is not timely provided soon after the observation to improve my instructional performance." (Habtom kasa, 13-06-2011)

Accordingly, the mean score and standard deviation of teachers' response ($\bar{x} = 2.75$, $SD = 0.85$). Here the researcher noticed that, instructional supervisors consult and advice teachers once or twice per year, in one or two class room observation; but it is not enough for teachers to improve their skill to control and handle the misbehave students in the classroom. Here the researcher wants to inform the readers that, very hot debates were holding on this item in the focused group discussions.

In item 3 of the same table, respondents asked to indicate their agreement on the extent to which instructional supervisors identify the student evaluation skill gaps of teachers. The percentage distribution shows that; (36.3%) were agreed, (14.3%) of the respondents undecided, (48.4%) disagreed and there was one (1.1 %) that reported the teachers high disagree this task, as shown, the percentage data shows that instructional supervisors do not identify the skill gap of teachers' in student evaluation.

In the interview hold with them; school principals mentioned that; experience observed in their schools was that during examinations, when teachers submit the examination paper, many instructional supervisors accept and approve without evaluating it instructionally and they did not show their limitations for teachers to improve their gaps on student evaluation. Thus we can conclude that, instructional supervisors do not effectively practices. In general, the compiled result indicates that, instructional supervisors do not design various interventions so as to assist teachers improve their limitations. As a result the teachers had not got enough professional support to improve the day to day classroom instruction.

Accordingly, the mean score and standard deviation for this item was ($\bar{x} = 2.86$, $SD = 0.94$) indicated that, instructional supervisors did not continuously identify limitation to manage students in the classroom during ongoing teaching-learning processes.

In item 4 of the table 4; respondents rated whether instructional supervisors encourage and facilitate teachers self evaluation on instructional matters. The percentage distribution shows that; (27.5%) of the respondents agreed and (52.7%) disagreed. This percentage distribution indicates that, the support of instructional supervisors was insufficient. Accordingly, the mean

score and standard deviation for this item was ($\bar{x}=2.82$, $SD=0.85$) indicate that, instructional supervisors did not effectively identify the lack of abilities to manage students in the classroom during ongoing teaching-learning processes.

In items 5 of table 4, the respondents asked whether instructional supervisors facilitate the availability of instructional materials and encourage teachers to use them appropriately, and the percentage distribution; (27.5%) agreed and (52.7%) disagreement of teachers response percentage distribution; the mean scores and standard deviation for this item was ($\bar{x} = (2.74$, $SD=0.92)$) indicates that, instructional supervisor's facilitation and encourage were insufficient.

In item 6, the respondents asked whether instructional supervisors encourage teachers in developing instructional goals and objectives, the percentage distribution of the response; (21.97%) of them agreed and only (29.67%) of the respondents were undecided , (48.35%) of the respondents were disagreed. This means that majority of the teachers responds that instructional supervisors encourage teachers in developing instructional goals and objectives are not sufficient. The mean scores and standard deviation for this item was ($\bar{x} = (2.60$, $SD=0.82)$) of teachers response indicates that, instructional supervisors less encourage teachers in developing instructional goals and objectives.

In items 7; respondents asked whether instructional supervisors' advice teachers to use active learning in the classroom ;(34%) agreed and (61.54%) disagreed of teachers response indicates that, supervisors' advice teachers were not sufficient. Majority of participants in the focused group discussion agreed with that enough support were not provided. One can analyze and concludes that instructional supervisors' do not effectively advice and support teachers. One senior teacher explained that:

My department head during his observation in my class has not taken notes, script taping, and observation tools designed to collect data from instruction in particular lesson areas. Therefore, actual and concrete feedback was not provided by my department head and not addressed the specific areas of improvement.” (Gugsa Hora , 14-06-2011).

Accordingly, the mean scores and standard deviation for this item was ($\bar{x}=2.73$, $SD=0.94$) of teachers response indicates that, instructional supervisors advice teachers to use active learning in the classroom is not sufficient.

4.4. The extent to which instructional supervisors design various intervention so as to assist teachers to reduce their limitation.

The respondents opinion with the idea of School Based supervisors assess their contribution to the improvement of instruction in the classroom in order to design appropriate intervention was presented to respondents through questionnaires.

Table 5: Respondents view on supervisors' ability to support them in improving their limitations

No	Item	Respondents	SA	A	UD	D	HD	Mean	SD
1	Instructional supervisor are arranging induction training for beginner teachers	Frequency	-	36	26	29	-	3.08	0.84
		Percent	-	39.56	28.6	31.9	-		
2	Instructional supervisors assist teachers in planning lessons	Frequency	-	65	18	8		3.63	0.64
		Percent	-	71.4	19.78	8.79			
3	Instructional supervisors facilitate experience sharing programs	Frequency	-	28	18	43	2	2.79	0.91
		Percent	-	30.8	19.8	47.3	2.2		
4	Instructional supervisors assist teachers in selecting & developing Instructional materials	Frequency	-	29	22	39	1	2.87	0.89
		Percent	-	31.9	24.2	42.9	1.1		
5	Instructional supervisors spread new teaching methodologies among schools and teachers	Frequency	-	30	16	40	5	2.71	0.99
		Percent	-	32.9	17.6	43.9	5.5		
6	Instructional supervisors facilitate short term training, workshops and seminars for the professional growth of teachers, action research	Frequency	-	26	15	44	6	2.67	0.97
		Percent	-	28.6	16.5	48.4	6.6		
7	Instructional supervisors provide a clinical Supervision & feed-back for teachers regularly.	Frequency	-	27	18	46	-	2.79	0.87
		percent	-	29.7	19.78	50.5	-		

Note: SA=Strongly agree(5), A=Agree(4), UD=undecided(3), D=Disagree(2), HD=High disagree(1). For better analysis the 5 rank responses was categorized in to three scales: i.e mean value of, 2.00 < 3.00 as disagree, 3.00 < 4.00 as decided and 4.00 < 5.00 as agree of the activities.

In item 1 of table 5; the percentage distribution also shows that; (39.56%) agreed and the (31.9%) were disagreed. On the other side, Majority of participants in the FGD indicated that instructional supervisors support the newly deployed teachers individually and in the department level but not in organized system, this also revealed with the interviews hold with the school principals. Accordingly, the mean score and standard deviation for this item was (\bar{x} =3.08, SD=0.84) of teachers response, indicated that, instructional supervisor were moderate in arranging induction training for beginner teachers. From this, it was observed that school based instructional supervisors arrange trainings in a moderate rate, and support more

the newly deployed teachers and the school also support and facilitate. Thus one can conclude that instructional supervisors arrange induction training for beginner teachers. This is one of the duties and expected from school supervisors as it indicated in the supervision manual of MOE, “supervisors are expected to provide induction training for beginner teachers”.

In item 2 of the table 5, respondents asked whether instructional supervisors in the school assist teachers in lesson planning or not, the percentage distribution also confirms that more than (71.40%) were agreed, (19.78%) undecided, only 8.79% were disagreed. The qualitative data shows that; Majority of the participants in the focused group discussion agreed with teachers’ response and also the interview with school principals’ revealed that, instructional supervisors assist teachers in lesson planning. Accordingly, the mean score and standard deviation for this item was ($\bar{x}=3.62$, $SD=0.64$) indicated that, instructional supervisors school assist teachers effectively in lesson planning.

In item 3, the percentage distribution; (30.8%) agreed, (47.3%) disagreed and there were 2 (2.2 %) that reported the teachers high disagree this task on teachers response respectively, the mean score and standard deviation for this item was ($\bar{x}=2.83$, $SD=0.91$) indicates that; instructional supervisors do not organize the experience sharing programs sufficiently. In the focused group discussions, Majority of the participants agreed that experience sharing programs are insufficient. In the interview with principals they said that; the practice was done inefficiently but they were trying to facilitate experience sharing programs.

Many researches approved that experience sharing practices among teachers improve the performance of the school as well as the performance of individual teachers. Skills of teachers in instructions, assessment, evaluation, giving and receiving feedbacks improved when instructional supervisors and more experienced teachers practice experience sharing programs. Experience sharing between teachers, helps them to identify their limitations and their good work, so, it is very important to improve the teachers’ instructional methods. experienced teachers should share their work and instructional skills for less experienced teachers, and also less experienced teachers should encouraged and motivated to receive and obtain their good experience.

In the same table of item 4, the respondents asked whether the instructional supervisors assist teachers in selecting & developing Instructional materials and the percentage distribution with (31.9) agreed and (42.9%) disagreed and there was one (1.1%) that reported the teachers strongly disagree., the School teachers response the mean score and standard deviation for

this item was ($\bar{x}=2.83, SD=0.91$) this task respectively indicates that, instructional supervisors do not effectively assist teachers in selecting & developing instructional materials .

In the same table of item 5, the respondents asked whether the instructional supervisors spread new teaching methodologies among teachers and the percentage distribution with (32.9%) agreed and (43.9%) disagreed and there were five (5.5 %) that reported the teachers high disagree , schools teachers response the mean score and standard deviation for this item was ($\bar{x}=2.78 , SD=89$) this task respectively indicates that, instructional supervisors do not effectively used spreading new teaching methodologies among teachers and schools as expected.

In item 6 of the table 5, the respondents asked whether the instructional supervisors facilitate professional growth of teachers' through short term training, workshops and seminars or not. and the percentage distribution on teachers response shows that; (28.6%) agreed , (48.4%) disagreed and there were six (6.6%) that reported the teachers high disagree this task .In focussed group discussion and during interview, majority of the participants informed that; it is insufficient that instructional supervisors facilitation on the professional growth of teachers Accordingly, the mean score and standard deviation for this item was ($\bar{x}=2.67, SD=0.97$) instructional supervisors facilitation on the professional growth of teachers is insufficient.

In the same table of item 7, the percentage distribution also confirmed this as shown, majority of the respondents,(50.5%) disagreed, undecided (19.78%) ,29.70%were agreed. Majority of the participants in the FGD disagreed that instructional supervisors did not provide a clinical supervision and feed- back efficiently. And all the interviewee school principals also indicated that most instructional supervisors did not provide by keeping clinical supervision step to support teachers in class room instructional practices. the respondents asked whether the instructional supervisors provide a clinical supervision and feed-back accordingly, the mean score and standard deviation for this item was ($\bar{x} =2.79, SD=0.87$) respectively indicates that, instructional supervisors did not provide a clinical supervision and feedback efficiently. From the discussions one can conclude that instructional supervisors perform rarely in clinical supervisions than other methods, to support teachers in the elementary schools.

4.5 Views of beneficiary on gained professional support from instructional supervisors to improve their instructional skills.

This part deals with the discussion of the data gathered from respondents with regards to the teachers' benefit on implementing School based instructional supervision while implementing instructional supervisory activity.

Table 6: Respondents benefit on implementing School based instructional supervision in government elementary School.

N o	Item	Responde nts	SA	A	UD	D	HD	Mean	SD
1	Instructional supervisors Support teachers to prepare different instructional materials on teaching learning process	frequency	-	26	15	47	3	2.77	0.87
		percent	-	28.6	16.5	51.6	3.3		
2	Instructional supervisors' advice teachers to conduct action research.	frequency	-	33	16	41	1	2.85	0.89
		percent	-	36.3	17.6	45.1	1.1		
3	Instructional supervisors facilitate short term training to teachers on new teaching methodologies	frequency	-	27	19	45	-	2.80	0.87
		percent	-	29.7	20.9	49.5	-		
4	Instructional supervisor advice teachers to use model effective teaching methods and encourage them to motivate Students in the class room.	frequency	-	32	12	42	5	2.78	0.99
		percent	-	35.2	13.2	46.2	5.5		
5	Instructional supervisor create Competitive environment among teachers on pedagogical skills.	frequency	-	27	15	45	4	2.71	0,95
		percent	-	29.7	16.5	49.5	4.4		
6	Instructional supervisors facilitate experience Sharing programs among teachers and/or Departments.	frequency	-	26	14	45	6	2.66	0.97
		percent	-	28.6	15.4	49.5	6.6		
7	Instructional supervisors initiate competition among teachers in Schools on academic Programs.	frequency	-	29	21	41	-	2.87	0.87
		percent	-	31.8	23.1	45.1	-		

Note: SA=Strongly agree(5), A=Agree(4) ,UD=undecided(3) , D=Disagree(2) ,HD=High disagree(1)

For better analysis the 5 rank responses was categorized in to three scales : i.e. mean value of, 2.00 < 3.00 as disagree, 3.00 < 4.00 as decided and 4.00 < 5.00 as agree of the activities.

As shown in table 6; items 1, Accordingly, the mean score and standard deviation for this item was (\bar{x} =2.70, SD=0.87)and percentage distribution that; (28.6%) agreed, (51.6%) disagreed and there were three (3.3%) that reported the teachers high disagree this task, respectively indicate that, instructional supervisors do not support teachers as expected to prepare different instructional materials. On the other hand the FGD participants basically agree with teachers response, but argue that there are practical challenges to instructional supervisors; like lack of commitment and interest of teachers' to prepare and use different

instructional materials as a teaching aid to support teaching-learning process in and out of the class. School principals in the interview also agreed with idea of participants in the focused group discussion, and added that this is not the problem of the majority of the school based instructional supervisors. Four of the senior teachers argue and agreed that:

”department heads and senior teachers, who are supposed to conduct supervision, do not have proper training in the field, in the other side the schools` annual action plan doesn`t incorporate supervision tasks other than class observation for performance evaluation.(,Yosef Melka , Wendu Buta, Zeberga Ayyela, and Fatuma Melke ,14-06-2011).

Accordingly, the mean score and standard deviation for this item was ($\bar{x}=2.70$, $SD=0.87$) department heads and senior teachers lack of commitment and interest to help teachers in prepare and use different instructional materials as a teaching aid to support teaching-learning process in and out of the class.

In item 2 of the same table 6, the data gathered from respondents show the level of response of the main problems that instructional supervisor`s advice teacher to conduct action research. Accordingly the mean score and standard deviation for this item was ($\bar{x} =2.91$, $SD=0.89$) and the percentage distribution ;(36.3%) agreed, (45.1%) disagreed and there were three (3.3%) that reported the teachers high disagree(1) .this task, respectively, indicate that majority of the teachers are not satisfied by the support and advised by the instructional supervisors to conduct action research. On the other hand the interview participants basically agree with teachers` response, when asked if teachers had shared ideas through action research, they stated that it was more of targeted to have promotion rather than to understand what happens in their class room and practically solve instructional problems. Two principal stated that:

“In our school we promoted teachers to conduct both individual and collaborative research. However, most teachers conduct action research not to reflect on their practices and improve their instructional performance and raise students` achievement but to have salary increment and educational opportunity. We also realized that teachers have problems to systematically investigate their instructional practices and techniques in order to improve their teaching even though we gave them an opportunity to participate in workshops on action research provided by the.” (Derese Gebre , Bacha Fulasa, 15-06-2011).

This was also revealed from the data gathered through interview, with all the interviewee principals agreed that the support was insufficient. One can conclude that; instructional supervisors do not advice teachers to conduct action researches. In the, MOE 2004, manual

indicated that, action research help to adopt the curriculum to fit the local needs on teacher's skill gaps. Teachers are an important medium to achieve the teaching and learning. They are also the heart of the quality of education (UNESCO, 2010:22).

In the same table item 3, the respondents requested whether the instructional supervisors facilitate short term training about different new teaching methodologies or not; and the percentage distribution; (29.7%) agreed and (49.5%) disagreed, Accordingly, the mean score and standard deviation for this item was ($\bar{x}=2.80,SD=0.87$) of respondents indicate that, instructional supervisors do not facilitate and coordinating short term training to teachers continuously.

The qualitative data obtained from the interview indicated that, School based instructional supervisors do not facilitating and coordinating short term training for teachers but different kinds of continuous professional development programs were conducted by the town education office. In the (MOE, 1994) manual indicated that, instructional supervisors are responsible to provide training to solve various instructional problems that teachers face.

In item 4 the table 6, percentage distribution; (35.2%) agreed, 46.2%) disagreed and there were five (5.5%) that reported the teachers high disagree. Principals, in their interview said that:

“Instructional supervisor advice teachers to use model effective teaching methods and encourage them to motivate students in the classrooms.”Zelege Mamo , 15-06-2011).

Accordingly, the mean score and standard deviation for this item was ($\bar{x} = 2.78,SD=0.99$) and indicated that, instructional supervisors did not advice and encourage them to use model effective teaching methods and to motivate students in the classroom.

One can note there were a significance difference among the respondents, thus the researcher used the focused group discussion to identify the real practice. Majority of, participants indicated that, instructional supervisors advice teachers to use model effective teaching methods and encourage them to motivate students in the classroom.

In the same table item 5, teachers respond in supervisors' skill of creating a competitive environment among teachers on pedagogical skills and the percentage distribution respectively of teachers response; (29,7%) agreed , (49.5%) disagreed and there were four (4,4%) that reported the teachers strongly disagree this task; Accordingly, the mean score and standard deviation for this item was ($\bar{x}=2.71,SD=0.99$) indicated that, instructional supervisors

did not effectively work to create competition among teachers and/or departments on pedagogical skill improvement.

Majority of the FGD participants and all interviewee principals reveals this, thus we can conclude that; instructional supervisors do not create competitive environment among teachers on pedagogical skills. Whereas different literatures that approved that creating competition environment among teachers in schools improve students' achievement. In the manual of the ministry of education it was indicated that, instructional supervisors should have skills of evaluation on pedagogical aspects of teachers and this can create positive competition among teachers (MOE, 2002).

In the same table item 6, the respondents requested whether the instructional supervisors facilitate the experience sharing programs among teachers or not accordingly, the mean score and standard deviation for this item was ($\bar{x}=2.66$, $SD=0.97$) respectively indicate that, instructional supervisors did not effective but moderate in facilitating experience sharing programs between teachers to their pedagogical skill improvement the percentage distribution also confirms this ;(49.5%)were disagreed, 15.4%) undecided and only (28.6%) are agreed and there were six (6.6%) that reported the teachers strongly disagree this task, this leads us to conclude that instructional supervisors did not effectively facilitate experience sharing programs between teachers to their pedagogical skill improvement. However, during the interview, school principals informed that, even though they repeatedly asked them to arrange experience sharing programs, there was no any experience sharing successfully facilitated.

In item 7, of the same table, the percentage distribution; (31.8%) agreed and (45.1%) disagreed, this shows that instructional supervisors did not effectively initiate competition among teachers in schools on academic programs. Majority of the FGD participants also agreed with the teachers' response. Accordingly indicates that, the mean score and standard deviation of teachers' response ($\bar{x}=2.86$, $SD=0.87$) respectively From the discussions above; one can conclude that, instructional supervisors did not facilitating experience sharing programs between teachers to their pedagogical skill improvement. Almost all educators believes that, facilitating experience sharing between teachers is the main duties of instructional supervisors because teachers might have more experience, develop different instructional skills through experience and they should share to their colleagues and the newly deployed teachers but still the study indicates that instructional supervisors were not done this as expected.

4.6.The Major Challenges of instructional Supervisors in elementary School.

This part deals with the discussion of the data gathered from respondents with regards to the challenges that affect elementary school internal supervisors(inbuilt supervisors) while implementing supervisory activity was presented to respondents through questionnaires that they were required to rate the level of effects on the basis of a five point Likert scale.

Table 7: Respondents View on the challenges of School based instructional supervisors

No	Item	Respondents	SA	A	UD	D	HD	Mean	SD
1	Instructional supervisors are Overburdened with many tasks	frequency	-	45	26	20	-	3.27	0.80
		percent	-	49.5	28.6	21.9	-		
2	Instructional supervisors are highly responsible to support beginner teachers instructionally	frequency	-	49	18	24	-	3.27	0.86
		percent	-	53.8	19.7	26.4	-		
3	Teachers have readiness to accept their instructional limitations	frequency	-	27	17	43	4	2.74	0.94
		percent	-	29.8	18.7	47.3	4.4		
4	Instructional supervisors are authorized to take remedial actions , adequacy of specific budget for supervisory activities	frequency	-	27	28	36	-	2.90	0.83
		percent	-	29.8	30.8	39.6	-		
5	Instructional supervisors have their own Convenient offices to provide feedback to teachers	frequency	-	22	15	54	4	2.60	0.91
		percent	-	24.2	16.5	59.3	4.4		
6	Instructional supervisors have enough time to support all teachers instructionally.	frequency	-	31	19	36	5	2.95	0.98
		percent	-	34.1	20.8	39.6	5.49		
7	Instructional supervisors have enough standard instructional guidelines , adequate supervisory experiences	frequency	-	25	30	36	27	2.88	0.81
		percent	-	27.5	32.9	39.6	29.8		

Note: SA=Strongly agree (5), A=Agree (4) ,UD=undecided(3) , D=Disagree(2), HD=High disagree(1). For better analysis the 5 rank responses was categorized in to three scales: i.e. mean value of, 2.00 < 3.00 as disagree, 3.00 < 4.00 as decided and 4.00 < 5.00 as agree of the activities.

From Table 7 of item 1; the percentage distribution; (49.5%) of the respondents agreed and (21.9%) disagreed,. In the focus group discussion majority of the participants said that, instructional supervisors were over loaded with many tasks three department heads also argue and agreed that:

“school based instructional supervisors were having a teaching load equal or more with other teachers per weak and because of the period distribution, due to radio program, it was challenging to provide organized instructional supervision service to all teachers. Thus the school facilitate inbuilt supervisions among teachers by reduce work load of department heads and senior teachers”.(lema kebede , Teklu Haile , kefeni Adera , 16-06-2011).

Almost all of the informants who participated in the interview express that having big work load is the major problem of school based supervision. One of the interviewee members had firm stand that:

“Since most of our school based supervisors were having a teaching load more than 26 periods a week, it is impossible to provide school based instructional supervision service to teachers.” Kumera Arega , 15-06-2011).

Respondents asked whether instructional supervisors are over burdened with many tasks, accordingly, the mean score and standard deviation response that ($\bar{x} = 3.27$, $SD=0.80$) of teachers response respectively indicates that, instructional supervisors are overloaded with many tasks ,furthermore, the result obtained from interview confirmed that most School based supervisors taught 26 periods in average per week and MoE (1994) confirmed that big work load of members of School based supervisors affects the practice of School based supervision, because shortage of time hinders provision of adequate supervision. Therefore, from result obtained it is possible to suggest that School based supervisor teaches the same credit like other teachers. So, they were not support teachers as possibly by using their maximum efforts.

In item 2 of table 7; respondents asked whether instructional supervisors are highly responsible to support beginner teachers instructionally; accordingly, the mean score and standard deviation ($\bar{x} =3.27$, $SD=0.86$) agreed and (26.4%) of them disagreed, of teachers response indicated that, instructional supervisors are highly responsible to support beginner teachers instructionally. Majority of participants in the FGD also agreed with the teachers’ response that, instructional supervisors are higher responsibility to beginner teachers than the experienced teachers on supporting. Similarly all the interviewee principals reveal that instructional supervisors are highly responsible to support beginner teachers. Accordingly, the mean score and standard deviation ($\bar{x} =3.27$, $SD= 0.86$) of teachers response respectively indicates that instructional supervisors moderately support them.

In item 3 of the same table respondents asked to indicate their level of agreement regarding that, whether teachers have readiness to accept their instructional limitations or not and the percentage distribution , (29.7%) agreed, 47.3%) disagreed and there were four (4.4%) that reported the teachers strongly disagree this task; respectively indicates that, teachers do not accept their limitation. The data obtained from open ended question and interview conducted with principals reveals that, many teachers in elementary schools were not ready to accept their limitation. One of the interviewee CRC-supervisor said that;

“Especially most of the teachers with many years of teaching experience resist in accepting their limitations.”(Mesele Ayele, 16-06-2011).

Another interviewee’s member, Education office supervision coordinator, said that:

“Most of the time instructional supervisors did not tell to teachers their limitations, even also identified limitations, by arguing that some teachers are not ready to accept their limitation.”(Bokona Bekele, 16-06-2011).

Accordingly, the mean score and standard deviation for this item was ($\bar{x} = 2.73$, $SD=0.94$) respectively indicate that many teachers in elementary schools were not ready to accept their limitation.

In item 4 of the same table respondents asked to indicate their level of agreement regarding that, whether instructional supervisors are authorized to take actions and have adequacy of specific budget for supervisory activities on recommendations or not and the percentage data of teachers responds; (39.6%) agreed and (29.8%) disagreed, But in the focused group discussions the great majority of participants agreed that instructional supervisors are not authorized to take actions on recommendations. According to the mean score and standard deviation of teachers response ($\bar{x}=3.09$, $SD=0.83$) and the percentage data of teachers responds this result do not indicate that instructional supervisors are not authorized.

In item 5 of the table 7: the percentage distribution that; only (24.2%) agreed, (59.3%) disagreed and there were four (4.4%) that reported the teachers strongly disagree this task, that instructional supervisors have their own convenient offices. All participants in the FGD and principals in their interview reveal that instructional supervisors did not have their own convenient offices. Accordingly, the mean score and standard deviation of teachers response ($\bar{x}=2.69$, $SD=0.91$) reveal that instructional supervisors did not have their own convenient offices.

Item 6 of the table 7 ; the percentage distribution; (39.6%) agreed and (34.1%) disagreed, In the focused group discussions 59.32% said that instructional supervisors did not have enough time but 40.68% of them argued that it was not. Almost all the interviewee principals said they do not agree with ‘not having of enough time for supervisors’. From the data and discussions one can analyze and concluded that most of instructional supervisors have enough time to support all teachers instructionally if they are committed. The mean score and standard deviation of teachers response ($\bar{x}=2.94$, $SD=0.98$) reveal that instructional supervisors did not have enough time to properly support teachers..

In item 7; of the table 7 (Carron and De Grauwe, 1997:3) and (UNESCO, 2010:19) indicated that, support instructional instruments such as manuals and guide lines are important for supervisors. They prepare themselves for school visits using these instruments. Thus respondents asked whether instructional supervisors have enough standard instructional guidelines and adequate supervisory experiences; accordingly, the mean score standard deviation ($\bar{x}=2.88, SD=0.81$) and the percentage distribution; (27.5%) agreed and (39.6%) disagreed; (32.9%) undecided indicated that supervisors do not have enough instructional guidelines adequate supervisory experiences and. All the participants in the FGD and interviewee principals agreed with the response from all the discussions above, we can observe, analyze and concluded that instructional supervisors are highly responsible to support beginner teachers instructionally, do not have their own convenient offices to provide feedback to teachers and do not have enough standard instructional guidelines.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of findings, the conclusions reached at and the recommendations forwarded on the basis of findings.

5.1 Summary

In the documents MOE indicated that teachers in elementary schools were experiencing difficulties that were preventing them from showing improvements to deliver quality of education. In order to provide instructional support at school, school based instructional supervisions were organized and implemented to address the difficulties on improving classroom practices and efficiency, capacity building, experience sharing and professional development program of teachers. The practices of school based instructional supervision were important to provide pedagogical and professional support to teachers by bringing in-school supervision. Thus, school based instructional supervisors are responsible to provide support, However, it is indicated that, School based instructional supervisors are not performing as expected. Therefore, the purpose of this study was to assess factors that affect practices of School based instructional supervision in elementary schools in the study area and recommending possible solutions. In order to meet this purpose, basic research questions related to the practices of School based instructional supervision in elementary schools:

1. To what extent school based instructional supervision is effectively practiced in government elementary schools in the study area?
2. To what extent do instructional supervisors identify the strengths and limitations of teachers in the classroom in order to design appropriate intervention?
3. To what extent do teachers gained professional support from supervisors in order to improve their instructional skills?
4. How do beneficiaries view the practice of School based instructional supervision service in government elementary schools of Bishoftu town.
5. What are the major challenges that affect primary school instructional supervisors while implementing instructional supervision?

To this effect, the study was conducted in six elementary schools of Bishoftu town. The schools were selected in a systematic random sampling method. Accordingly, 91 teachers-selected by stratified random sampling method, 12 school principals, 18 department heads and 12 senior teachers were included by availability .

Various types of data gathering tools i.e. questionnaire, interview and focus group discussion were used. A questionnaire was distributed to 91 teachers. All teachers returned the properly filled out questionnaire. On the other side 12 senior teachers and 18 department heads are participate in the focused group discussions hold in their respective schools. Thus, their fillings also reflected. In addition, interview was conducted with 6 school principals, 1 CRC-supervisor, 1 education office supervision coordinator and 6 vice principals, the data gathered through interview and focus group discussion were analyzed qualitatively using narration and used to supplement and explain quantitative data whenever necessary by summarizing the words of respondents. The data collected was analyzed and interpreted by using frequency distribution, percentage, mean and standard deviation. Hence, based on the review of literature and analysis of the data, the study came up with the following findings.

1. Based on the findings of the study, The school based instructional supervisors were not capable enough to organize school based trainings on instructional supervision and the school's annual action Plan doesn't incorporate supervision tasks other than class observation for performance evaluation ($\bar{x} = 2.68, SD = 0.87$)
 - ☞ The school based supervisors were not arranging discussion sessions about supervision with stake holders ($\bar{x} = 2.76, SD = 0.85$)
 - ☞ The majority of the teachers respond that they were not pre informed for the class supervision programs. ($\bar{x} = 2.85, SD = 0.78$)
 - ☞ The majority of the respondents agreed with that the newly deployed teachers would get a better supervision service. ($\bar{x} = 3.31, SD = 0.88$)
2. The findings of the study confirmed that majority of teachers respond that, instructional supervisors did not regularly identify instructional limitations and abilities of teachers to manage students in the classrooms. Mean scores and standard deviation ($\bar{x} = 2.68, SD = 0.82$)
 - ☞ The analysis indicates that instructional supervisors are inefficient to identifying the skill gap of teachers to manage students in the classroom during teaching learning process. mean score and standard deviation ($\bar{x} = 2.86, SD = 0.94$)
 - ☞ Most of the teachers indicated that instructional supervisors insufficiently identify the student evaluation skill gaps of teachers in the ongoing classroom teaching learning process. mean scores standard deviation ($\bar{x} = 2.74, SD = 0.85$)
 - ☞ The study showed that instructional supervisors moderately facilitate the availability of instructional materials and encourage teachers to use it. Satisfactorily advice

teachers to use active learning methods in class room. But instructional supervisors do not design appropriate intervention to minimize the identified limitations of teachers in the classrooms and they did not have proper training in the field. Mean scores and standard deviation ($\bar{x}= 3.34, SD= 0.83$).

3. The findings showed that instructional supervisors satisfactorily advice teachers to use effective teaching methods and encourage them to motivate students; but do not create competition among teachers by designing different evaluation programs on pedagogical skill improvement. Mean score and standard deviation ($\bar{x} = 2.80, SD=0.87$)
 - ☞ instructional supervisors did not provide a clinical supervision and feedback efficiently pre, during and post Observation in the class room mean score and standard deviation ($\bar{x} = 2.79, SD=0.87$)
 - ☞ The majority of respondents asserted that school based supervisors failed to help teachers in order to improve their skills to prepare different instructional materials for teaching learning and to conduct action research on pedagogical skill improvement of teachers and do not facilitate short term training to teachers continuously ($\bar{x}= 2.67, SD= 0.97$).
4. The findings of the study confirmed that, intervention of instructional supervisors to assist teachers to reduce their limitations were moderate i.e. somewhat satisfactory in some of the items and insufficient in others mean score and standard deviation ($\bar{x} = 3.62, SD=0.64$)
 - ☞ Teachers were viewed classroom observation for the purpose of appraising teachers' performance and formality mean scores and standard deviation ($\bar{x} = 2.83 , SD=0.91$)
 - ☞ The respond from newly deployed teachers indicates that, instructional supervisors arrange induction training for beginner teachers in assisting teachers in lesson planning but School based instructional supervisor advice teachers were not sufficient. mean scores and standard deviation ($\bar{x} = 2.72 , SD=0.94$)
 - ☞ The finding reveals that School based instructional supervisors did not fully accepted by teachers ,because they were not facilitate satisfactorily experience sharing programs between teachers, where as they assist teachers to develop/select instructional materials but it is not enough; they do not spread new teaching methodologies among teachers as expected from ;did not facilitate professional

growth of teachers through short term trainings, workshops and seminars, mean score and standard deviation ($\bar{x} = 2.91, SD=0.89$).

5. The findings of the study revealed that; some instructional supervisors were over loaded (even on teaching load) with many tasks; highly responsible than other teachers in supporting beginner teachers but they do not overcome their responsibilities mean score and standard deviation ($\bar{x} = 3.27, SD=0.80$)

- ☞ Lack of adequate supervisory experiences, shortage of time for supervision activities, inadequacy of specific budget for supervisory activities, teachers' attitude as fault finding, and lack of constructive feedback. ($\bar{x} = 2.95, SD=0.98$) as observed from the total.
- ☞ Some teachers challenge to accept their instructional limitations;. Instructional supervisors do not have financial incentives; Instructional supervisors do not authorized to take actions on recommendation. Mean score and standard deviation ($\bar{x} = (2.73, SD=0.94)$) and ($\bar{x} = 3.09, SD= 0.83$) respectively as observed from the total.
- ☞ They did not have their own offices and they did not have enough instructional guidelines (2.69), $SD=0.87$) and (2.87, $SD =0.78$) respectively as observed from the total.

5.2 Conclusion

Based on the major findings of the study, the following conclusions were drawn;

1., As shown in the findings, School based instructional supervisors were not capable enough to organize school based trainings on instructional supervision to all teachers, do not prepare discussion sessions about supervision with stake holders, but contributed more to support the newly deployed teachers with induction training and better supervision service. Beginner teachers were more or less served, by their respective mentors and department heads in lesson planning. The schools' annual action Plan doesn't incorporate supervision tasks other than class observation for performance evaluation. The town education office provides over all support with twice per year.

2. As shown in the findings; School based instructional supervisors role in identifying instructional limitations of teachers in the classroom practices were not satisfactory; they do not regularly identify teachers' skill gaps in classroom management and in student evaluation, They try to support and advice teachers' once or twice per year after class room observation

but not doing it continuously, thus teachers did not get a continuous and sufficient support to be competent enough in improving their classroom instruction as well as to enhance their professional growth and they did not have proper training in the field. This may reduce the effectiveness of teachers' in class room practice, students' achievement as well as the schools goal achievement.

3. Based on the findings, intervention of instructional supervisors to assist teachers to reduce their limitations was not sufficient .i.e Instructional supervisors do not arrange enough/sufficient training program, experience sharing programs among teachers and schools, in spreading new teaching methodologies among teachers did not properly design various interventions to assist teachers to reduce their instructional limitations. So, it is possible to concluded that school based instructional supervision was not adequately practiced in elementary schools.

4. The finding reveals that the majority of beneficiaries were viewed supervision and classroom observation for the purpose of appraising teachers' performance and formality. This situation might not benefit teachers sufficiently. Furthermore, it could not enable teachers to clearly understand the purpose of classroom observation. Because of this, teachers develop sense of insecurity, tension, frustration and negative feeling towards classroom observation. As a result it is difficult to say that the practice really served its purpose rather it seems simply a matter of appraising teachers and fulfilling the formality. Hence, the necessary cooperation between instructional supervisors and teachers has been diminished..

5. The finding of the study revealed that; School based instructional supervisors are highly responsible to support beginner teachers than other teachers but they were given full teaching load as every other teacher (teach the same credits like other teachers). Lack of adequate supervisory experiences, shortage of time for supervisory activities, inadequacy of specific budget for supervisory activities, teachers' attitude as fault finding, Lack of their own convenient offices to provide feedback to teachers and lack of constructive feedback. In addition to this instructional supervisors did not authorized to take remedial actions; did not have available resources and enough instructional guidelines to support teachers efficiently. The findings help us to conclude that, School based instructional supervisors have challenges to practice instructional supervision in the study area.

5.3 Recommendations

Based on the findings of the study, the following recommendations are forwarded to minimize and solve the problems that impede the practice of instructional supervision in elementary schools of the study area.

1. Supervision is a systematically organized and cooperative work in order to improve teaching and the progress of teachers and students. However, the finding revealed that School based instructional supervisors do not organize discussions with stakeholders and do not organize trainings in concepts, practices and importance of instructional supervisions. Therefore School based instructional supervisors need to create an opportunity to discuss and decide on purpose, procedures and follow up of the instructional supervision practices in a planned manner with the school community. The town Education office need to provide technical and financial support to school based instructional supervisors, in order to encourage schools to organize trainings at school level. School based instructional supervisors should also regularly plan and discuss with the school teachers at the beginning of the year.

2. The school need to assign senior teachers with high performance, well trained and motivated school based instructional supervisors like department head, Senior teachers, Unit leaders by arranging workshop training opportunities to them in order to make school based supervision effective and efficient in serving its intended purpose. Updating School based instructional supervisors on how to identify the strength and limitations of teachers in the classroom and how to design appropriate intervention like on the abilities to manage students in the classroom; student evaluation skills; school self evaluation techniques; developing and using of instructional materials and on conducting action research to solve the day to day instructional problems.

3. Adequate budget needs to be allocated for school based instructional supervisors so as to improve the supervisory service within the school and school based instructional supervisors should also arrange induction training for beginner teachers at school level; facilitate experience sharing among teachers; assist teachers in selecting developing and utilization of instructional materials; sharing best practices among teachers with in the school; facilitate professional growth of teachers through workshops and support teachers to do action research. The School and town education office in collaboration (invite) with Adama and Arsi University is suggested to provide appropriate training through workshop and to acquaint School based instructional supervisors with appropriate knowledge and skills of supervisory

tasks. As the MOE supervision manuals pointed out that school based instructional supervision is organized to enhance instructional effectiveness of teachers in promoting students learning.

4. To make teachers professionally competent, there is steps clinical supervision that supervisors should follow before, during and after classroom observation. When the supervisor wants to supervise teachers, there should be mutual understanding between teachers and supervisors. In addition, supervisors should provide necessary feedback based on the actual observation for future improvement. Besides, Supervisors should give professional support to teachers on a continuous basis .supplementary to this , Using different strategies of instructional supervision like induction or monitoring, informal supervision, self-directed supervision, collegial supervision are recommended to be carried out in the schools. School based instructional supervisors should be committed to support teachers on the preparation of instructional materials; advice teachers to change their negative attitude for School based instructional supervision; use model effective teaching methods and encourage them to motivate students in the classroom.

5. Finally, It is recommended that, the Oromia Education Bureau (OEB) and the town education office should allocate incentive budget to schools to encourage and motivate school based instructional supervisors, to minimize the challenges and to create a conducive working situations and environment in schools, work with schools not to overburdened instructional supervisors with other works and to fulfil the required inputs including offices with furniture and stationeries, besides this instructional supervisors should be committed to help and support teachers rather reasoning many challenges as they mentioned. As evidenced by the study, the effectiveness of School based instructional supervision program in the study area is affected by major problems like lack of adequate supervisory experiences, shortage of time for supervision activities, inadequacy of specific budget for instructional supervision, teachers' perception as fault finding, viewing supervision as merely for appraising classroom performance of teachers and fulfilling formality and lack of constructive feedback. Therefore, to alleviate these problems, it is recommended that a) the school and the town education office could provide seminar or workshop for school based instructional supervisors b) Bishoftu town education office in collaboration with OSU (Oromia state University); could prepare project proposal to alleviate the problems. C) School and the town education office is suggested allocate reasonable budget for the program by considering its importance for

the development of the education sector in general and the improvement of school based instructional supervision in particular.

In conclusion, the researcher recommends a more detail and comprehensive studies in the same area to investigate and further strengthen the practices of instructional supervision under the study area.

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**አዲስ አበባ ዩኒቨርሲቲ ድኅረገጽ ጥያቄ ትምህርት ቤት
የትምህርት እና ስነባህሪ ጥናት ኮሌጅ
የትምህርት እቅድና አስተዳደር ትምህርት ክፍል**

ውድ ተሳታፊ፤

የዚህ መጠይቅ ዓላማ “Practices and Challenges of Instructional Supervision in Elementary Schools of Bishoftu Town” በሚል ርዕስ በት/ቤት አመራር ለማስተርስ ዲግሪ ማሟያ ለማዘጋጀት መመሪያ ጽሁፍ መረጃ መሰብሰብ ነው። የጥናቱ ግኝት በቢሾፍቱ ከተማ ባሉ አንደኛ ደረጃ ት/ቤቶች ውስጥ ት/ቤትን መሠረት ባደረገው የመማር-ማስተማር ስፕራዲዮን አሰራር ውስጥ የሚያጋጥሙ ችግሮችን የመለየት ፋይዳ ይኖረዋል። የዚህ ጥናት ዓላማ በአዲስ አበባ ዩኒቨርሲቲ እውቅና ለሚካሄድ ትምህርታዊ ስራ ብቻ የተወሰነ ነው። ስለዚህ የሚሰጧቸው ሃሳቦችና አስተያየቶች በአክብሮት እንደሚታዩና ሚስጥራዊነታቸው እንደሚጠበቅ እያረጋገጥኩ በተቻለው መጠን ትክክለኛና እውነተኛ ምላሽ በመስጠት መጠይቁን እንዲሞሉልኝ በትህትና እጠይቃለሁ። በመጨረሻም የጥናቱ ዓላማ እንዲሳካ ሃሳብዎትን ለመስጠት በጎ ፈቃድዎ ስለሆነ አድናቆቴን አስቀድሜ ማመስገን እወዳለሁ።

ስለትብብርዎ በቅድሚያ አመሰግናለሁ!

መጠይቁ የሚሞላው በአንደኛ ደረጃ ት/ቤት መምህራን ነው።

አጠቃላይ መመሪያ

1. ስምዎትን መፃፍ አያስፈልግዎትም።
2. በሳጥኑ ውስጥ የ“√” ምልክት ያስቀምጡ።
3. አማራጭ ላልቀረበላቸው ክፍት ጥያቄዎች የራስዎትን ግልጽና ትክክለኛ ምላሽ ባጭሩ በተሰጠው ቦታ ላይ ይፃፉ።

ክፍል 1
አጠቃላይ መረጃ

1. ያታ፡ (i) ወንድ = _____ (ii) ሴት = _____
2. የማስተማር የሥራ ልምድ
 - (i) 1— 5 ዓመታት = _____ (ii) 6 — 10 ዓመታት = _____ (iii) 11 — 15 ዓመታት = _____
 - (iv) 15 ዓመታት = _____
3. የትምህርት ደረጃ፡ _____
 - (i) ዲፕሎማ = _____ (ii) ቢ.ኤ/ቢ.ኤስሲ ዲግሪ = _____ (iii) ኤም.ኤ ዲግሪ = _____
4. አሁን ያሉበት ደረጃ/ኃላፊነት፡
 - (i) መምህር = _____
 - (ii) ከፍተኛ መምህር = _____
 - (iii) የትምህርት ክፍል ተጠሪ = _____
 - (iv) ርዕሰ መምህር = _____

ክፍል 2

በተሰጡት ዝርዝር ሃሳቦች አንጻር የ“√” ምልክት በማስቀመጥ ምላሾችን ያመልክቱ።

መፍቻ: SA—በጣም እስማማለሁ(5)፣ A — እስማማለሁ(4) U - መወሰን አልችልም(3)
D — አልስማማም(2) HD - በፍጹም አልስማማም(1)

1. በቢሾፍቱ ከተማ አንደኛ ደረጃ ት/ቤቶች ውስጥ ሱፐርቪዥን እንዴት ነው የተዋቀረው/ የተደራጀው ?

ተ.ቁ	ዝርዝር ሃሳቦች	አማራጮች				
		SA	A	U	D	HD
1	የመማር-ማስተማር ሱፐርቪዥኖች አዲስ ለሚመደቡ መምህራን ስልጠና ያዘጋጃሉ።					
2	የመማር-ማስተማር ሱፐርቪዥኖች የሱፐርቪዥን እቅድ በማዘጋጀት በየትምህርት ዓመቱ መጀመሪያ ላይ ከሚመለከታቸው አካላት ጋር ይወያዩበታል።					
3	የሱፐርቪዥን መርሃ-ግብሩ ሁሉንም መምህራን በእቅዱ የሚያካትት እና ቀድመው እንዲያውቁት የሚያደርግ ነው።					
4	የመማር-ማስተማር ሱፐርቪዥኖች እና የአገልግሎቱ ተጠቃሚ መምህራን ከክፍል ምልክታ በፊት ቅድመ-ምልክታ ወይይት ያካሂዳሉ።					
5	አዲስ የሚመደቡ መምህራን በቅድሚያ ከመሪ መምህራን/ ከት/ት ክፍል መሪዎቻቸው የሱፐርቪዥን አገልግሎት እንዲያገኙ ይደረጋል።					
6	የከተማዋ የት/ጽ/ቤት በት/ቤቶች ውስጥ የተቀናጀ እና የተሳካለት የመማር-ማስተማር ሱፐርቪዥንን ለማጠናከር ድጋፍ ያደርጋል።					

2. የመማር-ማስተማር ሱፐርቪዥኖች የመምህራንን የክፍል ውስጥ ጥንካሬዎችና ድክመቶች ምን ያህል ይለያሉ?

ተ.ቁ	ዝርዝር ሃሳቦች	አማራጮች				
		SA	A	U	D	HD
1	የመማር-ማስተማር ሱፐርቪዥኖች የመምህራንን የክፍል ውስጥ አፈጻጸም ድክመቶች ለመለየት በየጊዜው ይሰራሉ።					
2	የመማር-ማስተማር ሱፐርቪዥኖች የመምህራንን የክፍል ውስጥ የተማሪዎችን ቁጥጥር ጉድለት ይለያሉ።					
3	የመማር-ማስተማር ሱፐርቪዥኖች መምህራን የተማሪዎችን አፈጻጸም በሚገመገሙበት ሂደት የሚኖሩባቸውን የክህሎት ክፍተቶች ይለያሉ።					
4	የመማር-ማስተማር ሱፐርቪዥኖች መምህራን በትምህርታዊ ጉዳዮች ላይ ራሳቸውን እንዲገመገሙ ያበረታታሉ፤ ሁኔታዎችንም ያመቻቻሉ።					
5	የመማር-ማስተማር ሱፐርቪዥኖች የት/ት ግብዓት ቁሳቁሶች እንዲሟሉ ሁኔታዎችን ያመቻቻሉ፤ መምህራንም በአግባቡ እንዲጠቀሙባቸው ያበረታታሉ።					
6	የመማር-ማስተማር ሱፐርቪዥኖች መምህራን የመማር-ማስተማር ግቦችንና ዓላማዎችን እንዲያገለግሉ ያበረታታሉ።					
7	የመማር-ማስተማር ሱፐርቪዥኖች መምህራንን ንቁ-አሳታፊ የማስተማር ዘዴን እንዲጠቀሙ/እንዲተገብሩ ይመክራሉ።					

8. እባክዎትን የመምህራንን የክፍል ውስጥ ጥንካሬዎችና ድክመቶች መለየት የሚቻልባቸው ሌሎች መንገዶች/ዘዴዎች ካሉ በአጭሩ ይጻፏቸው።

3. የመማር-ማስተማር ስ-ፐርሻይዘሮች የመምህራንን ድክመቶች ለማሻሻል የሚያግዙ ዘዴዎችን/ብልሃቶችን ምን ያህል ያዘጋጃሉ?

ተ.ቁ	ዝርዝር ሃሳቦች	አማራጾች				
		SA	A	U	D	HD
1	የመማር-ማስተማር ስ-ፐርሻይዘሮች ለጀማሪ መምህራን የመግቢያ ስልጠና (induction training) ያዘጋጃሉ።					
2	የመማር-ማስተማር ስ-ፐርሻይዘሮች ለመምህራን የት/ት እቅድ ዝግጅት ላይ ድጋፍ/አገዛ ያደርጋሉ።					
3	የመማር-ማስተማር ስ-ፐርሻይዘሮች የልምድ ልውውጥ መርሃግብሮችን ያመቻቻሉ።					
4	የመማር-ማስተማር ስ-ፐርሻይዘሮች በመምህራን የት/ት መሳሪያዎች መረጣና ዝግጅት ላይ ድጋፍ/አገዛ ያደርጋሉ።					
5	የመማር-ማስተማር ስ-ፐርሻይዘሮች አዳዲስ የማስተማሪያ ዘዴዎችን ለት/ቤቶች እና ለመምህራን ያሰራጫሉ።					
6	የመማር-ማስተማር ስ-ፐርሻይዘሮች ለመምህራን እድገት የሚጠቅሙ አጫጭር ስልጠናዎችን፣ ወርክሾፖችንና ሴሚናሮችን ያመቻቻሉ።					
7	የመማር-ማስተማር ስ-ፐርሻይዘሮች ለመምህራን ክሊኒካል ስ-ፐርቪዥን (clinical supervision) እና ግብረመልስ ይሰጣሉ።					

8. በመማር-ማስተማር ስ-ፐርሻይዘሮች ድጋፍ መምህራን የክፍል ውስጥ ድክመቶቻቸውን እንዲያሻሻሉ የሚያግዙ ሌሎች ዘዴዎች/ብልሃቶች አሉ የሚሉ ከሆነ ባጭሩ ይጻፏቸው።

4. መምህራን የሙያ ክህሎቶቻቸውን እንዲያሻሽሉ በመማር-ማስተማር ስ-ፐርሻይዘሮች የሚሰጧቸውን ድጋፎች ምን ያህል አምነው በተግባር ያውላሉ?

ተ.ቁ	ዝርዝር ሃሳቦች	አማራጮች				
		SA	A	U	D	HD
1	የመማር-ማስተማር ስ-ፐርሻይዘሮች መምህራን በማስተማር-መማር ሂደት ውስጥ ልዩልዩ የት/ት መሳሪያዎችን እንዲያዘጋጁ ድጋፍ ያደርጋሉ።					
2	የመማር-ማስተማር ስ-ፐርሻይዘሮች መምህራን የሥራ ላይ ምርምር/ጥናት (action research) እንዲያካሂዱ ይመክራሉ።					
3	የመማር-ማስተማር ስ-ፐርሻይዘሮች ለመምህራን በአዳዲስ የማስተማሪያ ዘዴዎች ላይ አጫጭር ስልጠናዎችን ያመቻቻሉ።					
4	የመማር-ማስተማር ስ-ፐርሻይዘሮች መምህራን አብነት/ሞዴል የሚሆኑ ውጤታማ የማስተማሪያ ዘዴዎችን እንዲጠቀሙ ይመክራሉ፤ ተማሪዎቻቸውን በክፍል ውስጥ እንዲያነሳሱ/እንዲያነቃቁም ያበረታታሉ።					
5	የመማር-ማስተማር ስ-ፐርሻይዘሮች መምህራን በስነ-ምህጋዊ ክህሎቶቻቸው የሚጮኩበትን ውድድር የሞላበትን ከባቢያዊ ሁኔታን ይፈጥራሉ።					
6	የመማር-ማስተማር ስ-ፐርሻይዘሮች በመምህራን እና/ወይም በት/ክፍሎች መካከል የልምድ ልውውጥ መርሃግብሮችን፣ፕሮግራሞችን ያዘጋጃሉ።					
7	የመማር-ማስተማር ስ-ፐርሻይዘሮች በየት/ቤቱ መምህራን መካከል ትምህርታዊ ፋክክርን ያነሳላሉ።					

8. መምህራን ከመማር-ማስተማር ስ-ፐርሻይዘሮች የሚያገኟቸው ሌሎች ሙያዊ ድጋፎች ካሉ ባጭሩ ይጻፏቸው።

5. የአንደኛ ደረጃ ት/ቤት ሱፐርቫይዘሮች ዋና ዋና ተግዳሮቶች

ተ. ቁ	ዝርዝር ሃሳቦች	አማራጮች				
		SA	A	U	D	HD
1	የመማር-ማስተማር ሱፐርቫይዘሮች ከአቅም በላይ የሆኑ የሥራ ጫናዎች አሉባቸው።					
2	የመማር-ማስተማር ሱፐርቫይዘሮች ለጀማሪ መምህራን ትምህርታዊ ድጋፍ የመስጠት ክፍተት ኃላፊነት አለባቸው።					
3	መምህራን ትምህርታዊ ጉድለቶቻቸውን አምነው ለመቀበል ዝግጁነት አላቸው።					
4	የመማር-ማስተማር ሱፐርቫይዘሮች የማስተካከያ ርምጃዎችን የመውሰድ ስልጣን አላቸው።					
5	የመማር-ማስተማር ሱፐርቫይዘሮች ለመምህራን ግብረ-መልስ ለመስጠት የሚሰጡ የራሳቸው ቢሮ አላቸው።					
6	የመማር-ማስተማር ሱፐርቫይዘሮች ሁሉንም መምህራን በት/ት ሥራዎቻቸው ለማገዝ በቂ ጊዜ አላቸው።					
7	የመማር-ማስተማር ሱፐርቫይዘሮች በቁና ወጥ መመሪያዎች አላቸው።					

8. የመማር-ማስተማር ሱፐርቫይዘሮችን ሊያጋጥሟቸው የሚችሉ ሌሎች ተግዳሮቶች ካሉ ባጭሩ ይጻፏቸው።

ስለትብብርዎ አመሰግናለሁ!

ታህሳስ፡ 2011 ዓ.ም

Appendix - A

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDY DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Dear Respondent;

The purpose of this questionnaire is to collect data for preparing a thesis under the title Practices and Challenges of Instructional Supervision in elementary schools of Bishoftu town, for the partial fulfilment of M.A degree in school Leadership. The outcomes of this study will contribute to identification of some of the major problems in practices of school based instructional supervision in elementary school in the study area. This research is intended only for academic purpose authorized by Addis Ababa University. Thus, I kindly request you to fill this questionnaire as frank as you could be where by your ideas and comments are highly honoured and kept confidential. Lastly, the researcher appreciates in advance for your willingness in sharing your valuable ideas, without which the purpose of this study will not be achieved.

Thank you in advance for your cooperation!

This questionnaire will be filled by elementary School teachers.

GENERAL DIRECTIONS:

1. You don't need to write your name
2. Please make a “√” mark on the box provided
3. Write your responses for open ended questions shortly and precisely on the space provided

PART I.

GENERAL INFORMATION:

1. Sex: (i) Male = ____ (ii) Female = ____
2. Number of years taught;
(i) 1 – 5yrs = ____ (ii) 6 – 10yrs = ____ (iii) 11 – 15yrs = ____
(iv) Over 15yrs = ____
3. Educational background:
(i) Diploma = ____ (ii) BA/BSc /BEd degree = ____ (iii) MA Degree = ____
4. Present position:
(i) Teacher = ____
(ii) Senior teacher = ____
(iii) Department Head = ____
(iv) principal = ____

PART II

Indicate your responses for the following items using” √” mark to write in the box corresponding to an action.

KEY: SA- Strongly Agree, A – Agree, U -Undecided, D– Disagree, HD- Highly Disagree

I. How supervision is organized in elementary schools of Bishoftu town?

T.L	Item	Alternatives				
		SA	A	U	D	HD
1	Instructional supervisors’ organize trainings on supervision for newly deployed teachers.					
2	Instructional supervisors prepare a time plan for supervision & discuss on it with stake holders at the beginning of the year.					
3	The supervision program included all teachers in the schedule and also pre informed.					
4	Instructional supervisors & teachers, who will get the service, set a pre-observation session before the class observation					
5	Newly deployed teachers would get supervision service first by their respective mentors/ department heads					
6	The town education office provides support to strengthen an organized and managed instructional supervision in schools					

II. To what extent do instructional supervisors identify the strengths and limitations of teachers in the classroom?

T.L	Item	Alternatives				
		SA	A	U	D	HD
1	Instructional supervisors regularly identify limitations of teachers in the classroom practice					
2	Instructional supervisors identify teachers deficiencies to manage students in the classroom					
3	Instructional supervisors identify the skill gaps of teachers in student evaluation					
4	Instructional supervisors encourage and facilitate teachers self evaluation on instructional matters.					
5	Instructional supervisors facilitate the availability of instructional materials and encourage teachers to use them appropriately					
6	Instructional supervisors encourage teachers in developing instructional goals and objectives					
7	Instructional supervisor’s advice teachers to use active learning in the class room.					

8. If there are any other means of identifying instructional strength and limitations of teachers, please write them briefly-

III. To what extent do instructional supervisors design various interventions so as to assist teachers to their limitations?

T.L	Item	Alternatives				
		SA	A	U	D	HD
1	Instructional supervisor are arranging induction training for beginner teachers					
2	Instructional supervisors assist teachers in planning lessons					
3	Instructional supervisors facilitate experience sharing programs					
4	Instructional supervisors assist teachers in selecting & developing instructional materials					
5	Instructional supervisors spread new teaching methodologies among schools and teachers					
6	Instructional supervisors facilitate short term training, workshops and seminars for the professional growth of teachers					
7	Instructional supervisors provide a clinical supervision & feed- back for teachers regularly.					

8. If there are any other ways of intervention by instructional supervisors to assist teachers to improve their instructional limitations in the classroom, please write down briefly _____

IV. To what extent do teachers convinced & apply the professional support gain from supervisors in order to improve their instructional skills.

NQ	Item	Alternatives				
		SA	A	U	D	HD
1	Instructional supervisors support teachers to prepare different instructional materials on teaching learning process					
2	Instructional supervisors' advice teachers to conduct action research.					
3	Instructional supervisors facilitate short term training to teachers on new teaching methodologies					
4	Instructional supervisor advice teachers to use model effective teaching methods and encourage them to motivate students in the classroom.					
5	Instructional supervisors create competitive environment among teachers on pedagogical skills					
6	Instructional supervisors facilitate experience sharing programs among teachers and/or departments.					
7	Instructional supervisors initiate competition among teachers in schools on academic programs.					

8. If there is any other professional support that teachers gained from instructional supervisors, please write some of them briefly

V. The Major challenges of elementary school supervisors.

NO	Item	Alternatives				
		SA	A	U	D	HD
1	Instructional supervisors are over burdened with many tasks					
2	Instructional supervisors are highly responsible to support beginner teachers instructionally					
3	Teachers have readiness to accept their instructional limitations					
4	Instructional supervisors are authorized to take remedial actions.					
5	Instructional supervisors have their own convenient offices to provide feedback to teachers					
6	Instructional supervisors have enough time to support all teachers instructionally					
7	Instructional supervisors have enough standard instructional guidelines					

8. If there are any other challenges faced on elementary school instructional supervisors, please write them briefly

Thank you

September ,2011 ETC

Appendix - B

INTERVIEW CONDUCTED TO PRINCIPALS AND VICE PRINCIPALS

The purpose of this interview is to investigate issues related to the Practices and challenges of instructional supervision in Bishoftu town elementary schools. The information obtained from the respondents will help to improve the elementary school instructional supervisory practice.

I would like you assure that data obtained will be used for research purpose only. Thank you in advance for your cooperation!

Part I: General information

1. School name _____
2. Sex (i) Male _____ (ii) Female _____
3. Educational Qualification;
(i) Diploma____ (ii) B.A/B.Sc. /B.Ed. degree _____ (iii) MA/M.Sc. degree____
4. Current position;_____.
5. Experiences as a: teacher_____years ; school principal_____ years ; as Education officer_____years ; supervisor_____years

Part II: Give your responses for the following questions.

1. How instructional supervision is organized and managed in your school?
2. How can instructional supervisors identify the strengths and limitations of teachers in the classroom in order to design appropriate intervention? Can you give examples from your experience?
3. How can those instructional supervisors design various interventions so as to assist teachers to improve their limitations?
4. What is your expectation about instructional support gained from supervisors in order to improve teachers' instructional skills in the school?
5. What practical problems are affecting the instructional supervisory practice?
6. What do you suggest to overcome the problems related to instructional supervision?

Appendix - C

QUESTION FOR FOCUSED GROUP DISCUSSIONS.

The purpose of this discussion is to investigate issues related to the Practices and challenges of instructional supervision in Bishoftu town elementary schools. The information obtained from the respondents will help to improve the elementary school instructional supervisory Practice.

N.B: Participants on this discussion are; selected department heads and selected teachers who do not participate in filling the questionnaires.

The discussion is open to raise further questions, in addition to the basic questions written here.

- 1. How instructional supervision is organized and managed in your school?**
- 2. How can instructional supervisors identify the strengths and limitations of teachers in the Classroom? Can you give examples from your experience?**
- 3. What is your expectation about instructional support gained from supervisors in order to improve teachers' instructional skills in the school?**
- 4. What practical problems are affecting the instructional supervisory practice?**
- 5. What do you suggest to overcome the problems related to instructional supervision?**

Work Plan

Time Schedule Plan

No	Activities	Time schedule						
		Nov	Dec.	Jan	Feb	Mar	Apr	may
1	Writing proposal	✓						
2	Selection of participants	✓						
3	Preparing data collection tools		✓					
4	Organizing data			✓				
5	Data analysis and interpret				✓			
6	Write paper					✓		
7	Submission of draft						✓	
	Correction of Submission draft						✓	
8	Submission of final Report							✓

4.1 Budget Breakdowns

Lists of items and its costs

No	Items	Unit	Amount	Estimated budget			
				Unit cost		Total cost	
				Birr	sent	Birr	Sent
1	Stationary materials						
1.1	Printer paper	Ream	5	180	00	900	00
1.2	Binder	<u>No.</u>	1	130	00	130	00
1.3	Flash	GB	16	320	00	320	00
2	Photo copy						
2.1	Books	pages	300	1	50	450	00
2.2	Questionnaire	pages	500	1	50	750	00
2.3	Final report	pages	300	1	50	450	00
	Binding service	<u>No.</u>	3	80	00	240	00
2.4	Calculator	piece	1	300	00	300	00

Lists of items and its costs

N O.	Items	Unit	Amount	Estimated budget			
				Unit cost		Total cost	
				Birr	sent	Birr	Sent
3	Secretarial service						
3.1	For Writing	pages	140	10	00	1400	00
3.2	Assistances' fee	-	-	3000	00	3000	00
3.2	Print service	pages	600	1	50	900	00
3.3	Telephone service	piece	10	100	00	1000	00
3.4	Bag	piece	1	600	00	600	00
3.5	Tape recorder	piece	1	800	00	800	00
	Sub total			14,240	00	14,240	00
3.6	Contingency(10% of the			1,424	00	1424	00
	Total			15,664	00	15,664	00

1. Summary of the Cost (Budget)

NO.	Items	Total cost	
		Birr	Sent
1	Stationary materials	1350	00
2	Photo copy	2190	00
3	Secretarial service	5300	00
4	Transportation	5400	00
5	Sub total	14,240	00
6	Contingency 10% of total cost	1,424	00
	Total	15,664	00