



PRACTICES AND CHALLENGES OF INSTRUCTIONAL SUPERVISION
IN GOVERNMENT PRIMARY SCHOOLS OF LIDETA SUB-CITY IN
ADDIS ABABA CITY ADMINISTRATION.

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This is to certify that the thesis prepared by Abiti Ensebo, entitled: “practices and challenges of instructional supervision in Addis Ababa city administration the case of Lideta sub- city government primary schools. And submitted in partial fulfillment of the requirements for the degree of Master of Art in curriculum and Instruction compiles with the regulations of the University and meets the accepted standards with respect to originality.

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Declaration

I, the undersigned, declare that this research is my original work, has not been presented for a degree in any of other University and that all sources of materials used for this research have been dully acknowledged.

Signature

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Place and time of submission: Addis Ababa University November 2019

This research has been submitted for examination with my approval as University adviser

Akelewolde Eshete (PhD)

DEDICATION

To My Mother Burka Ouleango and My Father Ensebo Harefo

To My Sons, Eregogo and Liramso And

To My lovely Wife JemilaWoliyu(Mercy)

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All things were made through God, and without Him nothing was made, I thank Him!

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List of Acronyms and Abbreviations

AACAEB:	Addis Ababa City Administration Education Bureau
EFA:	Education For All
ESDP:	Education Sector Development Program
ETP:	Education and Training Policy
FDRE:	Federal Democratic Republic of Ethiopia
MoE:	Ministry of Education
NGOs:	Non-Governmental Organizations
PTA:	Parent Teacher Association
S.D:	Standard Deviation
SIP:	School Improvement Program
SLAAED:	Sri Lanka Association for Advancement of Education
SPSS:	Statistical Package for Social Sciences
UNESCO:	United Nations Education Science and Cultural Organization
UNICEF:	United Nations International Children's Education Fund
USAID:	United States Agency for International Development
WEO:	Woreda Education Office

ABSTRACT

This study was conducted to assess the practices and challenges of instructional supervision in Addis Ababa the case of lideta sub-city government primary schools.

For this purpose, descriptive survey design was employed and Multi-stage sampling technique was employed to select the sample woredas, cluster -centers, school principals and teachers. Questionnaire was the main data gathering instrument for this study. An interview was also conducted to enrich the quantitative data .Quantitative data were analyzed by using SPSS v.16.o.

Consequently, the main findings come out from this study were: instructional supervisors attempt to identify strengths and limitations of teachers in the classroom in order to design appropriate intervention was insignificant; in addition, intervention of instructional supervisors so as to assist teachers improve their limitations was insufficient; teachers gained support from supervisors in order to improve their instructional skills was insufficient. Instructional supervisors" effort in liaising schools/clusters with various organizations, community groups and other interests that affect quality education were also insufficient.

The major challenges that primary school instructional supervisors come across while implementing instructional supervision was multiple. They were overburdened with other tasks, teaches the same credit like other teachers, teachers are challenged to accept recommendation and do not have financial allowances.

Finally, to minimize and if possible to solve the problems, the following recommendations were drawn; the woreda education office, sub-city education office and Addis Ababa city administration education bureau in collaboration with schools should give training for instructional supervisors; instructional supervisors in lideta sub-city education office should arrange induction training for beginner teachers; experience sharing programs and support teachers in doing action research. In addition to these; instructional supervisors should give professional support to teachers in order to improve their instructional limitations; they also had great responsibility to link the schools with other stakeholders and finally recommended that instructional supervisors were overburdened with other works and the school and woreda education offices should fulfill the required offices with furniture and stationeries.

CHAPTER ONE

INTRODUCTION

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

1.1 Background of the Study

In the Educational process the role of the teachers cannot be under estimated (Glatthorn cited in Kutsyuruba, 2003). In addition improving teaching is a complex process in which many elements should interact. Teachers are in the center of this improvement process. Hence teachers acceptance and interaction with the supervisory practice, therefore, the techniques, methods, models, or processes used by supervisors at schools, provide the catalyst for any supervisory success. The way teachers gain professional support from instructional supervisors and the way teachers view the instructional supervision that they are undergoing and think about it is very important in the outcomes of the supervision process. Instructional supervision is an interactive process with supervisor and the teacher. Therefore, assessing the practices and challenges of instructional supervision is important in implementing successful supervision (Abdulkareem,2001).

Supervision is “an intervention that is provided by a senior member of a profession to a junior member or members of that same profession”. This relationship is evaluative, supportive, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior members; monitoring the quality of professional services offered to the clients and serving as a gatekeeper of those who are to enter the particular profession,(Bernard and Good year, 1998). Supervision has gone through many changes caused by the political, social, religious and industrial forces. Supervision as a field of educational practice emerged slowly, "did not fall from the sky fully formed"(<http://www.education.State university.com/pages/2472/ supervision>).

Particularly, Surya Govinda and Tapan, (1999:8) defined Education inspection was introduced in to the education system in Ethiopia about 35 years after the introduction of modern (western) type of education in the country around 1934 E.C .According to the

literature there are forces that brought about the need for school inspection. Firstly, the fast growth of elementary and secondary schools in the empire, secondly the need for coordination of the curriculum and thirdly, and most importantly to help teachers in the classroom activities. Beginning 1955 E.C the twenty or so year's old inspection was replaced by supervision.

Now a day, improving the quality of education has given priority throughout the world. To monitor the quality, the national authorities highly depend on the school supervision, De Grauwe, (2001a:13). Quality has different meanings depending on the kind of organization and the customers served (Certo, 2006:7). Particularly, education quality, according to Dittmar, Mendelson and Ward, (2002:30) is; “the provision of good education by well prepared teachers”. However, all teachers are not qualified enough and as a result they need support from supervisors Giordano (2008:11). To improve teacher's instructional performance, the instructional supervisors should also work with teachers in fixable and collaborative style. Thus, in order to bring effective education through the improved teaching-learning process; instructional supervisors should be democratic and cooperative and should get serious attention in the school. Beach and Reinhartz (2000) emphasized the importance of collaborative effort of all participants involved in the supervisory process. This would help in improving the way this practice are introduced and avoid any potential conflict.

In line with this, the 4th ESDP noted the importance of providing quality based instructional supervision to improve the quality of education MoE (2010:10). The concept of instructional supervision differs from school inspection in the sense that the former focuses on guidance, support, and continuous assessment provided to teachers for their professional development and improvement in the teaching-learning process, whereas the latter gives emphasis on controlling and evaluating the improvement of schools based on stated standards set by external agents outside the school system. Instructional supervision is mainly concerned with improving schools by helping teachers to reflect their practices; to learn more about what they do and why; and to develop professionally (Sergiovanni and Starratt, 2007).

For about ten years, the field of instructional supervision has been suffering from unfriendly and unstable relations between teachers and supervisors. At school level, how supervisors should professionally support while working with teachers was the discussion about the field

of instructional supervision and was a main derive for developing the different supervision models because; different models produced different practices (source) . The aim was to increase for the best method by which supervisors could best improve the teachers' performance; provide them with the needed assistance; for the total school improvement and providing quality education for the learners. Having this, MOE, (2003), mentioned that the main focus of instructional supervision is to provide support for teachers and enhances their role as key professional decision makers in practice of teaching. To achieve this aim supervisors usually employ several supervisory practices. But MOE, (2002) mentioned that, the previous years, the woreda education experts who are assigned to supervision at school level are not able to solve school problems. Sometimes they do nothing except collecting information from the hands of school principals. Because of this, teachers did not gained support from supervisors for improvement of their instructional limitations.

Alternatively, instructional supervision at school level; the focus of this research, has been conceived a better model for helping teachers; school leaders to expand their knowledge and expertise in many countries. As Dawson, (2002), describe the classroom performance of a teacher as implementing curriculum planning, classroom management and instructional techniques and instructional supervision is the cycle of activities between a supervisor and a teacher with the objective of improving classroom performance, to improve student achievement.

Their liaison role is, however, not only vertical; increasingly supervisors are entrusted with horizontal relations and have a privileged role to play in identifying and spreading new ideas and good practices between schools. Particularly when ambitious reform programs are being launched, their role in disseminating the reform and in ensuring smooth implementation at the school level becomes important. Researches indicated that, instructional supervisors greatly responsible to link their schools with the community; NGOs and individuals to solve financial and material scarcities of the school with the aim of achieving the goal of stakeholder participations on the school improvement programs. But currently in the context of (AACAEB) Lideta sub -city selected primary school supervisory practices, they miss completely this function.

Instructional Supervisors in educational organizations have individual goals for improvement and believe that purpose of instructional supervision is to achieve those specified goals. It is the cycle of activities between a supervisor and a teacher with the objective of improving classroom performance. Instructional supervision is the link between teacher needs and school goals so individuals can improve and work together towards the vision of the school Glickman (1990). Most researches on the quality of education focus on the key role of teachers and school leaders in bringing education quality. However, as all teachers and school leaders are not qualified enough, they need support from Instructional supervisors Giordano (2008:11)

Similarly, education in Ethiopia is passing through a period of transition from the emphasis on quantity to emphasis on quality. According to MOE, (2004), the Ethiopian government has now shifted its attention to improve quality of education. In root it has started quality education initiative called “General Education Quality Improvement Package” (GEQIP). Quality education depends on several issues, among others educational planning, management, teacher’s professional competence, and efforts of students, instructional supervision and classroom teaching-learning situation (MOE, 2002). This current movement demands that the process of instructional supervision undergo a movement of reform and renewal. In this movement it seems essential to assess the practices and challenges of instructional supervision.

Schools are the “formal agencies of education” where the future citizens are shaped and developed through the process of teaching and learning. So schools need to help all students to develop their potentials to the fullest level. This requires the effectiveness and commitment of the stockholders particularly teachers, school leaders and management Aggarwl(1985). So schools must improve their basic functions of teaching and learning process that aims at helping and empowering all students to raise their broad outcomes through instructional improvement. To achieve these expected outcomes, we need to have well selected curriculum; and improved instructional situations and professionally motivated and competent teachers. Of all, the one which is the main input and important is the teacher who needs effective instructional support. The relevant and quality education can be provided for the learners by engaging well-trained and professionally developed teachers at all levels of education. It is

meaningless to build schools and distributed educational materials without effective and efficient human power that can transmit the educational content to learners.

It is believed that the improvement of schools would not be accomplished without improving teachers' education. The quality of teachers' education is determined by the provision of adequate supervision support from supervisors. The realization of professional competence of teachers and the quality of education remains questionable unless due emphasis is given from different level education officials to implement school based instructional supervision program effectively.

Working in supervision reform without having this kind of information is a great deficiency that might misguide the efforts for improvement. Accordingly, this study aims to assess the practices and challenges of instructional supervision in (AACGEB) selected primary schools of lideta sub-city regarding the actual instructional supervisory practices implemented by supervisors at schools. Thus, personal and professional development is the outcome of the effective instructional supervision.

1.2 Statement of the Problem

Working for students' progress towards the established standards and facilitate the planning of various types of instruction are the main tasks of instructional supervisors. Towards this end, supervisors should ensure that teachers are utilizing information from a variety of valid and appropriate sources before they begin planning and teaching lessons. Teachers should use different techniques of teaching methodology considering students background, academic levels, and interests, as well as other data from student's records to some academic needs and to facilitate planning for appropriate initial learning.

It is also noted that, instructional supervisors play critical and undeniable role for the success of school organization (Certo,2006). Similarly, it is indicated that, the cluster supervisors were expected to play a great role in assuring the quality of education (Addis Ababa City Administration Education Bureau AACAEB 2003 E.C:1). The provision of Quality education needs cooperative and jointed efforts of different stakeholders and communities. It is the concurrent responsibility of federal, regional and woreda level governments(MOE 2008).

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

According to (Oliva 2005) the way teachers perceive instructional supervision was an important factor that determines the outcomes of the process. Because of its evaluative approaches, less experienced teachers have more negative perceptions , they consider instructional supervisors as fault finders. They fear that supervisors report their weaknesses to the school administrator and consider supervision as nothing value to offer to them and controller of their task and punish them with their faults. So, research conducted on the practice of instructional supervision of primary schools at national level recommended further investigations regarding the problems that impede supervisory practices Gashaw (2008).

In line with this, the researcher look in to the gaps that affects the improvement of quality education on the side of instructional supervision practices as; education officers and principals did not exert much effort for the success of instructional improvement of teachers with the help of instructional supervisors; instructional supervisors did not design various interventions to assist teachers improve their limitations; instructional supervisors did not provide professional support to teachers to improve their instructional skills; instructional supervisors did not conduct training need assessment from the basis of teachers pedagogical gaps; beginner teachers did not use student centered /Active learning/ teaching methodology rather simply use lecture methods and instructional supervisors did not link the schools with the local NGOs, communities and other stakeholders to solve and to get financial problems.

In addition to this, the researcher look in detail of the challenges faced on instructional supervisors; like that of overburdened by other works; teaches the same credits with other teachers, highly responsible than teachers; not accepted by teachers or that of teachers challenge them to accept comments and did not get support from woreda

education officers with lack of enough instructional guidelines. So, less efforts were being made to alleviate the listed problems for the success of instructional supervision. Besides, the current initiation for quality of education further rationalized the researcher to deal in the area under discussion, as supervision was a quality monitoring tool. Indeed, these circumstances initiated the researcher to conduct study on the issue.

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

Due to this reason, the researcher intended to assess the practices and challenges of instructional supervision in Lideta sub city government primary schools. In doing so, the researcher has raised the following basic research questions;

1.3 Basic research questions

- 1 What does existing practice of instructional supervision looks like in Lideta sub-city primary schools?
- 2 To what extent do instructional supervisors design various interventions so as to assist teachers to improve their limitations?
- 3 What were the challenges of instructional supervision in schools under study?

1.4 Objectives of the Study

1.4.1 General Objective

The overall objective of this study was to investigate the existing practice and challenges of instructional Supervision of primary school of Addis Ababa City Administration the case of Lideta sub -city .

1.4.2 Specific Objectives

Specifically, the study was attempted;

- ◆ To identify the existing practice of instructional supervision in selected primary schools of Lideta sub city.
- ◆ To assess the professional support teachers gained from supervisors in order to improve their instructional skills.
- ◆ To identify the challenges of instructional supervisors face in the implementation of instructional supervision.

1.5 Significances of the Study

The study is expected to have the following significances;

1. It may help teachers, supervisors and other responsible officers to be aware of the extent to which instructional supervision is being implemented.
2. It may provide important information to the national and local policy makers and
3. Program designers so that they will further revise and develop appropriate programs.
4. It may also hope that the study was contributed to the school communities by initiating responsible parties in school improvement program which ultimately will end with the highest learners' achievement.
5. It may help all school leaders and teachers to identify the strengths and weaknesses of instructional supervision activities to take remedial measures against the challenges that primary schools faced in implementing instructional supervision.
6. It may serve as a starting point for other researchers who are interested to do their research on the title of instructional supervision .

1.6 The Scope of the Study

The studies were delimited to four woredas of lideta sub- city in Addis Ababa city government education bureau. Those were woreda 04, woreda 06 and woreda 07and woreda 08 were Selected Primary Schools. Lideta sub-city was selected because of the problems on the practices of instructional supervision in Primary schools highly observed in this sub city. This helps the researcher to easily obtain relevant information. The study also, conceptually

delimited to assess, the efforts of supervisors to point out instructional limitations / gaps of the teachers by identifying their strength, the various interventions designed by supervisors so as to assist teachers reduce their limitations.

1.7 Limitation of the study

Time constraint, un-cooperativeness of respondents during they was filling the questionnaires and unable to return on time was problems that the researcher was encountered conducting this study. Initially it was difficult to collect all the questionnaires as planned. In addition, most sampled school was inaccessible for transportation. Furthermore, member of school Principals, teachers and cluster supervisors was busy. However, the researcher was minimized some problems.

1.8 Operational Terms

Challenges: Problems that affect the primary school instructional supervisors.

Instruction: Teaching in a particular subject or skills taught, the act, process or profession of teaching.

Instructional Supervision: The process of supervising a teacher in an instructional setting often involves direct assistance to improve the strategies of classroom practice through observation and evaluation of teacher performance.

Practices: To do something repeatedly in order to improve performance through instructional supervision.

Primary School: Schools that provide primary education for eight years (1-8), which include primary first cycle (1-4) and primary second cycle (5-8) to prepare students for further general education and training.

School Based Supervision: Refers to a supervision that is conducted at school level by principals, vice principals, school based supervision committee members (department heads, senior teachers and unit leaders).

School Based Supervisors: Are internal supervisors i.e. principals, vice principals, and school based supervision committee members (department heads, senior teachers and unit leaders)

1.9 Organization of the Study

This research thesis is organized in to five chapters. The first chapter is the introductory part which includes the background of the study, statement of the problem, objective, significance, scope, the limitation and operational definitions of terms. The second chapter presents the review of literature relevant to the research. The third chapter discuss about research methodology and chapter four deals about data interpretation and analysis. The last chapter presents summary, conclusions and recommendations of the study. Reference and appendixes are also the parts of this paper.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Historical Development of Supervision

The world perspective; supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession". This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member, monitoring the quality of professional services offered to the clients she/he, or they see and serving as a gatekeeper of those who are to enter the particular profession (Bernard and Goodyear, 1998).

Table 2.1 Historical Development of Supervision through Different Periods: World perspective

Period	Type of supervision	Purpose	Person responsible
1620-1850	Inspection	Monitoring rules, looking for deficiencies	Parents, clergy, selectmen, Citizens' committees
1850-1910	Inspection, instructional improvement	Maintaining rules, helping teachers improve	Superintendents, principals
1910-1930	Scientific, bureaucratic	Improving instruction and efficiency	Supervising principals, supervisors, superintendents
1930-1950	Human relations, democratic	Improving instruction	Principals, central office supervisors
1950-1975	Bureaucratic, scientific, clinical, human relations, human resource	Improving instruction	Principals, central office supervisors
1975-1985	Scientific, clinical, human relations, collaborative, collegial, peer-coaching mentor, artistic, interpretative	Improving instruction ,increasing teacher satisfaction, expanding students' understanding of classroom events	Principals, central office supervisors, school based supervisors, participative and mentor
1985-present	Scientific, clinical human relations, collaborative, collegial, peer coaching mentor, artistic, interpretative, culturally responsive	Improving instruction, increasing teacher satisfaction, expanding students' understanding of classroom events	Principals, central office supervisors, school based supervisors, participative, mentor

Supervision has gone through many metamorphoses and changes have occurred in the field that its practices are affected by political, social, religious, and industrial forces exist at different periods Oliva,2005 . Accordingly, the above table discusses the major worldwide periods of supervision.

2.2 The Renewed Interest in Supervision

Today, it is symptomatic that most countries do not publish any data or statistics on supervision and support services. Not only do they not publish them they are often simply not available. Even more serious is the fact that most ministries are not able to answer and apparently simple question such as: How much is being spent on the provision of supervision and support services? This is an important question if countries are interested in spotting critical and probably small investments that could have a proportionally important impact on school efficiency.

Nevertheless, since the beginning of the 1990s, there has undoubtedly been renewed worldwide interest in issues of quality and therefore in quality monitoring and supervision. Some countries that had dismantled their supervision services earlier have re-established them such as the Philippines, while others that did not have them in the past have created them such as China and Sweden. More importantly, the number of countries that initiate a process of reorganizing and strengthening supervision services is increasing every year (Bernard and Goodyear, 1998).

In most countries, there is a feeling that the rapid expansion, if not mass production, of education has led to the deterioration of quality. Consequently, quality improvement has become a top priority of policy makers, which has in turn reinforced their preoccupation with quality control. This policy interest in quality improvement was endorsed and amplified by the EFA world conferences of 1990 and 2000, At the same time, various studies have shown that one important determinant of the deterioration of the quality of schools precisely relates to the weakening of quality monitoring devices, including the professional supervision and support services. This explains why some countries that had dismantled their inspectorate services in the 1970s have reestablished them and also why the general interest in efficient supervision procedures has been increasing.

According to(UNESCO,2007:6), the work of inspectors ,supervisors, advisor's, councilors, coordinators, facilitators etc that are located outside the school at local, regional or central level. The common characteristics of all these officers involved in the external supervision are: (i) explicitly responsible for control and/or support;

(ii) Located outside the school; and

(iii) They regularly visit schools. The school supervision can be both summative and formative. It provide not only summary of the performance of school but also shows the developmental directions for school. Supervisors are indicated as managers that are responsible to oversee what is going on the organization (Certo, 2006:3). Therefore, (MoE, 2012:3) indicated that, supervisors are responsible for monitoring, supporting, evaluating and linking schools, but not part of the line managers. From the above definitions it is clear that supervision include many activities targeted towards achieving educational objectives.

2.3 Principles of Educational Supervision

Educational supervision is concerned with the total improvement of teaching and learning situation. In line with this, educational supervision has the following principles: there should be short-term, medium-term and long-term planning for supervision, supervision is a sub-system of school organization, all teachers have a right and the need for supervision, supervision should be conducted regularly to meet the individual needs of the teachers and other personnel, supervision should help to clarify educational objectives and goals for the principal and the teachers, supervision should assist in the organization and implementation of curriculum programs for the learners, supervision from within and outside the school complement each other and are both necessary. In general, since supervision is a process which is concerned about the improvement of instruction, it needs to be strengthened at school level, should provide equal opportunities to support all teachers, it should be conducted frequently to optimize teachers' competency and also should be collaborative activity. The basic principles of educational supervision, according to the (MoE, 1987E.C:10-15) are;

Supervision is cooperative

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

Supervision is creative

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

Supervision should be democratic:

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

Supervision is attitudinal:

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

Supervision is evaluative and planned activity :

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

2.4 . Development of Educational Supervision in Ethiopia

According to the educational supervision manual ,educational inspection for the first time started in Ethiopian in 1934 E.C. Headed by the British national named Lt. Command John Miller and assisted by two Ethiopians, Central Inspection Office was established in 1937 E.C to keep the record of the students, teachers, and classrooms and to write report. When educational activities became complex and beyond the capacity of the

former three inspectors because of the increasing number of students and the opening of new schools, training of inspectors was started in Addis Ababa training school in 1943 E.C.

From 1934-1946 E.C the school was able to train a total of 24 inspectors and assigned to inspect educational programs and financial accounts. In 1948 E.C the training program was reopened in Kokeb-Tsebha School because of the increasing number of schools. Training of both the school directors and inspectors continued for seven years and from 1948-1954 E.C a total of 124 inspectors were graduated. In 1955 E.C the inspection program was changed to supervision to improve the teaching-learning process and supporting of teachers.

From 1962-1965 E.C the trained supervisors were expected to serve in a regular education, sport, adult education and educational mass media program supervisors. In 1973 E.C the socialist regime had shifted from supervision to inspection. As a result, the main goal of the program was monitoring and evaluation of the policy, directives, planned programs and strategies as the pre job description at each level of the education system. In 1986 E.C the inspection was replaced by supervision and new offices have been established at federal, regional and Woreda level (MoE, 1987 E.C:3-6).

2.5 Approaches to Educational Supervision

Authors in the field identified six approaches for educational supervision. These are directive supervision, alternative supervision, collaborative supervision, and non-directive supervision, self-help- explorative and creative supervision (MoE,1987 E.C:55-58).These models are discussed as follows:

In directive supervision,

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

In alternative supervision

The supervisor conducts class observation. After class observation, the supervisor shows other alternatives for the teacher, considering the method use by the teacher as one alternative.

Thus, the supervisor do not enforce the teacher to follow one best method, rather he/she motivate the teacher to consider other alternatives (MoE, 1987 E.C:55-58).

In collaborative supervision

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

In non-directive supervision

The supervisor is expected to listen and respect the opinion of the teacher. The supervisor should explain ideas for the teacher and seek reasonable justification from the teacher. This model helps avoid self-defending by teachers. While using this method for inexperienced teachers, care should be taken (MoE, 1987 E.C:5558).

In self-help explorative supervision

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

The creative supervision approach

Believes in creativeness and use of various supervision methods. This can be achieved by integrating various supervisory approaches; not limiting supervisory activities for one individual (supervisor); and using methods that are effective in other fields (MoE,1987 E.C:55-58).

2.6 The Current Practice of Educational Supervision in Ethiopia

Education inspection was introduced into the educational system in Ethiopia about 35 years after the introduction of modern (western) type of education into the country. Although, available sources do not agree on a specific year, there is evidence to believe that school inspection was for the first time introduced in the early thirtieth (Haileselassie, 2007). Hence, supervision has been practiced in this country for long periods. However, its development was not quite sound. Besides, it seemed simply changing the terms supervision and inspection. With this in mind, the history of educational supervision has been passed through four

periods. The following table briefly indicated the development of educational supervision in different periods as (Haileselassie,2007) indicated.

Table 2.2 Development of Educational Supervision in different periods in Ethiopian context:

Period	Types of supervision	Purposes	Person
1 st Period (1934-1954E.C)	Administrative inspection	-Direct inspection through visits. Collect and compile statistical data on number of students and teachers, number of classroom and class size and finally produce reports to be submitted to the Ministry of Education. Curriculum related tasks: allocation of suitable textbooks; preparing and developing curricula for all grades. Staff recruitment: conducting rigorous examinations and interviews to recruit teacher.	Inspector
2 nd period (1955-1973E.C)	Instructional Supervision	The major preoccupation of supervision had been administrative. Activities such as teachers' placements and transfers, managing and coordinating national examination; assisting education officers at various levels.	Supervisor
3 rd period (1974-1987E.C)	Administrative Inspection(re instituted)	Staff development through in-service training, establishment and strengthening of model schools and planning instructions were put as duties of inspectors. Inspectors' was focused on administrative, financial, property and utility management. Professional help were more neglected and attention was given administrative activities.	Inspector
4 th period 1987to date	Democratic Educational Leadership	It is an educational program on supervision and an important aspect of educational management which envisaged as democratic educational leadership. It seeks the participation of all concerned bodies in all spheres of the educational establishment in terms of decision-making, planning and development of objectives and teaching strategies in an effort to serve the beneficiaries'(students) through the continuous improvement of the teaching-learning process.	Supervisor

Source Haileselassie,(2007)

According to (Million, 2010:23), there are two approaches of organization of supervision in Ethiopia, that help effective and efficient achievement of the intended objectives. These are, out of school supervision and school based supervision. Out of school supervision is given by the Ministry of Education, Regional Education Bureau, Woreda Education Office and Cluster Resource Centers. Further, Million indicated that, for each cluster center, the woreda designated one supervisor who should report to Woreda education.

Supervision at School Level

As teaching learning process is a day-to-day and continuous process, the function of the supervision at the school level should also be a continuous responsibility. Within the school system, the supervisors are the school principal & vice-principal, the department heads and the senior teachers. Thus, the educational programs supervision manual of Ministry of Education has sufficiently listed the roles of supervisors at the school level as follows (MOE, 2002).

The Roles of School Principal in Supervision

The school principal in his/her capacity as instructional leader, his/her responsibilities would be; creating a conducive environment to facilitate supervisory activities in the school by organizing all necessary resources; giving the professional assistance and guidance to teachers to enable them to realize instructional objectives; and supervise classes when and deemed necessary; coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large; coordinating the staff members and other professional educators to review and strengthen supervisory activities and cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations (MOE, 2002).

The Roles of Deputy Principals in Supervision

Besides assisting the principal of the school in carrying out the above responsibilities, the school vice-principal is expected to handle the following responsibilities: giving overall instructional leadership to staff members; evaluating lesson plans of teachers and conducting the classroom supervision to ensure the application of lesson plans and; ensuring that the curriculum of the school addresses the needs of the local community (MOE, 2002).

The Roles of Department Heads in Supervision

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

The Roles of Senior Teachers in Supervision

According to the career structure developed by (MOE,2002) on the basis of Ethiopian education and training policy, high-ranking teacher, associate head teacher and head teacher are considered as senior teachers. Thus, such teachers because of their accumulated experience in specific subject area/areas are well positioned to supervise other teachers within their department.

2.7 Instructional Supervision

Previously different literatures define supervision and educational supervision in different ways, that supervision is the general term that includes all the others. But specifically, instructional supervision is designed to supervise, support and influence instructions of teachers in the classrooms instructional activities to develop students' performance. Various scholars define Instructional supervision differently. To mention few, Sergiovanni and Starratt,(1998)define instructional supervision as a set of activities and role specifications

designed to influence instruction”. Ben Harris is quoted by (Sergiovanni and Starratt, 1998) as saying that “... supervision of instruction is directed towards both maintaining and improving the teaching learning processes of the school”. Supervision is defined as the phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectations of the educational system.

Thus, instructional supervision has become a key element in improving the quality of instruction at school. It involves ongoing academic support to teachers along with appraisals of the school’s performance and progress. It is formative and interactive, as opposed to inspection which is summative, i.e. appraising the situation at one point in time. As (Glickman, 1990) views, instructional supervision, the actions that enables teachers to improve instruction with provision of quality education for students and as an act that improves relationships and meets both personal and organizational needs. Similarly, (Sergiovanni and Starratt, 2002) describe instructional supervision as opportunities provided to teachers in developing their capacities towards contributing for students’ academic success. In addition, as Yavuz cited in (Garubo and Rothstein, 2010) instructional supervision is a method of teaching staff to act in more conscious ways and its aim is to provide teachers and supervisors with more information and deeper insights into what is happening around them. This increases the options teachers have as they work with students. If the partnership between supervisors and teachers works, teachers learn to identify and resolve their problems, and supervisors get a better idea about what is happening in different classrooms. This provides supervisors with more opportunities to think about their actions and emotions and to adopt conscious plans to improve the learning situations. Similarly, the project monitoring unit, (MOE, 2005) defined instructional supervision as the management tool which is used to improve and monitor efficiency and quality of teaching and learning at all levels of educational system. Therefore, the effective functioning of schools is the result of effective school management that in turn is critically interdependent of quality supervision.

In Ethiopia, instructional supervision has often been seen as the main vehicle to improve teaching and learning in schools, with the help of different stakeholders as instructional supervisors. Instructional Supervision is a critical examination and evaluation of a school as a designated place of learning so as to make it possible for necessary advice to be

given for the purpose of school improvement. Supervision of instruction is that process which utilizes a wide array of strategies, methodologies and approaches aimed at improving instruction and promoting educational leadership as well as change.

Taking this reality in mind, practices of instructional supervision has genuine significances for the improvement of teachers' pedagogical skills and methodological skills. Therefore, identifications of teachers' strength and limitations; based on the limitations to arrange induction training for beginner teachers and to prepare various intervention to assist teachers improve their limitation; supervisors provide professional support to teachers in order to improve their instructional skills and supervisors liaise schools with different community groups and organizations have cumulative impact on the achievement of quality education and for the growth of students' performance.

What is more, "Instructional supervision is a behavior system in school operation with distinct purpose, competences and activities which is employed to directly influence teaching behavior in such a way as to facilitate student learning" (Lovell and Wiles, 1983). A comprehensive definition of supervision offered by (Robert and Peter, 1989), as supervision is instructional leadership that relates perspectives to behavior, clarifies purpose, contributes to and support organizational actions, coordinates interactions, provides for maintenance and improvement of instructional program, and assesses goal achievement. Furthermore, this concept with reference to dictionary of education "All efforts of designated school officials, toward providing leadership to teachers and other education workers in the improvement of instruction; involve stimulation of professional growth and development of teachers; the selection and version of educational objectives; material of instruction and methods of teaching and the evaluation of instruction.

Schools are institutions where the actual instruction takes place. As instruction is a continuous process, the functional of supervision at school level should also be a continuous responsibility. In this respect, within the school system, school principals, deputy principals, department heads and senior teachers are supposed to be active participants of school based instructional supervision. Hence, the contribution of each and every responsible personnel of the school can make the educational endeavor worthwhile and productive for the successful achievement of educational objectives.

2.8 Qualities of Good Instructional Supervisor

A supervisor in his own capacity is regarded as an instructional leader. He is expected to perform functions and to fulfill the expectations, aspirations, needs and demands of the society in which he/she operates. For a supervisor to be successful; he/she needs to possess certain qualities that will put him over those under his supervision; He/she must be true to his own ideals at the same time flexible, loyal, and respectful of the beliefs, right and dignity of those around him; In the same vein, he/she must be strong willed, consistent and fair in his dealings with other people; He/she must be prepared for opposition but should handle opposition without malice; In the final analysis, a good supervisor must be honest, firm, approachable, ready to help people solve their problems and maintain a relaxing atmosphere that would encourage, stimulate, and inspire people around him to work harmoniously. Finally, the supervisor must be up-to date in his knowledge of psychology of learning and principles of education since such knowledge greatly influences the effectiveness of instruction as (Hammock & Robert 2005).

Techniques of Instructional Supervision

Supervisors/ Principals struggle to sort out those aspects of schooling that need to be kept more or less uniform and those aspects that call for diversity and supervisors should match appropriate supervisory approaches to teachers level of development needs. Teachers can play key role in deciding which of the options make sense to them given their needs at the time.

Clinical Supervision

Haileselassie,(1997),quoted clinical supervision refers to face to- face contact with the supervisor and the teacher intent of improving instructions an increasing professional growth. The supervisor takes its principal data from the events of the classroom. The analysis of this data and the relationship between teacher and supervisor from the program, procedures and strategies designed to improve the students learning and improving the teacher's classroom behavior. Sergiovanni(1998:225)expresses clinical supervision as follows: The purpose of clinical supervision is to help teachers to modify the existing patterns of teaching in ways that make sense to them. Evaluation is, therefore, responsive to needs and

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

Clinical supervision as a process for developing responsible teachers who were able to evaluate their own instruction, who were willing to accept criticism and use it for change, and who knew where they were headed in their own professional growth. According to, (Beach and Rein hertz, 2000) indicated "if schools are to improve the quality of instruction, it will be at the local building with the teacher at the heart of the improvement process (productivity through people)". The focus of clinical supervision is on formative evaluation, which is intended to increase the effectiveness of ongoing educational programs. According to, (Gold hammer, 1969) proposed the following five-stage process in clinical supervision.

Pre-observation Conference

Accordingly the pre-observation conference (behavior system) provides an opportunity for the supervisor and the teacher to establish relationship mutual trust and respect. The teacher and supervisions get to know each other as fellow professionals. So that it is essential to the establishment of the foundation for the observation and analysis of teaching. This approach is most suitable because the expertise, confidence, and credibility of the supervisor clearly outweigh information, experience, and capabilities as cited by (Glick man et .al, 1998).

To sum up, the main objective of pre observation conference should focus on establishing teachers' acceptance and agreement. To this end, teachers together with their supervisors have much opportunity in discussing and deciding on the purpose, criteria, frequency, procedures, instruments and follow up activities prior to the actual classroom observation.

Classroom Observation

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

Analysis of the Observations

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

Post-observation Conference

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

Post–conference Analysis

The final phase in the clinical model is an evaluation of the process and outcome. It is a means of self-improvement for the supervisor. It is the time when the supervisor assesses the nature of communication during conference, the effectiveness of the strategies used, the role of the teacher during the conference and the extent to which progress was made on the issue that were discussed. In supporting this stage, the supervisor must see his role

as trying to help teachers achieve purpose in more effective and efficient way. Many of instructional supervisors do not use this as a means of inputs for themselves for the next stage of clinical supervision and did not evaluate the all processes that have been conducted before. So, from the researchers' point of view, supervisors should tip out the main gaps from what have been observed and conduct further study on the improvement of specified gaps.

In this case, it is possible to argue that clinical supervision is a supervisory approach which helps to improve the professional practice of teachers so that they can meet the professional standards set by the school community.

Collegial Supervision

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

Informal Supervision

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

Self- Directive Supervision

Self-directed supervision is another current model of supervision (Sergioanni and Starratt, 1993). In this approach, teachers set goals for their own professional development and present a plan for achieving these goals to a supervisor. At the end of a specified period of time, the teacher and supervisor conference to review data that represents the teacher's work toward the goal and reflect upon what was learned before setting a new set of goals. Others refer to this as goal-setting or performance-objectives models. This model describes idea of helping the teacher is seen as one that makes the supervisor as a "Know- all" and the supervisee as a seeker of help. Other researcher, (Fanselow, 1990) starts by exploring amore reasoned method of benefiting a teacher in training. He proposes that teachers should try to see teaching differently by observing others teach or discussing their own teaching with others. Thus concludes that whereas the usual aim of observation and supervision is to help or evaluate the person being seen, the aim the author prose is self-exploration, seeing one's own teaching differently, observing others or ourselves to see teaching differently is not the same as being told what to do by others. Observing to explore is a process; observing to help or evaluate is providing a product.

Prospects of Instructional Supervision

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

2.9 Major Functions of Instructional Supervision in Creating Effective Educational Organizations

Many scholars like William H. Burton and B.M. Harris as cited in (Million, 2010) they have identified three main tasks of supervision; Instructional improvement, professional development and curriculum development.

Instruction Improvement

One of the major components of supervision is the improvement of instruction (Beach and Reinhartz,2000; Glickman, 1998; Sergiovanni and Starratt,1998). For instruction to improve, staff development, self-evaluation, and fostering curriculum development must be included in the supervisory processes. According to (Zepeda, 1997) supervision is “linking the facilitation of human growth to that of achieving goals. One way that in which the school as an organization can grow can be achieved through teacher development. According to the literature, there are four key strategies for enhancing the professional growth of teachers which include: First, the establishment and subsequent administrative support of and provision guidance for a systematic, ongoing staff development program supported by modeling, coaching, and collaborative problem solving should focus on means of linking new knowledge, on way of thinking, and on practice given existing knowledge, experience, and values (Glickman et al., 1997). Time needs to be provided for teachers to undertake professional development as part of their normal teaching responsibilities. Second, argue that teachers need to engage, both individually and in group, in the concrete tasks of teaching, observation, assessment, experimentation, and pedagogical reflection. In this way they will better understand the learning and development process given their teaching contexts and students. Third, given the wide variety of supervisory techniques described, supervisors should match appropriate supervisory approaches to teachers’ level of development needs. The ultimate goal of supervisors should be to enable teachers to be self-directed (Glickman et al., 1997).Fourth, organizational leaders should work to establish a culture that values professional, collegial interactions among participants (e.g., team planning, sharing, evaluation, and learning to create methods for peer review of practice). In doing so, they promote the spread of ideas and shared learning. There exist many different avenues for providing direct assistance to teachers for the improvement of instruction. According to (Zepeda and Ponticell,1998), teachers perceptions of supervision were positive when supervision was viewed as coaching. They reported the value of coaching as such: What was coaching? The supervisor worked alongside the teacher, providing assistance while the teacher addressed his or her classroom concerns. The supervisor took an interest in the teacher’s accomplishments during the process of change and improvement.

The supervisor provided evidence of success together with guidance to enable the teacher to build upon success. The supervisor was invested in the individual teacher's success. The supervisor was responsive to the individual teacher's needs and recognized that the supervisor's interactions with the teacher influenced the teacher's success. Coaching in its purest form is composed of planning, observing instruction, and reflecting the basic phases of all instructional supervisory models. One can glean that the goal of coaching is to assist teachers in becoming more resourceful, informed, and skillful professionals. Another scholar stated that, "Skillful cognitive coaches apply specific strategies to enhance another person perceptions, decisions, and intellectual functions. Changing these inner thought processes is a prerequisite to improving overt behaviors that, in turn, enhance student learning".

2 Teaching Staff Development

The quality of student learning is directly related to the quality of classroom instruction. Therefore, one of the most important aspects of instructional leadership is to provide the necessary climate to promote ongoing instructional improvement. Supervisor is responsible to identify the training needs of the teachers and organize in-service programs in the form of work shop, seminars, conference, faculty meeting, intra school and inter school visits and other services are useful to be utilized, so as to realize effective staff professional development and supervision manual (MOE,1994). According to (Sergiovanni and Starratt, 1998) stated, "since teachers often will not know-how to do what needs to be done, it is important for a supervisors to identify their needs and then to in-service them in the some ways". According to, (Travers, 1995) proposed the name of training is staff development, which primarily aim to increase the knowledge and skills of teachers and staff members and thereby increase the potential of the school to attain its goals and objectives. On the other hand, staff development programs must be predicted on the beliefs that; the school system delivers quality education through quality of its staff and teacher in a continuous learning process. What is more, (Travers, 1995) lists benefits that staff development programs can offer to the teacher, which are as follows; to update skills and knowledge in a subject area, to keep abreast of societal demands, to become acquainted with research on new methods of teaching and to become equipped with the advances in instructional materials and equipment.

To accomplish the instructional improvement, the instructional supervisors must be able to plan and deliver effective staff development programs. The supervisor needs to insure that staff development efforts have the appropriate financial resources; adequate time set aside to plan, conduct, and implement the programs; and time for staff to practice the new skills. Further, teachers need the verbal support and physical attendance at sessions by the supervisors to verify their commitment. Teachers should be involved in the identification of their own staff development needs. They must be involved in the planning and delivery of staff development activities to gain the greatest acceptance. Collaboration of teachers and supervisors will enhance the staff development program and lead to improved student learning. Staff development programs need to be comprehensive and continuous programs that are carefully designed for personal and organizational growth.

The activities should be founded upon strong theoretical, conceptual, or research bases. The information must be related to practice with ample opportunities provided for modeling and coaching. Professional training sessions developed for teachers must be consistent with adult learning theory. A well-planned and administered staff development program may be one of the most critical factors in the improvement of instruction and subsequently in the increase in student learning are carefully designed for personal and organizational growth.

Taking this reality in mind, there is almost an agreement among those researchers and educators that staff development is a main component of the supervisory practices. The instructional supervisor's guide represents the view of instructional supervision, state that; "developing teachers' educational competences" is the main aims of supervision. According to, (MoE,2008) staff development lists as one of the major functions of instructional supervision. Accordingly, any experience that enlarges teachers' knowledge, skills, appreciation and understanding of his/ her work falls under the domain of staff development.

In general, at school level teaching Staff development should meet the need of both the individual teacher and the educational system. Staff development at school level is highly important. The main reason is that pre-service training has become an introduction to teaching profession. The complete teacher is developed through experience.

Curriculum Development

Curriculum development and improvement another function of school supervisions. Having this in mind, (Beach and Rein hertz, 2000), stated that the field of curriculum/instruction is directly related to the field of supervision. As the above author put it once curriculum is created we need to “look” at, to supervise, how it is being delivered. Supervisors became curriculum specialists devoting extraordinary amounts of time rewriting, redefining, and strengthening the curriculum. Much of the refinement consisted of individualizing instruction, modifying curriculum, and production of new curriculum guides. Another scholar, suggested by becoming stakeholder in the curriculum development process, Teachers begin to recognized as it one of the vital ingredients of the instructional life of schools and individual classroom. Supervisor’s role in curriculum development is to promote teacher reflection on key components and to select appropriate concepts to be taught and the methods for implementation. Supervisors and teachers must work to understand the many facets involved in planning and how these facets impact every day instruction and student achievement. In effective schools where there is a strong emphasis on learning and positive student outcomes, principals play an important role.

Thus, instructional supervisors have to work effectively for effective implementation of the system. They need to know how instructional supervision should be implemented, by whom it is carried out, the way they perceive, its purpose and effect on the teaching learning process.

In general, instructional supervisors are resource personnel who provide support to help directly to the teacher to correct or improve some existing deficiencies in the education system in general in specific curriculum in particular.

Supervisory Leadership Skills

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

Human Relation /Interpersonal Skills

These skills consist of the ability to understand the feeling of others and interact with them positively for harmonious and peaceful environment of the working area. Attention has to be given for such skills, because it results success if good relation of supervisor and teachers achieved and causes failure if bad relation is attained (Lowery cited in Million, 2010). From supervisor position, he further argued that it is in humanistic relations that the supervisor plays a Key role in initiating people to work effectively and efficiently together. The supervisor as a leader must have a strong interest in and concern for the human welfare who work in the organization. For this reason, supervisor ought to have an understanding of the principles of humanism that best sweet them in day-to – day relationship with teachers. As, Dull cited in (Gashaw, 2008) visualize humanism as “being genuine, caring, accepting, and empathetic and trusting unselfishly committed to giving time energy, and talents to helping others”. Thus, supervisors need to establish a warm, congenial, human relationship with teachers and seeks to develop a social and educational climate that fosters excellence in all aspects of the school program. On the other hand developing educational and social climate only would not strengthen teachers-supervisors intimacy. Hence, supervisors have to leader for teachers” voice and give appropriate recognition. For this reason, teachers performance will be enhanced. In relation to this Eckleset al. cited in (Gashaw, 2008) workers may have a better solution to a problem than the supervisor has. So, the instruction supervisor should listen to suggestions regardless of how rushed he or she may be. Listening provides workers with recognition. If the supervisor listens, workers will know that their ideas or suggestions are important. On the other hand regarding recognizing ones work Eckles et al. cited in (Gashaw, 2008) points, works usually want to be recognized for the ability to do a job better. Nevertheless, if a supervisor neglect them and shut the door the loss in initiation and serious morale problem can develop.

Conceptual Skills

A conceptual skill involves the formulation of ideas, understand abstract relationship, develop ideas, and problem solving creativity. Meaning a supervisor has to be a resource person (Allen, 1998). He has to have conception as such on policies proclamations and guidelines

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

Technical Skills

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

Assessing and planning skills

Assessing involves determining where the supervisor and his/ her staff have been and where currently they are. Whereas, planning involves deciding where the supervisor i.e., his/ her

staff want to reach the final destination. In doing so, assessing and planning skills are very crucial to supervisor in setting goals, activities for him/her as well as teachers.

Observing skills

Observing seems simple that anyone with normal vision appears to be observing every moment his/her eyes are open. But, observation according to (Glickman, 2004) is two-part process that involves first describing what has been seen and then interpreting what it means. Since the goal of supervision is enhancing teachers' trust and commitment about improving the classroom and the school practice, observation should be used as a base of information (Sargiovanni and Starratt, 2002).

To sum up supervisors should have required observation skill competency that help them to measure what is happening in the classroom and instructional practice, to understand teachers' perception toward the practice and finally to judge as well as to infer those happenings and practices.

Research and evaluation skills

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

2.10 Problems of Instructional Supervision

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

2.11 Perception of teachers towards instructional supervision:

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

Functions of instructional supervisors

Planning

According to De Grauwe (2001a:94), supervisors usually prepare annual and monthly plan and provide the head office for approval. In addition Certo(2006:7) indicated that, some supervisors accomplish tasks planned by their superiors.

School Visits

Visiting schools for pedagogical and administrative purpose is the task of instructional supervisors. This tasks made clear by the specifying the number of schools visited and

the number of times each school visited. Similarly, it is indicated that school visits are the main instruments to necessarily perform the activities of supervisors (De Grauwe, 2001a:36). Likewise, it is indicated that visiting of schools and teachers is the most important task of supervisors to do their actual supervision (UNESCO, 2007:9).

On the other hand, (De Grauwe, 2001a:130) indicated that, both teachers and head teachers appreciated school visits for different purposes. For head-teachers, teacher supervision not only ensures teacher discipline, but also asserts head teachers autonomy. However, teachers feel that it help them in arguing change in the way the school functions.

Follow up of school visits helps to check the implementation of recommendations given. However, the lack of follow up is a problem in many countries .For example in Botswana, head teachers complained that follow up visits are undertaken after a long time and are superficial. Further, it is indicated that, “recommendations made in inspection reports and address to the administrative and or pedagogical authorities remains "the words in the wind", which frustrates the school staff as well as the supervisors”. Supervisors however, indicated that follow up visits are planned but not implemented because of some practical problems like lack of transportation (De Grauwe, 2001a:123).

However, it is indicated that in many countries school visits are indicated insufficient because of various problems such as lack funds, lack of transport and unscheduled meetings and workshops. As (De Grauwe,2001a:94) indicated, "many visits take place unplanned and many planned visits cannot be held as for seen.” For example in Botswana, school visits are indicated inadequate. Similarly, study conducted by Sri Lanka Association for the Advancement of Education (SLAAED) in 1993 indicated that, even after the establishment of clusters system school visits remained low.

Ones the instructional supervisors are in the school, they are responsible for three different complementary tasks. These are: (i) to control and evaluate; (ii) to give support and advice; and (iii) to act as a liaison agent UNESCO (2007:7).

i .**Control** ; Instructional Supervisors are responsible for monitoring the performance of teachers and making the corrections when necessary. However, they are not expected to enforce employee to accept, rather motivate and enable them to solve the problem by themselves Certo, (2006:9). Different educational Literatures indicated that, instructional

supervision play two major roles. First, it helps maintain certain common patterns even though each school is unique. Second, it encourages change. However, this is the theoretical and supervisors practically focus on control and provide no support for change and development. Further, it is indicated that supervision focus on both teachers performance and administrative efficiency.

In many countries, controlling of pedagogical activities is an important function of the instructional supervisors and also an integral part of teacher promotion system. For example, in Belgium each inspector has to prepare 180 reports concerning the individual teacher's behavior based on the class visit (UNESCO, 2007:8).

In spite of their position, educational supervisors at all levels are responsible for monitoring and controlling whether or not the schools are functioning based on the prescribed rules, regulations, guidelines and standards. Similarly, MoE, 1994 E.C:31-32 indicated that supervisors are responsible for monitoring and controlling activities such as teachers' discipline and performance of school directors. According to MoE, 2012:3, controlling as a function of supervisors is not enforcing, it is monitoring compliance requirements and providing feedbacks.

It is indicated that, in developing countries supervision of material inputs gets priority over human inputs because of the deteriorated school infrastructure UNESCO, (2007:9). Traditionally, quality parameters prescribed from outside and imposed on school and emphasis was given for control. However, it is indicated that, "control without support cannot lead to quality improvement".

ii. Support; Instructional Supervisors are expected to identify and solve the problems that the employees facing before the problem deteriorate their performance. They are also responsible to give clear direction and make sure that the employees have fully understood their tasks Certo,2006:11). Usually supervisors "wear two or other hats" however, the specific activities, according to (<http://www.education.state.university.com/pages/2472/supervision.html> instruction) Include all or some of the following activities arranged in ascending order;

1. Mentoring or providing induction for beginning teachers.
2. Bringing individual teachers up to the minimum standards.

3. Improving the competency of the individual teacher.
4. Working in collaboration with teachers to improve learning.
5. Working with group of teachers to adopt the local curriculum and at the same time bring the local curriculum in line with state and national standards.
6. Relating teacher's effort to improve their teaching to the larger goals of school wide improvement in the service of quality learning for all children.

Further, it is indicated that, the supervisor is expected to participate in the classroom teaching, as it help expose him or her to the actual situations: to design change and to bring improvement in the functioning of the teachers. The supervisor is expected to ensure the quality of learning and the development of every child in the school. "If classroom teaching has to be child centered", (Govinda and Tapan, 1999:28) asked, "should not, the supervision be?" The job description of many educational supervisors included many support related tasks, like in service training and demonstration lesson (Carron et al. 1998:27). Similarly, identifying the skill gap and giving the capacity building training for school principals and teachers is among the responsibilities of supervisors at different levels. Indicating the biases of the supervision towards administrative controls and its ineffectiveness in the past, MoE,(1994 E.C:30)noted the importance of providing technical support. As (Ahmed, 1998) cited in Gashaw,(2008:23) indicated that cluster supervisors provide support in the form of demonstration, facilitating experience sharing and action research and this can improve the quality of teaching and learning. Generally, it is indicated that, to be effective the supervisors are expected to truly supportive as traditional fault finding not improve the quality of teaching and learning De Grauwe, 2001b:66).

iii. Linking;

Supervisors are expected to provide accurate and timely information for managers and at the same time give clear direction for the employee. Thus, they serve as a "linking pin" between employee and management Certo,2006:10). Similarly it is indicated that, supervisors are expected to link both vertically and horizontally. Vertically, they provide information for the ministry or its representatives at local level regarding the needs and realities in the school and inform schools about the norms and rules set from the top.

Horizontally, they identify and spread new ideas among schools and facilitate interaction among schools MoE, (2012:3). Linking as a role of supervisors directly and indirectly indicated as one responsibility of supervisors De Grauwe, 2001a:35; MoE, 2000E.C:45; BGREB, 2003 E.C:35).

On the other hand, (De Grauwe, 2001a:35) indicated that, supervisors are expected to accomplish many and intricate tasks and summarized as control, support, linking and some administrative tasks not grouped in to control and support such as payment of teachers salary. Likewise, (Carron et al., 1998:27) pointed out the involvement of supervisors in support, administrative tasks and even in the collection of data and information. Further, Carron et al. indicated the participation of supervisors in teacher promotion and discipline for example in Nepal and criticized that, "such an employer employee relationship makes it difficult to turn supervisors in to teachers' guides and councilors". Similarly, after examining job descriptions of supervisors in three different countries (Assistant Basic Education Officer in Uttar Pradesh, School Supervisor in Trinidad and Tobago and Primary School Inspector in Tanzania) it is indicated that, the job descriptions of supervisors are generally characterized by an overload of responsibilities, dispersion of tasks and inclusion of activities that have little relationships to the main functions of supervisors (UNESCO, 2007:6).

As different educational literatures stated that, linking schools/clusters with different stakeholders are significant to solve many problems like that of financial and material scarcity, problems related with student discipline, lack of awareness of the community about the policy and with these regards instructional supervisors play a role on encouraging model parents and NGOs to actively participate in the school.

Writing Reports

In many countries emphasis is given for writing report. For example, a circular by the Chief Education Officer in Zambia states that, report is "the only means by which the ministry gets to know about the state of education provision in the schools" (De Grauwe, 2001a:116). Supervision reports have the following advantages on the education system. First, they lead to the allocation of resources to schools and within schools. Second, at national level, they are used to obtain external assistance from funding agencies. In addition, they are used as a

“sensing mechanism” of what is going on, that lead to corrective activities (De Grauwe, 2001b:283). Also, keeping the record of various activities and then reporting to education office regularly and any time when required is among the various responsibilities of cluster supervisors (AACAEB, 2003E.C:8).

Scholars (Carron et al.,1998:27)indicated that, reports are written in a number of copies. For instance, in Sri Lanka supervisors prepare reports in three copies (for school, the higher authority and one kept in the office of the supervisor). Further, Carron et al. indicated that, superiors evaluate the supervisors based on the volume of the report they write.

However, supervisors claim that writing report for every school visit is time consuming. Supporting this, literature indicated that, this “might incite supervisors to spend more time writing reports, to the detriment of the actual visit.” To solve this problem, for example in Namibia, supervisors are recommended three months summary reports (De Grauwe, 2001a:116).

2.12 Factors that affect instructional supervisory practice in school

Instructional supervision is the service provided to help teachers in order to facilitate their own professional development so that the goals of the school might be better attained. However, there are several factors which tend to militate against effective supervision of instruction in schools. Among the challenges, the following can be mentioned.

Teachers perception of instructional supervision: Instructional supervision aims at improving the quality of education by improving the teacher’s effectiveness. As Fraser cited in (Lilian, 2007) the improvement of the teaching-learning process is dependent upon teacher attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect. The need for discussing the lesson observed by the teacher and the supervisor is also seen as vital. Classroom observation appears to work best if set in a cycle of preparation, observation and feedback, hence the need for the supervisor and supervisee to work hand in hand before and even after the observation process. In doing all these, teachers must feel that the supervisor is there to serve them and to help them become more effective (Lilian, 2007).

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

Similarly Research has revealed on the area of instructional supervision in primary schools of different regions and zones of our country have shown that, all of the studies examine supervisor's techniques, supervisory procedure, supervisory leadership style and skill, and major functions of supervision. The studies found that supervisory techniques, procedures and skill of supervisors are inefficient to improve the quality of teachers and the achievement of learners. Furthermore, supervisors are not putting the necessary effort in providing in-service training to enhance teachers' effectiveness (Chanyalew, 2005; Getachew, 2001; Million, 2010; and Desalegn,2012).

To sum up, teacher's perception of supervision is valuable to improve instruction. Since the objective of supervision is to improve teacher's competence, it is important to consider teacher's perception of supervision.

Lacks of Adequate Training and Support: Supervisors need continuous and sufficient training to carry out their responsibility effectively. Training programs of supervisors aimed at providing necessary skills for supervisors and make them better equipped at doing their job. As, Alhammad cited in (Abdulkareem, 2001), lack of training for supervisors, weak relationship between teachers and supervisors and lack of support for supervisors from higher offices affect the supervisory practice in the school. In line with this, (Merga, 2007) pointed out, lack of continuous training system for supervisors to up-date their educational knowledge and skills is obstacle of the practice of supervision.

To conclude, training helps to improve the supervisor's performance by teaching the basic knowledge and technique demanded to do it. It also helps to develop the supervisor's

capacity to fulfill new responsibilities arising from technical and other changes which might affect his job.

Teacher-supervisory relationship; It is believed that the beginning teachers are to be closely supervised and helped by senior teachers. In line with this (Pajak,2002) indicated that a good supervisor is one which is capable of communicating with his subordinate in order to provide necessary guidelines and assistance to them for professional improvement. In order to infuse new ideas in the teaching-learning process, the supervisor is supposed to observe and communicate rapidly to see the effectiveness of the teachers. To minimize factors that affect supervisory practice, supervisors better to make supervisory activities professional and they well communicate with teachers about the objective of instructional supervision to improve the teaching learning activities.

To sum up, the impeding factors of supervisory activities believed to be reduced by making supervisory activities professional, well financed and communicated by creating awareness on teachers and supervisors about the objective of school based supervision which is a device to help teachers to improve the teaching learning activities.

CHAPTER THREE

3.0 THE RESEARCH DESIGN AND METHODOLOGY

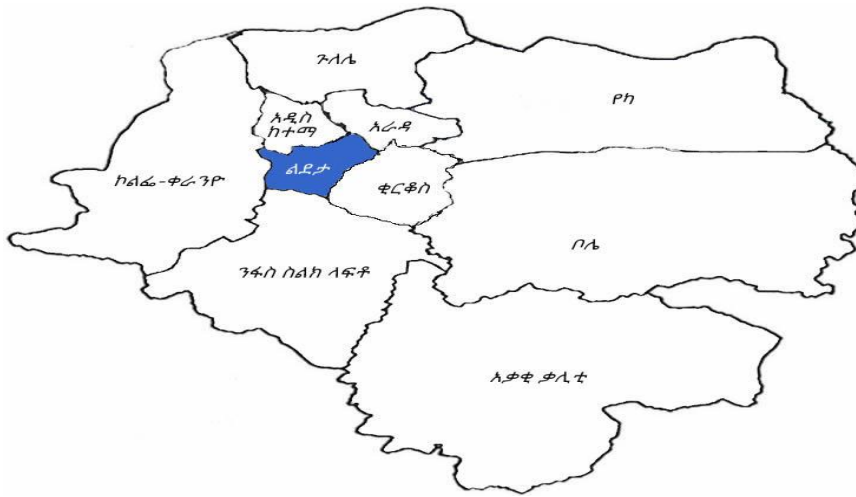
This chapter deals with education of the methods that were applied in carrying out the study. It will outline in detail the research design, sources of data, instruments and procedures of data collection, sample and sampling technique, piloting of the research instruments and methods of data analysis as well as ethical considerations.

3.1 The Research Design

Particularly descriptive survey design was employed with the assumption that it is helpful to obtain sufficient information from large number of respondents and to describe the existing practice and the prevailing in-school factors and opinions related to the on going implementation of instructional supervision. It also helps to draw valid general conclusion.

3.2 The Study Site and Population

The study was conducted in lideta sub -city, one of the ten sub cities of Addis Ababa city adminstration bureau of education . Lideta sub cities is bordered by Adisketema sub city in North , kolfekarano sub city in the West and Nifas-silk laftosubcity in the South ,kirkose in the east . It has ten woredas . These are: woreda one , woreda two , woreda three ,woreda four, woreda five, woreda six , woreda seven, woreda eight , woreda nine and woreda ten



Sours: Lideta Sub city, Addis Ababa.gov.et

3.3 Sources of Data

Data for this research was collected from both primary and secondary sources. The primary sources of data were primary school instructional supervisors, primary school principals, primary school teachers . The secondary source of data were school internal supervision recorded documents, action researches, feedbacks and reports.

3.4 Sample Size and Sampling Technique

Multi-stage sampling technique was used to select the samples. The researcher favoured this technique as it helps to get more representative sample from geographically scattered participants (Koul,1984). According to Levy, Yalew Endawok and Limshow among the total population 10-30% can fulfil the sample sizes. Four successive multi-stage sampling techniques were used to select sample Woredas, cluster centers , schools principals and teachers.

In the first stage, 4(40%) Woredas (woreda four, woreda six, woreda seven and woreda eight) were selected among ten woredas found in government primary schools of lideta sub-cities of Adis Ababa City administration because of their scattered location, through simple random sampling technique, particularly lottery system to get representative sample. That is way four woredas were selected to easily manage the sample population.

On the second stage, one from each cluster centers were selected as samples study and in four selected woredas ; one in woreda 04 ,one in woreda 06 one in Woreda07 and one in woreda 08 . Among those cluster centers 4(40%) were selected from Lidata sub- cities primary schools . Therefore, 4(40%) cluster centers selected from the total of 10(100%) sample clusters through simple random sampling techniques, particularly purposive sampling methods to easily manage the cluster population. To this end, karamara from woreda 04,Edigat Besira from woreda 06 and Hayalom Araya from woreda 07 and Tesfakokeb from 08 are primary schools clusters has been selected as a sample clusters.

In the third stage, all sample schools 8 (44%) grouped under 4 selected cluster centers taken through purposely . The size of sample schools was made proportional to the number of cluster centers in each Woreda.

Accordingly, 3(37.5%) schools taken from 1 cluster centers containing a total of 3 primary schools in woreda 04;

1 (12.5%) schools included among 1 cluster center, containing a total of 1 schools in Woreda 06 ,2(25%) schools taken among 1 cluster centers having a total of 02 schools in woreda 07 and 2(25%) schools taken from 1 cluster centers containing a total of 02 primary schools in woreda 08 selected clusters through census. Therefore, 8(44.4%) of schools were taken as a sample through censuses.

Among 9 Woredas education office teaching -learning unit workers of sample woredas, 4(44.4%) were selected through purposive sampling. Here, 01 Woreda education officers selected from each Woreda ; those are the coordinator of teaching -learning , curriculum preparation and provision department; and the coordinator in the department of teachers , principals and supervisors development unit . The purpose of selecting these two officers for interview was to get more critical information about the practices and challenges of instructional supervision in lideta sub city in government primary schools .These officers were selected because of their close contact with cluster supervisors due to their current position in Woreda education office. As well as, 4(44.4%) supervisors were selected through purposely , as they were very important source of data for this study and their number was easily manageable. Finally, all 8(44.4%) Lidta sub cities primary school principals were included through purposely . The researcher was selected 120(40.4%) from 297 total teachers sample schools working in the selected sample schools through proportionately.

Table 3.1: Summary of Sample Schools and Sample Teachers Selected from Each Schools and Techniques.

Woredas	Sample Cluster	Samp.school	Total teacher	Samp.teacher	%(40.4)
Woreda04	Karamara PS	Karamara PS	68	27	
		Enat Ethiopia	8	3	
		Adis fire PS	8	3	
Woreda 06	EdigatBesira PS	EdigatBesira	62	25	
Woreda07	Major /G Hayalom Araya PS	Majar /G Hayalom Araya PS	46	18	
		Zaraya PS	12	5	
Woreda08	Teskafokebe PS	Lidatalimat PS	27	12	
		TesfaKokebe PS	70	28	
Total	4	8	239	120	

Source:-Lideta sub -city education office

3.5. Data Gathering Tools

Questionnaire and interview were used as data gathering instruments. In addition, the researcher consulted relevant reference books; internet sources and supervision manuals of government primary schools of lidta subcity of (AACAEB) to support the findings of the study and document analysis.

Questionnaires

The researcher used questionnaires to collect data from cluster supervisors; school principals and teacher respondents. Questionnaires were believed better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. Hence, questionnaires were prepared in English language and administrated to all supervisors; school principals and teacher participants with the assumption that they can understand the language. In this study, two sets of questionnaire items were used. The first sets of items deals with the general background of the respondents. The second set of questionnaires, which was prepared

in English, administered to teachers, principals and cluster supervisors. In terms of content, the two set of questionnaires had 40 items. The first section have 3 items on background information of the respondents and the second section on issues related to the practices and challenges of instructional supervision, consists of five parts with focus on identification of teachers instructional strength and limitations, design various intervention so as to assist teachers instructionally, professional support to assist teachers, liaise schools/clusters with various stakeholders and major challenges of instructional supervisors. They contain 8,7,6,6 and 10 items respectively. Therefore, for structured question items, Likert scales employed, because Likert scale mostly used in survey research and easy to construct, simplest way to describe opinion, suggestion and frequency of respondents and also provide more freedom to respondents. The scale consists of five scales 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, and 1 = strongly disagree.

Interview

The interview was conducted face to face in English. Semi-structured interview was designed to gather data from government primary schools of lideta sub- city education AACAEB. Only 8WEO experts were involved in interview question. The selection basis their position to effectively describe the reality in the study area and they can have detailed information about the practices and challenges of instructional supervision. The interview guide question set for respondents and had one part, which targeted to obtain information related to the basic research questions. Finally, interview notes were taken and summarize

Document analysis

The overall instructional supervision records of sample schools, supervision plans, portfolio documents of the supervision practice, written reports on supervision and feedback were assessed.

3.6 Procedures of data collection

To answer the basic research question raised, the researcher went through series of data gathering procedures. The expected relevant data was gathered by using questionnaires, interviews and document analysis. In doing so, having letter of authorization from Addis Ababa University College of Education and Behavioral studies department of curriculum and instruction for getting permission; the researcher directly went to four sample woreda education offices and principals of respective schools for consent. After making agreement with the concerned participants; the researcher introduced his objective and purposes. Then the questionnaires were administered to sample teachers, Principals and supervisors with in selected schools. The participants allowed giving their own answers to each item independently as needed by the researcher. They were closely assisted and supervised by the researcher himself.

Finally, the questionnaires collected back at the right appointment. The interview was conducted with woreda education office teacher's development unit after their consent was proved to lesson communication barriers during in depth discussion.

3.7 Techniques of data analysis

On the basis and types of data gathered and the instrument used both quantitative and qualitative techniques of data analysis were employed. To get the collected data ready for analysis, the questionnaires were checked for completion, and then were classified and tailed by the researcher himself. The characteristics of respondents analyzed by using frequency and percentage whereas the quantitative data was analyzed by using mean scores with standard deviation. The scores of each item was statistically organized and imported in to SPSS V.16.0 to obtain, Mean value and Standard deviation. The mean scores were used to interpret data gathered through questionnaire. The mean value of each item was interpreted as follows. The practices and challenges of instructional supervision with a mean value of 0-2.00 as very low, 2.00-3.00 as low, 3.00-4.00 as moderate, 4.00-5.00 as high, >5.00 as very high implementation of the activities. On the other hand qualitative data was analyzed by narration and description.

Quantitative data

As regards to the quantitative data, responses were categorized and frequencies were tallied. Percentage and frequency counts were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. To determine the existing practice and challenges of instructional supervision in government primary schools of Lideta sub-cities of Addis Ababa Ethiopia , appropriate descriptive statistics such as Mean score and Standard deviation used. Moreover, the study employed with mean score for the analysis of questionnaires. Likert scale was employed to identify to what extent respondents agree or disagree. Data obtained from document and interview also stated by narrating the information. The sequence of presentation and analysis of data obtained using questionnaires have presented, analyzed and interpreted.

3.8 Pilot testing

Pilot study was conducted in Tesfa kokeb primary School for 25 teachers to check the reliability of items prior to the final administration of the questionnaires to all respondents. The pilot test was conducted to secure the validity and reliability of the instruments with the objective of checking whether or not the items included in the instrument can enable the researcher to gather relevant information. Besides, the purpose of pilot testing was made necessary amendment so as to correct confusing and ambiguous questions. The result of the pilot testing is statistically computed by the SPSS computer program. The Cronbach's Alpha model was used for analysis. Based on the pilot test, the reliability coefficient of the instrument was found to be statistically calculated.

Checking the validity and reliability of data collecting instruments before providing to the actual study subject was the core to assure the quality of the data (Yalew Endawok,1998, and Daniel M., 2004). The participants of the pilot test was also taken as first hand informed about how to evaluate and give feedback on the relevance of the contents, item length, clarity of items and layout of the questionnaire. Based on the reflections, the instruments were improved before they were administered to the main participants of the study so that irrelevant items were removed, lengthy items were shortened and many unclear items were made clear.

The internal consistency reliability estimate was calculated using Cronbach's Coefficient of Alpha for the questionnaires. The researcher found the Coefficient of Alpha (α) to be 0.876, which is regarded as strong correlation Coefficient by (Daniel M, 2004, and Jackson, 2009). Supporting this, George and Mallery(2003) and Cohen, L, et al. (2007) also suggest that, the Cronbach's Alpha result >0.9 excellent, >0.8 good, >0.7 acceptable, $\alpha < 0.6$ questionable, and < 0.5 poor. The table below indicates the computed internal reliability coefficient of the pilot test.

3.9 Ethical consideration

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

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis and interpretation of data. It has two major parts. The first part presents the characteristics of the respondents' distribution in terms of sex, educational qualifications and experiences. The second part deals with the presentation, analysis and interpretation of data. The objective of this study was to assess the practices and challenges of instructional supervision of Lideta sub-city in Primary Education of Addis Ababa City Government Education Bureau(AACAEB) .To this end, both quantitative and qualitative data was gathered by using questionnaire, interview, document analysis .The data gathered through interview was supposed to complement the quantitative data. Moreover, document analysis was conducted with instructional supervision practices by observing the comments written in the instructional supervision book and assesses the working conditions of instructional supervisors, specially the availability and conditions of resources. Questionnaire was distributed to 150 respondents and 132 copies were returned back. The return rate of questionnaire was 120 copies from teachers, 8 copies from the school principals on the position of teaching -learning and 4 copies from cluster supervisors were returned. In addition, 4 woreda education officers were interviewed successfully.

Table 4.1 characteristics of respondents

No	Item		Respondents						Total
			Teachers(120)		Principals(8)		Cluster supervisor(4)		
			No	%	NO	%	NO	%	
1	Sex of respondents		68	56.6	5	62.5	3	75	76
		Male							
		Female	52	43.4	3	37.5	1	25	56
		Total	120	100	8	100	4	75	132
2	Work experience and current work position	1-5 years	27	22.5	0	0	0	0	27
		6-10 years	54	45	5	62.5	3	75	58
		11-15 years	30	25	2	25	1	25	33
		16-20 years	3	2.5	1	12.5	0	0	4
		21-25 years	2	1.6	0	0	0	0	2
		26-30 years	2	1.6	0	0	0	0	2
		31& above years	2	1.6	0	0	0	0	2
		Total	120	100	8	100	4	100	132
3	Educational back ground	Certificate	11	9.1	0	0	0	0	11
		Diploma	73	60.8	5	62.5	1	25	79
		Degree	35	29.1	3	37.5	3	75	41
		MA and above	1	0.8	0	0	0	0	1
		Total	120	100	8	100	4	100	132

As can be observed from the above table item one, 68(56.6%) of teachers, 5(62.5%) of principals and 3(75%) of cluster supervisors were males. On the other hand 52(43.4%) of teachers , 3(37.5%) of principals and 1(25%) of cluster supervisor were females. From this, it is possible to conclude that the supervisory position was dominated by males. Similar with this, (Farquhar, 1991:160) cited in (Carron and De Grauwe, 1997:30) indicated that, the supervision staff is still dominated by the male. As Carron and De Grauwe, (2001b:110) indicated, this may be because females not apply for this position because of " long distance to travel" and "being away from family for long period".

Regarding the experience of teachers and their current work position , the majority 54(45%) of teachers had work experience between 6 and 10 years, 30 (25%) of teacher respondents had work experience between 11 and 15 years and 27(22.5%) of them had work experience less than 5 years. The remaining 5(4.2%) of teachers and 4(3.3%) teachers had work experience of 16-25 years and above 25 years respectively. `

In addition, 5(62.5%) and 3(75%) of principals and supervisors respectively had work experience between 6 and 10 years respectively. The remaining 2(25%) of principals and 1(25%) of supervisors respectively had work experience between 11 and 15 years. finally 1(12.5%) of principals had work experience between 16 and 20 years. From this supervisors had less work experience compared with teachers and school principals

Regarding the educational background of the respondents 73(60.8%) of teachers were diploma holder, 35 (29.1%) of teachers were first degree holder and the remaining 11(9.1%) of teachers were certificate holders. In case of school principals 3(37.5%)of them first degree holder,5 (62.5) diploma while almost all 3(75%) of instructional supervisors are first degree holders. From this, it is possible to conclude that, cluster supervisors in the sample woredas of lidata sub-city were relatively more qualified than the primary school teachers and principals.

Table 4.2 To what practice do instructional supervisors identify the strengths and limitations of teachers in the class room in order to design appropriate intervention.

No	Items	Responses					
		Teachers		Principals		supervisors	
		\bar{x}	SD	\bar{x}	S.D	X-	S.D
1	Instructional Supervisors regularly identify any instructional limitations of teachers in the classroom.	2.16	1.376	2.62	0.916	2.50	1.291
2	Instructional Supervisors identify the lack of abilities to manage students in the classroom	2.23	1.432	2.75	0.886	2.75	1.258
3	Instructional supervisors identify the student evaluation skill gaps of teachers	2.24	1.450	2.62	0.916	2.50	1.291
4	Instructional Supervisors encourage and facilitate school self evaluation on instructional matters	2.40	1.398	2.62	0.886	2.50	1.291
5	Instructional supervisors facilitate the availability of instructional materials and encourage teachers to use it appropriately	2.56	1.184	2.50	0.916	2.25	1.291
6	Instructional supervisors encourage teachers in developing instructional goals and objectives	2.57	1.311	2.50	0.916	2.25	1.291
7	Instructional supervisors design appropriate intervention to minimize the identified limitations of teachers in the classrooms	2.46	1.468	2.38	0.916	2.25	1.258
8	Instructional supervisors design appropriate intervention to minimize the identified limitations of teachers in the classrooms	2.23	1.316	2.38	0.916	2.25	1.258

As indicated in item 1 of table 4.2, the respondents asked whether the instructional supervisors regularly identify any instructional limitations of teachers in the classrooms and indicate solutions or not. Accordingly, respondents the $\bar{x}=2.16$ and $SD=1.376$), mean reported that, instructional supervisors were moderate in identifying any instructional limitations of teachers in the classrooms and did not regularly indicate solutions. On the other hand, the data collected from the interview, the WEO experts revealed that majority of instructional supervisors did not regularly identify any instructional limitations of teachers in the classrooms. They simply conduct the clinical supervision techniques once

per semester and in many of the primary schools per year, but did not regularly identify teachers' strength and limitation on instructional matters. This implication, thus, is that, instructional supervisors have an opportunity to identify instructional limitations of teachers in the classroom but they did not regularly identify the limitations of teachers and did not indicate appropriate solutions. The document analysis and interview support this issue as instructional supervisors trying to identify instructional limitations of teachers per semester once but did not regularly and they not indicate proper solutions how teachers can improve their limitations. Therefore, from the results of the mean scores and the data obtained from the interview, one can conclude that instructional supervisors did not regularly identify the strengths and limitations of teachers by conducting classroom observation.

With regard to item 2 of table 4.2, the three groups of respondents rated whether instructional supervisors identify the lack of abilities to manage students in the classroom or not. Accordingly, respondents (teachers, principals and supervisors) with ($x=2.23, SD=1.43$) ($x=2.75, S.D =0.89$) ,($x=2.75, S.D=1.26$) indicated that, instructional supervisors did not continuously identify the lack of abilities to manage students in the classroom during ongoing teaching-learning processes. This is because; the mean scores of teachers, school principals and instructional supervisors respectively are below the average means (3) and the ranges of mean scores shows teachers, principals and supervisors responded that instructional supervisors did not continuously identify teachers' lack of skills to manage students in the classrooms. Therefore, it is possible to conclude that, instructional supervisors did not continuously identify teachers' lack of skills to manage students in the classroom. As the qualitative data obtained from interview indicated that, supervisors did not continuously identify teachers that have skill gaps on classroom management and they did not consult them how they can manage the classroom during ongoing teaching learning process.

This indicated that, instructional supervisors did not consult and advice teachers how they can manage their students in the classroom and how can they control and handle the misbehave students in the classroom.

In item number 3 of the same table, respondents asked to indicate their agreement on the extent to which instructional supervisors identify the student evaluation skill gaps of teachers. Thus, teachers, school principals and instructional supervisors give a quick response to the problem encountered in the identification of student evaluation skill gaps of teachers during teaching–learning process in the class-room, with ($\bar{X}= 2.24$, $S.D=1.45$) indicated that instructional supervisors inefficiently identify the student evaluation skill gaps of teachers in the ongoing class-room teaching learning process as responded. Still it is insufficient and this indicated that somewhat instructional supervisors trying to identify the student evaluation skill gaps of teachers. Instructional supervisors during examinations and before examination when teachers submit their exam paper, they look simply and sign on it but still they did not indicate how teachers improve their gaps on student evaluation. The researcher concluded that, there is a gap on the student evaluation in the sample schools. The woreda education officers, the department heads, school principals and supervisors development unit during interview informed that, instructional supervisors do not effectively identify student evaluation skill gaps of teachers and still there is great problem on student evaluation practices that teachers did not consider the level of students during evaluations and did not evaluate the knowledge, skill and attitudes of students. As indicated from the WEO experts, the regional education office experts trying to supply training for teachers but it is not enough.

In item 4 of the same table, the respondents asked whether instructional supervisors encourage and facilitate school self evaluation on instructional matters or not. In this case, teachers, principals and instructional supervisors with ($\bar{x}=2.40, SD=1.4, X=2.62, S.D=0.89, X=2.5, S.D=1.29$) mean scores and S.D respectively indicated that instructional supervisors do not encourage and facilitate school self-evaluation as expected. The qualitative data gathered through interview on this issue similarly indicated that, instructional supervisors did not continuously encourage and facilitate school self evaluation but sometimes perform the activities. Instead, much of the interview respondents answered: “the woreda education officers scheduled to evaluate the schools and support different ways for effectiveness of their work once per semester for the purpose of ranking the school and filling the efficiency of the principal but not for encouraging and facilitating school self evaluation”. In addition to this during document analysis there is no

any written documented materials on the issues of school self evaluation encouraged by instructional supervisors. But there are documented materials on the issues of evaluation scheduled by the woreda education officers. According to, (Carron and De Grauwe, 1997:3) and (UNESCO, 2007:19) indicated that, support instructional instruments such as manuals and guide lines are important for supervisors. They prepare themselves for school visits using these instruments.

In item 5 of the same table, the respondents asked whether instructional supervisors facilitate the availability of instructional materials and encourage teachers to use it appropriately during ongoing teaching-learning process or not. In this case, teachers ,principals and supervisors with ($X = 2.56, SD=1.18, X=2.50, S.D=0.92$ and $X=2.25, SD=1.29$) mean scores and S.D respectively indicated that instructional supervisors moderately facilitate the availability of instructional materials and sometimes encourage teachers to use it appropriately. The qualitative data gathered from interview also indicated that instructional supervisors were moderately facilitated the availability of instructional materials and even they can prepare by them as much as possible. As they indicated that in addition, the woreda education office also received from the (AACGEB) education bureau and then provided to schools to use it.

In item 6 of the same table, the three groups of respondents rated differently concerning the degree to which surveys were conducted to instructional supervisors encourage teachers in developing instructional goals and objectives. In this case, teachers, principals and supervisors with ($X=2.57, SD=1.31$), ($X = 2.50, SD= 0.92$) and ($x=2.25, SD=1.29$) mean scores and S.D respectively indicated that instructional supervisors satisfactorily encouraged teachers in developing instructional goals and objective. The qualitative data gathered through interview also indicated that instructional supervisors expected to encourage teachers in developing instructional goals and objective satisfactorily.

In item 7 of the same table, the respondents asked whether instructional Supervisors advice teachers to use active learning in the classroom and indicate the mechanisms how can motivate students or not. In this case, teachers, principals and instructional supervisors with ($X = 2.46, SD=1.47$), ($X = 2.38, SD=0.916$) and ($X=2.25, SD=1.26$) mean

scores and S.D respectively indicated that instructional supervisors do not efficiently advice teachers to use active learning and do not indicate the mechanisms how can motivate students. The qualitative data gathered by semi structured interview also indicated that instructional supervisors expected to advice teachers to use active learning and indicate the mechanisms how can motivate students as expected but still they inefficiently advice teachers to use active learning in the classroom. This indicated that instructional supervisors were not well done on the advice services of teachers.

In item 8 of the same table, the respondents asked whether instructional supervisors design appropriate intervention to minimize the identified limitations of teachers in the classrooms or not. In this case, teachers, principals and instructional supervisors with $(X=2.23,SD=1.32)$, $(X=2.38,SD=0.92)$ and $(X=2.25,S.D=1.26)$ mean scores and S.D respectively indicated that instructional supervisors do not efficiently design appropriate intervention to minimize the identified limitations of teachers in the classrooms as expected. The qualitative data gathered by interview also indicated that instructional supervisors expected to design appropriate intervention to minimize the identified limitations of teachers in the classrooms as expected but still they inefficiently design appropriate intervention to minimize the identified limitations of teachers in the classrooms because of the lack of budget. The semi-structured close-ended questions indicated that, majority of the respondents agreed on the absence of specific mechanisms to identify instructional limitations of teachers in the classroom. Because of those instructional supervisors did not have specific and tangible plan to specify and identify the limitations of teachers. In general, the compiled result indicates that instructional supervisors did not identifying teachers' instructional limitations regularly. As a result the teachers had not got enough support to be competent enough in improving the day to day classroom instruction as well as enhance their professional growth. Thus, this might reduce the effectiveness of students, teachers initiation as well as the schools goal achievement.

Table 4.3 To what extent do instructional supervisors design various interventions so as to assist teachers to improve their limitations.

No	Items Instructional supervisor are	Responses					
		Teachers		Principals		supervisor	
		X	S.D	x	S.D	x	S.D
1	Instructional supervisors are arranging induction training for beginner teacher.	2.30	1.540	2.38	0.918	2.25	1.258
2	Instructional supervisors in the school assist teachers in lesson planning.	2.25	1.453	2.38	0.886	2.25	1.258
3	Instructional supervisors facilitate experience sharing programs.	2.37	1.389	2.48	0.956	2.25	1.258
4	Instructional supervisors assist teachers in developing/selecting instructional materials	2.61	1.220	2.67	0.916	2.25	1.258
5	Instructional supervisors spread new teaching methodologies among schools and teachers	2.48	1.122	2.43	0.916	2.25	1.258
6	Instructional supervisors are facilitating professional growth of teachers through short term training, workshops and seminars	2.49	1.218	2.54	0.916	2.50	1.291
7	Instructional supervisors support teachers to do action research	2.59	1.195	2.60	0.916	2.50	1.291

Item 1 of table 4.3 indicated that, the respondents asked whether the instructional supervisors arrange induction training for beginner teachers or not. Accordingly, teachers, principals and cluster supervisors with ($\bar{x}=2.30$, $SD=1.54$), ($\bar{x}= 2.38$, $SD= 0.92$ and ($\bar{x}= 2.25$, $SD= 1.26$) mean scores and S.D respectively revealed that; instructional supervisors do not arrange induction training for beginner teachers. Furthermore, from the interview with the WEO ,it was found that supervisors were not arranging induction training for instructional improvement for beginner teachers. The reason mentioned for this was lack of knowledge and skills of how to arrange induction training. According to (MoE,1987 E.C) indicated that, supervisors are expected to provide induction training for beginner teachers.

Item 2 of the table 4.3, indicated that, respondents asked whether instructional supervisors in the school assist teachers in lesson planning or not. Accordingly, teachers, principals and supervisors with ($X= 2.25$, $SD= 1.453$), ($X=2.38$, $SD= 0.89$) and ($X= 2.25$, $SD= 1.26$) mean scores and S.D respectively indicated that, instructional supervisors in the school do not assist teachers in lesson planning as expected.

In the same table item 3, teachers and supervisors with ($X= 2.37$, $SD= 1.39$), and ($\bar{X}= 2.25$, $SD=1.26$) mean scores and S.D respectively indicated that, instructional supervisors facilitate experience sharing programs between teachers moderately. While as principal respondents with

($X=2.6$, $SD=0.95$) mean score indicated that supervisors highly facilitate experience sharing between different schools and teachers. However, this concludes that, experience sharing between teachers and schools can improve the performance of the school as well as the performance of individual teachers evaluation skills and giving and receiving feedback skills of teachers can be improved when instructional supervisors and more experienced teachers practice experience sharing programs. The mean scores indicated, from teacher, principal and instructional supervisor respondents, the practice done inefficiently but there were trying to facilitate experience sharing programs. Experience sharing between teachers, helps to identify their limitations and their good work, so, it is very important to improve the teachers' instructional limitation. Moreover, highly experienced teachers should volunteer to share their work and instructional skills for less experienced teachers, and also less experienced teachers should be encouraged and motivated to receive and obtain their good experience.

For this purpose, the MoE planned CPD/Continuous Professional Development program. However, during interview the instructional supervisors informed that, even though they repeatedly asked the WEO to arrange experience sharing.

As shown on the same table item 4, the respondents asked whether instructional supervisors assist teachers in developing/selecting instructional materials or not. Accordingly, teachers, principals and instructional supervisors with ($\bar{X}= 2.61$, $SD=1.22$), ($X= 2.67$, $SD= 0.92$) and ($X= 2.25$, $SD= 1.26$) mean scores and S.D respectively indicated that, instructional supervisors sometimes assist teachers in developing /selecting instructional materials. However, teachers should develop and select instructional materials for proper teaching-

learning process. This can improve teachers performance of instruction and as the same time the students achieve and score high results because of those well learned and well prepared teachers. Instructional skills, assessment skills, student management skills and subject matter knowledge can be improved when teachers develop/select instructional materials. As the same time students with different abilities to learn can be motivated and then try to grasp what they learn from the instructional materials. The qualitative data obtained from interview support this idea that, instructional supervisors assist teachers in developing /selecting instructional materials to teaching learning process. While as they were insufficiently assist teachers to prepare materials b

At the same table item 5, the respondents asked whether the instructional supervisors spread new teaching methodologies among teachers and schools or not. Accordingly, teachers, principals and cluster supervisors with ($\bar{X}=2.74$, $SD=1.22$), ($\bar{X}= 3.21$, $SD= 1.14$) and ($\bar{X}= 2.85$, $SD= 1.34$) meanscores and S.D respectively indicated that, instructional supervisors do not highly spread new teaching methodologies among teachers and schools as expected. Similarly, during interview the respondents informed that, instructional supervisors do not efficiently spread new teaching methodologies among teachers and schools. This concluded, as new teaching methodologies especially student centered methods are highly preferable that teachers should use and instructional supervisors should encourage teachers to use active learning methods in the day to day teaching-learning process.

At the same table item 6, the respondents asked whether the instructional supervisors facilitate professional development of teachers through short term training, workshops and seminars or not. Accordingly, teachers, principals and cluster supervisors with ($\bar{X}=2.49$, $SD=1.22$), ($\bar{X}=2.54$, $SD=0.92$) and ($\bar{X}=2.50$, $SD= 1.29$) mean scores and S.D respectively reported that, instructional supervisors in moderate rate facilitate professional growth of teachers through short term training, workshops and seminars. Similarly, during interview the respondents informed that, instructional supervisors do not highly facilitate professional development of teachers through short term training, workshops and seminars. The data gathered through document analysis similarly indicated that, instructional supervisors do not arrange seminars and workshops but sometimes provide training for teachers to develop their pedagogical skills.

Bray (1987:136) indicated that, information is important to make good decision. Having this in mind, the respondents were asked whether the instructional supervisors were providing information in the form of training and workshops for teachers" and schools" management or not. So that, still with the deficit of budget allocated by the WEO and the school management, instructional supervisors did not perform short term training, seminars and workshops for teachers" professional growth. At the same table item 7, the respondents asked whether the instructional supervisors are supporting teachers in doing action research and supportive materials or not. Thus, teachers, principals and cluster supervisors with (\bar{X} =2.59, S.D=1.19), (\bar{X} = 2.60,S.D=0.92) and (\bar{X} =2.50) mean scores and S.D respectively reported that, instructional supervisors do not support teachers in doing action research and supportive materials. Similarly, during interview the respondents informed that, instructional supervisors do not support teachers in doing action research and supportive materials. Furthermore, the information obtained from the WEO through interview reveals that these activities are implemented on the department level, not on an individual teacher basis. In addition, the interview assured that instructional supervisors are not capable enough to shoulder their responsibilities in assisting the day to day instructional activities of teachers in the schools.

This is due to time constraints and large number of teachers in the schools. Similarly,(MOE,2002) indicates instructional supervisors are not engaged in solving school problems, because they went to school only to collect information from the hands of school principals. But they do not give necessary support for the school personnel. As Singhal et al. cited in (Gashaw,2008) pointed one of the most embarrassing explanations for the current poor reputation of schools and the presumed failure of many excellent innovations is that teachers have not had adequate, well informed and direct supervision to help, understand and implement new practice.

In general, the compiled result indicates that, instructional supervisors do not design various interventions so as to assist teachers improve their limitations. They discusses regularly with school principals on the of limitation of teachers such as ,time management ,lesson preparation(inclusive),presentations, class-room management, continuous assessments ,pedagogical approach and communication skills As a result the teachers had not got enough professional support to improve the day to day classroom instruction .

Table 4.4 To what practice do teachers gained professional support from supervisors in order to improve their instructional skills.

No	Items	Teachers		principals		Supervisor	
		x	SD	x	S.D	x	S.D
1	Instructional Supervisors support teachers to prepare different instructional materials on teaching-learning process	2.52	1.212	2.75	1.035	2.75	1.5
2	Instructional supervisors advice teachers to conduct action research.	2.63	1.184	2.75	1.16	2.75	1.5
3	Instructional supervisors facilitate short term training to teachers on new teaching methodologies.	2.48	1.212	2.76	1.17	2.75	1.5
4	Instructional supervisor advice teachers to use model effective teaching methods and encourage them to motivate students in the classroom.	2.62	1.219	2.67	0.07	2.75	1.5
5	Instructional supervisors create competition among teachers on pedagogical skills.	2.44	1.177	2.38	0.96	2.50	1.291
6	Instructional supervisors facilitate experience sharing programs between teachers.	2.55	1.306	2.38	0.96	2.50	1.291

As shown in table 4.4 items 1, teachers, principals and instructional supervisors with ($X=2.52$, $SD=1.22$), ($X =2.75$, $SD=1.03$), and ($X=2.75$, $SD=1.5$) mean scores and S.D respectively indicated that, instructional supervisors do not support teachers to prepare different instructional materials for teaching learning effectiveness as expected. Similarly, during interview the participants informed that instructional supervisors do not support teachers to prepare different instructional materials as expected. However, instructional supervisors indicated practical problems like lack of instructional materials for the preparation of different teaching aids and other supporting materials and lack of teachers

commitment to prepare different instructional materials that can support teaching-learning effectiveness.

In the same table item 2, respondents needed to show the level of response of the main problems that instructional supervisors support teacher's to conduct action research. The teachers, principals and instructional supervisors with ($\bar{X} = 2.63, SD = 1.18$), ($\bar{X} = 2.75, SD = 1.16$) and ($\bar{X} = 2.75, SD = 1.5$) mean scores and S.D respectively indicated that, instructional supervisors do not effectively support teachers to conduct action research on pedagogical skill improvement as expected. As different literatures shows that the teacher's pedagogical skill improved can lead the achievement of quality education. This was cross-checked by the data gathered through interview. As the participants of the interview indicated, instructional supervisors do not inform teachers to conduct action researches, but they inform to identify the pedagogical skill gaps of teachers to conduct training. However, they did not show how to do it. As one of the WEO experts indicated, supervisors: just counting the performed and not performed activities in the school, but not give professional support to each and every teacher, how action research conducted in the school, how teachers learn from their limitations and the like". As the (AACGEB, 1997 E.C), indicated that, action research help to adopt the curriculum to fit the local needs on teacher's skill gaps. Teachers are an important medium to achieve the teaching and learning. They are also the heart of the quality of education (UNESCO, 2007: 22). However, all teachers are not qualified enough and as a result they need support from instructional supervisors how to conduct action research, (Giordane, 2008).

As the same table item 3, the respondents requested whether the instructional supervisors facilitate short term training about different new teaching methodologies or not. On this issue, teachers, principals and instructional supervisors with ($\bar{X} = 2.48, SD = 1.21$), ($\bar{X} = 2.76, SD = 1.17$) and ($\bar{X} = 2.75, S.D = 1.5$) mean scores and S.D respectively depicted that, instructional supervisors do not facilitate and coordinating short term training to teachers continuously while the mean scores indicated, they facilitate and coordinate short term training sometimes. The qualitative data obtained from the WEO expertise indicated that, because of the lack of budget instructional supervisors do not facilitating and coordinating short term training for teachers but different kinds of continuous professional development programs were conducted by teachers to develop their

own methodological skills by the CPD focal persons in the schools. Therefore, (MOE, 1987 E.C) indicated that, instructional supervisors are responsible to provide training to solve various instructional problems that teachers face.

As the same table of item 4, indicates, teachers and instructional supervisors with ($\bar{x}=2.62$, $SD=1.22$) and ($\bar{X}= 2.75$, $SD= 1.5$) mean scores and S.D respectively confirmed that, instructional supervisors do not advice teachers to use model effective teaching methods and do not encourage them to motivate students in the classroom while as principals with ($\bar{X} =3.2$, $SD= 1.25$) mean scores and standard deviation indicated that, instructional supervisors highly advice teachers to use model effective teaching methods and encourage them to motivate students in the classrooms. This was cross checked by the data gathered through interview. As the participants of the interview (WEO expertise) indicated that, instructional supervisors do not advice teachers to use model effective teaching methods and did not encourage them to motivate students in the classroom.

On the same table item 5, indicated that, teachers, principals and instructional supervisors with ($\bar{X}= 2.44$, $SD= 1.18$), ($\bar{X}= 2.38$, $SD= 0.96$) and ($\bar{X}= 2.50$, $SD= 1.29$) mean scores and S.D respectively indicated that instructional supervisors do not effectively trying to create competition among teachers on pedagogical skill improvement. Instructional supervisors should have skills of evaluation on pedagogical aspects of teachers and this can create positive competition among teachers (MOE, 2000). As the qualitative data obtained from interview indicate that, the evaluation of teacher's to create competition do not prepared by instructional supervisors but the efficiency of teachers filled per semester symbolically.

On the same table item 6, the respondents requested whether the instructional supervisors facilitate the experience sharing programs between teachers or not. The teachers, principals and instructional supervisors with ($\bar{X}=2.55$, $SD=1.31$), ($\bar{X}=2.38$, $SD=0.96$), ($\bar{X}=2.50$, $S.D=1.29$) mean scores and S.D respectively indicated that, instructional supervisors do not effectively but moderately facilitate experience sharing programs between teachers to their pedagogical skill improvement. However, during the interview, the WEO expertise informed that, even though they repeatedly asked them to arrange experience sharing programs, there was no any experience sharing successfully facilitated. One of the WEO experts answered

that: The experience sharing programs do not facilitated by instructional supervisors but they simply asked the woreda education offices about their salary improvement and other allowances and benefits that they obtain. Teachers in primary schools are not interested to share their experiences even those high service holders but the school principals and vice principals always visit us in the classroom and sometimes request feedback while as others do not like to give and receive their experiences”. The other basic function of instructional supervision is promoting teachers’ professional development in schools”. Therefore, since the competent and skilful teachers are a key component of successful school, staff development is a major function of instructional supervision. In this the role of instructional supervisors are helping teachers to grow and to develop in their understanding of teaching and learning process and improving their teaching skill (Pajak, 2002). As the researcher conclude that, instructional supervisors were not facilitating experience sharing programs between teachers to their pedagogical skill improvement. The researcher conclude that, facilitating experience sharing between teachers is the main duties of instructional supervisors because they might have more experience and they develop different instructional skills through experience and then they should facilitate experience sharing but still the study indicated that there were not done as expected

Table 4.5 The extent to which instructional supervisors liaise schools/clusters with various organization, community groups and others on matters affecting quality education .

N o	Items	Teachers		Principals		Supervisor	
		x	S.D	x	S.D	x	S.D
1	Instructional supervisors link the schools/clusters with the community to discuss on the problems that face on teaching learning process	2.06	1.334	2.75	1.035	2.50	1.291
2	Instructional supervisors link the schools with local NGOs to solve material and financial problems	2.12	1.157	2.75	1.035	3.25	1.258
3	Instructional supervisors regularly report school problems to all stakeholders	2.02	1.239	2.75	1.035	3.25	1.258
4	Instructional supervisors organize different committee from different stakeholders	2.02	1.223	2.75	1.035	3.258	1.258
5	Instructional supervisors encourage model parents and NGOs for their active participation in the school	2.13	1.258	2.62	0.518	3.25	1.258
6	Instructional Supervisors play roles in community mobilization.	2.01	1.32	2.62	0.518	3.25	1.258

As indicated in item 1 of table 4.5 states about whether instructional supervisors link the schools with the community to solve problems on the ways of teaching methods of teachers with students achievement to achieve education quality or not. With this regards, teachers, principals and instructional supervisors with ($\bar{x}=2.06, SD=1.3334$), ($\bar{x}=2.75, SD=1.035$) and ($\bar{x}=2.50, SD=1.291$) mean scores and Standard deviation respectively indicated that, instructional supervisors do not try to link the schools with the community to solve different academic problems observed from the on going teaching learning processes. During the interview the respondents indicated that there was not sufficient linking of schools with the community stakeholders except the school principals trying to address some issues to the community. This indicated that the community stakeholders were not actively participated in the school while sending their children to school.

Item 2 of the same table states about whether instructional supervisors link the schools with the local NGOs to solve material and financial problems. On this regard, teachers, principals and instructional supervisors with ($\bar{x}=2.12, SD=1.157$), ($\bar{x}=2.75, SD=1.035$) and ($\bar{x}=3.25, SD=1.258$) mean scores and standard deviation respectively indicated that, instructional supervisors do not link the schools with the local NGOs to solve schools material and financial problems as expected. This can be cross checked by the data obtained from interview that indicated, instructional supervisors were not link their schools with the local NGOs as expected. As three woreda education officers replay that: "Some of the instructional supervisors trying to link their schools with the local NGOs. This is simply the aim of the organization but not the input of the instructional supervisors". The researcher conclude that, the principals and instructional supervisors were not linking the schools with the local NGOs as expected. This is not the reality the organization always asks the school leaders and introduces the organizational mission to achieve their goals. So, instructional supervisors were not linking the schools with the local NGOs as expected.

Item 3 of the same table, respondents asked whether instructional supervisors regularly report school problems to all stakeholders or not. Here teachers and principals with ($\bar{x}=2.02, SD=1.239$) and ($\bar{x}=2.75, SD=1.035$) mean scores and S.D respectively indicated that, instructional supervisors regularly report school problems to all stakeholders while as instructional supervisors with ($\bar{x}=3.25, SD=1.258$) mean score and standard deviation claimed differently from the teachers and principals response that instructional

supervisors do not regularly but sometimes report school problems to all stakeholders. The qualitative data obtained from the woreda education officers support the ideas of teachers and principals that instructional supervisors irregularly report school problems to all stakeholders but they regularly contact with the woreda education officers with the main school problems like the teachers and students disciplinary problems and the issues related on teaching-learning problems.

As the same table item 4, the respondents asked whether instructional supervisors organize different commits from different stakeholders or not. Teachers, principals and instructional supervisors with ($\bar{x}=2.02, SD=1.223$), ($x= 2.75, SD=1.035$) and ($x=3.258, SD=1.258$) mean scores respectively indicated that, instructional supervisors do not successfully organize different commits from different stakeholders. This indicated that instructional supervisors insufficiently create awareness about the importance of different commits organized in the school. The data obtained from interview support this idea that instructional supervisors formally on the paper organize different school commits but each and every committee are not functional. Like that document analysis indicates, Technique commit, PTA, KETB and String Commit are documented in each school but it is not functional. This is because of the instructional supervisors does not create awareness about the new educational policy of the country.

Item 5 of the same table states that, instructional supervisors encourage model parents, NGOs and others to improve their participations on the teaching- learning effectiveness or not. On this regard teachers, principals and instructional supervisors with ($\bar{x}= 2.13, SD= 1.258$), ($\bar{x}= 2.62, SD= 0.518$) and ($x=3.25, SD= 1.258$) mean scores and S.D respectively indicated that, instructional supervisors do not encouraged and recognized model parents, NGOs and others to improve their participations. This indicated that, those instructional supervisors in the sub-city simply biased by other works like reporting and planning while as they were not encourage model parents and NGOs to solve different school problems. As the researcher obtained from interview the parents are not interested to participate in different meetings conference and they also not interested to pay something to improve the school but they simply send their children to school. The responses of interview from the woreda education office experts, also support this idea that the

participation of parents and other stakeholders were very low and so how can encourage and recognize the model parents and NGOs that participate in the school.

At the same table of item 6, teachers, principals and instructional supervisors with ($\bar{x}= 2.01$, $SD= 1.32$), ($\bar{x}=2.62$, $SD=0.518$) and ($\bar{x}=3.25$, $SD=1.26$) mean scores respectively indicated that, instructional supervisors do not play a roles in community mobilization to solve financial problems of the schools. These indicated that there was no significance differenced among the responses of the respondent

Table 4.6 The major challenges of instructional supervisors.

No	Items	Teacher		Principal		Supervisor	
		x	S.D	x	S.D	x	S.D
	Instructional supervisors are						
1	Instructional supervisors are overburdened with many tasks	2.50	1.158	2.62	0.518	2.50	1.291
2	Instructional Supervisors are responsible than to support beginner teachers instructionally	2.13	1.374	2.75	0.707	2.50	1.291
3	Instructional supervisors teaches the same credit like ordinary teachers	1.97	1.252	2.75	0.75	3.25	1.258
4	Teachers have readiness to accept their instructional limitations	2.21	1.306	2.88	0.835	3.25	1.258
5	Instructional supervisors have financial incentives than teachers	2.66	1.174	3.25	1.035	3.25	1.258
6	Instructional supervisors are authorized to take remedial actions	2.45	1.048	3.25	1.035	3.25	1.258
7	Instructional supervisors are getting support from Woreda Education Office	2.32	1.521	2.75	0.707	3.25	1.258
8	Instructional supervisors have their own offices, furniture with stationary materials	2.63	1.231	2.75	0.707	2.75	0.5
9	Instructional supervisors have enough time to support all teachers Instructionally	2.06	1.349	3.00	1.068	2.75	0.5
10	Instructional supervisors have enough instructional guidelines	2.15	1.386	3.25	1.035	2.25	2.25

In table 4.6 of item 1, teachers, principals and instructional supervisors with 2.50, 2.62 and 2.50 mean scores respectively indicated that, instructional supervisors were overburdened with many tasks. Similarly during interview the participants indicated that, instructional supervisors were currently overburdened with many tasks. Therefore, almost all of the informants who participated in the interview express that having big work load is the major problem of school based supervision. One of the interviewee said that: “Since most of our school based supervisors were having a teaching load more than 30 periods a week, it is impossible to provide school based instructional supervision service to teachers. Besides, due to workload of teachers the school forced to assign very small number of supervisors that are not adequate to provide supervisory service to all teachers. Therefore, based on the response of majority, it is possible to conclude that having workload and lack of budget diminishes the school based supervisors capacity of supervision.

As the same table item 2, teachers, principals and instructional supervisors with 2.13, 2.75 and 2.50 mean scores respectively indicated that, instructional supervisors are highly responsible than teachers on supporting beginner teachers but they are not doing as expected. The qualitative data obtained from interview that, instructional supervisors had higher responsibility than ordinary teachers on supporting beginner teachers, school management and counseling students but they were not doing so. Thus, based on the response of majority, it is safe to conclude that they have high responsibility on supporting beginner teachers than the others.

As it can be described in item 3 of table 4.6, respondents asked to indicate their level of agreement regarding on supervisors teaches the same credit with other teachers, teachers, principals and instructional supervisors with 2.13, 2.75 and 2.50 mean scores respectively indicated that, instructional supervisors teaches the same credit like other teachers. Therefore, from result obtained it is possible to suggest that, instructional supervisor teaches the same credit like other teachers. So, they were not support teachers as possibly by using their maximum efforts.

In item 4 of the same table respondents asked to indicate their level of agreement regarding that, whether teachers have readiness to accept their instructional limitations or not. Teachers, principals and supervisors with 2.21, 2.88 and 3.25 mean scores respectively

indicates that teachers do not accept their limitation in case of lideta sub -city primary schools. The data obtained from interview conducted reveals that, teachers in primary schools do not so much challenges to accept their limitation but they are so dissatisfied by their work and always recommend the government on their small salary.

In item 5 of the same table respondents asked to indicate their level of agreement regarding that, whether instructional supervisors have financial incentives than teachers or not. Teachers, principals and supervisors with 2.66, 3.25 and 3.25 mean scores respectively indicates that instructional supervisors do not have financial allowances than teachers but those external supervisors have. The data obtained from interview conducted reveals and supports that, instructional supervisors were not have any financial allowances than teachers.

In item 6 of the same table respondents asked to indicate their level of agreement regarding that, whether instructional supervisors are authorized to take actions on recommendations or not. Teachers, principals and supervisors with 2.45 ,3.25 and 3.25 mean scores respectively indicates that supervisors are not highly authorized like those external supervisors have.

In item number 7 and 8 of table 12, respondents asked to indicate their level of agreement regarding the support from Woreda Education Office and the availability of their own offices with furniture for instructional supervisors. Accordingly, the mean score of each groups of respondent for items 7 and 8 fall between 2.32 and 3.25 mean scores. This indicated that instructional supervisors did not supported by the woreda education officers and do not have suitable offices with furniture.

As it can be described in item 9 and 10 of table 4.6 , respondents asked to indicate their level of agreement regarding the time of supervisors to support all teachers instructionally and the availability of enough instructional guidelines. Accordingly, the mean score of each groups fall between 2.06 and 3.25 mean scores respectively. This indicated that there were not sufficient time to support and there were not enough instructional guidelines.

CHAPTER FIVE

5.0 SUMMARY AND RECOMMENDATIONS

The major purpose of this study was to assess the practices and challenges of instructional supervision in Lideta sub-cities in selected primary schools. With this regards, this part deals with the summary of findings, the conclusions reached at and the recommendations forwarded on the basis of findings.

5.1. Summary

The findings reported in chapter four summarized along the following themes that reflect the research questions. The Practices of instructional supervision was important to provide pedagogical and professional support to teachers by bringing in-school supervision.

Thus, instructional supervisors are responsible to provide support, control, and link the schools with other schools both horizontally and vertically. However, it is indicated that, instructional supervisors are not performing as expected. Therefore, the purpose of this study was assessing the practices and challenges of instructional supervision in Lideta sub-city selected government Primary Schools and recommending possible solutions. The study also tried to answer the following basic research questions;

1. what is the existing practices of instructional supervisors to identify the strengths and limitations of teachers in the classroom in order to design appropriate intervention?
2. To what extent do instructional supervisors design various interventions so as to assist teachers to improve their limitations?
3. What are the major challenges that primary school instructional supervisors come across while implementing instructional supervision?

To this effect, the study was conducted in lideta sub-city Selected government Primary Schools. Accordingly, four Woredas, four cluster supervisors, and 120 teachers were included using census and proportionate sampling techniques. Questionnaire was the main data gathering tool. An interview was conducted to substantiate the quantitative data. The quantitative data collected by using questionnaire was analysed and interpreted by using

mean scores and standard deviation. The homogeneity of the response was checked by comparing the mean scores of the three groups of the respondents. The qualitative data collected through interview was analysed qualitatively by narration in line with quantitative data. According to the result of data analysis, the following major findings were identified. Therefore, based on the analysis of data, the findings of the study summarized as follows;

1. Based on the findings of the study, the majority of teachers, principals and supervisors responded that, instructional supervisors do not regularly identify any instructional limitations of teachers in the classrooms with mean scores and S.D of in chapter four respectively indicated that instructional supervisors do not regularly identify any instructional limitations of teachers in the classroom. On the abilities of teachers to manage students in the classroom, the mean scores of teachers, principals and instructional supervisors failed in moderate mean numerical value respectively. This indicated that, instructional supervisors do not; identify the lack of teachers' skill to manage students in the classroom during teaching learning process and the classroom management during teaching learning was very low. On the extent which instructional supervisors identify the student evaluation skill gaps of teachers; teachers, principals and supervisors with moderate mean scores respectively indicated that instructional supervisors insufficiently identify the student evaluation skill gaps of teachers in the on going classroom teaching learning process. They moderately facilitate the availability of instructional materials and sometimes encourage teachers to use it appropriately. Satisfactorily encourage teachers in developing instructional goals and objectives and satisfactorily design appropriate intervention to minimize the identified limitations of teachers in the classrooms . In general, the compiled result indicated that instructional supervisors did not identify teachers instructional limitations regularly. As a result the teachers had not got enough support to be competent enough in improving the day to day classroom instruction as well as enhance their professional growth. Thus, this might reduce the effectiveness of students, teachers' initiation as well as the schools goal achievement".

2. The findings of the study confirmed that, intervention of instructional supervisors to assist teachers to reduce their limitations were insufficient .instructional supervisors do not arrange induction training for beginner teachers. On the other hand, instructional

supervisors satisfactorily facilitate experience sharing programs between teachers. Sometimes assist teachers to develop/select instructional materials but it is not enough; they do not expectedly spread new teaching methodologies among teachers . They do not facilitate professional growth of teachers through short term training, workshops and seminars and instructional supervisors do not support teachers to do action research and supportive materials .

3 .The findings of the study revealed that; instructional supervisors were over burdened with many tasks. Instructional supervisors were overburdened with many tasks ; they were highly responsible than teachers on supporting beginner teachers but they do not overcome their responsibilities ; instructional supervisors teaches the same credit with other teachers ;teachers are challenged to accept their instructional limitations ; instructional supervisors do not have financial incentives than teachers ; instructional supervisors do not authorized to take actions on recommendation ; supervisors satisfactorily getting enough support from woreda education officers ; they do not have their own offices and enough time to support all teachers instructionally and do not have enough instructional guidelines respectively. The interview held with WEO experts confirmed that instructional supervisors had higher responsibilities than ordinary teachers on supporting beginner teachers, school management and counseling students but they were not doing so. Thus it is possible to say that they have high responsibility on supporting beginner teachers than the others.

5.2 Recommendation

Based on the findings of the study, the following recommendations were drawn to minimize and solve the problems that impede the practice of instructional supervision in lideta sub-city Primary Schools:

The findings of the study revealed that, instructional supervisors do not regularly identify the strength and limitations of teachers in the classroom in order to design appropriate intervention. To this end, the WEO, Lideta sub-city administration education office and Addis Ababa City Administration Bureau of Education in collaboration with schools and other voluntary organizations must provide training for instructional supervisors on how to identify the strength and limitations of teachers in the classroom and how to design appropriate intervention like on the abilities to manage students in the

classroom; student evaluation skills; school self evaluation techniques; developing and using of instructional materials and on conducting action research to solve the day to day instructional problems and effectively implement curriculum.

The findings revealed that, teachers did not gain effective and constructive professional support to improve their instructional skills. Therefore, it can be suggested that, instructional supervisors must; support teachers on the preparation of instructional materials for teaching learning effectiveness; advice teachers to use model effective teaching methods and encourage them to motivate students in the classroom and create competition among teachers by coordinating evaluation programs on the matter of pedagogical skill gaps of teachers. As the finding of the study revealed that the instructional supervisory practice on assisting teachers to reduce their limitations in lideta primary schools (AACAEB) were impeded with many problems. Therefore, it is recommended that instructional supervisors in lidta sub city administration education office must; arrange induction training for beginner teachers; assist teachers in lesson planning; facilitate experience sharing between teachers; assist teachers in developing/selecting instructional materials; sharing best practices among teachers; facilitate professional growth of teachers through short term training and workshops and support teachers to do action research on the specified pedagogical/instructional limitations of teachers. The (AACAEB) supervision and MOE supervision manuals pointed out that school based instructional supervision is organized to enhance instructional effectiveness of teachers in promoting students learning.

In addition, instructional supervisors are overburdened with many tasks. Therefore, school based supervision was not effectively well organized and implemented. They must effectively support teachers and had high responsibility than teachers to support instructionally. It is recommended that, teachers expect a lot of professional support from them; as they had great experience and better skill; they must be committed to help and support teachers rather reasoning out many challenges as they mentions. Of course, the WEO take parts the problems faced to instructional supervisors and trying to solve and create conducive working situations and environment. Finally, to better address the problems, it can be suggested that further studies need to be conducted in this area with regard to; practices of instructional supervision on secondary schools; perception of beginner teacher's on the instructional supervisory

practices and suggested to conduct a similar study on way female's participation on supervisory position.

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Appendices A

This Questioner will be filled by primary school Teachers, school principals and cluster supervisors

Dear respondents!

The purpose of this questionnaire is to collect data for the study entitled “The Practices and challenges of Instructional Supervision in Addis Ababa city administration the case of Lidata Sub -city education office selected government primary schools”. Your responses are vital for the success of the study. So, you are kindly requested to read all questions and fill the questionnaire with genuine responses. Be sure that the responses you may give used only for educational purpose and information is kept confidential.

Please note the following points before you start filling the questionnaire:

1. Do not write your name on the questionnaire
2. Read all the questions before attempting to answer the questions
3. There is no need to consult others to fill the questioner
4. Provide appropriate responses by using "√" or "X" mark to choose one of the selected Likert scales.
5. Give your answer for all questions.

Thank you in advance for your genuine cooperation!

Part One: General information and personal data

Indicate your response by using "√" or "X" in the box provided.

1. School _____
2. Sex: - Male Female
3. Work experience: - 1-5 years 6-10 years 11-15 years 16-20 years
21-25 years 26-30 years 31 and above years

4. Educational background: Certificate (TTI) Diploma First degree MA degree

5. Current work position: Teacher School principal Cluster Supervisor

Part Two: Indicate your responses for the following likert scale items using "√" or "X" mark to write in the box corresponding to an action.

1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA)

I. To what practices instructional supervisors identify the strengths and limitations of teachers in the classroom in order to design appropriate intervention?

No	Item	1	2	3	4	5
1	Instructional Supervisors regularly identify any instructional limitations of teachers in the classroom.					
2	Instructional Supervisors identify the lack of abilities to manage students in the classroom					
3	Instructional supervisors identify the student evaluation skill gaps of teachers					
4	Instructional Supervisors encourage and facilitate school self evaluation on instructional matters					
5	Instructional supervisors facilitate the availability of instructional materials and encourage teachers to use it appropriately					
6	Instructional supervisors encourage teachers in developing instructional goals and objectives					
7	Instructional supervisors" advice teachers to use active learning in the classroom					
8	Instructional supervisors design appropriate intervention to minimize the identified limitations of teachers in the classrooms					

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

No	Item	1	2	3	4	5
1	Instructional supervisors are arranging induction training for beginner teacher					
2	Instructional supervisors in the school assist teachers in lesson planning					
3	Instructional supervisors facilitate experience sharing programs					
4	Instructional supervisors assist teachers in developing/selecting instructional materials					
5	Instructional supervisors are spread new teaching methodologies among schools and teachers					
6	Instructional supervisors are facilitating professional growth of teachers through short term training, workshops and seminars					
7	Instructional supervisors support teachers to do action research					

III. To what extent do teachers gained professional support from supervisors in Order to improve their instructional skills?

No	Items	1	2	3	4	5
1	Instructional Supervisors support teachers to prepare different instructional materials on teaching-learning process					
2	Instructional supervisors advice teachers to conduct action research					
3	Instructional supervisors facilitate short term training to teachers on new teaching methodologies					
4	Instructional supervisor advice teachers to use model effective teaching methods and encourage them to motivate students in the classroom.					
5	Instructional supervisors create competition among teachers on pedagogical skills					
6	Instructional supervisors facilitate experience sharing programs between teachers					

IV The extent to which instructional supervisors Liaise schools/clusters with various organizations, community groups and others on matters affecting quality education

No	Item	1	2	3	4	5
1	Instructional supervisors link the schools/clusters with the community to discuss on the problems that face on teaching learning process					
2	Instructional supervisors link the schools with local NGOs to solve material and financial problems					
3	Instructional supervisors regularly report school problems to all stakeholders					
4	Instructional supervisors organize different commits from different stakeholders					
5	Instructional supervisors encourage model parents and NGOs for their active participation in the school					
6	Instructional Supervisors play roles in community mobilization					

V. The Major Challenges of Primary School supervisors

No	Item	1	2	3	4	5
1	Instructional supervisors are overburdened with many tasks					
2	Instructional Supervisors are responsible than to support beginner teachers instructionally					
3	Instructional supervisors teaches the same credit like ordinary teachers					
4	Teachers have readiness to accept their instructional limitations					
5	Instructional supervisors have financial incentives than teachers					
6	Instructional supervisors are authorized to take remedial actions					
7	Instructional supervisors are getting support from Woreda Education Office					
8	Instructional supervisors have their own offices, furniture with stationary materials					
9	Instructional supervisors have enough time to support all teachers Instructionally					
10	Instructional supervisors have enough instructional guidelines					

Thank You for your cooperation!

Appendices B

Guides to interview conducted on Woreda Education Officers.

The purpose of this interview is to investigate issues related to the Practices and challenges of instructional supervision in Addis Ababa city Administration Education Bureau in Lidata sub city Education office Selected primary schools. The information obtained from the respondents will help to improve the primary school instructional supervisory practice. I would like you to assure that data obtained will be used for research purpose only.

Thank you in advance for your cooperation!

Part I: General information

1. Woreda _____
2. Sex _____ 3. Qualification _____ 4. Current position _____
5. Experiences as: Teacher _____ School principal _____
Cluster supervisor _____ Woreda education officer _____

Part II: Give your responses for the following questions.

1. How can instructional supervisors identify the strengths and limitations of teachers in the classroom in order to design appropriate intervention? Can you give examples from your experience?
2. What is your expectation about instructional support gained from supervisors in order to improve teachers' instructional skills in the school?
3. What do you think about the current ability of primary school instructional supervisors to link schools with their woreda education office, local community, NGOs? What evidence can you mention?
4. How can those instructional supervisors design various interventions so as to assist teachers improve their limitations? If so on what major areas?
5. What practical problems are affecting the instructional supervisory practice?
6. What do you suggest to overcome the problems?

Appendix C

Summary of total teachers and principals of lideta sub -city primary schools.

School	Sex of teachers		Tot.	Sex principal		Tot	Woreda
	Male	Female		M	F		
Limat minch	20	15	35	3	1	4	01
Lidta selam	19	19	38	2	2	4	01
Meskrme aned	10	23	33	3	1	4	01
Mezgbe brhane	14	13	27	3	1	4	02
Omedla	17	6	23	2	1	3	03
Metebaber	17	21	38	3	1	4	03
Africa Berhne	24	14	38	2	2	4	03
Addis fire	5	9	14	2	1	3	04
Kermara	41	36	77	4	0	4	04
Enat Ethiopia	8	8	16	3	0	3	04
Alemaya	29	31	60	2	2	4	05
Edigat besira	29	45	74	2	2	4	06
Dejach Zaraye Diras	21	7	28	3	0	3	07
M/General HyelomAreya	27	12	39	2	2	4	07
Lidetalimat	24	12	36	2	2	4	08
Tesfa kokebe	43	41	84	2	2	4	08
Firehiwot	16	14	30	3	1	4	10
Wotate tadiso	7	5	12	0	1	1	10