

**Practices and Challenges of Clinical Supervision in Bole sub city
Government**

Secondary schools of Addis Ababa city Administration

Addis Ababa University

College of Education and Behavioral studies

Department of Educational planning and Management

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Practices and Challenges of Clinical Supervision in Bole Sub City Government
Secondary Schools of Addis Ababa City Administration.

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This is to certify that the thesis prepared by WorkayeNigussieTaddese, entitled. The Practices and Challenges of Clinical Supervision in Bole sub city Government Secondary Schools of Addis Ababa City Administration and submitted in partial fulfillment of the Requirement for the degree of Master of Art in Educational Leadership and Management complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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Declaration

I, the under signed declare this thesis is my original work and has not been presented for a degree in any other University.

I further confirm that all sources of materials used for this thesis have been duly acknowledged.

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Acronyms and Abbreviations

ADEA: Association for Development of Education in Africa

ESDP: Education Sector Development Program

MOE: Ministry of Education

PC: Organizational Commitment

SPSS: Statistical Package for Social Science

i.e.: that is

GEQIP-: General Education quality improvement package

AAU: Addis Ababa University

KUU: Kotebe University College

Abstract

The purpose of the study was to assess and examine the practice and challenges of clinical supervision at Bole sub city government secondary schools in Addis Ababa city administration. Descriptive survey research design was used to explore the practice and challenges of clinical supervision. Quantitative research approach was applied. The research samples were composed of 40 Supervisors, 117 teachers 4 sub city secondary school supervisors and 2 sub city senior expertise from 5 government secondary schools and sub city education office. School principals, sub city secondary school supervisors and sub city senior expertise were selected by using purposive sampling technique, whereas teachers and department heads were selected with simple random sampling technique. 3 types of questionnaire and 6 semi structured interview were used to collect data. Of the 157 questionnaires distributed to teachers and supervisors 135 were correctly rated and returned. So, the response rate was 86%. Statistics package for social science (SPSS Version 20) was used to process the data. It was analyzed using descriptive statistics such as frequency, percentage, mean and standard deviation. The finding revealed that the practice of clinical supervision was done in a low level and the role of supervisors' was done in a rare extent. In addition the finding also showed that the practice of clinical supervision and the extent to which Clinical supervision is used as a means of improving teachers' development had their own challenges to do the tasks appropriately, such as supervisory commitment, competence etc. From the findings, it was concluded that the low level practice of clinical supervision, ineffective, and inefficient exercise of practices clinical supervision might negatively affect the achievement of the desired goal. Moreover secondary school supervisors should maintain and improve the practice of clinical supervision by creating positive relationship with teachers through building high level of trust and confidence. Supervisors sought to exercise clinical supervision step by step on combination efficiently and effectively by organizing, taking management development and supervisory programs.

Key Words: clinical supervision, Teachers professional development, Pre-observation conference, observation conference, curriculum development, Supervisory commitment.

Chapter one: Introduction

This chapter deals with the back ground, Statement of the problem, objectives, significance Delimitations, Limitations, operational definitions of key terms and organizations of the study.

1.1 BACKGROUND OF THE STUDY

Education is a process by which we transmit experiences, new findings and values accumulated over the years. Education enables individuals and society to make all rounded participation in the development process by acquiring knowledge, ability, skills and attitudes.

In our country Ethiopia there is a complex problem of relevance, quality, accessibility and equity remain, but with different faces. Now, our education sector pays full respect to the varied needs and expectations in our diverse society and we must continue to strive for a system that strengthens, the individuals and society's problem solving capacity, ability and culture starting from basic education and at all levels. Education plays a role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual understanding and cooperation among people, so it is very important factor to human development. For this and other reasons the Ethiopian new education and training policy (1994) on its ESDP V gives attention on a few selected important policy priorities(for example improving teachers quality, developing core foundation skills, and attitudes) and again on its new education and training policy (1994) on article 3.8 Educational organization and management sub article 3.8.2 says educational management will be decentralized to the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training.

Simply maintaining the current approach will not bring about the improved out comes that we expect within the education sector. For this focus is essential to achieve at least the core foundation skills needed to contribute to achieving a lower middle income for Ethiopia. In spite of great efforts, led by the national general education quality improvement programs (GEQUIP) in the period ESDP IV, student attainment and learning out comes have not improved in line with targets. The system is not supporting the majority of students to acquire core foundation skills. Because of this the Ethiopian government on ESDP V gives emphasis on education quality for all students.

To achieve the above supervision is instrumental to this end. The international institute for educational planning UNESCO, 2007: Sergiovanni and Starratt,(2002) and also inspect, control and evaluate teachers (UNESCO 2007). Supervision in the school system mainly focuses in the whole improvement and quality of education given to the student .In light of this, MOE, (2002) stated that supervision as the process in which supervisors provide professional support for the school principals and teachers to strengthen the teaching and learning process. Similarly according to trait discussed in the Association for the development of Education in Africa(ADEA,1998) supervision is taken as the process in which supervisors visit schools to work with the teachers and school administrators to ascertain the quality of teaching and administration.

Generally to achieve the above, providing options for teachers is a critical issue, because the problems and issues of teaching and learning those teachers find in their practice differ, also teachers needs and interests differ (Sergiovanni and Starratt, 2002), so instructional supervision process must meet the unique needs of all teachers being supervised ,because matching supervisory approaches to individual needs has great potential for increasing the motivation and commitment of teachers at work (Benjamin; 2003). By supporting the necessity of alternative supervisory options for teachers, Sullivan and Glanz(2000) revealed that the proper use of various approaches to supervision can enhance teachers professional development and improve instructional efficiency. In the same way Kwong (1992) as successful matching of options to teachers results in enhanced professional development ,increased work motivation and more effective teaching and learning. From those options one of them is Clinical supervision.

Clinical supervision refers to face to face contact with teachers with the intent of improving instruction and increasing Professional growth (Sergiovanni and Starratt, 2002). Supervisors working with teachers in a collaborative way, and providing expert assistance to teachers with the view of improving instruction, utilize Clinical supervision. It is a systematic, sequential and cyclic supervisory process that involves the interaction between supervisors and teachers. It is a way in which teachers can collaborate to research their practice and improve their learning and teaching. It is a one to one correspondence that exists between improving class room instruction and increasing professional growth, for this reason staff development and Clinical supervision are inseparable concepts and activities (Sergiovanni and Starratt, 2002). There for Clinical supervision is a set of activities to make teaching and learning conducive for learners and for improving instruction, that

influences teacher's behaviors through assisting and supporting to facilitate learning in order to realize school goals and mission. Thus, adequate support and effective supervisory activities are very crucial for schools to enhance the teaching learning process.

Many researchers believe that supervision of instruction has the potential to improve classroom practices and contribute to student's success through professional growth and improvement of teachers. Generally the science said that clinical supervision is instrumental for improving instruction (teaching learning process), In the Ethiopian context and other countries many researchers did research on educational supervision, however there is no more change on the instruction of education based on the increasing numbers of schools and number of students from the lower level up to higher level, their organizational complexity; from urban to rural part of country and others. This showed that clinical supervision did not change the instruction of education as its own responsibility (role) due to certain problems. For example the study conducted in Nigeria on practices of instructional supervision showed that the supervisors were lack of emphasis on what is right instead of who, Problems of using the authority of the official position to hold the group together until decision are reached, failure to exercise executive authority to carry out policy, failure to distinguish clearly between policies.

Another study conducted in Nigeria on practice and challenges of instructional supervision, the role of supervisions were not applicable. The reason for this, the supervisors were, in experienced, miss management, low level of education, misuse of authority and self-centered.

A study conducted in Ethiopia by Tola (2014), Addis Ababa) on problems linking to interpersonal approaches with supervisory practices in secondary schools of south west Shewa zone of Oromia region, the finding of the study showed that supervisors were, Work over burden in routine tasks, in sufficient facilities for supervision, absences of budget for supervision purposes and have not enough supervisory manuals.

In general all the above studies showed that there is a problem on the practice of supervision for improving the instruction of education particularly in Bole sub city. This sub city was founded and started its own tasks in 2017/2018. It consists of 15 Woredas : has 29 primary and secondary Government schools and 109 primary and secondary Private schools, that contains 47772 students & 1352 teachers. When I saw the general conditions of the schools i.e. the students result was not

improved from year to year: school based supervisors and teachers were not gained adequate up dated trainings for their improvement: due to certain cases school based supervisors did not exercise clinical supervision as the practice it wants. So, this study tries to asses, the practices and challenges of clinical supervision in Addis Ababa city administration Bole sub city Government secondary schools in the Ethiopian context.

1.2. Statement of the problem

In recent years, clinical supervision has become the cornerstone of quality improvement and assurance. Clinical supervision is founded on a positive supervisor–supervisee relationship that promotes client welfare and the professional development of the supervisee. It is necessary to improve client care, develop the professionalism of clinical personnel, impart and maintain ethical standards in the field, improve functional skills and professional practices, development of clinical knowledge and skills, creating awareness about the dynamic methodological changes in the teaching and learning process. In short it has been useful to monitor and promote instruction by enhancing the quality of teachers and the performance of learners. Ultimately, effective clinical supervision ensures that clients are competently served.

However, there are several potential difficulties that impede the effectiveness of clinical supervision in schools (UNESCO 2001), such as Resource related factors, this problem can be seen in terms of budget and financial constraints work load on supervisors and in availability of enough supervisory personnel. According to the evaluative research made by UNESCO, in four African countries (Botswana, Namibia, Tanzania, and Zimbabwe) the budget allocated for the supervisory service was not seen on the budget line of the schools. Furthermore, it is indicated that the big work load of supervising teacher was a major burden to carry out their supervisory role in the schools. It was also shown that through the senior teachers are experienced, they lack the expertise on how to supervise their follower teachers:

Managerial related factors, in ability to evaluate the supervisory program, for instance to evaluate the supervisee, supervisors are not in the purpose of the supervisory program: Teachers’ perception of Clinical supervision: instructional supervision aims at improving the quality of education by improving the teacher’ effectiveness,; the improvement of the teaching –learning process is dependent upon teachers’ attitudes towards supervision. Unless teachers perceive supervision as a

process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect various activities push teachers to perceive supervision in a negative aspect. In line with this, Researches (UNESCO, 2007) Pointed that, bitter complaints about supervisor's work further include irregular and bad planning of visits' not enough time spent in the classrooms and irrelevant advice. All this does not mean that teachers do not recognize the positive effects of supervisory work but rather that, in their opinion, the problem with supervisors is mainly an attitudinal one. In addition, teachers were also strongly dislike the classic fault finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice.

As mentioned earlier in the back ground part most of the studies revealed that supervision was affected by different factors. In national context, studies have been done in similar areas about the practices and challenges of instructional supervision have a direct effect on improving instruction and the challenges existed during instructional supervision have a direct problem in improving the instruction, for example a conducted a study by Kumilachew (2015) on teachers perceptions about woreda supervisory roles in secondary schools the finding of the study revealed that supervisors were not efficient in assisting teachers in conducting required regular meetings with teachers: in organizing conferences and training programs at the school level. This in turn has a poor effect in helping teachers to conduct action research and evaluating the current teaching textbooks (curriculum) for possible further improvement in conducting regular classroom observations and providing sufficient assistance for other teachers. Another study conducted on the problems that affect on practices and challenges of the implementation of supervision in north Shewa Zone Hageremaryam kesem woreda by workaye (2012) the result showed that those problems that affect supervisory practices were, teachers and supervisors lack of knowledge about supervisory practices, lack of clear supervisory procedures, lack of participatory supervisory approach and pass their most time on routine tasks.

As indicated in the above, studies had been done on teachers perceptions about Woreda supervisory roles in secondary schools of south nations and nationalities of peoples of Ethiopia, Some of the results revealed that supervisors were not efficient in assisting teachers in conducting required regular meetings with teachers, in organizing conferences and training programs at the school level. Workaye (2012) study conducted on practices and challenges of the implementation

of supervision showed that the practices of supervisors were not done, because the result showed that the supervisors lack knowledge about supervisory practice, lack of clear supervisory procedures, lack of participatory supervisory practices and pass their time on routine administrative tasks. However this study differs from all the above studies in a way that it was conducted in Bole sub city Government secondary schools, the samples were teachers and supervisors, used interview question for triangulation of questionnaires, independent sample t-test was used for comparing the responses and mean was used as to identify the level of practices of clinical supervision. In addition to this, I was a supervisor and I observed the practices of clinical supervision.

Organizations need skilled, competent and dedicated employees to achieve their goals. To this effect Government secondary schools are Educational organizations that also need well trained, experienced, motivated devoted and professionally committed supervisors and teachers to attain their goals. In addition, a lot must be done to put the right school based supervisors on the right place and to employee teachers to the appropriate training field. Move to the point supervisors expected to create conducive working environment and organize effective team sprite for the success of the organization. Failure to ensure this can lead the loss of committed teachers who are vital to perform activities effectively and efficiently in the organization.

Nonetheless the report of Bole sub city Government secondary schools showed that there were some problems that affect the organizations achievement of goals due to supervisors in effectiveness such as lack of qualified school based supervisors, lack of experienced supervisors. Thus the need to examine the practices challenges of clinical supervision was essential in Bole sub city Government secondary schools in order to address the above mentioned problems. Hence, in order to achieve the purpose of the study three basic research questions were formulated.

Basic questions of the study were:

1. What are the practices involved in clinical supervision (class room observation) at Bole sub city Government Secondary schools?

2. To what extent clinical supervision practices are used as a means of improving teacher's development at Bole sub city Government Secondary schools?
3. What are the challenges involved in the practice of clinical supervision?

1.3 Objectives of the Study

1.3. 1. General Objective

The general objective of this study is to assess the practices and challenges of clinical supervision at Bole sub city governmental secondary schools.

1.3.2 The specific Objectives

The specific objectives of the study would be:

- 1., To identify the extent of clinical supervision practices at Bole sub city government secondary schools.
2. To point out those major factors that impedes clinical supervisory practices.
3. To improve the challenges that affect clinical supervisory practices at Bole Sub city government secondary schools.

1.4 Significance of the Study

The findings of the study will have the following significance.

1. It may provide wide information for educational officers and supervisors about Clinical supervision activities at Bole sub city.
2. It may provide insight information for educational officers, principals and supervisors on the solution for prevailing challenges.
3. It may serve as initial study for other researchers to undertake further research in the area.
4. To create harmonious inter relationship between supervisors and teacher

1.5. Delimitation of the Study

The main focus of this study was to examine survey on the practice and challenges of clinical supervision at Addis Ababa city administration Bole sub city sample government secondary schools. Obviously the challenges seen prevalent in all primary and secondary schools of Bole sub city as its population, nevertheless conditions do not permit the researcher to study all challenges in all schools of the country.

Therefore the researcher is interested to conduct the research on practices, the extent to which clinical supervision used as a means of improving teacher's development and challenges of clinical supervision on the practices of clinical supervision at Addis Ababa city administration Bole sub city sample government secondary schools. The reasons for choosing this sub city was access to data collection and communication, with school teachers, principals, supervisors and educational officers would be simple (easier) for me. The data for this study was delimited to the teachers, school based supervisors, sub city Education office supervisors and expertise of five Government secondary schools (Bole community, Beshasle, Lem, Ayer Amba and Dr. Addis), sub city Education office and the time to did this study was from March 2016- June 2017.,

1.6. Limitations of the Study

It is obvious that the research work cannot be completely free from limitations. To this end some limitations would be observed in the study. Some of the limitations that were existed during the study are the following. Most of secondary schools supervisors, principals, vice principals, department heads and teachers were busy and had not enough time to respond the questionnaires and interview timely, some of them who have enough time were also reluctant to fill and return the questionnaire as per the required time and size, Because of this, I returned repeatedly and discussed about the advantages of the study with teachers and school based supervisors. Finally they full fill the questionnaires and I collected the papers.

1.7 Definitions of Terms

To have common understanding, some key words (phrases) are the following.

Clinical supervision: it is a face to face contact with teachers with the intent of improving instruction and professional growth.

Pre-observation conference: this is a face to face talk between the teacher and the supervisor prior to the supervisor's visit to the teacher's classroom

Post observation conference: it is to mean the supervisor evaluates what happened in the supervisory conference and throughout supervisor cycle for purpose of improving her or his own efforts.

Supervision: it is an action and process of improving instruction through practices collaboratively done by formally designed by supervisors, Principals, vice principals, department heads.

Teacher's professional development: it is concerned with improving teachers' instructional methods, their ability to adapt instruction to meet student's needs and their class room management skills.

Professional competence: Supervisors ability to perform different functions and tasks for supervisory activities

Professional commitment: Supervisors dedications (commitment) so as to accomplish supervisory activities

Curriculum development: it is concerned with improving teachers instructional development about preparing text books ,evaluating text books ,consulting with community members integrating curriculum with co-curricular activities.

1.8 Organizations of the Study

The study was organized into five chapters' references and appendices. Chapter one consists of back ground of the study, Statement of the problems, objective of the study, Significance of the study, Delimitations (scope) of the study, Limitations of the study, Operational definitions of key terms and Organizations of the study. Chapter two discuss about review of related literature related research including concept of supervision, purpose of supervision, supervisory leader ship, supervisory roles and skills, options of supervision, Clinical supervision, challenges of clinical

supervision, supervision in Ethiopia and conceptual frame work of the study. Chapter three consists of research methodology and procedures; those are research design, source of data, sampling techniques and procedures of data collection, techniques of data analysis and Ethical considerations. Chapter four consists of research deals Presentations, analysis and interpretations of data. Major findings Conclusions and Recommendations are presented in chapter five (5).

Chapter Two: Review of the Related Literature

2.1. Conceptual Frame Work

The main purpose of the study was to assess the practice & the challenges clinical supervision in Bole sub city government secondary schools in Addis Ababa city administration. Supervision is complex a process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers (Beach and Rein hartz, 2000)

Instructional Supervision is the processes that focuses on instruction and provides teachers with information about their teaching so as to develop instructional skills and to improve performance (Beach and Rein hartz,2000). In general to achieve the above, providing options for teachers is a critical issues ,because the problems and issues of teaching and learning that teachers find in their practice differ, also teachers needs and interests differ (Sergiovance and starrott,2002), .because matching's supervisory approaches to individual needs has great potential for increasing motivation and commitment of teachers at work (Benjamine ,2003). From those options one of of them is clinical Supervision. Clinical Supervision refers to face to face Contact with teachers with the internet of improving instruction and increasing professional growth (Sergiovanni and Starratt, 2002) . It is a systematic sequential and cyclic supervisory process that involves the interaction between supervisors and teachers.

Regarding to the structure of clinical supervision several authorities have identified sequential steps (phase or cycles). Clinical supervision can take many forms, typically as (Glick man, Gordon, and Gordon Ross, 2004, 324) 2010; 288 and Surgiovanni and starratt, 2007, 238). Stated that the clinical supervision cycle has five (5) general steps or stages, these are Pre observation conference (discussion) and planning for conference, observation of teaching and collection Of other material (class- room observation), analyzing and interpreting observation ,post observation conference(discussions) and evaluation (post- conference analysis and critique of previous four (4) steps.

Figure 2.1 Steps for clinical supervision

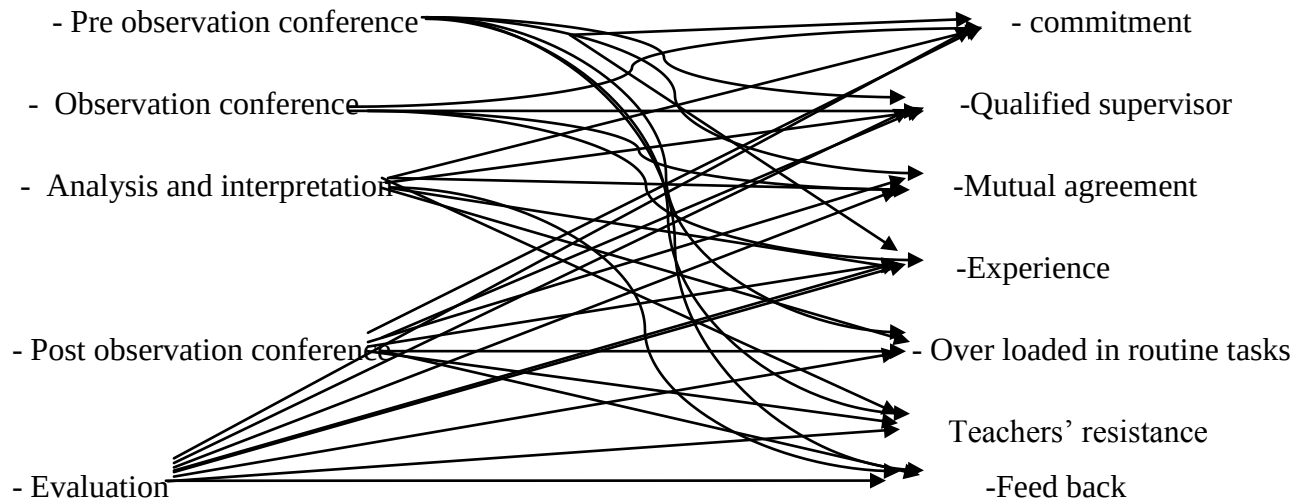


Source: Sergiovanni, T. J. & Starratt, R. J. (2007, 238). Supervision: A redefinition (8th ed.). New York: McGraw-Hill.

Supervisory roles for improving teacher's performance are curriculum development, staff development, teachers' professional development and action research

Because of many challenges supervisory practice did not achieve the desired goals. Those were managerial related factors, organizational structure related factors, financial related factors, teachers perception of clinical supervision, lack of adequate training, support and other factors

Figure 2.1 conceptual frame work of practice and challenges of clinical supervision



Source: UNESCO (2007). Reforming school supervision for Quality improvement

Supervisory roles and challenges of clinical supervision would be considered in the study in order to check whether correlated with practice of clinical supervision.

Different studies have been conducted in the instructional supervision, their challenges and it was discussed in the back ground of the study and statement of the problem. The results revealed that there were close link between practice clinical supervision, role of supervisors to improve teachers' performance and challenges clinical supervision in different organizations. This study also tries to examine the practice and challenges clinical supervision by using 3 (three) types of questionnaire in Bole sub city government secondary schools in Addis Ababa city Administration.

2.2 The Concepts of Supervision

The term supervision has been given different definitions, but from an educational view, the definition implies supervision as a strategy that emphasizes on offering professional support for the improvement of instruction. Supervision is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning with in the schools and that promotes the career long development of teachers (Beach & Reinhartz, 2000). Similarly, Glickman et al. (2004) shared the above idea as

Supervision denotes a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community.

According to Nolan and Hoover (2004), teacher supervision is viewed as an organizational function concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater student learning. Its basic purpose is to enhance the educational experiences and learning of all students. On the other hand, supervision is considered as any service for teachers' that eventually results in improving instruction, leading and the curriculum. It consists of positive, dynamic, democratic actions designed to improve instruction through the continued growth of all concerned individuals- the supervisor, the teacher, the Administrator, and the parent (Ross & Dean, 1980).

As Sullivan and Glanz (2000) defined, supervision is school- based or school-college based activity, practice, or process that engages teachers in meaningful, non-judgmental and non-going instructional dialogue and reflection for the purpose of improving teaching and learning. As for, association for the Development of Education in Africa (ADEA,1998) supervision is a development approach where a practitioner assists a client to carry out an assignment more easily and more effectively in order to achieve results.

In summary , the definition of supervision highlighted above imply that the focus of supervision in a school is mainly related with providing professional assistance for teachers, the improvement of instruction and increasing of students "learning performance

Instructional leadership that relates perspectives of behavior, Clarifies purposes, contributes to and supports organizational actions, coordinates interactions, provides for maintenance and improvement of the instructional progress, and assesses goal achievement.

Instructional supervision is a process that focuses on instruction and provides teachers with information about their teaching so as to develop instructional skills and to improve performance (Beach & Reinhartz, 2000).

As Sullivan and Glanz (2000) defined, supervision is school based or school-college based activity, practice, or process that engages teachers in meaningful, non-judgmental and non-going

instructional dialogue and reflection for the purpose of improving teaching and learning. As for, association for the Development of Education in Africa (ADEA,1998) supervision is a development approach where a practitioner assists a client to carry out an assignment more easily and more effectively in order to achieve improved results. For the furthermore, according to Chiovere (1995) supervision involves the assessment of proper implementation of policy, correction of identified weakness, direction and redirection of defects attainment of stated aims, objectives and goals of an education system at a given level.

In summary , the definition of supervision highlighted above imply that the focus of supervision in a school is mainly related with providing professional assistance for teachers, the improvement of instruction and increasing of students “learning performance. That is the overall emphasis of supervision needs to be on teaching learning situation: supervision is applied to the process of co-ordination group activity in such a way as to procure desirable goal : supervision aims at studying and improving cooperatively all factors which affect the teaching learning activity that centers on stimulating growth and a means of helping teachers to help others: it concentrates on the study and improvement of the conditions of learning, growth learner’s and teachers.

2. 3. Purposes of Supervision

It is generally accepted that effective instructional supervision is conducted for several specific reasons. The main purpose of supervision is to help schools contribute more effectively to students’ achievement (Sergiovanni and Starratt, 2007). Different scholars express the purpose of supervision in different ways. Glickman, 2010: Bob Reynolds believes that the purpose of supervision is to monitor the teachers if their instruction includes the elements of effective instruction. If those elements are observed, the supervisor should provide positive reinforcement to assure that they continue to be included in the teacher’s lessons.

The purpose of Supervision is to improve instruction, to strengthen classroom management, and to ensure that curriculum is followed. Traditionally, there was a need to support supervisory practices with professional development activities. In short, the supervision should have primary responsibility for instruction improvement decisions.

Another writer (Nolan, 2011:12) expressed that, supervision helps that teacher to exercise his or her responsibility to promote continuing growth in that particular community and in the profession of teaching as a whole. The supervisor and teacher should share perceptions of instruction problem exchange, suggestions for solving those problems, and negotiate an improvement plan. The purpose of teachers evaluation is to make Judgment concerning the overall quality of the teacher's performance and the teacher's competence in carrying out assigned duties ,as well as to provide a picture of the quality of teaching performance across the professional staff (Nolan,2011).

Wanzare and Da Costa (2000) explained the purpose of supervision as follows: These are, helping teachers to become aware of their teaching and its consequences for learners, instructional improvement, and effective professional development of teachers, enabling teachers to try out new instructional techniques in a safe, supportive environment and fostering curriculum development

To sum it up, Wanzare and Da Costa (2000) stated that the over arching purpose of supervision is to enhance teacher's professional growth by providing them with feedback regarding effective classroom practices. Supervisors can enhance the purpose by using a variety of supervisory strategies with different teacher just as effective teachers must employ a rich methodology to reach all their students. In general the purpose of supervision is to help and support teachers as they adapt, adopt, and refine the instructional practices they are trying to implement in their classrooms. Supervision is primarily concerned with the improvement of classroom practice for the benefit of students regardless of what may be entailed, be it curriculum development or staff development.

2. 4. Principles of supervision

Principles are schemes, guidelines or laws, concepts; general truths which govern action or which under line every observable. Accordingly, some basic principles of supervision are the following

Supervision is attitudinal: this principle implies effectiveness of supervision depends up on to the attitude of the supervisor and constructive attitude in the co-owner.

Supervision is creative: this principle suggested that supervision seek latent talents; provide opportunity for the exercise of originality and for the development of unique contribution.

Supervision is cooperative: this principle implies instead of directing attention only to the improvement of individual teachers, the cooperative efforts of the entire staff in the study of educational problems of schools is also important.

Supervision should be theoretically: sound this principle emphasizes sensitivity to ultimate values, aims and policies with specific reference to their education “fact and law” with special emphasis given to accuracy, change and development and methods in terms of changing values, Clear aims and policies.

Supervision should be scientific: this implies that supervision should use orderly, systematic and critical methods of study as well as utilizing more objectives, precise scientific important and more expertly secured and more systematically organized data and conclusion within its province as well as its own materials and procedures.

Supervision should be democratic: this suggests that supervision should be providing full opportunity for co-operation and participation as well as for the substitution of leadership for authority.

2. 5. Supervisory Leadership

The modern perspective of supervisory leadership as Sergiovanni and Starratt (1998:182) noted; “could not be tied to any one role or position”. It is a responsibility exercised by the out of school supervisors, at the various levels, within the school personnel i.e. principals, deputy principals, unit leaders, department heads, teaching colleagues. To be able to provide supervisory leadership those engaged in the supervisory process have to meet two important norms of professionalism, i.e. Competence and commitment.

Competence: the supervisory responsibility is professional responsibility .In order to exercise this professional responsibility. Supervisors need to have an understanding about the purpose of schooling. Supervisors need to understand that the purpose of education or schooling is ultimately to produce an ethical person; the development of a truly ethical person. Supervisors as professional educators must also understand, what is meant by a school .This is because how supervisors, and indeed all other people, view school is the basis for understanding the purpose of the school. Supervisors as professional instructional leaders must also understand teaching and learning. In

order to help teachers become better teaching and the latter produce better learners how supervisors understand teaching is crucial. In this regard supervisors themselves need to understand that teaching is not the same as telling that it is more than the script the students get in the pre-determined lesson. Further, they need to understand that no one teaching approach or method is inherently better than another and the choice of a teaching strategy (approach) is contingent upon several factors, such as purposes. Characteristics of students, availability of materials, space, time and also need of teachers. Equally important is that supervisors as professional educators also need to understand that learning is not simply absorbing what the teachers teach, that learning is not as Sergiovanni and Starratt, a guaranteed outcome of what the teacher does. The student does the learning by actively engaging in the learning activities, i.e. By internalizing the material, constructing, analyzing, reflecting, etc.

Considering the perspectives of teaching –learning, the role of the teacher thus becomes to create a facilitated environment for the learner and to care for the learner. The role of the supervisor, as an instructional leader in this case would therefore be as a collaborator in creating knowledge about teaching and learning and to promote the view that supervision is more of a group oriented rather than individually oriented. One important foundation for supervisory leadership we said competence is an internalized expertise in understanding the purpose of education, how to view a school and teaching –learning process. Proper supervisory leadership can emanate partly from such kind of expertise.

Commitment: in many instances when we talk about professionalism we tend to refer to competence. Being a professional however goes beyond competence. Supervisors can be experts, having the requisite skills and knowledge. But if their expertise is not used for good intentions, they cannot be taken as professionals. They have to be trusted by those receiving their service and help. It is this earn of trust that Sergiovanni and Starratt (1998; 48) refer to as professional virtue, consisting of four dimensions of commitment. These are a commitment to practice in an exemplary way, a commitment to practice toward valued social ends, a commitment not only to one's own practice but to the practice itself, and a commitment to the ethic of caring.

A commitment to practice in an exemplary way: this is generally refers to self-renewal of supervisors have to revisit themselves from time to time and take responsibility for their own

professional growth, i.e. in –service themselves .As the term supervision suggest they have to be in the lead in terms of having a superior for interacting with others, including teachers for learning and sharing their vision.

A commitment to practice toward valued Social Ends: this is a commitment that requires supervisors to place themselves in service to the beneficiaries .it is a commitment also to commonly shared school values and purposes.

A commitment to the Ethic of caring: this refers to caring for those that supervisors serve and help. In all their dealings and interactions supervisors must be able to show concern for others,

A commitment Not only to one’s own practice, but to the practice itself: this refers to the commitment of the profession in the wider sense which goes began the commitment to one’s own practice. This is a commitment to the teaching and learning .it is a commitment which shifts from the individual to the collective practice .At the center this commitment is collegiality- a shift from attempting to do things in isolation to team work and cooperation.

2. 6. Supervisory Skills

Two types of skills are crucial for supervisors working with individuals and groups of teachers. These are interpersonal skills and technical skills

Interpersonal Skills : as supervisors are expected to continuously interact with teachers and frequently observe the conduct of teaching –learning how they behave and what sort of approaches they use is important .Since the teaching –learning takes place in the class room and it is the what happens in the classroom which is central to students’ learning **how** supervisors typically behave with the staff for the purpose of promoting effective teaching depends on skillful and effective interpersonal skills. The supervisory approach used determines the interaction of supervisor – teacher process as well as the outcomes.

Reviewing several studies on range of interpersonal behaviors of supervisors working in school setting, Glickman. et al (2005;97-151) have presented four categories of interpersonal approach with specified outcomes of each approach .These are nondirective with its outcome

teacher self –plan , collaborative with its outcome mutual plan, directive informational with its outcome supervisor –suggested plan and directive control supervisor assigned plan

A brief description of each approach is as follows;

Nondirective: it is assumed that the individual teacher has the ability to think and act on his or her own; knows best what is needed. The role of the supervisor is to provide a situation in which the teacher makes his/ her choice, facilitate the teacher's thinking in developing a self-plan .Generally; decision making belongs to the teacher. The supervisor should consider using this approach,' when the teacher or group is functioning at high developmental levels, the teacher or group possesses most of the knowledge and expertise about the issue and the supervisor's knowledge and expertise are minimal, the teacher or group has full responsibility for carrying out the decision and the supervisor has little involvement and the teacher or group is committed to solving the problem but the problem doesn't matter to the supervisor.

Collaborative: this approach is appropriate when teachers and supervisors have similar levels of expertise, involvement and concern with the problem. It is thus a participation of equals, both sharing information, and arriving at mutual choice and mutual plan. It is a meeting of minds of equals without comes of mutual plan of action .This approach is to used when; ,teachers are functioning at moderate or mixed developmental levels ,teachers and supervisor have approximately the same degree of expertise on the issue and teachers and supervisor will both be involved in carrying out the decision.

Directive informational: here the Supervisor is the major source of information. The supervisor thus, directs the teacher to consider and choose from clearly delineated alternatives. This approach is used under the following circumstances; when; the teacher is functioning at fairly low developmental levels, ,the teacher does not possess the knowledge about an issue that the supervisor clearly possesses , the teacher feels confused, inexperienced, or is at a loss for what to do, and the supervisor knows of successful practices , the supervisor is willing to take responsibility for what the teacher chooses to try ,the teacher believes that the supervisor is credible and the time is short, the constraints are clear, and quick concrete action need to be taken.

Directive control: the supervisor tells the teachers what is to be done. It means that the supervisor has taken the overall responsibility. The approach is employed when; teachers are functioning at very low developmental levels, teachers do not have awareness, knowledge, or inclination to act on issue that a supervisor, who has organizational authority, thinks to be of critical important to the students ,the teachers, or the community, teachers will have no involvement and the supervisor will be involved in carrying out the decision, the supervisor is committed to resolving the issue and the teachers are not, the supervisor does not have time to meet with teachers.

Technical Skills: the supervisor's technical skills refer to competence and expertise. He/she must have the ability to use knowledge, methods and techniques necessary to perform supervisory tasks. The supervisory skills are acquired through education and training as well as from experience. The three domains, i.e. instructional development; curriculum development and staff development; and the four roles, i.e. to work as a coordinator, group leader, consultant and evaluator require the supervisor's knowledge and skills. More specifically, the supervisor must have skills in , helping staff members release their full potential , leading and helping others to lead themselves , effectively communicating with both groups and individuals, coordinating and facilitating change, coordinating and integrating the process of curriculum development and implementation, instructional design and methods conferencing and counseling and assessment of teacher's performance.

2. 7. Supervisory Roles

Whether or not supervision should be an administrator and vice-versa has been unresolved question. There are situations and places where supervisors are also administrators involved in duties such as hiring, determining promotions, passing decisions on salary increments, staff retention, making decision on expenditure of materials, finance and equipment, etc. On the other hand ,there are arguments that supervision ,as instructional leadership should be a staff function concerned with direct and indirect assistance to teachers for the purpose of improving the learning setting in particular, concentrating on staff instructional and curricular issues.

Understandably, taking the school leadership into account, the school principal for instance is both an administrator and as supervisory (staff function) responsibilities. The tension and conflict between the administrative and supervisory functions could however, be resolved if the

school principal could delegate more of the administrative matters to his/her assistants and assume more of the supervisory role .particularly, when the quality of education in our educational system is at a stake today ‘s supervisors, including the school principal, considered as a lead supervisor, need to deemphasize the administrative behavior and emphasize on the supervisory behavior. In general supervisors can play an important part in improving schools. The critical task for such improvement is *Curriculum development, Professional development, Instructional improvement* through workshop organization, *Direct Assistance, Action research etc.*

Curriculum Development: curriculum development is one of the supervisor’s tasks. Supervisors and teachers should engage in assisting current situation of education so as to design curriculum for further improvement of instruction .As Glickman & Gordon (2004;476) stated as; Curriculum development can involve teachers in infusing moral principles throughout the curriculum. Teachers can design a curriculum that educates the whole child teacher compassion and justice, and includes all children in significant learning Teacher can develop curriculum that integrate learning within the school and connects academic learning with community services. Finally, teachers can develop curriculum that promotes as democratic community of learners in the present, as well as democratic and just society in the future.

Professional Development: professional development is a vital component of ongoing teacher education and central to the role of school staff. This development is concerned with improving teachers’ instructional methods, their ability to adapt instruction to meet students’ needs, and their classroom management skills; and with establishing a professional culture that relies on shared beliefs about importance of teaching and learning and that emphasizes teacher collegiality (Wanzare & Dacosta, 2000). Instructional supervision, with its emphasis on partnership and professional improvement, is an important tool in building an effective professional development program. Glickman and Gordon (2004) expressed their beliefs as; professional development can address teachers as whole persons, fostering their pedagogical, cognitive, emotional, social and ethical development. It can provide teachers opportunities to enhance their teaching through learning and leading. Supervision for teachers’ professional growth and development is grounded in a number of principles and beliefs emerge from the literature(Wanzare&Da Costa, 2000).Little (1993)noted that the primary purpose of supervision is for teachers and supervisors to engage in focused study groups .teacher collaborative activities, and other long- term professional

partnerships, in order to actively construct knowledge and increase their understanding of the teaching –learning process (Nolan ,1992).Supervision is a fundamental part of the total service provided by school systems; Wanzare and Da Costa (2000) stated that it must have an identity within the organizational hierarchy and it must be administratively supported if its purposes are to be achieved ‘ ‘ Supervisors as well as other educational leaders have the responsibility for facilitating professional development, building teams of teachers or cohorts and empowering teachers to make decisions regarding their instructional performance’’(Beach & Reinhartz,2000;128),two-way growth, and group collaboration (Arredondo etal, 1995).Supervisors and teachers must be involved in and committed to rigorous educational and training program to the validity, reliability, and acceptability of data collected and the inferences made during the supervisory process (Hacfele,1993).

Instructional Improvement through workshop Organization: having teacher internalize a norm of collective responsibility for the general improvement of instruction may be the ultimate goal of supervisors when they help teachers. Workshop in school is primarily based on collective effort. Educational workshop may provide a dynamic experience for school faculty that is attempting to make program improvements. The workshop rests upon several important ideas. The technique is built up on the idea of group of people attacking a commonly identified problem. The workshop provided the setting, resources, and opportunity for the experiences of intelligence toward a feasible solution to an Educational problem for which a satisfactory answer does not exist. Spears (1955) suggested that workshop is pronounced significance to in-service education in his day. It is so, frequently and so effectively used that school leader ship would indeed be hard pressed to do without it. It is a technique for holding group conferences or study programs. It has established itself as effective way of enabling a group to come together to work on matters of mutual concern.

In short, as a component of in-service training, workshop not only gives teachers an opportunity to think seriously about a problem, but also provides them with information by which they can do effective thinking. This could result in significant change and improvement in the organizational climate of the school.

Direct Assistance: individual professional needs of the teachers should guide the choice of supervisory practices. It is supervisor’s responsibility to facilitate the professional growth by

analyzing need of each individual through cooperative communication with teachers. Concerning these supervisory tasks, direct assistance can be used to gather classroom data on the extent to which moral principles are present in the classroom supervisors mentors and coaches can work with teachers to develop observation tools to describe classroom culture, reflect on current conditions, and engage in classroom-based improvement (Glickman & Gordon, 2004:475).

Action Research: teaching is a complex problem –solving activity and that supervision and evaluation processes should honor that complexity .Action research is powerful tool for educators to employ in navigating the complex world of teaching and learning (Nolan, 2011; 162).supervisors should conduct and facilitate teachers to conduct school based action research to find out the possible solution for the problems faced in school regarding teaching-learning process. Action research can gather data to assess the gap between the community’s vision of the good school and current reality, plan for change aimed at bridging the gap ,integrate the tasks of supervision to bring about change, evaluate result, and revise the action plan in cycle of continuous improvement (Glickman & Gordon,2004;477)

2. 8. Supervisory Options for Teachers

The problems and issues of teaching that teachers find in their practice differ, also teacher needs and interests differ (Sergiovanni & Starratt, 2002). Instructional supervision processes must meet the unique needs of all teaches being supervised, because, matching supervisory approaches to individual needs has great potential for increasing the motivation and commitment of teachers at work (Benjamin, 2003).

By Supporting the necessity of alternative supervisory options for teachers, Sullivan and Glanz (2000) revealed that the proper use of various approaches to supervision can enhance teachers’ professional development and improve instructional efficiency. In the same way it is noted in Kwon g (1992), as successful matching of options to teachers `results in enhanced professional development , increased work motivation , and more effective teaching and learning . As Sergiovanni and Starratt (2002) mentioned, there are at least five supervisory options. These are clinical, collegial, self –directed, informal and inquiry- based supervision

Clinical Supervision: Gold hammer and Cogan borrowed the term “clinical supervision” from the medical profession, where it has been in use for decades, to describe a process for perfecting the specialized knowledge and skills of practitioners. Although clinical supervision is used in almost in all levels of school of thought, it is increasingly used and successfully too by mentor teachers, beer coaches and teacher knowledge’s who believes that a fresh perspective will help to improve classroom success it is systematic, sequential and cyclic supervision process that involves the interaction between the supervision and teachers. Other writers states that clinical supervision means that there is face to face relationship of supervisors with teachers, so in the past it has been conducted at a distance, with little or no direct teacher contact (Goldhammer et al .1993). Clinical supervision is the method of supervision where by the supervisor is involved with a teacher in a close, “helping, relationship”. Essentially, clinical supervision education involves teacher receiving information from a college who has observed the teachers performance and who service as both a mirror and a sounding board to enable the teacher critical examine and possible alter his or her own profession practice (Goldhammer, 1960).

Clinical supervision refers to face to face contact with teachers with intent of improving instruction and increasing professional growth. in many respects, as one to one correspondence exists between improving classroom instruction and increasing professional growth, and for this reason, staff development and clinical supervision are inseparable concepts and activities(Sergiovanni and starratt,2007:233). The same writer stated that clinical supervision is a way in which teachers can collaborate to researcher their practice and improve their learning and their teaching.

Regarding the structure of clinical supervision several authorities have identical sequential steps (phase or cycles). While there are no rigid rules and clinical supervision can take many forms, typically, as (Glickman,Gordon Ross,2004:324,)

The pre-Observation Conference: the pre-observation conference is the period that the instructional supervisor strives to develop a rapport between him/ herself and the teacher (Abongo, 1998).There-observation conference involves planning the classroom observation strategy by the teacher and supervisor. During this conference teacher and supervisor together plan and discuss the kind and amount of information to be gathered during the observation period and the methods to be used to gather this information (Sergiovanni& starratt, 2002).For the successfulness of classroom

observation, the supervisors should have full knowledge on the activities to be carried out. During pre-observation meeting, the supervisor and teacher discuss on the lesson plan by stressing on the lesson objectives, relevance and appropriateness of content, time allocation, the availability of teaching aids, and the evaluation (ADEA, 1998). These determinations are made before the actual observation, so that both supervisor and teacher are clear about what will transpire (Glickman etl, 2004).

Observation Conference: the observation phase begins when the teacher and instructional supervisor enter the classroom. .During this phase the supervisor as a professional practitioner observes the teacher based on areas agreed up on and collects as much information as possible about the teaching and learning situation (ADEA, 1998).The supervisor also records the teacher's performance on the format of the lesson plan the appropriateness of the lesson objectives, and the ability of the teacher to provide an appropriate feedback mechanisms, reinforcement, and classroom discipline .During classroom observation the supervisor is not only focuses on the recording teachers performance, but also records what the students are doing .while the class observation is going on, the supervisor must follow the lesson detail from the beginning to the end (Abongo,1998; Gurnam and chan,2010).

According to Rogers.(2004),during classroom observation it is better for the supervisors to sit at the back of the class to follow the lesson attentively without making any gesture or showing signs of displeasure .approval or disapproval and takes notes if necessary on an appropriate from which will be analyzed later. He does not interrupt the teacher during the class.

Analyzing and Interpreting Observation and Determine Conference Approach: this is the time when the supervisor makes a careful analysis of the teaching learning process. It is usually a solitary work by the supervisor to interpret what was observed.

The post- Observation Conference: the post observation conference is an opportunity and setting for teacher and supervisor to exchange information about what was intended in a given lesson /unit and what actually happened (Sergiovanni & starratt, 2002). This conference helps the teacher and the supervisor to measure strengths and weaknesses and further identify any gaps when measured an ideal particularly the needs of the learners and the teachers (ADEA, 1998). The post-observation conference helps the teacher to improve the classroom instruction. The feedback during the post

observation conference should focus on modifiable teaching behaviors. In doing this teachers should not be asked to do things which they cannot do anything about (Abongo, 1998 :) In general, developing the skill of observing serves a dual purpose; it helps teachers gain a better understanding of their own teaching, while at the same time refines their ability to observe, analyze and interpret, an ability that can also be used to improve their own teaching. An observation task is a focused activity to work on while observing a lesson in progress on one or a small number of aspects of teaching or learning and requires the observer to collect data or information from the actual lesson (Ruth, 1992)

Post- Conference Analysis and Critique of Previous four steps (Evaluation): this is the fifth and final stage in a cycle of clinical supervision. The post conference phase is a natural springboard to staff development for both teacher and supervisor. The supervisor evaluates what happened in the supervisory conference and throughout supervisor cycle for purpose of improving her or his own efforts. Clinical supervision can be used with inexperienced beginning teachers, teachers who are experienced difficulties, and experienced teachers looking to improve their performance. The goal of clinical supervision is not aligned with traditional evaluative measurement procedures intended to make summative statements about the worth of a person's teaching for the purpose of quality control. On the contrary, clinical supervision focuses on a teacher's professional growth in the terms of improving classroom instruction relies on more teacher-directed actions as opposed bureaucratic, hierarchical action of control by supervisors. Clinical supervision, as a result, becomes less formal and less attached to the teacher's achievements of some preconceived criteria or outside standards. Supervision should be a relationship that develops between supervisors and teacher that is built on mutual trust, through the setting of mutual goals and objectives; through professionalism, harmonious interaction; and through a certain human autonomy which enhances freedom for both the teacher and supervisor to express ideas and opinions about how the the method of supervision should be implemented to best improve teaching (Goldhammer et., 1993). Supervisors who employ clinical supervision should consider the perceptions of teachers. According to Beach and Reinhartz (2000), teachers tend to favor individualized supportive supervision, which address their individual needs. Teachers also agree on the basic assumption and effectiveness of clinical supervision, accepting recommendations for change, which they believe is possible in their classroom behavior.

2. 8. Problems in Supervisory Practice

Instructional supervision is the service provided to help teachers in order to facilitate their own professional development, so that the goals of the school might be better attained. However, there are several potential difficulties that impede the effectiveness of instructional supervision in schools. The major one can be grouped in the study as follows;

Resource Related Factors: this problem can be seen in terms of budget and financial constraints work load job satisfaction of teachers and in availability of enough supervisory personnel (UNESCO, 2001). According to the evaluative research made by UNESCO, in four African countries (Botswana, Namibia, Tanzania, and Zimbabwe) the budget allocated for the supervisory service was not seen on the budget line of the schools. Furthermore, it is indicated that the big work load of supervising teacher was a major burden to carry out their supervisory role in the schools. It was also shown that through the senior teachers are experienced, they lack the expertise on how to supervise their follower teachers.

Managerial Related Factors: according to ante cited in the UNESCO (2007) reports the managerial related factors or problems can be existed in several areas of management. These can be recruitment, training, carrier development, incentives, support and evaluation. Hence the major factors (problems) shown by different authors mentioned above stated to managerial related factors includes ,absence of comprehensive training programs for the newly recruited principals and for the supervising teachers with regard to how to supervise, lack of job satisfaction to in build supervisors capacity for their benefits is not secured along the benefits of school, In availability of some good lions and checklist that would help the school supervisors to conduct supervision effectively and in ability to evaluate the supervisory program, for instance to evaluate the supervisee, supervisors are not in the purpose of the supervisory program.

Organizational Structure Related Factors: organization at structure not adapted to present realities may face many problems. Hence, for the instructional supervision where there is no appointed or well-trained supervisors. The supervisory practice may exists difficulties of co-ordination. Accordingly the organizational problems in which supervisors may face could relate to the organization are lack of clarity in structure and logic:- it is assumed that the beginner (the new teachers) are to be closely supervised and helped by senior teachers ,where as if schools do

not clearly indicate who should supervised whom, the supervisory program will become in efficient, lack of co-ordination:- This is especially noticed between the supervisory service and supervisors in the schools, such as teacher training resource centers, curriculums development and examinations, lack of job discretion of supervisors especially for the senior teachers in the school and lack of autonomy and power to take action through it is suggested that built supervisors capacity have to be personal and moral authoritative, if it is believed that hierarchical bureaucratic authority to make the supporting practice effective could support this.

Teachers' Perception of Instructional Supervision: instructional supervision aims at improving the quality of education by improving the teacher' effectiveness. As Fraser cited in (Lilian,, 2007) the improvement of the teaching –learning process is dependent upon teachers' attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect. The need for discussing the lesson observed by the teacher and the supervisor is also seen as vital Classroom observation appears to work best if set in a cycle of preparation, observation and feedback, hence the need for the supervisor and supervisee to work hand in hand before and even after the observation process. In doing all these, teachers must feel that the supervisor is there to serve them and to help them become more effective (Lilian, 2007). Various activities push teachers to perceive supervision in a negative aspect. In line with this, Researches (UNESCO, 2007) Pointed that, bitter complaints about supervisor's work further include irregular and bad planning of visits' not enough time spent in the classrooms and irrelevant advice. All this does not mean that teachers do not recognize the positive effects of supervisory work but rather that, in their opinion, the problem with supervisors is mainly an attitudinal one .In addition, teachers were also strongly dislike the classic fault finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice.. To sum up, teachers 'perception of supervision is valuable to improve instruction. Since the objective of supervision is to improve teachers' competence, it is important to consider teachers' perception of supervision.

Lacks of Adequate Training and Support: supervisors need continuous and sufficient training to carry out their responsibility effectively. Training programs of supervisors aimed at providing necessary skills for supervisors and make them better equipped by doing their job.

2. 10. The Current Practice of Educational Supervision in Ethiopia

Educational inspection was introduced into the educational system in Ethiopia about 35 years after the introduction of western type of education into the country. Although, available sources do not agree on a specific year, there is evidence to believe that school inspection was for the first time introduced in the early thirtieth. Hence, supervision has been practiced in this country for long periods. However, its development was not quite sound. Besides, it seemed simply changing the terms supervision has been passed through four periods..

The supervision manual (MOE 1994) stated that supervision was first introduced in 1941/42 in to the education system if Ethiopia out of the deed to coordinate and control the increasing number of schools was conducted under the name of “inspection”. The task of inspectors focused on inspecting financial matters and education programs. A series of training program was organized and conducted in Kokebe Tsibea with course duration of one year. Yet the major task of the inspection was only confined to the monitoring of financial aspects, it failed to consider the educational programmed (MOE, 1981) thus certain dissatisfactions occurred as to contribution of inspection in the teaching and learning programs. As a result, the need for replacing inspection by supervisor arose (MOE, 1987). To be specific, the variables which paved the way for the replacement of inspection by supervision include: the objection of inspection was limited to teachers ‘fault finding and it was not designed to help teachers in their teaching performance.

Supervision at school level: as teaching learning process is a day to day and continues process, the function of the supervision at the school level should also be a continue responsibility. Within the school system, the supervisors are the school principals and Vice-principal, the department heads and the senior teachers. The education Programs supervision manual of ministry of education (MOE, 1994) has sufficiently listed the roles of supervision at the school level as follows:

The Roles of school principal in Supervision: the school principal in his /her capacity as instructional leader, his/her responsibilities would be creating a conducive environment to facilitate supervisory activities in the school by organizing all necessary recourses , giving the professional assistance and guidance to teachers to enable them to realize instructional objectives; and supervise classes when and as deemed necessary, coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and

local community at large; Coordinating the staff members of the school and other professional educators to review and strengthen supervisory activities and cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations;

The Roles of Deputy Principal in Supervision: besides assisting the principal of the school in caring out the above responsibilities, the school vice –principal is expected to handle the following responsibilities; giving over all instructional leadership to staff members; evaluating lesson plans of teachers and conducting the classroom supervision to ensure the application of lesson plans and ensuring that the curriculum of the school addresses the local community.

The Roles of Department Heads in Supervision, because of their accumulated knowledge, skills and abilities in the particular subject as well as in the overall educational system acquired through long services (experience); the department heads have the competence to supervise educational activities. Therefore, the supervisory functions to be undertaken by the department heads are; coordinating the supervisory activities in their respective departments and evaluating teachers performance, arranging on the job orientation and socialization programs to newly assigned teachers in the respective departments: initiating and promoting group participation in the planning, implementation and decision making of the instruction and in the evaluation of instructional outcomes; selecting and organizing teaching materials and making them available for use by teachers; encouraging teachers to conduct action research so as to improve and develop subjects they teach and methods of teaching such subjects; organizing model teaching programs for inexperienced (junior) teachers staff members by initiating senior staff members from the departments; coordinating evaluation to the department curriculum and organize workshops, conferences, seminars, etc to tackle identified problems of the curriculum and encouraging staff members to conduct meetings regularly to make periodic evaluations of their activities and to seek solutions to instructional problems.

2. 11. Summary of the Review Literature

To summarize the review literature there were almost as many different definitions of supervision, as there were different scholars who have tried to define it and literatures show that serves of schools of thoughts. To achieve the desired goal providing options for teachers is a critical issue

from the options one of them is clinical supervision. Clinical supervision: is a systematic, sequential, a clinical supervisory practices, that involves the interaction between teachers and supervisors. Have five Sequential steps (phases) these are pre observation conference, class room observation, analyzing and interpreting, post observation conference and evaluation

The challenges for exercising practices of Clinical supervision: are managerial related factors, such as lack of Commitment competence, in ability to do supervisory practices, fault finding, supervisory practices mutual agreement between experience teachers and supervisors , resource related factors ,did not allocate required budget ,provide feedback and lack of supervisor manual, organizational structure related factors , teachers participation/ lack of coordination, over loaded on Government tasks, lack of adequate training and support, teachers participation, teachers are resistant against Supervisory practices,

Although most of the studies that have gotten well communicated outside the country on the practices and problems of instructional supervision, the study revealed that instructional practices of supervision were not exercised as the practice it wants. It means clinical supervision has challenges,

Thus this study attempted to examine the practice and challenges of clinical supervision at Bole sub city Government secondary schools of Addis Ababa city administration.

Chapter Three: Research Design and Methodology

This chapter is designed to address the research methodology that the researcher used in this study. The research design, sources of data, data sampling techniques and procedures, population and sample size and procedures of data collection are presented. Moreover the data gathering instruments those were used and their reliability and validity of these tools are discussed in short. Finally a brief description of techniques of data analysis used and ethical considerations are also provided

3.1. Research Design

This study used descriptive survey research design for assessing the practices, the extent to which clinical supervision is used as a means for improving teacher's development and the challenges of clinical supervision in Addis Ababa city administration Bole sub city Government secondary schools, As Gay et al.(2009) this design involves Collecting data to determining whether relation exists between two or more quantifiable variables or not and to what degree.

In order to carry out the study, the researcher used the quantitative research approach. As Gay and others (2009) quantitative research is used to describe, explain, predict and control the phenomena of interest. It is based on the measurement of quantity or amount of practices, the extent to which clinical supervision is used for improving teacher's development and the challenges of clinical supervision. As Best and Kahn (2006) descriptive quantitative Research used for quantitative method, to describing, recording, analyzing and interpreting conditions that exist. It involves the steps (phases) and attempts to discover the practices, extent and challenges clinical supervision.

3. 2. Sources of Data

Data was gathered from primary Sources 40 Supervisors (5 principals, 15 vice principals, 20 department heads), 117 teachers of five Government Secondary Schools (Bshalie, Dr Addis, Bole Community, Ayer Ameba and, Lem) were involved directly in the Study that Considered as primary Sources of data.

In addition to these 4 Sub city Secondary School Supervisors and two sub city senior expertise were involved by structured interview questions for cross checking purpose (for triangulation)

Secondary source of data: - GTP-II, ESDP-V and internet (web) site sources.

3. 3. Population and Sample Size

The total Population of five government Secondary Schools and Sub city Education office were 478 (teachers, Principals, vice Principals, school administrative workers and Sub city Education office employees). The target population in the five Government Secondary Schools and Sub City education office employees were 314 teachers, 60 Supervisors (15 vice principals 5 Principals and 40 Department heads) , 4 Sub City education office government Secondary Schools Supervisors and two (2) Sub city education office Expertise: those were working in the 5(five) Secondary Schools and Sub city education office.

Table 3.1 Population and Sample size (Source: Addis Ababa City Administration Bole sub city education office)

Number	Respondent	population	sample	Remark
1	Supervisors	60	40	
2	Teachers	314	117	
3	Sub city Education office employees	65	6	
4	School administrative workers	39	2	
Total		478	163	

Note that: supervisors include principals, vice principals, department heads and formally assigned supervisors (Source: Sergiovanni, T. J. & Starratt, R. J. (1998). Supervision: A redefinition (6th ed.). New York: McGraw-Hill.).

As shown in the table 3.1 the overall participants of the study were 163 (5 principals, 15 vice principals ,20 department heads, 4 sub city education office government secondary schools supervisors, 2 (two) sub city education office senior expertise and 117 teachers). The sample of teachers and supervisors were determined with criterion of sample size determination table with 95 % confidence level from the 5(five) secondary schools and sub city Education office in Addis Ababa city administration Bole sub city government secondary schools and Education office.

3. 4. Sampling techniques and procedures

The study were tried to explore the practice and challenges of clinical supervision in Bole sub city Government secondary schools of Addis Ababa city administration. As per information obtained from Bole sub city Education office Addis Ababa city, there were five Government

Secondary school namely (Beshalie, Dr Addis, Ayer Amba ,Lem , and Bole community) with total population 478. From the 5 (Five) Government Secondary Schools five (5) of them (100% (Beshalie, Dr Addis, Ayer Amba , Bole community and Lem) were Selected due to their limited number Of Schools.

Available sampling was used to select 5 government secondary schools (Bshalie, Dr Addis, Bole Community, Ayer Ameba and, Lem). In this Study Simple random Sampling technique was used to select teachers and Supervisors (department heads only). From the target population 314 teachers and 40 Supervisors (department heads only) in the five (5) Government Secondary Schools 117 (37 %) of teachers and 40 (50 %) of Supervisors were Selected by this technique (Cohen, Manion and Morifison, 2007). This technique enables to select randomly the required number of Sample teachers and Supervisors (department heads only) by giving equal chances from list of a Sampling frame. Purposive Sampling method was employed to Select school Supervisors (principals and vice principals) Sub city education office Supervisors and Senior Expertise. Thus all 5 school principals, all 15 school vice principals, 4 (four) Sub city Education office Supervisors and two (2) senior expertise were taken purposive sampling, Because of their few numbers (Best and Kahn, 2006) for Structured interview questions.

3. 5. Data Gathering Tools

3. 5. 1. Questionnaires

Questionnaires are believed to be better instruments to get large amount of data from large number of respondents in a relatively shorter time interval with minimum cost. Hence questionnaires were prepared in English language and administered to all teachers and supervisors (principals, vice principals and department heads) those were participated in the questionnaires with the assumptions that they could understand the language. The questionnaires were consisted of two parts. The first part deals with the general back ground of the participants, the second and largest part were contained the whole number of close ended and open ended Questionnaire items those addressed the basic question of the study. Open ended questions are justified due to the fact that calls for free response with respondents own words (Best and Khan 2003).

In this Study 3 (three) major issues of questionnaires were used as data gathering tools. These were practice, extent and challenges of clinical Supervision. The practices of clinical Supervision (class room observation) consists of 5 (five) steps of class room observation (clinical supervision) i.e. Preobservation conference (discussion) , class room observation, Analyzing and interpreting, post observation conferences and Evaluation. Based on the context and scope of secondary schools, the practices of clinical supervision consists of 25 items (7 for the 1st step pre observation ,5 for the 2nd step –observation ,7 for the 3rd step interpretation and analysis ,5 for the 4 the step –post observation and one (1) for the last (5th step)- Evaluation). These items were rated using a 5 (five) point Likert Scales, Labeled 1= very low ,2 =Low , 3 = Medium , 4 = high and 5 =very high for computing the results high mean Score Showed high effectiveness for practices of clinical Supervision while low mean scores implies low effectiveness perception by teachers and Supervisors in Secondary Schools.

The extent to which Clinical Supervision is used as a means for teacher’s development consists of 4 Kinds of tasks as (curriculum development, staff development, teacher’s professional development and action research). 15 items were used according to the context of secondary Schools. It was a self-scoring questionnaires and the responses to each of the 15 items (5 for curriculum development ,4 for Staff development, 4 for teachers professional development and 2 for action research) was rated using a 5 (five) –point Likert scale Labeled as 1= Never, 2=rarely, 3 =Some times, 4 =frequently and 5 = always.

The Challenges of clinical Supervisions Consists of 16 items and it was rated using a 5 (five) point Likert scale ,labeled as 1-strongly disagree ,2= Disagree,,3= un decided, 4agree and 5=strongly agree. Reliability and validity were considered when the researcher selects the instruments. The reliability of clinical Supervision questionnaire was tested in different Bole Sub city **secondary** schools. It is reported that the reliability of this instrument was above **0.94**. In addition, the validity of tool was tested and revealed that it was valid. In this Study Crombach’s alpha was used to test internal reliability of each of the items in the practices of class room observation questionnaire and the challenges of Clinical Supervision with SPSS version 20.

3. 5. 2 Interview

Six (6) interview questions were prepared in English and presented in Amharic Language, one for school principals, second for sub city Education office secondary school supervisors and third for sub city Education office expertise to flexibly gather more information's. The interview questions were discussed with the interviewees in Amharic Language in order to decrease communication barriers, Notes were taken, Summarized and then translated to English. The reason for using Semi Structured interview was that they can permit the exploration of the issues that might be too Complex to investigate through questionnaire and also justify as it allows better flexibly for the interviewer and interviewee were have better chance to explain more explicitly that he /she knows on the issue (Best and Kahn,2003), Moreover ,it enables ,to obtain –depth information that may not be easily Secured by the questionnaires and for it is used cross Checking purpose

3. 6. Procedures of Data Collection

The practice, extent and challenges of clinical supervision questionnaire were duplicated and distributed to the supervisors and teachers of the five (5) Bole sub city Government secondary schools of Addis Ababa city Administration. The researcher gathered the distributed questionnaires from 5 (five) secondary schools. Before distribution of the questionnaire, the researcher provided permission letter and research topic to school Administration. After permission, discussion took place on how to distribute and collect the data. An agreement was reached and explanation was given for respondents how to complete the questionnaire for investigation. Finally, a total of 157 questionnaires were distributed in 5 (five) secondary schools and gave time to be filled by supervisors and teachers, at the end questionnaires were filled by sample respondents and collected by the researcher.

The participants of this study were 137 teachers and 40 supervisors (principals, vice principals and department heads) who were on work in 2017/2018 academic year. Totally 157 questionnaires were distributed to teachers and supervisors, four (4) questionnaires from supervisors and ten(10) from teachers were not filled and returned and also 8 questionnaire were not correctly rated. Among the distributed questionnaires, 99 questionnaires by teachers 36 questionnaires by supervisors filled and returned. Thus, the total number of questionnaires which

were correctly rated and returned by teachers and supervisors were 135. Therefore, the response rate was 86%.

3. 7. Data Analysis Techniques

For this study, quantitative data analysis methods were used. Descriptive Statistics procedures were employed to analyze the data collected by using Questionnaires. Statistical packages for social science (SPSS) version 20 software was used to analyze and interpret the collected data, since it was appropriate version to do the analysis. Inferential statistics: independent sample t-test was used to identify whether there is significant difference in responses of teachers and supervisors or not.

The quantitative data from the questionnaire were encoded and interpreted. Frequency, percentage, means and standard deviations were used to analyze the quantitative data (Gay and others, 2009).

3. 8. Ethical Considerations

In this part, Ethical considerations were discussed those were taken during the research study process. Research Ethics should be primary consideration rather than after thought, and it should be at the front of the researcher Agenda. Thus, to collect data, Ethical issues like voluntary participations, informed consent, and risk of harm, confidentiality and anonymity were taken in to considerations. The respondents' responses were not seen by any person: to keep confidentiality of the respondents response, in the instruction part I put there is no need of writing your name in any questionnaires. Based on this any one did not write their names. I discussed with the schools principals about the advantages of the study the difficulties that follow with the respondents.

Chapter Four: Presentation Analysis and Interpretation of Data

In this chapter, Presentation, Analysis and interpretation of data which were collected through 3 major issues of questionnaires were used, namely the practice, the extent to which clinical supervision is used as means of improving teachers development and the challenges' of clinical supervision are discussed. The main object of the study was to assess the practice and challenges' of clinical supervision at Bole Sub city secondary schools of Addis Ababa city administration.

To achieve the above objective of the study 5 (five) steps of clinical supervision (pre observation conference, Observation, analyzing and interpreting, post observation conference and evaluation were addressed). The pre observation conference has 7 (seven) items, Observation conference has 5 (five) items, Analyzing and interpreting has 7 items, post observation conference has 5 items and evaluation has 1(one) item. The extent to which clinical supervision is used as a means of teachers' development has 4 tasks and under these tasks has 15 items of questionnaires (curriculum development, staff development, teacher's professional development and action research) were considered. On the other hand the challenges of clinical supervision have 16 items of questionnaires were considered in this study. The data were collected from 5 (five) Bole sub city government secondary school Of Addis Ababa city administration. As mentioned in chapter three (3) totally 163 sample respondents were included from these 117 Of them were teachers, 40 Supervisors (principals, vice principals and department heads) for questionnaires' and four sub city education office supervisors and two (2) sub city education offices senior expertise who were working in 2017/2018 academic year.

Totally **157** questionnaires were distributed to teachers and supervisors and six (6) interview questions were interviewed by the interviewer. Among the distributed questionnaires 99 questionnaires and 36 questionnaires were fully filled and returned. Thus the total number of questionnaires which were correctly rated and returned by teachers and supervisors were 135. Therefore the response rate was **86%**. As a result, the collected data was presented, analyzed and interpreted as follows 4 (four) questionnaires from supervisors and 10 (ten) questionnaires from teachers were not returned and 8 questionnaires from teachers' were not correctly rated.

4. 1. Characteristics of Sample Respondent

The characteristics addressed in the study were gender, age, level of education and years of service in the secondary schools and certificate in supervision.

Table 4. 1. 2. Characteristics of sample respondents

4.1 Gender	Frequency (F)	Percent (P)
Male	91	67.4
Female	44	32.6
Total	135	100
4.2 Age		
20-25	1	0.7
26-30	55	40.7
31-35	54	40
36-40	11	8.1
41 and above	14	10.4
Total	135	100
4.3 Level of education		
Degree	102	75.6
Masters	33	24.4
Total	135	100
4.4 Work experience		
1-5	25	18.5
6-10	47	34.8
11-15	43	31.9
16-20	8	5.9
21 year and above	12	8.9
Total	135	100%

N.B, F=--frequency, P = percent.

As shown in table 4.1 the gender distribution of sample population respondent (male and female) with percentage and number. Regarding gender distribution of sample respondents from the total

Of =135 majority 67.4 % of them were male and 32.6% Of them were female respondents .Thus, it may affect the solution that we made.

As we have seen from Table 4.1 the age of sample respondents lies between 5 (five) age categories. From the total of (N =135 (100%/ majority (n= 55 (40.7%) of the respondents were between the age of 26-30 year followed by the respondents age lies from 31-35 years (n=54 (40%) , 41 and above (n=14 (10.4%) , 36-40 years (n=11 (8.1%) and those between 20-25 (n=1 (0.7%). This shows that majority of the respondents were young and on the productive age, because of this they may gave reliable responses for the questionnaire.

As indicated in Table 4.1, majority of the respondents (n=102 (75.6%) hold 1st (first) degree followed by master's degree (n=33 (24.6%). This implies that the respondents were qualified enough to give reliable responses for the questionnaire.

As shown in Table 4.1, majority n= 47, 34.8%) of the respondents had work experience from 6-10 years followed by n=43 (31.9%) of the respondents had work experience from 11-15 years (n= 25 (18.5%) had work experience from 1-5 years, and the rest (n=12 (8.9%) and (n= 8, (5.9 %) of the respondents had work experience of 21 years and above and 16-20 years respectively. This show that above 66% of the respondents had adequate work experience to provided necessary information concerning to the practices and the challenges of clinical supervision.

4. 2. Practices and Challenges of Clinical Supervision

The descriptive statistics was used as a way of examining valid (N, Maximum, minimum and standard deviation in this study. It was needed to determine the respondents' perception of the practices and challenges of clinical supervision. As shown in table 4.2 descriptive data (Valid, Minimum, Maximum, Mean sand Standard deviations for the 7 pre observation conferences practices, 5- observation conference practices, 7 Analyzing and interpreting practices, 5 post observation practices and 1 evaluation practices The sample size for all clinical supervision practices valid (N) was 135 by considering 99 teachers and 36 Supervisors (principals, vice principals and department heads). In Computing of the result high mean Score allowed the more frequently practices of clinical Supervision, perception, while (on the contrary) low mean Score implies low frequently practiced of clinical Supervision and high percentage implies more

frequently practiced of clinical Supervision, on the other hand low percentage implies low frequently practiced of clinical Supervision or rarely or almost no practices of perception of supervisors and teachers at Bole sub city secondary schools.

Table 4.2 1.Pre- Observation Conferences

No	Item statements	Respondent s	Rating					N	M	SD
			VH	H	M	L	VL			
1.1	supervisors make mutual agreement with teachers on the objectives of the lesson	Teachers supervisors	2 % 0%	6% 2.8 %	18.1% 16.7 %	36.4% 50 %	37.4% 30.6 %	99 36	1.98 1.92	0.48 0.77
1.2	supervisors make mutual agreement with teachers on relevance of content	Teachers supervisors	1 % 0 %	13.1 % 2.8%	23.2 % 22.2 %	31.3 % 44.4 %	31.3 % 30.6 %	99 36	2.2 1.97	1.0 0.81
1.3	supervisors make mutual agreement with teachers on the place of the observation	Teachers supervisors	5 % 5.6 %	14.1 % 0	12.1 % 19.4 %	38.4 % 36.1 %	30.3 % 38.9 %	99 36	2.24 1.97	1.14 1.0
1.4	supervisors make mutual agreement with teachers on the observation of time	Teachers supervisors	4 % 0	15.% 5.6 %	11.% 13.%	38.4 % 36.1 %	31.3 % 44.4 %	99 36	2.21 1.8	1.16 0.88
1.5	supervisors give the opportunity for teachers to mention areas in which he/ she wishes to be observed	Teachers supervisors	4 % 0	24.% 8.3 %	6 % 11.%	29.3 % 44.4 %	37.4 % 33.3 %	99 36	2.24 1.94	1.27 0.89
1.6	supervisions plan the strategy of class room observation with teachers by preparing necessary check lists	Teachers supervisors	8 % 2.8 %	14.% 5.6 %	11.% 11.%	29.3 % 41.7 %	37.4 % 38.9 %	99 36	2.17 1.91	1.24 0.99
1.7	supervisors identify special problems with what the teachers would like some help	Teachers supervisors	7 % 2.8 %	17.% 5.6 %	14.% 8.3 %	30.3 % 33.3 %	31.3 % 50 %	99 36	2.4 1.78	1.29 1.00
	Total mean	Teachers supervisors	4.4 % 2.4 %	14.% 4.4 %	13.% 14.%	33.3% 40.9%	33.8% 38.1%	99 36	2.2 1.89	1.08 0.90

N.B; - M= mean, N=total Sample population, P=Percent, SD=Standard deviation, VL=Very low, L=Low, M=Medium, H=High, VH=Very high, very high + high=high, very low+ low-=low

As indicated in Table 4.2.1 item 1.1, the majority N=29 (80.6 %) of the supervisors respondents replied that supervisors make mutual agreement with teachers on the objectives of the lesson to a

low level and N=73 (73.8 %) of the teacher respondent similarly replied that supervisors make mutual agreement with teachers on the objectives of the lesson to a low level ,where as few number of supervisors respondents N= 1(2.8 %) replied that supervisors make mutual agreement with teachers on the objectives of the lesson to a high level and N=8 (8 %) of the teacher respondents still, supervisors make mutual agreement with teachers on the objectives of the lesson replied the same; the rest N=7 (16.7%) supervisors respondent said that supervisors make mutual agreement with teachers on the objectives of the lesson to a medium level and N=18 (18.2 %) of the teacher respondent similarly replied that supervisors make mutual agreement with teachers on the objectives of the lesson to a medium level. The mean is less than half of the scale. This implies that the practice was done to a low level or supervisors did not make mutual agreement with teachers on the objectives of the lesson as the practice it wants.

As shown in Table 4.2. 1 item 1.2, the majority N=27(75%) of the supervisors respondents replied that, supervisors make mutual agreement with teachers on relevance of content of observation to a low level and N=62 (62.6%) of the teacher respondent similarly replied that supervisors make mutual agreement with teachers on relevance of content of observation to a low level ,where as few number of supervisors respondents N= 1(2.8%) replied that supervisors make mutual agreement with teachers on relevance of content of observation to a high level and N= 14(14.1%) of the teacher respondents still, supervisors make mutual agreement with teachers on relevance of content of observation replied the same: the rest N=8(22.2 %) supervisors respondent said that supervisors make mutual agreement with teachers on relevance of content of observation to a medium level and N=23(23.2%) of the teacher respondent similarly replied that supervisors make mutual agreement with teachers on relevance of content of observation to a medium level. The mean is less than half of the scale. This implies that the practice was done to a low level or supervisors did not make mutual agreement with teachers on relevance of content of observation as the practice it wants..

Regarding to Table 4.2.1 item 1.3 the majority N=27(75%) of the supervisors respondents replied that, supervisors make mutual agreement with teachers on the place of the observation to a low level and N=68(68.7 %) of the teacher respondent similarly replied that supervisors make mutual agreement with teachers on the place of the observation to a low level , however some number of supervisors respondents N= 2(5.6%) replied that supervisors make mutual agreement with teachers on the place of the observation to a high level and N= 2(5.6%) of the teacher respondents

still, supervisors make mutual agreement with teachers on the place of the observation replied the same : the rest N=----(%) supervisors respondent said that , supervisors make mutual agreement with teachers on the place of the observation to a medium level and N= 7(19.4 %) of the teacher respondent similarly replied that , supervisors make mutual agreement with teachers on the place of the observation to a medium level. The mean is less than half of the point scale., This implies that the practice was done to a low level or Supervisors did not make mutual agreement with teachers on the place of observation as the practice it wants. .

As indicated in Table 4.2.1 item 1.4 the majority N=29(70.5%) of the supervisors respondents replied that, supervisors make mutual agreement with teachers on the observation of time to a low level and N=69 (69.7%) of the teacher respondent similarly replied that supervisors make mutual agreement with teachers on the observation of time to a low level ,however some number of supervisors respondents N= 2(5.6%) replied that , supervisors make mutual agreement with teachers on the observation of time to a high level and N=19(19.2%) of the teacher respondents still ,supervisors make mutual agreement with teachers on the observation of time replied the same , lastly the rest N=5(13.9%) supervisors respondent said that supervisors make mutual agreement with teachers on the observation of time to a medium level and N=11(11.1%) of the teacher respondent similarly replied that supervisors make mutual agreement with teachers on the observation of time to a medium level. This implies that the practice was done to a low level as compared to the respondent responses or supervisors did not make mutual agreement with teachers on the observation of time as the practice it wants.

As shown in Table 4.2.1 item 1.5 the majority N=29 (75.5 %) of the supervisors respondents replied that, supervisors give the opportunity for teachers to mention areas in which he/ she wishes to be observed to a low level and N=66 (66.7 %) of the teacher respondent similarly replied that, supervisors give the opportunity for teachers to mention areas in which he/ she wishes to be observed to a low level ,where as few number of supervisors respondents N= 3 (8.4 %) replied that , supervisors give the opportunity for teachers to mention areas in which he/ she wishes to be observed to a high level and N=28 (28.3%) of the teacher respondents still , supervisors give the opportunity for teachers to mention areas in which he/ she wishes to be observed replied the same, the rest N=3(8.3 %) supervisors respondent said that , supervisors give the opportunity for teachers to mention areas in which he/ she wishes to be observed to a medium level and N=6 (6%) of the

teacher respondent similarly replied that , supervisors give the opportunity for teachers to mention areas in which he/ she wishes to be observed to a medium level. The mean is less than half of the point scale. This implies that the practice was done to a low level or supervisors did not give the opportunity for teachers to mention areas in which he/ she wishes to be observed as the practice it wants.

With regarding to Table 4.2.1 item 1.6 the majority N=29 (80.6%) of the supervisors respondents replied that supervisions plan the strategy of class room observation with teachers by preparing necessary check lists to a low level and N=66 (66.7%) of the teacher respondent similarly replied that supervisions plan the strategy of class room observation with teachers by preparing necessary check lists replied the same ,whereas few number of supervisors respondents N=3 (8.3 %) replied that supervisions plan the strategy of class room observation with teachers by preparing necessary check lists to a high level and N=22 (22.2%) of the teacher respondents still , supervisions plan the strategy of class room observation with teachers by preparing necessary check lists replied the same : the rest N=4 (11.1%) supervisors respondent said that , supervisions plan the strategy of class room observation with teachers by preparing necessary check lists to a medium level and N=11 (11.1%) of the teacher respondent similarly replied that , supervisions plan the strategy of class room observation with teachers by preparing necessary check lists to a medium level. This implies that the practice was done to a low level or this implies that the supervisors did not plan the strategy of class room observation with teachers in the appropriate way (they did the practice in a lower stage).

As indicated in Table 4.2.1 item 1.7 the majority N=30 (83.3 %) of the supervisors respondents replied that supervisors identify special problems with what the teachers would like some help to a low level and N=61 (61.6%) of the teacher respondent similarly replied that supervisors identify special problems with what the teachers would like some help to a low level ,where as some number of supervisors respondents N= 3 (8.4 %) replied that supervisors identify special problems with what the teachers would like some help to a high level and N=24 (24.2 %) of the teacher respondents still, supervisors identify special problems with what the teachers would like some help replied the same: the rest N=3 (8.3%) supervisors respondent said that, supervisors identify special problems with what the teachers would like some help to a medium level and N=14 (14.1 %) of the teacher respondent similarly replied that supervisors identify special problems with what the

teachers would like some help to a medium level. The mean is less than half of the point scale. This implies that the practice was done to a low level that as compared to the respondent response and supervisors did not identify special problems with what the teachers would like some help.

The comparisons were done with their mean scores. Although the number of sample respondent of supervisors were fewer (36) than that of teachers (99), It was used to compare their responses of supervisors with teachers. As indicated by table 4.2.1 practice of clinical supervision step 1`- pre observation conference from item 1-7, the mean score of all items of raters (teachers) (1.98,2.2, 2.24,2.21,2.24,2.17&2.17) were greater than that of supervisors(1.92,1.97, 1.97,1.8,1.94,1.91 &1.78) respectively. More over the total mean score of pre observation conference for the teachers response mean were greater than that of the supervisors response mean score (2.2, and 1.89) respectively. This implies that there was mean score differences in pre-observation conference between supervisors and their subordinates (teachers) responses. Thus there was gap between the perception of teachers and what their supervisors exercised in Pre-observation conference in government secondary schools.

In general the literature high lights, supervisors make mutual agreement with teachers what to do before the actual observation begins, but most of the respondents response showed that the agreement was not made and the total mean showed that the practice was done to a low level. Seen over all the pre observation conference of Clinical supervision is practiced to a less extent that compared to the aspect need to be exercised.

Table 4. 2. 2. Observation Conferences

No	Item statement	Respondent s	Rating					N	M	SD
			VH	H	M	L	VL			
2.1	supervisors observe important points for latter discussions as per the objective set before observation,	Teachers	5 %	17.1 %	12.1 %	32.3 %	33.3 %	99	2.26	1.20
		supervisors	0	16.7 %	11.1 %	50 %	22.2 %	36	2.22	0.99
2.2	supervisors take sufficient time for observation ,	Teachers	7 %	19.2 %	14.1 %	29.3 %	30.3 %	99	2.43	1.29
		supervisors	0	0	5.6 %	58.3 %	36.1 %	36	1.69	0.58
2.3	Supervisors record the teacher's performance in the appropriate document to provide well organized feedback.	Teachers	8 %	14.1 %	12.1 %	34.3 %	31.3 %	99	2.36	1.28
		supervisors	0	5.6 %	11.1 %	38 9 %	44.4 %	36	1.71	0.86
2.4	Supervisors record what the students are doing while the class observation is ongoing.	Teachers	10 %	22.2 %	1 %	27.3 %	39.4 %	99	2.36	1.44
		supervisors	2.8 %	2.8 %	11.1 %	44.2 %	38.2 %	36	1.83	0.91
2.5	Supervisors sit at the back of the class to follow the lesson attentively without making any gesture.	Teachers	16.1 %	18.1 %	5 %	35.3 %	25 3 %	99	2.5	1.36
		supervisors	0	5.6 %	11.1 %	44.2 %	36.1 %	36	1.86	0.83
	Total mean	Teachers	9.2 %	18.1 %	8.9 %	30.7%	31.9 %	99	2.38	1.3
		supervisors	0.6 %	6.1 %	10 %	47.1 %	28.8%	36	1.86	0.83

N.B; - M= mean, N=total Sample population, P=Percent, SD=Standard deviation,

VL=Very low, L =Low, M=Medium, H=High, VH=Very high ,very high+high=high , very low +low-=low

As shown in Table 4.2. 2 item 2.1 the majority N=26 (72.2 %) of the supervisors respondents replied that supervisors observe important points for latter discussions as per the objective set before observation to a low level and N=65 (65.6%) of the teacher respondent similarly replied that Supervisors record what the students are doing while the class observation is ongoing to a low level, however few number of supervisors respondents N= 6 (16.7%) replied that , supervisors observe important points for latter discussions as per the objective set before observation, and N=22 (22.2%) of the teacher respondents still, supervisors observe important

points for latter discussions as per the objective set before observation, replied the same: the rest =4 (11.1%) supervisors respondent said that, supervisors observe important points for latter discussions as per the objective set before observation, to a medium level and N=12 (12.1%) of the teacher respondent similarly replied that supervisors observe important points for latter discussions as per the objective set before observation to a medium level. The mean shows that the practice was done to a low level. This implies that the practice was done to a low level or this implies that the supervisors did not observe important points for latter discussions as per the objective they set as the action it wants.

As indicated in Table 4.2.2 item 2.2, the majority N=34 (94.4%) of the supervisors respondents replied that, supervisors take sufficient time for observation to a low level and N=59 (59.6%) of the teacher respondent similarly replied that supervisors take sufficient time for observation to a low level ,however, few number of supervisors respondents N=0 (0%) replied that supervisors take sufficient time for observation to a high level and N=26 (26.2%) of the teacher respondents still, supervisors take sufficient time for observation replied the same: the rest N=2 (5.6%) of the supervisors respondent said that supervisors take sufficient time for observation to a medium level and N=14 (14.1 %) of the teacher respondent similarly replied that supervisors take sufficient time for observation to a medium level. The mean shows that the practice was done to a low level. This implies that the practice was done to a low level or supervisors did not take sufficient time for class room observation as the practice it wants.

Regarding to Table 4.2.2 item 2.3 the majority N=30 (83.3%) of the supervisors respondents replied that Supervisors record the teacher's performance in the appropriate document to provide well organized feedback to a low level and N=65 (65.6 %) of the teacher respondent similarly replied that Supervisors record the teacher's performance in the appropriate document to provide well organized feedback to a low level ,whereas few number of supervisors respondents N= 2 (5.6%) replied that supervisors record the teacher's performance in the appropriate document to provide well organized feedback to a high level and N=22 (22.2%) of the teacher respondents still, Supervisors record the teacher's performance in the appropriate document to provide well organized feedback ,replied the same, the rest N=4 (11.1%) supervisors respondent said that Supervisors record the teacher's performance in the appropriate document to provide well organized feedback to a medium level and N=12 (12.1%) of the teacher respondent similarly

replied that, Supervisors record the teacher's performance in the appropriate document to provide well organized feedback to a medium level. This implies that the practice was done to a low level.

As indicated in Table 4.2.2 item 2.4, the majority N=31 (83.1%) of the supervisors respondents replied that Supervisors record what the students are doing while the class observation is ongoing to a low level and N=66 (66.7%) of the teacher respondent similarly replied that Supervisors record what the students are doing while the class observation is ongoing to a low level, where as few number of supervisors respondents N= 2 (5.6%) replied that Supervisors record what the students are doing while the class observation is ongoing ,to a high level and N N=32 (32.3%) of the teacher respondents still. Supervisors record what the students are doing while the class observation is ongoing to a high level, the rest N=4 (11.1%) supervisors respondent said that Supervisors record what the students are doing while the class observation is ongoing to a medium level and N=1 (1%) of the teacher respondent similarly replied that Supervisors record what the students are doing while the class observation is ongoing to a medium level. The mean shows that the practice was done to a less level. This implies that the practice was done to a low level. This implies that supervisors did not Supervisors record what the students are doing while the class observation is ongoing as the practice it wants.

As shown in Table 4.2.2 item 2.5 the majority N=30 (83.3%) of the supervisors respondents replied that Supervisors sit at the back of the class to follow the lesson attentively without making any gesture to a low level and N=60 (60.6%) of the teacher respondent similarly replied that Supervisors sit at the back of the class to follow the lesson attentively without making any gesture to a low level where as few number of supervisors respondents N= 2 (5.6%) replied that , Supervisors sit at the back of the class to follow the lesson attentively without making any gesture to a high level and N=34 (34.3%) of the teacher respondents still, Supervisors sit at the back of the class to follow the lesson attentively without making any gesture, to a high level the rest N=4 (11.1%) supervisors respondent said that Supervisors sit at the back of the class to follow the lesson attentively without making any gesture to a medium level and N=5 (5%) of the teacher respondent similarly replied that Supervisors sit at the back of the class to follow the lesson attentively without making any gesture to a medium level. In general the literature high lights, supervisors observes important points for latter discussions, but most of the respondents response showed that supervisors was not observes important points for latter discussions and the total mean

score of all items showed that the activity was done to a less level. This implies that the practice was done to a low level.

As shown in table 4.2.4 practice of clinical supervision step 4 (post observation conference) from item 1-5 the mean score of all items of raters (2.26, 2.43, 2.36, 2.36 and 2.5) were higher than that of supervisor (2.22, 1.69, 1.77, 1.83 and 1.86). In addition the total mean score of all items the teacher's response were greater than that of supervisor's response mean score (2.38, 1.86) respectively. From this we can say that there was mean score difference in class room observation /conference between supervisors and teachers response

In general, there was gap between the perception of teachers and what their supervisors exercised in class room observation /step 2/on government secondary schools.

Lastly this questionnaire is also asked for 5 school principals, 4 sub city Education office supervisors and 2 sub city Education office senior expertise's as an interview, 5 school principals said that we made class room observation two times a year, simply by preparing check lists based on 3 steps (pre observation conference, observation conference and post observation conference) and they said that we did not have any awareness about the two steps (analyzing and interpreting and evaluation) and the same is true for four sub city Education office supervisors, but two sub city Education office senior expertise said that we only go and gather information about continuous professional development and we did not do any other thing. In general, observation conference of Clinical supervision is practiced to a less extent that compared to the aspect need to be practiced.

Table 4.2 .3 Analyzing and Interpreting

No	Item statements	Respondents	Rating					N	M	SD
			VH	H	M	L	VL			
3.1	Supervisors provide a situation in which the teacher makes his /her choice.	Teachers supervisor	9 % 0	15.1 % 2.8 %	8 % 11.1 %	36.4 % 44.4 %	31.3 % 44.4 %	99 36	2.31 1.69	1.28 0.75
3.2	Supervisors facilitate the teachers thinking in developing a self plan	Teachers supervisors	5 % 0	18.1 % 2.8 %	8 % 8.3 %	29.3 % 58.3 %	39.4 % 30.6 %	99 36	2.18 1.83	1.24 0.69
3.3	Supervisors guide the problem solving process be an active member of the interaction.	Teachers supervisors	10 % 0	16.2 % 5.6 %	9 % 5.6 %	34.3 % 58.3 %	30.3 % 30.6 %	99 36	2.39 1.86	0.76 0.76
3.4	Supervisors keep the teachers focused on their common problems	Teachers supervisors	7 % 2.8 %	18.2 % 11.1 %	10.1 % 5.6 %	30.3 % 50 %	34.3 % 30.6 %	99 36	2.31 2.05	1.28 1.00
3.5	Supervisors direct the teachers to consider and choose from clearly delineated alternatives	Teachers supervisors	14.1 % 0	19.2 % 2.8 %	8 % 11.1 %	28.3 % 52.8 %	30.3 % 33.3 %	99 36	1.83 2.5	0.74 1.3
3.6	Supervisors tell what is to be done for teachers.	Teachers supervisors	11.1 % 5.6 %	14.1 % 2.8 %	4 % 11.1 %	33.3 % 44.4 %	37.4 % 33.3 %	99 36	2.23 2.00	1.31 1.0
3.7	Supervisors inform, direct, model and asses the competing of teachers	Teachers supervisors	9 % 0	19.1 % 2.8 %	4 % 5.6 %	34.3 % 55.6 %	33.3 % 36.3 %	99 36	1.75 1.34	1.33 0.69
	Total mean	Teachers supervisors	9.3 1.2	15.7 4.4	6.2 8.3	31.5 51.9	33.8 34.2	99 36	2.18 1.86	1.29 0.99

N.B; - M= mean, N=total Sample population, P=Percent, SD=Standard deviation, VL=Very low, L =Low, M=Medium, H=High, VH=Very high, very high + high=high, very low +low=low

As indicated in Table 4.2.3 item 3.1 the majority N=32 (88.8%) of the supervisors respondents replied that, Supervisors provide a situation in which the teacher makes his /her choice to a low level and N=67 (67.7%) of the teacher respondent similarly replied that Supervisors provide a situation in which the teacher makes his /her choice to a low level ,whereas few number of supervisors respondents N=1 (2.8 %) replied that Supervisors provide a situation in which the teacher makes his /her choice to a high level and N=24 (24.2%) of the teacher respondents still, Supervisors provide a situation in which the teacher makes his /her choice replied the same: the

rest N=3 (8.3%) supervisors respondent said that , Supervisors provide a situation in which the teacher makes his /her choice to a medium level and N=8 (8%) of the teachers respondent similarly replied that Supervisors provide a situation in which the teacher makes his /her choice, to a medium level. This implies that the practice was done to a low level or Supervisors did not provide a situation in which the teacher makes his /her choice as the practice it wants.,

As shown in Table 4.2. 3 item 3.2 the majority N=32 (88.9) of the supervisors respondents replied that Supervisors facilitate the teachers thinking in developing a self-plan to a low level and N=68 (68.7%) of the teacher respondent similarly replied that Supervisors facilitate the teachers thinking in developing a self-plan to a low level ,whereas few number of supervisors respondents N= 1 (2.8 %) replied that Supervisors facilitate the teachers thinking in developing a self-plan, to a high level and N=23 (23.2%) of the teacher respondents still, Supervisors facilitate the teachers thinking in developing a self-plan, replied the same: the rest N=3 (8.3%) supervisors respondent said that Supervisors facilitate the teachers thinking in developing a self-plan, to a medium level and N=8 (8%) of the teacher respondent similarly replied that, Supervisors facilitate the teachers thinking in developing a self-plan, to a medium level. This implies that the practice was done to a low level and Supervisors did not facilitate the teachers thinking in developing a self-plan as the practice it wants.

Regarding to Table 4.2.3 item 3.3 the majority N=31 (88.9%) of the supervisors respondents replied that Supervisors guide the problem solving process be an active member of the interaction to a low level and N=64 (64.6%) of the teacher respondent similarly replied that Supervisors guide the problem solving process be an active member of the interaction, to a low level ,whereas few number of supervisors respondents N= 2 (5.6%) replied that Supervisors guide the problem solving process be an active member of the interaction to a high level and N=26(26.3%) of the teacher respondents still, Supervisors guide the problem solving process be an active member of the interaction replied the same, the rest N=2 (5.6 %) supervisors respondent said that Supervisors guide the problem solving process be an active member of the interaction. to a medium level and N=9 (9 %) of the teacher respondent similarly replied that Supervisors guide the problem solving process be an active member of the interaction to a medium level. This implies that the practice was done to a low level as compared to the respondent response and Supervisors did not guide the problem solving process be an active member of the interaction as the action it wants.

As indicated in Table 4.2.3 item 3.4 the majority N=29 (80.6%) of the supervisors respondents replied that Supervisors keep the teachers focused on their common problems to a low level and N=64 (64.6%) of the teacher respondent similarly replied that Supervisors keep the teachers focused on their common problems to a low level ,whereas few number of supervisors respondents N= 1 (2.8 %) replied that Supervisors keep the teachers focused on their common problems, to a high level and N=25 (25.3%) of the teacher respondents still, Supervisors keep the teachers focused on their common problems, replied the same: the rest N=4 (11.1%) supervisors respondent said that Supervisors keep the teachers focused on their common problems to a medium level and N=10 (10.1%) of the teacher respondent similarly replied that Supervisors keep the teachers focused on their common problems to a medium level. This implies that the practice was done to a low level or Supervisors did not keep the teachers focused on their common problems.

As shown in Table 4.2.3 item 3.5 the majority N=31 (86.1%) of the supervisors respondents replied that Supervisors direct the teachers to consider and choose from clearly delineated alternatives, to a low level and N=58 (58.6 %) of the teacher respondent similarly replied that Supervisors direct the teachers to consider and choose from clearly delineated alternatives ,to a low level ,whereas few number of supervisors respondents N= 1(2.8%) replied that , Supervisors direct the teachers to consider and choose from clearly delineated alternatives ,to a high level and N=33 (33.3%) of the teacher respondents still , Supervisors direct the teachers to consider and choose from clearly delineated alternatives, replied the same , the rest N=4 (11.1%) supervisors respondent said that , Supervisors direct the teachers to consider and choose from clearly delineated alternatives, to a medium level and N=8 (8%) of the teacher respondent similarly replied that, Supervisors direct the teachers to consider and choose from clearly delineated alternatives , to a medium level. This implies that the practice was done to a low level or Supervisors did not direct the teachers to consider and choose from clearly delineated alternatives as the practice it wants.

With regarding to Table 4.2.3 item 3.6 the majority N=29 (77.8%) of the supervisors respondents replied that Supervisors tell what is to be done for teachers to a low level and N=70 (70.7%) of the teacher respondent similarly replied that Supervisors tell what is to be done for teachers to a low level ,whereas few number of supervisors respondents N= 3 (8.3 %) replied that Supervisors tell what is to be done for teachers to a high level and N=25 (25.3%) of the teachers respondents still , Supervisors tell what is to be done for teachers, replied the same , the rest N=4 (11.1%) supervisors

respondent said that Supervisors tell what is to be done for teachers, to a medium level and N=4 (4%) of the teacher respondent similarly replied that Supervisors tell what is to be done for teachers to a medium level. This implies that the practice was done to a low level as compared to the respondent response or Supervisors did not tell what is to be done for teachers in the appropriate way

As indicated in Table 4.2.3 item 3.7 the majority N=33 (91.7 %) of the supervisors respondents replied that, Supervisors inform ,direct, model and asses the competing of teachers, to a low level and N=67 (67.7 %) of the teacher respondent similarly replied that, Supervisors inform ,direct, model and asses the competing of teachers , to a low level ,whereas few number of supervisors respondents N= 1 (2.8%) replied that , Supervisors inform ,direct, model and asses the competing of teachers, to a high level and N=28 (28.3%) of the teacher respondents still , Supervisors inform ,direct, model and asses the competing of teachers, replied the same, the rest N=2 (5.6%) supervisors respondent said that , Supervisors inform ,direct, model and asses the competing of teachers, to a medium level and N=4 (4%) of the teacher respondent similarly replied that , Supervisors inform ,direct, model and asses the competing of teachers ,to a medium level. This implies that the practice was done to a low level as compared to the respondent's response.

The comparisons were done with their mean scores. Although the number of sample respondent of supervisors were more few (36) than that of teachers (99), It was used to compare their response of supervisors with teachers.

Regarding to table 4.2.3 practice of clinical supervision step3-analyzing and interpreting from item 1-7, the mean score of all items of the raters /teachers(2.31, ,2.18, 2.39, 2.31, 2.5, 2.23 and ,2.34) ,were higher than that of supervisors (1.69,1.83,1.86,2.05,1.83,2.00 and 1.75). Moreover, the total mean score of all items (Analyzing and interpreting) practices of raters (teachers) responses were greater than that of supervisor's responses (2.18 and 1.86) respectively.

This implies that there was a mean score difference in analyzing and interpreting between teachers and supervisors response. In general, there was gap between the perception of teachers and what their supervisors are exercising, interpreting and analyzing in government secondary schools.

The total mean score showed that the practice was done to a less extent. To sum up, the analyzing and interpreting of Clinical supervision is practiced to a less extent that compared to the aspect need to be exercised.

Table 4.2 4 Post Observation Conferences

No	Item statements	Respondents	Rating					N	M	SD
			VH	H	M	L	VL			
4.1	Supervisors discuss with teachers after the actual class room observation to see its consistency with the planned activities of the lesson	Teachers	7 %	20.2 %	4 %	28.3 %	40.4 %	99	2.26	2.2
		supervisors	0	2.8 %	5.6 %	55.6 %	36.4 %	36	2.22	1.58
4.2	Supervisors analyze the collected data on teacher's behavior seen during observation and giving the summary of their analyses to teachers after each observation lesson	Teachers	11.1	17.1 %	3 %	31.3 %	37.4 %	99	2.43	2.27
		supervisors	% 0	8.3 %	11.1 %	44.4 %	36.4 %	36	1.69	1.92
4.3	Supervisors give constructive feedback based on trust for the teachers timely (show his /her strengthens and weakness.	Teachers	11.1	18.1 %	12.1 %	33.3 %	25.3 %	99	2.36	2.5
		supervisors	% 0	13.9 %	8.3 %	44.2 %	30.6 %	36	1.71	2.05
4.4	Supervisors arrange the time for further observation	Teachers	14.1	15.2 %	8 %	32.3 %	28.3 %	99	2.36	2.53
		supervisors	% 0	5.6 %	5.6 %	61.1 %	27.8 %	36	1.83	1.89
4.5	Supervisors keep the profile of teachers to see their progress	Teachers	13.1	15.2 %	4 %	32.3 %	35.4 %	99	2.5	2.32
		supervisors	% 0	0	5.6 %	41.7 %	52.8 %	36	1.86	1.52
	Total mean	Teachers	11.3	17.2	6.2	31.5	33.4	99	2.38	2.36
		supervisors	0	6.1	7.2	49.4	36.8	36	1.86	1.79

N.B; - M= mean, N=total Sample population, P=Percent, SD=Standard deviation,

VL=Very low, L =Low, M=Medium, H=High, VH=Very high, very high+high=high, very low +low-=low

As indicated in Table 4.2.4 item 4.1 the majority N=33 (92%) of the supervisors respondents replied that Supervisors discuss with teachers after the actual class room observation to see its consistency with the planned activities of the lesson was, to a low level and N=68 (68.7%) of the teacher respondent similarly replied that Supervisors discuss with teachers after the actual class room observation to see its consistency with the planned activities of the lesson to a low level ,where as few number of supervisors respondents N= 1 (2.8%) replied that Supervisors discuss with teachers after the actual class room observation to see its consistency with the planned activities of the lesson to a high level and N=27 (23.3%) of the teacher respondents still, Supervisors discuss with teachers after the actual class room observation to see its consistency with the planned activities of the lesson to a high level, the rest N=2 (5.6%) supervisors respondent said that Supervisors discuss with teachers after the actual class room observation to see its consistency with the planned activities of the lesson, to a medium level and N=4 (4%) of the teacher respondent similarly replied that , Supervisors discuss with teachers after the actual class room observation to see its consistency with the planned activities of the lesson, to a medium level. The mean shows that the practice was done to a less extent. This implies that the practice was done to a low level or this implies that the supervisors did not discuss with teachers after the actual class room observation to see its consistency with the planned activities of the lesson as the practice it wants.

As shown in Table 4.2. 4 item 4.2 the majority N=29 (80.5%) of the supervisors respondents replied that Supervisors analyze the collected data on teacher's behavior seen during observation and giving the summary of their analyses to teachers after each observation lesson to a low level and N=68 (68.7%) of the teacher respondent similarly replied that Supervisors analyze the collected data on teacher's behavior seen during observation and giving the summary of their analyses to teachers after each observation lesson to a low level ,whereas few number of supervisors respondents N= 3 (8.3%) replied that Supervisors analyze the collected data on teacher's behavior seen during observation and giving the summary of their analyses to teachers after each observation lesson to a high level and N=28 (28.3%) of the teacher respondents still, Supervisors analyze the collected data on teacher's behavior seen during observation and giving the summary of their analyses to teachers after each observation lesson replied the same :the rest N=4 (11.1%) supervisors respondent said that Supervisors analyze the collected data on teacher's behavior seen during observation and giving the

summary of their analyses to teachers after each observation lesson to a medium level and N=3 (3%) of the teacher respondent similarly replied that Supervisors analyze the collected data on teacher's behavior seen during observation and giving the summary of their analyses to teachers after each observation lesson to a medium level. This implies that the practice was done to a low level or Supervisors did not analyze the collected data on teacher's behavior seen during observation and giving the summary of their analyses to teachers after each observation lesson in adequate manner.

Regarding to Table 4.2.4 item 4.3 the majority N=28 (74.8%) of the supervisors respondents replied that, Supervisors give constructive feedback based on trust for the teachers timely (show his /her strengthens and weakness, to a low level and N=58 (58.6%) of the teacher respondent similarly replied that, Supervisors give constructive feedback based on trust for the teachers timely (show his /her strengthens and weakness, to a low level ,whereas few number of supervisors respondents N= 5 (13.9 %) replied that Supervisors give constructive feedback based on trust for the teachers timely (show his /her strengthens and weakness, to a high level and N=29 (29.2%) of the teachers respondents still, Supervisors give constructive feedback based on trust for the teachers timely (show his /her strengthens and weakness, replied the same , the rest N=3 (8.3%) supervisors respondent said that , Supervisors give constructive feedback based on trust for the teachers timely (show his /her strengthens and weakness, to a medium level and N=-12 (12.1%) of the teacher respondent similarly replied that , Supervisors give constructive feedback based on trust for the teachers timely (show his /her strengthens and weakness, to a medium level. This implies that the practice was done to a low level or this implies that supervisors did not give constructive feedback based on trust for the teachers timely (did not show his/her strengthens /weakness timely) as the practice it wants.

As indicated in Table 4.2.4 item 4.4 the majority N32 (88.9%) of the supervisors respondents replied that, Supervisors arrange the time for further observation, to a low level and N60 (60.6%) of the teacher respondent similarly replied that, Supervisors arrange the time for further observation to a low level, whereas few number of supervisors respondents N= 2 (5.6 %) replied that , Supervisors arrange the time for further observation, to a high level and N=29 (29.3%) of the teacher respondents still Supervisors arrange the time for further observation, to a high level , the rest N=2 (5.6%) supervisors respondent said that , Supervisors arrange the time for further observation, to a medium level and N=8 (8%) of the teacher respondent similarly replied that ,

Supervisors arrange the time for further observation, to a medium level. This implies that the practice was done to a low level or Supervisors did not arrange the time for further observation in adequate level.

As shown in Table 4.2.4 item 4.5 the majority N=34 (94.4%) of the supervisors respondents replied that, Supervisors keep the profile of teachers to see their progress, to a low level and N=67 (67.7%) of the teacher respondent similarly replied that Supervisors keep the profile of teachers to see their progress, to a low level ,whereas few number of supervisors respondents N= 0 (0 %) replied that , Supervisors keep the profile of teachers to see their progress, to a high level and N=28 (28.3%) of the teacher respondents still , Supervisors keep the profile of teachers to see their progress, replied the same , the rest N=2 (5.6%) supervisors respondent said that, Supervisors keep the profile of teachers to see their progress, to a medium level and N=4 (4%) of the teacher respondent similarly replied that , Supervisors keep the profile of teachers to see their progress, to a medium level. This implies that the practice was done to a low level or this implies that supervisors did not keep the profile of teachers to see their progress as the practice it wants (the role it wants)

As shown in Table 4.3 practice of clinical supervision step 2(observation conference) from item 4.1-4.5 the mean score of all items of raters (teachers) (2.26, 2.43, 2.36.2.36 and 2.5) were higher than that of supervisors (self-raters) (2.22, 1.69, 1.77, 1.83 and 1.86). In addition the total mean score of all items/ classroom observation practices of the teacher's response were greater than that of supervisor s response mean score (2.38, 1.86) respectively. From this we can say that there was mean score difference in class room observation /conference between supervisors and teachers response

In general, there was gap between the perception of teachers and what their supervisors exercised in class room observation /step 2/on government secondary schools.

Lastly this questionnaire is also asked for 5 school principals, 4 sub city Education office supervisors and 2 sub city Education office senior expertise's as an interview, 5 school principals said that we made class room observation two times a year, simply by preparing check lists based on 3 steps (pre observation conference, observation conference and post observation conference) and they said that we did not have any awareness about the two steps (analyzing and interpreting and evaluation) and the same is true for four sub city Education office supervisors ,but two sub city

Education office senior expertise said that we only go and gather information about continuous professional development and we did not do any other thing.

In general the literature high lights, Supervisors discuss with teachers after the actual class room observation to see its consistency with the planned activities of the lesson, but most of the respondents' response showed that Supervisors did not discuss with teachers and the total mean score showed that the practice was done to a less extent. In short, the post observation conference of Clinical supervision is practiced to a less extent that compared to the aspect need to be implemented.

Table 4.2 5- Evaluation

No	Item statements	Respondent s	Rating					N	M	SD
			VH	H	M	L	VL			
5.1	Supervisors evaluate what happened in the supervisory conferences throughout the supervisory cycle for the purpose of improving her/his own efforts	Teachers	10.1 %	16.1 %	7 %	30.3 %	36.4 %	99	2.28	0.54
		supervisors	0	0	5.6 %	66.7 %	27.8 %	36	1.77	1.3
	Total mean	Teachers	10.1 %	16.1 %	7 %	30.3 %	36.4 %	99	2.28	0.54
		supervisors	0	0	5.6 %	66.7 %	27.8 %	36	1.77	1.3

N.B; - M= mean, N=total Sample population, P=Percent, SD=Standard deviation,

VL=Very low, L =Low, M=Medium, H=High, VH=Very high, very high+high=high, very low +low-=low

As indicated in Table 4.2.5 item 1.1 the majority N=24 (84.5%) of the supervisors respondents replied that Supervisors evaluate what happened in the supervisory conferences throughout the supervisory cycle for the purpose of improving her/his own efforts to a low level and N=66 (66.7%) of the teacher respondent similarly replied that Supervisors evaluate what happened in the supervisory conferences throughout the supervisory cycle for the purpose of improving her/his own efforts to a low level ,whereas few number of supervisors respondents N=0 (0%) replied that Supervisors evaluate what happened in the supervisory conferences throughout the

supervisory cycle for the purpose of improving her/his own efforts to a high level and N=26 (26.3%) of the teacher respondents still, Supervisors evaluate what happened in the supervisory conferences throughout the supervisory cycle for the purpose of improving her/his own efforts, replied the same: the rest N=2 (5.6%) supervisors respondent said that, Supervisors evaluate what happened in the supervisory conferences throughout the supervisory cycle for the purpose of improving her/his own efforts to a medium level and N=7 (7%) of the teacher respondent similarly replied that Supervisors evaluate what happened in the supervisory conferences throughout the supervisory cycle for the purpose of improving her/his own efforts to a medium level. This implies that the practice was done to a low level or this implies that supervisors did not evaluate what happened in the supervisory cycle as the practice it wants to be done or the supervisors did not criticize the previous four (4) steps of class room observation as the practice it wants.

At the end I asked one question for the five school principals, 4 sub city Education office supervisors and 2 sub city Education offices senior expertise i.e. is there any other clinical supervision practices? But, all of them replied by saying no.

As shown in Table 4.5 the practice of clinical supervision in step 5 (evaluation) item 5.1 the mean score of the raters /teachers (2.28) was higher than that of the Self-rater (supervisors) mean score responses (1.77). In general there was a mean score difference between teachers and supervisors. Thus there was a gap between the perception of teachers and what their supervisors exercised in evaluation of the previous four steps of clinical supervision practices in government secondary schools. In general the literature high lights, Supervisors evaluate what happened in the supervisory conferences throughout the supervisory cycle for the purpose of improving her/his own efforts, but most of the respondents' response showed that Supervisors did not evaluate what happened in the supervisory conferences and the total mean score showed that the practice was done to a less extent. **This implied the Evaluation process of Clinical supervision is practiced to a less extent that compared to the aspect need to be operated.**

Table 4.2 6-.Curriculum Development

No	Item statements	Respondents	Rating					N	M	SD
			A	F	ST	R	N			
1.1	Based on the observed data supervisors help teachers in the implementation of the curriculum such as text books.	Teachers	7 %	19.1 %	7 %	27.3 %	36.4 %	99	2.35	1.36
		supervisors	0	8.3 %	8.3 %	50 %	33.3 %	36	1.92	0.87
1.2	Based on the observed data Supervisors consult all stake holders to get valuable information about the students-learning	Teachers	9 %	26.3 %	1 %	35.4 %	28.3 %	99	2.49	1.34
		supervisors	0	0	5.6 %	38.9 %	55.6 %	36	1.5	0.6
1.3	Based on the observed data supervisors collect and provide necessary educational materials those are supporting to the existing curriculum such as text books.	Teachers	12.1 %	14.1 %	7 %	29.3 %	37.4 %	99	2.31	1.40
		supervisors	2.8 %	8.3 %	11.1 %	53 %	25 %	36	2.08	0.90
1.4	Based on the observed data Supervisors help teachers to integrate the curriculum with the co-curricular activities	Teachers	11.1 %	11.1 %	4 %	34.3 %	39.4 %	99	2.2	1.36
		supervisors	2.8 %	2.8 %	2.8 %	61.1 %	30.6 %	36	1.83	0.77
1.5	Based on the observed data Supervisors help teachers to evaluate the existing curriculum	Teachers	14.1 %	9 %	8 %	28.3 %	40.4 %	99	2.22	1.3
		supervisors	0	2.8 %	5.6 %	47.2 %	44.4 %	36	1.67	0.71
	Total mean	Teachers	10.7	13.9%	5.4%	30.9 %	36.4%	99	2.31	1.35
		supervisors	2.8%	4.4%	6.7%	50.4%	37.8%	36	1.8	0.77

N.B; - M= mean, N=total Sample population, P=Percent, SD=Standard deviation, N= Never, R= rarely, S = Sometimes, F=frequently, A= always

As indicated in Table 4.2.6 item 1.1 the majority N=30 (83.9%) of the supervisors respondents replied that based on the observed data supervisors help teachers in the implementation of the curriculum such as text books to a rare extent and N=66 (66.7%) of the teacher respondent similarly replied that based on the observed data supervisors help teachers in the implementation of the curriculum such as text books, to a rare extent, whereas few number of supervisors

respondents N= 3 (8.3%) replied that based on the observed data supervisors help teachers in the implementation of the curriculum such as text books frequently and N=26 (26.3%) of the teacher respondents still, based on the observed data supervisors help teachers in the implementation of the curriculum such as text books, replied the same: the rest N=3 (8.3%) supervisors respondent said that, based on the observed data supervisors help teachers in the implementation of the curriculum such as text books to a medium level and N=7 (7%) of the teacher respondent similarly replied that, based on the observed data supervisors help teachers in the implementation of the curriculum such as text books to a medium level. The mean score showed that the practice was done to a less extent. This implies that the practice was done to a rare extent or supervisors did not help teachers in the implementation of the curriculum such as text books as the practice it wants.

As shown in Table 4.2. 6 item 1.2 the majority N=34 (94.4%) of the supervisors respondents replied that, based on the observed data Supervisors consult all stake holders to get valuable information about the students-learning to a rare extent and N=64 (64.7%) of the teacher respondent similarly replied that based on the observed data Supervisors consult all stake holders to get valuable information about the students-learning, to a rare extent whereas few number of supervisors respondents N=0 (0%) replied that, based on the observed data Supervisors consult all stake holders to get valuable information about the students-learning frequently and N=35 (35.4%) of the teacher respondents still, based on the observed data Supervisors consult all stake holders to get valuable information about the students-learning, replied the same the rest N=2 (5.6%) supervisors respondent said that, based on the observed data supervisors consult all stake holders to get valuable information about the students-learning to a medium level and N=1 (1 %) of the teacher respondent similarly replied that based on the observed data Supervisors consult all stake holders to get valuable information about the students-learning, to a medium level. The mean score showed that the practice was done to a less extent. This implies that the practice was done a rare extent or supervisors did not consult all stake holders to get valuable information about the students learning as the practice it wants.

Regarding to Table 4.2.2 item 1.3 the majority N=28 (78%) of the supervisors respondents replied that, based on the observed data supervisors collect and provide necessary educational materials those are supporting to the existing curriculum such as text books. to a rare extent and N= 66 (66.7%) of the teacher respondent similarly replied that, based on the observed data supervisors

collect and provide necessary educational materials those are supporting to the existing curriculum such as text books to a rare extent ,whereas few number of supervisors respondents N= 4 (11.1%) replied that based on the observed data supervisors collect and provide necessary educational materials those are supporting to the existing curriculum such as text books, frequently and N=26 (26.3%) of the teacher respondents still, based on the observed data supervisors collect and provide necessary educational materials those are supporting to the existing curriculum such as text books, replied the same: the rest N=4 (11.1%) supervisors respondent said that based on the observed data supervisors collect and provide necessary educational materials those are supporting to the existing curriculum such as text books to a medium level and N=7 (7%) of the teachers respondent similarly replied that based on the observed data supervisors collect and provide necessary educational materials those are supporting to the existing curriculum such as text books to a medium level. The mean score showed that the practice was done to a less extent. This implies that the practice was done in a rare extent as compared to the respondent response.

As indicated in Table 4.2.6 item 1.4 the majority N=33 (91.7%) of the supervisors respondents replied that based on the observed data Supervisors help teachers to integrate the curriculum with the co-curricular activities to a rare extent and N=73 (73.7%) of the teacher respondent similarly replied that based on the observed data Supervisors help teachers to integrate the curriculum with the co-curricular activities to a rare extent, whereas few number of supervisors respondents N=2 (5.6 %) replied that based on the observed data Supervisors help teachers to integrate the curriculum with the co-curricular activities frequently and N=(%) of the teacher respondents still, based on the observed data Supervisors help teachers to integrate the curriculum with the co-curricular activities replied the same, the rest N=1 (2.8%) supervisors respondent said that based on the observed data Supervisors help teachers to integrate the curriculum with the co-curricular activities to a medium level and N=4 (4%) of the teacher respondent similarly replied that based on the observed data Supervisors help teachers to integrate the curriculum with the co-curricular activities to a medium level. The mean score showed that the practice was done to a less extent. This implies that the practice was done to a low level or based on the observed data Supervisors did not help teachers to integrate the curriculum with the co-curricular activities as the practice it wants.

As shown in Table 4.2.6 item 4.5 the majority N=33 (92.1%) of the supervisors respondents replied that based on the observed data Supervisors help teachers to evaluate the existing curriculum to a

low level and N=68 (68.7%) of the teacher respondent similarly replied that based on the observed data Supervisors help teachers to evaluate the existing Curriculum, to a rare extent, whereas few number of supervisors respondents N= 1 (2.8%) replied that based on the observed data Supervisors help teachers to evaluate the existing Curriculum frequently and N=23 (23.2%) of the teacher respondents still, based on the observed data Supervisors help teachers to evaluate the existing Curriculum replied the same, the rest N=2 (5.6(%) supervisors respondent said that based on the observed data Supervisors help teachers to evaluate the existing Curriculum to be observed to a medium level and N=8 (8%) of the teacher respondent similarly replied that based on the observed data Supervisors help teachers to evaluate the existing curriculum to a medium level. The mean score showed that the practice was done to a less extent. This implies that the practice was done in a rare extent as compared to the respondent response.

In general supervisors exercised curriculum development in a rare extent as compared to the respondent response (almost no).

As indicated by Table 4.2.6 the tasks to improve teachers development of items from 4.1-4.5, the mean scores of all items of the raters/teachers/ 2.35, 2.49, 2.31, 2.2, and 2.22, is higher than that of supervisors (1.92, 1.57, 2.08, 1.83, and 1.67). Additionally the total mean score of curriculum development for raters/teachers/response mean was greater than that of the supervisors/self raters/ response mean score (2.31,and 1.8) respectively. This implies that there was a mean score difference in curriculum development between teachers and supervisors responses. In general, there was gape between the perception of teachers and what their supervisors exercised in curriculum development in government secondary schools.

In general the literature high lights, Supervisors help teachers in the implementation of the curriculum such as text books, but most of the respondents' response showed that Supervisors did not help teachers in the implementation of the curriculum such as text books and the total mean score showed that the practice was done to a less extent. At the end, curriculum development of the role of supervisors is practiced to a less extent that compared to the aspect need to be brought

Table 4.2 7-.Staff Development

No	Item statements	Respondent s	Rating					N	M	SD
			A	F	ST	R	N			
2.1	Based on the observed data Supervisors Provide necessary information's on the utilization of new instructional materials and strategies that enhance professional development.	Teachers	7 %	13.1 %	6 %	32.3 %	44.4 %	99	2.2	1.3
		supervisors	0	5.6 %	2.8 %	53 %	38.9 %	36	1.75	0.77
2.2	Based on the observed data Supervisors set standards for model teachers so as to establish computation among teachers	Teachers	10.1 %	13.1 %	10.1 %	30.3 %	36.4 %	99	2.25	1.29
		supervisors	0	8.1 %	13.9 %	44.4 %	33.3 %	36	1.97	0.90
2.3	Based on the problems that observed Supervisors develop free discussions with teachers	Teachers	8 %	20.2 %	4 %	29.3 %	38.4 %	99	2.28	1.34
		supervisors	0	2.8 %	11.1 %	55.6 %	30.6 %	36	1.86	0.72
2.4	Based on the observed data Supervisors Provide assistance program for teachers	Teachers	5 %	20.2 %	3 %	30.3 %	41.4 %	99	2.15	1.27
		supervisors	0	5.6 %	5.6 %	55.6 %	33.3 %	36	1.83	0.77
	Total mean	Teachers	7.5%	16.7%	5.8 %	30.6%	40.2%	99	2.22	1.3
		supervisors	0	5.6%	8.4%	52.2%	34.%	36	1.85	0.79

N.B; - M= mean, N=total Sample population, P=Percent, SD=Standard deviation,

N= Never, R= rarely, S = Sometimes, F=frequently , A= always

As indicated in Table 4.2.7 item 2.1 the majority N=33 (91.9%) of the supervisors respondents replied that, based on the observed data Supervisors Provide necessary information's on the utilization of new instructional materials and strategies that enhance professional development, in a rare extent and N=77 (77.7 %) of the teacher respondent similarly replied that, based on the observed data Supervisors Provide necessary information's on the utilization of new instructional materials and strategies that enhance professional development, to a rare extent, whereas few number of supervisors respondents N=2 (5.6%) replied that based on the observed data Supervisors Provide necessary information's on the utilization of new instructional materials and

strategies that enhance professional development frequently and N=20 (20.2%) of the teacher respondents still, based on the observed data Supervisors Provide necessary information's on the utilization of new instructional materials and strategies that enhance professional development, replied the same, the rest N=1 (2.8 %) supervisors respondent said that based on the observed data Supervisors Provide necessary information's on the utilization of new instructional materials and strategies that enhance professional development to a medium level and N=6 (6 %) of the teacher respondent similarly replied that based on the observed data Supervisors Provide necessary information's on the utilization of new instructional materials and strategies that enhance professional development replied the same. The mean score showed that the practice was done to a less extent. This implies that the practice was done to a rare extent or supervisors did not provide necessary information's on the utilization of new instructional material and strategies that enhance professional development as what the practice it wants.

As shown in Table 4.2. 7 item 2.2 the majority N=28 (77.7%) of the supervisors respondents replied that, based on the observed data Supervisors set standards for model teachers so as to establish computation among teachers in a rare extent and N=66 (66.7%) of the teacher respondent similarly replied that based on the observed data Supervisors set standards for model teachers so as to establish computation among teachers, to a rare extent, whereas few number of supervisors respondents N= 3 (8.3%) replied that , based on the observed data Supervisors set standards for model teachers so as to establish computation among teachers frequently and N=23 (23.2%) of the teacher respondents still, based on the observed data Supervisors set standards for model teachers so as to establish computation among teachers replied the same : the rest N=5 (13.9%) supervisors respondent said that based on the observed data Supervisors set standards for model teachers so as to establish computation among teachers to a medium level and N=10 (10.1%) of the teacher respondent similarly replied that based on the observed data Supervisors set standards for model teachers so as to establish computation among teachers to a medium level. The mean score showed that the practice was done to a less extent. This implies that the practice was done in a rare extent or supervisors did not set standards for model teachers as what the practice it wants.

Regarding to Table 4.2.7 item 2.3 the majority N=31 (86.2%) of the supervisors respondents replied that based on the problems that observed supervisors develop free discussions with teachers in a rare extent and N=28 (28.3%) of the teacher respondent similarly replied that based on the

problems that observed Supervisors develop free discussions with teachers in a rare extent ,where as few number of supervisors respondents N= 1 (2.8 %) replied that still. based on the problems that observed supervisors develop free discussions with teachers frequently and N =28 (28.3%) of the teacher respondents still, based on the problems that observed supervisors develop free discussions with teachers replied the same: the rest N=4 (11.1%) supervisors respondent said that based on the problems that observed Supervisors develop free discussions with teachers to a medium level and N=4 (4%) of the teacher respondent similarly replied that , based on the problems that observed supervisors develop free discussions with teachers to a medium level. The mean score showed that the practice was done to a less extent. This implies that the practice was done in a rare extent or almost no as compared to the respondent response.

As indicated in Table 4.2.7 item 2.4 the majority N=32 (88.9%) of the supervisors respondents replied that, based on the observed data Supervisors Provide assistance program for teachers in a rare extent and N=71 (71.7%) of the teacher respondent similarly replied that based on the observed data Supervisors Provide assistance program for teachers in a rare extent, whereas few number of supervisors respondents N=2 (5.6%) replied that based on the observed data Supervisors Provide assistance program for teachers frequently and N=25 (25.3%) of the teacher respondents still, based on the observed data Supervisors Provide assistance program for teachers replied the same: the rest N=2(5.6%) supervisors respondent said that based on the observed data Supervisors Provide assistance program for teachers to a medium level and N=3 (3%) of the teacher respondent similarly replied that based on the observed data Supervisors Provide assistance program for teachers to a medium level. The mean score showed that the practice was done to a less extent. This implies that the practice was done to a rare extent. In general the overall items of the study showed that supervisors did not exercise staff development programs as the practice it wants.

Regarding to Table 4.7, staff development activities from item 1-4, the mean score of all activity raters/teachers (2.2,2.25, 2.28,and 2.15) were higher than that of the self maters / supervisors (1.75,1.97, 1.86,1.83) Furthermore the total mean score of all items (staff development) of the teachers response was greater than that of supervisors response mean score (2.22 and 1.85) respectively.

-From this we can say that there was mean score difference in staff development activities between teacher and supervisors. This implies that there was gap between the perception of teachers and what their supervisors practiced in staff development activities in government secondary schools. In general the literature high lights, Supervisors prepare staff development programs for teachers, but most of the respondents' response showed that Supervisors did not prepare staff development programs for teachers and the total mean score showed that the practice was done to a less extent. Hence, Staff development of the role of supervisors is practiced to a less extent that compared to the aspect needs to be realized.

Table 4. 2. 8. Teacher's Professional Development

No	Item statements	Respondents	Rating					N	M	SD
			A	F	ST	R	N			
3.1	Based on the observed data Supervisors facilitate teacher's professional development through in service training	Teachers	8 %	13.1 %	4 %	31.3 %	43.4 %	99	2.11	1.3
		supervisors	0	0	8.3 %	55.6 %	36.1 %	36	1.72	0.61
3.2	Based on the observed data Supervisors assist teachers by giving the latest information on the teaching theories and strategies that enhance their professional development	Teachers	7 %	13.1 %	4 %	42.4 %	38.3 %	99	2.22	1.27
		supervisors	0	8.3 %	5.6%	50 %	36.1 %	36	1.86	0.86
3.3	Based on the observed data Supervisors asses the training needs of teachers	Teachers	6 %	13.1 %	5 %	39.4 %	36.4 %	99	1.13	1.21
		supervisors	2.8 %	2.8 %	5.6 %	58.3 %	30.6 %	36	1.89	0.85
3.4	Based on the observed data supervisors Provide short-term training, work shop ,coaching ,experience sharing at school level	Teachers	9 %	12.1 %	6 %	34.3 %	38.4 %	99	2.2	1.3
		supervisors	0	2.8 %	5.6 %	55.6 %	36.1 %	36	1.8	0.78
	Total mean	Teachers	7.5%	12.9%	9.5%	36.9%	46.8%	99	1.92	1.27
		supervisors	0.7%	3.5%	6.3%	54.9%	36.2%	36	1.81	0.78

N.B; - M= mean, N=total Sample population, P=Percent, SD=Standard deviation, N= Never, R= rarely, S = Sometimes, F=frequently , A= always

As indicated in Table 4.2.8 item 3.1 the majority N=33 (91.7%) of the supervisors respondents replied that based on the observed data Supervisors facilitate teacher's professional development through in service training to a rare extent and N=74 (74.7 %) of the teacher respondent similarly replied that based on the observed data Supervisors facilitate teacher's professional development through in service training , whereas few number of supervisors respondents N= (0 %) replied that based on the observed data Supervisors facilitate teacher's professional development through in service training frequently and N=21 (21.2%) of the teacher respondents still replied that based on the observed data Supervisors facilitate teacher's professional development through in service training replied the same: the rest N=3 (8.3%) supervisors respondent said that , based on the observed data Supervisors facilitate teacher's professional development through in service training to a medium level and N=4 (4%) of the teacher respondent similarly replied that based on the observed data Supervisors facilitate teacher's professional development through in service training to a medium extent. The mean score showed that the practice was done to a less extent. This implies that the practice was done to a rare extent or Supervisors did not facilitate teacher's professional development through in service training to

As shown in Table 4.2.8 item 3.2 the majority N=31 (86.1%) of the supervisors respondents replied that based on the observed data Supervisors assist teachers by giving the latest information on the teaching theories and strategies that enhance their professional development to a rare extent and N=75 (75.7%) of the teacher respondent similarly replied that based on the observed data Supervisors assist teachers by giving the latest information on the teaching theories and strategies that enhance their professional development to a rare extent ,whereas few number of supervisors respondents N=3 (8.3%) replied that based on the observed data Supervisors assist teachers by giving the latest information on the teaching theories and strategies that enhance their professional development frequently and N= 20 (20.2) of the teacher respondents still, based on the observed data Supervisors assist teachers by giving the latest information on the teaching theories and strategies that enhance their professional development frequently: the rest N=2 (5.6 %) supervisors respondent said that, based on the observed data Supervisors assist teachers by giving the latest information on the teaching theories and strategies that enhance their professional development to a medium level and N=4 (4%) of the teacher respondent similarly replied that based on the observed data supervisors assist teachers by giving the latest information on the teaching theories and

strategies that enhance their professional development to a medium level. In general the mean score showed that the practice was done to a less extent. This implies that the practice was done to a rare extent or Supervisors did not assist teachers by giving the latest information on the teaching theories and strategies that enhance their professional development as the practice it wants.

Regarding to Table 4.2.8 item 3.3 the majority N=32 (88.9%) of the supervisors respondents replied that based on the observed data supervisors asses the training needs of teachers, in a rare extent and N=75 (75.7%) of the teacher respondent similarly replied that based on the observed data supervisors asses the training needs of teachers to a rare extent ,whereas few number of supervisors respondents N= 2 (5.6 %) replied that, based on the observed data Supervisors asses the training needs of teachers frequently and N=19 (19.1%) of the teacher respondents still, based on the observed data Supervisors asses the training needs of teachers frequently: the rest N=2 (5.6 %) supervisors respondent said that based on the observed data Supervisors asses the training needs of teachers to a medium level and N=5 (5%) of the teacher respondent similarly replied that based on the observed data Supervisors asses the training needs of teachers to a medium extent. The mean score showed that the practice was done to a less extent. This implies that the practice was done in a rare extent or supervisors did not asses the training needs of teachers as the practice it wants. In general the practice was never done by supervisors as the practice it wants.

As indicated in Table 4.2.6 item 3.4 the majority N=33 (91.7%) of the supervisors respondents replied that based on the observed data supervisors Provide short-term training, work shop ,coaching ,experience sharing at school level to a rare extent and N=72 (72.7%) of the teacher respondent similarly replied that based on the observed data supervisors Provide short-term training, work shop ,coaching ,experience sharing at school level to a rare extent ,whereas few number of supervisors respondents N=1 (2.8%) replied that based on the observed data supervisors Provide short-term training, work shop ,coaching ,experience sharing at school level frequently and N=21 (21.2%) of the teacher respondents still, based on the observed data supervisors Provide short-term training, work shop ,coaching ,experience sharing at school level replied the same: the rest N=2 (5.6 %) supervisors respondent said that based on the observed data supervisors Provide short-term training, work shop ,coaching ,experience sharing at school level to a medium level and N=6 (6%) of the teacher respondent similarly replied that , based on the observed data supervisors Provide short-term training, work shop ,coaching ,experience sharing at school level to a medium

level. The mean score showed that the practice was done to a less extent. This implies that the practice was done to a rare extent or supervisors did not provide short-term training, work shop, coaching, experience sharing at school levels. In general the literature high lights, Supervisors practice teachers development programs for teachers, but most of the respondents' response showed that Supervisors did not practice teachers development programs for teachers and the total mean score showed that the practice was done to a less extent. In general the overall items of the study showed that supervisors did not exercise teacher's professional development programs as the practice it wants and this also confirmed by the five school principals, four sub city Education office supervisors and two sub city Education office expertise they exercise the practices in a rare extent or almost no.

Regarding to Table 4.2.9, Teacher's professional development activities from item 3.1-3.4, the mean score of all activity raters/teachers (2.2, 2.25, 2.28, and 2.15) were higher than that of the self maters / supervisors (1.75, 1.97, 1.86, 1.83) Furthermore the total mean score of all items teacher's professional development of the teachers response was greater than that of supervisors response mean score (2.22 and 1.83) respectively. From this we can say that there was mean score difference in staff development activities between teacher and supervisors. This implies that there was gap between the perception of teachers and what their supervisors practiced in staff development activities in government secondary schools. Seen over all the teachers professional development of the role of supervisors is practiced to a less extent that compared to the aspect need to be exercised.

Table 4.2 9 Action Research

No	Item statements	Respondents	Rating					N	M	SD
			A	F	ST	R	N			
4.1	Based on the observed data Supervisors encourage teachers to conduct school based action research	Teachers	8 %	14.1 %	2 %	32.3 %	43.4 %	99	2.0	1.25
		supervisors	0	8.1 %	0	44.4 %	47.2 %	36	1.69	0.85
4.2	According to the problem that the supervisors observed , supervisors assist materials when the teachers conducts school based action research	Teachers	9 %	15.2 %	1 %	34.3 %	43.4 %	99	2.2	1.29
		supervisors	0	5.6 %	2.8 %	58.3 %	33.3 %	36	1.75	0.64
	Total mean	Teachers	8.5%	14,7%	1.5 %	33.3%	43.4 %	99	2.1	1.27
		supervisors	0	6.9%	1.4%	51.4%	40.3%	36	1.72	0.75

N.B; - M= mean, N=total Sample population, P=Percent, SD=Standard deviation, N= Never, 2= rarely, 3 = Sometimes, 4=frequently, 5 = always

As indicated in Table 4.2.9 item 4.1 the majority N=33 (91.4%) of the supervisors respondents replied that based on the observed data supervisors encourage teachers to conduct school based action research to a rare extent and N=75 (75.7%) of the teacher respondent similarly replied that based on the observed data Supervisors encourage teachers to conduct school based action research, to a rare extent, whereas few number of supervisors respondents N= 3 (8.3%) replied that based on the observed data Supervisors encourage teachers to conduct school based action research frequently and N=22 (22.2%) of the teacher respondents still, based on the observed data supervisors encourage teachers to conduct school based action research frequently: the rest N=0 (0 %) supervisors respondent said that, based on the observed data Supervisors encourage teachers to conduct school based action research to a medium level and N=2 (2%) of the teacher respondent similarly replied that based on the observed data Supervisors encourage teachers to conduct school based action research to a medium level. The mean score showed that the practice was done to a less extent. This implies that the practice was done to a rare extent or almost no or this implies that supervisors did not encourage teachers to conducts school based on action research as the practice it wants.

As shown in Table 4.2. 9 item 4.2 the majority N=33 (91.6 %) of the supervisors respondents replied that according to the problem that the supervisors observed supervisors assist materials when the

teachers conducts school based action research in a rare extent and N=75 (75.7%) of the teacher respondent similarly replied that according to the problem that the supervisors observed , supervisors assist materials when the teachers conducts school based action research, to a rare extent, whereas few number of supervisors respondents N= 2 (5.6 %) replied that, according to the problem that the supervisors observed, supervisors assist materials when the teachers conducts school based action research frequently and N=24 (24.2%) of the teacher respondents still replied that, according to the problem that the supervisors observed , supervisors assist materials when the teachers conducts school based action research in a rare extent, the rest N=1(2.8 %) supervisors respondent said that according to the problem that the supervisors observed, supervisors assist materials when the teachers conducts school based action research to a medium level and N=1 (1%) of the teacher respondent similarly replied that according to the problem that the supervisors observed, supervisors assist materials when the teachers conducts school based action research to a medium level. The mean score showed that the practice was done to a less extent. This implies that the practice was done to a rare extent.

As shown in Table 4.9. , Action research activities those were done by supervisors from item 1-2, the mean score of all activities of the raters (2.00 and 2.2) were greater than that of the self-raters (1.69, and 1.75) responses mean scores. More over the total mean score of the two(2) activity raters (teachers) were higher than that of self-raters (supervisors) response mean score(2.1 and1.72) respectively. This implies that, there was mean score difference in action research activities those were done between supervisors and teachers response. Thus there was gap between the perception of teachers and what their supervisors practiced in teachers professional development activities in government secondary schools. In general the literature high lights, action research rarely encouraged by supervisors, but most of the respondents response showed that Supervisors did not encourage practice of action research and the total mean score showed that the practice was done to a less extent The overall items of the study showed that action research rarely encouraged by supervisors

Table 4. 2. 10 challenges Related to Pre observation Conference

No 1	1.Preobservation discussion	Respondent	Rating					N	M	SD
			SD	D	UD	A	SA			
1.1	supervisors make mutual agreement with teachers on the objectives	Teachers supervisors	22.2 % 5.6 %	54.5 % 63.9 %	7 % 8.3%	11.1 % 19.4 %	7 % 2.8 %	99 36	3.7 3.4	1.1 1.00
1.2	supervisors make mutual agreement with teachers on relevance of content	Teachers supervisors	38 % 13.9 %	32.4 % 52.8 %	8% 2.8 %	10 % 22.2 %	6 % 5.6 %	99 36	3.6 3.08	1.1 1.00
1.3	supervisors make mutual agreement with teachers on the place of the observation	Teachers supervisors	26.3% 19.4 %	47.5 % 63.9 %	7 % 8.3 %	14.1 % 8.1 %	5 % 5.6 %	99 36	3.88 2.88	1.2 1.00
1.4	supervisors make mutual agreement with teachers on the observation of time	Teachers supervisors	38.4 % 25 %	36.3 % 44.4 %	8 % 8.3 %	11.1 % 19.4 %	5.1 % 2.8 %	99 36	3.76 3.00	1.2 1.0
	Total mean	Teachers supervisors	19.3% 13.2%	42.7% 50%	7.5% 8.3%	11.6% 17.3%	5.8% 8.4%	99 36	3.74 3.09	1.13 1.00
2	challenges Related to observation conference Class room observation									
2.1	Supervisors did not participate the teachers to do supervision	Teachers supervisors	5 % 8.1 %	11.1 % 16,7%	6 % 5.6 %	47.5 % 55.6 %	30.3 % 13.9 %	99 36	3.68 3.61	1.1 1.0
2.2	Supervisors did not have high experience on the practice of supervision.	Teachers supervisors	4 % 2.8 %	15.2 % 16.7 %	8 % 5.6 %	45 % 33.3 %	27.3% 44.4 %	99 36	3.58 3.25	1.2 0.8
	Total mean	Teachers supervisors	4.5% 5.5%	13,2 16.7%	7% 5.6 %	46.3% 41.7%	20.6% 18.%	99 36	3.63 3.43	1.1 0.95
3	challenges Related to Post observation conference									
3.1	supervisors did not provide appropriate feedback for teachers timely	Teachers supervisors	3 % 2.8 %	6 % 16,7 %	7% 8.3 %	51.5 % 50 %	32.3 % 22.2 %	99 36	4.1 3.22	1.1 1.3
	Total mean	Teachers supervisors	3 % 2.8 %	6 % 16,7 %	7 % 8 %	51.5 % 50%	32.3% 22.2 %	99 36	4.1 3.22	1.1 1.3

N.B; - M= mean, N=total Sample population, VN= Valid number, SD=Standard deviation, 1= strongly disagree, 2= disagree,, 3 = Un decided, 4=Agree, 5 = Strongly agree ,SA= Strongly agree, A= agree , UD=Un decided, SD= Strongly disagree, D= Disagree

As indicated in Table 4.2.10 items 1.1 - 1.4 the majority N= 21 (58.4 %) ,22 (61.1%), 26 (72%) and 22 (61.1%), of the supervisors respondents confirmed that supervisors make mutual agreement with teachers on the objectives of the lesson on the relevance of content on the place of observation and on the observation of time to a rare extent and N=65 (65.7 %), 61 (61.6%), 65 (65.6%) and 61 (61.6%)

of the teacher respondent similarly replied that supervisors make mutual agreement with teachers on the objectives of the lesson, on the relevance of content,, on the place of observation and on the observation of time to a rare extent, whereas few number of supervisors respondents N= 8 (22.2 %) , N= 10 (27.8%) , N= 5 (13.9 %) and N= 8 (22.2%) replied that supervisors make mutual agreement with teachers on the objectives of the lesson, on the relevance of content, on the place of observation and on the observation of time, to a moderate level and N=16 (16.2 %) , N= 16(16.2 %), N=19 (19.2%) ,and N= 1(%) and N= 16 (16.2%) of the teacher respondents still, supervisors make mutual agreement with teachers on the objectives of the lesson , on the relevance of content, on the place of observation and on the observation of time, replied the same: the rest N=3 (8.3) ,N=2 (2.8%), N=1 (2.8%) and N= 3 (8.3%) of supervisors respondent replied that supervisors make mutual agreement with teachers on the objectives of the lesson, on the relevance of content, on the place of observation and on the observation of time, could not decide. and N =7 (7%), N=8 (8%), N=7 (7 %) and N=8 (8%) of the teacher respondent similarly replied that, supervisors make mutual agreement with teachers on the objectives of the lesson , on the relevance of content, on the place of observation and on the observation of time, replied the same. This implies that supervisors did not make mutual agreement with teachers on the objectives of the lesson, on the relevance of content, on the place of observation and on the observation of time before the actual time of observation as compared to the respondents' response.

As shown in Table 4.2. 10 item 2.1 the majority N=23 (69.5%) of the supervisors respondents replied that Supervisors did not participate the teachers to do supervision to a high level and N=68 (68.7%) of the teacher respondent similarly replied that Supervisors did not participate the teachers to do supervision to a high level ,whereas few number of supervisors respondents N= 9 (24.8 %) replied that Supervisors did not participate the teachers to do supervision to moderate level and N=16 (16.2%) of the teacher respondents still, Supervisors did not participate the teachers to do supervision replied the same: the rest N=2 (5.6%) supervisors and N=-6 (6) of the teacher respondents could not decide. This implies that Supervisors did not participate the teachers to do supervisory practices as the practice it wants or the practice was done to a low level.

Regarding to Table 4.2.10 item 2.2 the majority N=15 (42,7%) of the supervisors respondents replied that, Supervisors did not have high experience on the practice of supervision, to a moderate level and N=65 (65.6%) of the teacher respondent similarly replied that, Supervisors did not have

high experience on the practice of supervision, to a moderate level ,whereas few number of supervisors respondents N= 10 (27.8%) replied that , Supervisors did not have high experience on the practice of supervision, to a moderate level and N=19 (19.2%) of the teacher respondents still, Supervisors did not have high experience on the practice of supervision, replied the same, the rest N=2(5.6%) supervisors and N=-8 (8 %) of the teacher respondents could not decide. This implies that supervisors did not have high experience on the practice of supervision as compared to the respondent response.

As indicated in Table 4.2.10 item 3.1 the majority N=20 (55.5%) of the supervisors respondents replied that supervisors did not provide appropriate feedback for teachers timely to a moderate level and N=68 (68.6%) of the teacher respondent similarly replied that supervisors did not provide appropriate feedback for teachers timely to a moderate level, whereas few number of supervisors respondents N= 7 (19.5%) replied that, supervisors did not provide appropriate feedback for teachers timely to a low level and N=9 (9%) of the teacher respondents still, supervisors did not provide appropriate feedback for teachers timely replied the same: the rest N=3(8.3%) supervisors and N=7 (7%) of the teacher respondents could not decide. This implies that supervisors did not provide appropriate feedback for teachers timely as the practice it wants or this implies that supervisors did not provide appropriate feedback for teachers timely and no discussion for latter observation

The comparisons were done with their mean scores. Although the number of sample respondent of supervisors were more few (36) than that of teachers (99), It was used to compare their response of supervisors with teachers.

As indicated by Table 4.2.10 challenges of pre-observation conference practices from activity 1.1-1.4, the mean score of all practices of raters (teachers) (3.7, 3.6, 3.88, and 3.76) were higher than self-raters (supervisors) (3.44, 3.08, 2.88, and 3.00). In addition, the total mean score of all challenges of clinical supervision (pre-observation conference (discussion), the raters (teachers response mean greater than that the self-raters (supervisors) response mean score, (3.74 & 3.09) respectively. This implies that there was mean score difference in the challenges of pre-observation discussion (conference) between supervisors and their subordinates. Thus, there was gap between the perception of teachers and what their supervisors exercised on the challenges of the pre-

observation conference in secondary schools. From class room observation supervisors did not participate the teachers to do supervision, mean score of teachers response was 3.68 and supervisors 3.61. It showed that the difference was more or less similar. This implies that there was almost no mean score difference between supervisors and their subordinates on the challenges of class room observation in supervisors did not participate the teachers to do supervisory practices in government secondary school.

As shown by Table 4.10, challenges of clinical supervision / class room observation/ activities supervisors did not have high experience on the practice of supervisions; the mean score of raters (teachers (3.58) was higher than that of self-raters (supervisors) (3.25). This shows that there was the mean score difference on the activity between teachers and supervisors. Thus, there was a gap between the perception of teachers and what their supervisors exercised in activity given above in government secondary school.

As shown by Table 4.21, challenges of clinical supervision (post observation conference) practice, based on the observed data supervisors did not provide appropriate feedback for teachers timely; the mean score of raters (teachers) (4.1) was higher than that of self-raters (supervisors) (3.22). This indicates that there was mean score difference on the activity between teachers and supervisors.

In general there was gap between the perception of teachers and what their supervisors exercised in activity given above in government secondary schools. Seen over all Clinical supervision is practiced was affected by many challenges.

In general the literature high lights, Clinical supervision was affected by many challenges, based on this most of the respondents response showed that Supervisors supervisory practices was affected by above listed challenges and the total mean score showed that the listed challenges affect the practices of clinical supervision.

Table 4.2.11 Challenges on the Practices of Clinical Supervision

No 1	challenges	Respondent	Rating					VN	M	SD
			SA	AG	UD	DA	SD			
1.1	Supervisors lack commitment to do the supervisory practices	Teachers	35.4 %	44.4 %	7 %	10 %	3 %	99	3.5	1.0
		Supervisors	36.1 %	30.6 %	8.3 %	11.1 %	25 %	36	3.33	0.98
1.2	Supervisors are not well qualified to do the supervisory practices	Teachers	39.4 %	37.4 %	9 %	14 %	3 %	99	3.6	1.09
		Supervisors	29.8%	53.3 %	8.3	8.1 %	19.4	36	3.4	1.15
1.3	Supervisors use supervision for fault finding purposes	Teachers	39.4 %	36.4 %	7 %	11.1 %	6 %	99	3.61	1.10
		Supervisors	5.6 %	58.3 %	5.6 %	19.4 %	11.1%	36	3.6	0.96
1.4	Supervisors did not prepare and provide short term training for teachers.	Teachers	34 %	39.4 %	8 %	11.1 %	7 %	99	3.71	1.06
		Supervisors	33.3 %	38.9 %	8.3 %	19.4 %	0	36	3.19	1.00
1.5	Supervisors are not competent enough to help teachers.	Teachers	26.2 %	45.5 %	8 %	18.2 %	2 %	99	3.76	1.16
		Supervisors	8.1 %	47.2 %	8.3 %	27.8 %	8.3 %	36	3.19	1.13
1.6	Supervisors are over loaded with class room activities and administrative tasks.	Teachers	33 %	39.4 %	7 %	12.1 %	6 %	99	3.71	1.08
		Supervisors	22.2 %	38.9 %	8.3 %	19.4 %	11.1%	36	3.16	1.18
1.7	Teachers are resistant against the Supervisors supervisory activities	Teachers	36.4 %	38.4 %	6 %	12.1 %	7 %	99	3.81	1.31
		Supervisors	25 %	33.3 %	8.3 %	22.2 %	11.1 %	36	3.25	1.13
1.8	There is lack of relevant supervision manual in schools.	Teachers	40.4 %	39.4 %	5 %	7 %	8 %	99	3.8	1.1
		Supervisors	22.2 %	36 %	8.3 %	22.2 %	8.3 %	36	3.19	1.28
1.9	There is insufficient allocated budget for supervisory practices in the schools.	Teachers	52.5 %	27.3 %	8 %	7 %	5 %	99	4.00	1.29
		Supervisors	16.7 %	46.5 %	5.6 %	22.2 %	13.9 %	36	3.4	1.08
	Total mean	Teachers	37.4%	36.6 %	7.6%	11.4%	5.22	99	3.72	1.07
		Supervisors	22.2%	36.7 %	6.4%	19.3%	10.2	36	3.30	1.15

N.B; - M= mean, N=total Sample population, VN= Valid number, SD=Standard deviation, 1= strongly disagree, 2= disagree,, 3 = Un decided, 4=Agree, 5 = Strongly agree

As indicated in Table 4.2.11 item 1.1 the majority N=16(44.4 %) of the supervisors respondents confirmed that supervisors lack commitment to do the supervisory practices to a high level and N=65(65.6 %) of the teacher respondent similarly confirmed that Supervisors lack commitment to do the supervisory practices to a high level, whereas less number of supervisors respondents N= 15 (41.7%) replied that Supervisors lack commitment to do the supervisory practices to a low level and N=12 (12.1%) of the teacher respondents still, Supervisors lack commitment to do the supervisory practices, replied the same: the rest N=2 (5.6%) supervisors and N=7 (7%) of the

teacher respondents could not decide. This implies that Supervisors were not committed to do Supervisory practices or Supervisors lack commitment to do the supervisory practices.

As shown in Table 4.2. 11 item 1.2 the majority N=17 (47 %) of the supervisors respondents confirmed that Supervisors are not well qualified to do the supervisory practices to a high level and N=64 (64.6 %) of the teacher respondent similarly confirmed that Supervisors are not well qualified to do the supervisory practices to a high level, whereas less number of supervisors respondents N= 9 (25 %) replied that Supervisors are not well qualified to do the supervisory practices to a low level and N=17 (17.1%) of the teacher respondents still, Supervisors are not well qualified to do the supervisory practices replied the same: the rest N=3 (8.3%) supervisors and N=9 (9%) of the teacher respondents could not decide. This implies that Supervisors were not qualified to do Supervisory practices or Supervisors are not well qualified to do the supervisory practices in an adequate way..

Regarding to Table 4.2.11 item 1.3 the majority N=20 (55.6 %) of the supervisors respondents confirmed that Supervisors use supervision for fault finding purposes to a high level and N=65 (65.7 %) of the teacher respondent similarly confirmed that Supervisors use supervision for fault finding purposes to a high level, whereas few number of supervisors respondents N= 11 (30.5 %) replied that Supervisors use supervision for fault finding to a low level and N=17 (17.1%) of the teacher respondents still, Supervisors use supervision for fault finding purposes replied the same :the rest N=5(13.9%) supervisors and N=-21(21.2) of the teacher respondents could not decide. This implies that supervisors use supervision for fault finding purposes or the mean score showed that Supervisors use supervision for fault finding purposes

As indicated in Table 4.2.11 item 1.4 the majority N=15 (41.7%) of the supervisors respondents confirmed that Supervisors did not prepare and provide short term training for teachers to a high level and N=71 (71.7%) of the teacher respondent similarly confirmed that Supervisors did not prepare and provide short term training for teachers to a high level ,whereas few number of supervisors respondents N= 7 (19.4%) replied that Supervisors did not prepare and provide short term training for teachers. to zero level and N=18(18.2%) of the teacher respondents still, supervisors did not prepare and provide short term training for teachers replied the same: the rest N=2 (5.6 %) supervisors and N=7 (7%) of the teacher respondents could not decide.. This implies that supervisors did not prepare and provide short term training for teachers as the practice it wants.

As shown in Table 4.2.11 item 1.5 the majority N=19 (52.5%) of the supervisors respondents confirmed that Supervisors are not competent enough to help teachers to a high level and N=69 (69.7%) of the teacher respondent similarly replied that Supervisors are not competent enough to help teachers to a high level, whereas few number of supervisors respondents N= 13 (36%) replied that Supervisors are not competent enough to help teachers. to a low level and N=20 (20.2 %) of the teacher respondents still, Supervisors are not competent enough to help teachers replied the same, the rest N=3 (8.3%) supervisors and N=8 (8%) of the teacher respondents could not decide. This implies that supervisors are not competent enough to help teachers.

With regarding to Table 4.2.11 item 1.6 the majority N=16 (44.4%) of the supervisors respondents confirmed that Supervisors are over loaded with class room activities and administrative tasks to high level and N=67 (67.7%) of the teacher respondent similarly replied that, Supervisors are over loaded with class room activities and administrative tasks to a high level, whereas less number of supervisors respondents N=11 (30.5%) replied that Supervisors are over loaded with class room activities and administrative tasks to a low level and N=18 (18.2%) of the teacher respondents still, Supervisors are over loaded with class room activities and administrative tasks replied the same, the rest N=3 (8.3%) supervisors and N=7 (7%) of the teacher respondents could not decide. This implies that Supervisors are over loaded with class room activities and administrative tasks or this implies that most of the supervisors were over loaded with the administrative tasks to do supervisory practice; they pass their time on the administrative tasks rather than supervisory practice.

As indicated in Table 4.2.11 item 1.7 the majority N=17 (47.7%) of the supervisors respondents replied that teachers are resistant against the supervisors supervisory activities to high level and N=68 (68.7%) of the teacher respondent similarly replied that teachers are resistant against the Supervisors supervisory activities to high level, whereas few number of supervisors respondents N= 12 (33.3%) replied that, teachers are resistant against the supervisors supervisory activities to zero level and N=19 (19.2 %) of the teacher respondents still , teachers are resistant against the Supervisors supervisory activities replied the same: the rest N=3 (8.3%) supervisors and N=6 (6%) of the teacher respondents could not decide. This implies that teachers are resistant against the supervisor's supervisory activities or this implies that teachers are resistant against the supervisory practices.

With regarding to Table 4.2.11 item 1.8 the majority N=17 (37.2%) of the supervisors respondents confirmed that there is lack of relevant supervision manual in schools to high level and N=68 (68.7%) of the teacher respondent similarly replied that there is lack of relevant supervision manual in schools to a high level, whereas less number of supervisors respondents N=1111(30.5%) replied that there is lack of relevant supervision manual in schools to a low level and N=15 (15.2%) of the teacher respondents still, there is lack of relevant supervision manual in schools replied the same: the rest N=3 (8.3%) supervisors and N=-5 (5%) of the teacher respondents could not decide. This implies that there is lack of relevant supervision manual in schools

As indicated in Table 4.2.11 item 1.9 the majority N=19 (52.8%) of the supervisors respondents confirmed that, there is insufficient allocated budget for supervisory practices in the schools to a high level and N=74 (74.7%) of the teacher respondent similarly confirmed that there is insufficient allocated budget for supervisory practices in the schools to a high level ,whereas few number of supervisors respondents N= 13 (36.2%) replied that there is insufficient allocated budget for supervisory practices in the schools, to a low level and N=12 (12.1%) of the teacher respondents still, there is insufficient allocated budget for supervisory practices in the schools. replied the same: the rest N=2 (5.6 %) supervisors and N=-8 (8%) of the teacher respondents could not decide. This implies that there is insufficient allocated budget for supervisory practices in the schools or there is no sufficient allocated budget for supervisory practices in the schools. This shows that the government didn't allocate sufficient budget for supervisory practices.

At the end I asked one question for 5 school principals, 4sub city Education office supervisors and 2 sub city Education office senior expertise's as an interview i.e. is there any other challenges of clinical supervision practices? Five (5) school principals, 4 sub city Education office supervisors and 2 sub city Education office senior expertise said that no and the challenges of clinical supervision were lack of dedicated supervisors, lack of qualified supervisors ,teachers resistance to supervisory practices, lack of allocated budget to supervisory practices are the major challenges of supervision. This indicates that there is no other problems that affect supervisory practices.

-As indicated by table 4.11, general challenges of clinical supervision, practice item (1.1, 1.2, 1.4, 1.5,1.6, 1.7 ,1.8 and 1.9) mean scores of all items of raters (teachers) (3.5, 3.6, 3.71, 3.76, 3.71, 3.81, 3.8 and 4.00) were higher than that of self-raters mean score response (3.33, 3.4, 3.19 , 3.19

,3.16 ,3.25, 3.19,and 3.4).Furthermore the total mean score of all challenges of clinical supervision from item1.1-1.9 except1.3,the raters (teachers) response mean was greater than the self-rater(Supervisors) response mean scores(3.72,and 3.30) respectively. This implies that there was mean score difference in the challenges of clinical supervision between Supervisors and their employers.-Thus, there was gap between the perception of teachers and what their Supervisors exercised on the challenges of clinical supervision on government secondary school.

- Regarding to table 4.22 challenges of clinical supervision, Supervisors use supervision for fault finding purpose, Mean score of teachers' response was 3.61 and Supervisors 3.64, it showed that the difference was more or less similar. This implies that there was almost no mean score difference in the challenges of given above i.e., Supervisors use supervision to fault finding purposes. Seen over all Clinical supervision is practiced was affected by many challenges.

In general the literature high lights, Clinical supervision were affected by many challenges. Based on this most of the respondents response showed that Supervisors supervisory practices was affected by above listed challenges and the total mean score showed that the listed challenges affect the practices of clinical supervision thus, due to many challenges, supervisors did not achieve the expected objectives.

Chapter Five: Findings, Conclusions and Recommendations

5.1 Findings

The main purpose of this study was to assess the practices and challenges of clinical supervision at Bole sub city government secondary schools of Addis Ababa city Administration. The research also guided by the following three main basic research questions those were stated in chapter one at the Statement of the problem part. These were the following,

1. What are the practices of clinical supervision at Bole sub city government secondary schools?
2. To what extent the Clinical supervision is used as means to improve teacher's development?
3. What are the challenges involved in the practice of clinical supervision?

Quantitative research approach and Descriptive survey design were used to examine and asses the practices and challenges of clinical supervision .The sources of data were primary and secondary. The participants of this study were 99 teachers and 36 supervisors (Principals, vice principals, and department heads). In addition to this 4(four) sub city Education office government secondary schools supervisors and 2 sub city senior expertise were also participated by semi structured interview for cross checking purposes. Totally there were 141 sample respondents who were working in 2017/2018 academic year in government secondary schools and sub city Education office.

Based on the data presented and analyzed, the followings are the major findings

5.1.1. Regarding to the practices of Clinical supervision in Government secondary schools?

1. The majority N=29(79%) of the supervisors respondents and N=67(67.7%) of the teachers respondents confirmed that supervisors exercise the Pre observation conference to a low level. on the top of this the interviewee response showed that Pre observation conference was not exercised by supervisors.
2. The majority of N=27(75.9 %) of the supervisors respondents and N=65(65.7%) of the teachers respondents confirmed that supervisors exercise the class room conference to a low level, on the top of this the interviewee response showed that class room conference was not exercised by supervisors.

3. The majority N=29(79%) of the supervisors respondents and N=67(67.7%) of the teachers respondents confirmed that supervisors exercise the interpreting and the analyzing process to a low level.

4. The majority N=29(79%) of the supervisors respondents and N=67(67.7%) of the teachers respondents confirmed that supervisors practice the post observation conference to a low level.

5. The finding of the study revealed that the majority N=34(93.5%) of the supervisors respondents and N=60(60.7%) of the teachers respondents confirmed that supervisors practice the Evaluation process to a low level.

Regarding the comparison of self-raters (supervisors) and raters (teachers) response, the study also revealed that there were mean score differences in response of supervisors and teachers in the whole practices of clinical supervision, since raters (teachers) mean scores were higher than that of self-raters (supervisors) mean scores of all practices of clinical supervision. This indicates that there were differences in the practices of clinical supervision which were being practiced by supervisors and activities which were being perceived by the employees (teachers).

5.1.2 Regarding the extent to which Clinical Supervision is used as a means for teacher's development:

1. The majority N=32(88.2%) of the supervisors respondents and N=67(67.7%) of the teachers respondents confirmed that supervisors practice of curriculum development exercise at rare extent (hardly or almost no).

2. The majority N=27(76.2%) of the supervisors respondents and N=70(70.7%) of the teachers respondents confirmed that practice of Staff development exercise to a low level.

3. The majority N=33(91.1%) of the supervisors respondents and N=73(73.7%) of the teachers respondents confirmed that supervisors exercise the teachers professional development to a low level.

4. The majority N=33 (91.1%) of the supervisors respondents and N=76 (76.7%) of the teachers respondents confirmed that action research exercised to a low level. In general the practices of clinical supervision were exercised in a low level.

5.1.3 Regarding the major problems that hinder the implementations of clinical supervision with supervisory practice

The majority N=19(52.6%) of the supervisors respondents and N=67(67.7%) of the teachers respondents confirmed that, the major problems that hinder the implementations of clinical supervision with supervisory practices were, supervisors were

Lack of commitment towards supervisory practice, did not make mutual agreement with teachers, pass their time on routine (Administrative) tasks, did not provide well organized feedback timely for teachers, teachers were resistant against supervisory practices, there is lack of capacity building programs

.

5. 2 Conclusions

Based on the major findings of the study the following conclusions were drawn.

Currently Ethiopia is implementing the second half of Growth and transformation planning (GTP II) that the education sector plays a vital role in producing and meeting the demand of different middle level industries and support the production of qualified man power that participate in the overall development of the country. Thus, to achieve the above goals, utilization of efficient and effective supervisors is essential. From this point of view clinical supervision has been practiced with different procedures. However, the necessary procedures were hardly practiced and there were differences in the extent to which each of the steps are practiced. It was found that the practice of clinical supervision in Government secondary schools was exercised to a low level or almost no.

In addition, the capacity building programs provided by supervisors for teachers were not adequate. Furthermore the finding of the study revealed that supervisors were not capable enough in assisting teachers to conduct action research and evaluating the existing teaching text books for further improvement, In general supervisors did supervisory practices as usual (they go as usual way).

Finally the study pointed out that supervision was negatively affected by many challenges: such as commitment of supervisors, lack of competence, lack of qualified supervisors, supervisors use supervision for fault finding purposes, resistance of teachers to do supervisory practices, supervisors pass their time on routine tasks rather than supervisory practices ,the role of education office supervisors and expertise to follow up supervision practices at Government secondary schools were very low. As a result clinical supervision was less supportive for effective teaching and learning process. Therefore it can be conclude that effective and efficient supervisory practices were not exercised in Government secondary schools.

In general, clinical supervision and teachers' professional development play important roles in decreasing the level of challenges of the practices supervision, but the low level practices and ineffective exercise of clinical supervision might negatively affect the achievement of desired goals in government high schools in general and Bole sub city government secondary schools of Addis Ababa city Administration in particular.

5. 3. Recommendations

Based on conclusions of this study, the following recommendations were made:

The study revealed that clinical supervision was hardly practiced in the view of its steps involved (.It was found out that clinical supervision was not exercised in Government secondary schools effectively and efficiently). Clinical supervision did not improve performance of teachers due to certain challenges. Therefore

1. Supervisors (principals, vice principals and department heads) ought to exercise clinical supervision step by step on combination efficiently and effectively by organizing, taking management development and supervisory programs, such as continuous professional development, different short and long term supervisory trainings.
2. Supervisor must achieve the desired goals of Government secondary schools in collaboration with responsible bodies such as, Federal Ministry of Education, Addis Ababa city Administration Education Bureau and sub city Education office.
3. supervisors of Government secondary schools ought to organize different discussions and meetings sessions with teachers to maintain commitment, to improve and develop the low level of practice of clinical supervision and lastly to decrease the challenges of clinical supervision in Government secondary schools.
4. Secondary school supervisors should keep and improve the practices of clinical supervision by creating positive relationship with teachers through building high level of trust and confidence act with integrity, inspire vision to others, encourage innovative thinking.
5. Responsible bodies such as, Federal Ministry of Education, Addis Ababa city Administration Education Bureau and sub city Education office ought to facilitate experience sharing packages in and out of the organization at least once in every quarter of the academic year to improve supervisors' problem and retain dedicated employees in the Government secondary schools.

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APPENDIX I

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

A questionnaire for teachers and supervisors (department heads, vice principals and principals).

This questionnaire is the part of the study and used to collect the related data. Its main purpose is to improve the challenges and practices of clinical supervision in the government secondary schools of Bole sub city Addis Ababa city Administration. Therefore, your sincere cooperation in answering this questionnaire has great importance and your response to the questionnaire would be kept confidential.

General directions

- There is no need of writing your name in any questionnaire.
- Use a tick mark <<x>> to your response of each close ended questionnaire from the given rating scales.
- Write your response briefly for open ended questionnaires.
- Please give an appropriate response based on your school experience (context).

Section I. General information and personal data

Notes I Indicate your response by using “X” in the space provided

1.1. Sex a. Male-----b. Female-----

1.2. Age range a. 20-25 years --- b. 26-30 years -----c 31-35 years----- d. 36-40 years e.41 years and above----

1.3 Academic Qualification

a. 12+2(Diploma) -----, c. 12+4(Degree)----- e.PHD-----

b. 12+3 ----- d. Masters -----

1.4 Work experience?

a. 1-5 years----- c. 11-15 years----- e. Above 21 years-----

b. 6-10 years ----- d. 16-20 years-----

1.5 your field of study _____

1.6 You current position _____

1.7 .your work load per week -----

Section II. Major tasks of clinical Supervision in schools

Practices involved in clinical supervision.

Please indicate your appropriate response by using “X” in the column provided under each scale. The scales those used are 5= very high, 4=high, 3=medium, 2=low 1= very low.

Note that- supervisors include principals, vice principals, department heads, high ranking teachers and formally designed supervisors.

	Practices involved in clinical supervision	Scales				
A	Observation activities	very high	high	medium	low	very low
I	Pre-observation discussions					
1	Supervisors make mutual agreement with teachers on the objectives of the lesson that will be seen.					
2	Supervisors make mutual agreement with teachers on relevance of content,					
3	Supervisors make mutual agreement with teachers on Place of the observation.					
4	Supervisors make mutual agreement with teachers on the observation of the time.					
5	Supervisors give the opportunity for teachers to mention areas in which he/she wishes to be observed.					
6	Supervisors Plan the strategy of classroom observation with teachers (preparing necessary check lists).					
7	Supervisors identify special problems with what the teachers would like some help.					

Clinical supervision (class room observation) refers to face –to-face contact with teachers with the intent of improving instruction and increasing professional growth. Supervisors working with teachers in a collaborative way,

II	Class room observation	very high	high	medium	low	very low
1	Supervisors Observe important points for latter discussions as per the objectives set before observations..					
2	Supervisors take sufficient time (use a full period of time) for observation, the teachers teaching behaviors during class room according to pre-observation agreement made.					
3	Supervisors record the teacher's performance in the appropriate document to provide well organized feedback.					
4	Supervisors record what the students are doing while the class observation is ongoing.					
5	Supervisors sit at the back of the class to follow the lesson attentively without making any gesture.					
III	Interpreting and analyzing					
1	Supervisors provide a situation in which the teacher makes his /her choice.					
2	Supervisors facilitate the teachers thinking in developing a self plan					
3	Supervisors guide the problem solving process be an active member of the interaction.					
4	Supervisors keep the teachers focused on their common problems					
5	Supervisors direct the teachers to consider and choose from clearly delineated alternatives.					
6	Supervisors tell what is to be done for teachers.					
7	Supervisors inform ,direct, model and asses the competing of teachers					
IV	Post-observation conference					
1	Supervisors discuss with teachers after the actual class room observation to see its consistency with the planned activities of the lesson					
2	Supervisors analyze the collected data on teacher's behavior seen during observation and giving the summary of their analyses to teachers after each observation lesson					
3	Supervisors give constructive feedback based on trust for the teachers timely (show his /her strengthens and weakness.					
4	Supervisors arrange the time for further observation					
5	Supervisors keep the profile of teachers to see their progress					
V	Post-observation conference analysis and critique of previous four steps(Evaluation)					
1	Supervisors evaluate what happened in the supervisory conferences throughout the supervisory cycle for the purpose of improving her/his own efforts					

Are there any other clinical supervision (**class room observation**) practices to improve the teacher's development? If you say yes, Please list and explain them -----

Section III) The extent to which of clinical supervision (class room observation) is used as a means of teachers development in your school Please indicate your appropriate response by using "X" in the column provided under each scale. The scales that used are 5= Always, 4= frequently, 3=some times, 2=rarely 1= Never.

A	curriculum Development	Scales				
		Always	Frequently	Sometimes	Rarely	Never
1	Based on the observed data supervisors help teachers in the implementation of the curriculum such as text books.					
2	Based on the observed data Supervisors consult all stake holders to get valuable information about the students-learning					
3	Based on the observed data supervisors collect and provide necessary educational materials those are supporting to the existing curriculum such as text books.					
4	Based on the observed data Supervisors help teachers to integrate the curriculum with the co-curricular activities					
5	Based on the observed data Supervisors help teachers to evaluate the existing curriculum (such as the text books, syllabus--)					
B	Staff development					
1	Based on the observed data Supervisors Provide necessary information's on the utilization of new instructional materials and strategies that enhance professional development.					
2	Based on the observed data Supervisors set standards for model teachers so as to establish computation among teachers					
3	Based on the problems that observed Supervisors develop free discussions with teachers so as to improve the instruction					
4	Based on the observed data Supervisors Provide assistance program for teachers, such as induction course, CPD, experience sharing.					

C	Teacher's professional development	Always	Frequently	Sometimes,	Rarely	Never
1	Based on the observed data Supervisors facilitate teacher's professional development through in service training					
2	Based on the observed data Supervisors assist teachers by giving the latest information on the teaching theories and strategies that enhance their professional development					
3	Based on the observed data Supervisors assess the training needs of teachers					
4	Based on the observed data supervisors Provide short-term training, work shop ,coaching ,experience sharing at school level					
D	Action research					
1	Based on the observed data Supervisors encourage teachers to conduct school based action research					
2	According to the problem that the supervisors observed , supervisors assist materials when the teachers conducts school based action research					

Section IV:- Major challenges on the practice of clinical supervision

Instruction: To indicate the response put a tick mark /✓/ using the rating scales given. The scales those are used 1for strongly agree, 2 for agree, 3 for undecided, 4for disagree and 5 for strongly disagree.

Challenges Related to Preobservation, observation and post observation conferences

No 1	1.Preobservation discussion	Responden t	Rating					N	M	SD
			SD	D	UD	A	SA			
1.1	supervisors make mutual agreement with teachers on the objectives	Teachers supervisors								
1.2	supervisors make mutual agreement with teachers on relevance of content	Teachers supervisors								
1.3	supervisors make mutual agreement with teachers on the place of the observation	Teachers supervisors								
1.4	supervisors make mutual agreement with teachers on the observation of time	Teachers supervisors								
	Total mean	Teachers supervisors								
2	challenges Related to observation conference Class room observation									
2.1	Supervisors did not participate the teachers to do supervision	Teachers supervisors								
2.2	Supervisors did not have high experience on the practice of supervision.	Teachers supervisors								
	Total mean	Teachers supervisors								
3	challenges Related to Post observation conference									
3.1	supervisors did not provide appropriate feedback for teachers timely	Teachers supervisors								
	Total mean	Teachers supervisors								

N.B; - M= mean, N=total Sample population, VN= Valid number, SD=Standard deviation, 1= strongly disagree, D= disagree,, 3 = Un decided, 4=Agree, 5 = Strongly agree ,SA= Strongly agree, A= agree , UD=Un decided, SD= Strongly disagree, disagree, agree + strongly agree = agree, strongly disagree + disagree = low

Table 4.2.11 challenges on the practices of clinical Supervision

No 1	challenges	Respondent	Rating					VN	M	SD
			SA	AG	UD	DA	SD			
1.1	Supervisors lack commitment to do the supervisory practices	Teachers Supervisors								
1.2	Supervisors are not well qualified to do the supervisory practices	Teachers Supervisors								
1.3	Supervisors use supervision for fault finding purposes	Teachers Supervisors								
1.4	Supervisors did not prepare and provide short term training for teachers.	Teachers Supervisors								
1.5	Supervisors are not competent enough to help teachers.	Teachers Supervisors								
1.6	Supervisors are over loaded with class room activities and administrative tasks.	Teachers Supervisors								
1.7	Teachers are resistant against the Supervisors supervisory activities	Teachers Supervisors								
1.8	There is lack of relevant supervision manual in schools.	Teachers Supervisors								
1.9	There is insufficient allocated budget for supervisory practices in the schools.	Teachers Supervisors								
	Total mean	Teachers Supervisors								

N.B; - M= mean, N=total Sample population, VN= Valid number, SD=Standard deviation, 1= strongly disagree, 2= disagree,, 3 = Undecided, 4=Agree, 5 = Strongly agree

Are there any other challenges for clinical supervision (class room observation) practices in your schools?

Mention them.-----

