

**Addis Ababa University
School of Graduate Studies**

**The Impact of Supervisory Behavior on
Teachers' Satisfaction with Supervision, in
Region Three Senior Secondary Schools**

**By
Dessalegn Tekle**

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Dessaiegn Tekle

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By
Dessalegn Tekle
Faculty of Education

Approved by the Examining Board

Ayalew Shibeshi

Chairman, Department Graduate Committee


Signature

Dr. Seyoum Teferra

Advisor


Signature


Tafesse Asfaw

Examiner


Signature

Dr. Zaudneh Yimtatu

Examiner


Signature

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ABSTRACT

The purpose of this study was intended to investigate the impact of supervisory behavior on teachers' satisfaction with supervision, in Region Three Senior Secondary Schools during the 1988-1989 school year. 20 Schools were selected from all the zones by proportionate stratified sampling technique to ensure the quota of each zone in the sample.

To facilitate the next move, 6 basic questions were stated to guide the study. Based on this, two sets of questionnaires were prepared and pilot-tested to rectify the reliability of the tool. Split-half reliability test was used, and those reliability coefficients greater or equal to 0.75 were included in the final data gathering tool. 458 teachers and 40 supervisors returned properly completed questionnaires. To analyze the data, frequency percentage, t-test, correlation, and stepwise multiple regression analysis were used. In this respect, as it was discussed in each section of the analysis, many Region Three Senior Secondary School teachers indicated that their satisfaction with the supervisory behavior of their supervisors is nearly below average, which in turn may have a negative consequence on the overall operation of the schools.

Of all predictor variables involved in this study, qualification, supervisory leadership skills, techniques of classroom supervisory procedures, and the function of supervisors in facilitating in-service education have emerged statistically significant to be used in the stepwise multiple regression analysis. Here, the above four mentioned predictor variables have statistically significant relationship with the overall satisfaction measure. However, the degree of their impact is not substantial in each case; that is, the relationship between teachers and supervisors is very loose predicting that teachers are not satisfied with the supervisory behavior of the supervisors. On the whole, the four predictor variables (X_5 , X_6 , X_3 , X_7) in the model, taken together accounted for about 19.2 percent of the total variance, whereas the remaining 80.8 percent is to be considered by the unexplained factors which can be examined further in depth by those who have the interest.

CHAPTER I
INTRODUCTION

1.1 Background to the Problem

It goes without saying that the task of educational management is such a complex, purposive, delicate and a huge corporate type of venture that calls for men of good professional stature, who can effectively and efficiently manage the available human and material resources to attain the desired goals of educational organization. In this respect, one of the most important challenging professional responsibilities which any instructional supervisors encounter is the task of facilitating appropriate and relevant training for teachers in-service as well as for those who are coming in. Apart from this, supervisors can scarcely expect topnotch performances from teachers if their knowledge and professional skills are not up to the demands of the work they must do. Picking the same idea, Van Dersal (1962: 83) remarked that the better trained the teachers are, the more productive and fairly satisfied they can be, individually and collectively.

As to the practical observation of the researcher, the consideration given to such a crucial branch of educational leadership was greatly disappointing in the whole country, Ethiopia. To study this effect, the researcher selected Region Three from Ethiopia for practical reasons due to be mentioned later.

In fact, it was this very discouraging trends of educational leadership that has initiated and paved a way for the researcher to embark on studying this timely educational issue. Indeed, it

has been a long cherished aim of the writer to study how supervision affects teachers' satisfaction. With this in mind, the researcher took to investigate the supervisory behavior of the supervisors and its influences on teachers professional development and students' learning better.

Pertaining to the concept of job satisfaction, although not directly mentioned of supervisory behavior of the supervisors, Hoppock as cited in Young (1984: 114) addressed what job satisfaction is all about, and then other researchers started studying employees' affective reactions toward their jobs. Dwelling on the same idea, Kornhause in the same source stated that job satisfaction has been found to have related to mental and physical health; it has been found to correlate substantially with mental health for several different types of work groups. Again Lock in the same source mentioned above pointed out that job satisfaction and dissatisfaction are more of psychological state. He further remarked that it results from the perception that one's fulfilment allows the fulfilment of one's important job values. Similarly, Davis (1981: 82) described that although high job satisfaction is the hallmark of a well managed organization, it can not be urged into existence or even bought. Davis evidenced that job satisfaction is the favourableness or unfavourableness with which employees view their work. It expresses the amount of agreement between one's expectations of the job and the rewards that job provides.

Considering the above general theories of job satisfaction, the researcher selected intentionally supervision from among the several facts of job satisfaction as it applied to the

development of the professional skills of teachers, and the improvement of instructional processes, and techniques of classroom supervisory procedures.

In the pivotal position of school management the principals have two major distinct roles to play: supervisory and administrative responsibilities. It is evidently on them that improving by helping teachers to learn more about what they do and why, to strive for self-improvement, to share what they know with others, and to strive to improve their practices is at the heart of what supervision seeks to accomplish (Sergiovanni and Robert, 1993: 104). In addition, they stated that traditional supervisors' job primarily focused on helping teachers increase students' learning motive. To this effect, the overarching primary purpose of supervision seems to help teachers advance professionally and socially, that is, advancement on what they know, the development of their teaching skills, teacher's ability to make more informed professional decisions, to problem-solve better, and to inquire into one's practice. Hence, supervision in its very nature, can be looked on as an educational leadership that does what it ought to do to make teachers more productive and effective contributors to the general goals of instructional program (Knezevich, 1969: 263). Similarly, Gorton (1988: 362) described supervision as one of the most important job satisfaction facets. He explained also that supervisors who display friendship, mutual trust, respect and warmth, claim that such an approach helps those supervisors have relatively more satisfied workers. On the other hand, work-oriented supervisors who view their subordinates as "people to get work done" tend to

cause low satisfaction (Agarwal, 1993: 307). Besides this, it is known that supervisors are leaders of instructional programs and they are safely placed in driver's seat, taking the utmost responsibility for the whats and hows and whens of educational improvement as they plan and provide in-service education for further staff development (Sergiovanni and Robert, 1993: 265). Subsequently, Sergiovanni in Fraser (1970: 224) reported that two of the major purposes of teacher supervision are to promote the professional status of teachers and to improve student learning at large.

Taking into account facts stated from the personal experiences of the researcher and earlier writers as a prelude to this survey study, the researcher was interested to raise the following basic questions to investigate the impact of supervisory behavior on teachers' satisfaction with their current supervision accomplishments, with particular reference to Region Three Senior Secondary Schools.

1.2 Statement of the Problem

As a vital facet of educational management, an instructional supervision has a greater potential force to enhance teachers' professional efficiency thereby contributing to students' learning better. However, an instructional supervision by its very nature is not an easy task to successfully accomplish as desired. Being an integral part of the total program of school operations, it is the most creative, cooperative and corporate responsibility of all school workers. In this respect, how the supervisory behavior of the supervisors perceived by the teachers

in line with their satisfaction is the main focus. This and other related points will be treated in this study.

Therefore, the prime objective of this study is to identify the major problem of the current supervisory behavior effect on teachers' satisfaction with supervision, specifically, in Region three Senior Secondary Schools. To this effect, the following basic research questions have been addressed to guide the study.

1. To what extent are teachers satisfied with their current supervision?
2. Do supervisors and teachers differ in their views of the supervisory leadership skills of the supervisors in employing:
 - 2.1 their conceptual skills?
 - 2.2 " human skills?
 - 2.3 " technical skills?
3. Do supervisors and teachers differ in their views in which supervisors facilitate the opportunities of in-service education program for teachers with respect to:
 - 3.1 developing professional skills of teachers?
 - 3.2 enhancing instructional improvement?
 - 3.3 up-dating curriculum content?
 - 3.4 organizing workshop on current educational issues?
4. Do supervisors and teachers differ in their views as to how well the supervisors utilize the techniques of classroom supervisory procedures with regard to:
 - 4.1 pre-observation conference?
 - 4.2 classroom observation process?
 - 4.3 post-observation conference?

5. Are there significant correlations between teachers' rating scores on supervisory behavior and teachers' rating scores on satisfaction indices?
6. What is the combined relative contribution of independent variables on overall satisfaction measure?

1.3 Significance of the problem

The fundamental task of instructional supervision is primarily to promote the professional skill of teachers aiming at the advancement of the academic performance of students. In line with this, it is also the objective of this study to identify the underlying problems of current supervisory behavior as perceived by both teachers and supervisors, in Senior Secondary Schools in Region three unfolding the problems, seeking for more practical solutions that may enable the supervisors to realize where the problems of supervision lie, and how they should be solved for the good of the beneficiaries.

In view of the above explanations, it was practically observed that in years foregone, the roles of supervision and other educational activities were much undermined in Ethiopia. Almost training programs for supervisors were non-existent. The position of supervision was ill-defined and the people filling the position were poorly trained and paid. All these problems coupled with other educational problems have significant impact on the very exiting supervisory practices in the schools mentioned above.

So, it is highly hoped this study would draw some concrete and relevant recommendations that can possibly bring about

desirable changes in the supervisory behavior of the supervisors and teachers' satisfaction with supervision, which is the coefficient of the overall improvement of curriculum provision and implementation.

1.4 Scope of the Study

The extent of this study covers only Region three as a centre of its operation. This is because as per the 1987 E.C. academic year the concentration of Senior Secondary Schools in this region was second to Oromia on national scale. The second reason to delimit this study to the above mentioned region is that the researcher has some practical observations as he was working in responsible positions at various Secondary Schools in the region. On the other hand, it would have been a great pleasure to the writer if it were possible to include in this study all the available Senior Secondary Schools in Ethiopia had it been not for the main fact that all of them are not found in the same social, cultural and economic milieu. The writer feels that the reason for selecting region three as a sole setting for his research work will have no significant impact on the final outcome of the study, it is hoped.

1.5 Limitation of the Study

Since this study has not been conducted on national scale, the findings which would have been the basis for fair generalization are not supposed to be free from some limitations which are likely to appear from the same study. Infact, the basis taken into consideration for not undertaking a nation-wide based

research was due, principally, to the time factor and the unmanageability of the size and number of senior secondary schools and financial constraints. The next reason could be the paucity of previous research work on this topic. And the last encounter the researcher can state is that the supervisors were almost found not willing to fill the questionnaires.

1.6 Methodology and Procedures of the Study

The data presented in this paper were gathered to investigate the impact of supervisory behavior on teachers' satisfaction with supervision. Included in this study are extensive reviews of the literature closely related to supervision and job-satisfaction. It focuses on describing and examining the major problems of current educational control system in region three Senior Secondary Schools. Comparisons were made to establish similarities and differences between the two study groups (teachers and supervisors) in their perceptions of the supervisory practice and teachers' job satisfaction with supervision. As to the research method, this study employs a descriptive survey research method because it attempts to secure information as they currently exist. To this effect, the study used the following methods of procedures to collect and analyze the secured data.

1.6.1 Data Sources

The sources of data were books, periodicals, documents, related literatures and teachers and supervisors of the sample schools, respectively.

1.6.2 Data Gathering Tools

This study used a close ended questionnaire to collect the necessary data for the study. A questionnaire was used for the main reason that it is a full-proof tool for obtaining varieties of opinions from a large population within a short span of time.

1.6.3 Subjects and Sampling Procedures

During the 1988-1989 E.C. academic year, there were 70 government Senior Secondary Schools in Region three, with a total population of 2124 male teachers and 113 female. In light of this, the distribution of Senior Secondary Schools in each administrative zone was identified and out of those that were identified about one-third (20 schools) were selected and this was assumed to be a representative sample of the total number of schools in the entire region aforementioned.

As per the number of Senior Secondary Schools in each zone, the researcher keeping their due proportions identified sample schools. After the number of schools to be taken from each zone was known, then, a simple random sampling procedure was applied to Senior Secondary Schools in each zone to pick out sample schools. Consequently, from the list of teachers in each sample school, 30 teachers were randomly picked out to fill the questionnaire.

The second group of respondents consists of principals, department heads, unit leaders and full-time supervisors, respectively.

As to the design of the questionnaire, two sets of questionnaires were constructed as follows:

- a) measures of supervisory behavior which are intended to be answered by both teachers and supervisors -30 items
- b) measures of teachers' satisfaction with supervision 10 items to be answered by teachers only.

On the whole, the total number of respondents was:

- a) teachers 600
- b) supervisors 65, respectively

To ensure the reliability of the instrument, a pilot study was conducted in five Senior Secondary Schools to verify the applicability of the instrument. Items with the reliability coefficients equal to or greater than 0.75 were included in the final study.

1.6.4 Methods of Data Analysis

This section of the study treats the presentation and interpretation of the data collected through the questionnaires. Before using the data, they were checked for their usability, and the appropriate statistical procedures were identified in line with the purpose of the study. Accordingly, the following statistical procedures were put into use to analyze and interpret the data collected.

1. For respondents characteristics frequency was employed
2. For satisfaction-frequency percentage analysis was used to investigate to what extent teachers are satisfied with their current supervisory practices.

3. Research questions 2,3, and 4 were tested by using the t-test at $p < .05$ level of confidence to decide whether or not significant differences exist between the two sample means of the group.
4. Research question 5 was computed by using Pearson's product-moment correlation coefficient to determine the degree of relationships between the rating scores of teachers on supervisory behavior and on each satisfaction measure rating score of teachers.
5. Research question 6 was tested by the stepwise multiple regression analysis to determine the effect of independent variables on overall satisfaction of teachers' with supervision.

1.7 Definitions of Key Terms Used in the Study

Inspection: to examine critically one or more aspects of the school and its programs, such as instructional activities and the like (Good, 1973: 303).

In-service-education: an educational program provided for teachers in-service. Efforts to promote by appropriate means the professional growth and development of teachers while on the job, in supervision of teaching, one of the major tasks includes: planned and organized effort to improve the knowledge, skills, and attitudes of instructional staff members to make them more effective on the job (Good, 1973: 294).

Instruction: refers to teaching-learning process through which the curriculum is translated into practice (Good, 1973: 342).

Instructional Supervision: it is an act of offering personal leadership advice to classroom teachers in the areas related to the improvement of educational experiences for pupils. Its emphasis is on the development or improvement of professional techniques and procedures. It stresses the need for continued growth of teachers in knowledge and ability to instruct (Mbamba, 1992: 106).

Leadership: the ability to coordinate group efforts towards desired goals (Good, 1973: 332).

Professional: one who has acquired a learned skill and conforms to ethnical standards of the profession in which he practices the skill (Good, 1973: 440).

Satisfaction: It expresses the amount of agreement between one's expectations of the job and the rewards that the job provides. It is part of life satisfaction (Davis, 1981: 82).

Supervisory Leadership: showing an ability to lead and develop a program of meaningful task of instructional supervision (Good, 1973: 575).

Supervisory Behavior: activities chosen by supervisors or persons involved in supervisory responsibilities who set out to influence other persons and situations with respect to the takes of directing the education of youth. (Good, 1973: 575).

Supervision: that function of control which evaluates current action while in progress and assures that execution is taking place in accordance with plans and instructions. It is the function of control that can lead directly to corrective action while execution is taking place. (Good, 1973: 572).

CHAPTER II

2. Review of the Related Literature

To start with, it considers the overviews of the definitions, developments, research related theories and principles of instructional supervision. In its broader spectrum, supervision can be seen essentially only as a part of a larger entity of the overall operation of the educational system. On the whole, supervision can be conceptualized as one part of a total operation of school geared to producing certain teaching-learning improvement (Harris 1963:5).

In the complex field of modern educational administration and management, the importance of educational theories and assumptions are largely indispensable, because theories and principles are active forces which substantially operate as headlights to provide the professionals with broader views of the situations from which to select the desired type of principles and other related base lines, for the ever evolving innovative practices and theoretical understandings (Sergiovanni and Starratt, 1993: 6).

To come back to the main ideas mentioned earlier, of the several facets of job satisfaction, the term supervision was intentionally picked out for its practical association with teachers' day-to-day activities. Concerning this, several writers defined supervision in many different ways of which some are given below.

2.1 How Supervision is Defined

Harris in Goldhammer (1980: 17) defined it as:

What school personnel do with adults, and things to maintain or change the school operation in ways that directly influence the teaching processes employed to promote pupil's learning.

Amberber (1975: 9) defined supervision as "a service which is an expert technical service primarily aimed at studying and improving cooperatively all factors which affect child growth and development"

Similarly, Eye and Netzer (1965: 400) defined supervision as "a form of service which is one phase of school administration dealing primarily with the achievement of educational services."

Good (1973: 532) in the same way defined it as a means of providing leadership to teachers as follows:

All efforts of designated school officials, towards providing leadership to teachers and other educational workers in the improvement of institution, involves the stimulation of professional growth and development of teachers, selection and revision of educational objectives, materials of instruction, and methods of teaching and the evaluation of instruction.

Spears (1955: 16) defined it as:

1. The process of bringing about improvement in instruction by working with people who are working with other people' it is the process of stimulating growth and a means of helping teachers to help themselves; it is one of instructional improvement.
2. It describes those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers.

3. Good supervision is a process of releasing energies of people in creative ways to solve individual and common problems.

As to Knezevich (1969: 20) "supervision is controlling and coordinating device; it is only one aspect of administration, albeit so important a part that the terms are often used synonymously." Glathorn in Mbamba (1992: 104) defined it as ("... a process of facilitating the professional growth of a teacher, interaction and helping the teacher to make use of the feedback in order to make teaching more effective as desired.") Tosi et al. (1986: 102) defined supervision as: "The direction, leading, and development of subordinates to ensure that they perform their jobs well."

In another instance, Knezevich (1969: 263-4) defined instructional supervision as denoted below.

1. A planned program for the improvement of instruction
2. A program of in-service education and cooperative group development
3. The effort to stimulate, coordinate, and guide continued growth of teachers in schools, both individually and collectively.
4. Assistance in the development of a better and satisfying teaching-learning situations.
5. A means of maintaining existing programs of instruction as well as improving them to the level of satisfying both the needs of the teachers and of the school together.

In summary, the combined implication of the above definitions can be restated taking the function of supervision as an act of

instructional leadership, which is closely interrelated with administration of schools, primarily concerned with the development of curriculum and instruction, the in-service education of teachers, the improvement of learning and teaching process. Over and above, it implies that the role of supervision involves the process of directing and controlling, stimulating, and initiating changes, analyzing, and appraising, designing and implementing those behavior directly and primarily related to the improvement of teaching-learning situations.

Supervision as a leadership provision, has its own historical development. Eye and Netzer (1965: 4-10) pointed out that the theories of supervision seem to have been evolved through four distinct periods as briefly stated below:

1. The Period of Administrative Inspection, 1642-1875. It was marked by classical views. Teachers were seen as instruments and were closely supervised to ensure that they were doing as ordered (Lucio, 1979:1). At this time of its development, supervision was drivery, coercive, and was called inspection. Laymen were in charge of it. Teachers were seen as impotent being. Supervisors had paternalistic views over teachers.
2. The Period of Efficiency Orientation, 1876-1936. This time, there were efficiency oriented experts. Supervision remained an inspectorial function. Teachers were helped for the mere improvement of instructions.
3. The Period of Cooperative Group Effort, 1937-1959. Words like coordination, integration, creativity, stimulation, and

democratic relationships came to being, indicating the emergence of systematic management.

4. The Period of Research Orientation, 1960 - to present. This period was/is dominantly marked by melding of personnel relationships and research attacks on the solution of teaching-learning problems.

On the other hand, Amberber (1975: 9) substantiated the work of Barr and the following chart explains the contrast between Traditional and Modern Theories of Supervision.

Old and Modern Concepts of Supervision by Contrast.

<u>Traditional Concepts</u>	<u>Modern Concepts</u>
1. Inspection	1. Study and analysis
2. Teacher focused	2. Aim, material, method, teacher, pupil and environment focused
3. Visitation and conference	3. Many diverse functions
4. Random, haphazard, or a meagre formal plan	4. Definitely organized & planned
5. Imposed and authoritative	5. Derived and cooperative
6. One person usually	6. Many persons at all times

It has been featured in continuum from the most authoritative to the most creative and participative type of supervision with allied concepts, supervision as guidance, curriculum improvement, group process and indigenous to instructional teams.

In another instance, Sergiovanni and Starratt in Mbamba (1992: 104) suggested that supervision can be better understood by classifying its forms into three working approaches.

(1) Traditional (2) Human relations and (3) Neo-Scientific

1. In the traditional approach, supervision is characterized by formality, rules, regulations, which make the supervisor appear as small god in the instruction. The supervision of this time was tight and it was used as an instrument for goal achievement only. It was fault seeking. The flow of communication was rigid and had to conform to the chain of command. It was closely related to McGregor's Theory of 'X' portraying that the average man as being lazy, lacking ambition, disliking accountability and preferring to be led and controlled. It is termed as a philosophy of direction and control.
2. The human relations approach, teachers are looked upon as whole people, not as appendages because teachers are people. Supervisors are expected to work to create a favourable working climate for the satisfaction of teachers with the function of supervision. Human relations' approach tries to capitalize on participatory supervision and is human-focused in practice.
3. Neo-scientific supervision approach is seen as a product of high professional training in the art and science of supervision to warrant the respect which must be accorded to a supervisor as a result of his effective leading and directing educational management. Supervision is an instrument which facilitates educational leadership thereby

promoting teachers to strive for further self-improvement that eventually may result in satisfaction with supervision practices.

Initially related to what has been discussed, there are certain fundamental principles of supervision which consider supervision as an art of working with groups of people over whom authority is exercised, for the purpose of achieving their greatest combined efforts in getting work done (Van Dersal, 1962: 25).

In light of these accounts, Van Dersal has moved to enumerate several principles of supervision from among which some are listed below:

Principle one: This principle supports the idea that people must always understand clearly and practically what is expected of them before they make any endeavour to embark on doing something.

Principle two: Supervision, in all its forms, endeavors to explain the fact that people must have a desirable guidance in doing their assigned work effectively, with the desired magnitude.

Principle three: It frequently seeks to recommend that good work should always be recognized accordingly.

Principle four: Whenever poor work is done, the doer should deserve constructive and corrective criticism from which he learns his present mistakes as to minimize the likely mistakes to occur in the future doings.

Principle five: In order to help people to utilize their know-how and potential resources, people should be given ample

opportunities to show that they can accept greater responsibilities to manage at their own discretions.

Principle six: It upholds that people should be encouraged and make available to them facilities to improve themselves and their area of studies as well.

Principle seven: It asserts that people should work in a safe and healthful school environment to discharge their professional responsibility effectively as required.

Amberber (1975: 10) elaborating the views of Hicks that principles serve to guide effort. Principles provide a sense of directions and serve as boundaries which keep efforts and energies confined to relevant issues and activities. In effort, a set of principles constitutes the platform which serves as the basis for determining appropriate actions.

In short, it seems evident to see that the major role of the management is to look into the available facilities and the psychic climate of teachers so as to influence workers' creative potentials in the positive direction to meet the organizational expectations and teachers' satisfaction as well.

On the other hand, Peckham (1953: 1) identified ten major principles of supervision which he assumed more practical and discriminating as cited below:

1. The principle of cooperation
2. The principle of leadership
3. The principle of considerateness
4. The principle of creativeness
5. The principle of planning
6. The principle of flexibility

7. The principle of community orientation
8. The principle of objectivity
9. The principle of evaluation
10. The principle of integration.

Looking into each one of them reminds someone of the democratic type of supervisory practice which substantially takes into account the interests of the organization and the human needs, i.e. both the satisfaction of the organization and the workers or teachers.

2.2 Development and Current Trends of Supervisory Leadership in Ethiopian Schools

It was assumed to have been started in 1937 E.C. By then it was known as inspection led by a British educational expert and two other Ethiopians (M.O.E., 1974 E.C.: 4). In 1945 E.C. this three-man staff inspection section was raised to the status of Department, headed by an inspectorial general establishing its branches in provincial education offices. At the time, the major role of inspection department was to assure whether the policies, guidelines, directives, plans and programs of the M.O.E. were practically applied as intended to all levels of educational settings (M.O.E., 1974 E.C.: 4). The inspection of the time was more of appraising the performance of teachers in their individual respective classroom sessions. On this point Lulseged (1969: E.C. 48) remarked as follows:

Inspectors used to visit classes in session by suddenly appearing to observe the teacher. Reports of supervision often includes negative remarks rather than positive intentions, adversely affecting the teachers. Teachers usually dreaded the

sight of inspectors and more often felt nervous.

By 1955 E.C., the department of inspection was replaced by the section for supervision which was then under the Department of Elementary and Secondary Education, in each provincial Education office (M.O.E., 1979 E.C.: 3). In the meantime, M.O.E. and Addis Ababa University signed a new agreement to train new supervisors and those who were already on duty or in service. The prime objective of supervision was geared toward the improvement of teaching-learning process:

- identify weaknesses and strong performances,
- suggest ways and means of improving the teaching skills of teachers.

Supervision as a special instrument of educational activities control and support, mainly concentrated on the provision of the curriculum and the process of the classroom teaching-learning, which eventually failed to meet the desired objectives previously mentioned. Furthermore, supervision was found to be an ineffective educational instrument to reveal the underlying educational problems at all levels, and it was right then the 1966 E.C. state change once more again brought back inspection to take the place of supervision (M.O.E., 1979 E.C.: 4). From this time onwards, the supervision of school operations have been entrusted to school principals helped by assistant principals, unit leaders, and the department heads, and this was in operation till the 1983 E.C. change of state power in the country. In these long years of "Dergue's" time, the so-called inspection which was intended to bring about big productive changes in educational management, has registered no remarkable educational progress,

rather it has been geared toward the deterioration of educational quality in the whole nation. Even today, it is hardly possible to see separately which is which, how they operate on certain directed educational principles that are relatively consistent and professionally managed.

Amberber (1975: 18) referring to the problem of supervision has suggested that supervision tended to draw upon the wealth of simple techniques rather than principles, in Ethiopian schools. At the time, supervisors attached great importance to the various external and impertinent factors in lieu of the very substance of the matter. In this respect, supervisors were much interested in appearance of the teachers, the way the lesson plan was prepared, the manners of teachers, the presentation of their lessons, ventilation of classrooms, and the like. Although these are essential facts of the instructional supervision program, they are not in themselves; rather they are imperative means to an effective teaching-learning situations, he added.

According to an informal interview held with Region 14 Education Office supervisors, currently the instructional supervision is legally executed by school principals in collaboration with supervisory personnel. Principals are lawfully delegated as primary supervisors to supervise their respective schools in addition to their administrative responsibilities. The results of the interview were further confirmed by the guideline of the 1980 E.C. M.O.E. educational policy. Hence, it was made clear by the guideline that the supervision of schools was entrusted to school principals supported by assistant principals and others cited earlier.

Currently, since the educational policy, the new policy is fluid, the researcher is reserved from making any comparison with the recent past.

2.3 Some Basic Types of Supervisory Leadership Skills

As per the positions they maintain in the organizations, supervisors are said to be managers who manage employees performing the most basic job duties required in the organizations. Supervisors' management success largely depends on the fundamental understanding of the principles of management of the practical utilization of the three basic skills in their supervisory practices (Kinard, 1988: 15-20). He noted further that the managerial skills are the nervous system of any organization which bind together the operational engine of the organization. These skills are sometimes called human energy, and they take the form of human abilities, and behaviour experienced or exercised by everyone at his own level of responsibility. They are all applicable in all work of schools, be it elementary or secondary levels, Paisey and Audrey (1987: 19-20).

Though these three basic skills are intrinsically permeating one another, it is hardly possible to perceive their differences. The following figure gives an idea about the required change in the skill-mix of a manager with the change in his level-the relative positions of each skill.

Skill-mix at Different Managerial Levels based on Tripathi and P.N. (1991: 8) Model

Top management	Conceptual skill
Middle management	Human relations skill
Supervisory level	Technical skill

2.3.1 Conceptual skill

As it has been substantiated previously by Kinard, a conceptual skill is the ability needed by the supervisors and the administrators to view the organization from a broad perspective in order to understand the interrelationship among organizational component parts and other systems. Supporting the above idea, Griffiths (1956: 9) defined a conceptual skill as follows:

The ability to see the organization as a whole; it includes recognizing how the various functions of the organization depend on another, and how changes in any one part affect all the others. Recognizing those relationships and perceiving the significant elements in any situation, the supervisor should then be able to act in a way which advances the overall welfare of the total organization.

Hence, the success of any decision depends in large part upon the extent of the conceptual skill of the supervisors, for instance, skills in instructional supervision are generally acquired on-the-job, rather than during professional preparation and

internship. So, supervisors are entrusted with the most sweeping responsibilities for facilitating the professional development of teachers through in-service education in improving curriculum and instruction. Supervisors are expected to be conceptually and technically instructional experts, diagnosticians, curriculum developers, planners, problem solvers, innovators, in-service education facilitators and managers of the process of teaching-learning (Alfonso, 1984: 16). Mann in Alfonso (1984: 17), and Terry (1963: 276) raised similar points that conceptual skill includes the ability to visualize the organization as a whole, to see the "big picture", to envision all the various functions involved in a given situation. Similarly, Katz as cited in Certo and Applebaum (1986: 17-18) revealed that conceptual skill involves the ability to see the organization as a whole.

Tripathi and P.N. (1991: 9) remarked that conceptual skill refers to the ability of a manager to take a broad and farsighted view of the organization and its future development trend, his ability to think in abstract, his ability to analyze the forces working in a situation, his creative and innovative ability, and his ability to assess the environment and the changes taking place in it. In short, it is the ability to conceptualize the environment, the organization, and his own job, so that he can set appropriate goals for his organizational achievement.

2.3.2 Human Relations Skill

It is the ability without which an organization can not survive; it is very essential skill to solve conflict, to motivate, lead, and communicate effectively and efficiently with other workers.

Since all work is done when people work together, human relations skill is based on knowledge and understanding of social values and practices, and the dimensions of human behavior (Kinard, 1988: 15-18).

In the same way, Lucio (1962: 147-148) noted that the supervisor test his ways of acting in the arena of interpersonal relations, how he behaves with others, and how he assesses his own strengths, lacks, successes, and failures, determines the kinds of skills he develops in working with others. He sees to the fact that a primary responsibility in developing human relation skills is to one self. Therefore, the supervisors must make themselves the most educated, objective minded and responsible persons. So it is not surprising to hear that they can give to others only after giving to themselves, i.e., they are culturally and humanly expanding persons. As they develop a rich body of knowledge, both for and about themselves, they can use their experiences and knowledge with others, incorporating new skills and understandings into their behavior and rejecting ineffective ones.

Griffiths (156: 9) observed that human relations may be defined as "the executives ability to work effectively as a group member and to build cooperative effort within the team he leads." Essentially, human skill is contrasted with technical skill in working with people versus working with things. A supervisor is artful in understanding his colleagues words and behavior because he accepts view points, perceptions, and beliefs which differ from his own. He creates an atmosphere of approval and security for all in his organization. He knows that all he does or fails

to do has an effect on his associates satisfaction with their work. In like manner, Terry (1963: 776) noted that human skill includes the ability to work with others to win cooperation, being able to communicate ideas and beliefs to others, and what ideas others are trying to convey to their group members. In the same way, Jenson (1967: 479-80) reported that supervisors in their relationships with teachers, (1) know and respect the individual characteristics, talents and potentials of each teacher, (2) must be approachable in which teachers feel free to express problems of concern to them, (3) must help avoid teacher frustration by cooperating with them in solving personal and professional problems, (4) must recognize good work and make use of every opportunity to compliment teachers for work well done and for the improvements noted, (5) must assist teachers in devising techniques for creating and maintaining good classroom discipline, (6) must encourage to give constructive criticism in a friendly, firm, and positive manner. Hicks in Bradfield (1964:7) pointed out some salient supervisory leadership traits which essentially believed to lead to teachers' satisfaction with supervision. These are:

sincerity, empathy, open mindedness, intellectuality, objectivity, inspiration, proportion, balance, and respect for people and teachers.

As it was widely explained and exemplified by various writers, human relations or social skills are needed to help in the promotion of unity within the school, to make working life within it as pleasant as possible, to heal the inevitable differences of opinions and developing the work of the school and

to generate a friendly and conducive climate that may cater for the well-being and satisfaction of all members and the organization.

2.3.3 Technical Skill

Of the three basic skills, technical skill is one of the major components of supervisory behavior (Harris, 1963: 4). Technical skill in supervisory leadership is displayed as a knowledge of teaching, knowledge of the profession of teaching, knowledge of the wider concept of educational service and the workings of the particular local education authority, and knowledge of particular subjects. It is also displayed by way of personal acumen and stature Paisey and Audrey (1987: 19-22). Similarly Lucio (1962: 205-6) stated that technical skill engenders behavioral changes because skill is based on specialized knowledge and scholarship. Adding to this, Griffiths (1956: 9) defined technical skills as follows:

... an understanding of, and proficiency in a specific kind of activity, particularly one involving methods, processes, procedures, or techniques. Technical skill draws upon specialized knowledge, analytical ability in the use of tools and techniques of the specific discipline.

Mann in Alfonso (1984: 17) defined technical skill as, "The specialized knowledge and ability required to perform the primary tasks inherent in a particular supervisory position; it is the ability to use a classroom observation system". Mann further observed the importance of technical skill from the stance of various organizations, and he formulated that in all organizations, the closer one is to the production system (in

education, to the actual teaching-learning), the more frequently technical skills are applied. It is this skill that is addressed precisely to the teaching and allows supervisors to intervene with target, helpful behavior. Over and above, Mann warns that since teaching is highly humanistic endeavour, the refinement of instruction requires supervisors to be both conceptually and technically well versed.

In like manner, Sisk (1977: 397) reported that understanding the design, operating principles, maintenance of instructional equipment, the specifications and procurement of raw materials and other component parts are some of the salient tasks of technical skill that the supervisors should have. To this end, Terry (1963: 276) noted that technical skill includes proficiency and a clear understanding of specific activities involving a process, procedures or technique. It usually consists of specialized knowledge and ability to perform within that speciality. It helps its possessors to accomplish the mechanics demanded in performing a particular job, such as teaching pupils and looking into the general working techniques of schools.

Regarding the skills mentioned above, all supervisors must possess the technical skills and specific know-how in the particular fields which they supervise. As supervisors advance upward in the management ranks, they rely less upon technical skills, and find it increasingly more important to apply managerial capability and managerial skills. Therefore, the top executive usually possesses fewer specific technical skills than those who are employed in lower managerial positions. Most of the top executive time is spent applying managerial skills for

coordinating and influencing the efforts of all subordinate managers toward common objectives (Haimann and Raymond, 1977: 22). They further stated that competent supervisors must thoroughly understand the specific technical aspects of the operation of the organization. Their responsibilities as managers are to see that the employees do the job and do it properly. As managers, the supervisors must plan, guide, and supervise the employees and manage the work to meet the expectations of the organization and employees.

As it has been observed in the introduction part, supervisory training and development in educational management in the sample schools have not been kept in pace with the technical and scientific progress and changes especially in updating teachers professional skills which most probably helps teachers to seek new ways to approach the task of teaching-learning processes, in the very challenging and complex situations of academic setting.

2.4 In-service Education as a Major Task of Supervision

The primary function of educational management is to ensure the proper utilization of human resources, material and financial inputs in order to attain sought educational objectives. The supervisors use these resources to plan, coordinate, supervise and control the development and implementation of educational program of which in-service program is of paramount importance. Basically, it focuses on polishing up of the curriculum content and updating the professional skills of teachers already in-service. Bradfield (1964: 47) suggested that there are a good

number of criteria that in-service education takes into account.

Hence, in-service education is:

1. strongly concerned with the task of rethinking and reconstructing and enriching the on-going educational programs;
 2. used to shed light upon the most recent development in theories of learning;
 3. used to promote curriculum released from traditional courses of study and approaches;
 4. believed to encourage and foster selection of subject matter on the basis of needs, interests, and abilities of pupils.
- With same notion, Taylor in Lovell (1983: 186) described that in-service education is a process through which professional educators change, professionally improve and effectively discharge the practical area of their responsibility. On the same point, Joyce and showers remarked in Lovell (1983: 187) that teachers are great learners with the capacity to sharpen their current skills and reshape the content of the curriculum through in-service education program to keep abreast of the most changing world of education.

From what has been explored far and wide, one can come up with the question of what instructional supervision has to do with in-service education related to the satisfaction of teachers with supervision. According to Amberber (1975: 18) the most important functional objectives of instructional supervision seem to:

1. help teachers see more clearly the real ends of education, and the special role of the school in working towards the realization of those ends;
2. help teachers understand clearly the learning problems of their pupils and provide them with the necessary care;
3. provide an effective leadership in democratic way, promoting the professional ideas of the school and its activities, the in-service growth of teachers and bringing schools closer to community circle;
4. help teachers develop greater competence in teaching;
5. build strong group morale, and to unify teachers into an effective working team for better outcomes.

On the whole, in-service education is usually made possible through instructional supervision, carefully planned and organized for specific purpose that helps raise the professional status of teachers, which in turn effects changes in curriculum contents, implementations, and orienting teachers to their new responsibilities and methods of doing things better. Of course, it is not as such hard enough for one to think of in-service education as the very heart of instructional supervision task. The following sub-topics are purposely selected to be treated under the general topic of in-service education due to their relevance to the purpose of the study.

2.4.1 Supervision Promotes In-service Education to Cause Teachers Professional Improvement

In its broader professional context, one can see in-service education as an endeavor to upgrade teaching staff effectiveness

as Lovell (1983: 211) observed. He added that there are various means through which teachers advance professionally which consequently may result in job-satisfaction of teachers with supervision. Thus, as independent workers, with unique needs, interests, goals, concerns, and problems, it seems for teachers important to plan, organize, control, and evaluate their own programs of professional improvement in line with organizational demands.

Similarly, Kemp (1994: 173) viewed from a managerial stand point of view that improvement in the range and quality of staff expertise is sine qua non. In the main, the professional improvement of staff not only results in increased effectiveness within the organization, but it also leads to enhance job satisfaction among colleagues. In like manner, Spears (1955: 34a) stated that in-service education has as its goal in the professional improvement of teachers. Standing on this, one of the purposes of supervision is to improve the qualities of instruction by promoting the professional growth of all teachers, administrators, and supervisors through cooperative study of the conditions surrounding learning and pupils' growth. To effect professional advancement, there it calls for an organized program of in-service education that is cooperatively planned to meet a wide variety of educational needs, saving time and energy which provide for better communication between the various working groups and also between the related teaching levels.

As stated by Smith et.al (1961: 168) personnel policies should provide for the professional growth of instructional

personnel. In fact, as it is obvious, professional growth can be effected by several sources such as:

- a) adequate and qualified supervision
- b) professional libraries when available to the staff
- c) in-service program
- d) participation in curriculum development and so on.

He continues to say that adequately qualified supervision function is warranted to be one of the most helpful teacher benefits offered to upgrade the morale and job satisfaction of the instructional staff. It is assumed to be a good handmaid for new teachers coming into service and for veterans of many years of service as well.

In summary, it is admissible to state openly that in-service education is an unparalleled device that provides activities through which teachers can strengthen their professional competence and personal development.

2.4.2 In-service Education Provides for Instructional Improvement

Regardless of its type or style, all forms of supervision have the same basic principles and purposes; i.e., to improve instructional qualities by objective supervision, clinical supervision, human relations supervision and peer supervision. Nevertheless, the various types of supervisory devices may, however, have different perceptions of the nature of instructional improvement. Some people for instance, may place considerable emphasis on student achievement as an indication of instructional improvement, whereas others focus on changes in the

teacher's methods or techniques. In other words, some forms of supervision may have a satisfying nature in helping teachers to become self-supervisors, to become proficient at analyzing and changing their classroom practices on their own (Zahorick, 1978: 667).

Similarly, Hughes (1971: 840) remarked that the role of the supervisor of instruction is very demanding. The implementer of educational change is the classroom teachers, the facilitator of the change is the supervisor of the instruction. He acts as a coordinator, curriculum director, and an instructional leader, a helping teacher, an agent for a better teaching; he is supposed to create a conducive climate for the teaching process. Supervisors have always been expected to encourage improved instruction through new and well refined methodology and techniques.

As it has been suggested by Cawelti (1980: 236-37) there are four major instructional improvement processes employed by supervisors to provide instructional supervisory services to teachers as follows:

1. Curriculum development - assessing needs, setting goals, and objectives, selecting and organizing contents and learning activities, and evaluating the curriculum.
2. Clinical supervision-holding planning sessions with teachers before classroom visits.
3. Staff development-providing in-service education based on teachers and learners needs and on the knowledge of how adults learn.

4. Teacher evaluation-determining the professional adequacy of individual teachers. He further stated that teachers tend to teach what they are; the way they perceive themselves to be interacting with the reality. So, helping teachers improve professionally is tantamount to advance school instruction which in turn results in teachers job satisfaction. In another instance, Bradfield (1964: 70) closely observed with an all-out effort to have a clear view that instructional leadership role of the supervisor would give teachers a sense of freedom to plan their work; the educational program, the opportunities to participate in curriculum construction, helps teachers to promote teachers satisfaction with supervision.

2.4.3 Supervision Facilitates In-service Education for Curriculum Improvement

Looking into the task of teaching and learning process from scholarly perspectives, one can assume that schools scarcely venture to embark on teaching all the available knowledge and experiences, but there ought to be a thorough and critical selection and grading system of the instructional objectives from among possible learning experience/ so as to meet the various grade levels intended to be taught.

To this effect, the role of the instructional supervisors is pronounced because they are key persons in the process of goal definition and selection of the desired types of curriculum content, teaching materials, and methods of teaching. On top of this professional responsibility, down at the classroom milieu,

it is a common professional duty of the supervisors to assist the individual teachers in determining a more appropriate and well sequenced instructional objectives for an effective implementation of the curriculum (Lucio, 1979: 299).

Harris (1963: 338) advancing the same idea, observed in depth the fact of curriculum improvement as the task of rewriting of courses of study to be followed by teachers. Curriculum improvement through in-service education program substantially draws upon the cooperative efforts of continuous processes of creating new experiences, polishing up old concepts, and sustaining the motives of exploring new oceans of ideas. On the same point, Lovell (1983: 34) noted that in-service education in curriculum improvement promotes the process of rethinking and reconstructing the desired educational programs including the task of curriculum release from traditional course of study. Wiles and Lovell dwelling on the above ideas, stated that the effort of curriculum improvement centres its attention on the professional growth and development of the individual teacher whose development implies the general development of school operations as a whole.

Developing the same idea, Murphy (1983: 142-44) remarked that promoting curriculum improvement and coordination is one of instructional leadership functions that is closely associated with effective schools and supervisors. Of course, instructional supervisors act directly to support instructional procedures when they conduct staff development in in-service education.

As it is obvious from the above explanations, one can safely shape out a clear picture of what a curriculum improvement is to

the satisfaction of teachers with supervision. Probably, the greatest contribution of in-service education to curriculum improvement is in deleting the deadwood or sterile subject-matter from the curriculum contents. It is taken as an act of purifying process so as to make the curriculum reflect the practical subjects.

On the whole, in-service education program which is one of the most essential elements of supervisory tasks is geared toward the modifications of the perceptions of teachers with respect to themselves, their roles, and the situations, so they make changes to the very taste of their own satisfaction with the supervisory behavior of their supervisors.

Above all, the core task of training and retraining teachers in the concepts and methods of curriculum improvement in in-service education program is likely to meet the satisfaction of teachers with supervision. Spears in Lovell (1983: 151) noted that curriculum improvement through in-service education is also effected by providing workshop opportunities for key teachers in the profession, who then later become resource persons and leaders for other teachers. Joyce and Showers cited in Lovell (1983: 186) that in-service education is to produce some important considerations for the planning of human growth and professional development. It stresses that teachers are great learners with the capacity to sharpen their current potential skills to meet the demands of organizational goals and teachers satisfaction. Consequently, the efforts to build new skills and reshape the contents of the existing curriculum through the provision of in-service education program is of paramount

importance to keep teachers abreast of the rapidly changing world of science and technology.

2.4.4 Supervision Facilitates Workshop Organization as an Activity of In-service Education

In its practical operation context, workshop is certainly based on cooperative effort; it is principally geared toward the endeavor of finding solutions for problems that teachers face in course of discharging their professional responsibilities. It is a term employed in a great variety of ways, in the realm of educational management. More often, it is distinguished by an informal structure, by emphasis on practical problems, and by doing things rather than by listening and talking (Harris, 1963: 75).

From practical point of view, a workshop is organized to help participants to have opportunities for working with other teachers on problems of mutual concern, whereby individual teachers find a satisfactory solution to their particular problems, and re-enter their classrooms as better teachers, more confident, satisfied and safe in their relative skills of teaching. On the other hand, the modern educational workshop may safely be defined as group of teachers working on defined common problems guided by experts. It is believed that a workshop can be organized to meet certain felt needs of teachers and students, such as developing their professional competence. Similarly, Bradfield (1964: 44-47) suggested that educational workshop is one of the newer approaches to instructional improvement. In other words, it is one of the several ways of finding out

solutions to academic and administrative problems wherein all participants are at liberty to express their views as they wish; the opportunity to be doers and not only passive hearers, is the characteristic of the workshop concept. The experiences teachers obtain from such participation is said to be a great force for upgrading professional growth and job satisfaction on the part of the teachers. As Benson stated in Bradfield (1964: 38), there are some characteristic features of educational workshops as follows:

- (1) specific needs and problems of participants are identified;
- (2) workshop participants share in planning the activities and discussion topics in terms of needs and interests;
- (3) participants are given opportunities to make an intensive study of a particular interest which has developed as a result of teaching experience;
- (4) like democracy, a workshop is a problem solving process;
- (5) workshops are deemed to provide opportunity to gain a new insight and desirable skills through active participation and doing. He added that supervisory leadership, in providing opportunities like the above, stimulates in teachers the attitudes of self-improvement through demonstration, reading materials, and encouragement of professional study which secures for teachers job satisfaction.

As a component of in-service education, workshop is comparatively a recent innovation in supervisory practices. It is intended to aid teachers in working on solutions of their own

problems. More too often, a workshop is preferably held away from schools' environment, Wiles cited (in Peckham, 1953: 24). Wiles further stated the function of supervisors in workshop program as:

... to stimulate the original interest, in a workshop to pull together people who will be interested in planning a workshop, to secure facilities and staff members, with whom to carry out plants, to serve as trouble-shooter and coordinator during the workshop program, and to provide all the help and the encouragement possible to those, who implement ideas in their schools after the workshop is over.

On the whole, there are remarkable indications that workshop experiences are great forces for the aim of upgrading the educational and professional status of teachers. In here, the supervisory leadership of the supervisor has the role of stimulating in teachers an attitude of self-improvement through demonstrations and the like.

2.5 Some Most Common Procedures for Classroom Supervision

2.5.1 Pre-observation Conference

At this stage, the supervisors are oriented to classroom objectives, and lessons by the individual teachers. In connection with this, teachers and supervisors decide the purposes and the modality of classroom visit to be made. Referring to the same point, Snyder (1981: 523) underlined that pre-observation conferences are contract accomplishments between a teacher and a supervisor regarding the purpose of the specific task to be carried out at that stage of conference. It is sure indeed that this stage of conference is an act of making arrangement to assess the learning and teaching climate in the

classroom of a given teacher. Lovell (1983: 154) upholding the same opinion stated, that pre-observation may necessitate elaborate plans and clearance procedures. The supervisors involved in a classroom observation need to assess the purposes, and related contributory elements in light of the present.

In view of Lovell as stated above, the arrangement for pre-observation conference follows these steps:

1. first identifies the purpose and specific objectives;
2. approving the acceptance of that purpose by teachers to be observed;
3. setting the time of observation in collaboration with teachers concerned;
4. deciding upon the follow-up activities. Further he stated that the observer should know the purpose for observing and the same must be known to teachers and other individuals taking part in the pre-observation process. In the program of pre-observation conference, the teachers must be aware of the observation program, so it would not happen as a result of surprise.

Harris in Goldhammer etal (1980: 17) noted that the purposes of pre-observation conference is mainly intended to provide a mental and procedural framework for the supervisory sequence intended. It confirms and nurtures teacher-supervisor relationship in their joint activities.

Related to pre-observation conference, Wiles (1983: 154) considered techniques of modern school supervision to comprise (1) skill in leadership, (2) skill in human relations (3) skill in group process (4) skill in personnel administration (5) skill

in evaluation. Here they imply those who are in management positions are highly expected to be well versed in managing instructional supervision operations.

2.5.2 Classroom Observation Process

A classroom is the very centre of a teacher's main instructional activity, and it is assumed to be an essential procedural element of supervisory technique through which the supervisor looks into the climate of classroom level of pedagogical processes, so the supervisors be able to observe the actual classroom conditions, and further explore the professional and personal needs of teachers and pupils. Not only this, teacher-pupil relationships are also noted, in order to get insight into the effectiveness of the teachers instructional interest and satisfaction. In relation to this, supervisors who are entrusted with the responsibility of supervisory service, should better be able to motivate teachers in activities so as to cause instructional improvement (Smith, 1964: 367).

Referring to the opinions cited above, Phelps (1977: 226-227) described that classroom observation is viewed by teachers as useful provided that observations are pre-planned on purpose and scheduled with teachers. Harris (1963: 93) reported that observation techniques and procedures tend to vary with the specific purposes to be accomplished. The most common use of observation technique is to help teachers improve by identifying specific needs to satisfy their personal and professional career. Observation guides should describe classroom events accurately and should focus upon specific behaviors which need due attention

for further improvement. On the other hand, preliminary arrangements are usually made with the persons to be observed, and the purposes to be served is made clear. In the meantime, the supervisor resorts to various supervisory devices and techniques of priority importance which may include the old, the new, and those of a group, and of an individual nature. Supporting the same idea mentioned above, in one of the earlier studies, Peckham maintained the idea that observations within the school system, or in other systems, have long been a useful supervisory technique; it is a useful technique in the hands of the supervisors as they are closely concerned with the general situation of classroom in which instruction is conducted. In line with this, the supervisors consider their teachers' level of maturity, self-confidence, work experience and professional skills (Reavis, 1980: 580).

2.5.3 Post-observation Conference

Instructional supervisory techniques like post-observation conference serves as postmortem examination of the event. It deal with planning with concerned teachers for a future lesson, that incorporates mutually agreed upon changes may also occur. From this instance, a supervisor may not find it to analyze his own performance and make a plan of operation for working with teachers in a more professional, and productive manner in the future (Reavis, 1978: 580). The supervisor must see his role as trying to help the classroom teacher achieve purposes in a more effective and efficient way.

Similarly, Snyder in Harris (1985: 52) described that post-observation supervisory service is a joint analysis of the usefulness of the foregoing observation results. Supporting the same idea, Harris (1985: 160) noted points of high importance in a classroom observation technique; he maintains that the main purpose of post observation is to determine the follow-up activities that are useful in recording of data analysis, a plan for feedback to the teacher. To make a feedback, it seems essential for the supervisor completing the recording of observational data immediately after leaving the classroom because impressions are quickly lost or distorted by intervening experiences and time factors. The schedule for the observation should include both pre-observation and post-observation plans as well as the actual in-classroom observation. Consequently, Gwynni (1964: 340) remarked that post-observation conference is the positive approach to the improvement of instruction, and the positive approach should always be used if possible. He further observed that a warm human approach to the teacher-supervisory relationship is always important to achieve a purpose.

From the above, one can draw a seemingly opinion that teachers can not be happily drawn into their rightful places unless there is recognition and praise for their contributions, no matter how small or how great the contribution may be. As a part of his teacher relationship, the supervisor can:

1. have friendly and sincere concern for all teachers as professional people and as individuals;
2. focus attention primarily on the needs of the pupils in the classroom, not on the teacher and his techniques;

3. overlook faulty methods as much as possible until confidence can be established, and constructive help is required by the teacher;
4. give teachers the opportunity for many rich experiences without requirements or pressure for further professional training;
5. praise and encourage good attitudes and procedures socially permitting a desired participation and sharing to come with the release of fear and strain. He added that post-observation conference method is a device used to stimulate professional growth and teachers' job satisfaction; it is a feedback establishing a climate in which teachers feel secure and ready for further improvement. As the post-observation conference proceeds, teachers relations are encouraged. In the meantime, productive teaching behaviors need to be recognized and reinforced, and alternate promising behaviors are identified for further exploration and consideration (Gorton, 1988: 151).

In sum, post-observation conference can be seen as a vital component of supervisory procedures, which solely deals with the act of providing teachers with constructive feedback on the lesson taught and classroom management, in the hope of effecting some improvement in teachers' general performance and self satisfaction of teachers. Of course, the conference per se is an observable example of supervisory behavior that eventually gathers momentum towards the professional satisfaction of teachers.

CHAPTER III

Presentation and Interpretation of Data Analysis

This chapter is assumed to be the main part of this study which presents the analysis of the findings. It consists of two closely related parts: the characteristics of sample population directly involved in this study, and the second is the supervisory behavior and satisfaction of teachers with supervision.

Consequently, in analyzing and interpreting the data available, the following procedures were taken into consideration.

- a) The collected data were organized in tabular forms.
- b) The study groups were subjected to hypotheses tests.

Table 1: Number and Percentage of Returns on Questionnaires

Respondents	Sent	Returned	Usable returns	Percentage
Supervisors	65	40	40	62
Teachers	600	458	458	76
	665	498	498	

Due to various reasons beyond control 167 questionnaires were not properly filled, according to the instruction given. The remaining 498 properly completed copies of the questionnaire were included in the final computation of the data.

3.1 Personal Data

Description of the characteristics of target population gives some basic information about the sample population involved in the study.

Table 2: Characteristics of the Respondents

Variables	Characteristic category	(n=458)		(n=40)	
		Teachers		Supervisors	
		N°	%	N°	%
Sex	Male	375	82	40	100
	Female	83	18	-	-
Work experience	1- 3 years	12	3		
	4 - 6 "	27	6		
	7 - 9 "	119	26	2	5
	10 - 12 "	106	23	5	12.5
	13 - 15 "	132	29	11	27.5
	16 and above years	62	14	22	55
Qualification	12 + 2	195	43	2	5
	12 + 3	25	6	4	10
	12 + 4 and above	237	51	34	85
Age range	20 - 25 years	10	2.3	-	-
	26 - 31 "	189	41.27	7	17.5
	32 - 37 "	161	35.15	17	42.5
	38 - 43 "	87	18.9	14	35
	44 and above	11	2.4	2	5

As it can be noted from this table, all school supervisors are all males in the sample schools where the data were obtained. Eighty-three (18%) of the teachers were registered females and

three hundred and seventy five (82%) of them were found to be males. Here it may be a great surprise to those who may happen to read this paper, because there isn't a single female supervisor in the sample schools as well as in education departments, where these data were secured. As one can read from table 2, females' participation is more in teaching than it is in managerial positions. This low female participation in managerial area seems to emanate from the cultural context that are commonly discernible, especially in developing countries of which Ethiopia is a part and parcel.

As to work experience, the majority of teachers are between the range of thirteen to fifteen (29%), while that of the supervisors is sixteen and above (55%), respectively. Most supervisors are more experienced than teachers, on the main fact that the supervisors are usually selected from among teachers of long years of service.

Regarding qualification of both samples, two hundred and thirty seven (51%) of teachers have their first degree, and thirty four (85%) of the supervisors are also degree holders 12+2 and 12+3 level of qualifications account for two hundred and twenty (48.04%), while supervisors 12+2 and 12+3 level of qualifications account only for six (15%) of the total sample of each.

Besides this, looking into age aspects of the two groups, teachers between thirty two and thirty seven years of age are one hundred and eighty nine (41.27%) and that of the supervisors is also between thirty two and thirty seven years of age (42.5%). From these data, one can make a meaningful assumption that most

of the supervisors are more experienced over the majority of teachers in service, over and above, the most likely assumptions that can be inferred from the analysis is that the availability of more experienced and matured instructional supervisors, where schools abound with young teachers, helps the latter to adjust themselves to the norms of the school and the community life, and establish a healthy relationship with their work environment. In the main, the most salient point observable from the above data analysis is that the majority of teachers and supervisors are active working force which is advantageous to senior secondary school students in many respects.

3.2 Satisfaction with Supervision

For each of the items related to satisfaction with supervision, tables are provided which display how satisfied the teachers are with their current supervision. Respondents were asked to use a five-point scale ranging from "no satisfaction" to "complete satisfaction".

Table 3: Degree to which supervision helps improve student learning

(n=458)

Degree of satisfaction	Frequency	Percentage frequency
None	55	12
Below average	122	26.6
Average	147	32
Above average	96	20.96
Complete	38	8.3

In the above table, respondents' level of satisfaction with supervision toward its contribution to better learning of students is merely average which shows that supervision has done little in facilitating learning and teaching activities. It implies that the activity of supervision ought to be geared toward the improvement of the total learning and teaching environment.

Table 4: Degree to which supervision helps improve the instructional process

(n=458)

Degree of satisfaction	Frequency	Percentage frequency
None	108	23.6
Below average	123	26.9
Average	154	33.62
Above average	38	8.3
Complete	35	7.64

In table 4, the majority of respondents, one hundred and fifty four (32.62%) of the teachers indicated that their degree of satisfaction is average regarding the contribution of supervision in helping improve instructional process on the whole; there appears to be much dissatisfaction among teachers with respect to supervisory activities as they apply to instructional management.

Table 5: Degree to which supervision promotes teachers professional improvement

(n=458)

Degree of satisfaction	Frequency	Percentage frequency
None	57	12.45%
Below average	165	36.03
Average	154	32.62
Above average	63	13.76
Complete	19	4.15

This table displays that supervision contributes below average to the professional improvement of teachers, one hundred and sixty five (36.03%) being the maximum number of teachers that indicates satisfaction level with supervision. The way supervision was directed to solve teachers professional problems was not satisfactory to promote teachers' professional improvement.

Table 6: Degree to which supervision helps doing work for which teachers are prepared

(n=458)

Degree of satisfaction	Frequency	Percentage frequency
None	44	9.07%
Below average	230	50.22
Average	116	25.33
Above average	56	12.23
Complete	12	2.62

In the above table it can be noted that the majority of respondents, two hundred and thirty (50.22%) of them indicated that supervision does very little to help teachers do work for which they are prepared. Hence, their level of satisfaction with supervision is marked below average as it is shown in table 6.

Table 7: Degree to which supervisor helps establish a supportive staff interaction

(n=458)

Degree of satisfaction	Frequency	Percentage frequency
None	49	10.7%
Below average	200	43.7%
Average	103	22.5%
Above average	95	20.7%
Complete	11	2.4%

As it is indicated in the above table, supervisors appear to be far away from helping teachers establish a desirable supportive staff interaction, which is very crucial for healthy working environment. Two hundred (43.7%) of them reported that their satisfaction is below average regarding the establishment of supportive staff interaction.

Table 8: Degree to which supervisors enable participation in significant decision-making

(n=458)

Degree of satisfaction	Frequency	Percentage frequency
None	103	22.49%
Below average	169	36.9%
Average	131	28.6%
Above average	42	9.17%
Complete	8	1.75%

From the above table, it can be noted that teachers are not given due regard to participate in decision-making matters that affect their working life. The majority of teachers, one hundred and sixty nine (36.9%) of them recorded that their degree of satisfaction is below average, and the teachers appear to be dissatisfied with the supervisory behavior of the supervisor.

Table 9: Degree to which supervisors give due recognition to one's efforts and accomplishments

(n=458)

Degree of satisfaction	Frequency	Percentage frequency
None	46	10.04%
Below average	83	18.12%
Average	207	45.2%
Above average	120	26.2%
Complete	2	.44%

As it is recorded in the above table, the respondents' degree of satisfaction regarding the recognition of their efforts and accomplishments by their supervisors is average, two hundred and seven (45.2%) which is not substantial to keep teachers working with their full potential toward the set goals of the organization. All the other frequency results show in the direction of dissatisfaction except (26.2%) which signifies above average satisfaction with supervision.

Table 10: Degree to which supervisors allow teachers to influence the supervisory processes

(n=458)

Degree of satisfaction	Frequency	Percentage frequency
None	104	22.7%
Below average	209	45.63%
Average	109	23.8%
Above average	33	7.21%
Complete	3	0.66%

Almost all teachers responded in the same direction of thought that their supervisors do little to allow them to influence the supervisory process; two hundred and nine (45/63%) of them rated their supervisors below average reflecting their dissatisfaction with the supervisory approach of their supervisors.

Table 11: Degree to which supervisors establish a supervisory climate characterized by trust, respect and warmth

(n=458)

Degree of satisfaction	Frequency	Percentage frequency
None	38	8.3%
Below average	206	44.98%
Average	154	33.62%
Above average	52	11.35%
Complete	8	1.75%

In this frequency computation, most teachers, that is, two hundred and six (44.98%) of them rated their supervisors below average thereby indicating how satisfied they are with the supervision of their supervisors. As it can be noted from the table, there seems to be very little effort on the part of the supervisors to establish a supervisory environment characterized by trust, respect and warmth so as to uplift the working morale of teachers.

Table 12: Degree of overall satisfaction with supervision

(n=458)

Degree of satisfaction	Frequency	Percentage frequency
None	94	20.52%
Below average	278	60.7%
Average	64	13.97%
Above average	15	3.28%
Complete	7	1.53%

As shown in the above table, it is observed that two hundred and seventy eight (60.7%) of the majority of the respondents rated their supervisors that their overall satisfaction with supervision is below average. This evaluation shows that almost all teachers seem to be not satisfied with the supervision of their supervisors.

As it has been noted in all the above tables, it was each satisfaction index that has been looked into in terms of frequency analysis. Here the purpose was to examine the impact of supervision on teachers' satisfaction with each of the satisfaction index. Moreover, the satisfaction of teachers with supervision is further dealt with in depth by using other statistical procedures, such as mean comparison, correlation analysis, and stepwise multiple regression analysis in the forthcoming chapters.

3.3 Supervisory Behavior

For each of the group associated with supervisory behavior, tables are presented comparing teachers' rating scores Us. supervisors' self-rated scores.

Table 13: A paired t-test for supervisory Leadership skills required of the supervisors as rated by Teachers and supervisors themselves

Skills category	Teachers		Supervisors		Difference between means	t-ratio
	\bar{X}	SD	\bar{X}	SD		
Conceptual skill	10.22	1.99	12.63	1.63	-2.41	-8.8*
Human relations skill	9.88	1.93	12.08	1.61	-2.20	-8.15*
Technical skill	9.62	2.08	12.4	2.33	-2.73	-7.33*

Note: $P < .05$

(n=458)

In this table, the three basic skills required of the supervisors have been computed using a paired t-test. The computation of the t-test in all the three skills revealed that all the t-ratios are negative indicating that both teachers and supervisors seem to have opposing views on the subject of the supervisory leadership skills of the supervisors. To compare the degree of their differences, whether these differences are substantial or not, t-distribution is used. In this case, null hypotheses 1.1, 1.2 and 1.3 were rejected because the computed t-values ($t=-8.8^*$, $t=-8.15^*$, and $t=-7.33^*$) far exceeded the critical t-values ($\text{crit}_t=1.96$, $P<.05$, and $df=496$). Looking at their mean scores can further confirm that there are substantial differences between the two views, for instance, teachers' mean scores on the three skills, conceptual ($\bar{X}=10.22$) human relations skill ($\bar{X}=12.63$) = ($\bar{X}=12.63$) = 9.88) and technical skill ($\bar{X}=9.62$) were compared to supervisors' mean scores, conceptual skill ($\bar{X}=12.63$), human skill ($\bar{X}=12.08$) and technical skill ($\bar{X}=12.4$). From the above analysis, by a simple inspection, one can justify that the mean scores of teachers are lower than that of the supervisors' self-rating scores. This is because the supervisors positively asserted themselves that they skilfully apply the three management skills to their supervisory tasks they are in charge of, especially regarding the task of planning with teachers to improve learning teaching processes, in helping teachers participate in school decision-making, in diagnosing the learning difficulties of pupils, and in suggesting possible solutions to ease educational problems that teachers and students face in their day-to-day activities. But, contrary to the above,

teachers' views do not support what supervisors claim to be as shown in table 13.

In this analysis, the practical importance is that teachers' and supervisors' views are in an inverse direction, that is, both have divergent views on the application of the three basic management skills to the supervisory practices exercised in region three of sample schools. Hence, it was assumed that these divergent opinions may stem from the supervisors lack of general knowledge and professional skills in the act of managing supervision programs in line with the expectations of teachers.

In light of the above analysis, some writers like Jordan (1959: 183) revealed that as supervisors become better educated, they are more likely to be better equipped to judge the products schools dispense. If the way to better teaching lies through better supervisory management, then, the supervisors ought to be experts in their supervisory leadership skills, he added. Substantiating the same opinion, Gwynn (1964: 445), Terry (1963: 776), Jenson (1967: 479) pointed out some salient features of supervisory leadership skills of the supervisors, and the extent to which those skills are utilized by the respective supervisors to meet the professional and organizational needs of teachers.

In like manner, Mann in Alfonso (1984: 17) has expounded the importance of technical skills in supervision. To him, it is this skill that is addressed to the practical teaching and allows supervisors to intervene with target and helpful behavior to upgrade the standard of instruction provided. Supporting the same idea, Haimann and Raymond (1977: 27) briefly stated that supervisors are in an excellent position to appraise the

satisfaction level of their subordinates in day-to-day observations; they are highly expected and must do all they can to sharpen their own powers of observations; and they must also be careful not to brush any indicators conveniently aside. As supervisors' managerial skills are of critical importance to the job satisfaction of teachers, they can markedly affect teachers' performance and personal willingness to work, which in turn may influence individual and organizational satisfactions. They further stated that when satisfaction is high, people usually do what the organization would like them to do, when satisfaction is low, the opposite is likely to occur.

Table 14: A Paired t-test for Supervision Facilitates In-Service Education Opportunities for Teachers...

In-Service Education Categories	Teachers		Supervisors		Differences between means	t-ratio
	\bar{X}	SD	\bar{X}	SD		
Professional improvement	8.91	2.03	11.4	2.93	-2.49	-5.3*
Instructional improvement	9.78	2.17	11.9	2.26	-2.12	-5.71*
Curriculum improvement	8.78	1.96	11.82	2.51	-3.04	-7.5*
Workshop organization on current educational issues	7.36	2.22	10.50	3.47	-3.14	-5.6*

Note: $P < .05$

(n=498)

The above table shows that all the four t-ratios indicate the existence of statistically significant differences between teachers' and supervisors' views, and these differences made a way to reject the null hypotheses corresponding to 2.1, 2.2, 2.3

and 2.4, respectively. In connection with this, the mean difference in each case is fairly big enough, well, preceded by negative signs which imply that teachers and supervisors maintain opposite views on the role of supervision in providing teachers with the opportunities of upgrading their academic status. In this respect, it can be inferred from the table given that supervisors markedly rated themselves higher than did the teachers. So, it all favours supervisors' views as the mean differences in each case can be seen. On the other hand, subsequent investigations would make it better understandable, i.e., in supervisors' column, professional improvement ($\bar{X} = 11.4$), instructional improvement ($\bar{X} = 11.9$), curriculum improvement ($\bar{X} = 11.82$), and organizing workshops on current educational issues ($\bar{X} = 10.50$), are similar except ($\bar{X} = 10.50$). When seen juxtaposed against that of the teachers, say, teachers' professional improvement ($\bar{X} = 8.91$), instructional improvement ($\bar{X} = 9.78$), curriculum improvement ($\bar{X} = 8.78$), and organizing workshops on current educational issues ($\bar{X} = 7.36$) are substantially different from that of supervisors. Both teachers and supervisors differ in their views as their mean differences confirmed. On the part of the supervisors, the mean scores are almost similar whereas on the teachers side, the mean scores are a little spread. From this stand, it is possible to suggest that supervisors have a similar ground on the above analysis.

Hence, from the data analysis of table 14, it is not hard to make out that instructional supervisors of the sample schools

of Region Three, claim that they make all possible efforts so as to help teachers obtain opportunities for further education to meet teachers' professional satisfactions. But this was not supported by teachers. On the contrary, teachers seem to be not comfortable with the supervisory behavior of their supervisors as it can be observed from the above analysis of data. On the other hand, it could be of great importance to examine both column under teachers and the supervisors, for the views of the supervisors are not essentially supported by teachers' views as they are quantitatively described in table 14. Hence, it is permissible from the fact that has been substantiated that supervisors appear to fail to consider supervision as a form of leadership that helps teachers advance in their further studies, mainly through the provision of in-service education programmes which are of various duration and content.

In support of the above analysis, Hughes (1971: 40) in one of his writings highlighted what supervision does to in-service education so as to enhance the professional life of teachers. He remarked that supervisors are resource persons who facilitate changes, and teachers are the implementors of educational changes in instructional processes. Hughes (1971: 840-844) further reported that supervisors have always been looked upon to encourage improved instruction through new approaches, well refined methodology and techniques. Similarly Cawelti (1980: 236-37) stated four major instructional improvement processes employed by supervisors to provide instructional supervisory services to teachers, to encourage them work to their expectations. Bradfield (1964: 70) supplementing the same idea,

maintained that the instructional leadership role of the supervisors would give teachers a sense of freedom to plan their work, the educational program they desire, the opportunity to participate in curriculum refinement to promote their job satisfaction through instructional improvement.

Here, what is essentially observed by the writer is that the majority of the supervisors seem not to have a better understanding of the critical roles of supervisory practices through which teachers are more often helped to help themselves to upgrade their academic knowledge and professional effectiveness.

In this analysis, curriculum improvement is taken as one element of in-service education category as shown in table 14. As it was explained in the foregoing section of this analysis, the supervisory behavior of the supervisors seems to fall short of meeting the satisfaction of teachers in their desire to update their curriculum knowledge.

Further illuminating the above findings, Lucio (1979: 299) pointed out that it is the common professional duty of the supervisors to assist teachers in determining a more appropriate and well sequenced instructional objectives as a means of improving the implementation of the curriculum. Supporting the same opinion, Harris (1963: 338) stated that curriculum improvement through the provision of in-service education program draws substantially upon the cooperative efforts of continuous processes of creating new experiences, polishing up old concepts and exploring new oceans of ideas related. To this end, the core task of training and retraining teachers through in-service

education is aimed to meet the expectation of teachers and to improve the curriculum which in turn may bring about the professional satisfaction of teachers as they improve their educational status.

Regarding the role of supervision in facilitating the organization of workshops on current educational issues, one can infer from table 14 that teachers are not comfortable with the supervisory practice of their supervisors as teachers did not support the views of the supervisors in the analysis. Teachers' and supervisors' views are not in agreement with respect to the contribution of supervision in facilitating the organization of workshops on current educational issues.

In light of the above findings, some writers were interested to substantiate their understandings with respect to how supervision facilitates the organization of workshops, to explore timely educational problems that teachers encounter in their day-to-day undertakings. In connection with such problems, Harris (1963: 75) substantiated that workshops are practical tools to help teachers have the opportunities for working with other teachers on problems of mutual concern, whereby individual teachers find a satisfactory solution to their practical problems, and come to their respective classrooms better teachers, more confident, and relatively safe in their professional knowledge and skills in teaching. He further described that workshops are distinguished by an informal structure, by lying emphasis on practical and current problems, and by doing things rather than by listening and talking about the same. Considering the same, Bradfield (1964: 44-477) stated

that educational workshop is taken as one of the newer approaches to instructional and curriculum improvement.

In sum, it implies that teachers desire to improve their current and immediate instructional problems through well organized workshops, but supervisors who are supposed to be responsible for such supervisory practices seem to fail to meet a minimum expectation of teachers as well as organizational tasks. This tendency was also observed and closely inspected and discussed with some of the sample school teachers in an informal atmosphere, and was found that workshops and relevant educational forums are almost absent. So, the majority of teachers seemed to have the feeling of being left in state of limbo, where it is hardly possible for them to have any opportunity to enhance their professional skills and knowledge of the trade. These factors coupled with what has been seen in the analysis of the data, contributed to substantial view differences between teachers and supervisors, with respect to organizing workshops as a means of keeping teachers abreast of the rapidly changing world of education.

Table 15. A Paired t-test for Teachers' and Supervisors' Views on Techniques of Classroom Supervisory Procedures

Variables	Teachers		Supervisors		Differences between means	t-ratios
	\bar{X}	SD	\bar{X}	SD		
Pre-observation conference	6.69	1.97	10.25	2.93	-3.56	-7.54*
Classroom observation process	10.03	2.75	11.4	2.84	-1.37	-2.9*
Post-observation conference	7.46	1.84	10.88	2.88	-3.42	-7.4*

Note: P < .05

(n=498)

The examination of the above analysis revealed that all the three t-values ($t=7.54^*$) for pre-observation, ($t=2.9^*$) for classroom observation, and the last ($t= -7.4^*$) for post-observation conference indicated statistically significant differences between teachers' and supervisors' views on techniques of classroom supervisory procedures. The apparent existence of these differences in each variable led to the rejection of null hypotheses 3.1, 3.2, and 3.3, respectively. Besides these, the mean scores of teachers ($\bar{X} = 6.69$, $\bar{X} = 10.03$, $\bar{X} = 7.46$) and of the supervisors ($\bar{X} = 10.25$, $\bar{X} = 11.4$, $\bar{X} = 10.88$) further confirmed the substantial existence of differences between teachers' and supervisors' views with regard to techniques of classroom supervisory procedures, that is, pre-observation conference, classroom observation and post-observation conference as they were evaluated, by both subjects differently. Both teachers and supervisors are of different opinion, they have divergent views on all the three variables as how they are treated by supervision to meet teachers' professional satisfaction.

On the whole, the overall implication of the above analysis reports that supervisors rated themselves a little higher than did the teachers, that is, supervisors seem to claim that they employ techniques of classroom supervisory procedures in their supervisory endeavour, whereas teachers reported on the same that supervisors are said to have failed to keep what they claim to be, according to teachers' views.

From the analysis so far made, it appears that teachers markedly underrated the supervisory techniques of supervisors

because it was not managed in a way teachers want it to meet their satisfaction. On the top of this, it has further revealed the fact that the supervisory behavior of the supervisors with respect to the three variables in table 15, teachers' and supervisors' views are divergent in their interests and expectations.

Related to pre-observation conference, earlier writers like Snyderin Harris (1985: 52) stated that a pre-observation conference is a contract accomplishment between teachers and supervisors to carry out specific task at that stage of conference. Similarly, Lovell (1983: 154) described pre-observation conference as one of classroom supervisory procedures that fairly necessitates elaborated plan and clearance procedures for a better and healthy classroom supervision. Picking up the same idea, Harris in Goldhammer (1980: 17) noted that the critical purpose of pre-observation conference as a check point, where important work is done prior to the main program to start, is to provide a mental and procedural framework for the supervisory process of the supervisors. But these accounts seem to be less considered by the supervisors as they were confirmed by the data analysis in table 15, where it was observed that teachers' views are significantly different from that of the supervisors, respectively.

Referring to classroom observation process, Phelps (1977: 226) wrote that classroom observation is usually viewed by teachers as useful supervisory procedure provided that observations are well planned on purpose and scheduled in advance with teachers who are to be observed in the process. Similarly,

Harris (1963: 93) reported that the most common use of classroom observation process is to help teachers improve by identifying specific needs to satisfy teachers' professional and personal demands. On the part of post-observation conference, Snyder (1981: 535) is of the opinion that supervisory service is a joint analysis of the usefulness of the foregone observation results. Taking into account the same idea, Harris (1985: 16) described the function of post-observation conference as an evaluation procedure to determine the follow-up activities that are useful in recording of data analysis, a plan to give feedback to teachers. It is an act of planning with teachers for a future lesson that incorporates mutually agreed upon changes. To this end, the supervisors are expected to help classroom teachers achieve educational purposes in a more effective and efficient way (Reavis, 1978: 58). Gwynn (1964: 46) and Gorton (1988: 151) forwarded similar ideas as Reavis. Further enriching the same idea, Jordan (1959: 207) advanced the idea that, for supervisors are instructional leaders, leadership demands a thorough knowledge and practical experience of supervision as it is related to the improvement of classroom instruction and professional skills of teachers. He further investigated that pre-observation and post-observation conferences are practical means of improving instruction which in turn may bring about changes in the professional life of teachers. Conferences by and large act as a clearing house for ideas which are eventually implemented by classroom teachers concerned.

As it was observed from the data analysis, it appears that supervisors' supervisory behavior in the sample schools was not

in line with the professional satisfaction of teachers. In fact, from professional point of view, teachers usually look upon their supervisors to provide them with feedback after they have undergone observations. However, as it was reported in the findings recorded above, teachers intentionally underrated their supervisors regarding the way they utilize techniques of classroom supervisory procedures indicating that they are not satisfied with the performance of their supervisors. This is further confirmed by the divergent views held by both the supervisors and the teachers in table 15.

The fourth research question tries to investigate the extent of correlation that exists between each supervisory behavior category and each satisfaction index.

Table 16: Correlation of Teachers' Scores on Supervisory Leadership skill Us. Teachers' Scores on satisfaction Indices

	Indices of Satisfaction Related to Supervision	Supervisory Behavior						
		Sex	Experience	Qualification	Age	Conceptual skill	Human skill	Technical Skill
1	Degree to which supervision helps improve student learning	-0.006	0.001	0.080	-0.005	0.217*	-0.244*	0.295*
2	" to which supervision helps improve instruction	-0.025	0.004	0.081	-0.020	0.254*	0.266*	0.237*
3	" to which supervision promotes teachers' professional development	-0.007	0.042	0.040	0.046	0.117*	0.139*	0.087
4	" to which supervision helps teachers doing work for which they are prepared	-0.111*	-0.008	-0.033	0.043	-0.037	-0.006	-0.073
5	" to which supervision helps you establish supportive staff interaction	-0.032	0.079	0.116*	0.067	0.064	0.079	0.056
6	" to which supervisors enable teachers to participate in decision-making	-0.034	0.106*	0.156*	0.072	0.042	0.117*	0.120*
7	" to which supervisors give teachers recognition for their efforts and accomplishments	-0.008	0.075	0.028	0.068	0.101*	0.140*	0.122*
8	" to which supervisors allow teachers to influence the supervisory process	-0.072	0.075	0.028	0.068	0.089	0.155*	0.113*
9	" to which your supervisors establish a supervisory climate characterized by trust, respect and warmth	-0.040	-0.031	0.069	-0.028	0.005	0.046	0.059
10	Degree of overall satisfaction with supervision	-0.029	-0.061	0.021	0.018	-0.073	0.008	-0.078

Note: *P < .05

(n=458)

The above table indicates product-moment correlations between teachers' scores on both supervisory leadership skills and satisfaction measures including demographic variables. Consequently looking into demographic variables and their

correlations with satisfaction indices revealed that sex and degree to which supervision helps teachers doing work for which they are prepared ($r=-0.111^*$), experience and degree to which supervisors enable teachers to participate in decision-making ($r=0.106^*$), qualification with degree to which supervision helps teachers establish supportive staff interaction ($r=0.116^*$) and qualification with degree to which supervisors enable teachers to participate in decision making ($r=0.156^*$) were all observed to have statistically significant correlation coefficients all of which are positive except for ($r=-0.111^*$), whereas age factor in this study has no effect on the satisfaction measures. From what has been said, it seems safe to state that age has no effect on the satisfaction of teachers with supervision.

In some earlier studies reported by Saiydain (1985: 143-153) most studies do not show any significant relationship between age and satisfaction. On the other hand, Wright et.al (1987: 489-506) stated that consistent findings in research on age differences in job satisfaction revealed that elder employees are more satisfied with their jobs than are younger employees. Supporting this latter idea, Kassahun (1996: 44) in his thesis reported significant correlation between age and job satisfaction, but reported the non-existence of significant relationship between sex, education and satisfaction which in turn imply that sex and education have no effect on satisfaction of workers in his study.

Well, in this study, on the contrary, sex, education and experience slightly showed significant relationships with teachers' satisfaction with supervision hinting that these three

demographic variables have some effects on the satisfaction measures.

As has been observed, the overall strengths of all the correlation coefficients recorded above, have little practical implication in real life situations. Often times, correlations falling below 0.20 show only very slight relationship although they may be statistically significant (Cohen and Lawrence, 1994: 139).

In comparing satisfaction scores with supervisory practice scores in table 16, the maximum significant correlation coefficient is observed between degree to which supervision helps improve student learning and technical skill ($r=0.295^*$), whereas the minimum correlation coefficient is noted between degree to which supervisors give teachers recognitions for their accomplishments and conceptual skill ($r=0.101^*$). Except sex and degree to which supervision helps teachers doing work for which they are prepared, human skill and degree to which supervision helps improve student learning, all the other coefficients are significant positive correlations. The negative relationship in each case implies that both correlated scores are inversely related showing that teachers' scores on supervisory behavior and teachers' scores on satisfaction measures are divergent in their operations, i.e., the supervisory behavior of the supervisors is not in line with the satisfaction of teachers with supervision.

In this analysis, the writer considered only the maximum and minimum correlation coefficients because all the rest can be done following the same as was done in the above paragraphs. For further explanation and elaboration, one can look at table 16.

Table 17: Correlation of Teachers' scores on In-service Education Categories Us Teachers' scores on satisfaction Indices

	Indices of Satisfaction Related to Supervision	Supervisory Behavior							
		Sex	Experience	Education	Age	Professional Improvement	Instructional Improvement	Curriculum Improvement	Organizing Workshop
1	Degree to which supervision helps improve student learning	-0.006	0.001	0.080	-0.005	0.117*	0.259*	0.183*	0.017
2	" to which supervision helps improve instruction	-0.025	0.004	0.081	-0.020	0.162*	0.334*	0.208*	0.046
3	" to which supervision helps teachers professional development	-0.007	0.042	0.040	0.046	0.068	0.154*	0.108*	0.004
4	" to which supervision helps teachers doing work for which they are prepared	-0.111*	-0.008	-0.033	0.043	-0.017	-0.076	-0.006	0.077
5	" to which supervision helps teachers establish a supportive staff interaction	-0.032	0.079	0.116*	0.067	0.119*	0.080	0.062	-0.029
6	" to which supervision enables teachers participate in decision-making	-0.034	0.106*	0.156*	0.072	0.122*	0.194*	-0.004	0.020
7	" to which supervisors give teachers recognition for their efforts and accomplishments	-0.008	0.075	0.028	0.068	0.086	0.167*	0.015	-0.087
8	" to which supervisors allow teachers to influence the supervisory process	-0.072	0.072	0.028	0.068	0.107*	0.182*	0.137*	-0.021
9	" to which your supervisors establish a supervisory climate characterized by trust, respect, and warmth	-0.040	-0.031	0.069	-0.028	0.065	-0.001	0.060	0.017
10	Degree of overall satisfaction with supervision	-0.029	-0.061	0.021	0.018	0.035	-0.083	-0.015	0.142*

Note: *P < .05

(n=458)

As shown in table 17, correlation coefficients between teachers' scores on in-service education categories Us. teachers' scores on satisfaction indices are noted. In connection with this, the above correlation table was thoroughly assessed. As the

subsequent investigations of table 17 revealed, the maximum correlation ($r=0.334$) lies between the degree to which supervision helps improve instruction and improvement of teachers' instructional skill, whereas the minimum correlation ($r=0.107$) is observed between degree to which supervisors allow teachers to influence the supervisory processes and the professional improvement of teachers. In this respect, all correlation coefficients bounded by these two extremes are said to be statistically significant. Here, both have positive correlations directly operating in the same direction, i.e., they have direct correlations.

Looking into the strength of their correlations, as to some common general guidelines, correlation coefficients ranging from 0.20 to 0.40 are considered low and negligible to predict the existence of substantial correlation between two variables. In this regard, let alone the unmentioned significant correlation coefficients, even the correlation coefficients that are said to be maximum and minimum failed to meet the minimum standard cited above. Moreover, one can see that teachers' scores on supervisory behavior markedly indicated low and negligible correlations with teachers' scores on satisfaction measures as it is described in table 17.

In light of the above analysis, some review works by various writers such as Lovell (1983: 186) stated that in-service education is a process through which professional educators change and improve their teaching skills and general knowledge of the profession from which they operate. In support of the above writer, Joyce and Showers in Lovell. (1983: 183) agreed

that teachers are great learners with the capacity to sharpen their skills and reshape the content of the curriculum through the opportunity of in-service education programs. Nevertheless, as it was explained in table 17, the supervisory behavior of the supervisors in facilitating in-service education program for teachers was inadequate and not to the expectation of teachers and the organization as well.

Table 18: Correlation of Teachers' Scores on Techniques of Classroom supervisory procedures Us Teachers' Scores on Satisfaction indices

	Indices of Satisfaction Related to Supervision	Supervisory Behavior						
		Sex	Experience	Education	Age	Pre-observation conference	Classroom observation process	Post-observation conference
1	Degree to which supervision helps student learning	-0.006	0.001	0.080	-0.005	-0.126*	0.307*	0.078*
2	" to which supervision helps improve instruction	0.025	0.004	0.081	-0.020	-0.149*	0.316*	0.105*
3	" to which supervision helps teachers professional development	0.007	0.042	0.040	0.046	-0.092*	0.253*	0.047*
4	" to which supervision helps teachers doing work for which they are prepared	-0.111*	-0.008	-0.033	0.043	0.174*	-0.173*	0.107*
5	" to which supervision helps teachers establish a supportive staff interaction	-0.032	0.079	0.116*	0.067	0.090	0.048	0.099*
6	" to which supervision enables teachers participate in decision-making	-0.034	0.106*	0.156*	0.072	0.006	0.071	0.072
7	" to which supervisors give teachers recognition for teachers efforts	-0.008	0.075	0.028	0.068	-0.029	0.171*	0.082
8	" to which supervisors allow teachers to influence the supervisory process	-0.072	0.075	0.028	0.068	0.055	0.183*	0.161*
9	" to which your supervisors establish a supervisory climate characterized by trust, respect, and warmth	-0.040	-0.031	0.069	-0.028	0.117*	0.056	0.145*
10	Degree of overall satisfaction with supervision	-0.029	-0.061	0.021	0.018	0.220*	-0.234*	0.063

Note: *P < .05

(n=458)

The above analyses display correlations between techniques of classroom supervisory procedures and teachers' rating scores on satisfaction measures. In this connection, the degree to which pre-observation, classroom observation and post-observation

conferences correlated with each satisfaction measure was computed as shown in table 18. However, since it is not advisable to account for each significant element, the writer has chosen to consider only the maximum and minimum correlation coefficients, for the main reason of avoiding unnecessary repetitions as the analysis goes on. In this regard, the maximum correlation coefficient ($r=0.316$) has been noted between degree to which supervision helps improve instruction and classroom observation process, whereas the minimum statistically significant correlation ($r=0.092$) was observed between degree to which supervision helps teachers' professional improvement and pre-observation conference, respectively. In the same manner, all the remaining significant correlations found between these two ranges can be analyzed.

In general, correlation coefficients that lie between 0.20 and 0.40 are usually marked as low and negligible indicating the existence of very small relationships Guilford in (Williams, 1979: 128). On the whole, here what is observed is the views of teachers on both supervisory behavior and satisfaction measures where the differences computed are not substantial as noted in table 18.

With this view in mind, although some correlation coefficients are turned out to be significant, yet they are found to be below average attesting that there is a very weak relationship between teachers' rating scores on techniques of classroom supervisory procedures and teachers' rating scores on satisfaction measures. Hence, the above data analysis nearly

suggested the absence of a good amount of teachers' satisfaction with supervisors' techniques of classroom supervisory procedures.

In general, as it was noted in table 16,17, and 18, each satisfaction measure was made to correlate with each supervisory behavior element at a given level of confidence ($P < .05$) with some general guidelines suggested by earlier studies. So, examining the analysis of each table mentioned above, in the order they are placed, it seems possible to account for the extent of their correlation coefficients by taking the maximum and minimum ranges. In this way, the maximum-minimum ranges are ($r=0.295$ to 0.101 ; $r=0.334$ to 0.107 , and $r=0.316$ to -0.092) in all the three tables above, respectively. In all of them, no strong relationships are observed.

On the whole, with respect to research question 4 that states "There is no significant relationship between teachers' rating scores on supervisory behavior and teachers' rating scores on satisfaction measures", tables 16, 17 and 18, generally reported that there are very weak relationships between teachers' scores on supervisory behavior and teachers' scores on satisfaction measures. This implies that scores on satisfaction measures and their correlation coefficients with supervisory behavior categories are not zero. So there exists at least some relationship that eventually led to the rejection of null hypothesis four in favour of the alternative hypothesis.

In table 20, the same data used above are a little differently arranged for another statistical procedure. This time, teachers' scores on overall satisfaction measures were

totalled and computed by SPSS computer program to form a single variable (Y). And similarly, teachers' scores on supervisory behavior were combined to form (X₃) for educational level, (X₅) for supervisory leadership skill (X₆) for techniques of classroom supervisory procedures and (X₇) for the function of supervision in facilitating the opportunities of in-service education for teachers. To test the hypothesis related to this part of the study, stepwise multiple regression analysis was used to investigate the impact of supervisory behavior on teachers' satisfaction with supervision.

This section of the study used the stepwise multiple regression analysis method to assess the impact of more than one independent variables on one dependent variable, using the principles of correlation and regression. The higher the correlation, the better the prediction (Kerlinger, 1973: 603). This method is also useful to identify the "best" equation that explained the maximum effect on the criterion variable concerned. In the precondition for the operation of stepwise multiple regression analysis, there comes first the inspection of the inter-correlation of the variables concerned to find the predictor variables having the highest correlation coefficient with the corresponding criterion variables. This process substantially helps researchers as to which variable is to be swept out first, second and so on. Consequently the relative impact of independent variables on overall satisfaction measure is

determined by stepwise multiple regression analysis, the computation of (R^2) multiple correlation and the F-Value of the computed results must be inspected (Snedecor and Cochran, 1975: 402) described.

Table 19: Inter-correlation Matrix between combined Supervisory Behavior Scores and Overall Satisfaction Measure Score (Y)

(n=458)

	X ₁	X ₂	X ₃	X ₄	X ₅	X ₆	X ₇	Y
X ₁								
X ₂	-0.104*							
X ₃	-0.164*	0.039						
X ₄	-0.074	0.616*	0.009					
X ₅	0.017	0.082	0.047	0.052				
X ₆	0.123*	0.043	0.059	0.010	0.511*			
X ₇	-0.000	0.026	-0.031	-0.026	0.343*	0.408*		
Y	-0.049	0.069	0.174*	0.053	0.344*	0.307*	0.298*	

Note: P<.05

This table displays the results of correlation matrix between dependent variable (Y) and independent variable for the 458 teachers. Predictor variables say, X₅, X₆, X₇ and X₃ have been found to have significant positive correlation coefficients with criterion variable (Y). Evidently, the maximum correlation (r=0.344) in the above table is observed between supervisory

leadership skills (X_5) and the overall satisfaction measure (Y), whereas the minimum correlation ($r=0.175$) is noted between qualification of supervisors (X_3) and the overall satisfaction measure (Y). Similarly (X_6) techniques of classroom supervisory procedures showed significant correlation ($r=0.307$) with the overall satisfaction measure. And the last variable (X_7) supervision facilitates in-service education opportunities for teachers' professional advancement has seen to have significant correlation ($r=0.298$) with the overall score of satisfaction measure. Hence, from what has been observed and explained so far, one can be in a safe position to state that all the four independent variables revealed significant relationships with the overall satisfaction measure, respectively.

Consequently, based on table 19, research question five that states "The combined results of independent variables have no significant effect on the overall satisfaction measure" was answered by applying the stepwise multiple regression analysis, identifying the joint impact of the predictor variables on overall outcome of the dependent variable (Y). In connection with this, the details of the analysis are given below, in table 20.

Table 20: The stepwise Multiple Regression Analysis on (Y)

Step N°	R	R ²	Change in R ₂	N° of Variables Entered	B Coefficient	Beta standard Coefficients	Final F-	Partial Correlation	Simple Correlation Coefficient with dependent variables (Y)
1	0.344	0.118	0.118	X_5	0.1851	0.2160	61.11	0.199	0.344
2	0.394	0.155	0.037	X_6	0.1749	0.1834	19.83	0.180	0.2981
3	0.428	0.183	0.028	X_3	0.12435	0.1632	15.737	0.178	0.1745
4	0.438	0.192	0.008	X_7	0.0820	0.1119	4.736	0.102	0.3069

Note: $P < .05$

The above table displays the four independent variables that have highly contributed to the proportion of variance in dependent variable. Primarily, all the potential predictor variables (X_5 , X_6 , X_3 and X_7) were essentially identified by the SPSS computer program.

Often times, in applying this procedure, the potential predictor variables are paired with dependent variables in turn, and their multiple correlation is calculated for each pair of predictors (Ferguson, 1981: 472).

As shown in table 20, (X_5) the supervisory leadership skills of the supervisors entered the model since it has the highest multiple correlation ($R=0.118$) having direct relationship with satisfaction measure score, explaining 11.8 percent of the variance in the dependent variable (Y). The contribution of supervisory leadership skills of the supervisors ($F(1,457)=61.11$, $P<.05$) is significant.

The second independent variable that entered the regression model is (X_6) the techniques of classroom supervisory procedures. The beta-coefficient ($b=0.1834$) shows that techniques of classroom supervisory procedures have direct relationships with the dependent variable, i.e. overall score of satisfaction measures. The beta-coefficient indicates that with an increase in the endeavour of classroom supervisory procedures, there is an increasing tendency of teachers' satisfaction with supervision. This variable (X_6) when entered the regression model, has improved the variance by 3.7 percent in the dependent variables. Moreover, its contribution ($F(2,456)=19.83$; $P<.05$) is also found to be significant as one can read it from table 20.

The third variable that entered the regression model is the qualification of the supervisor (X_3). As it is shown in the above table, the qualifications of the supervisors are directly related to the overall satisfaction score of teachers' with supervision. This variable (X_3) explains about 2.8 percent of the variance in the dependent variable. The contribution of the qualification of the supervisors ($F(3,155)=15.737$, $P<.05$) is significant. The direction of their relationship indicated by the beta-coefficient ($b=0.163$) is deemed to be in the expected direction. This is to say, that the level of the qualifications of the supervisors have showed a positive impact on the satisfaction of teachers' with supervision. Although the majority of the supervisors have their first degree in different fields, they seem to lack professional skills in the substantive area of techniques of supervision. The contribution of this variable is markedly enough as mentioned earlier.

The fourth and the last variable that entered the regression model was (X_7) the function of supervision in facilitating the opportunities of in-service education for teachers to upgrade their professional status. As the beta-coefficient ($b=0.1119$) indicates, the supervisory behavior of the supervisors is positively related to the overall satisfaction of teachers with supervision. There seems to be a greater effect of supervisory behavior on teachers' satisfaction with supervision. The F-test of significance ($F(4,455)=4.736$, $P<.05$) revealed that their power of predicting the impact of supervision on overall satisfaction of teachers with regard to the opportunities of up-dating their educational status through in-service education programs. This

element of supervisory behavior alone changes the variance in the dependent variable by 0.8 percent. Though the percent contribution is below zero, yet its impact is considered to be reasonably significant.

As observed from the above analyses, the proportions of overall satisfaction score variance explained by the four independent variables taken together is 19.2% of the variance in dependent variable, that is, the total proportion of variance in overall satisfaction with supervision explained by all the predictor variables is 19.2%, whereas the remaining 80.8% of the variance in satisfaction with supervision may be attributed to other factors which are not explained in this study.

Therefore, it can be stated that 11.8%, 3.7%, 2.8% and 0.8% of satisfaction with supervision are predictable from the variance of supervisory behavior, i.e., supervisory leadership skill, techniques of classroom supervisory procedures, qualifications of supervisors and function of supervision in facilitating opportunities of in-service education programs for teachers. As to the independent contributions of each variable to the prediction of overall satisfaction measure, from the weighted combination of personal factors, only the qualification of supervisors has shown significant positive multiple correlation coefficient and others were excluded, because they were not found significant according to the set level of confidence.

Finally, in table 20, as it is indicated, the results of the stepwise multiple regression analysis of the selected predictor variables on overall satisfaction of teachers were computed, in

the order of their beta-coefficient strength. In light of this, the calculated partial correlation coefficients and beta-standardized regression coefficients (table 20) for each of the four predictors shows the relative importance of their impact on overall satisfaction measure. Moreover, a close look at table 20 reveals that the magnitude of partial correlation coefficient marks the supervisory leadership skills to be the most important of the four predictor variables that included in the "best" equation first and followed by other beta-coefficients in the order of their relative impact on teachers' satisfaction with supervision.

CHAPTER IV

4. Summary, Conclusion and Recommendation

4.1 Summary

This research was conducted in Region Three Senior Secondary Schools. Its purpose is to identify the effect of supervisory behavior on teachers' satisfaction with supervision. Out of a random sample of six hundred Region Three Senior Secondary School teachers, four hundred and fifty eight of them (76.33%) returned properly filled questionnaire. Similarly, out of sixty five supervisors, forty (61.54%) filled the questionnaire correctly.

The following is a summary of the major findings of the study:

1. Frequency percentage analysis on the first ten satisfaction tables, pointed out that over 70% of teachers strongly asserted that they are not satisfied with the roles of supervision. From this, it is evident to see that many of Region Three Senior Secondary School teachers ranging from 36% to 60%, as it is shown in satisfaction tables, reported that their satisfaction with supervision is below average.
2. As the supervisory leadership skills of the supervisors reported, all the stated null hypotheses on conceptual, human relations and technical skills are rejected because their t-values revealed marked differences between teachers' and supervisors' views. Furthermore, the computed mean differences between the sample groups indicated negatively significant differences indicating that both maintain different opinions on these three skills utilization.

Teachers rated their supervisors lower than the supervisors did.

3. All the null hypotheses stated pertaining to the in-service education categories-professional improvement, instructional improvement, curriculum improvement and organizing workshops on current educational issues are all rejected because their computed t-values have shown negatively significant differences between teachers' and supervisors' views, and so did their mean differences. Moreover, both groups (teachers and supervisors) appear to have opposing opinions regarding the efforts supervisors are making to facilitate the opportunities of in-service education to update teachers' professional and personal development.
4. As the computed results of t-values pointed out, the null hypotheses referring to the techniques of classroom supervisory procedures-pre-observation, classroom observation process and post-observation conference all indicted negatively significant differences between teachers' and supervisors' views. Their computed mean differences are also further attested the existence of significant differences between the two groups of samples. Furthermore, it was observed that they maintain divergent views on the proper utilization of techniques of classroom supervisory procedures. In line with this, it is true that supervisors highly rated themselves than did the teachers.
5. Results of correlation between teachers' scores on supervisory behavior Vs. teachers' scores on satisfaction measures were found to be significant in some respects

(table: 16, 17, 18), but taken as a whole, it is observed that the correlation between supervisory behavior scores and satisfaction scores are practically loose, so there is no strong correlation between the two groups.

6. The stepwise multiple regression analysis results showed that the potential predictor variables say, supervisory leadership skills of the supervisors, techniques of classroom supervisory procedures, academic qualification and the function of supervision in facilitating in-service education opportunities taken together explained 19.2 percent of the variance in the dependent variable, whereas the remaining 80.8 percent of the variances in the dependent variables can be attributed to other factors which are not raised in this study. Each of the independent variable has contributed the following to the dependent variable.

Supervisory leadership skills 11.8 percent, techniques of classroom supervisory procedures 3.7 percent, academic qualification 2.8 percent and the function of supervision in facilitating in-service education opportunities for teacher has contributed 0.8 percent to the prediction of satisfaction with supervision the over implication is that teachers are not satisfied with the supervisory behavior of their supervisors.

4.2 Conclusions

The findings of this study have made possible to reach the following major conclusions:

1. As it has been stated regarding the supervisory leadership skills of the supervisors, it was noted that the supervisory skills of the supervisors are deficient in managing instructional supervision. These skills (conceptual, human relations and technical) are not practically employed in a way to meet the professional satisfaction of teachers. The supervisors failed to consider the participation of teachers in policy decision, in helping create situations in which teachers think and work together toward the achievement of common organizational goals. Consequently, teachers unity of purpose and sense of satisfaction with supervision suffered.
2. It is obvious that the major function of supervisors is the improvement of instruction. They are entrusted with the responsibilities to facilitate for the personal and professional development of teachers, through the provision of in-service education and other possible means. Nevertheless, contrary to this, the final results of this study showed that supervisors are not putting in the necessary effort in providing in-service education to enhance teachers' professional competence, which in turn may bring about instructional and curriculum advancement. But they failed to help teachers and also lack professional know-how in encouraging teachers to acquire the latest methods of teaching-learning skill. Of course, teachers indicated this difficulty by underrating the supervisors in the study.

3. Regarding the techniques of classroom supervisory procedures, teachers underrated the activities of their supervisors because they are not to the standard expected of them. The findings showed that the supervisors mostly and purposely avoid holding conferences before and after classroom visits. On the other hand, teachers highly expect the supervisors to provide them with the desired amount of feedback, verbally or in a written summary stating the behaviors that are to be strengthened and those which should be improved further.

Therefore, as per this conclusions, it seems logical to ask what the satisfaction of teachers depend on. One can state in summary, it is the function of:

1. competent and resourceful supervisors who can employ the three basic supervisory leadership skills to meet the cause of supervision;
2. the appropriate use of techniques of classroom supervisory procedures that practically and reasonably treat the question of teachers, i.e., holding conferences with teachers before and after classroom visits;
3. academically and professionally well qualified supervisors with diversified views about instructional supervision;
4. well planned and organized in-service education programs of varied durations and contents which are specifically and directly geared toward seeking solutions for educational problems.

4.3 Recommendations

Based on the summary of the findings of the study the following possible recommendations are forwarded.

At any level of educational management, whoever holds a position of leadership is required to have the three basic managerial skills (conceptual, human relations and technical) to manage better the assignment given. Since supervisors are managers in their positions they must be well experienced in manipulating these skills. Supervisors need them to reshape the kind of schools in which teachers grow in their professional and personal capacity, to evolve more worth-while learning experiences for children, and also to develop more unified school programs that enrich the school environment, in which all are accepted and work together for common goal achievement.

1. The outcome of this study noted that the supervisory leadership skills of the supervisors were found to be deficient as reported by teachers. Since these basic skills are the baseline for the overall operations of school activities, then, supervisors should not merely act on their general learning and experience, but they must be offered specific professional training be it through formal or informal means, over a short or long period. In this respect, the training program manuals are largely to be shaped in such a way that the course titles are essentially and primarily directed to the task of sharpening and widening the breadth of supervisory leadership skills of the supervisors. Such training programs which mainly focus on the development of specific expertise is deemed to help

advance the professional vision of the supervisors. This remedial programs can be planned and organized by the Ministry of Education in collaboration with the various education bureau in the regions.

2. Supervisors are supposed to be educational leaders. One of their leadership responsibilities is to facilitate in-service program for teachers to help them upgrade their professional skills. This in turn promotes instructional and curriculum development through various reorientation such as crash programs, summer courses and workshops. In this way, teachers are helped keep abreast of the latest trend of scholarship that can inspire them to release their creative potential. In connection with this, arranging educational tours, demonstration programs and good libraries can help teachers to polish up old concepts and explore new methods of teaching-learning process. Allowing teachers participate in decision-making keeps teachers inspired to work to their expectations. As teachers participation increases in identifying inadequacies in operational programs, preparing changes in curriculum content, or devising action programs and procedures, they feel that they develop insight to their professional management, which consequently results in personal satisfaction of teachers. On the whole, what have been stated under two are all upgrading processes to produce more effective and efficient teachers in the profession.

3. Teachers essentially expect their supervisors to make proper arrangements for classroom supervisory procedures. To this

effect, supervisors are required to make arrangements for conferences before and after classroom observation. In fact, it is recommended that classroom observations should not start until rapport has been established between the supervisors and the teachers, and until teachers come to know the supervisors and feel secure with them.

4. Finally, although this study is the first of its kind in the sample region, one should not think that it is complete and exhaustively explored. Thus, the researcher suggests that, in the future, a detailed study be made to investigate more about the effect of supervisory behavior on teachers' satisfaction.

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Addis Ababa University
School of Graduate Studies
Faculty of Education

Department of Educational Administration

Thesis Topic: The Impact of Supervisory Behavior on Teachers satisfaction with supervision in Region three Senior Secondary Schools.

Direction: This questionnaire is a part of the study, designed to collect relevant data about the topic mentioned above. Its main purpose is to survey the impact of supervisory behavior on teachers' satisfaction with supervision. So your sincere cooperation in answering each question is highly important. Writing your name in any part of this questionnaire is not required.

Thank you in advance for your cooperation.

Section A: Demographic information

This section of the questionnaire is to be answered both by the supervisors and teachers. Therefore, please answer these demographic information.

(01) Name of your Region _____ and school _____.

(02) Sex: Male Female

(03) Work experience:

- | | | | |
|---------------|--------------------------|------------------|--------------------------|
| (1) 1-3 years | <input type="checkbox"/> | (5) 13-15 years | <input type="checkbox"/> |
| (2) 4-6 " | <input type="checkbox"/> | (6) 16 and above | <input type="checkbox"/> |
| (3) 7-9 " | <input type="checkbox"/> | | |
| (4) 10-12 " | <input type="checkbox"/> | | |

(04) Academic qualification:

- (1) 12+2 diploma
- (2) 12+3
- (3) 12+4 degree
- (4) Master's degree

(05) Age range:

- (1) 20-25
- (2) 26-31
- (3) 32-37
- (4) 38-43 years
- (6) 44 and above

(06) Zonal Education office _____

(07) Position _____

Section B: Supervisory Behavior

Supervisors and teachers are kindly requested to answer all the questions under B. In doing so, please indicate your appropriate responses by using a mark " " in the column provide under each scale.

Never Sel^dom Occasionally Often Always
1 2 3 4 5

I. Utilization of the three basic skills of supervisory leadership:

A. Conceptual Skill

		1	2	3	4	5
1	Supervisors make all possible efforts to enable teachers to see the overall problems of schools in relation to its supra-system					

A. Conceptual Skill

		1	2	3	4	5
2	Encourage staff members to participate in the process of the formulation of school level policies and regulations, for the overall management of school operations					
3	Their supervisory endeavors in planning and coordinating all desirable activities are adequate toward the achievement of educational goals					
	<u>B. Human Relations Skill</u>					
4	Their supervisory practices encourage the establishment of warm, satisfying human relationships among staff					
5	They are considerate of the opinions of teachers and help them take part in matters that affect their work life					
6	Their supervisory practices designed in such a way to motivate teachers' common sense of responsibility for their teaching work and staff					
	<u>Regarding the Application of Technical Skills</u>					
7	The supervisors help teachers in planning units and lesson plans to promote classroom instruction					
8	Assist teachers by introducing better ways of diagnosing the learning difficulties of pupils					
9	Supervisors demonstrate practically how to make an optimum use of material resources for teaching-learning success.					

II. The Extent to which Supervision Facilitates In-service Education for Teachers:

A. Professional Improvement		1	2	3	4	5
10	Supervisors are helpful to stimulate teachers to plan their own further self-growth, professionally and personally.					
11	To enhance the professional competence of teachers, supervisors provide for teachers to reach out to the latest information on teaching-learning theories					
12	They make efforts to facilitate conditions that promote teachers to upgrade their academic potentials to discharge their professional duties as desired.					
B. <u>Instructional Improvement</u>						
13	The supervisors do all they can to enable teachers supplied with the appropriate instructional materials.					
14	The supervisors help teachers to plan and organize learning experiences to enrich classroom instructional processes					
15	They facilitate conditions for teachers in which teachers get further information on the utilization of new instructional materials for classroom application.					
C. <u>Curriculum Improvement</u>						
16	The supervisors interpret curriculum guides for and with teachers to promote classroom teaching-learning					

A. Professional Improvement		1	2	3	4	5
17	Supervisors assist teachers in selecting the appropriate instructional objects in the improvement of the existing curriculum					
18	They collaborate with teachers for creating new experiences, polishing up old concepts and exploring the contents of the existing curriculum					
D. <u>Workshop Organization</u>						
19	The supervisors facilitate relevant workshops for teachers to gain new insights and up-to-date professional skills through participation and doing					
20	The supervisors foster educational communication skills through workshop provision.					
21	They facilitate for teachers to participate in workshop whereby the work with other teachers on problems of mutual concern of professional value.					

III. Techniques of Classroom-Supervisory Procedures

A. Pre-observation Conference		1	2	3	4	5
22	The supervisors hold pre-observation conference with teachers.					
23	During the time of pre-observation conference, the supervisors and the teachers agree on the objectives for the lesson to be observed.					

A. Pre-observation Conference

		1	2	3	4	5
24	At the time of pre-observation conference, the supervisors and the teachers discuss the method to be used to collect relevant information					
B. <u>Classroom observation process</u>						
25	The supervisors spend sufficient time observing teachers to secure a valid and reliable sample of teacher's teaching behavior.					
26	As a part of the process of classroom observation, supervisors help teachers to better understand the students they teach.					
27	The supervisors provide for and take part in a classroom management and organization for productive teaching-learning purpose					
C. <u>Post-observation conference</u>						
28	Supervisors hold a past-observation conference with teachers to give them a feedback on points they have made classroom observation					
29	After each observation visit, the supervisors provide teachers with feedback in a support manner					
30	Teachers receive a written summary of each observation sessions					

Section C: There are ten satisfaction Indices that are to be answered by teachers only. Teachers are kindly requested to mark " " under the appropriate response, in the column provided, using the following alternatives.

1 2 3 4 5
 None Below average Average Above average Complete

IV Satisfaction with Supervision		1	2	3	4	5
1	Degree to which supervision helps improve student learning					
2	Degree to which supervision helps improve classroom instruction					
3	Degree to which supervision promotes teachers' professional development					
4	Degree to which supervision contributes to teachers' self-esteem					
5	Degree to which supervisors help establish a supportive staff interaction in the school					
6	Degree to which supervisors enable teachers to participate in significant decision-making					
7	Degree to which supervisors give teachers due recognition for their accomplishments					
8	Degree to which supervisors allow teachers to influence the supervisory process					
9	Degree to which supervisors establish a supervisory climate characterized by trust, respect, and warmth.					
10	Degree of overall satisfaction with supervision.					

DECLARATION

I, the undersigned, declare that this thesis is my work and that all sources of materials used for the thesis have been duly acknowledged.

Name: Dessalegn Tekle

Signature:  _____

Place and Date of Submission
Addis Ababa University
May, 1997