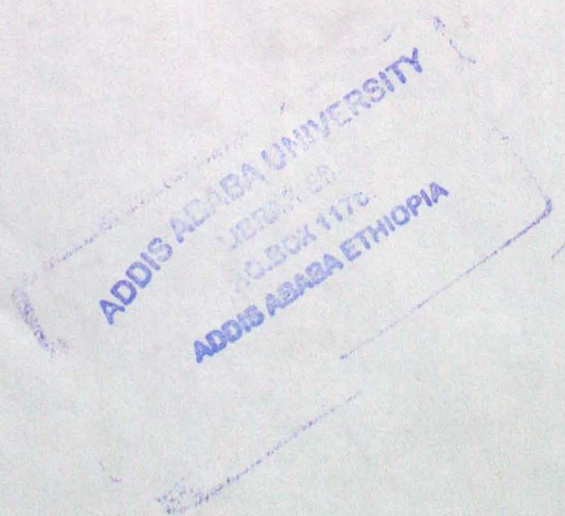


THE CURRENT PRACTICE AND PROBLEMS OF  
INSTRUCTIONAL SUPERVISION IN PRIMARY SCHOOLS  
OF BORENA ZONE

By  
Abdissa Duguma

Addis Ababa University  
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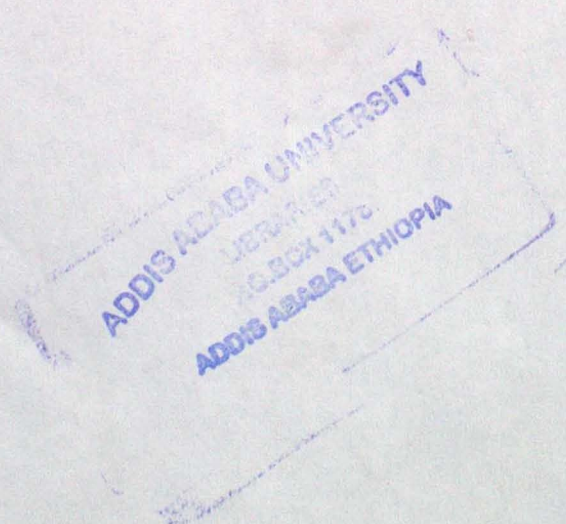


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A Thesis presented to the School of Graduate Studies

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Addis Ababa University  
School of Graduate Studies

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## ABSTRACT

The purpose of this study was to examine the practice and problems of instructional supervision operating in government primary schools of Borena Zone and to determine whether there are differences and similarities between the two study groups on perceiving purpose of supervision, roles and functions of supervision, supervisory leadership skills, techniques of supervisory activities, process of classroom observation and problems of supervisory activities. The method employed for the study was the descriptive survey method.

The study was conducted in seventeen government primary schools in four woredas found in Borena Zone. The sampling technique employed was simple random sampling for schools and purposive sampling for woredas. The subjects of the study were 402 teachers and 55 supervisors drawn from the sample schools. Percentage and independent t-test were used for data analysis.

The findings of the study revealed that teacher and supervisor respondents perceived the purpose, roles and function, leadership skills and techniques of supervisory activities differently; and supervisors in the primary schools of Borena Zone were made to be involved in the difficult tasks of supervision without having any prior training. Moreover, according to the findings, supervisors lack skills, knowledge and techniques to carry out supervisory activities. Teachers and supervisors further confirmed that, supervisory activities were constrained by the absence of competent supervisors, the negative attitude teachers and supervisors have towards each other and lack of adequate budget in Borena Zone primary schools

In general, the instructional supervision was not perceived as a helping endeavor by teachers and the program failed to attain the objective. Hence, it was recommended in order to raise the Knowledge level, technical skill and competence of supervisors, short and long term training have to be offered to them. At the same time, the Regional, Zonal and Woreda have to assign competent senior teachers as supervisors, have to create awareness for teachers and supervisors on the objective of supervision and have to allocate sufficient budget for supervision program to bring about progress or improvement in the teaching - learning process.

## ACRONYMS AND ABBREVIATIONS

MOE-	Ministry of Education
OEB-	Oromia Education Bureau
NGOs-	Non Government Organizations
SPSS-	Statistical Package for the Social Sciences

## Table of Contents

	Page
Acknowledgements .....	i
List of Contents .....	ii
List of Tables .....	iii
Acronyms and Abbreviations .....	iv
Abstract .....	v
<b>CHAPTER ONE</b>	
1.1. Background of the Study .....	1
1.2. Statement of the Problem .....	3
1.3. Significance of the Study .....	5
1.4. Delimitation of the Study .....	6
1.5. Limitation of the Study .....	6
1.6. Methodology and Procedures of the Study .....	7
1.6.1. Research Methodology .....	7
1.6.2. Data Sources .....	7
1.6.3. Sampling Procedures .....	7
1.6.4. Data Gathering Tools .....	9
1.6.5. Methods of Data Analysis .....	9
1.7. Definition of Key Terms .....	10
1.8. Organization of the Study .....	11
<b>CHAPTER TWO</b>	
2. REVIEW OF RELATED LITERATURE .....	12
2.1. Supervision Defined .....	12
2.2. Historical Development of Supervision .....	15
2.3. Purposes and Principles of Supervision .....	19
2.4. Roles and Functions of Supervision .....	23
2.5. Supervisory Leadership Skills .....	31
2.6. Techniques of Classroom Supervision Procedures .....	39

2.7.	Problems of Supervision .....	43
2.8.	Development and Current Trends of Supervision in Ethiopia .....	46
2.9.	School Based Supervision .....	48

**CHAPTER THREE**

3.	PRESENTATION AND ANALYSIS OF DATA .....	50
3.1.	Characteristics of respondents .....	50
3.2.	Purpose of Supervision .....	53
3.3.	Role and Function of Supervision .....	56
3.4.	Utilization of the Basic Supervisory Leadership Skills .....	64
3.5.	Techniques of Classroom Supervisory Procedures .....	70
3.6.	School-Based Supervision .....	79
3.7.	Problems of Supervisory Activities .....	82

**CHAPTER FOUR**

4.	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....	87
4.1.	Summary .....	87
4.2.	Conclusions .....	89
4.3.	Recommendations .....	91
	References .....	94
	Appendix A - Questionnaire	
	Appendix B - Interview	

## LIST OF TABLES

	Page
Table 1: Sample Woredas, Schools and Respondents .....	8
Table 2: Characteristics of Respondents .....	51
Table 3: Views on the Purposes of Supervision .....	53
Table 4: Views on Supervisor's Effort to Bring about Curriculum Development.....	56
Table 5: Views on Supervisor's Effort to Promote Staff Development.....	59
Table 6: Views on Supervisors Effort to Promote Instructional Improvement.....	61
Table 7: Extent of Utilizing Conceptual Skills .....	64
Table 8: Extent of Utilizing Human Skills .....	66
Table 9: Extent of Utilizing Technical Skills .....	67
Table 10: Views on the Utilization of Pre-Observation Conference .....	70
Table 11: View on the Utilization of Classroom Observation Process .....	72
Table 12: Views on the Utilization of Analysis and Strategy.....	74
Table 13: Views on the Utilization of Post-Observation Conference.....	76
Table 14: Views on School-Based Supervision .....	79
Table 15: Views on the Competence of Supervisors.....	82
Table 16: Views on Financing .....	84
Table 17: Views of Teachers and Supervisors to Each Other .....	85

# CHAPTER ONE

## 1.1 Background of the Study

An educational organization is a sub system of a society that provides educational services, while educational supervision is a sub system of an educational organization that provides support services for teachers to facilitate the teaching- learning process.

Supervision, as an activity of leadership, achieves its best ends through people; like teaching, it is built, for the most part, on inter- relationships among people. Though the end sought is growth and development of learners, it is accomplished by persons like teachers, personnel and supervisory responsibility through their work with individuals other than the learners themselves. The promotion of teacher growth results in desired growth on the part of the learners. The entire focus of supervision must be one; the improvement of the teaching learning situation.

According to Harrison (1968:3) the basic aim of supervision is to secure cooperation. Because the total responsibility of the school as a whole is so great, a cooperative combination of human power to accomplish maximum results with a minimum of wasted effort is required. To achieve this cooperation, it is necessary to recognize that teachers have individual differences including many special abilities that should be utilized if students are to benefit maximally. The release of this special abilities possessed by teachers is an important part of the leadership responsibility.

Gwynn (1964:250) indicated that in the historical development of supervision, the weight of evidence is clearly in favor of supervision and supervision helping school personnel to improve the teaching-learning situation creatively. This must be achieved within the framework of the current understanding of supervision by both school people and lay public. Since this is so, the supervisor will have to

concern himself primarily with the task of helping teachers and school personnel to solve problems that arise or are concerned with a desirable learning situation of children.

According to Hughes and Achilles (1971: 840) the role of a supervisor of instruction is very demanding. The implementers of educational changes are the classroom teachers; the facilitator of the changes is the supervisor of the instruction. He/she acts as a coordinator, curriculum director, an instructional leader, a helping teacher, and an agent for better teaching; He/she is supposed to create a conducive climate for the teaching process; and supervision has always been expected to encourage improved instruction through new and well refined methodology and techniques.

Similarly Dean (1992:13-14) suggested the following five aims of supervisory services:

1. monitoring, evaluating and reporting upon the quality of educational provision and the standards of learning and the implementation of local and national policy objectives;
2. providing a coordinated program of advice and support for all schools and other institutions, particularly in the implementation of the national curriculum and in the management of resources;
3. promoting the professional development of all teaching staff;
4. promoting curriculum development, particularly in those areas not covered by the national curriculum; and
5. offering advice and guidance to governors and head teachers on teaching appointments;

In principle, the supervisory services rendered in schools ought to comply with the roles teachers expect of supervisors in their academic deficiencies and other personal as well as human relations inadequacies. Of the many services teachers expect of supervisory roles, some are identified by Bradfield (1964:13). They include help in making adjustment to a new situation through planned

orientation procedures, backing in social disciplinary problems, helping in planning, organizing and instructing, helping in planning for their continued professional growth, consideration for personal problems and getting equal treatment. The effectiveness of supervisory role is greatly influenced by the extent to which the supervisors are able to understand and match with these expectations.

Taking into account the general theories of instructional goals, the researcher selected intentionally supervision among the several facts of the promotion of instructional goals as it applied to the development of the professional skills of teachers, and the improvement of instructional process, and educational services for students.

It is apparent that one of the most important challenging professional responsibilities, which any instructional supervision faces is the task of facilitating appropriate and relevant training for teachers in the services as well as for those who are coming in.

Therefore, it was this inefficient trends of instructional supervision practices that initiated the researcher to embark on studying this timely educational issues.

## **1.2. Statement of the Problem**

Supervision is one of the oldest forms of educational leadership. The field was originally considered as part of school administration, and as such it was synonymous with inspection (Gwynn, 1964:3). As stated by Carron, De Grauwe and Govinda (1998:9) education systems rely on instructional supervision to control and improve instruction by improving the quality of teachers and the achievement of learners. Supervision has greater potential force to enhance teacher's professional efficiency thereby contributing to students' learning better.

However, the existing reality of supervision practice in the primary schools of Borena Zone does not seem to reveal a positive impact of supervision on instructional improvement. There is a serious dissatisfaction and complaints from primary school teachers that they do not receive what they expect of supervisory roles. An informal discussion held by the researcher with teachers reveals that supervisors, in the eyes of teachers, often perceived as lacking vision in schools, engaging in teacher advisory roles, and seeming unsure of how to tackle problems while working with teachers in schools.

The other complaint among the primary school teachers is that supervisors usually embark on routine inspection of administrative nature. Many primary school teachers are heard complaining that their professional improvement by facilitating in-school conferences and workshop is inadequate. Moreover, it appears that teachers are not properly supported by supervisors in tackling problems in the implementation of the new curriculum and newly introduced instructional approaches.

The above mentioned problems of supervision seem to have a negative impact on teachers' satisfaction with their jobs. Furthermore, if such weakness in supervision continues to prevail in the primary schools, it can unquestionably have negative impact on the quality of primary education of the zone.

Therefore, the aforementioned problems in primary school instruction and the impact they may have on the quality of education have initiated the writer of this paper to undertake a study on the problem under treatment. Thus, the general objective of this study, is to survey the prevailing practice and problems of instructional supervision in the primary schools of Borena Zone and to come up with sound recommendations. The specific purposes of the research include: (1) to investigate the extent to which the purposes of supervision are utilized, (2) to identify the extent to which the roles and functions of supervision are utilized, (3) to identify the extent to which the

supervisory leadership skills are utilized, (4) to identify the extent to which the techniques of classroom supervisory procedures are utilized, (5) to identify major problems of supervision programs, and (6) based on the findings, to recommend the necessary ways and means of improving supervision practices at the school level.

To this effect the following basic research questions were addressed to guide the study.

1. To what extent do the major purposes of instructional supervision are practiced in Borena Zone primary schools?
2. To what extent do supervisors utilize the major roles and functions of instructional supervision in Borena Zone primary schools?
3. Do supervisors and teachers differ in their views in employing the basic supervisory leadership skills?
4. To what extent do supervisors utilize the techniques of classroom supervisory procedures in Borena Zone primary schools?
5. To what extent does school based supervision is practiced in Borena Zone primary schools; and what major problems do they encountered?

### **1.3. Significance of the Study**

The prevalence of supervision difficulties is believed to negatively affect what goes on in schools and in classrooms. In other words, supervision problems directly or indirectly influence the quality of education. Accordingly, the writer of this paper has a belief that identifying the prevailing practice and problems by undertaking a survey and coming up with sound recommendations can have its own role to play in improving the quality of education. To this end, it is intended that this study will bring about the following benefits.

- The study will enable those involved in supervisory practices to identify the underlying problems of current supervisory practices as perceived by both teachers and supervisors in primary schools of Borena Zone unfolding the problems, seeking for more practical solutions that may

enable the supervisors to realize where the problems of supervision lie, and how they should be solved for the good of the beneficiaries.

- The study will enable the education offices at higher levels to facilitate in service education programs to build the capacities of teachers, department heads, school principals, and Woreda and Zone level supervisors.
- Since the characteristic of education is its dynamism and capacity to respond to changing need and challenges, the researcher feels that the study will contribute an additional source of information in evaluating the achievement gained through the educational system in general and that of supervision in particular.
- The writer also believes that the study will initiate other researcher to undertake detailed research on the problems in question at regional and national level.

#### **1.4. Delimitation of the Study**

Since the zone is wide having eleven woredas and 203 primary schools, it will be unrealistic and impractical to attempt to study the current practice and problems of instructional supervision within a given time limit. Therefore, the study is delimited to 4 woredas, 17 primary schools and 402 and 55 teacher and supervisor respondents respectively. Moreover, the variables addressed in this study out of the many aspects of instructional supervision are purpose of supervision, roles and functions of supervision, supervisory leadership skills, classroom supervisory process and problems of supervision.

#### **1.5. Limitation of the Study**

Since the study was not conducted on national level, the findings, which will be the basis for fair generalization, are not supposed to be free from some limitations. Besides, shortage of financial resources and the problems of getting recently published books were equally challenging. Therefore, because of these limitations the study by no means claims to be conclusive. It would rather serve as a spring board to study the problems in a more detailed and comprehensive way.

## **1.6. Methodology and Procedures of the Study**

In this section, the research methodology employed sources of data, the sample size and the sampling techniques, instruments of data collection and methods of data analysis are treated.

### **1.6.1. Research Methodology**

As stated earlier, the main objective of the study is to examine the practice and problems of instructional supervision in Borena Zone primary schools and to come up with some possible solutions that help to reduce or solve the problems.

Descriptive survey research method was employed for this study. Because it helps to secure information as it currently exists. Besides, this method would help to obtain an accurate description of the major problems encountered on the current status of supervision at the school level.

### **1.6.2 Data Sources**

Data for this study were gathered from primary sources. To obtain the required information questionnaires, interviews, and focus group discussions were employed. Teachers, senior teachers, department heads, vice principals and principals of sampled schools were used as a source of information. The respondents were categorized as teachers and supervisors groups. Supervisors are senior teachers, department heads, vice- principals and principals. Teachers are that academic staffs who has not attained the above position.

### **1.6.3. Sampling Procedures**

In this research, out of the eleven woredas which are found in Borena Zone, Bule Hora, Yabello, Dirre and Moyale Woredas were selected as samples purposely. The rational behind using purposive sampling technique in determining the sample woredas was that the researcher hoped the distribution of the woredas included in the sample are more or less fairly distributed in the Zone and the researcher has better knowledge about these four woredas .

Besides, schools with grades 1-8 were selected purposely. In this case, the rural primary schools were selected using simple random sampling techniques as there are no significant characteristic differences between them. However, all existing urban schools in the study woredas were included in the study on the basis of availability sampling technique. This was due to the fact that, in the sample woredas, the number of urban schools were few (only 4 in number) to be selected proportionally. Accordingly, out of 85 schools existing in the sample woredas, 17 schools (20%) 13 from rural and 4 from urban were selected.

From these 17 schools, out of the total population of 593 (389 males and 204 females), 402 teachers (271 males and 131 females) were selected by random sampling technique and these represent (67.79%) of the total population of the above schools (both urban and rural). Random sampling technique was employed because it gives equal chance for every unit in the total population to be represented in the sample.

**Table 1:** Sample Woredas, Schools and Respondents

No	Woredas	Name of Sample Schools	Location	Grades	Total No. of Teachers			Number of Sample Teachers		
					M	F	T	M	F	T
1	Bule Hora	1. Bule Hora	Urban	1-8	32	22	54	25	14	39
		2. Garba	Rural	1-8	26	15	41	21	9	30
		3. Qillenso Mokonissa	Rural	1-8	19	13	32	14	8	22
		4. Qillenso Kasa	Rural	1-8	18	13	31	14	10	24
		5. Turkuma Ebala	Rural	1-8	19	10	29	15	5	20
		6. Malka Soda	Rural	1-8	17	7	24	13	5	18
2	Yabelo	1. Yabelo	Urban	1-8	28	20	48	23	14	37
		2. Elwaya	Rural	1-8	15	10	25	10	7	17
		3. Sabbo	Rural	1-8	10	8	26	13	4	17
3	Dirre	1. Mega	Urban	1-8	26	17	43	21	10	31
		2. Dubbiq	Rural	1-8	16	11	27	12	8	20
		3. Boku	Rural	1-8	15	9	24	10	7	17
		4. Soda	Rural	1-8	13	7	20	11	4	15
4	Moyale	1. Moyale	Urban	1-8	40	12	52	31	7	38
		2. Tuka	Rural	1-8	16	9	25	12	6	18
		3. Laga Sure	Rural	1-8	13	8	21	9	5	14
		4. Chaniuq	Rural	1-8	21	13	34	17	8	25
<b>Total</b>					<b>389</b>	<b>204</b>	<b>593</b>	<b>271</b>	<b>131</b>	<b>402</b>

Source: Oromia Education Bureau

✓ While simple random sampling method was employed to select department heads, and senior teachers; availability sampling method was utilized for selecting principals, vice principals, and woreda education office supervisors.

Hence, from the sampled schools, 13 department heads, 13 senior teachers, 13 principals, 13 vice principals and 3 woreda education office supervisors were picked out as a sample. On the whole, the total number of respondents was 402 teachers and 55 supervisors.

#### **1.6.4. Data Gathering Tools**

By using different tools, the quantitative and qualitative data were obtained. Employing multiple method of data collection helped the researcher to combine the strengths and amend some of the inadequacies. The instruments used to obtain the necessary data were questionnaire, focus group discussion and interview. Accordingly, questionnaire was used to secure quantitative data; while focus group discussion and interview were used to obtain qualitative data.

A set of questionnaire was prepared for the study to obtain necessary information from many respondents within a short period of time. The items in the questionnaire were closed ended along with very limited number of open ended questions. One type of similar questionnaire was originally prepared in English and translated into Afaan Oromo in order to create common share of understanding. The draft questionnaire was piloted in one school namely 'Yabello Primary School' and then modified or made corrected in accordance with the relevant inputs obtained.

#### **1.6.5. Methods of Data Analysis**

To have a maximum rate of return and quality response, convenient time was arranged for respondents. Moreover, to avoid confusion, the objectives of the study were made clear to the respondents. Continuous follow up was conducted

to facilitate the feedback and to solve the problems confronted on the process of filling the questionnaires .

Respondents were asked to fill the questionnaires using five-step rating scale. However, while analyzing these responses, it was difficult to create clear image of the respondents' positions. Hence, the researcher reduced the above five-step rating scale into three-step rating scale in order to show objectively the respondents' positions as follows: 1.strongly agree and agree changed to agree; 2. partially agree remained as it is; 3. strongly disagree and disagree changed to disagree.

Besides, scales were assigned values as disagree (1), partially agree (2) and agree (3). Moreover, the mean score values from data analysis were also interpreted as: 0-1.49 disagree; 1.50-2.49 partially agree; 2.50-3.00 agree.

The responses obtained from the questionnaire items were tabulated, analyzed and interpreted using percentage and independent t-test. Accordingly, the following statistical procedures were used to analyze and interpret the data secured by the questionnaire.

1. For biographic information of respondents, percentages were employed.
2. Items of research questions were tested by independent t-test in computer assisted SPSS program version 13.0 in order to decide whether or not significant difference existed between the two group of respondents at 95 percent confidence interval and at p- value < 0.05 level of confidence.
3. Interview and focus group discussion were analyzed using narration.

Based on the data analysis interpretation were made to come up with the findings. Finally, conclusions and some possible solutions were recommended.

### **1.7 Definition of Key Terms**

**Instructional supervision:** it is an act of offering personal leadership advice to classroom teachers in the area related to the

improvement of educational experiences for pupils (Mbamba, 1992:106).

**Primary education:**

is a grade level from 1-8 subdivided into two cycles of basic (1-4) and general (5-8) education (MOE, 1994).

**Supervision:**

the study, monitoring, and improving the quality of teaching done by other colleagues in a given educational situation (Wallace, 1999:260).

**Supervisor:**

is a person formally designated by the organization to study and monitor the curriculum and instruction of a school in order to improve the quality of learning of students (Lovell and Wiles, 1983:11)

**Zone:**

In the Ethiopian context, refers to an administrative subdivision of a region into next local smaller units.

## **1.8 Organization of the Study**

This thesis is organized into four chapters. The first chapter treats the introductory parts that include background of the study, statement of the problem, significance of the study, delimitation of the study, limitation of the study, methodology and procedures. The second chapter is review of related literature. Chapter three deals with the presentation, analysis, interpretation and discussions of the data. The last chapter treats the summary, conclusions and recommendations of the study.

## CHAPTER TWO

### 2. Review of Related Literature

This part of the study considers the overviews of the definitions, developments, purposes and functions, roles, skills, problems of instructional supervision. In its broad spectrum, supervision can be seen, essentially, as part of a large entity of the over all operation of the educational system. Harris (1963:5) conceptualizes supervision as one part of a total operation of schools geared towards producing certain teaching-learning improvement.

Thus, instructional supervision acts as an essential vehicle for improving instruction and developing teachers' initiative, responsibility, creativity, internal commitment and motivation. It plays a leaders role in improving quality of education and pupil growth.

The use of educational theories and assumptions are largely indispensable in the complex field of modern educational administration and management, because theories and principles are active forces which substantially operate as leadlight and to provide the professionals with the broader views of the situations from which to select the desired type of principles and theoretical understandings (Sergiovanni and Starrt, 1993:6)

#### 2.1. Supervision Defined

Various writers defined supervision in many different ways. According to Eye and Netzer, (1965:400) "supervision is a form of service which is one phase of school administration that primarily deals with the achievement of educational service." Similarly, Bar in Singhal et.al.,(1996:98) has defined educational supervision as "an expert technical service primarily concerned with studying and improving the conditions that surround learning and pupil growth".

Harris (1985:10) on his part defined instructional supervision as:

*what the school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching processes employed to promote pupil learning. Supervision is a major function of the school operation, not a task for specific job on a set of techniques. Supervision of instruction is directed toward both maintaining and improving the teaching-learning process of the school.*

Amberber (1975:9) defined supervision as a service, which is expert technical service primarily aimed at studying and improving cooperation of all factors which affect child growth and development.

Spears (1955:16-17) defined supervision as a three-point program:

1. It is the process of bringing about improvement in instruction by working with people who are working with other people.
2. It describes those activities, which are primarily and directly concerned with studying and improving the conditions, which surround the learning and growth of pupils and teachers.
3. Good supervision is a process of realizing energies of people in creative ways to solve individual and common problems.

In another instance, Pajak (1989:1) noted that supervision represents nothing less than a pivotal value around which all else revolves. Instructional supervision serves as an important link between teacher and new materials, ideas and policies developed outside the classroom. Garton in Mbamba (1992:104) defined supervision as "a process of facilitating the professional growth of teacher interaction and helping the teacher to make use of the feedback in order to make the teaching effective." Tosi, et. al (1986:102) defined supervision as the directing, leading and development of subordinates to ensure that they perform their jobs well.

Knezevich (1969:263-4) also defined instructional supervision as:

1. a planned program for the improvement of instruction.
2. a program of in-service education and cooperative group development;

3. the effort to stimulate, coordinate and guide continued growth of teachers in school, both individually and collectively;
4. assistance in the development of a better and satisfying teaching-learning situations,
5. a means of monitoring existing program of instruction as well as improving them to the level of satisfying both the needs of the teachers and of the school together. .

In another instance, Carron and De Grauwe (1997:1) and, Carron, De Grauwe and Govinda (1998:10) gave operational definition to school supervision and support services as "all those services whose main function is to control and evaluate, and /or advise and support school heads and teachers." Rubin (1975:6) briefly stated that "Supervision at its best is an art that can release teachers' initiative, responsibility, creativity, internal commitment, and motivation." Similarly, for Wheel et.al (1980: 43), supervision is a creative activity, having definite ends; it provides a congenial environment for institution and learning.

In a similar and brief way, Elsbree, McNally and Wynn (1967:155) defined supervision as a leadership function with the purpose of bringing about instructional improvement. Alfonso and Goldsbery(1982:92) defined supervision as a function found in all organizations; no organization can exist without it. Effective instructional supervision according to Starges (1979:587), is a process that results in a better learning climate by helping teachers develop commitment to improvement.

In a similar instance Good (1973:532) defined supervision as:  
*All efforts of designated school officials, towards providing leadership to teachers and other educational workers in the improvement of instruction involving the stimulation of professional growth and development of teachers, selection and revision of educational objectives, materials of instruction and methods of teaching and the evaluation of instruction.*

Lovell and Wiles (1983:7) also forwarded that, instructional supervision is defined as a sub-system of the educational organization, which is formally provided to interact directly with teaching behavior to improve its effectiveness and efficiency. Since supervision interacts directly with teaching behavior, it has been concluded that supervisors need to be knowledgeable about the nature of the teachers with whom they interact.

The combined implication of the above definitions can be restated taking the function of supervision as an act of instructional leadership, which is closely interrelated with the development of curriculum and instruction, the in-service education of teachers and the improvement of learning and teaching process. Moreover, it implies that the role of supervision involves the process of directing and controlling, stimulating and initiating changes, analyzing and appraising, designing and implementing those behaviors directly and primarily related to the improvement of teaching-learning situations.

## **2.2. Historical Development of Supervision**

Supervision, as a leadership provision, has its own historical development. Elsbree, McNally and Wynn (1967:139) described that considerable change has taken place in theory and practice of supervision during the past generation.

Several writers in the field have identified distinct periods and stages in the historical development of supervision. Eye and Netzer (1965:4-10) pointed out that the theories of supervision have been involved through four distinct periods as briefly stated below.

1. The period of **Administrative Inspection**, 1642-1875. This period was marked by classical views. During this period teachers were seen as instruments to be supervised by administration. Supervision at this time of its development was drivery, coercive and was called inspection. Laymen were in charge of it.

Teachers were seen as important beings. Supervisors had paternalistic views over teachers.

2. The period of **Efficiency Orientation**, 1876-1936, saw efficiency-oriented experts. Supervision remained an inspectorial function. Teachers were helped for the mere improvement of instruction.
3. During the period of **Cooperative Group Effort**, 1937-1959, words like coordination, integration, creativity, stimulation, and democratic relationships came into being, indicating the emergence of systematic management.
4. The period of **Research Orientation**, 1960 - to present. This period has been dominantly marked by molding of personnel relationships and research attacks on the solution of teaching- learning problems.

In another instance, Barr in Amberber (1975:9) presented the contrast between traditional and modern theories of supervision as follows:

No	Traditional concepts	No	Modern concepts
1	Inspection	1	Study and analysis
2	Visitation and conference	2	Many diverse functions
3	Teacher focused	3	Method, material, aim, teacher and environment focused
4	Random, haphazard, or a meager formal plan	4	Definitely organized and planned
5	imposed and authoritative	5	Derived and cooperative
6	one person usually	6	Many persons at all times

In summary, supervision has been developed from the most authoritative to the most creative and participative type of activity with allied concepts, supervision as guidance, curriculum improvement, and group process as indigenous to instructional teams.

In another instance, Sergiovanni and Starrat (1993:104) suggested that the present supervisory practices are based on three supervisory approaches:

1. **Traditional Scientific Management.** During this period supervision was characterized by formality, rules, regulations, which make the supervisor

appear as small good in the instruction. The supervision of this time was tight and it was used as an instrument of good achievement only. It was fault seeking. The flow of communication was rigid and had to conform to the chain of command. It was also characterized by the classical autocratic philosophy of supervision where teacher were viewed as appendages of management and as such hired to carry out pre-specified duties in accordance with the wishes of management (Sargiovanni and Starrat 1993:1-2).

2. **Human Relations Approach.** Teachers are looked up on as whole people, not as appendages because teachers are people. Supervisors are expected to work towards creating a favorable working climate for the satisfaction of teachers with the function of supervision. Human relations' approach tries to capitalize on participatory supervision and is a human focused practice.

Teachers were viewed as, "whole people" in their own right rather than as the packages of needed energy, skills and attitudes to be used by administration and supervisors. Supervisors worked to create a feeling of satisfaction among teachers by showing interest in them as people. Though human relation supervision was widely advocated and practiced, its support has diminished. This is because, as noted by Sergiovanni, "human relations promised much but delivered little." Its focus was "winning friends in an attempt to influence people." It was a type of supervision neglected by teachers. This type of supervision for Elsberee, McNally and Wynn (1967:140) was practically 'laissez-faire'.

3. **Neo-scientific Supervision Approach.** This is seen as a product of high professional training in the art and science of supervision to warrant the respect which must be accorded to a supervisor as a result of his effective leading and directing educational management. Supervision is an instrument, which facilitates educational leadership thereby promoting teachers to strike for further self- improvement that eventually may result in the promotion of instructional goals with supervision.

Other authorities in the field like Burton and Brueckner in Elsbree, Mac Nally and Wynn (1967:140-143) viewed that supervision has roughly developed through five

stages characterized by: Inspection, laissez-faire approach, coercive approach, training and guidance, and democratic leadership.

Another scholar to classify the historical development of supervision was Spears (1955:37-82). This writer classified the development of supervision into four distinct periods.

The first period was the conception of supervision in the American education system. During this period there was inspection of schools and classrooms. This period influenced the education system from the colonial time in America to the civil war. The parties involved in supervision were laymen, clergy, school wardens' trustees, selectmen, citizens and committees. Inspection for the sake of control was the nature of the supervisory program of the period. Emphasis was made up on observing rules and maintaining the existing standards.

The Second period was marked by inspection of schools and classrooms in the nineteenth century. Supervision was practiced by professional officials: state, county, and local superintendents and principals. Emphasis was placed up on regulations, with some leadership of improvement.

The third period, (1910-1935) was marked by supervision of classroom instruction. Supervision was made a divided responsibility between principals and special supervisors or helping teachers. The nature of a supervisory program of this period was improvement of instruction through direct classroom observation and demonstration, with attention focused upon the teacher's weakness.

The fourth period, (1935 to present) was marked by cooperative educational leadership. Supervision was made the responsibility of principals and special supervisors, curriculum directors, consultants, etc. The program centered in cooperative study areas such as curriculum development, in-service training and the like, aiming at the improvement of instruction.

Therefore, the above stated views of various authorities indicate that instructional supervision, which was started by involving non-professionals as part of inspection for the sake of control has undergone different developmental changes. It is practiced in the form of inspection in some countries. However according to the MOE, Educational Supervisor Manual (1987 E.C.: 3), in many countries instructional supervision is practiced democratically.

## **2.3. Purposes and Principles of Supervision**

### **2.3.1 Purposes**

The main purpose of supervision is to enhance the teaching effectiveness of each teacher. It enables teachers identify their problems in teaching and seek solution for the betterment of the instructional program.

Burggs and Justmann (1954:5-19) state the following major purposes of supervision:

1. To help teachers see more clearly the real ends of education and the special role of the school in working toward these ends.
2. To help teachers see more clearly the problems and needs of young people, and help them provide, as far as possible, for these ends.
3. To provide effective leadership, in a democratic way, in promoting the professional improvement of schools and their activities, in fostering harmonious and cooperative staff relations, and in bringing the schools closer to the community.
4. To build strong group morale, and to unify teachers into an effective team, working with intelligent and appreciative cooperation to achieve the same general ends.
5. To assist teachers in diagnosing the learning difficulties of pupils and help in planning effective remedial instruction.
6. To help teachers to develop greater competence in teaching.
7. To evaluate the result of each teacher's efforts in terms of pupil growth toward approved ideals.

Similarly, according to Spears (1955:138) the purpose of supervision in education is to facilitate learning by improving the conditions that affect it. Different authorities identify various purposes of educational supervision. Among these authorities, Barr (1947:64-65) identifies the following purposes:

1. The ultimate purpose of supervision is the promotion of pupil growth and hence eventually the improvement of society.
2. The second general purpose of supervision is to cooperatively formulate and carry out an educational principle and plan designed to achieve the ultimate goal.
3. The third general purpose of supervision is to supply leadership in securing continuity and constant re-adaptation in the educational program.
4. The immediate purpose of supervision is cooperatively to develop favorable setting for teaching and learning.

As summarized by Lyons and Pritchard (1976:13-17) the fundamental purposes of supervision are:

- a. To provide a national service to assist teacher's training, curriculum development, provisions of books and teachers' materials to develop and improve the education provided in the schools.
- b. Not to see supervisors as watch dogs, but as agents of development.
- c. To help to implement policies and plans the supervisors has to play a creative and innovative role.
- d. To assist in the professional development of teachers, to encourage and advice as well as to assess and report

Therefore, the purpose of supervision must not only be concerned with teachers' performance, but looking at all educational problems.

### **2.3.2. Principles**

Initially related to what has been discussed, there are certain fundamental principles of supervision which considered supervision as an art of working with

groups of people over whom authority is exercised, for the purpose of achieving their greatest combined efforts in getting work done (Van Dersal, 1962:25)

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

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

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

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

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

Principle five: In order to help people to utilize their know how and potential resources, people should be given ample opportunities to show that they can accept greater responsibilities to manage at their own discretions.

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

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

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

On the other hand, Peckham (1953:1) identified ten major principles of supervision which may be assumed more practical and discriminating as cited below: the principle of cooperation, the principles of leadership, the principle of considerateness, the principles of creativeness, the principle of planning, the principle of flexibility, the principle of community orientation, the principle of objectivity, the principle of evaluation and the principle of integration.

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

Considering principle as a function of the entire group in the organization, Spears (1955:100) stated that it will require persons of considerable vision, courage and faith to realize that such a redirection of organization and control will greatly enrich and extend the administrative and supervisory functions rather than detract from them. On top of this, Spears moved to enumerate five principles listed below.

1. Administration and supervision are agencies serving the teaching learning process.
2. Administrators and staff members are resource persons contributing to the improvement of that situation.
3. There is the responsibility for coordinating the activities of these groups and for executing their planning.
4. There is the responsibility for providing opportunities for teachers to determine purposes and plan procedures.
5. Thus, group leadership takes precedence over position and cooperation over central directives.

According to Hicks (1960:26), some specific principles of supervision are identified. In the first place, supervision should have a purpose to be practically meaningful. In other words, it has to be related to democratic concept of

leadership. Similarly, effective supervisory process must operate within the context of the prevailing situation. It also should be concerned with the total teaching - learning situation and related to the functional problems which exist among staff members.

In addition, Hicks in the same source stated that modern supervision emphasizes cooperation as a mutually conceived process by placing high relative value on the improvement of individual members of the group in cooperative planning, decision-making and problem solving. Likewise, 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 look into available facilities and the physical climate of teachers so as to influence workers. Creative potential is the positive direction to meet the organizational expectations and teachers satisfaction as well.

Considering each one of the principles reminds someone of the democratic type of supervisory practice, which substantially takes into account the interests of the organization and the human needs, that is, both the satisfaction of the organization and the workers or teachers.

#### **2.4. Roles and Functions of Supervision**

The role of any supervision program is to facilitate an effective teaching - learning process by creating a conducive atmosphere. For this, the supervisor has the responsibility to fulfill the supervisory jobs in the schools. From this perspective, While (1983:3) states that "Supervisory jobs are like triangles all on the same base line representing those responsibilities which are common to them all (such as planning, leadership, organizing, coordinating, etc.)

As has been suggested by Cawelti (1980:236-237) there are four major instructional improvement processes employed by supervisors to provide instructional supervisory services to teachers. They are given below.

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

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

### **2.4.3 Staff Development**

According to Bottom and Harris in Harris (1963:83) assuring the availability of instructional staff members in adequate numbers and with appropriate competence for facilitating instruction is very essential. Recruiting, screening, selecting, assigning and transferring staff are endeavors included in this task area. Similarly, teachers as well as supervisors invariably need an opportunity to grow professionally through in-service education. From the point of view of its broad professional context, in-service education can be seen as an endeavor to

up-grade the effectiveness of the teaching and supervising staff. Stoop et al (1981:375) defined in-service education as "all activities of school personnel, which contribute to their continued professional growth and competence." Developing the same idea, Bradfield (1964:47) suggested that there are a good number of criteria that in-service education takes into account. Hence in-service education is:

1. strongly concerned with the task of rethinking and reconstructing and enriching the on-going educational programs;
2. used to shed light up on the most recent development in theories of learning;
3. used to promote curriculum released from traditional courses of study and approaches; and
4. Believed to encourage and foster selection of subject matter on the basis on needs, interests and abilities of pupils.

With the same notion, Tyler in Lovell (1983:186) described that in-service education is a process through which professional educators change, professionally improve and effectively discharge the practical area of their responsibility. On the same point, Joyce and Showers remarked in Lovell (1983:187) that teachers are great learners with the capacity to sharpen their current skills and shape the content of the curriculum through in-service education program to keep abreast of the most changing world of education.

Pajak (1989: 202) noted that in-service training most frequently deals with either new classroom techniques or changes in federal, state or local policies of which teachers have to be apprised. Similarly, Smith et al. (1961:168) remarked that personnel policies should provide for the professional growth of instructional personnel. The authorities further observed that professional growth can be affected by several sources, such as, in-service program, professional libraries

of a manager with the change in his/her level relative position of each skill. Skill-mix at different managerial level on Tripathi and P.N. Reddy (1991:8).

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

**Fig-1** Supervisory skills

### **2.5.1 Conceptual Skill**

Various authorities in the field agree that conceptual skill is a part and parcel of professional skills that should be possessed by successful supervisors. Conceptual skill, according to Katz in Sergiovanni and Starrat (1979:25) is the ability to deal with ideas. Katz in the same source noted that conceptual skills pertain to the supervision ability to view the school, the district, and the educational program as whole. These skills include the effective mapping of the inter-dependence between the components of the school as an instructional system, and the human organization as a functioning human system.

As it has been substantiated previously by Kinard, a conceptual skill is the ability needed by the supervisors and the administration to view the organization from a broad perspective in order to understand the interrelationship among organizational component parts and other systems. Supporting the above ideas, Griffiths (1956-10) defined conceptual skill as the ability to view the organization as a whole recognizing how the various functions of the organization depend on one another, and how changes in any one part affect all the others. The supervisor then should be able to act in a way, which advances the overall welfare of the total organization.

In like manner, supervisors must have conceptual skills to be able to conceptualize the technical and human aspects of work, understand people, job requirements, and work environments (Imundo, 1991: 23).

The success of any decision depends largely upon the extent of the conceptual skills of which the supervisor are generally acquired through on -the- job training rather than during professional preparation and internship. Supervisors are entrusted with the most sweeping responsibilities through in- Supervisors are expected to be conceptually and technically instructional experts, curriculum developers, planners, problem solvers, innovators, in-service education facilitators and managers of the process of teaching-learning (Alfonso et al., 1984:16). Mann in Alfonso (1984:17) and Terry(1983:276)raised similar points that conceptual skill includes the ability to visualize the organization as a whole, to see the "big picture", to envision all the various functions involved in a given situation. According to Tripathi and P.N.Reddy (1991:9) conceptual skill refers to the ability of a manager to take a broad and farsighted view of the organization and its future development trend, his ability to think in abstract, his ability to analyze the forces working in a situation, his creative and innovative ability, and his ability to assess the environment and the changes taking place in it. In short, it is the ability to conceptualize the environment, the organization, and his/her own job, so that he/she can set appropriate goals for his/her organizational achievement.

Similarly, referring to the conceptual basis of supervision Wheeler et al. (1980:43) portrayed that:

*The techniques of supervision should be goal- oriented. Supervision is a creative activity having definite ends. The main aims of supervision are to provide congenial environment for instruction and learning to help solve problems of students, to provide directives and suggestions as necessary, to help promote professional development of teachers, to promote and strengthen community- school relation- ships to evaluate teaching and learning relationships, to evaluate teaching-learning performance, and to take steps for all round development of the school for the preparation of citizens.*

To sum up, supervisors are expected to have a substantial breadth and depth of educational experiences, besides being well trained for their task. Particularly, other than being capable of implementing directives, they should also be able to initiate activities and make proposals for action to the higher levels of the

administration. Moreover, the supervisor should be familiar with all aspects of supervision before understanding the task. In a nutshell; the supervisor should be able to conceptualize the environment, the organization and his or her own job.

### **2.5.2 Human Relations Skill**

Human relations skill refers to the executive ability to work effectively as a group member and to build cooperative effort in the team he/she heads (Sergiovanni and Carver, 1980:13).

It is the ability without which an organization cannot survive; it is a very essential skill to solve conflict, to motivate, lead, and communicate effectively and efficiently with other workers. Human relations skill refers to supervisor's ability and judgment in working with and through people. It requires self understanding and acceptance as well as consideration for others. Their knowledge base according to Sergiovanni and Starrat (1979:25) include understanding of group dynamics and the development of human resource.

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

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

knowledge with others, incorporating new skills and understandings into their behavior and rejecting ineffective ones.

In similar manner, Terry (1983:276) noted that human relations skill includes the ability to work with others, win cooperation, being able to communicate ideas and beliefs to others and know what ideas others are trying to convey to their group members. In the same way, Jenson et al. (1967:479-480) reported that supervisors in their relationships with teachers, (1) know and respect the individual characteristic talents and potentials of each teacher, (2) must be approachable areas in which teachers feel free to express problems of concern to them, (3) must help avoid teacher frustration by cooperating with them in solving personal and professional problems, (4) must recognize good work and make use of every opportunity to compliment teachers for work well done and for the improvement noted, (5) must assist teachers in devising techniques for creating and maintaining good classroom discipline, and (6) must encourage to give constructive criticism in a friendly form and positive manner. Hicks in Bradfield (1964:7) pointed out some salient supervisory leadership traits which essentially believed to lead to teachers' satisfaction with supervision. These are sincerity, empathy, open-mindedness, intellectuality, objectivity, inspiration, proportion, balance and respect for people and teachers.

In a similar way, Spears (1955:164) noted that "A skill asked of all supervisors today is that of working gracefully and effectively with people individually and in group."

Stoops, Rafferty and Johnson (1981:379), referring to group supervision noted that group supervision should be applied to the needs of both the individual and the faculty as a whole. Cooperative consideration of the existing needs and group discussions of research findings in the field of instruction should serve as the basis of any schools' supervisory program. The program, once determined by all concerned, should be applied through suitable channels to individual teachers in their daily contact with pupils.

Dealing with supervisory leadership, Singhal, et al. (1996:103) dwelt on remarking that leadership is more effective if the leader follows the team approach. This would mean that the leader should have a belief in collective planning and implementation of the program. He/She should have a close interaction with the members of the group, provide an open but supportive atmosphere for efficient communication and involve them in decision making. He/She should recognize the differences in the abilities of different persons and assign the work keeping in view their capacities and aptitudes. Hence, good human relations in organization are the result of proper understanding between supervisor and supervisee.

In line with this view, Harris (1983:11) identified developing public relations as one of a supervisor's tasks and portrayed that a supervisor should provide for a free flow of information on matters of instruction to and from the public while securing optimum levels of improvement in the promotion of better instruction.

As it was widely explained and exemplified by various writers, human relations or social skills are needed to help in the promotion of instructional goals with the school, to make working life within it as pleasant as possible, to heal the inevitable differences of opinions and developing the work of the school and to generate a friendly and conducive climate that may cater for the well-being and satisfaction of all members and the organization. Thus, developing collaborative human relationship among teachers and supervisors can bring about rich pool of human talent for organizational improvement efforts.

### **2.5.3 Technical Skill**

Of the three basic skills, technical skill is one of the major components of supervisory behavior. Technical skill in supervisory leadership is displayed as knowledge of teaching, knowledge of the profession of teaching, knowledge of the wider concept of educational service and the workings of the particular local education authority, and knowledge of particular subjects. It is also displayed by way of personal acumen and stature (Harris, 1963:4). Similarly, Lucio (1962:205-

206) stated that technical skill engenders behavioral changes because this skill is based on specialized knowledge and scholarship. Adding to this, Griffiths (1956:9) defined technical skill as "an understanding of, and proficiency in a specific kind of activity, particularly one involving methods, processes, procedures, or techniques. Technical skill draws upon specialized knowledge, analytical ability in the use of tools and techniques of the specific discipline."

Mann in Alfonso (1984:17) defined technical skill as, "The specialized knowledge and ability required to perform the primary tasks inherent in a particular supervisory position; it is the ability to use a classroom observation system." Mann further observed the importance of technical skill from the stance of various organizations, and he formulated that in all organizations, the closer one is to the production system (in education, to the actual teaching-learning), the more frequently technical skills are applied. It is this skill that is addressed precisely to the teaching and allows supervisors to intervene with target, helpful behavior. Over and above, Mann warns that since teaching is a highly humanistic endeavor, the refinement of instruction requires supervisors to be both conceptually and technically well versed.

In like manner, Manolakes (1975: 54) reported that a major portion of the time that supervisors as advisors spend with teachers is in the technical domain. They deal with questions about individualizing instruction in reading, keeping records in a decentralized classroom, stimulating creative writing on the part of students, or provisioning a science interest center with productive and worthwhile activities. Manolakes further described that supervisor as technical advisors deal with the aforementioned concerns in a variety of ways:

- They often serve as a source of specific ideas and activities.
- They sometimes plan with teachers new activities or instructional units and then actually work alongside the teachers in the class rooms to help them implement these plans .

- They also demonstrate techniques or activities and allow the teachers to observe and critique the episode or episodes.
- They offer teachers feedback through visits to classrooms followed by conferences.

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

Regarding the skills mentioned above, all supervisors must possess them and specific know-how in the particular fields, which they supervise. As supervisors advance upward in the management ranks, they rely less upon technical skills, and find it increasingly more important to apply managerial capability and managerial skills. Therefore, the top executive usually possesses fewer specific technical skills than those who are employed in lower managerial positions. Most of the top executive time is spent applying managerial skills for coordinating and influencing the efforts of all subordinate managers toward common objectives (Haiman and Raymond, 1977: 22). They further stated that competent supervisors must thoroughly understand the specific technical aspects of the operation of the organization. Their responsibilities as managers are to see that the employees do the job and do it properly. As managers, the supervisors must plan, guide, and supervise the employees and manage the work to meet the expectations of the organization and employees.

## 2.8. Development and Current Trends of Supervision in Ethiopia

It was after the introduction of the western type of education that educational inspection was introduced to the educational system of the country. According to the MOE, Educational Supervision Manual (1987:3) inspection of primary school was begun for the first time in Ethiopian schools in 1934. By then it was known as inspection led by one foreigner and two Ethiopians (M.O.E, 1974:4). At the time, the major role of the inspection department was to ensure whether the policies, guidelines, directives, plans and programs of the Ministry of Education were practically applied as intended to all levels of educational settings (MOE, 1974:4). The inspection of the time was more of appraising the performance of teachers in their individual respective classroom sessions.

The first program for training inspectors was started in 1934 in the premises of the then, Addis Ababa Teacher Training School. According to Haileselassie (N.D:12), the reason behind this was that more schools were opened, the number of teachers increased and the number of students grew significantly and generally the educational activities became more and more complex and beyond the competence of the former three inspectors. Hence, a total of twenty-four inspectors were trained between 1943-1946.

In 1946, the training program of school inspectors was discontinued (MOE, 1987 :4). However, due to the increase in number of schools on the one hand, and the decrease of already trained inspectors on the other, the training program was reopened in 1948 and continued for seven consecutive years. Therefore, from 1948 to 1954 a total of 124 district inspectors were graduated. According to Haile Selassie (1997:14) the major responsibilities of the office of the then inspectorate were:

1. direct inspection of schools through personal visits;
2. investigate into the time table with recommendations therein, together with reports on teaching load per teacher;

3. allocate suitable text books recommended by a text book selection committee and approved by the Ministry of Education;
4. Prepare and develop curricula for all grades of the primary and secondary schools.
5. Set national examinations at the completion of grades six and eight;
6. Conduct rigorous examinations and interviews for all newly recruited Ethiopian teachers with recommendations as to the subjects they were to teach and the grade levels at which they were deemed competent to teach.

According to MOE (1979:3), in 1955 the department of inspection was replaced by the section for supervision which was then under the Department of Elementary and Secondary Education in each provincial education office. In the mean time, MOE and Addis Ababa University signed a new agreement to train new supervisors and those who were already on duty or in-service. The prime objective of supervision was geared toward the improvement of teaching-learning process through identifying the weaknesses and strong performance and suggesting ways and means of improving the teaching skills of teachers.

In 1966 E.C, supervision was found to be an ineffective educational instrument to reveal the underlying educational problems at all levels, and it was right then that the state change once more again brought back inspection to take the place of supervision (M.O.E, 1979E.C.:4). From this time onwards, the supervision of school operation have been entrusted to school principals helped by assistant principals, unit leaders and the department heads, and this was in operation till the 1983E,C change of state power in the country. In 1994, with the introduction of Education and Training Policy a shift from inspection to supervision was witnessed. The Educational Supervision Manual of the MOE (1987 E.C:4) stated that the replacement of inspection 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 manpower.

Currently, decentralization has been widely advocated as a means of increasing the relevance of education by allowing educational planners and policy makers to more effectively incorporate regional, zonal and district needs in their programs. The Education and Training Policy has made the educational management more decentralized. In line with this, Haileselassie (1997:17) remarked that what is envisaged at present is democratic supervision, which would seek the participation of all, concerned in all spheres of the educational development of objectives and teaching strategies in an effort to improve the teaching-learning process.

## **2.9 School- Based Supervision**

Supervision is organized at different levels in the education system. When we envisage the hierarchy from top to bottom, we find next to education program and supervision department of MOE, which has a function at federal and regional level, come supervision departments of Regional Education Bureaus. The third rank in the hierarchy is zonal supervision panel. The next hierarchy is woreda supervision department. The last rank in the hierarchy is the school based supervision, which is known as "in built supervision". Hence, if we are to talking about educational programers supervision in its function and true sense, it is when fully made operational at the grassroot level; i.e. the school level. The mission center is the school where the actual teaching-learning activity takes place.

According to Dull (1981:465), supervisory leaders are personnel who perform supervision tasks. They include supervisors, principals and department heads. Similarly, Harris (1985:111) indicated that the complexity of the educational operation combines the crucial importance of supervision to necessitate the involvement of nearly all professional school personnel. Modern educational organizations that hope to maintain their effectiveness as institutions of learning must involve supervisors, principals, teachers and special service personnel in the activities of instructional leadership.

According to Wiles and Lovell (1983:240) a principal is one of the official leaders at the local school level who is primarily concerned with the over all goals of the school. He/she is a leader of the supervisory team at the local school level.

Now, in Ethiopia, principals, vice principals, department heads and senior teachers are expected to play major roles in supervision at the school level. Hence, the contributions of each and every responsible personnel of the school can make the educational endeavor worthwhile and productive for the successful achievement of educational objectives.

As the teaching- learning activity is a day- to- day and continuous process, the function of supervision at the school level should also be a continuous responsibility. In this respect, the school must provide its own supervisors from within the school. Within each school system, supervisors are principals, vice principals, department heads and the senior teachers with relevant training in supervision, will undoubtedly have the competence, to supervise the educational activities of their colleague teachers (MOE, 1987 E.C: 35).

## **CHAPTER THREE**

### **3. PRESENTATION AND ANALYSIS OF DATA**

This chapter, as the main part of this study, deals with the presentation and analysis of the findings of the data collected from respondents. It consists of two major parts. Part one presents the characteristics of the sample population involved in the study. Hence, the sample population/ teachers and supervisors/are discussed in terms of sex, age, current position or status, experience and qualification.

In part two of this chapter, the analysis of the findings is discussed and the major variables are analyzed based on the responses collected from the respondents. These are: purposes of supervision, roles and functions of supervision, utilization of supervisory leadership skills, utilization of the techniques of classroom observation, utilization of school-based supervision and problems of supervisory activities

#### **3.1 Characteristics of Respondents**

Through questionnaire both teachers and supervisors were asked to indicate their background information. In this response, their sex, age, current status, years of experience and qualification are summarized in table one.

**Table 2- Characteristics of Respondents**

No	Variables	Characteristics	N= 402 Teacher		N= 55 Supervisor	
			n	%	n	%
1	Sex	M	271	67.41	52	94.54
		F	131	32.59	3	5.46
2	Age range	18-22	24	5.96	-	-
		23-27	112	27.87	6	10.9
		28-32	130	32.33	15	27.28
		33-37	68	16.92	11	20
		38-42	40	9.96	12	21.18
		43 and above Years	28	6.97	11	20
3	Current employment status	Teachers	304	75.62	-	-
		Senior teachers	98	24.38	13	23.64
		Dep. heads	-	-	13	23.64
		Woreda level Supervisors	-	-	3	5.44
		Vice principals	-	-	13	23.64
		Principals	-	-	13	23.64
4	Work experience	Below 5 years	92	22.89	-	-
		6-10	112	27.87	10	18.18
		11-15	120	29.89	12	21.81
		16-20	18	4.48	6	10.9
		21-25	40	9.96	8	14.54
		26-30	20	4.98	13	23.63
		31 and above	-	-	6	10.9
5	Qualification	TTI	282	70.14	16	29
		Diploma	104	25.88	24	43.64
		12+3	15	3.99	15	27.36
		12+4 and above	-	-	-	-

In Table 2, the biographic data of the respondents were categorized as teacher and supervisor. The total number of respondents involved in the study was 457, of which 402 were teachers and 55 were supervisors. As can be seen from the above table, teacher and supervisor respondents who accounted for two hundred and seventy one (67.41%) and fifty two (94.54%) respectively were males. Whereas, one hundred and thirty one (32.59%) and three (5.46%) teacher and supervisor respondents respectively were females. As one can read from table 1, female participation is more in teaching than it is in managerial position. This low female participation in managerial area seems to emanate from the cultural contexts that are common in Ethiopia.

### 3.2. Purpose of Supervision

Table 3. Views of Teachers and Supervisors on the Purpose of Supervision.

No	Item	Group	N	Mean	SD	T	Df	Sig(2-tailed)
A	Enhances and improves instructional effectiveness in promoting student learning	Teachers	402	1.42	.696	-8.788	455	.000
		Supervisors	55	2.31	.742			
B	Creates positive atmosphere for professional growth and development	Teachers	402	1.99	.783	2.459	455	.014
		Supervisors	55	1.81	.762			
C	Provides an objective assessment of the over all teacher performance based on competencies developed and agreed on by the staff	Teachers	402	1.70	.831	-4.856	455	.000
		Supervisors	55	2.27	.781			
D	Provides effective instructional leadership in a democratic way in promoting the professional improvement of the school and its activities	Teachers	402	1.42	.696	-8.502	455	.000
		Supervisors	55	2.29	.809			
E	Helps share with the public the problems of the school so as to get suggestions for their solution	Teachers	402	1.58	.777	-6.407	455	.000
		Supervisors	55	2.29	.737			
F	Helps teachers see more clearly the problems and needs of young people	Teachers	402	2.44	.846	.659	455	.510
		Supervisors	55	2.36	.754			

Significant at  $\alpha = 0.05$

Teacher and supervisor respondents were requested about their view whether supervision enhance and improve instructional effectiveness in promoting of student learning. In light of this, the calculated t- value 8.788 is greater than 1.96 which was t-critical value at df 455 and  $\alpha=0.05$ . Moreover, the associated p-value of the same test is less than 0.05 level of significance. Which means that there is significant statistical difference between the opinions of the two groups of the respondents.

As it is observed in table 2 item B, teacher and supervisor respondents were asked whether or not supervision creates a positive atmosphere for professional growth and development. Accordingly, the calculated t-value 2.459 is greater than 1.96 which was t- critical value for two tailed test at df 455 and

$\alpha=0.05$ . The associated p- value of the same test is less than 0.05 level of significance. It can be concluded that there is significant statistical difference between the opinions of the two groups.

As indicated in table 2 item C, both groups of respondents were asked whether or not supervision provides an objective assessment of the over -all teacher performance based on competencies developed and agreed on by the staff. To this end, the calculated t- value 4.856 is greater than 1.96 which was t-critical value for two tailed test at df 455 and  $\alpha=0.05$ . Moreover, the associated p- value of the item test found to be less than 0.05 level of significance. Therefore, it could be concluded that there is statistical difference between the opinions of both groups.

According to the same table item D, teacher and supervisor respondents were asked their view whether or not supervision provides effective instructional leadership in a democratic way in promoting the professional improvement of the school and its activities. With this regard, the calculated t- value 8.502 is greater than 1.96 which was t-critical value for two tailed test at df 455 and  $\alpha=0.05$ . The associated p- value of the item test found to be less than 0.05 level of significance, which shows that there is significant statistical difference between the opinions of both groups.

In the same table item E, teacher and supervisor respondents were requested about their view whether or not supervision helps share with the public the problems of the school so as to get suggestions for their solution. Consequently, the calculated t-value 6.407 is greater than 1.96 which was t- critical value for two tailed test at df 455 and  $\alpha=0.05$ . Moreover, the associated p-value of the test is found to be less than 0.05 level of significance. It can be concluded that there is significant statistical difference between the two groups of respondents.

The focus of item F of the same table is on whether or not supervision helps teachers see more clearly the problems and needs of young people and help them. To this end, the calculated t-value 0.659 is less than 1.96 which was

t-critical value for two tailed test and df 455 and  $\alpha=0.05$ . Moreover, the associated p- value in the item test found to be greater than 0.05 level of significance. It would be therefore, concluded that there is no significant statistical difference between the two groups of respondents.

Thus, there is a difference between what the teachers view and what the supervisors think about the purpose of supervision. This may be because there is a difference between the intentions and interpretations or supervisors over judged their efforts in applying the purpose of supervision.

With regard to the purpose of supervision, the researcher raised and discussed with the teachers and supervisors. Teachers claimed that supervisors were not capable enough to apply the purpose of supervision. Contrary to teachers' view supervisors claimed that they have been working as much as they can to affect the purpose of supervision. Hence, the views of teacher and supervisor respondents are not supporting one another.

In light of the above analysis, Spears (1955:138) asserted that the purpose of supervision in education is to facilitate learning by improving the conditions that affect it. Similarly Barr (1947:64-65) stated that the ultimate purpose of supervision is the promotion of pupil growth and hence eventually the improvement of society. Holding the same idea, Burggs and Justmann (1954:5-19) reported that the purpose of supervision is to help teachers see more clearly the real ends of education, and the special role of the school in working towards these ends, to help teachers see more clearly the problems and needs of young people and help them provide as far as possible, for these ends and to assist teachers in diagnosing the learning difficulties of pupils and help in planning effective or remedial instruction.

### 3.3. Role and Function of Supervision

#### 3.3.1. Curriculum Development

*Table-4 Views on Supervisor's Effort to Bring about Curriculum Development*

No	Item	Group	N	Mean	SD	T	Df	Sig(2-tailed)
A	Assists teachers in the implementation of the new curriculum	Teachers	402	1.44	.661	-11.468	455	.000
		Supervisors	55	2.53	.663			
B	Works as a resource person in curriculum improvement	Teachers	402	1.65	.754	-4.708	455	.000
		Supervisors	55	2.16	.834			
C	Helps to evaluate existing curriculum to take immediate corrective measure and provide feedback to curriculum specialists	Teachers	402	1.57	.765	-5.559	455	.000
		Supervisors	55	2.29	.786			
D	Helps to identifying students and community needs to improve the curriculum	Teachers	402	.81	.822	-1.952	455	.052
		Supervisors	55	2.04	.816			
E	Helps to identify the problems in implementing the existing curriculum as per the education policy	Teachers	402	1.34	.595	-8.221	455	.000
		Supervisors	55	2.07	.790			
F	Helps to collect and provide necessary educational materials supportive to existing curriculum	Teachers	402	1.69	.820	-2.795	455	.005
		Supervisors	55	2.02	.757			

Significant at  $\alpha = 0.05$

The teacher and supervisor respondents were asked about their view whether the school supervisors assist teachers in the implementation of the new curriculum. Consequently, the calculated t-value 11.468 is greater than 1.96 which was the t-critical value for two tailed test at df 455 and  $\alpha = 0.05$ . Moreover, the associated p-

value of the item test found to be less than 0.05 level of significance. It could, therefore be concluded that there is significant statistical difference between teacher and supervisors on the role of supervisors in assisting teachers in the implementation of the new curriculum.

Similarly, the teacher and supervisor respondents were asked whether the school supervisors work as resource persons in curriculum improvement. The calculated t-value 4.708 is greater than 1.96 which was the t-critical value for two tailed test at df 455 and  $\alpha=0.05$ . Moreover, the associated p-value of the item test found to be less than 0.05 level of significance. It could, therefore, be concluded that there is a significant statistical difference between teacher and supervisor respondents. The views of teacher and supervisor respondents about supervisors help to evaluate the existing curriculum to take immediate corrective measure and provide feedback to curriculum specialists arranged under table 4 items C. To this end, the calculated t- value 6.559 is greater than 1.96 which was the t-critical value for two tailed test at df 455 and  $\alpha=0.05$ . Moreover, the associated p-value of the item test found to be less than 0.05 level of significance. It could , therefore, be concluded that there is significant statistical difference between the opinions of the two groups .

With regard to the view of teacher and supervisor respondents on the supervisors effort to identifying students and community need to improve the curriculum, the calculated t-value 1.952 is less than 1.96 which was t-critical value for two tailed test at df 455 and  $\alpha=0.05$ . Moreover, the associated p-value of the item test found to be greater than 0.05 level of significance. It could, therefore, be conclude that there is insignificant statistical difference between the opinions of teachers and supervisors. Hence, we can concluded that supervision helps to identify students' and community need to improve the curriculum in Borena Zone primary schools.

As observed in Table 4 item E, teacher and supervisor respondents were asked whether or not supervisors help to identify the problem in implementing the existing curriculum as per the education policy. Accordingly, the calculated t-value 8.221 is greater than 1.96 which was t-critical for two tailed test at df 455 and  $\alpha=0.05$ . Moreover, the associated p-value of the item test found to be less than 0.05 level of significance. It would be, therefore, possible to conclude that there is significant statistical difference between the opinions of the groups. Hence, we can conclude that supervisors in Borena Zone primary schools fail to identify the problem in implementing the existing curriculum as per the education policy.

As shown in table 4 item F teacher and supervisor respondents were asked about their view whether or not the school supervisors help to collect and provide necessary educational materials supportive to the existing curriculum. To this end, the calculated t-value 2.795 is greater than 1.96 which was t-critical for two tailed test at df 455 and  $\alpha=0.05$ . Moreover, the associated p-value of the item test found to be less than 0.05 level of significance. It could, therefore, be conclude that there is significant statistical difference between the opinions of the two groups.

In order to come up with the reason behind why supervisors did not take part to contribute to the development of the curriculum, the researcher forwarded the issue to the teachers for discussion. Hence, they depicted that in order to take part in any task including curriculum development, the individual has to be better than the teachers in knowledge, skill, etc. However, most of the supervisors have low qualification (most of them are TTI graduates). So, they lack knowledge, skill and confidence to talk with us on academic issues.

As it was explained in the foregoing section of this analysis, the supervisors seem to fall short of meeting the satisfaction of teachers in their desire to update their curriculum knowledge. Further illuminating the above findings, Lucio (1979:299) pointed out that it is the common professional duty of the supervisors

to assist teachers in determining more appropriate and well sequenced instructional objectives as a means of improving the implementation of the curriculum. Supporting the same opinion, Harris (1963:338) stated that curriculum improvement, through the provision of in-service education program, draws substantially up -on the cooperative efforts of continuous processes of creating new experiences, polishing up old concepts and exploring new oceans of ideas related. To this end, the core task of training and retraining supervisors and teachers through in-service education is aimed at meeting the expectation of teachers and improving the curriculum.

### 3.3.2 Staff Development

**Table 5-** Views on Supervisors' Effort to Promote Staff Development

No	Item	Group	N	Mean	SD	T	Df	Sig(2- tailed)
A	Contribute to enhance professional competence of teachers by providing the latest information on the teaching theories and strategies	Teachers	402	1.47	.748	-5.017	455	.000
		Supervisors	55	2.02	.871			
B	Helps in assessing the training needs of teachers	Teachers	402	1.56	.772	-5.272	455	.000
		Supervisors	55	2.15	.803			
C	Helps to provide short term training at school level	Teachers	402	1.54	.774	-4.410	455	.000
		Supervisors	55	2.04	.881			
D	Helps to provide an induction program to new teachers	Teachers	402	1.68	.799	-5.532	455	.000
		Supervisors	55	2.31	.767			
E	Helps teachers to promote self-reliance and self-respect	Teachers	402	1.52	.748	-4.409	455	.000
		Supervisors	55	2.00	.793			

Significant at  $\alpha = 0.05$

In Table 5, the response of teachers and supervisors on the extent of supervisors endeavor to bring instructional improvement are organized. Regarding the efforts of supervisors to enhance professional competence of teachers by providing the latest information on the teaching theories and strategies, the calculated t value 5.017 is greater than 1.96 which was t-critical value for two tailed test at df 455 and  $\alpha = 0.05$ . Moreover, the associated p-value of the item test is found to be less than 0.05 level of significance. It would be, therefore, concluded that there is a significant statistical difference between the opinions of both groups.

In Table 5 item B, the responses of the two groups of respondents on assessing the training needs of teachers are observed. The table reveals whether or not supervisors assess the training needs of teachers. In doing so, the calculated t-value 5.272 is greater than t critical 1.96 for two tailed test at df 455 and  $\alpha=0.05$ . Moreover, the associated p-value of the item test is found to be less than 0.05 level of significance. Hence, it could be concluded that there is significant statistical difference between the opinions of the two groups. For the above analysis we can infer that supervisors of the sample schools did not assess the training needs of teachers.

On the other hand, the table reveals whether or not supervisors provide short term training at school level. The calculated t-value 4.410 is greater than t-critical value 1.96 for two tailed test at df 455 and  $\alpha=0.05$ . Moreover, the associated p-value of the item test found to be less than 0.05 level of significance. It could, therefore, be concluded that there is significant statistical difference between the opinions of teachers and supervisors. However, supervisors have to provide short term training at school level for teachers because it boosts the potential and moral of teachers.

As shown in table 5 item D, the two groups of respondents were asked whether supervisors provided an induction program to new teachers. The calculated t-value 5.532 is greater than t-critical value 1.96 for two tailed test at df 455 and  $\alpha=0.05$ . Moreover, the associated p-value of the item test is found to be less than 0.05 level of significance. It would be, therefore, concluded that there is significant statistical difference between the opinions of the two groups.

In this analysis, it can be observed that teachers and supervisors have been rated differently. As it was true in the case of the analysis of the above findings, though teachers do not seem to be comfortable with the task accomplishment of the supervisors, it can be seen that supervisors rate themselves with some what better views about their task accomplishment.

In support of the above analysis, some authorities like Lovell (1983:80) described that in - service education is a process through which professionals

change and improve their teaching skills and general knowledge of the profession in which they operate. According to Stoops, Rafferty and Johnson, (1981: 375) in-service education leads to continuous provision of re-examination and revision of the educational program. Therefore, it encourages participants to attain self-realization through competence accomplishment and security. Supplementing this view, Joyce and Shower in Lovell (1983:183) agreed that teachers are great learners to sharpen their skills and reshape the content of the curriculum through the opportunity of in-service education program. On the other hand, Smith et al. (1961:168) asserted that the professional development can be affected by adequate and qualified supervision, professional libraries when available to the staff, in-service program and participation in the curriculum development and the like. However, the role of supervisors in facilitating staff development through in-service education, and provision of latest information for teachers, as seen in the above analysis, was not to the expectation of teachers and inadequate in the primary schools of Borena Zone.

### 3.3.3. Instructional Improvement

**Table 6- Views on Supervisors' Effort to Promote Instructional Improvement**

No	Item	Group	N	Mean	SD	T	Df	Sig(2-tailed)
A	Help teachers to supply with the appropriate instructional materials	Teachers	402	1.37	.665	-5.316	455	.000
		Supervisors	55	1.89	.809			
B	Help teachers to plan and organize learning experience to enrich classroom instructional process	Teachers	402	1.28	.609	-10.824	455	.000
		Supervisors	55	2.27	.827			
C	Help teachers in arranging and promoting situation conducive to instructional improvement	Teachers	402	1.37	.674	-8.160	455	.000
		Supervisors	55	2.18	.796			
D	Help teachers in identifying instructional problems	Teachers	402	1.43	.652	-7.411	455	.000
		Supervisors	55	2.15	.780			
E	Help to organize meeting for teachers to solve common instructional problems	Teachers	402	1.57	.784	-5.461	455	.000
		Supervisors	55	2.18	.772			

Significance at  $\alpha = 0.05$

In table 6, the response of teachers and supervisors' on the extent of supervisors endeavor to bring instructional improvement are organized. Regarding the efforts of supervisors to help teachers supplied with the appropriate instructional materials, the calculated t- value 5.316 is greater than 1.96, which was t-critical value for two tailed test at df 455 and  $\alpha= 0. 05$ . Moreover, the associated p- value of the item test is found to be less than 0.05 level of significance. It would be, therefore, concluded that there is significant statistical difference between the two groups of respondents.

As observed in Table 6 item B, teacher and supervisor respondents asked whether supervisors help teachers to plan and organize learning experiences to enrich classroom instructional processes. In this respect, the calculated t- value 10.824 is greater than t-critical value 1.96 for two tailed test at df 455 and  $\alpha= 0.05$ . Moreover, the associated p- value of the item test found to be less than 0.05 level of significance. It could, therefore, be conclude that there is significant statistical difference between the opinions of the two groups.

On the other hand, item C reveals whether or not supervisors help teachers in arranging and promoting situation conducive to instructional improvement. Hence, the calculated t- value 8.160 is greater than t- critical value, 1.96 for two tailed test at df 455 and  $\alpha= 0.05$ . Moreover, the associated p- value of the item test found to be less than 0.05 level of significance. It would be therefore concluded that there is significant statistical difference between the response of the two groups of respondent's.

The focus of item D of Table 6 is whether or not supervisors help teachers in identifying instructional problems. To this end, the calculated t- value 7.411 is greater than t- critical value 1.96 which was two tailed test at df 455 and  $\alpha= 0.05$ . Moreover, the associated p- value of the item test is found to be less than 0.05 level of significance. This shows the disagreement of both groups concerning

supervisor's role in helping teachers in identifying instructional problems in the primary schools of Borena Zone.

With regard to the views of teacher and supervisor respondents on the supervisors' role to organize meeting for teachers to solve common instructional problems, the calculated t-value 5.461 is greater than t-critical 1.96 which was two tailed test at df 455 and  $\alpha = 0.05$ . Moreover, the associated p-value of the item test is found to be less than 0.05 level of significance. It could, therefore, be concluded that there is significant statistical difference between the two groups of respondents.

To conclude, the responses of teachers and supervisors are in contradiction to each other with regard to the role of supervisors in instructional improvement. When Table 6 is comparatively observed, supervisors seem to assess themselves positively whereas teachers appear to perceive supervisors of Borena Zone primary schools as incompetent, which profoundly affects the instructional improvement.

Such a difference could be the result of different factors; supervisors might have exaggerated their role; there appears a difference between what the supervisors do and what the teachers interpret; lack of proper training and lower qualification.

Moreover, with regard to the view of teachers and supervisors on the role of supervision, the writer made an interview with them. To this end, teachers reported that supervisors were not capable enough to bring curriculum development, staff development and instructional improvement. This is because most of the supervisors have low qualification and they lack knowledge and skill to help classroom teachers in all aspects.

In supporting the above analysis, Pajak (1989:112) reported that the principal mechanism by which supervisors nurture the norm of collective responsibility for the improvement of instruction is by involving teachers in discussions and decision through workshops at school level. Similarly, Hughes (1971:840-44) further reported that supervisors have always been looked up on to encourage

improved instruction through new approaches, well refined methodology and techniques. Similarly Cawelti (1980:236-37) stated four major instructional improvement processes employed by supervisors to provide instructional supervisory services to teachers, to encourage them work to their expectations. Bradfield (1964:70) supplementing the same idea, maintained that the instructional leadership role of the supervisors would give teachers a sense of freedom to plan their work, the educational program they desire, the opportunity to participate in curriculum refinement to promote their job satisfaction through instructional improvement.

### 3.4. Utilization of the Basic Supervisory Leadership Skills

#### 3.4.1. Conceptual Skill

**Table 7.** Extent of Utilizing Conceptual Skills

No	Item	Group	N	Mean	SD	T	Df	Sig(2-tailed)
A	Encourage and help teachers to view educational activities in schools as a whole	Teachers	402	1.58	.764	-4.626	455	.000
		Supervisors	55	2.09	.776			
B	Motivate teachers to participate in activities and decision which determine the fate of the school	Teachers	402	1.74	.825	-5.347	455	.000
		Supervisors	55	2.58	.899			
C	Allows teachers to participate in the preparation of school level policies, plans, regulations and the overall management of school operation	Teachers	402	1.73	.805	.863	455	.000
		Supervisors	55	2.00	.863			

Significant at  $\alpha=0.05$

According to the above table item A, teacher and supervisor respondents were asked about the extent to which supervisors encourage and help teacher to view educational activities in school as a whole. Regarding this, the calculated t-value 4.626 is greater than 1.96 which was t- critical value for two tailed test at df 455 and  $\alpha=0.05$  Moreover, the associated p- value to the item test is found to be less than 0.05 of significance. It could, therefore, be concluded that there is significant statistical difference between the views of the two groups.

The extent to which supervisors motivate teachers to participate in activities and decision which determine the fate of the school is considered in Table 7 item B. With regard to this, the calculated t- value 5.347 is greater than 1.96 which was t- critical value for two tailed test at df 455 and  $\alpha=0.05$ . Moreover, the associated p- value to the item test is found to be less than 0.05 of significance. It would be, therefore, concluded that supervisors in Borena Zone primary schools did not motivate teachers to participate in activities and decision which determine the fate of the school. On the other hand, item C reveals whether or not supervisors allow teachers to participate in the preparation of school level policies, plans, regulations and the over all management of school operation. Hence, the calculated t-value 4.636 is greater than 1.96 which was t- critical value for two tailed test at df 455 and  $\alpha=0.05$ . Moreover, the associated p- value of the item test is found to be less than 0.05 level of significance. It would be, therefore, concluded that there is significant statistical difference between the opinions of the two groups.

Supporting the above analysis, Griffiths (1959:9) asserted that conceptual skills refer to viewing the organization as a whole, recognizing how the various functions of the organization depend on one another, and how changes in one part affect all the other. Similarly, Wheeler (1980:443) reported 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/her own job. Mann in Alfonso (1984:17) and Terry (1983:276) raised similar points that conceptual skill includes the ability to visualize the organization as a whole, to see the "big picture", to envision all the various functions involved in a given situation.

### 3.4.2 Human Relations Skill

**Table 8. Extent of Utilizing Human Skills**

No	Item	Group	N	Mean	SD	T	Df	Sig(2-taild)
A	Approach teachers with warm human relationship	Teachers	402	1.30	.579	-10.563	455	.000
		Supervisors	55	2.22	.762			
B	Consider the opinions of the staff and help them take part in matters that affect their work and life	Teachers	402	1.73	.797	-4.856	455	.000
		Supervisors	55	2.29	.832			
C	Make teachers feel important to the school	Teachers	402	1.65	.780	-4.261	455	.000
		Supervisors	55	2.13	.818			

Significant at  $\alpha=0.05$

Both teachers and supervisors were asked about their view whether or not supervisors approach teachers with warm human relationship. To this end, the calculated t-value 10.563 is greater than 1.96 which was t- critical value for the two tailed test at  $df=455$  and  $\alpha=0.05$ . Moreover, the associated p- value of the item test is found to be less than 0.05 level of significance. From the analysis made above, we can infer that the two groups of respondents have opposite views.

As indicated in Table 8 item B, both groups of respondents were asked whether or not supervisors consider the opinions of the staff and help them take part in matters that affect their work and life. Regarding this, the calculated t- value 4.856 is greater than 1.96 which was t critical value for the two tailed test at  $df$  455 and  $\alpha=0.05$  Moreover, the associated p- value of the item test is found to be less than 0.05 level of significance. Therefore, it can be concluded that there is significant statistical difference between the t- test of the groups of respondents.

Concerning supervisors' assistance to make teachers feel important to the school, the calculated t- value 4.261 is greater than 1.96 which was t- crucial value for the two tailed test at  $df$  455 and  $\alpha=0.05$  Moreover, the associated p- value of the item test is found to be less than 0.05 level of significance. From the analysis, we come conclude that supervisor and teacher respondents have opposite views.

However, supervisors have to approach all teachers with an understanding that each teacher has something he can do well, has ideas to contribute, is interested in improvement, is able to grow professionally and able to develop social understanding.

In the light of the above analysis, Griffiths (1956:91) portrayed that human relations skills pertain to the supervisor's ability to work effectively with people as a group member and to build cooperative effort with the team he leads. Similarly, Terry (1983:276) noted that human relations skill includes the ability to work with others win cooperation, being able to communicate ideas and beliefs to others and know what ideas others are trying to convey to their group members.

In like manner, Spears (1955:164) noted that "A skill asked of all supervisors today is that of working gracefully and effectively with people individually and in group". Similarly, Harris (1983:11) identified that developing public relations as one of supervisors' tasks and portrayed that a supervisor should provide for a free flow of information on matters of instruction to and from the public while securing optimum levels of improvement in the promotion of better instruction.

### 3.4.3 Technical Skill

**Table 9. Extent of Utilizing Technical Skills**

No	Item	Group	N	Mean	SD	T	Df	Sig(2-tailed)
A	Help teachers in preparing modern lesson plan	Teachers	402	1.42	.688	-3.986	455	.000
		Supervisors	55	1.82	.772			
B	Provide teachers with the necessary assistance in searching the learning difficulties of pupils	Teachers	402	1.63	.747	-3.741	455	.060
		Supervisors	55	2.04	.793			
C	Holds regular meetings with teachers on issues like effective utilization of material resources, different methods and techniques of lesson presentation and evaluation mechanisms	Teachers	402	1.66	.777	-1.991	455	.000
		Supervisors	55	1.87	.771			

Significant at  $\alpha=0.05$

As indicated in Table 9 item A, both groups of respondents were asked the extent to which supervisors help teachers in preparing modern lesson plan. Regarding this, the calculated t-value 3.986 is greater than 1.96 which was t-critical value for the two tailed test at df 455 and  $\alpha=0.05$ . Moreover, the associated p-value of the item test is found to be less than 0.05 level of significance. It would be, therefore, concluded that there is a significant statistical difference between the views of the two groups.

As shown in item B of the same table, teacher and supervisors respondents were asked their view whether or not supervisor provide teachers with the necessary assistance in searching the learning difficulties of pupils. To this end, the calculated t-value 3.741 is greater than 1.96 which was t-critical value for the two tailed test at df 455 and  $\alpha=0.05$ . Moreover, the associated p-value of the item test is found to be less than 0.05 level of significance. It could, therefore, be concluded that there is significant statistical difference between the opinions of the two groups.

In Table 9 item C, the responses of the two groups of respondents whether or not supervisors hold regular meetings with teachers on issues like effective utilization of material resources, different methods and techniques of lesson presentation and evaluation mechanism were observed. To this end, the calculated t-value 1.991 is greater than 1.96 which was t-critical value for two tailed test at df 455 and  $\alpha=0.05$ . Moreover, the associated p-value of the item test is found to be less than 0.05 level of significance. This indicates that there is significant statistical difference between the opinions of both groups. Furthermore, it was found out from the analysis that there were no regular meetings with teachers on the issues stated.

In light of the above analysis, some writers like Lucio (1962; 205-206) revealed that technical skill engenders behavioral changes because this skill is based on specialized knowledge and scholarship.

In like manner, Mann in Alfonso (1984:17) has expounded the importance of technical skills in supervision. To him, it is this skill that is addressed to the practical teaching and allows supervisors to intervene with targeted and helpful behavior to up grade the standard of instruction provided. Supporting the same idea, Monolakes (1975:54) briefly reported that a major portion of the time that supervisors spend as advisors with teachers is in the technical domain. They deal with questions about individualizing instruction in reading, keeping records in decentralized classroom, stimulating creative writing on the part of students, or provisioning a science interest center with productive and worthwhile activities.

In order to come up with a clear understanding of the issue the researcher made an interview with teachers and supervisors whether or not supervisors give help to teachers using their supervisory skills. To this end, all teachers in the interview assured that supervisors have not been supporting teachers. However, contrary to teachers view, supervisors complain that they have been giving assistance to teachers using their supervisory skills.

Hence, from the data analysis of Table 7,8,9 and an interview made, one can justify that supervisors positively asserted themselves that they skillfully apply the three management skills to their supervisory tasks they are in charge of. But, contrary to the above, teachers' views do not support what supervisors claim.

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

### 3.5. Techniques of Classroom Supervisory Procedures

#### 3.5.1. Pre- Observation Conference

**Table 10.** Views on the Utilization of Pre-Observation Conference.

No	Item	Group	N	Mean	SD	T	Df	Sig(2-tailed)
A	Supervisors establish pre-observation conference with teachers to reach common understanding and agreement on the objectives of classroom observation	Teachers	402	1.89	.767	2.111	455	.040
		Supervisors	55	2.11	.717			
B	Supervisors examine the lesson prepared by teachers before actual classroom observation	Teachers	402	1.76	.792	2.200	455	.028
		Supervisors	55	1.91	.767			
C	Supervisors motivate teachers is create awareness that classroom observation is a helping process and not part of the final evaluation	Teachers	402	1.65	.783	-2.132	455	.034
		Supervisors	55	1.89	.832			

Significance at  $\alpha = 0.05$

As observed in Table 10 item A, teacher and supervisor respondents were asked whether or not supervisors establish pre- observation conference with teachers to reach common understanding and agreement on the objectives of classroom observation. Accordingly, the calculated t- value 2.111 is greater than 1.96 which was t- critical value for two tailed test at df 455 and  $\alpha = 0.05$ . Moreover, the associated p-value of the item test is found to be less than 0.05 level of significance. It can be concluded that there is significant statistical difference between the response of the two groups. Moreover, the above analysis demonstrates that supervisors did not establish pre- observation conference with teachers in Borena Zone sample primary schools.

As shown in Table 10 item B, teacher and supervisor respondents were asked whether or not supervisors examine the lessons prepared by the teachers before the actual classroom observation. To this end, the calculated t- value 2.200 is greater than 1.96 which was t- critical value for two tailed test at df 455 and  $\alpha = 0.05$ . Moreover, the associated p-value of the item test is found to be less than 0.05 level of significance. Hence, it can be concluded that teachers disagreed on the need for examining the lessons prepared.

The focus of item C of Table 10 is, whether or not supervisors motivate teachers to create awareness that classroom observation is a helping process and not part of the final evaluation. Accordingly, the calculated t- value 2.132 is greater than 1.96 which was t-critical value for two tailed test at df 455 and  $\alpha=0.05$ . Moreover, the associated p-value of the item test is found to be less than 0.05 level of significance. It could be, therefore, concluded that there is significant statistical difference between the two groups of respondents' response.

From the analysis of Table 10, it can be easily observed that supervisors rated themselves a little higher than did the teachers; that is, supervisors seem to claim that they utilize techniques of pre- observation conference in their supervisory procedure, whereas teachers reported on the same that supervisors are said to have failed to keep what they claim to be, according to their views.

Related to pre-observation conference, earlier writers like Syndre in Harris (1985:523) stated that pre-observation conferences are contract accomplishment between a teacher and a supervisor regarding the purpose of the specific task to be carried out as a stage of conference. Similarly, Lovell (1983:154) described pre-observation conference as one of classroom supervisors' procedures that fairly necessitates elaborated plan and clearance procedures for a better and healthy classroom supervision. Picking the same idea, Harris in Goldhammer (1980:17) noted that the critical purpose of pre- observation conference as a checkpoint, where important work is done prior to the main program to start, is to provide a mental and procedural framework for the supervisory process of the supervisors. But these accounts seem to be less considered by the supervisors as they were confirmed by the data analysis in Table 10, where it was observed that teachers' views are significantly different from that of the supervisors, respectively.

### 3.5.2. Classroom Observation Process

**Table 11. Views on the Utilization of Classroom Observation Process.**

No	Item	Group	N	Mean	SD	T	Df	Sig(2-tailed)
A	Supervisors use observation instrument to collect data on the lesson being taught	Teachers	402	.41	.610	-6.998	455	.000
		Supervisors	55	2.05	.848			
B	Supervisors focus on the issue of teachers' teaching behaviors and instructional improvement	Teachers	402	1.90	.821	2.426	455	.041
		Supervisors	55	2.71	.981			
C	It helps the supervisors to collect the necessary evidence that indicate both weakness and strength which can serve as a point of discussion during post-observation conference	Teachers	402	1.35	.704	2.210	455	.003
		Supervisors	55	2.20	.829			
D	Supervisors spend enough time on observing the teachers to secure valid and reliable evidences	Teachers		1.85	.800	-3.392		.024
		Supervisors		2.89	.911			

Significant at  $\alpha = 0.05$

As can be observed in Table 11 items A, teacher and supervisor respondents were asked whether or not supervisors use observation instrument to collect data on the lesson being taught. To this end, the calculated t-value 6.998 is greater than 1.96 which was t-critical value for two-tailed test at df 455 and  $\alpha = 0.05$ . Moreover, the associated p-value of the item test is found to be less than 0.05 level of significance. From the analysis made above, we can infer that the two groups of respondents have opposite views.

The focus of item B of Table 11 is whether or not supervisors focus on issues of teachers' teaching behaviors and instructional improvement. To this end, the calculated t-value 2.426 is greater than 1.96 which was t-critical value for two-tailed test at df 455 and  $\alpha = 0.05$ . Moreover, the associated p-value of the item test is found to be less than 0.05 level of significance. This shows the disagreement of both groups concerning classroom observation focused on the issue of teachers' teaching behaviors and instructional improvement.

On the other hand, item C, reveals whether or not classroom observation process helps the supervisor to collect the necessary evidences that indicate both weakness and strength which can serve as a point of discussion during post-observation conference. In this regard the calculated t- value 2.210 is greater than 1.96 which was t- critical value for two tailed test at df 455 and  $\alpha=0.05$ . Moreover, the associated p-value of the item test is found to be less than 0.05 level of significance. It can be concluded that there is significant statistical difference between the views of the two groups of respondents.

As shown in item D of the same Table, teacher and supervisor respondents were asked whether or not supervisors spend enough time on observing the teachers to secure valid and reliable evidence. In light of this, the calculated t- value 3.392 is greater than 1.96 which was t- critical value for two tailed test at df 455 and  $\alpha=0.05$ . Moreover, the associated p-value of the item test is found to be less than 0.05 level of significance.

From the analysis made above, it seems that teachers markedly underrate supervisory behaviors of supervisors because it appears that the supervisory behavior was not properly utilized to match the expectation of teachers . On the whole the view of teachers and supervisors seems to be divergent.

Referring to classroom observation process, Smith (1964:367) reported that supervisors who are entrusted with the responsibility of supervisory service, should better be able to motivate teachers in activities so as to cause instructional improvement. Similarly , Curtin (1968:67) reported that there is no substitute for it is classroom observation for only by this that supervisors can gain the first hand knowledge, and experience necessary to participate in improvement. According to Harris ( 1963: 93) the most common use of classroom observation process is to help teachers improve by identifying specific needs to satisfy teachers' professional and personal demands.

### 3.5.3. Analysis and Strategy

**Table 12: Views on the Utilization of Analysis and Strategy**

No	Item	Group	N	Mean	SD	T	Df	Sig(2-tailed)
A	Supervisors recorded appropriate data during observation	Teachers	402	1.69	.745	4.261	455	.000
		Supervisors	55	2.15	.780			
B	Supervisors allow the teachers access to data that were collected during the observation	Teachers	402	1.67	.801	4.816	455	.000
		Supervisors	55	2.22	.762			
C	Teachers and supervisors analyze the teaching learning process	Teachers	402	1.65	.779	2.314	455	.021
		Supervisors	55	1.71	.799			
D	Teachers and supervisors discuss the congruencies and discrepancies that may exist between what the supervisors have documented	Teachers	402	1.53	.714	-4.012	455	.000
		Supervisors	55	1.95	.803			
E	Supervisors encourage teachers to provide suggestions or ideas regarding possible alternative or changes that should be considered in the new future	Teachers	402	1.63	.731	-5.956	455	.000
		Supervisors	55	2.25	.751			
F	Supervisors and teachers discuss the alternatives provided	Teachers	402	1.83	.782	-1.991	455	.032
		Supervisors	55	2.02	.789			
G	Supervisors and teachers agreed on the new method or strategy	Teachers	402	1.72	.731	-4.054	455	.000
		Supervisors	55	2.15	.737			

Significant at  $\alpha = 0.05$

As can be observed in Table 12 item A, teacher and supervisor respondents were asked whether or not supervisors recorded appropriate data during observation. In this respect, the calculated t- value 4.261 is greater than 1.96 which was t- critical value for the two tailed test at df 455 and  $\alpha = 0.05$ . Moreover, the associated p- value of the item test is found to be less than 0.05 level of significance. It can be, therefore, concluded that there is significant statistical difference between the two groups of respondents' response.

The focus of item B of Table 12 is on whether or not supervisors allow the teacher access to data that were collected during the observation. To this end, the calculated t- value 4.816 is greater than 1.96 which was t- critical value for two tailed test at df 455 and  $\alpha = 0.05$ . Moreover, the associated p- value of the item test is found to be less then 0.05 level of significance. Then, it can be concluded

that there is significant statistical difference between the views of the respondents of the two groups.

On the other hand, item C, reveals whether or not teachers and supervisors analyze the teaching learning process. Hence, the calculated t-value 2.314 is greater than 1.96 which was t-critical value for two tailed test at df 455 and  $\alpha=0.05$ . Moreover, the associated p- value of the item test is found to be less than 0.05 level of significance. Thus, it can be concluded that there is significant statistical difference between the views of the two groups.

As can be observed in Table 12 item D, teacher and supervisor respondents asked whether teacher and supervisors discuss the congruencies and discrepancies that may exist between what the teachers thought occurred and what the supervisors have documented. To this end, the calculated t- value 4.012 is greater than 1.96 which was t- critical value for two tailed test at df 455 and  $\alpha=0.05$ , which indicate the existence of significant statistical difference between the views of both groups .

Here, in item E, both teacher and supervisor respondents were asked whether or not supervisors encourage teachers to provide suggestions or ideas regarding possible alternatives or changes that should be considered in the new future. Regarding this, the calculated t- value -5.956 is greater 1.96 which was t- critical value for two tailed test at df 455 and  $\alpha=0.05$  . Moreover, the associated p- value of the item test is found to be less than 0.05 level of significance. It can be, therefore, concluded that, there is significant statistical difference between the views of the two groups.

In Table 12 item F, the response of the two groups of respondents concerning whether or not supervisors and teachers discuss on the alternatives provided are observed. To this end, the calculated t- value 1.991 is greater than 1.96 which was t- critical value for two tailed test at df 455 and  $\alpha=0.05$ . Moreover, the associated p- value of the item test is found to be less than 0.05 level of significance. This shows that there is no agreement between groups on the issue stated.

As shown in the same table item G, teacher and supervisor respondents were asked whether or not they agree on the new method or strategy in the analysis or strategy stage. To this end, the calculated t-value 4.054 is greater than 1.96 which was t-critical value for two tailed test at df 445 and  $\alpha=0.05$ . Moreover, the associated p- value of the item test is found to be less than 0.05 level of significance. It can also be also concluded that there is significant statistical difference between the supervisors' and teachers' views.

In light of the above analysis, Glodhammer (1980:370) revealed that analysis is helpful to make sense out of the observational data, to make them intelligible and manageable, as a strategy to plan the management of the supervision conference to follow, that is, to determine what issues to treat, which data to cite, what goals to aim at how to begin, where to end, and who should do what.

From the analysis of Table 12, it can be observed that the teachers and supervisors have rated differently. As is true in the case of the analysis of the above findings, though teachers do not seem to be comfortable with the task accomplishment of the supervisors, it can be seen that supervisors rate themselves with some what better views about their task accomplishment. On the whole, the views of teachers and supervisors seem to be divergent.

### 3.5.4 Post- Observation Conference

**Table13. Views on the Utilization of Post- Observation Conference**

No	Item	Group	N	Mean	SD	T	Df	Sig(2-tailed)
A	Supervisors hold post -observation conference with teachers and concentrate on where the teachers stand in performance and the way and means of improving it	Teachers	402	1.66	.803	-2.565	455	.018
		Supervisors	55	1.98	.764			
B	Supervisors focus too much on weakness and little or nothing on strength of teachers	Teachers	402	2.01	.749	-2.031	455	.031
		Supervisors	55	1.68	.738			
C	It is carried out in order to compare learning outcome with the actual outcome and arrange for improvement	Teachers	402	1.46	.703	-5.896	455	.000
		Supervisors	55	2.07	.836			

As can be observed in Table 13 item A, teacher and supervisor respondents were asked whether or not supervisors hold post-observation conferences with teachers and concentrate on where the teachers stand in performance and the way and means of improving it. In this respect, the calculated  $t$ -value 2.565 is greater than 1.96 which was the  $t$ -critical value for a two-tailed test at  $df = 455$  and  $\alpha = 0.05$ . Moreover, the associated  $p$ -value of the item test is found to be less than the 0.05 level of significance. It can be concluded that there is a significant statistical difference between the views of the groups.

In the same table item B, supervisor and teacher respondents were asked whether or not supervisors focus too much on weakness and little or nothing on the strength of teachers during post-observation discussion. With regard to this, the calculated  $t$ -value 2.031 is greater than 1.96 which was the  $t$ -critical value for a two-tailed test at  $df = 455$  and  $\alpha = 0.05$ . Moreover, the associated  $p$ -value of the item test is found to be less than the 0.05 level of significance. Thus, it can be concluded that there is a significant statistical difference between the views of the two groups.

Regarding item C of the same table, both groups of respondents were asked whether or not supervisors made comparison between the expected learning outcome and the actual outcome and arrange for the improvement. In this respect, the calculated  $t$ -value 5.896 is greater than 1.96 which was the  $t$ -critical value for a two-tailed test at  $df = 455$  and  $\alpha = 0.05$ . Moreover, the associated  $p$ -value of the item test is found to be less than the 0.05 level of significance. It can be therefore, concluded that there is a significant statistical difference between the opinions of the groups.

In light of the foregoing analysis, earlier scholars like Pajak (1989:210) suggested that post-observation conference is a conference session, which focuses on consistencies and discrepancies between the ideal image and the actual enactment of the lesson. It deals with the planning by concerned teachers for a future lesson that incorporates mutually agreed upon changes. Similarly, Snyder in Harris (1985:52) described that post-observation supervisory service is

a joint analysis of the usefulness of the foregoing observation results. Consequently, Harrow (1985:160) noted points of high importance in classroom observation techniques. He maintains that the main purpose of the post observation is to determine the follow up activities that are useful in recording of data analysis, a plan for feedback to the teacher.

In order to substantiate the data the researcher interviewed both group of respondents whether or not supervisors employ classroom supervisory procedures. Teachers responded without any hesitation and asserted that supervisors did not employ techniques of classroom supervisory procedures. However, contrary to teachers' response supervisors claimed that they employ techniques of classroom supervisory procedures.

On the whole, the over all implication of the above analysis is that supervisors rated themselves higher than did the teachers; that is, supervisors seem to claim that they employ techniques of classroom supervisory procedures in their supervisory endeavor, whereas teachers reported on the same that supervisors are have failed to be what they claim to be .

From the analysis so far made. it appears that teachers markedly underrated the supervisory techniques of supervision because it was not managed in a way teachers want it to meet their satisfaction and supervisors lack experience and proper training in supervision.

### 3.6 School-Based Supervision

**Table 14. Views on School Based Supervision**

No	Item	Group	N	Mean	SD	T	Df	Sig(2-tailed)
A	School based supervision was being practiced at the school	Teachers	402	2.33	.764	.941	455	.544
		Supervisors	55	2.40	.777			
B	School based supervision is preferable for teachers supportive service	Teachers	402	2.52	.734	.828	455	.408
		Supervisors	55	2.44	.631			
C	School based supervision encourages teachers to improve their profession	Teachers	402	2.15	.824	-1.160	455	.247
		Supervisors	55	2.29	.786			
D	School based supervision is dominated by the principal of the school	Teachers	402	1.80	.861	-2.999	455	.003
		Supervisors	55	2.16	.788			
E	School based supervision is a fault-finding endeavor	Teachers	402	1.69	.758	.457	455	.648
		Supervisors	55	1.64	.802			
F	School based supervision focuses only on the weak points of the teachers	Teachers	402	2.59	.762	2.134	455	.002
		Supervisors	55	1.83	.716			
G	School based supervision focuses only on the strong points of the teachers	Teachers	402	1.54	.747	-.751	455	.453
		Supervisors	55	1.62	.757			
H	School based supervisors lack the necessary skills to conduct supervisory activities	Teachers	402	1.84	.842	2.822	455	.004
		Supervisors	55	2.43	.811			
I	School based supervision encourages strong group morale and unify teachers into an effective team	Teachers	402	2.50	.704	.755	455	.499
		Supervisors	55	2.44	.714			
J	School based supervision is essential in forging teacher parent partnership	Teachers	402	1.58	.717	-4.748	455	.000
		Supervisors	55	2.07	.790			
K	Teachers should not be supervised by any other than their professional colleagues	Teachers	402	1.76	.789	1.90	455	.424
		Supervisors	55	1.66	.721			

Significant at  $\alpha = 0.05$

As can be observed in Table 14 item A, teacher and supervisor respondents were asked whether the school based supervision was being practiced at the school level. In this respect, the calculated t- value 0.941 is less than 1.96 which was t- critical value for two tailed test at df 45 and  $\alpha = 0.05$ . In addition, the associated p-value in the item test is found to be greater than 0.05 level of significance, which indicates the existence of insignificant statistical difference between the views of both groups. Thus, it can be concluded that both groups of respondents agreed that school-based supervision was being practiced at the school level in the area under study.

The focus of item B of Table 14 is; whether school-based supervision is preferable for teachers' supportive service. To this end the calculated t- value 0. 828 is less

than 1.96 which was t- critical value for two tailed test at df 455 and  $\alpha = 0.05$ . It can be therefore concluded that there is no significant statistical difference between the two groups of respondents' response.

On the other hand, item C, reveals whether or not school-based supervision encourages teachers to improve their profession. Hence, the calculated t- value 1.160 is less than 1.96 which was t- critical value for two tailed test at df 455 and  $\alpha = 0.05$ . The associated p- value test is greater than 0.05 level of significance, which indicates the existence of insignificant statistical difference between the views of both groups. Therefore, both groups of respondents agreed that school based supervision encourages teachers to improve their profession in the sample primary schools of Borena Zone.

As show in item D of the same table, teacher and supervisor respondents were asked whether school based supervision is dominated by the principal of the school. In light of this, the calculated t- value 2.999 is greater than 1.96 which was t-critical value for two tailed test at df 455 and  $\alpha = 0.05$ . Moreover, the associated p- value in the item test is found to be less than 0.05 level of significance. It can be, therefore, concluded that there is a significant statistical difference between the views of the two groups.

In the same table item E, teacher and supervisor respondents were asked about their view concerning whether or not school-based supervision is a fault- finding endeavor. The calculated t- value 0.457 is less than 1.96 which was t- critical value at df 455 and  $\alpha = 0.05$ . The associated p- value of t-test is greater than 0.05 level of significance. Therefore, it can be concluded that teachers' and supervisors have similar views.

As shown in item F of the same table, teacher and supervisor respondents were asked about their view on whether or not school-based supervision focuses only on the weak points of the teachers. With regard to this, the calculated t- value 2.134 is greater than 1.96 which was the t-critical value for two tailed test at df

455 and  $\alpha=0.05$ . The associated p-value also in the item test is found to be less than 0.05 level of significance. It can be concluded that there is significant statistical difference between teachers' and supervisors' view.

As can be observed in Table 14 item H, teacher and supervisor respondents were asked about their view on whether or not school-based supervisors lack the necessary skills to conduct supervisory activities. Accordingly, the calculated t-value 2.822 is greater than 1.96 which was the t- critical value for two tailed test at df 455 and  $\alpha=0.05$ . Moreover, the associated p - value of the test is found to be less than 0.05 level of significance. It can be concluded that there is significant statistical difference between the opinions of the two groups.

Teacher and supervisor respondents were asked about their view on whether or not school based supervision encourages strong group moral and unity of teachers into an effective team. As can be observed in Table 14 item I, the calculated t- value 0.755 is less than 1.96 which was the t- critical for two tailed test at df 455 and  $\alpha=0.05$  . The associated p- value of the item test found to be greater than 0.05 level of significance, which shows that there is no statistical difference between the views of teacher and supervisor respondents.

As can be seen in the same table item J, teacher and supervisor respondents revealed their views concerning whether or not school-based supervision is essential in forging teacher-parent partnership. The calculated t- value 4.748 is greater than 1.96 which was t- critical value at df 455 and  $\alpha=0.05$ . Thus, the views of teachers and supervisors are different. Moreover, the associated p- value in the item test is found to be less than 0.05 level of significance. Hence, it can be concluded that there is significant statistical difference between the responses of the two groups.

In the same table item K, teachers and supervisors were asked about their views on whether or not teachers would like to be supervised by school supervisors. The calculated t- value 1.90 is less than 1.96 which was t- critical value at df 455 and

$\alpha=0.05$ . At the same time, the associated p-value in the item test is found to be less than 0.05 level of significance. It would be then concluded that there is insignificant statistical difference between the views of the groups.

From the foregoing analysis, with regard to item A, B,C, E, I and K insignificant statistical difference was observed between the opinions of the two groups. However, with regard to item D, F, H and J significant statistical difference was observed between the opinions of the two groups.

With regard to school-based supervision, the writer held an interview with teacher and supervisor respondents. To this end, teachers replied that although school-based supervision was being practiced in their schools, it was dominated by school principals, who focused on the weak points of the teachers, and supervisors lack the necessary skills to conduct supervisory activities.

### 3.7 Problems of Supervisory Activities

#### 3.7.1. Competence of Supervisors

**Table 15. Views on the Competence of Supervisors**

No	Item	Group	N	Mean	SD	T	Df	Sig(2-tailed)
A	Supervisors are competent enough to give technical and other support to teachers	Teachers	402	1.88	.786	2.513	455	.045
		Supervisors	55	2.18	.832			
B	Supervisors are capable enough to shoulder responsibilities arising from technological changes	Teachers	402	1.73	.781	2.142	455	.038
		Supervisors	55	1.98	.806			
C	Workshops and seminars were not arranged for supervisors to enable them to work efficiently	Teachers	402	1.73	.754	1.908	455	.542
		Supervisors	55	1.61	.742			

Significant at  $\alpha=0.05$

As indicated in Table 15 item A, teacher and supervisor respondents were asked about their view on whether supervisors are competent enough to give technical and other support to teachers. In light of this, the calculated t-value 2.513 is greater than 1.96 which was t-critical value for two tailed test at df 455 and  $\alpha=0.05$ . The associated p-value of the same test is less than 0.05 level of significance. Which means there is no agreement between both groups that

supervisors are not competent enough to give technical and other support to teachers.

On the other hand, item B reveals whether or not supervisors are capable enough to shoulder responsibilities arising from technological changes. Regarding this, the calculated t- value 2.142 is greater than 1.96 which was t-critical value for two tailed test df 455 and  $\alpha=0.05$ . Moreover, the associated p- value of the item test found to be less than 0.05 level of significance, which shows that there is statistical difference between the opinions of both groups.

Teacher and supervisor respondents were asked about their view on whether or not workshops and seminars were not arranged for supervisors to enable them to work efficiently. As can be observed in Table 15 item C, the calculated t- value 1.900 is less than 1.960 which was t- critical value for two tailed test at df 455 and  $\alpha=0.05$ . Moreover, the associated p- value of the item test is found to be greater than 0.05 level of significance. Then, this shows that there is insignificant statistical difference between the opinions of both groups. Moreover, both teacher and supervisor respondents revealed the non existence of workshops and seminars for supervisors to upgrade their skills.

From this analysis, we can, therefore, conclude that supervisors in primary schools of Borena Zone were made to be involved in difficult task of supervision without having any prior training.

Supplementing the same idea, Heyel (1965:95) reported that developing understanding and wisdom in many areas, being able to make value judgments and achieve a high degree of competence is an important facet of supervision. Similarly, Lucio and McNeil (1962 :22) stated that the tasks of the schools become more numerous and varied, when supervisors increase in number and kind.

### 3.8.2. Financing

**Table 16. Views on Financing**

No	Item	Group	N	Mean	SD	T	Df	Sig(2-tailed)
A	Adequate budget was allocated for supervision program	Teachers	402	2.56	.752	-2.023	455	.007
		Supervisors	55	1.67	.747			
B	Supervisors were discouraged by the amount of budget allocated for supervision program	Teachers	402	1.72	.820	-5.847	455	.000
		Supervisors	55	2.40	.760			
C	Supervisors used properly the budget that was allocated for supervision program	Teachers	402	1.80	.849	-4.545	455	.000
		Supervisors	55	2.35	.775			

Significant at  $\alpha = 0.005$

As can be observed in Table 16 item A, teacher and supervisor respondents were asked whether or not adequate budget was allocated for supervision program. Accordingly, the calculated t- value 2.023 is greater than 1.96 which was t-critical for two tailed test at df 455 and  $\alpha = 0.05$ . Moreover, the associated p- value of the test is found to be less than 0.05 level of significance. It can be concluded that there is significant statistical difference between the responses of the two groups. Furthermore, it was found out from the analysis that adequate budget was not allocated for supervision program in the sample primary schools of Borena Zone.

In Table 16 item B, the responses of the two groups of respondents concerning whether or not supervisors were discouraged by the amount of budget allocated for supervision program are observed. To this end, the calculated t- value 5.847 is greater than 1.96 which was t- critical value at df 455 and  $\alpha = 0.05$ . Moreover, the associated p- value of the test is found to be less than 0.05 level of significance. Therefore, it could be concluded that there is significant statistical difference between the views of the two groups of respondents.

As indicated in Table 16 item C both groups of respondents were asked whether or not supervisors properly used the budget that was allocated for supervision program. With this regard, the calculated t- value 4.545 is greater than 1.96

which was t-critical value for two tailed test at df 455 and  $\alpha = 0.05$ . The associated p-value of the same test is less than 0.05 level of significance, which means there is no agreement between both groups.

Related to financing, other authorities such as Harrison (1968:16) stated that through intelligent polling of resources, including knowledge of teaching and learning, many minds have been able to solve what individuals alone could not have tackled.

### 3.9.3 Views of Teachers on Supervisors

**Table 17. Views of Teachers and Supervisors towards Each Other**

No	Item	Group	N	Mean	SD	T	Df	Sig(2-tailed)
A	Teachers perceive supervision as a fault finding rather than a helping activity	Teachers	402	1.78	.784	-3.20	455	.043
		Supervisors	55	2.20	.803			
B	Teachers dislike to be supervised by education office supervisors	Teachers	402	1.88	.873	-2.235	455	.033
		Supervisors	55	2.05	.823			
C	Supervisors perceive teachers as their inferior rather than as professional colleagues	Teachers	402	2.44	.871	2.037	455	.027
		Supervisors	55	1.65	.782			
D	Teachers perceive supervisors as incompetent for the position	Teachers	402	1.71	.877	-2.850	455	.005
		Supervisors	55	2.35	.799			

Significant at  $\alpha = 0.05$

As can be observed in Table 17, item A, teacher and supervisor respondents were asked whether or not teachers perceive supervision as a fault finding rather than a helping activity. Accordingly, the calculated t-value 3.201 is greater than 1.96 which was t-critical value at df 455 and  $\alpha = 0.05$ . Moreover, the associated p-value of the test is found to be less than 0.05. Therefore, it can be concluded that there is significant statistical difference between the opinions of the two groups.

The focus of item C of the same table is on whether or not supervisors perceive teachers as their inferior rather than as their professional colleagues. Accordingly, the calculated t-value 2.037 is greater than 1.96 which was t-critical value at df 455 and  $\alpha = 0.05$ . Moreover, the associated p-value of the test is found to be less

than 0.05 level of significant statistical difference between the opinions of the groups.

As shown in the same table item D, teacher and supervisor respondents were asked about their views about whether or not teachers perceive supervisors as incompetent to the position. With this regard, the calculated t- value 2.850 is greater than 1.96 which was t- critical for two tailed test at df 455 and  $\alpha = 0.05$ . The associated p- value of the item test is found to be less than 0.05 level of significance, which shows that there is statistical difference between the opinions of both groups.

Thus, from the above analysis it could be concluded that supervisory activities were impeded by the absence of competent supervisors, lack of funds and the negative attitude between teachers and supervisors.

In order to substantiate the data the writer raised questions for both group of respondents during the group discussion session. Teachers revealed that, the impeding factors of supervisory activities in their area were absence of competent supervisors, and the negative attitude teachers and supervisors have to each other. Supervisors on their side said that insufficient funding and the negative attitude teachers and supervisors have towards each other were the impeding factors of supervisory activities.

## CHAPTER FOUR

### 4. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### 4.1. SUMMARY

This research was conducted in Oromia Region, Borena Zone primary schools. The purpose of this survey study was to identify the current practice and problems of instructional supervision operating in the sample primary schools of Borena Zone. The study was conducted in seventeen primary schools found in four woredas.

The subjects of the study were teachers and supervisors. The sources of data for the study were gathered from primary sources. The researcher employed multiple methods of data collection because it helps the researcher to combine the strength and amend some of the inadequacies. Hence, questionnaire, interview and focus group discussion were used to gather data.

Out of a random sample of four hundred and fifty primary school teachers, four hundred and two of them (89.33%) filled in properly and returned the questionnaire. Similarly, out of seventy three supervisors, fifty five (73.34%) filled in and returned the questionnaire. The data obtained were analyzed with percentage and t- test in computer assisted program. According to the result of the data analysis the major findings are summarized as follows:

4.1.1. As the competed result of t-tests pointed out, both teachers and supervisors have different views on the utilization of the purpose of supervision. It seems that supervisors were not capable in their supervisory profession to utilize the purposes of supervision and work with teachers in a manner that is supposed to be. They were not in a position to convince teachers even tough they all work for similar educational goals.

Because of supervisors' low professional competency; they were viewed by teachers as leaders with deficient leading ability towards better performance. However, as indicated in the findings supervisors were not aware of this defiance and failed to be capable in managing their supervisory duty.

- 4.1.2. The responses of teachers and supervisors on the utilization of supervisory roles and functions revealed substantial statistical difference between them. Supervisors rated themselves as if they perform the tasks very well. Further, they said that, in order to take part in the roles of supervision such as curriculum, staff, and professional development, supervisors need to have better knowledge than teachers. However, as supervisors are drawn from the teaching staff who had no or little training in supervisory work were not found better than the teachers they supervise. This scenario put the supervision work at low level professional status which any person can carry out. As a result, teachers accorded low value to supervisors and their leadership quality.
- 4.1.3. Supervisors need to possess the three basic supervisory skills, i.e., conceptual, human and technical skills. The calculated t-value showed that teachers and supervisors had different views on the subject. For the supervisors it was practiced to its best level. Contrary to this, teachers labeled it to be the least professional input. Furthermore; teachers asserted that supervisors were placed in supervisory positions without better qualification or training for the job. As a result, inadequate supervisory skill has been exhibited.
- 4.1.4. Regarding the utilization of classroom supervisory techniques, pre-observation conference, classroom observation, analysis and strategy, and post- observation conference the computed results of t- value revealed that teachers and supervisors maintain different views. Teachers complained that supervisors drop in without prior common planning. In the class, they exhibit the superior behavior over teachers rather than as their professional colleagues. At the end of classroom

observation they were not willing to discuss their observation result with teachers in order to improve their weakness if any.

4.1.5. Regarding supervisory activity, teachers gave the opinion that supervisors are the impeding factors. The computed result of t-values revealed that both groups had similar views. To this end, both teachers and supervisors asserted that supervisors and teachers do not have positive attitude towards each other. Further more, teachers asserted that supervisors lack competence. Moreover, woreda education office supervisors claimed that adequate budget was not allocated for supervisory activities.

## **4.2. Conclusions**

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

4.2.1. It is apparent that the major purpose of instructional supervision is the improvement of teaching-learning process in classroom by improving instructional effectiveness, by providing an objective assessment of the over all teacher performance in a democratic manner involving parents and community at large to obtain their suggestion and support in searching for solutions to perceived problems. But, the result of this study indicated that the supervisors were found incompetent to utilize the purposes of supervision and to be resourceful in their profession. This indicates the lack of qualification and training on the part of the supervisors.

4.2.2. It is obvious that the major role and function of supervisors in educational institutions can be categorized into curriculum development, instructional improvement and professional development. It is understood that a supervisor must be a resource person in the activities of curriculum development, instructional improvement and professional development. However, contrary to this, the result of this study revealed that supervisors failed to help teachers and also lack professional know-how in assisting teachers. Hence,

teachers did not regard supervisors as potentially valuable to improve teacher efficiency and the teaching -learning process.

4.2.3. In the modern sense, supervision is guiding, supporting, assisting, sharing ideas and coordinating efforts. In other words, the supervisor is a resource person that supports teachers. The effectiveness of supervision by and large depends on the extent to which supervisors utilize the supervisory skills such as conceptual skill, human relations skill and technical skill. However, to the contrary, the findings of the study revealed that, supervisors were placed in supervisory position without sufficient supervisory skills. As a result, the system seems to fail to contribute to the improvement of instruction and students' academic performance. From the study it can be concluded that teachers have lost confidence on supervisors and the assistance they give in solving problems they encounter in the teaching -learning process.

4.2.4. With regard to the techniques of classroom supervisory procedures supervisors are expected to accomplish their function at each phase. However, the finding of the study revealed that supervisors were not capable enough to utilize pre- observation conference, classroom observation process, strategy and analysis and post -observation conference. Moreover, the findings showed that pre-observation conference, strategy and analysis and post observation conference were rarely held. Therefore, supervisors were found to have low competence and resource fullness in their profession. As a result, the necessary support between supervisors and teachers has suffered.

4.2.5. Effective implementation of instructional supervision is possible only if there are competent supervisors, adequate financing and when teachers and supervisors have positive attitude to each other. However, the result of this study depicted that supervisors were incompetent, teachers and supervisors perceived each other negatively and there was no adequate financing. Therefore, supervisory activities were impeded by these factors in the primary schools of the area under study.

### **4.3. Recommendations**

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

4.3.1. The result of this study revealed that supervisors were found to be deficient in supporting teachers, in improving instructional effectiveness, in promoting students' learning, in providing an objective assessment of the overall teacher performance, in providing effective instructional leadership in a democratic way through sharing with the public the problems of the school. Since these are very crucial to the purpose of instructional supervision, then, supervisors should not merely act on their general learning and experience, but they must be offered with specific professional training, formally over a short or long period. In this respect, training program manuals should be prepared in such a way that the course titles are primarily directed to the task of sharpening and widening the breadth of knowledge of supervisors. Such training program is necessary to help the Zone Education Office advance the professional vision of the supervisors. This remedial program can be planned and organized by the MOE in collaboration with OEB.

4.3.2. Supervisors are supposed to be educational leaders. Instructional supervisors, as educational leaders, are expected to maintain the different roles and functions of supervision to produce better learning environment and to provide leadership for curriculum development, instructional improvement and professional development. As evidenced by the study, the competence of supervisors to carry out supervisory roles and functions, in primary schools of the study area needs improvement. In short, supervisors in the sample schools did not seem to be capable enough to shoulder these roles and need improvement. And this has to start with the introduction of supervisory roles and functions. To this end, the Regional Education Bureau, Zonal Education Office, Woreda Education Office in collaboration with NGOs

should provide short term training in the areas of curriculum development, instructional and professional development to give supervisors appropriate knowledge of their supervisory roles.

4.3.3. A supervisor must possess conceptual, human and technical skills to be successful in his performance. Each of these skills is essential at all levels of supervision even if the portion differs from one level of supervision to the other. A qualified supervisor is expected to encourage and win the confidence of teachers by seeking solution for their problems. The study, however, revealed that supervisors, in their supervisory functions lack these basic supervisory leadership skills in primary schools of Borena Zone. The supervisory support rendered, according to the findings did not apply these basic skills. Thus, supervisors should be offered specific professional training, which helps him/her to acquire new skills, knowledge and techniques of supervision. To this end, the Regional Education Bureau, in collaboration with Universities, and Regional Teachers Training Colleges need to offer short and long term training to equip them with appropriate knowledge, skills and techniques of supervision.

4.3.4. Supervisors conduct classroom observation to see the students involvement and interaction, the relevance of the lesson with the content and teachers effectiveness in achieving the desired teaching objectives. To this end, teachers expect their supervisors to make arrangements for each phase of classroom supervision. Moreover, supervisors must create an opportunity to discuss and decide on the purpose, criteria, procedures, instruments, conferences, and follow-up activities in classroom observation techniques. The study however revealed that supervisors conducted classroom observation techniques without prior discussion and knowledge of the teachers or without providing teachers with purpose, criteria, conferences, instruments, and procedures of classroom observation. In other words, classroom observation in Borena Zone primary schools was carried out in unplanned

manner and without ensuring mutual understanding between teachers and supervisors. Therefore, supervisors are required to give due emphasis to the creation of awareness in teachers and have to reach an agreement with teachers and have to conduct all classroom observation procedures, i.e., supervisors should apply pre-observation, classroom observation process, strategy and analysis, and post-observation conference procedures in a planned manner before any other activities.

4.3.5. It is clear that the purpose of instructional supervision is to enhance and improve instructional effectiveness in promoting students learning. However, the effectiveness of the supervisory program in the Zone is hindered by many factors. The major hindrances which have contributed to its ineffectiveness were: lacks of competent supervisors, the negative attitude teachers and supervisors have to each other and insufficient funding. Therefore, to mitigate these problems the Zonal and Woreda Education Offices and school administrators should select personnel who have sufficient knowledge and experience on the purposes, roles, techniques of supervision and proper training and retraining be given. Moreover, awareness creation program has to be prepared for both teachers and supervisors on the objectives of instructional supervision so that it may reduce the negative conception that teachers and supervisors have. In addition, the country's economic resource alone may not be sufficient to finance supervision. In bringing this to manageable condition, it is felt essential that Woreda and Zonal Education Offices in collaboration with the Regional Education Bureau have to contact local agencies working in the field of education to finance supervision in addition to government budget.

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## APPENDIX – A

ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
COLLEGE OF EDUCATION

Department of Educational Planning and Management

Thesis Topic- A Study on the Practice and Problems of Instructional Supervision  
in the Primary Schools of Borena Zone of Oromia Region

Direction: This questionnaire is a part of the study designed to collect the relevant data about the topic mentioned above. Its main purpose is to survey the practice and problems of supervision in the primary schools of the above mentioned zone. Hence, your sincere cooperation and objectivity in answering the questions is highly important. There is no need of writing your name in any part of the questionnaire.

Thank you in advance for your cooperation.

### I. Demographic Information

1. Name of your woreda \_\_\_\_\_
2. Name of your school \_\_\_\_\_
3. Sex: Male  Female
4. Age Range: 1. 18-22  3. 28-32  5. 38-42   
2. 23-27  4. 33-37  6. 43 and above
5. Work Experience 1. 1-5years  4. 16-20 years   
2. 6-10 years  5. 21-25 years   
3. 11-15 years  6. 26-30   
7. 31 and above
6. Academic Qualification 1. 10+1TI  5. 12+3   
2. 12+TTI  6. 12+4 (deg)   
3. 12+2 (Diploma)   
4. 10+3 (Diploma)
7. Current work Position: 7.1. Teaching  7.2. Unit leader   
7.3. Director  7.4. Dept. Head

7.5. Vice director

7.6. Supervisor

7.6.1. School level supervisor

7.6.2. Woreda education office supervisor

7.6.3. Zone education office supervisor

Other (specify) \_\_\_\_\_

Various types of activities in the course of primary school instructional supervision are listed below. All the teachers, department heads, principals and supervisors are requested to indicate their opinions on the accomplishment of the activities. Therefore, please put a tick (✓) your responses under SA, A, PA, D, or SD ( SA= Strongly Agree, A= Agree, P= Partially Agree, D= Disagree, SD= Strongly Disagree).

## II. Purpose of Supervision

No	Items	Scale				
		SA	A	PA	D	SD
2.1	Enhance and improve instructional effectiveness in promoting of students learning.					
2.2	Creates positive atmosphere for professional growth and development					
2.3	Provides an objective assessment of the over all teacher performance based on competencies developed and agreed on by the staff					
2.4	Provides effective instructional leadership in a democratic way in promoting the professional improvement of the school and its activities.					
2.5	Helps share with the public the problems of the school so as to get suggestions for their solution					
2.6	Helps teachers see more clearly the problems and needs of young people and to help them					

### III. Role and Function of Supervision

No	Items	Scales				
		SA	A	PA	D	SD
	<b>Curriculum Development</b>					
3.1	Superiors assist teachers in the implementation of the new curriculum					
3.2	Supervisors work as a resource person in curriculum improvement					
3.3	Supervisors help to evaluate the existing curriculum so as to take immediate corrective measure and provide feedback to the curriculum specialists					
3.4	Supervisors help to identify students and community need so as to improve the curriculum					
3.5	Supervisors help to identify the problems in Implementing the existing curriculum as per the education policy					
3.6	Supervisors help to collect and provide necessary educational materials that are supportive to the existing curriculum.					
	<b>Staff Development</b>					
3.7	Supervisors contribute to enhance professional competence of teacher by providing the latest information on the teaching theories and strategies					
3.8	Supervisors help in assisting the training needs of teachers					
3.9	Supervisors help to provide short term training at school level					
3.10	Supervisor help to provide an induction program to new teachers					
3.11	Supervisors help teachers to promote self reliance and self respect					
	<b>Instructional Improvement</b>					
3.12	Supervisors help teachers supplied with the appropriate instructional materials					
3.13	Supervisors help teachers to plan and organize learning experiences to enrich classroom instructional processes					
3.14	Supervisors help teachers in arranging and promoting situation conducive to instructional improvement					
3.15	Supervisors help teachers in identifying instructional problems					
3.16	Supervisors organize meetings for teachers to solve common instructional problems					

#### IV. Utilization of the Basic Supervisory leadership Skills

No	Item	Scales				
		SA	A	PA	D	SD
	<b>Conceptual Skill</b>					
4.1	Supervisors encourage and help teachers to view educational activities in school as a whole					
4.2	Supervisors motivate teachers to participate in activities and decision which determine the fate of the school					
4.3	Supervisors allow teacher to participate in the reparation in school level policies, plans, regulations and the overall management of school operations					
	<b>Human Skill</b>					
4.4	Supervisors approach teacher with warm human relationship					
4.5	Supervisors consider the opinions of the staff and help them take part in mattes that affect their work like					
4.6	Supervisors make teachers to feel important to the school					
	<b>Technical Skill</b>					
4.7	Supervisors help teacher in planning lesson and modern ways of lesson presentation					
4.8	Supervisors provide teachers with the necessary assistance in searching the learning difficulties of pupils					
4.9	Supervisors held regular meetings with teachers on issues like effective utilization of material resources, different methods and techniques of lesson presentation and evaluation mechanisms					

## V. Techniques of Class room Supervisory Procedures

N o	Item	Scale				
		SA	A	PA	D	SD
	<b>Pre- Observation Conference</b>					
5.1	Supervisors established pre- observation conference with teachers to establish common understanding and agreement on the objectives of class room observation.					
5.2	Supervisors examine the lesson prepared by the teacher before actual classroom observation					
5.3	Supervisors motivate teachers create awareness that classroom observation is helping process and not part of the final evaluation					
	<b>Classroom observation process</b>					
5.4	Supervisors use observation instrument to collect data on the lesson being thought					
5.5	Supervisors are focused only on issues of teachers' teaching behaviors and instructional improvement					
5.6	It helps the supervisors to collect the necessary evidences that indicate both weakness and strengths which can serve as a point of discussion during post-observation conference.					
5.7	Supervisors spend enough time for observing the teachers to secure valid and reliable evidences.					
	<b>Analysis and Strategy</b>					
5.8	Supervisors recorded appropriate data during observation					
5.9	Supervisor allow the teacher access to data that were collected during the observation					
5.10	Teacher and supervisor analyze the teaching / learning process					
5.11	Teacher and supervisor discuss the congruencies and discrepancies that may exist between what the teacher					

	thought occurred and what the supervisor has documented					
5.12	Supervisor encourage the teacher to provide suggestions or ideas regarding possible alternatives or changes possible alternatives or changes that should be considered in the new future					
5.13	Supervisor and teacher discuss on the alternatives provided					
5.14	Supervisor and teacher agreed on the new method or strategy					
<b>Post- Observation Conference</b>						
5.15	Supervision hold post -observation conference with teacher and concentrate on where the teacher stands in performance and the way and means of improving it					
5.16	Supervisor focuses too much on weakness and little or nothing on strength of teacher					
5.17	It is carried out in order to compare the expected learning outcome with the actual outcome and arrange for improvement					

### VI. School - Based Supervision

No	Items	Scales				
		SA	A	PA	D	SD
6.1	Teachers have been awarded off school based supervision					
6.2	School based supervision has been practicing in your school					
6.3	School- based supervision is preferable for teachers support live service					
6.4	School- based supervision encourage					

	teachers to improve their profession					
6.5	School-based supervision is dominated by principal of the school					
6.6	School-based supervision is a fault-finding endeavor					
6.7	School-based supervision focuses only on the weak point of the teachers					
6.8	School-based supervision focuses only on the strong point of the teachers					
6.9	School-based supervisors lack the necessary skill to conduct supervisory activities					
6.10	School-based supervision encourage strong group morale and unify teachers into an effective team					
6.11	School-based supervision is essential in forging teacher parent partnership					
6.12	Teachers should not be supervised by others					

## VII. Problems of Supervision

No	Inadequacy of Competent Supervisors	SA	A	PA	D	SD
7.1	Supervisors are competent to give technical and other support to teachers					
7.2	Supervisors are capable enough to shoulder responsibility arising from technological changes					
7.3	Workshops and seminars were arranged for supervisors to enable them to work efficiently					
	<b>Financing</b>					
7.4	Adequate budget was allocated for supervision program					
7.5	Supervisors were discouraged by the amount of budget allocated for					

	supervision program					
7.6	Supervisors used properly the budget allocated for supervision program					
	<b>Views of teachers or supervisors</b>					
7.7	Teachers perceive supervision as a fault finding than a helping activity					
7.8	Teachers dislike to be supervised by education office supervisors					
7.9	Supervisors conceive teachers as their inferior rather than as professional Colleagues					
7.10	Teachers perceive supervisors as incompetent to the position					

### Open ended Questions

1. What are the major problems encountered the primary schools supervision practices? (Rank the following problems in order of severity).

- Inadequacy of competent supervisor
  - Inadequate financing
  - Views of teachers and supervisors to each other
- Write if any other problems:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

2. What measures do you suggest in order to overcome these problems? (Rank in order of their severity)

- Providing training for supervisors
- Allocating adequate budget for supervision activities.
- Creating awareness for both supervisors and teachers on the importance of supervision.

➤ Write if any other measures.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_