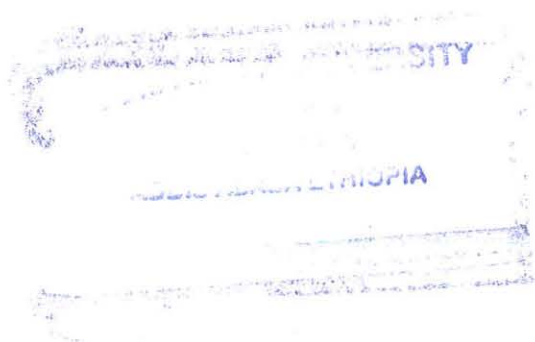


**THE CURRENT PRACTICES AND PROBLEMS OF INSTRUCTIONAL
SUPERVISION IN PRIMARY SCHOOLS OF MIDA WOREMO WOREDA
IN AMHARA REGION**

**BY
ESTIFANOS MULUGETA**



ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES



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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF A MASTERS
DEGREE OF ART IN EDUCATIONAL PLANNING AND MANAGEMENT**



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ABSTRACT

The main objective of this study was to investigate the major problems of instructional supervision in Mida Woremo Woreda primary schools and to explore the extent to which school principals, department heads and teachers implement internal supervision and then to recommend possible solutions to the problems for the improvement of the teaching-learning process. Descriptive survey method of research was employed for this study. Data were collected through questionnaire, document observation, focus group discussion, interview and direct observation. The data was then analyzed qualitatively using percentages. The findings of the study indicated that: the schools have shortage of trained man power and teachers are loaded; so that cluster center supervisors, principals, teachers, unit leaders, department heads and others do not play the various roles expected of them. The teachers' role in instructional supervision is almost neglected; school-based supervisors and cluster center supervisors do not seem to go in line with the intensions, principles and functions of instructional supervision. Some teachers seem to have negative attitude towards internal supervision and the major problems that affect instructional supervision practices in the Woreda include: cluster center supervisors inefficiency, lack of participatory approach to instructional supervision, inefficiency of principals and teachers, shortage of sufficient finance and lack of human resources. Based on the findings, short and long term specific professional trainings that advance the professional development of workers were recommended to be planned by Regional or Zonal or Woreda education bureau with the concerned NGO's such as "Menschen für Menschen". In addition to this, strict licensing system were suggested to the whole workers of the woreda.

CHAPTER ONE

1.0 THE PROBLEM AND ITS APPROACH

1.1 Background of the Study

Nowadays nothing could be done without education. Education plays a pivotal role in modern society. The economic, social and cultural advancement of a country depends on its educational system. "When education goes right, nothing can go wrong and when education goes wrong, nothing goes right"(Starges, 1979). Because of technological advancement, students are expected to be competent. With increase in student enrollments, broader curriculum, lack of school facilities, changing innovations, and the like, there have been many problems in instructional improvement. Teachers faced such problems and unquestionably need academic assistance through instructional supervision. Do supervisors in most schools today help teachers to modify their behaviors and expand their repertoire? Not likely!. A survey of school districts probably would validate that most experienced teachers are observed or supervised about once a year and the inexperienced teachers are observed or supervised perhaps twice.

Instructional supervision is changing from a traditional top down managerial approach to one that involves and empowers teachers. The essence of this movement involves a new vision for supervision, one that creates and nurtures teachers' leadership.

Instructional supervision is one of the functions of instructional leadership and has a direct link with the improvement of the quality of teaching and thereby contribution to the quality of learning for students. Broadly, educational supervision indicates all of the activities, functions, and nurturing conditions that are intended to help teachers (and various other educational workers) to improve their performance. Instructional supervision is a service to teachers, both as individual and in groups. It is a means of offering to teachers specialized help in improving instruction.

There are a variety of approaches in implementing instructional supervision. They are clinical supervision, self-directed supervision, informal supervision and inquiry based supervision. Experts distinguish between class room supervision and out-of-class supervision, with the former being clinical and the later general. Thus, clinical supervision means in class supervision (Girmay, 2006).

A potential instructional supervisor acquires various skills. And also there are many and varied activities in which effective supervisor engage. Teachers, department heads, vice principals, principals, and others who deserve supervisory activities would respond positively to this service only when they are convinced that instructional supervision is used for improving student learning and performance is increasing. Therefore, the main objective of the study is to investigate the major problems of instructional supervision in primary schools of Mida Woremo Woreda and to explore the extent to which school principals and teachers implement internal supervision. That is, it aims at finding answers to the basic questions of the study. Specifically, the study is intended to: analyze the current practices of internal supervision in Mida Woremo Woreda primary schools; examine the extent of professional experience sharing among the supervisors and teachers in the schools; identify the major problems encountered in the implementation of internal supervision in the target schools; examine whether the instructional supervisors apply supervisory principles and skills when they carry out supervision; and point out teachers related problems in the implementation of instructional supervision.

1.2 Statement of the Problem

Education systems rely on instructional supervision to control and improve instruction by improving the quality of teachers and the achievement of learners (Grauwe and Gavinda, 1998:9). It has been useful in equipping teachers with the necessary knowledge and skills to solve educational problems

by creating awareness about the dynamic methodological changes, in the teaching-learning process (Goker, 1998).

However, the researcher has been frequently listing to some primary school teachers in Mida Woremo Woreda about their dissatisfaction in supervision and support services being rendered to them. The teachers do not seem to have positive attitude to the supervisors. Some of them even do not seem satisfied with their job. It seems that teachers are not supported by internal supervisors in tackling problems in the implementation of the new curriculum and newly introduced instructional approaches. Moreover, many scholars and other concerned bodies in the Woreda express their concern about the deterioration of the quality of education.

Although it is not proved by research, such supervision problems and others might have a negative influence on teachers' satisfaction with their job and dissatisfied teachers can have unquestionably negative impact on the quality of primary education of the Woreda.

The above problems and his experience of teaching, invited the researcher to carry out a study on the current practices and problems of instructional supervision in primary schools of Mida Woremo Woreda in Amhara region, in order to contribute as much as his capacity allows towards the effort of the regional and national government in fighting the problem in the Woreda.

To achieve this objective, the researcher raised the following basic research questions:

1. Who are the instructional supervisors and how competent are they?
2. What are the functions of supervision and how is it performed?
3. What organizational arrangements exist to facilitate the function of supervision?
4. What are the major problems encountered in practicing supervision?

1.3 Significance of the Study

The teaching learning process is quite complex. Thus, mastery of certain techniques and methods from teachers training colleges and universities only can not equip a teacher with all answers to problems that a teacher faces in his day-to-day teaching activities. Hence, to be resourceful, a teacher needs to grow on the job, which is brought about through the interaction of teachers and their supervisors through internal supervision. So it is believed that principals, vice principals, department heads, experienced teachers and others should be engaged in the supervisory activity.

The prevalence of supervision difficulties is believed to negatively affect what goes on in schools and in class rooms. Therefore, identifying the prevailing practices and problems of instructional supervision by undertaking a survey and coming with sound recommendations can have its own role to play in improving the quality of education.

There is no research concerning practices and problems of instructional supervision in primary schools of Mida Woremo Woreda in Amhara region.

Thus, the results of the study will be significant for the following reasons:

1. The study will provide valuable information and recommend some paramount solutions to the problems under investigation.
2. It will help as a reference material for those who want to conduct further research in the area. That is, it may serve as a spring board for further studies and initiate or encourage other researchers for further study in the area.
3. It will help the school community and the society of the Woreda as a whole to have an over all knowledge of the impact of instructional supervision problems on teachers job satisfaction, pupil learning and the quality of primary education. It will also help to give information to concerned individuals as well as government agencies, so that effective and corrective measures could be taken to minimize the problem.

4. It will inform supervisors and other stakeholders about teachers' perceptions, expectations, and orientations to supervisory services and thereby they would react accordingly.
5. It will contribute to the existing knowledge in making the teaching-learning process effective and productive.

1.4 Delimitation of the Study

Due to the time constraint of the researcher, the scope of the study is delimited to only one Woreda in Amhara region which is called Mida Woremo Woreda. The researcher chose the Woreda based on reasons. One of the reasons was that, the researcher was born in this Woreda and the possibility and accessibility of getting appropriate information. In addition to this, it becomes easy to collect questionnaires and to get relevant documents. Primary schools are selected, because Mida Woremo Woreda has only two secondary schools and 35 government primary schools.

Another important point is delimitation of scope of the topic. The study focuses on instructional supervision within the school. The study does not focus on external supervision or educational supervision or general supervision, which is conducted by Woreda or sub-Woreda administration educational bureau supervisors. Instructional supervision is selected due to the fact that supervision problems directly or indirectly influence the quality of education and education is one of the main factors for the development and transformation of any society.

1.5 Limitations of the Study

Through out the process of carrying out the study the researcher has faced with various difficulties and these were:

1. Shortage of time was the major problem that challenged the researcher while conducting the study. There was an acute shortage of time to conduct deep study by using different data instrument tools which need great deal of time. Due to financial, time and capacity constraints, the

researcher failed to compare and contrast practices and problems of instructional supervision in the target schools with other woredas, zones and regions. Obviously, the problem seems prevalent in all primary schools of the country. Nevertheless, conditions did not allow the researcher to aim at studying all instructional supervision problems in all primary schools of the country.

2. One limitation of the study could be lack of recent and relevant related literature on the topic, especially on Ethiopian condition. That is, there is acute shortage of books or lack of up-to-dated related literatures in the area.
3. Since there was problem of enough time, and lack of resources, the writer could not take large sample. Because of the small size of the sample it could not refer to the whole country, the whole cycles or levels of education. That is, there is a problem of generalization. Because of the data are gathered from only one Woreda primary schools in Amhara region, the findings may not be applicable to the rest of Woredas in Amhara region or any other region.

1.6 Operational Definition of Terms

The following operational definitions are used in the Ethiopian context and in the context of the study.

1. **Instructional Supervision:** It is a means of offering to teachers specialized help in improving instruction. It is a service to teachers, both as individual and in group. It refers to internal supervision or clinical supervision.
2. **School-based Supervisor:** Is a person with in the school and who supervises a teacher. It refers in this study to principals, Vice-principals, department heads, experienced teachers or teachers who are engaged in supervisory activities of primary schools of Ethiopia, particularly in Mida Woremo Woreda.

- 3. Primary School:** The school division from grade one to grade eight. It has two cycles (first cycle Grades 1-4 and second cycle grades 5-8). It refers to elementary school in American education system.
- 4. Secondary School:** The school division from grade nine to twelve. It has two cycles. (First cycle grades 9 and 10 and second cycle grades 11 and 12 (preparatory)). It is almost similar to high school in American education system.
- 5. Cluster center supervisor:** is a person who supervises a group of schools, particularly in Mida Woremo Woreda. A cluster center supervisor supervises or responsible for 5to 7 primary schools.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

The spotlight of educational leadership now is on instructional leadership. Pressure for improving student learning and performance is increasing, and educational leaders especially school principals are being urged to focus their efforts on the core business of schooling-teaching and learning (Girmay, 2006).

Supervision can be conceptualized as one part of a total operation of a school geared to bring about improvement in the teaching-learning process. In the complex field of modern educational administration and management, instructional supervision acts as an essential vehicle for improving instruction and developing teachers' initiative, responsibility, creative, internal commitment and motivation. It has a pivotal position in improving quality of education and pupil growth.

Thus, overview of the definitions, historical development, importance, function, approaches and problems of instructional supervision are treated in this part of the study.

2.1 General Overview of Instructional Supervision

This topic gives attention to instructional supervision. More importantly it dwells on the different approaches that current thinking proposes for effective instructional supervision that enhances teacher professional development, thereby enhancing better learning for students'. Supervision is a planned program in order to improve class room instruction and effectiveness of school. Let us see it in a more detail way.

2.1.1 Definitions

Different scholars define supervision differently. Every one defines the term depending on different context, purpose, experience and perspective. Due to

these, there is no universal or one accepted definition of the term supervision (Rue and Bayer 1989:6). Although there is no universal definition of supervision, it is important to mention a few definitions in order to understand the essence and the notion of supervision. Some definitions are presented as follows: Supervision, according to Dejnoka (1983:159), includes the process and activities intended to improve an individual, a group, or a program. In education supervision usually refers to activities that serve to improve the quality of teaching, learning and curriculum. It is a supervisory activity and practice related to improvement of instruction.

Similarly, Good (1973: 532) and Monroe (1966: 1442) defined it as all efforts of designated school officials, towards providing leadership to teachers and other educational workers in improvement of instruction, involves stimulation of professional growth and development of teachers, selection and revision of educational objectives, materials of instruction and methods of teaching and evaluation of instruction. In a similar way Elsbree, Mc Nally and Wynn (1967:155) defined supervision as a leadership function with the purpose of bringing about instructional improvement. In the other way round Stoops, Rafferty, and Johnson (1981:379) pointed out that supervision attempts to free teachers from routine directives and regulations, and to encourage them to grow in competency according to their own particular abilities. These writers consider modern supervision as an important field of in-service teacher training.

Like wise Garton in Mbamba (1992:104) defined supervision as “a process of facilitating the professional growth of a teacher, interaction and helping the teacher to make use of the feed back in order to make the teaching more effective”. As to Alfonso and Gold berry (1982:92), “supervision is a function found in all organizations; no organization can exist without it.”

According to Sergiovanni and Starratt (1993:50) one purpose of supervision is to provide the leadership needed to transform schools from organizations to

communities. Supervision, in other words, should be directed to community building. Sergiovanni and et-al (1975) also considered supervision as “an art that can release teachers’ initiative, responsibility, creativity, internal commitment, and motivation.”

To sum up, the above stated definitions: Spear (1955), Smith (1966), Starges (1979), Wheeler and et al. (1980), Dejnoka (1983), Harris (1985), Barr in Singhal, et.al.(1996) and the like saw supervision as a process intended to improve instruction, in order to improve learning opportunities for pupils; some of the writers like Harris (1963: 32) , Eye and Netzer (1965), Monroe (1966), Elsbree, Mc Nally and Wynn (1967), Good (1973), Lucio and McNeil (1979:21-23), Wheeler et al. (1980), Sirotnik and Oakes (1986: 132), Pajak (1989), and Girmay (2006) Viewed instructional supervision as instructional leadership or one of the function of instructional leadership. Instructional leadership is an act of instructional leader which is primarily concerned with the development of curriculum, in-service education of teachers, and improvement of teaching-learning process; another authorities in the field such as Spears (1955), Knezevich(1969),Unruh (1975), Stoops, Rafferty and Johnson(1981), Garton in Mbamba (1992) and others defined instructional supervision as staff development and as staff function.

Knezevich (1969:263-264) also defined instructional supervision as: a planned program for the improvement of instruction; a program of in-service education and co-operative group development; the effort to stimulate, co-ordinate, and guide continued growth of teachers in schools, both individually and collectively; assistance in the development of a better and satisfying teaching learning situations; and a means of mentioning existing programs of instruction as well as improving them to the level of satisfying both the needs of the teachers and of the school together. Effective instructional supervision, according to Starges (1979:587), is a process that results in a better learning climate by helping teachers to develop commitment to improvement.

To sum up, instructional supervision is a process intended to improve learning opportunities for students, one of the functions of instructional leadership, and a staff development. As many scholar suggested in their empirical research, it is very effective strategy to bring improvement in teaching and learning activities. In addition to this, it is important to build teacher's motivation and commitment, promoting staff development and for general school improvement. Effective schools conduct frequent and regular instructional supervision to support teachers in their development of instructional skills.

2.1.2 Historical Development of Instructional Supervision

The need for supervision dates back to biblical times when Moses was attempting to lead the people of Israel from Egypt to promise land (Rue and Byars, 2001: 4). That is, the idea and practice of supervision had existed since ancient time, in which Moses used supervision aspects by appointing supervisors to lead Israel and to support him.

However, in the education, modern supervision was widely recognized and practiced since at the beginning of the 17th century. Instructional supervision is a recent development which was started in 1950's particularly in 1957, at Harvard University in order to supervise graduate students that are enrolled in Masters of Arts in teaching program. Since then, this idea has been further developed to accommodate not only pre-service supervision of teachers but also in-service supervision of beginning teachers and experienced teachers. According to Sirotnik and Oakes (1986:135) and other studies instructional supervision get wide acceptance than old supervision system which was oppressive, monitoring, inspecting, evaluating, and degrading process of hierarchical supervision, since instructional supervision is humanistic, collegial, peer or co-operative work to help each other and improve teaching practice.

In stating the historical development of supervision, several writers in the field have identified distinct periods and stages. Eye and Netzer (1965:4-10) pointed

out four distinct periods. Strengthening the same idea, as Amberber (1975:5-6) classified history of supervision has Undergone four stages of development. They are:

1. The Period of Administrative Inspection (1642-1875)

This period was characterized by the observation of physical plant business management, pupil control and teaching by layman. At this period, supervision was characterized by highly inspection and contributed little to improvement of classroom instruction. Whenever, an educator became the supervisor or the director of instruction, he was called the “inspector”. This period was marked by its classical views and teachers were seen as impotent beings.

2. The Period of Efficiency Orientation (1876-1936)

This period of supervision was influenced by two main factors. The impact of the business practices and ethics upon education was strong, for instance, according to Bakamis (1954:7), “the assumption that what work in industry would work in education.” Secondly, scientific management of schools thought had considerable impact on supervision activities of early 20th century. Teachers were helped for the mere improvement of instruction. Supervision during this period remained generally an inspectional function which was related to the instructional program of the school.

3. The Period of Co-operative Group Effort (1937-1960)

In this period words like co-ordination, integration, creativity, stimulation and democratic relationship were used, which indicate the emergence of systematic management. During this period, supervision was affected by the human relation school of management thought. With the coming of human relation management thought since 1930s, supervision had given more concern to human element. Teacher’s feelings and emotions, personal value and participation aspect were highly considered (Lucio and mc Neil, 1979:10-11). As Amberber (1975:5) noted that co-operative group effort and conditional aspect of school administrative become very important and practical during this period.

4. The Period of Research Orientation (1960 up to now)

Due to technological advancement and global competition, an attention has given meticulous consideration to the amalgamation of theory and practice in order to bring possible improvements in the teaching-learning arena. Action through wide participation of all concerned in the process of inquiry and the Judgement of out comes are very important (Lucio and McNeil, 1962:12, and Ambeber, 1975:5).

Historical concepts and function of supervision had changed through time. Its focus had become directed to teaching learning, staff development and being co-operative and supportive. Instructional concepts and styles of supervision are the recent development, mainly after 1960s phenomenon (Sirotnik and Oakes, 1986:182). According to Lucio and Mc Neil (1962), supervision has no independent thought of its own. But it was highly influenced or benefited from other fields of behavioral sciences, such as leadership, organization, theory of communication, decision making, social anthropology, and theories of change. Moreover, theory of group dynamic, theory of knowledge, reinforcement theory of learning, theories of personality, phenomenological view of individual behavior contribute for development of supervision concept and thought (Monroe, 1960: 1442, Lucio and Mc Neil, 1979:12-13).

Regarding to other authors the stage of development of supervision varies markedly. For instance, Sergiovanni (1975:1-2) classified the historical development of supervision in to three: Traditional Scientific Management, Human Relation Supervision, and Neo-scientific Management. Where as, Lucio and Mc Neil (1979:11) classified the historical development of supervision into five distinct stages: Administrative Inspection (before 1900), Supervision by Specialists (1900-1920),Scientific Supervision (1921-1930)Supervision as Democratic Human Relations (1931-1940), and Supervision through Reason and Practical Intelligence (1941 on wards). And also according to spears (1955:37-82) the historical development of supervision can be classified into four distinct periods.

2.1.3 Principles of Instructional Supervision

Principles are schemes, guide lines or laws, concepts, general truths or general beliefs, particular theory or philosophy, basic rules which govern action or which underline every observable activities or that to explain how some thing happen or works (Barr, Burto and Brueckner, 1947, Van Dersal, 1962 and Spears, 1955). According to Rao and Narayana (1999:16)" Principle is a basic statement or fundamental truth that provides understanding and guidance to thinking and practices." Thus, good and sound supervision that enhances teaching and learning process and teacher's professional development is governed by principles.

Thus, some basic principles of supervision that are forwarded by different scholars like Peckham (1953:1) Ayer et.al. (1954), spears (1955) Hicks (1960:26), Harris (1963:12-24), Smith.(1966:404-405), Amberber (1975:12-16), Lucio and McNeil (1979:32-33), Sergiovanni (1995:187), Haileseclassic (1997) and the like are summarized as follows:

1. Supervision is Attitudinal

This principle implies that effectiveness of supervision depends up on the attitude of the supervisor and constructive attitude in the co-owner.

2. Supervision is Co-operative

The supervision activities should be planned in co-operation with others. Teachers and other school workers should be encouraged to participate in the process of teaching-learning with a view to bring an effective educational program in the school. Supervision is group oriented process to aid teachers rather than to report about them. Monroe (1960:1442) pointed out that the supervision activity in teaching- learning process is not coercive but cooperative task. That is, instead of directing attention only to the improvement of individual teachers, the co-operation effort of the entire staff in the study of educational problems of schools is so important.

3. Supervision is Creative

Supervision should seek latent talents; provide opportunity for the exercise of originality and for the development of unique contributions. For teaching to be valuable, supervisors must enable teachers to utilize their creative talents and abilities so that class room instruction will be improved. Supervisors should try to develop creativeness in the teachers and get cooperation in the betterment of instruction.

4. Supervision should be Democratic

Supervision should provide full opportunity for co-operation and participation. Supervision is a process rather than a position, so it should be exercised in a democratic manner rather than in an autocratic manner.

5. Supervision should be Systematic and Scientific

Supervision is systematic, orderly and planned activity which is based up on principles or accepted values. It has systematic approach to conduct its task.

6. Supervision is Purposeful

Supervision is purposeful, carefully planned and forward moving activity. It is carefully planned technical service to attain short term and long term goals and objectives of schools. There is the responsibility for providing opportunities for teachers to determine purposes and to plan procedures. Supervision should have a purpose to be practically meaningful.

7. Supervision is Leadership

Leadership is the ability to influence people or others towards the accomplishment of goals. It is the process of influencing, coordinating, directing and leading activities of groups or individual to achieve the school goals. It is directive, supportive, and participative and achievement oriented approach to teachers that build moral and stimulate growth. Thus, group leadership takes precedence over position and co-operation over central directives. Supervision has to be related to democratic concept of leadership.

8. Supervision is Facilitative and Collaborative

Supervisors are facilitators who assist with and support the efforts of others.

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Supervision is a collegial and peer approach to help each other. Today supervision is viewed as a process that is equally accessible to teachers and supervisors. Like wise, being committed to the concept of shared responsibility, being a non-patterned process, requiring the release of the professional potentials of teachers and attention to sequence and continuity are considered to be the essential specific principles of modern supervision.

In short, it seems evident that the major role of educational management is to provide inspiration, encourage development through in -service education, facilitate the work of groups and create a climate for growth and development of instructional process.

9. Supervision is Problem Solving

Supervision should be concerned with the total teaching-learning situation and related to the functional problems which exist among staff members. A supervisor identifies teachers' problem and weakness, and gives support and solution to the problems of teaching-learning. The supervisor helps teachers to develop skill in analyzing and solving their problems. A supervisor may serve as advisor, consultant, and problem solver. Generally, supervision is a problem solving activity and support giving to improve teaching-learning process and teachers' performance.

10. Supervision is Dynamic and Skillful Process

Supervision is concerned primarily with changing rather than maintaining the teaching-learning process. Supervision is a function that must be closely associated with improvement of conditions in line with the rapid changes in the society or explosion of human knowledge.

Supervision also concerns with skillful application of basic skills and processes in order to fulfill supervisory activities. Regardless of the task involved, specific skills are utilized to influence instruction in desired direction towards specified goals.

11. Supervision is Smooth Human Interaction

Supervision is committed to the positive human relation approach. In order to understand individual problems, supervisors are encouraged to listen with patience, try to put themselves in position of others, approach and show interest by visiting others in their work conditions and encourage new ideas that are related to practical classroom situations. Supervision is worked in group, through good human relation and communication.

12. Supervision should be theoretically Sound

Supervision is sensitive to ultimate values, aims and policies with specific reference to their adequacy, fact-ness and law with special emphasis given to accuracy, change, development and methods in terms of changing values, clear aims and policies. Effective supervision process should operate within the context of prevailing conditions. In addition to these, supervision is flexible, considerateness, planning, community orientation, objectivity, evaluation, integration and situational. Supervision helps teachers to meet the need of students through techniques and approaches of scientific discovery and analysis.

2.1.4 Importance of Instructional Supervision

Supervision is useful for staff development and improvement, curriculum development and improvement, and instructional improvement. Supervision has a paramount significance for the development of staff. In-service programs in the form of work shops, seminars, conferences, faculty meetings, summer courses, extension programs, intra-school and inter-school visits and employment of professional librarians are some of the useful means to be utilized so as to realize effective staff professional development (Musazi, 1987:196). Supervision through staff development program should perpetuate inquiry, encourage reflection, build problem solving skills, and help teachers to make more informed decisions above their practice.

According to Harris (1963: 13-14), Amberber (1975:18) and MOE (2000), generally, supervision and teacher developments go hand in hand so as to: help teachers see more clearly the real ends of education and the special role of the school in working towards the realization of those ends or goals; support teachers to understand clearly the learning problems of their pupils and to provide to them the necessary care; cater for effective leadership in democratic way, promoting the professional ideas of the school and its activities, the in-service growth of teachers and bringing schools closer to community circle and establish strong group moral; to unify teachers into an effective working team for better out comes and enable teachers develop greater competence in teaching.

Thus, the main objective of supervision is helping teachers in order to develop greatest competence in teaching-learning process and to solve problems that they face in teaching-learning processes, so that they bring improvement in students' learning or improve their performance.

Supervision is also useful for the development and improvement of curriculum. According to Landers and Myres (1977), supervision implicitly or explicitly pressurizes schools to change and improve their curriculum to catch up the dynamic needs and aspiration of society. Thus, curriculum development as a major task of instructional supervision is closely related to effective schools and supervisors (Harris, 1985:10). On top of this, Cawelti (1980:236-237) suggested four major instructional improvement processes used by instructional supervisors: staff development, teacher evaluation, curriculum development and clinical supervision.

2.1.5 Approaches to Instructional Supervision

According to Sergiovanni and Starratt(1993), Girmay (2006), Lucio and McNeil (1979) and the like, there are a variety of approaches in implementing instructional supervision. They are clinical supervision, collegial supervision, self-directed supervision, informal supervision and inquiry based supervision.

They provide option for instructional supervision to be used depending on the needs and circumstances of teachers. Teachers are different and bring those differences to instructional process or their work. Accommodating these differences, encouraging the diversity of teaching styles, considering the interest and competence of teachers to improve their work and working conditions enhance the effectiveness of instructional supervision.

The proposal to use a variety of approaches as options in instructional supervision is embedded in important assumptions and belief about methods, teachers, and supervision itself. The main assumptions are:

1) Diversity of needs and Approaches

In considering how classrooms should be organized, which teaching styles to use, working arrangements for teachers, scheduling options, and methods of supervision, priority should be given to diversity than uniformity of approaches. Diversity in teaching styles, patterns of classroom organization and interpretation of curriculum increases the range of possibilities and encourages learning among teachers.

2) Teacher Expertise and Collaboration

According to contemporary perspectives, supervision viewed as a process that is equally accessible to teachers and supervisors or principals or leaders. Thus, it is proposed that teachers play key roles in deciding which of the approaches or options make sense to them given their needs at the time. It is important to recognize that although formal supervisors/leaders bring expertise to the process, professional teachers as a group command the largest share of expertise in subject matter, knowledge about the particular students being taught and the pedagogical knowledge needed to teach these students affectively. Moreover, teachers are very much inclined to depend up on each other when seeking help in solving problems, when searching for sources of new ideas about teaching, and when seeking other kinds of assistance. This is indicative of the existence of an informal system of mutual help in schools.

There is some evidence that at time this informal system is more important and useful to teachers than is the formal system in schools where a strong instructional focus and quality learning for students are part of the school culture. Thus, instructional supervision is a process accessible to both teachers and supervisors.

3) Beliefs about Teachers

Teachers are: professionals who have the interest and competence to improve their work and work conditions; professional who want to see success in their work and derive satisfaction from the success of their students; interested and have commitment to see the development and competence of their students; and receiving professional support from others and providing professional assistance to others as important parts of their professional responsibilities.

Having mentioned the different types of approaches and described the assumptions behind the approaches, let us see clinical supervision in detail.

1. Clinical Supervision

General and clinical supervision are interdependent. Though general supervision is an important and necessary component of effective supervision, it is not sufficient with out clinical supervision. Clinical supervisors focus their efforts on the teacher in the classroom where new departures in curriculum and instruction are tried, tested, made, or broken. Clinical supervision means helping the teacher understand the innovation and make the changes in performance necessary to match the new requirements. Clinical supervision is an approach of instructional supervision that draws its data from first hand observation of actual teaching events and involves face-to-face interactions between the supervisor and teacher in the analysis of teaching behaviors and activities for instructional improvement and professional growth. That is, staff development and clinical supervision are inseparable concepts and activities. It is devoted to diagnosis and immediate improvement.

Clinical supervision has stages for improving teaching techniques, approaches and the class room behaviors of teachers. These stages differ from author to

author. Sergiovanni and Starratt (1993: 229) make it eight stages, while Hailesclassic (1997: 28-30) makes it three stages. However the five stages of classification of Gorton, Schneide and Fisher (1988:262-263), Lander and Myres (1977: 214-215), Caruso and Fawcett (1986: 99-100) and Girmay (2006: 5-9) is preferred. According to them clinical supervision is carried out through a series of five stages that are repeated to form an ongoing cycle. These five stages are pre- observation conference, observation, analysis and strategy, post- observation conference, and post conference analysis.

Stage 1: Pre- Observation Conference

Pre-observation conference involves the discussion between the supervisor and teacher before class observation. Pre-observation conference, in general offer opportunities to discuss concerns of both sides, to review the purposes and procedures of an upcoming lesson to be observed, to make plans for observation to agree on its focus and to establish a time for both the observation and for the post-observation conference and to begin to establish mutual trust and respect or positive relationship.

Stage 2: Classroom Observation

In classroom observation (observation of teaching) the supervisor observes the teacher in action during formal lesson. The teacher's task is to teach the lesson as planned. The supervisor's task is to record those items specifically identified in the pre-observation conference as well as the events surrounding the lesson in order to gather objective information.

For the class observation, different observation tools can be used from the observation format up to video taping. Videotaping can be a very helpful tool, because it allows the observed teacher to watch his own performance and to verify or reject the received feed back. It is important to be on time and to stay for the entire lesson.

Stage 3: Analysis and Strategy

To increase the success of the supervisory cycle, it is important for the supervisor to take time to analyze the observation and to think about the

conference that is to follow. Observed events are analyzed in terms of the concerns raised during the pre-observation conference, and the supervisor plans strategies to be used during the post observation conference.

Stage 4: The post-Observation Conference

It is a shared exploration. The conference is a time for the supervisor to provide feed back to the teacher about the observation, discuss on possible improvement and to plan for the next observation.

Stage 5: Post Conference Analysis

The final phase in the clinical supervision is evaluation of the process and the out come. Measuring the results and out comes of our work is part and parcel of the work we do. It is means of self improvement for the supervisor. It is the time when the supervisor assess the nature of communication during the conference, the effectiveness of the strategies used, the role of the teacher during the conference, and the extent to which progress was made on the issue that were discussed.

To sum up, when adopting approaches to supervision, we emphasized that diversity' of approaches is necessary. It should be noted that -clinical supervision is not for every one. The process is intensive and demanding in the time and energy which requires from both teacher and supervisor. Clinical supervision may be too much supervision for some teachers. That is, not all teachers will need such an intensive look at their teaching. Thus, clinical supervision may be suitable for some teachers but not for other teachers, when these differences are taken into consideration. Hence, supervisors need to carefully think and identify those teachers that can benefit form this intensive process, and determine how often to use it. And also it is better to use other approaches such as collegial supervision, self directed supervision, informal supervision and inquiry based supervision.

2.1.6 Functions of Instructional Supervision

People began to study the job of supervision seriously years ago. It was not until recently how ever, that the function of supervision were clearly identified

and investigated. However, according to Rue and Byars (2001), the complex work of supervision is often categorized into five areas, called the functions of management or the functions of supervision. These functions are planning, organizing, staffing, leading and controlling.

✓ According to Steinmentz and Todd (1986), supervisors also need to know personnel procedures and policies, record keeping, planning and scheduling techniques, work improvement methods and techniques, the control of quality and quantity, and the handling and processing of work.

But in reality the underling function of instructional supervision is improvement of instruction. A series of research studies on the field, such as Harris (1963), Brand field (1964), Manolakes (1975), Rubin (1975), Garman (1982), Association for Supervision and Curriculum Development in Pajak (1989), Ali (1998) and the like, shed light on the role of instructional supervision to be professional growth and improvement of teaching-learning process in class room. As Pajak (1989:3) indicated, lack of a satisfactory conceptual model of the supervisory role seems to have affected teacher satisfaction in the supervisory service rendered to them. According to, Starges (1979:587) noted that "Teachers want direct assistance to improve the learning opportunity of children, but they see supervisors in administrative roles not directly related to improving instruction."

In a similar way, Pucklet and Colbert, in Starges (1979:587) pointed out that teachers want classroom visits, Criticism, and helpful suggestions from instructional supervisors. But as suggested by Carron and Grauwe (1979:27), the supervisors' in frequent visits create an image of distant, inaccessible, administrator type and lead to a loss of credibility with teachers. According to Blumberg in Ellis (1979:24) supervisors seem to be out of touch with the class room, which make teachers think, they are insecure and play a democratic game but they do not really mean it. Referring to the same idea, Carron and Grauwe (1997: 35) observed that at present, the impact of supervision and

support on class room teaching and on student achievement is far below expectation. For instance, in Guinea, when teachers were asked their opinion about the utility of different sources of professional support, they placed visits made by different categories of supervisors at the bottom of the list.

Finally, many of the reviewed sources reveal that there are considerable reflections teachers' dissatisfaction with the supervisory services rendered to them in school on the one hand, and they also indicate that teachers feel the need for efficient system of supervision and support from within and out side the school on the other hand.

Another function of supervision is evaluation. Supervisors are expected to assess to what extent the educational objectives are actually being realized, to collect some data in terms of previously stated objectives in which some judgment can be assessed (Brinkerhoff et.al, 1983, Landers and Myres, 1977). Besides, as stated in the educational programs supervision manual (1995), supervisors are expected to: create conducive climate to facilitate evaluation activities in the school by organizing all necessary resources for instruction; coordinate evaluation of teaching-learning process and the out come through the initiation of active participation of staff members and the local community at large; and cause the evaluation of school-community relations and on the basis of the evaluation results to improve and strengthen such relations.

To sum up, supervision involves planning, organizing, implementing and evaluating the educational processes that are related to teaching-learning activities. In addition to these, supervision serves as base to evaluate the result of each teacher's effort in terms of student growth and teacher's demonstrative behavior or performance.

2.1.7 Problems of Instructional Supervision

Instructional supervision has play very important role for the effectiveness of teaching-learning processes and teachers' professional development. However,

empirical studies reveal that there are potential difficulties that impede the effectiveness of instructional supervision and in return they cause problems in school. These include lack of the various skills mentioned in section 2.2.2, obstacles related to staff moral, staff- turnover, and staff diversity (Caruso and Fawcet, 1986).

Staff moral refers to the moral a supervisor or a teacher has towards his job. When the moral of the supervisor or the teacher is high, he is motivated to excitedly in an innovative and growth oriented work. Conversely, when the moral is low, he does his work in a hop-less and routine manner. Staff turn-over may lead to lack of continuity in different supervisory program which in turn exposes supervisors to the task of continually orienting and training a new teacher.

If the staff is diversified in age, culture, language etc, it is also challenging to the supervisor to communicate effectively. In supporting this idea (Fekadu, 1992:48) pointed out that "No supervisory can succeed in the improvement of instruction where the teaching staff is in different, where co-operation is not given, where self improvement is absent, where there is antagonisms to supervision. " similarly, Ogunniy (1984:25) stated that a supervisor can not be able to carry out instructional evaluation efficiently if he is not well qualified and trained in techniques of evaluation. He has to be a good organizer and ready to accept teachers' ideas and interests; and also he should have a sound up-to-date knowledge of the subject matter.

Lack of the necessary techniques and aims of supervision is another problem. Supervision is conducted in class room observation in the manner of inspection to identify weak point of teacher and to evaluate his performance. It tends to be evaluative and fault finding, rather than being supportive and give emphasis to instructional improvement. Due to this it play little role in teaching-learning process.

Writers like Amberber (1975:2-3), Fekadu (1992:48), Zaudneh (1987), Hopkins and Reynolds (1994:115), MOE (2002:32) and the like pointed out that Ethiopian supervisory practices face many constraints. Among them were: teachers have negative attitudes towards the supervisory program; supervisors do not apply the principles, skills, and techniques of supervision they learned; supervisors lack skills, especially in human relations while working with teachers; schools lack the necessary facilities or resource for supervision and lack of commitment on government to train supervisors at school levels.

In supporting this idea, the manual of the inspection department of the MOE (1984 E.C: 6-7) explains that problems of supervision in Ethiopia are: the shortage of time, ineffective transport system, insufficient fund and lack of supervisory personnel or shortage of qualified human power who are eligible in facilitating the teaching and learning process considering as the major factors.

Thus, to solve such problems mentioned above, the teacher should be grown on the job and there should be a good relation between the teacher and the supervisor. Moreover, the successfulness of the instructional supervision depends on how teachers view the practice of supervision and participation of them for the realization of the aim of instructional supervision.

2.2 Instructional Supervision and school environment

School climate and facilities can help or hinder teachers as they attempt to satisfy their needs at work. Conducive school environment including important instructional materials and other facilities of the school will facilitate instructional supervision.

Obviously, as the tasks of the school become more numerous and varied, supervisors increase in number and kinds. Too, the growth of school organization demands more supervision.

2.2.1 Who is Instructional Supervisor?

The writer believe that experienced teachers, unit leaders or cycle coordinators,

department heads or head teachers, vice principals, principals and Woreda education bureau supervisors or cluster center supervisors can serve as primary school supervisors, which conflict with the traditional view of the supervisor as a personal leader.

2.2.1.1 Principal's Role in Instructional Supervision

Supervision of instruction is the principal's chief function. In-ability to find time for supervision or inadequate qualifications for discharging the supervisory function has been the major thorn in precipitating disharmony between theories and practices that leads to failure.

According to Girmay (2006), principals are instructional leaders. School principals are charged with the responsibility of making efficient use of teachers under them. School principals organize their schools around an emphasis on instructional improvement supported by a distinct vision of instructional quality. This involves; making learning at the center of every thing, aligning professional development with students learning need, understanding good teaching in the class room and being good teachers in working with faculty and engaging in intensive focused examination of learning and teaching. Principals cultivate a community of instructional practice in their schools, creating safe and collaborative environments for teachers to engage in their work and drawing up on a wide network of individuals to deepen the work. Principals also recognize their own professional lives, time, and priorities to support instructional improvement.

There are multiple roles expected of school leaders or principals. A school principal has managerial, political, and instructional responsibilities. Although management is an important dimension of the principal-ship, the instructional dimension is the key to total school reform. Principals hold an instructional role as facilitator of learning or they are teachers of teachers. In most cases the managerial and the political roles dominate the lives of most principals or education leaders.

In summary, Principals are: observing instruction and the product of instruction; developing content knowledge and facilitating teacher content knowledge; managing time for instructional emphasis; and becoming supporter and service provider to teachers and passion for performance. To help things along, the principal received extensive training in the new curriculum and in staff supervision and evaluation. (Sergio Vanni and Starratt, 1993:7)

2.2.1.2 Teacher's Role in Instructional Supervision

The most important body that constitutes primary schools is teachers. The strength of a school is determined by the quality of its teachers. Emphasizing this point Otto and Sanders (1964:25) stated that "The effectiveness of the school in achieving its objectives is largely dependent up on the professional competence of the staff."

Previously, teachers were expected to meet new organizational goals for increased student performance while their needs for achievement, autonomy, self-direction, and a sense of fulfillment were ignored. Under such circumstances or if school attitude towards teachers is counter productive, a drop in performance was inevitable. New one needs to be developed with teachers as full share holders and decision makers in its design and implementation. Like all other individuals teachers differ in their interest, method, abilities, motivation and approaches (Smith, 1961). Thus, the beginning teacher, the teacher new to school, the old fashioned teacher and the weak or failing teacher may be helped by unit leaders, department heads or any other experienced teachers.

Provision of opportunity to observe other staff members in the classroom and in other operations will improve the level of performance of beginning teachers. In countries like Ethiopia where the pre-service education is less than satisfactory, induction programs for beginning teachers are of paramount importance. Douglass (1963:114) suggests the devices attachment with experienced teachers; decreased teaching load; and organization of visitation,

conferences and work-shops to improve the performance of beginning teachers.

It is also common knowledge that teachers get transferred from school to school. A teacher new to school, although experienced, lacks information regarding the rules, procedures, practices, educational resource materials and above all endemic problems of the school. Thus, provision of the necessary information, supervision service and giving priority to the new teachers is very important.

Certain aspects of activities definitely need reforming and rebuilding from time to time to fit the present situation. Such tasks require the creativity and innovative power of the individual teacher. But, not all the teachers are open to change their attitudes and behaviors. There will be some teachers who are adamant to new ways of doing things and innovative activities (Douglass, 1963:116). Such old fashioned teachers can not be left alone. Special effort should be made to provide them the opportunity of gradually adjusting themselves to the progressive ways of carrying assignment through supervision.

Douglass (1963: 119) describes weak teachers frequently have defects in voice and speech, defect in appearance and care of person (unchanging facial expression) and defect in character or personality. So helping these teachers to change is necessary. It is generally assumed that the over arching purpose of supervision is to help teachers improve. Thus, beginning teachers, the weak or failing teacher, and even experienced teachers need to get supervision service in order to improve their work. The supervision service to these teachers can be rendered by experienced teachers, unit leaders or cycle coordinators, department heads, vice principals, principals and Woreda supervisors. That is teachers can serve as a supervisor and play important role in instructional supervision.

As happened in other countries, it tends to be inspective, administrative and fault finder to punish and evaluate (MOE, 2002:30, Hopkins and Reynold, 1974:115-116, and Amberber, 1975:1-5). On the other hand, Lulseged (1969 E.C:18) remarked that inspectors of that time used to visit classes in session by suddenly appearing to observe the teachers and their reports were adversely affecting the teachers. Due to these problems teachers had developed negative attitude towards supervision and supervisors. Where as, the last phase of supervision is a means of offering to teacher specialized support in order to improve instruction. It is based on instructional activities, clinical and collegial (MOE, 2002:30-32).

Similarly, according to MOE manual (1995:10) supervision was first introduced in 1941/42 into the education system of Ethiopia. When it was introduced, it was established as inspection office, which inspects administrative activities of school rather than giving support for instructional supervision. As a result, the need for replacing inspection by supervision arose (MOE, 1987:2). And also the educational supervision manual of MOE (1987 E.C:4) stated that the replacement of inspection which gives more emphasis on control by supervision was found to be necessary so as to improve educational activities by making the teaching-learning process more effective and efficient by strengthening the necessary man power.

3.2 Current Practices

According to contemporary perspectives, supervision viewed as a process that is equally accessible to teachers and supervisors or principals or leaders. Currently thinking proposes for effective instructional supervision that enhances teachers' professional development, curriculum development and instructional improvement thereby enhancing better learning for students. Instructional supervision is a service to teachers, both as individual and in groups to improve their performance. In practice, however, the supervisory services rendered in schools are facing a number of problems, which limit the positive impact they should have on quality of education.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

This part includes detailed description of the manner in which decisions have been made about the type of data needed for the study, the tools and approaches used for their collection and the method by which they have been collected. Definition of the population, the size of the sample and the rationale for the size, number of subjects involved, the designed statistical tools used and the rationale for using them will be dealt with in this chapter.

3.1 Research Design

The researcher has used the descriptive survey method of research for this study. Basically the nature of the problem and the kind of data sought dictate method selection. As mentioned earlier, the study is aimed at assessing the current practices and problems of instructional supervision in primary schools of Mida Woremo Woreda in Amhara region. That is the research was conducted in Mida Woremo Woreda Primary schools. Thus, the descriptive survey method is employed to achieve the objectives of the research, since it shows prevailing conditions of particular trends. And also, survey collects data from a sample of people via a questionnaire. Survey design fits different research problems and the same is true for this study. Survey methods minimize bias and random error. Survey research is that which describes to determine how different variables are distributed throughout a population. Descriptive survey method is also used to get an exact description of the current status.

In addition to these, survey design is one of those methods that are widely used by researchers in the field of social sciences. Particularly, survey research is the most commonly used method of descriptive research in education. The survey research in education mostly uses questionnaires and/or interviews as

data collection tools or instruments.

3.2 Sources of Data

Primary and secondary sources of data were used in this study. Primary sources were obtained from Mida Woremo Woreda Education Bureau officers, cluster center supervisors, principals, vice principals, department heads, and teachers of the selected five primary schools by using questionnaire, interview, focus group discussion and check list.

Secondary data were collected from available school documents, such as, seminar papers in proceedings, government documents, school administration documents, department heads documents, and pedagogical centers.

Furthermore, relevant documents; such as, supervision register books and supervisors comments in the sample schools were observed. In addition to these, books, research papers that are published and unpublished, Magazines, Journals, encyclopedia, manuals, Internet resources and the like were examined to establish the back ground of the study and the review of related literature, and to use them as the secondary sources of data.

3.3 Sampling and Sampling Techniques

The population of this study included all teaching staff members in those 35 primary schools; all cluster center supervisors and all Woreda education bureau officers of Mida Woremo woreda. The Woreda had 35 primary schools and a total of 396 primary school teachers of which 227(57%) of them were males and 169(43%) of them were females and 9 Woreda Education Bureau Officers. That means the Woreda had 396 school-based supervisors. The Woreda had also 7 cluster center supervisors, 35 principals, and 7 vice principals for these schools. Then, the researcher decided to take 5 or 14.29% of the 35 primary schools as the sample of the study based on the chronological order of establishment age of the schools with the oldest one at

first. So that, the selected schools in there establishment year order in Ethiopan calendar were Meragna (1949), Minaze(1964), Rema (1965) , Bihera (1967) and Mogit(1967) general primary schools. Some other schools were also visited by the researcher. These five primary schools have been selected randomly and the sample of respondents has also been shared to these selected schools. They had greater number of teachers than others and this in turn, was felt to give comprehensive information for the study.

Both probability sampling and non -probability sampling are employed to get samples of this study. Purposive sampling, availability sampling and stratified sampling were employed to get appropriate and relevant data. Purposive sampling is used for principals, vice principals, cluster center supervisors department heeds and Woreda education bureau officers. Each primary school had almost one principal and one cluster center supervisor. So purposive sampling was used to include all the 5 principals, the 5 vice principals; and the 5 cluster center supervisors; since principals, cluster center supervisors and vice principals are instructional supervisors and they have detailed and relevant information and experiences on the issues, to get this information they were purposely selected from the selected five primary schools of the Woreda. The sampling method employed for the two Woreda education bureau officials (Bureau head and one responsible person for instructional supervision) were availability sampling method, which depends on the convenient availability of respondents.

Purposive sampling was also selected to include appropriate number of department heads in the study. Each school had almost equal number of department heads, which were eight. Almost all first cycle schools (grades 1-4) had one department head. From among the department heads in the selected five schools the researcher decided to take one from grades 1-4, one from the science, one from the language, one from math and another from social science, so that varied streams are referenced or represented. Thus, five of the department heads of each selected school were selected randomly, which is 25

in number. The reason was that department heads are instructional supervisors of schools and they have detailed and relevant information.

There were 199 primary school teachers in the selected woreda. Out of the 199 teachers the researcher determine to include 62.81% of them, which is 125 in number. The researcher determines to include almost all teachers in the selected schools. However, the number of teachers in each school was not equal and stratified random sampling was employed to get appropriate samples. First, they were categorized into two groups: teachers and department heads. Then, the researcher takes appropriate number of individuals by using stratified random sampling method, in order to provide unbiased samples and to provide sample estimates with the smallest sampling error.

Therefore, the researcher has included 167 respondents as subjects of the study.

For further illustration (understanding) see the following table.

Table 1: Sample size of respondents

No	Respondents	Proportional Sample Taken From each population		
		Population	Sample size	Percentage
1	Teachers	199	125	62.81
2	Principals	35	5	14.29
3	Vice principals	7	5	71.43
4	Cluster center supervisors	7	5	71.43
5	Department heads	155	25	16.13
6	Education bureau officers	9	2	22.22
Grand Total		412	167	40.53

3.4 Data Collection Instruments

Collecting source materials to solve a problem is an initial and important task of a researcher. In order to gather evidence or data for the study, the researcher was used one type of questionnaire; which has open-ended and close-ended questions. Discussion with experts and experienced knowledgeable

CHAPTER FOUR

4.0 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This part of the survey, which can be considered as the heart of the study, contains two parts. Part one presents the characteristics and backgrounds of the respondents in terms of sex, age educational level, years of experience and the like. The second part deals with the analysis and interpretation of the data obtained from respondents on practices and problems of instructional supervision in primary schools. In this part, the information's are summarized in table form and findings will be discussed.

4.1 Brief Description of Mida Woremo Woreda

Mida Woremo Woreda is located in North Shoa, about 230 km north east of Addis Ababa, in Amrara Region. According to Mida Woremo Woreda administration office report the Woreda has a total population of about 105,691 people, 22 Kebeles, 1 unrecognized kindergarten (KG), 35 primary schools, and 2 high schools. There is no private kindergarten or primary school or secondary school in the Woreda. There were 52,236 male and 53,455 female people in the Woreda. That is the number of female is greater than that of males in the total population.

In this Woreda there are poor farmers supporting large family size. The Woreda has been suffering from a number of social problems such as plights of life, which is a reflection of the prevalence of rampant poverty. The population of the area is increasing at a rapid growth rate. The Woreda is poor in its socio-economic conditions of the recent that social infrastructures (i.e schools, health services) are by far below the threshold. However, the regional and the national governments together with stake holders are striving hard to address the problems. Cognizant of this the "Menschen für Menschen" organization is intending to intervene in the areas of school-sector development with special emphasis on primary schools and health services. Many Karl elementary

schools and two high schools were built by this NGO. This organization has also done a lot for the development of the Woreda in Agriculture sector in not less than the regional government.

4.2 Characteristics and Background of the Respondents

Personal data and background of respondents has been presented here under.

4.2.1 Personal Attributes of Respondents

As presented in table 2, regarding sex, very large proportion of cluster center, supervisors, vice principals and principals were males, while very small 42 (33.6%) of teachers and 1(50%) of Woreda education bureau officials were females. Consistence to this the Mida Woremo Woreda education bureau statistics of 2001 E.C showed that the total number of female teachers in the Woreda was 169(43%) out of 396 primary school teachers and 227(57%) of the primary school teachers were males. In addition to this the total number of female workers in the Woreda education bureau was 2(22.22) out of 9 woreda education bureau officers. This shows that there is gender imbalance in the number of teachers and other school-based supervisors. According to Lewin (2004:1) in low enrolment countries, especially in sub-Saharan Africa, generally have more men than women as primary school teachers, Gender equity ultimately requires universal enrolment, and it is also likely to benefit from an increased supply of female teachers who can act as supportive role models for girls.

Table 2: Characteristics of Respondents

No	Characteristics (Category)	Respondents											
		Teachers		Vice principals		Principals		Cluster center Supervisor s		Woreda E.B.O		Department Heads	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Gender												
	a) Male	83	66.4	4	80	5	100	5	100	1	50	15	60
	b)Female	42	33.6	1	20	-	-	-	-	1	50	10	40
	Total	125	100	5	100	5	100	5	100	2	100	25	100
2	Age in Years												
	a)16-20	7	5.6	1	20	-	-	-	-	-	-	4	16
	b)21-25	76	60.8	-	-	-	-	-	-	-	-	3	12
	c)26-30	25	20	1	20	4	80	1	20	-	-	10	40
	d)31-35	8	6.4	1	20	-	-	1	20	1	50	6	24
	e)36-40	4	3.2	1	20	1	20	2	40	-	-	1	4
	f)above 40	5	4	1	20	-	-	1	20	1	50	1	4
	Total	125	100	5	100	5	100	5	10	2	100	25	100
3	Qualification												
	a)Below grade 10	1	0.8	-	-	-	-	-	-	-	-	-	-
	b)Grade 10	7	5.6	-	-	-	-	-	-	-	-	-	-
	c)Grade 12	6	4.8	-	-	-	-	-	-	-	-	-	-
	d)T.I.I	46	36.8	1	20	-	-	-	-	-	-	15	60
	e) Diploma	65	52	4	80	5	100	5	100	1	50	10	40
	f)Degree	-	-	-	-	-	-	-	-	1	50	-	-
	Total	125	100	5	100	5	100	5	100	2	100	25	100
	Field of study												
	a)Educational Administration	1	0.8	-	-	-	-	-	-	1	50	-	-
	b)subject major	65	52	5	100	5	100	5	100	1	50	15	60
	c) Others	59	47.2	-	-	-	-	-	-	-	-	10	40
	Total	125	100	5	100	5	100	5	100	2	100	25	100
5	Work experience												
	a)1-10	112	89.6	2	40	3	60	1	20	-	-	10	40
	b)11-20	8	6.4	1	20	2	40	3	60	2	100	10	40
	C)21-30	3	2.4	2	40	-	-	1	20	-	-	3	12
	d)above 30	2	1.6	-	-	-	-	-	-	-	-	2	8
	Total	125	100	5	100	5	100	5	100	2	100	25	100

Pertaining to this, empirical research revealed that gender inequality in enrolment at primary school is correlated with gender imbalance in the teaching force.

In item 2 of table 2, the majority (60.8%) of teachers are young teachers. These groups have the energy to work, if they are given the proper work condition. The study indicates that the mean age of respondents who participated in the study was 25 years old and the range of the age was 16-60, but most of them were between 21 and 25.

Concerning the educational level of teachers, 7 of them, were 10th grade completers and one of them was below grade 10. In addition to this 6 of them were 12th grade completers and 46 of them were teachers training institute (T.T.I) graduates. The rest were at diploma level. In accordance with ministry of education (MOE) regulation, the minimum requirement to be able to teach in primary schools was certificate, but now it is diploma. One can observe that 60 (48%) of the teachers are diploma holders. There is only one person who has first degree at the Woreda education bureau. This shows that inconsistency with MOE standard and still there is a need to upgrade the qualification of school-based supervisors, through in-service training program to meet the standards set for the level. In this case, principals, cluster center supervisors, some department heads and some vice principals are at diploma level and some are under qualified who are at T.T.I. level, however none of them is graduates of educational administration or educational planning and management.

As to years of service of the respondents, the majority of teachers' i.e. 112 (89.6%) have served from 1 to 10 years. While most vice principals (60%), cluster center supervisors (80%), department heads (55%) and some principals (40%) have served above ten years. Any effective system of primary education has to consider the work experience and educational level of key stakeholders-teachers, vice principals, principals, and cluster center

of primary education has to consider the work experience and educational level of key stakeholders-teachers, vice principals, principals, and cluster center supervisors. This is because amongst the factors that describes the effectiveness of the primary schools is the availability of experienced and qualified teaching force and supervisors. But the low qualification and the less experience of most school-based supervisors unlikely to help them to carry out their professional tasks effectively and efficiently. That is one can conclude that the educational qualifications of the respondents are not satisfactory.

With regard to certificate in instructional supervision the majority of the school-based supervisors didn't have certificates in supervision. This implies that most of cluster center supervisors and other school-based supervisors were assigned with out getting any training of supervision. Therefore, we can conclude that school- based supervisors are assigned with out know-how on supervision and such trend can affect the supervisory process in primary schools.

4.3 Analysis and Interpretation of Practices and Problems of Instructional Supervision in Primary Schools of Mida Woremo Woreda

This part of the thesis presents the analysis and interpretation of the data obtained through the questionnaire, interviews, focus group discussion, document analysis and actual observation. The analysis focuses on: Instructional Supervisors of Primary Schools and their competence; Teachers' Level of satisfaction with the instructional Supervision Service Given to Them; The Professional Qualification of School-based Supervisors and Higher Officials; Functions of Instructional Supervision; Teachers Related Problems and Problems of Instructional Supervision.

Table 3: General Views on Instructional Supervision

No	Items	Responses in percent	
		Frequency	Percentage
1	Instructional supervision is important for the teaching-learning effectiveness		
	Yes	117	93.6
	No	5	4
	Undecided	3	2.4
	Others	-	-
	Total	125	100
2	Do you support the view that school-based supervisors should do the supervision work?		
	Yes	83	66.4
	No	42	33.6
	Total	125	100
3	Who carry out instructional supervision?		
	Principal	4	3.2
	Vice Principal	4	3.2
	Department heads	30	24
	Experienced teachers	33	26.4
	All of the above	40	32
	None of the above	10	8
	Others (cluster center supervisors)	4	3.2
	Total	125	100

As one can see from table 3 item1, as already proved by scholars in the field, most teachers believe that instructional supervision is important for the teaching-learning effectiveness and it can help to improve their performance.

Most respondents also agreed on that teachers, department heads, vice principals, principals and Woreda educational supervisors or cluster center supervisors can do the supervision work of primary schools. However, the competency of school-based supervisors was not as expected by teachers or supervisees and the supervision service rendered to teachers was not satisfactory. Some primary school teachers did not get any supervision support from school-based supervisors or cluster center or Woreda educational supervisors, with in a year.

The data indicated that experienced teachers and department heads are the core-people in the school-based supervision in guiding teachers and providing them a necessary competent to improve their day-to-day performance, even though they were very loaded. Thus it seems that the supervisory practices are accomplished mainly by experienced teachers, department heads and cluster center supervisors in the target area. That is the role of principals and vice principals in supervisory practices was not satisfactory.

A quasi-profession of relatively low status in to-days society that is primarily composed of low experienced and low competence teachers, principals and vice principals confronted with a complex, often impossible job, teachers perceive themselves as having few options, little support from colleagues or school-based supervisors, and lacking a sense of collective purpose that could contribute to substantial improvement in their work lives and in the teaching of children. Teachers out number principals and vice principals and are older and more experienced than principals.

Table 4: Weekly Teaching Load of school-based Supervisors

No	Range	Respondents					
		Teachers		Department heads		Vice principals	
		No	%	No	%	No	%
1	Teaching Load Per week						
	1-10	-	-	1	4	-	-
	11-20	-	-	-	-	2	40
	21-30	113	90.4	22	88	3	60
	31-40	12	9.6	2	8	-	-
	Total	125	100	25	100	5	100

Table 4 shows that, the load distribution of teachers ranges from 21 to 40 periods per week, in which 30 (24%) teachers teach average load from 21to 25 periods per a week and the rest 95 (76%) of them teach maximum load from 26 to 40 periods per week. They had additional responsibilities such as leading

periods per a week and the rest 95 (76%) of them teach maximum load from 26 to 40 periods per week. They had additional responsibilities such as leading clubs; teaching the community about education, serve as pedagogical center head, librarian, department head and the like.

Over loaded teachers can be exhausted at the last periods (5th and 6th Periods). More over, because of this they can not use their potentials effectively as the first four periods. In addition to these, over load teachers may not have enough time to prepare, models and charts or teaching aids, to set up programs for conducting tutorial and instructional supervision, to read further and to prepare for the teaching-learning process and the like. Thus, the participation of teachers in the supervisory process was adversely affected by their teaching load.

Regarding teaching load of department heads, the table shows that, their load distribution ranges from 21 to 40 periods per week. This implies that department heads are over loaded to carry out instructional supervision in schools. They had no sufficient period to conduct instructional supervision to their department members or colleagues.

All vice principals are also teachers whose load distribution ranges from 11 to 30 periods per week. Most 3(60%) of them have above 25 periods per week. In addition to this only one of them has certificate in instructional supervision. Further more vice principals and principals had additional responsibilities and serve as store keeper, accountant, typist, secretary, record officer, cashier and the like. Besides to these, as observed from the interview and Mida Woremo Woreda education bureau office report 28(80%) of the primary schools in the Woreda had no vice principal. Furthermore, almost all cluster center supervisors were responsible for on average 5 to 7 primary schools and they are also over loaded. Thus, on the bases of the above responses, one can conclude that all school-based supervisors had no adequate time to provide professional support at school level. That is, teachers, department heads, vice

principals, principals and cluster center supervisors could hardly carry out instructional supervision in schools. This indicated that educational leaders of the Woreda or other concerned bodies had to work to create good school environment and culture, empowering teachers to indicate moral bases for teacher autonomy and professionalism, enhance teacher's participation by providing directive, supportive, participative and achievement oriented leadership.

4.3.1 Instructional Supervisors of Primary Schools and Their Competence

Fundamentally, numerous factors contribute to the successful implementation of the teaching-learning process or primary education programs among which instructional supervision and competency of supervisors in supervision is particularly important. This reveals the fact that competence of school-based supervisors and non-teaching staffs appear to have the most direct influence on the teaching-learning process or on the cognitive and affective growth of students.

In this regard, the literatures in chapter two confirmed that competency of instructional supervisors positively correlates with professional qualification and supervisory skills. On the other hand, the low level competency of school-based supervisors and cluster center supervisors in the instructional supervision adversely affect the teaching-learning processes. To this effect, this section intended to investigate whether or not the school-based supervisors and cluster center supervisors possessed the required competency in instructional supervision that enables them to carry out instructional supervision.

4.3.2 Teachers' Level of Satisfaction with the Instructional Supervision Service Rendered to Them

All workers in any organization are more productive or effective when they feel good about themselves and their work situation. Involvement is a key concept for teachers. If teachers believe that the management of their school is being

free time or period to carry out instructional supervision and to support each other or to get support from colleagues. Almost there was no experience sharing between teachers, and this adversely affects the collective endeavor of teachers to improve instruction. Thus, teachers should have time to help each other. The existence of human resources in sufficient numbers and quantity are essential to the good functioning of the teaching-learning process.

Table 5 below reveals summary of responses obtained from the respondents as they perceive the level of competency of instructional supervisors.

Table 5: Views on the Practice of School-based Instructional Supervision

No	Items	Responses in Percent	
		Frequency	Percentage
1	The level of instructional supervision per semester		
	No	19	15.2
	Once	50	40
	Twice	24	19.2
	Three times	10	8
	Four times	5	4
	More than four times	17	13.6
	Total	125	100
2	Competency of instructional supervisors		
	Highly competent	21	16.8
	Competent enough	33	26.4
	Medium	33	26.4
	Poor	23	18.4
	Very Poor	15	12
	Others	-	-
	Total	125	100
3	The extent that Woreda educational supervisors and experts supervise and assist teachers		
	Very high	4	3.2
	High	26	20.8
	Moderate	24	19.2
	Low	37	39.6
	Very low	30	24
	Others (almost no)	4	3.2
	Total	125	100
4	The level of instructional supervision has improved teachers performance		
	Very high	16	12.8
	High	36	28.8
	Moderate	31	24.8
	Low	17	13.6
	Very low	19	15.2
	Others (no training or support)	6	4.8
	Total	125	100
5	The level of satisfaction of teachers with the instructional supervision service		
	Highly satisfied	32	25.6
	Satisfied	60	48
	Dissatisfied	21	16.8
	Highly dissatisfied	11	8.8
	Others	1	0.8
	Total	125	100

Education is not among the more respected professions: Indeed, many members of the society do not view it as a profession at all. Giving incentives and training to teachers like their counter parts, such as nurses, engineers, medical doctors, Woreda educational bureau officers etc is very important and it may change this trend. According to scholars in the field to education, the relatively low pay, lack of autonomy, centrally controlled curriculum and others may have depressed the status of schooling to a lower level in our society than other professions. One indicator of status is pay. Understandably, more salary is probably going to be tied to more time with children and more time in the kinds of collaboration with colleagues that bring improved teaching and learning.

As one can see from table 5, most teachers were dissatisfied with the level of instructional supervision per semester. This in turn, partly shows inappropriate supervisory practices in the target area. In principle however, the practices of Instructional supervision ought to be geared toward the improvement of the teaching-learning environment. According to Pajak (1989:2) the instructional supervision practiced in the public schools should aim at maintaining and improving the overall quality of the teaching-learning process in the local districts. However, data from the respondents' responses to open-ended items about problems of instructional supervision also indicated that school based-supervisors and Woreda educational officers do not seem to play their roles in instructional improvement and leadership.

This might be due to the occasional visibility of the cluster center supervisors in schools and the low level of training in instructional supervision and educational planning and management. As most of the respondents indicated in the open-ended questions, schools and class rooms were never visited by supervisors and experts from Woreda education offices. Yet, it is agreed by various authorities such as Bradfield (1964:13) that teachers' satisfaction on the supervisory service rendered in schools is dependent on the degree to

the supervisory service rendered in schools is dependent on the degree to which the service complies with the supervisors roles teachers expect of supervisors. Pajack (1989:45) in a similar way remarked that successful supervisor is effective helper, provider, and facilitator of resources and information in the instructional activities of the school. But, the majority of primary schools in the target area are not attractive to both teachers and students. They are not well facilitated and lack resources: Human, material and financial. The qualification and experience of cluster center supervisors, principals, vice principals and Woreda educational bureau officials are low and so they can not be the latest information sources for teachers especially to young or new teachers. Since teachers feel that vice principals, principals cluster center supervisors and Woreda educational bureau officials do not have adequate professional knowledge. Thus, teachers may not accept criticisms or suggestions forwarded by tem. On the contrary, the majority of teachers were satisfied with the supervision service rendered to them.

However, at the present time, many teachers see themselves as being at or near the bottom of a hierarchical order in school districts. Thus, one could conclude that the competency of school-based supervisors is not satisfactory. This in return implies that their low competency appears unlikely to help them to carry out their professional tasks and instructional supervision effectively and efficiently.

4.3.3 The Professional Qualification of School-Based Supervisors and Higher-Officials

Respondents were asked to indicate their opinion on their overall satisfaction with the supervisory support rendered to them and to leveled the professional qualification of school-based supervisors and Higher-officials. The majority of the respondents perceive that the instructional supervision rendered in their schools is not for the improvement of learning opportunities. Supervisors focused on administrative matters rather than the teaching-learning process.

officials. Hence, from the results obtained from the interview, FGD and table 5, one can infer that both school-based supervisors and higher officials have low competency and knowledge that enables them to carry out instructional supervision. To complement this, as one can see from table 5, open-ended questions, FGD and interview results, the majority of the respondents agreed on that the academic qualification of teachers including department heads is better than the academic qualification of unit leaders, vice principals, principals, Woreda educational bureau officials and Regional bureau officials. The academic qualification of Regional bureau officials is better than that of the Woreda educational bureau officers. Teachers' academic qualification is the best and Woreda educational bureau officials are the least. Enhancing quality and improving efficiency of teachers is the major goal by which Woreda educational bureau officers' effectiveness is judged. This is typically determined by the competence of the management and leadership of the Woreda and Woreda education bureau. In addition, leaders' competence and experiences play a great role in achieving the desired goals of the schools. But the majority of the respondents feel that the Woreda education bureau and school management is filled with low qualified, low competency, low quality and with corrupted personnel. In line to this, there are conditions that the literature suggests to make the school management and leadership efficient and effective. Among other factors, improvement of the teaching-learning process requires school principals to articulate a vision of what their school should be like and demonstrate an energetic commitment to that vision. Besides, principals are expected to devote much of their time to the coordination and management of the school program, and regularly communicate with teaching staff and other stake holders. In effective schools, hence, the principals are expected to be highly visible and accessible in the school while sharing their responsibilities for management. They see that the resources are available to provide adequate support to teachers, sufficient teaching materials, and adequate and well-maintained school facilities. The same is true for Woreda educational bureau heads and regional educational bureau heads.

true for Woreda educational bureau heads and regional educational bureau heads.

More over, through the interview, both Woreda Educational Bureau Officials and cluster center supervisors were asked to comment on the competence level of respective school management and leadership in promoting the teaching learning process through instructional supervision. Accordingly, both groups of respondents confirmed that the leaders of the Woreda education bureau and the school principals have the required qualification and experiences that enable them to carry out instructional, supervision and to lead the Woreda education bureau or the schools. This indicates that there is gap between that Woreda educational bureau officers, cluster center super visors and school managers think about themselves and what the teachers witness about them and their activities. Such a gap was created between teachers and other higher officials and school managers might be due to the fact that leaders might have exaggerated about themselves and their roles. Thus what the teachers said appears sounding. This is because as depicted in tables 1, 4 and 5, the majority of the school managers and higher officials are not as such qualified and their qualification is not related to supervision or management. On the other hand, teachers might be exaggerated their qualification and their role. Neither do have any certificate in supervision, too. Thus, it would be argued that the supervisory role in helping teachers is insufficient, if not rare.

Therefore one could conclude that the educational qualification of the respondents is not satisfactory, and it is unlikely to help them to carry out their professional tasks including instructional supervision effectively and efficiently. With regard to certificate in supervision almost all the school-based supervisors did not have certificate in supervision. The supervisors' qualification and specialization, that has been shown in the above tables also appears to prove that school-based supervisors are unlikely to implement their expected roles or to play their role in instructional improvement. This appeared proved by the teachers' responses, regardless of the cluster center supervisors'

In table 6, item 1 reveals that the three supervisory skills required of supervisors are utilized in schools, as expressed by teachers, are less than the average. For Singhal and others (1996), leadership is more effective if the leader follows team approach. The school-based supervisors, thus, should recognize the differences in the abilities of different persons. Hence, good human relations in schools are the result of proper understanding between the supervisor and the supervisees. To compliment this idea, Alfonso and Godsberry (1982:96) underlined that the nature of supervisory program with in schools requires the active collaboration of teachers in the process of instructional improvement for teachers are growth sources of human relations. Hence, supervisors in their relationship with teachers should be approachable, making teachers feel free to express problems of concern to them; and make considerable attempt to avoid teachers' frustration by cooperating with them in solving personal and professional problems. Developing collaborative human relationship among supervisors and teachers is believed to bring about rich pool of human talents for school improvement efforts.

As can be seen from table 6 and the analysis, teachers, department heads and principals do not seem to be comfortable with the current supervisory support rendered to them with regard to technical, conceptual and human relation skills. Supervisors as technical advisors and helpers for teachers, department heads and principals should serve as sources of specific ideas, plan with teachers' new activities or instructional units, and work with teachers in classrooms to implement the plans, demonstrate new techniques or activities and offer feed back to teachers. The crucial importance of utilizing conceptual skill is indicated by various authors. Conceptual skill helps to recognize how the various functions of the school depend on one another and how changes in any one part affect all the others. Thus, the supervisors utilize these skills in order to advances the overall welfare of the school. Similarly, Wheeler (1980:43) said that supervisors are expected to have a substantial breadth and depth of educational experience, besides being well trained for their task. In order to set

appropriate goals for his school achievement, the supervisor should be able to conceptualize the environment, the school and his own job.

But in practice, as observed from the data, from the interview, from the focus group discussion and respondents response for the open-ended questions, the current primary school supervisors of the Woreda lack of general knowledge and professional skills in the act of managing supervision programs in line with the expectation of teachers. Further more school based supervisors and cluster center supervisors were loaded to effectively carryout their tasks.

To sum up it seems that school-based supervisors, cluster center supervisors and Woreda educational bureau officials, have low academic qualification; low training in instructional supervision; lack skills in technical, conceptual and human relation, low commitment and attention to carry out instructional supervision and there by to improve the teaching-learning process and it seems that the quality of education is deteriorating from time to time.

4.3.4 Functions of Instructional Supervision

In order to investigate the views of teachers about the current instructional supervision rendered in their schools, tables are provided for each of the items related to some of the major functions of instructional supervision and teachers' perception of instructional supervision. A five point scale ranging from "Fully done" to "not done" was given to the respondents, where 4= fully done, 3= mostly done 2= partially done, 1= rarely done and 0= not done.

In Table 7, item 1 discusses about the various functions expected in staff development. Different questions were posed to get information. The data indicates that the school based supervisors and cluster center supervisors do not seem to facilitate professional development through in-service training, since the means were 23.9, 21.8 and 22.8 which are less than the average 25. This partially could be due to the fact that the supervisors are neither qualified nor did specialize in supervision. Thus, it could be deduced that staff development is not practical in the target area.

Table 7: Views on the Major Functions of Instructional Supervision

No	Items	Responses										Mean
		4		3		2		1		0		
		No	%	No	%	No	%	No	%	No	%	
	Staff Development											
	Inbuilt Supervision	17	13.6	24	19.2	38	30.4	23	18.4	23	18.4	23.9
	Giving Latest Information	14	11.2	21	16.8	37	29.6	25	20	28	22.4	21.8
	School-based training	12	9.6	33	26.4	28	22.4	25	20	27	21.6	22.8
	Instructional Development											
	Solving teaching-learning problems	25	20	24	19.2	33	26.4	20	16	23	18.4	25.8
	Supporting teachers to improve performance	22	17.6	35	28	36	28.8	10	8	22	17.6	27.5
	Helping teachers to solve problems	20	16	38	30.4	24	19.2	16	12.8	27	21.6	25.8
	Teachers' Performance Appraisal											
	Establishing selecting criteria's	17	13.6	34	27.2	35	28	17	13.6	22	17.6	25.7
	Rewarding teachers	12	9.6	24	19.2	31	24.8	26	20.8	32	25.6	20.8
	Motivating and encouraging teachers	19	15.2	31	24.8	22	17.6	15	12	38	30.4	22.8
	Class-Room Observation											
	Per-Observation conference	20	16	41	32.8	28	22.4	21	16.8	15	12	28
	Class- room observation	15	12	27	21.6	38	30.4	22	17.6	23	18.4	23.9
	Using necessary materials	10	8	15	12	25	20	24	19.2	51	40.8	15.9
	Post-observation conference	23	18.4	33	26.4	27	21.6	21	16.8	21	16.8	26.6
	Planning for future observation	24	19.2	22	17.6	19	15.2	34	27.2	26	20.8	23.4

As shown above in table 7, the degrees of performance of most functions of instructional supervision were below the average or the mean (25). In item 1, the first question is concerned with the facilitation of professional development through in-built supervision. With regards to this, most of the school-based

supervisors responded that they practice it rarely. The second question tries to investigate whether the latest information on teaching theories is provided for professional development or not. Accordingly, most of the school-based supervisors agreed that such kinds of activities are held rarely. Hence, it may be deduced that the first and the second roles are not almost implemented sufficiently.

In table 7, the third item summarizes issues related to the functions of teachers' performance appraisal. The second question is concerned with the reward given for teachers. With this regard the majority of the school-based supervisors responded that the reward given for the teachers based on their competency is not sufficient or not done at all. The last question aims at investigating the improvement of teachers' performance through motivation and encouragement. But the nature of the qualification and specialization of the supervisors also appears unlikely to encourage them to do so. It could be concluded that supervisors do not play their role in teachers' performance appraisal or teachers' performance appraisal was not done properly. Therefore, one may conclude that the supervisors' role in teachers' performance appraisal is negligent. This may be due to the fact that the supervisors do not have concern about teachers' growth due to lack of orientation or training, qualification and specialization or policy of education or system of BPR organization may not allow them to do so.

In table 7, item 4, indicates the views of teachers on their expected roles in the implementation of school-based supervisory practices. It summarizes the various roles supervisors are expected to apply during pre observation conference, in class room observation and post-observation conference. The first question intends to collect information whether the teachers hold pre-observation conference by making mutual agreement on the place and time of the observation with supervisors. Accordingly more than the average teachers replied that supervisors accomplished it sufficiently. However, as one can see

from table 7 items 4, question 2, supervisors did not take sufficient time for observing the teachers' teaching behaviors during classroom observation and they did not use sufficient instructional supervision materials, such as different formats. And also they did not arrange time for future observation. All in all, it could be asserted that the role is not implemented sufficiently.

Thus, it could be concluded that the school-based supervisors and cluster center supervisors do not seem to play the various roles expected of them in staff development, instructional development, teachers' performance appraisal, and classroom observation. In staff development related issues, the teachers do not get the necessary support from this role. This could be attributed to supervisors' lack of experience and proper training in supervision, lower qualification and appropriate specialization. It would be also concluded that the supervisors do not play properly the roles expected of them in observational activities (pre, while or during and post). This may be negligence in the part of the supervisors or over loaded ness of the supervisors, the supervisors lack of adequate training and qualification, the supervisors unrelated field of specialization, or because of that the supervisors do not secure conducive environment to play their roles. Besides the teachers' roles in supervisory roles are almost negligible, since they are loaded and they have additional responsibilities or perform different functions other than the teaching-learning process, such as, serving as a librarian, a store keeper, an accountant, a cashier or leading clubs or non-curricular activities, creating awareness about education to the surrounding society two days per week and trying to bring new students or drop-out students to their school and the like. Students' absenteeism and the low socio-economic status of the society is teachers' headache. The society needs the cheap labor of their children. In addition to these, self-contented teachers have no assistant teacher and other teachers load is on

ache. The society needs the cheap labor of their children. In addition to these, self-contented teachers have no assistant teacher and other teachers load is on the average above 25 periods per week. If a teacher was died or left the school or legal permissions such as sick leave, pregnancy, or in any other social problem, the students will be with out teacher or the load of that teacher is being shared to his colleagues. So that, some teachers teach without their field of study or profession. Even the teachers' open-ended responses assured that the role of the teachers is to do what they are told to do so. Accordingly, the supervision held in the target area is not participating teachers and it is not participatory. These ideas were supported by the results of FGDs, interviews, and document analysis.

The aim of the supervision is more of administrative instead of instructional improvement. It seems to be fault finding approach around teachers rather than initiating and assisting teachers. The majority of the respondents agreed that the supervision undergone in the target Woreda has no clear procedures, rules and policies. Thus, this might be taken as one of the main factors that hinder the practices of instructional supervision in the specified Woreda. It seems that instructional supervision training is not held in the Woreda.

To sum up: It seems that instructional supervision is neglected in the target area or it has not given proper attention.

4.3.5 Teachers Related Problems

Scholars in the field of instructional supervision invariably agree in the paramount importance of supervisory support to teachers and school principals in the adjustment of changes in curriculum and its implementation. With regard to this, respondents' response in the open-ended questions indicated that teachers rarely get support from supervisors in the implementation of the new curriculum. The curriculum is so hard, and it needs revision. They also said that there is curriculum problem in Amhara Region,

good school management, and coordination of teachers is almost absent. They also added that the Education policy of the region is complicated, there is lack of coordination at the Woreda level and Wored educational officers has less knowledge of management even some of them are at Diploma level and below with different fields of study other than management. The Information communication technology is poor. The Radio program is not held properly in the Woreda, since it is not clear, poor and disturbed. Furthermore, the Woreda educational bureau officers focus on non-educational problems rather than solving educational problems. Cluster center supervisors or Woreda educational supervisors only support principals but not teachers. Promotion of teachers is based on unknown criteria and friendship or relation. Most teachers came from far areas and they do not have interest to teach. The schools are far from students' residence and students' absenteeism and coming late are other problems.

The society has low awareness about education and they did not have any care about it. Thus, to alleviate these and other problems, the Woreda educational supervisors should be trained in instructional supervision, upgrading the teachers and principals, and the Woreda educational officers, through in-service training, assigning professional experts at school level, schools should have instructional supervision manuals and other necessary school facilities and materials and time schedule for instructional supervision, strict follow up and allocating sufficient budget at the regional or Woreda level, using college or University lecturers to carry out instructional supervision if possible, the region should analyze the curriculum to see whether it is suitable or not, creating awareness to teachers about the importance of instructional supervision, giving advice and paying appropriate salary, the Woreda must ask cooperation from NGOs and cooperate from other Woredas to learn from their best practices, Woreda educational bureau officials ad cluster center supervisor including principals should be in a better capacity, good knowledge and behavior than other personnel, motivation and rewarding for good work and

solving the problems of teachers and supervisors, being democratic and friendly to teachers rather than being aggressive and the like are necessary. These might alleviate the dissatisfaction of teachers in the Woreda experts or educational bureau officials and the lack of interest of cluster center supervisors.

All of these show that Educational administration of the Woreda is weak, supervisors and teachers lack knowledge and the teaching-learning process is not effective in addition to students' absenteeism and low awareness of the society. So who will save our schools? Like so many teachers who see our schools criticized in the media and our students settle for mediocrity, I read the literature hoping to find some strategy that will fix both our schools and our students. It is a literature of complaint, blame and even humor. That we teachers are the solution to our own problems is encouraging.

So teachers as constructivist leaders will save our schools. Schools will change when teachers become constructivist leaders. However, we have too many models of powerless teachers in poorly managed schools to fall back on and change in school takes a long time. Learning and leadership are linked ideas and the idea that teachers learn in collaboration with others is important.

But the main problems of instructional supervision in the target area are qualification and experience related problems, shortage of finance, and shortage of trained man power, negative attitude and low commitment of workers.

To strengthen this idea, respondents were asked to indicate their opinion on most serious problems of teachers. The majority of teachers responded that teachers faced many problems now. Their responses to the open-ended and close-ended questions showed that teachers faced students absentee-ism, low social status ascribed to the teaching profession by the society, reduced morale, lack of adequate training in curriculum change or innovations, students discipline, Unsuitability of the curriculum to the local situation, lack

Table 8: Teachers Related Problems

No	Items	Responses	
		Frequency	Percentage
1	The most serious problems of teachers in your school are:		
	All of the above	43	21.18
	Lack of teaching materials	27	13.3
	Low social status ascribed to the teaching profession by the society	24	11.82
	Large class size	24	11.82
	Students discipline	18	8.86
	Lack of adequate training	16	7.88
	Unsuitability of the curriculum to local situation	15	7.39
	Lack of instructional supervision manual	14	6.9
	Reduced morale of teachers	10	4.93
	Un suitable school environment	6	2.96
	Others (Students absenteeism, additional responsibilities)	4	2
	None of the above	2	0.99
	Total (the item has multiple response)	203	100

As the researcher observed most schools are not well facilitated and they are not suitable for the instructional supervision. Most schools have no conducive environment and they lack basic infrastructures like water supply, electricity supply, telephone supply and the like. In the contrary, very few of the respondents in FGD and interview said that their school has medium facilities and suitability for instructional supervision. This shows that there is a gap between what the school-based supervisors think about their schools and what the researcher witness about the schools. Such gap might have been created, due to the fact that school-based supervisors exaggerated their school roles. Thus, the majority of respondents and the researcher witness appear sounding.

As to the most serious problems of teachers, almost all respondents replied that teachers faced several social, psychological and socio-economic problems. Thus, one can conclude that teaching-learning process in the target area is surrounded by many problems. Therefore, supervisors support in the schools

through out the change process is inevitable or essential to success. As stated by Brand field (1964:44) educational workshop is one of the newer approaches to instructional improvement. Thus, workshop organization for the improvement of instruction and to solve serious problems of teachers is important. It is also believed by several scholars in the field of educational supervision that teaching as well as administrative forces at school level and supervisors of various levels invariably need an opportunity to grow professionally through in-service education. Staff development through in-service education, as a major task of supervision is to be practically accomplished by supervisors. Effective in-service training is relevant to the task of teaching and it is professionally rewarding to teachers.

4.3.6 Main Problems of Instructional Supervision

School administration or supervisors' related problems and teachers' related problems are the major factors or problems that may affect instructional supervision practices and effectiveness. In order to investigate teachers' agreement on major factors or problems that may affect instructional supervision practices and effectiveness in their schools, tables are provided for each of the items related to main problems or factors. A five-point scale ranging from not a problem to very serious problem, where 0= not a problem, 1=rarely a problem, 2= partially problem, 3=serious problem and 4= very serious problem was distributed to respondents. To this end, table 9 summarizes the main problems of instructional supervision.

Thus, with regards to the first item, the majority of the respondents expressed their agreement on the presence of the lack of qualified man power, lack of instructional facilities and materials, shortage of time to carry out instructional supervision, supervisors do not apply the principles and skills of supervision while performing their supervisory activities, supervisors and school managers uses less participatory approach, lack of sufficient finance to carry out instructional supervision and the current instructional supervision has not brought a significant change on the performance of teachers.

instructional supervision and the current instructional supervision has not brought a significant change on the performance of teachers.

The second item aims at knowing whether there are teacher related problems or not to carry out instructional supervision. Accordingly, the majority of respondents expressed their agreement on that teachers do not have sufficient concept of instructional supervision, teachers have negative attitude towards instructional supervision and teachers did not accept and support the educational policy of their region and that of Ethiopia.

Finally, from the above discussions one can conclude that primary schools of the target area have several problems. In support of this idea, Don Adams and Robert M. BJork (1975) remarked that some common educational problems in developing nations are shortage of qualified teachers, pupil drop outs or wastage, in appropriate nature of curricula, in balance between rural and urban advancement, and the like. Shortage of people with enough education to make competent teachers that those who have their degree in education automatically become part of the intellectual elite, and move in to non-teaching professions with high pay and prestige. Our teaching must reflect the changes of the world around us. I want to see that teaching is as great as being a doctor or lawyer. But in order to be effective teachers must be sensitive and responsive to these differences in age, race, culture, socio-economic conditions, and district policy. The physical environment of the school should be a setting that invites children to explore, observe, investigate, test and discover. A number of studies suggest that schools perform well when the environment with in which they function allows them a large amount of autonomy. The school work environment must be responsive to the needs of teachers and students. It is principals' and administrators' responsibility to facilitate the creation of work environment where teachers can achieve success and experience joy in work. Teachers' desire and can benefit from accurate constructive feed back. Higher officials or central office administrators must look do downstream to principals and serve them, instead of viewing principals

eventually leave the profession.

Table 9: Main Problems of School-based Instructional Supervision

No	Items	Responses In Percent										
		4		3		2		1		0		Mean
		No	%	No	%	No	%	No	%	No	%	
1	School administration or supervisor related problems											
	Shortage of time to carry out instructional supervision	31	24.8	25	20	34	27.2	24	19.2	11	8.8	29.1
	Lack of qualified man power for supervision	46	36.8	18	14.4	25	20	24	19.2	12	9.6	31.2
	Supervisors do not apply principles and skills of supervision	39	31.2	19	15.2	31	24.8	24	19.2	12	9.6	29.9
	Using less participatory approach	32	25.6	27	21.6	31	24.8	27	21.6	8	6.4	29.8
	Lack of sufficient finance to carry out supervision	33	26.4	19	15.2	34	27.2	25	20	14	11.2	28.2
	Lack of facilities and materials for supervision	33	26.4	31	24.8	29	23.2	21	16.8	11	8.8	30.4
	Supervision is not contributing to improve performance of teachers	33	26.4	23	18.4	35	28	20	16	14	11.2	29.1
2	Teachers Related problems											
	Teachers lack knowledge about the importance of supervision	40	32	17	13.6	19	15.2	27	21.6	22	17.6	27.6
	Having negative attitude towards supervision	30	24	19	15.2	31	24.8	26	20.8	19	15.2	26.5

As can be seen from the table the most serious problems are lack of qualified man power for instructional supervision and lack of facilities and materials to carry out instructional supervision. The reposes of the respondents indicated that the mean of all questions is above average (25) and thus they are problems or factors that may affect instructional supervision practices and effectiveness.

The supervisors (Cluster center supervisors) must be human relation specialists, coaches, technical advisors, disciplinarians, evaluators, motivational experts, team builders and vital link between the schools and the upper levels of management. Supervisors must be busy people. To be effective they must

experts, team builders and vital link between the schools and the upper levels of management. Supervisors must be busy people. To be effective they must devote time and attention to their jobs. It is not enough for supervisors to be knowledgeable about the job they supervise. It is not even enough to be sufficiently educated or intelligent to do the job. To be effective good supervisors must have intense desire to succeed. They must also know how to obtain assistance and cooperation from other supervisors and school managers they work with as well as from teachers or the people they supervise. Inability to find time for supervision or inadequate qualifications for discharging the supervisory function has been the major thorn in precipitating disharmony between theory and practice.

Generally, principals should involve teachers whenever it is in the teachers' area of expertise, interest, or concern. The district must support the quality of education with quality teachers. Since the economic, social, and cultural advancement of a country depends on its educational system, the government is spending a huge amount of money on improving the educational system of the country. Our educational institutes therefore, have primary duty to fully promote academic excellence and achievement. Thus, primary schools must be well facilitated and organized to achieve their objectives.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This final chapter of the thesis deals with the summary of the major findings of the study, the conclusions drawn from the major findings, and the recommendations forwarded on the basis of the major findings for the improvement of the teaching-learning process of primary schools.

5.1 Summary

This survey was conducted in the primary schools of Mida Weremo Woreda in Amhara Region. The main purpose of the survey was to identify the underlying problems in practices of instructional supervision in the primary schools of Mida Woremo Woreda and to recommend possible solutions that may alleviate the problem. Specifically, the study is intended to: analyze the current practices of internal supervision in Mida Wormo Woreda primary schools; examine the extent of professional experience sharing among the supervisors and teachers in the schools; identify the major problems encountered in the implementation of internal supervision in the target schools; examine whether instructional supervisors apply supervisory principles and skills when they carry out supervision and point out teachers related problems in the implementation of instructional supervision.

In order to achieve the objectives the study was guided by the following basic research questions

1. Who are the instructional supervisors and how competent are they?
2. What are the functions of supervision and how is it performed?
3. What organizational arrangements exist to facilitate the function of supervision?
4. What are the major problems encountered in practicing supervision?

In dealing with the research problems, descriptive survey method was employed, related literature was reviewed and a total of 162 respondents were selected using different sampling techniques: simple random, purposive and stratified random sampling methods. Thus, the subjects of the study were 5 cluster center supervisors, 125 teachers, 25 department heads, 5 principals, 5 vice principals, and 2 Woreda education bureau officials. Information was obtained from 125 teachers through a survey questionnaire which was field-tested in Kilinto primary school in Addis Ababa and strengthens the data obtained through questionnaire interview, focus group discussion; document observation and actual observation were employed. Questionnaire was distributed to 125 teachers and 115 (92% of them have returned the questionnaire soon and 10 (8%) of them after a month.

Besides, interview was conducted with 2 Woreda education bureau officials, 5 principals, 5 vice principals and 5 cluster center supervisors. Focus group discussion is also an instrument to elicit information from 20 department heads. On top of this, careful inspection of documents such as school supervision register book was made.

The data were collected from various sources by means of questionnaire, interview. Focus group discussion and documentary analysis were critically analyzed and interpreted using appropriate statistical tools and the findings are presented below.

Most primary schools have many problems: almost all schools have shortage of man power, and workers do not seem to play their roles expected of them. In the sample schools teachers, department heads, unit leaders, principals, vice principals and cluster center supervisors are over loaded. Over loaded with responsibility has negative impact in conducting instructional supervision and on the quality of education. All schools have no the necessary supporting staff members (non- teaching staff) such as store keeper, librarian, secretary or

typist, guard, janitor accountant, cashier, etc. Most schools have no vice-principal at all and trained principal; most schools have not school instructional supervision register book and the comments given by the supervisors in some schools focused on administrative matters rather than teaching-learning process. There is no up-to-date instructional supervision manual in the Woreda education bureau and in all schools. Most schools carry out instructional supervision only once in a year and most schools are not attractive both to students and teachers. Most of them have not basic infrastructures: water, electricity, telephone, fence etc. it was found that most schools have no pedagogical center, library, teaching aids, and laboratory.

The teachers, principals, and cluster center supervisors' educational qualification ranges from Below grade 10 to Diploma. There is no degree holder in any one of the schools. That is, the study indicted that significant numbers of school principals, vice principals, and cluster center supervisors were less qualified and almost all of them were assigned to fields of discipline that are not related to their profession. Some of the principals are certificate teachers, and hence, lower qualified. Most teachers believe that teachers and department heads are better qualified than unit leaders, vice principals, principals and regional education bureau officials. Woreda education bureau officials are less qualified as compared to others. Most of the Woreda education bureau officials are diploma holders, and hence less qualified.

As the findings of the study indicate, the participation of females in administration and supervision was found to be low. Most of the teachers, vice principals, department heads and all principals and cluster center supervisors in the selected schools were males.

The field of specialization of the supervisors and principals is almost unrelated to supervision and principal ship. And also, almost all of the cluster center supervisors, principals, vice principals, department heads, teachers and

Woreda educational bureau officials do not have any sort of certificate in supervision. Most number of teachers and administrative staff respondents had less experience in teaching and in school administration. The majority of the cluster center supervisor', principals' and vice principals' work experience was unrelated to instructional supervision. Most number of teachers, department heads, cluster center supervisors, principals, vice principals and Woreda education bureau officials lack know how on supervision. In addition to this, they had not the up to date manual of instructional supervision, even at the Woreda level. Further more, some teachers did not express their ideas easily and clearly because of lack of ready flow of language.

Based on the analysis and interpretation of the data, the researcher has summarized major findings of the study as follows. Most respondents of the study believe that instructional supervision is important for the teaching-learning process effectiveness. And also almost all respondents believe that teachers, department heads, principals, vice principals, cluster center supervisors and woreda educational supervisors can be instructional supervisors of a school, provided that they are trained or certified in instructional supervision. A higher proportion (80%) of the supervisees viewed their supervisors to be inefficient or low competence in utilization of the basic supervisory leadership skills: technical, human relation and conceptual. It was confirmed by supervisees that their supervisors and school managers and leaders have not the required qualifications, experiences and competencies that enable them to implement school management and leadership including instructional supervision. On the other hand, a large proportion of cluster center supervisors, Woreda education bureau officials and principals rated the competence level of school management and leadership in almost all dimensions above average but far from the maximum possible point.

Major functions of instructional supervision are staff development; instructional development teacher's performance appraisal, class room observation and others were not done properly in the Woreda.

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Appendices

Addis Ababa University School of Graduate Studies College of Education

Department of Educational Planning and Management

**is Topic: The Current Practices and Problems of Instructional
Supervision in Primary Schools of Mida Woreda in Amhara
Region**

Questionnaire for Mida Woreda Primary School Teachers

Direction: The main purpose of this questionnaire is to collect information, in order to assess the current practices and problems of instructional supervision in the primary schools of Mida Woreda and to recommend possible solutions to the problems for the improvement of the teaching-learning process.

The success of this study entirely depends on your sincere, genuine and timely responses to each question. Therefore, you are kindly requested to be honest in answering the questions and to answer all the questions in the questionnaire. The information you provide remain secret and uses only for research purpose. There is no need of writing your name in any part of the questionnaire.

Thank you in advance for your honest cooperation!

1 Directions:

Indicate your response by putting a tick mark "✓" for questions with options in the box.

Write brief response for questions which require written response and in additional option "if any others" on the space provided.

It is possible to use English or Amharic in giving comments and answers.

It is possible to provide more than one answer.

Please follow the instruction provided for each part.

Thank you!

Part one: Personal Information

Use "✓" mark in the given box for indicating your answer. If you have any "others" write briefly.

- 1.1 Sex A. Male ☐ B. Female ☐
- 1.2 Age A. 16-20 ☐ B. 21-25 ☐ C. 26-30 ☐
 D. 31-35 ☐ E. 36-40 ☐ F. 41-45 ☐
 G. 46-50 ☐ H. 51-55 ☐ I. 56-60 ☐
 J. Above 60 ☐
- 1.3 Indicate your present marital status
 A. Married ☐ B. Single or Unmarried ☐
 C. Divorced or separated ☐ D. Widowed ☐ E. Other _____
- 1.4 Academic qualification
 A. Below grade 10 ☐ B. Grade 10 ☐ C. Grade 12 ☐
 D. T.T.I ☐ E. Diploma ☐ F. Degree ☐ H. Others _____
- 1.5 Field of study
 A. Major _____ B. Minor _____
 C. Others _____
- 1.6 Name of your school _____

at position in the school

Teacher ☐ B. Unit leader ☐

Others _____

ent "Rank" in the teachers' career structure

. Beginner teacher ☐ B Junior teacher ☐

. Teacher ☐ D. Senior teacher ☐

. Associate lead teacher ☐ F. Lead teacher ☐

ir job or work experience

. _____ Years in teaching

3. _____ Years in unit leader

C. _____ Years in vice principal ship

D. _____ Years in principal ship

E. _____ Years in Woreda Education bureau office

F. _____ Years in supervision

10 The subject you teach at the moment, if you are teaching:

A. _____ D. _____

B. _____ E. _____

C. _____ F. _____

1.11. Your teaching load per week, if you are teaching:

A. 1-5 ☐ B. 6-10 ☐ C. 11-15 ☐ D. 16-20 ☐

E. 21-25 ☐ F. 26-30 ☐ G. 31-35 ☐ H. 36-40 ☐

I. Above 40 ☐ J. Others _____

1.12. Do you have any other additional responsibility in your school?

A. Yes ☐ B. No ☐ C. If your answer is "yes"

mention it please _____

1.13. Have you had got training in instructional supervision?

A. Yes ☐ B. No ☐ C. If your answer is "yes" for how long? _____

1.14. If your answer is "Yes" for question 1.13, do you have any certificate in instructional supervision?

A. Yes ☐ B. No ☐ C. Others _____

Part Two: Close-Ended Questions to Gather Detailed Information about Practices and Problems of Instructional Supervision and Teachers Related Problems

Direction: Use "✓" mark in the given box to indicate your answer. If you have any "Others" write briefly on the space provided

- 2.1 Do you support the view that teachers, department heads, vice principals, principals, and Woreda educational supervisors should do the supervision work?
- A. Yes ☐ B. No ☐ C. Others _____
- 2.2 If your answer is "No" for question 2.1, who must carry out instructional supervision?
- A. Department heads ☐ B. Principals ☐
C. Woreda educational supervisors ☐
D. principals and Woreda educational supervisors ☐
F. Teachers ☐ G. Others (Please specify) _____
- 2.3 Do you think that you are capable of supervising and supporting your staff members? A. Yes B. ☐ C. Undetermined ☐
D. Others _____
- 2.4 Who carry out instructional supervision in your school?
- A. Principal ☐ B. vice Principal ☐ C. Department heads ☐
D. Experienced teachers ☐ E. All of the above ☐
F. None of the above ☐ G. Others _____
- 2.5 Do the supervisors in your school get any training in instructional supervision?
- A. Yes ☐ B. No ☐ C. Others _____
- 2.6 How often has your school carry out instructional supervision per semester?
- A. There is no instructional supervision per semester ☐
B. Only Once ☐ C. Only twice ☐ D. Only three times ☐
E. Only four times ☐ F. More than four times ☐

2.7 Do you think instructional supervision is important for the teaching-learning effectiveness?

A. yes ☐ B. No ☐ C. Undecided ☐ E. others _____

2.8 If your answer is "Yes" for question 2.7, to what extent instructional supervision is contributed to the effectiveness of the teaching- learning process in your school?

A. very high ☐ B. High ☐ C. Medium ☐
D. Low ☐ E. Very low ☐ F. Others _____

2.9 How competent are instructional supervisors of your school?

A. They are highly competent ☐ D. They are poor ☐
B. They are competent enough ☐ E. They are very poor ☐
C. They are medium ☐ F. Others, please specify _____

2.10 What is your level of satisfaction with the instructional supervision service rendered or given to you?

A. Highly satisfied ☐ B. Satisfied ☐ C. Dissatisfied ☐
D. Highly dissatisfied ☐ E. Others _____

2.11 Do you have instructional supervision manual?

A. Yes ☐ B. No ☐ C. Others _____

2.12 If your answer is "Yes" for question 2.11, how clear is the directive?

A. Very clear ☐ B. Moderately clear ☐ C. clear ☐
D. Not clear ☐ E. Others _____

2.13 Are teachers' classroom observation actually practiced as per the guide line? A. Yes B. No ☐ I have not ☐ areness ☐

D. Others _____

2.14 Have teachers been given a job description before instructional supervision? A. Yes B. No ☐ ☐

C. I have not awareness ☐ D. Others _____

2.15 To what extent Woreda education supervisors and experts supervise and assist the teachers in your school?

A. Very high ☐ B. High ☐ C. Moderate ☐
D. Low ☐ E. Very low ☐ F. Others _____

2.16 Do Woreda educational supervisors approaching teachers and school principals with providing congenial environment for instructional process? A. Yes ☐ B. No ☐ ☐
C. I have not awareness D. Others _____

2.17 The extent the instructional supervision has improved your performance:
A. Very high ☐ B High ☐ C. Modera ☐ ☐
D. Low ☐ E. Very low ☐ F. Others _____

2.18 How would you feel about the professional qualification of your current supervisors? A. Low academic qualification ☐
B. Low training in instructional supervision ☐
C. Lack skill in human relation ☐
D. Lack in technical skill ☐ F. All of the above ☐
E. Lack in conceptual skill ☐ G. None of the above ☐
H. Other weaknesses (Please specify) _____

2.19 **The following table shows the academic qualification of each person. Rate the professional qualification of each person from 1 to 5, where 5 means very high, 4 means high, 3 means medium, 2 means low and 1 means very low.**

No	Person	Academic Qualification rate				
		5	4	3	2	1
1	Teachers					
2	Unit leaders					
3	Department heads					
4	Vice principals					
5	Principals					
6	Woreda education bureau officials					
7	Regional education bureau officials					

2.20 If other job opportunities are available, your interest to leave your profession is: A. very high ☐ B. High ☐ C. Medium ☐
D. Low ☐ E. Very low ☐

2.21 Are there available reference materials in your School to support the teaching - learning process?
A. Yes ☐ B. No ☐ C. Very few ☐
D. Others _____

2.22 The following are some of the major functions of instructional supervision; which functions are performed in your school? Read each statement and indicate your agreement by choosing the following scale values in the table; where 0= "not done" 1= "Rarely done", 2= "Partially done", 3= "Mostly done", 4= "Fully done".

No	Function	Degree of Performance				
		4	3	2	1	0
	A/ Staff development					
1	Arranging in-service trainings at school level					
2	Arranging Experience-sharing between teachers (in-built supervision)					
3	Assisting teachers by giving latest information					
4	Assessing training needs of teachers and arranging school based training					
5	Orienting /inducting/ new teachers					
	B. Instructional (Teaching-Learning Process) Development					
1	Helping teachers to develop competency in teaching					
2	Identifying necessary teaching materials and facilities and fulfilling					
3	Selecting and revising teaching methodology and introducing to teachers					
4	Supporting teachers in lesson plan preparation					
5	Diagnosing problems related to teaching-learning and solving the problems					
6	Supporting teachers to implement teaching-learning process effectively					
7	Helping teachers to solve problems that face them					
	C. Teachers' Performance Appraisal					
1	Creating suitable or conducive environment for self-assessment					
2	Establishing procedures, criteria and rules for performance appraisal					
3	Giving necessary feedback about teachers performance to teachers					
4	Rewarding teachers who perform well					
5	Motivating and encouraging teachers in their work					
	D. Classroom Observation					
1	Making mutual agreement on the place and time of the observation with teachers before class room observation					
2	Making agreement with teachers on the objective and method of teaching before actual observation					
3	Taking sufficient time for observing teacher's behavior in accordance to criteria of pre-observation conference					
4	Collecting necessary data about teacher's performance (about their strength and weakness)					
5	Converting collected data to manageable and meaningful information and analyzing it					
5	Using instructional supervision materials, such as video taping and different formats					
7	Conducting post observation conference with teachers					
3	Helping teachers by identifying specific needs					
1	Giving constructive feed back after class room observation ✓					
0	Arranging time for future observation					
1	Makes useful suggestions to improve job or work environment					

2.23 Do you think teachers have positive view towards instructional supervision? A. Yes ☐ B. No ☐ C. Others _____

2.24 If your answer is "B" in question 2.23, which factors contribute to these negative attitudes? Some potential factors are listed below. Please indicate your agreement against each item, by using " ✓ " mark in the given box.

No	Factors	High	Medium	Low	Not a factor
1	Supervision is fault finding or inspective				
2	The objective of instructional supervision is not clear to teachers				
3	Instructional supervision is only used for performance appraisal				
4	Teachers do not participate in design and process of instructional supervision				
5	Instructional supervisors irritate teachers by focusing on their weak points only				
6	Instructional supervision focus on administrative matters rather than teaching-learning				

2.25 Do you think your school is well facilitated and suitable for instructional supervision? A. Yes B. No ☐ Other ☐

2.26 Do you feel you are competent enough to teach all subjects you are teaching now with out any help from school based supervisors or Woreda supervisors? A. Yes B. ☐ C. ☐hers _____

2.27 The most serious problems of teachers in your school are:

A. Large class size ☐

B. Lack of instructional supervision manual and materials ☐

C. Lack of teaching materials ☐

D. Unsuitability of the curriculum to local situation ☐

E. Student discipline ☐ F. Unsuitable school environment ☐

H. Reduced morale ☐

I. Low social status ascribed to the teaching profession by the society ☐

J. Lack of adequate training ☐ K. All of the above ☐

L. None of the above ☐ M. Others (Please specify) _____

2.2.8 The following are major factors or problems that may affect instructional supervision practices and effectiveness. To what extent they are problems in your school please indicate your agreement, where very serious problem' (4) 'Serious problem' (3), 'partially problem' (2)' rarely a problem ' (1)' not a problem' (0)

No	Factors of Problems	4	3	2	1	0
	A. School administration or supervisors related problems					
1	Shortage of time to carry out instructional supervision successfully					
2	Inefficiency of instructional supervisors or school based supervisors					
3.	Lack of qualified manpower for supervision					
4.	Supervisors don't apply principles and skills of supervision					
5	Focusing on teacher's behavior rather than teaching-learning process					
6	Using less participatory approach or less participating teachers					
7	Instructional supervision tend to be inspective or fault finder					
8	Using instructional supervision for only performance appraisal					
9	Lack of sufficient finance to carry to instructional supervision					
10	Lack of supervisory skills to conduct instructional supervision					
11	Lack of school-based training to teachers					
12	lack of facilities and materials for instructional supervision					
13	Lack of commitment of supervisors ✓					
14	Lack of reward for successful implementation in the school system					
15	The supervision practiced in the school does not promotes teachers' collective endeavor to improve instruction					
16	Instructional supervision has not brought a significant change on the performance of teachers					
	B. Teachers Related Problems					
1	Teachers lack knowledge about the importance of supervision :					
2	Lack of motive of teachers on instructional supervision					
3	Having negative attitude towards instructional supervision .					
4	Lack of cooperation of teachers					
5	Teachers do not accept and support the education policy of Ethiopia					

**Part Three: Open-ended Questions to Get Detailed Information
about Practices and Problems of Instructional Supervision. Write
your answer briefly on the space provided**

3.1 Who are instructional supervisors in your school and how competent are they? A. _____

B. _____

C. _____

3.2 What school arrangements exist to facilitate the function of instructional supervision? (Please list them)

A. _____

B. _____

C. _____

3.3 What are the major problems encountered in practicing instructional supervision in your school? (Please list them in order of their criticality)

A. _____

B. _____

C. _____

3.4 What concrete or intervention measures should be taken to solve the problems of instructional supervision? (Please list them)

3.4.1 At School level

A. _____

B. _____

C. _____

3.4.2 At Woreda level

A. _____

B. _____

C. _____

3.4.3 At Regional level

A. _____

B. _____

C. _____

3.5 Are there any other problems? If you have any comments please use the space provided below.

A. _____

B. _____

C. _____

Addis Ababa University
School of Graduate Studies
College of Education

Department of Educational Planning and Management

Focus Group Discussion Guide for Department Heads

Part one: Introduction

- A welcome statement
- An explanation of the discussion theme
- A brief overview of the research subject
- Questions and follow up questions

Part Two: Guiding Questions

1. Who carry out instructional supervision in your school? How competent are they?
2. What is your role in the process of instructional supervision rendered or given to teachers in your school? How are you involved in the process?
3. Do you face any problem during carrying out instructional supervision?
4. Is your school well facilitated? What organizational arrangements exist to facilitate supervision?
5. Do you have instructional supervision manual?
6. Is your school attractive both to teachers and students? What are the problems of your school?
7. Who assist you in the teaching-learning process? What is the importance of instruction supervision?
8. What concrete measures must be taken to solve the problems of instructional supervision?
A. At school level B. At Woreda level C. At regional level
- ✓ 9. How frequent instructional supervision is carried out in your school?
10. Can you please say anything additional?

DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other University. All sources are also acknowledged.

Name ESTIFANOS MULUGETA

Signature 
29/10/2001

Date of Submission: June 2009