

ADDIS ABABA UNIVERSIT



**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

**PRACTICES AND CHALLENGES OF INSTRUCTIONAL
SUPERVISION IN GOVERNMENT PRIMARY SCHOOLS
IN SULULTA WOREDA, OROMIA SPECIAL ZONE
SOROUND FINFINE**

BY: DEREJE ASSEFA

JUNE, 2023

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GOVERNMENT PRIMARY SCHOOLS IN SULULTA WOREDA, OROMIA
SPECIAL ZONE AROUND FINFINE**

**A Thesis Submitted to Graduate Studies of Addis Ababa University in
Partial Fulfillment of the Requirements of Master's Degree in Educational
Planning and Management**

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APPROVAL SHEET FOR SUBMITTING THESIS

This is to certify that the thesis prepared by **DEREJE ASSEFA** entitle “**Practices and Challenges of Instructional Supervision in Government Primary Schools in Sululta Woreda Oromia Special Zone Surround Finfine**” and Submitted in partial Fulfillment of the Requirements for the Degree of Masters of Arts in Educational Leadership and Management complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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Declaration

I, the 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.

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LIST OF ACRONYMS

CRC	Cluster Resource Center
WEO	Woreda Education Office
ZEO	Zone Education Office
MoE	Ministry of Education

ABSTRACT

The main goal of the study was to assess the extent of practice and challenges of instructional supervision. To conduct the study, descriptive design was employed. While random sampling techniques were used for quantitative, purposive sampling techniques were applied to select the sample schools and respondents. Accordingly, 16 (grade 1-8) primary schools with 16 principals and 8 vice principals, 32 department heads, 64 teachers, 7 CRC supervisors and 4 WEO were included in this study. Questionnaire which was the main data gathering instrument for this study was filled by 64 teachers and 32 department heads. 16 Principals, 8 vice principals, the 7 CRC supervisors and 4 woreda education officers were interviewed to enrich the quantitative data. Descriptive statistics and percentages were used to analyze the data. The data gathered through interview were discussed in alignment with the questionnaire. The findings of the study revealed that the practice instructional supervision was ineffective. School supervisors performed ineffectively or they didn't exercise their responsibilities and duties in promoting and implementing the practices of instructional supervision as expected.

The lack of emphasis towards instructional supervision, lack of support for the teachers, teachers' attitude and unhappiness towards instructional supervision, supervisors' skill gap and lack of material and financial resources are challenges in implementing practices of instructional supervision.

Finally, based on the conclusions, the following recommendations were drawn: Different tasks of instructional supervision should be implemented; practices of instructional supervision were suggested as to be planned and carried out as a part of the supervisors and school activities, and team leaders should take responsibilities and work on finding financial and material resources

CHAPTER ONE: INTRODUCTION

1.1. Back ground of the Study

Supervision which is believed it began as the practice of industrial and business enterprise in order to control the industrial workers. Since that period, the term supervision had been given various definitions. However, later on, profession advisors and scholars have given definitions which made it come in to view as a modern act of overseeing.

To evident this in details, Bessong and Jong (2009) defined supervision as a way of advising, guiding, refreshing, encouraging, stimulating, improving and overseeing certain groups with the hope of seeking their co-operating to enable supervisions become successful in their supervision tasks. Bernard & Good Year (1992, 2004) also defined supervision as a relationship between senior and junior, members of profession that is evaluative, extend and overtime, serves as to enhance the skills of junior person, monitors the quality of service offered by the junior person, and it acts as gate keeping to the profession. This is to say that supervision is a carefully planned process or act that is assumed by one of individuals or units of a group or organization of profession to a person of lower rank in profession so as to influence or bring about change.

Based on the above mentioned viewpoints, the word supervision can be conceptualized as one of the administrative tools which individuals as well as group of people employ in the day-to-day administration of their works or organizations. In another word, supervision can be defined as it is social process, in which a co-operative relationship develops between a leader and at least one another person performing an activity in an organization.

Educational institutes are one of the organizations where the practice of supervision is implemented. However, as cited in Girma Habtamu (2020) thesis supervision is stated as a field of educational practice that did not fall from the sky fully formed but emerged slowly. In line with this, according to Bernard and Good Year (1998), educational supervision has gone through many changes caused by political, social, religious and individual forces.

Educational supervision is also defined differently by different literatures and professional aspects. For instance, Neagley and Evens in Dirjew PMPTK (2010) considered supervision as any service for that teacher eventually result in improving instruction, learning in the

curriculum aims to increase the growth, development interaction, error free problem, resolution and a commitment to build the capacity of teachers. Hill & Grossman (2013) defines educational supervision as a process that helps ensure efficiency and accountability in the education system and supports teachers with professional development, teaching and instructional methods. Based on this view point cited above, it is possible to conclude that supervision in education is all efforts of schools that designed towards providing educational workers in the improvement of instruction. This involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials on instructional and methods of teaching and the environment of instruction.

Effective and efficient supervision in education plays important roles in improving better work performance, building good human relations, creating a congenial and co-operative environment. To support this in evidence, Adesina (2001) states that educational supervision is a necessary function which can be performed in various degrees and in different or similar ways in any school organization in order to enhance the quality of instruction in schools. He also added that educational supervision plays important role in deciding the nature and content of curriculum in selecting the school organizational patterns and leaving materials that will enhance educational Sgrowth and development of both the students, the teaching staff. Glickman and Gordon (2004) ,Marcho (2012) insisted that supervision in school organization is more functional towards determining the effective of teaching and learning in school. Hill & Grossman (2013) and Marshall (2010) supported this view and state that supervision in education contributes to make the principals attempt to increase the instructional capacity of teachers by providing structural feed back to teachers about effectiveness primary as a result of classroom observation.

From the foregoing discussion, it is possible to state educational supervision as activities that are carried out to develop co-operative relationships between leaders and one another person's perform in activity toward implementing the educational organizational objectives. On another hand, educational supervision provides professional development at programs, and helps educational leadership and the teachers to ensure effective working conditions through providing them with administrative and pedagogical activities information.

Now days, everywhere in the world, as the efficiency of educational process, quality has been given the most important consideration. According to Paschal & Mukulu (2020), quality of education has been given priority because the development of any society depends on the quality of education. In fact the meanings of quality vary based on the organizations; different scholars have defined the quality education more or less in the same way, and pointed out factors that most affect the provision of quality education. For instance, Dittmar, **et.al.**(2002), discussed the provision of quality education as the action of providing good education by well-prepared teachers. They also stated that the existence of teachers who are not qualified well, to impart quality education through improved teaching-learning process, as one of the factors that affect the provision of quality education. Indeed, therefore, such teachers need to be supported. Providing the teachers with the support that is needed or wanted to help them to make adequate preparation and brings changes in the teachers performances or professional development. This in turn, enhances improving the quality education as the teachers are the key in puts to education delivery.

In line with this, as some scholars pointed out, instructional supervision plays crucial roles to support the teachers to expand their knowledge and experiences. To support this in evidence, Tesfaw and Hofman (2014) stated that instructional supervision is the supervision carried out by the head teachers, subject teachers, and other assigned supervisors in school with the aim of providing guidance and support to teachers. What McNell and Lucio (1979) suggested also supports this as they described the instructional supervision, which is carried out by the supervisor, is concerned with facilitating and stimulating teachers to improve instruction. UNESCO (2001) mentioned the practice of instructional supervision is useful to individual teacher's professional development, school improvement; maintain quality education and improving students achievements.

As stated or mentioned in the foregoing discussion, the tasks of supervisor or instructional supervision is primarily: to give adequate support to teachers in arranging to train them in pedagogical and professional issues as well as to create awareness on benefit and importance of the supervision. The instructional supervision is to carry out more academic tasks of supervision to improve professional development that is directly related to teaching-learning process and to create the spirit of working co-operatively, and to develop the skills of leadership.

As one of the educational institutions in Ethiopia, in Sululta Woreda, there are primary and secondary schools designed to provide learning spaces and environment for students under the directions of diploma to second degree holder teachers. According to the of Sululta Woreda Education Office; recently, when a number of primary (grade 1-8) government schools teachers is 482, a number of students attending primary education is 35194. In the context of Ethiopia, supervision in education in traduced before decades as inspection andas aspect of educational supervision, instructional supervision is practiced at school level. The same thing is true in the context of primary schools in Sululta woreda as instructional supervision is practiced. In the context of Ethiopia, supervision in education in traduced before decades as inspection. As aspect of educational supervision, instructional supervision is practiced at school level. The implementation of tasks of instructional supervision varies from school to school due to in one or other factors. Hence, this study was intended to assess the practice and challenges of instructional supervision in government primary schools in Sululta Woreda **Oromia Special Zone Sorround Finfine**

1.2. Statement of the Problem

It is unquestionable that instructional supervision, if it is implemented effectively, plays crucial role for the improvement of teaching-learning process, professional development and achievement of students. This is due to the fact that in the process of instructional supervision, supervisors provide professional support for school principals and teachers to strengthen teaching learning processes. In line with this, Hill & Grossman (2013) pointed out that educational supervision; particularly, instructional supervision is the process that helps ensure efficiency and accountability in the education system and support teachers with professional development, teaching and instructional method, and enables administrators re enforce as well as enhance teaching practices that will contribute to improved student learning. According to Certo (2006), instructional supervision plays an important role for the success of school organization.

Even if the instructional supervision plays great role for realization of professional competence of teachers and the quality of education, early research findings indicated that there are challenges or factors that determine or draw back the practice of instructional supervision from being implemented effectively. Among the challenges, the major ones are as

follows: The practice of instructional supervision requires time, dedication and more importantly adequate training to qualify for the role. The condition of trust among supervisors and teachers is also determining factors for practice of instructional supervision. To support this in evidence, Johnson (2000) indicated that the question of trust among supervisors and teachers is one of the critical challenges to implement the instructional supervision at school level. Gold Hammer, **et.al.**(1980) also added, teachers attitude towards instructional supervision as the other challenges to implement the instructional supervision effectively. According to this author, if the teachers perceive the instructional supervision as to control, evaluate and still their perception is negative which affect the outcomes of instructional supervision.

As stated in the findings of study conducted by Berhane (2014), lack of dedication of educational officers and principals as well as the ineffectiveness of supervisors are the other factors that impede the practice of instructional supervision. According to Berhane, education officers and principals did not exert much effort for the success of instructional improvement of teachers with the help of instructional supervision. Regarding the inefficiency of the supervisors, he investigated that supervisors did not design various interventions to assist teachers improve their limitations; they did not provide professional support t teachers, and did not conduct training & assessment.

As I have attempted to discuss repeatedly referring to views and works of concerned scholars, planning and implementing instructional supervision plays great roles in improving teachers professional development, quality education and students' achievements. However, school supervisors and educational administrators with different back grounds have different perceptions towards instructional supervision and they have limitations on implementing the practices of the instructional supervision. As I have observed and experienced, the same thing is true at the actual situation of my school.

In line with this, Gashaw (2008) stated that different researches conducted on the practices and challenges of instructional supervision. He also added that the researches that were conducted at national and schools level in different parts of Ethiopia recommended further investigation about the practice and the problems impede the practice of instructional supervision. In a similar way, in the area of this study where I have been teaching for 18

years, there is a gap of experience sharing among teachers, evaluating curriculum evaluation and conducting classroom observation even once in a semester. This might have been resulted from inadequacy of planning, organizing, co-coordinating and implementing the practices of instructional supervision at the school level. Hence, in the area of this study, depth investigation is still needed due to lack of adequate research conducted on the practices and challenges draw back from implementing effectively the practice of instructional supervision. This initiated the researcher to conduct this study.

1.3. Basic Research Questions

1. What roles does supervision assume in leading instruction?
2. To what extent instructional activities are directed by plan?
3. To what extent instructional supervisors do perform their activities for identifying the strengths and limitations of teachers in the classroom in order to design appropriate intervention?
4. What challenges are faced in instructional supervision processes?

1.4. Objectives of the Study

1.4.1. General Objectives

To investigate the extent to which the instructional role is implemented and the extent of instructional role it played as well as to identify the challenges faced in the process of instructional supervision.

1.4.2. Specific Objectives

- To identify the role that instructional supervision plays in leading instruction in the teaching and learning process
- To analyses the extent to which instructional activities are planned and implemented.
- To identify the extent of instructional supervisors performance.
- To assess the major challenges that affect instructional supervision implementation.

1.5. Significance of the Study

The inadequacy of quality education and students' competency is the outcome of many factors. Ineffectiveness in implementing the practices of instructional supervision is one of the

factors that can be attributed to the inadequacy. Hence, from the findings of this study, the Woreda and Zonal education officials are beneficial since they use as a base to improve instructional supervisory practices in primary schools. The findings of the might be important for the teachers, supervisors and principals because the findings give relevant information to plan their activity so as to help students for better achievement and quality education. Furthermore, the study can be baseline for others who are interested to conduct further study in this area.

1.6. Scope of the Study

It is very important if the practice of instructional supervision of all primary schools of Sululta woreda were studied. But due to time and financial constraints, it is impossible to include all the primary schools in the study area. To make the study manageable, the study was conducted in 7 clusters at grade 1-8 16 government primary schools. I have selected these primary schools to carry out the research because the schools are in the area where I have been teaching for 18 years.

1.7. Limitations of the Study

The number of sampled representative teachers and department heads were large in which face-to-face discussion with them was impossible. Few respondents might not in attention to complete the items. Classroom observation wasn't conducted due to lack of time to reach all selected schools. Such situations may lower the reliability of the study. In addition to these, a maximum of two hours was given to the respondent teachers and students to answer the items, and the respondents were given more close-ended questions which might have forced them to give responses out their needs that don' allow them to indicate their feelings or beliefs. Hence, these also reduced accuracy and variability of the current study.

1.8. Operational Definitions of Key Terms

Challenges: Problems that affect the primary school instructional supervision and 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: Activities repeatedly done 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.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. The Concepts of Instructional Supervision

Instructional supervision is the work of ensuring the implementation of the educational mission of a school by overseeing, equipping, and empowering teachers to provide meaningful learning experiences for students. This important work requires facilitating collaborative strategic planning that involves all stakeholder, including parents, board members, teachers, administrative staff and support staff Sergiovanni & Starratt, 2002; Sullivan & Glanz, (2000).

The term “supervision” has been given different definitions, but from an educational view, the definition implies supervision as a strategy that emphasizes on offering professional support for the improvement of instruction. Supervision is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers (Beach & Reinhartz, 2000). Similarly, Glickman et al. (2004) shared the above idea as supervision denotes a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community.

Supervision is the element of the administrative process which is concerned with efforts to guide the day to day activities of the work by stimulating, directing and co-coordinating the workers and their efforts, cultivating good working personal relationship so that they will all work towards a more efficient achievement of the task goal.

According Grauwe and Zepeda (2007), Instructional supervision, as a field of educational practice has passed through many changes. Traditionally, inspection and supervision were used as important tools to ensure efficiency and accountability in the education system. Later adherents of the terminologies of inspection and school supervision are used by different countries in different ways. In many developed countries, such as United Kingdom (UK) and United States, much more attention has been given to the term inspection than supervision (Dig& Song, 2008). Neagley and Evens in Dirjew PMPTK (2010) considered supervision as any service for that teacher eventually result in improving instruction, learning in the

curriculum aims to increase the growth, development interaction, error free problem, resolution and a commitment to build the capacity of teachers.

The modern supervision was emerged by the definition of a professional advisory appraised for assessing teachers to improve their teaching performance. The word supervision itself became modified by such words as collaborative, cooperative, democratic and consultative. This change of focus has continued and intensified in to the present. Hill & Grossman (2013) defines educational supervision as a process that helps ensure efficiency and accountability in the education system and supports teachers with professional development, teaching and instructional methods. The priority of all countries, especially the developing ones, is to improve the quality of schools and the achievement of students since learning outcomes depend largely on the quality of education being offered (De Grauwe, 2001). Adesina (2001) also states that educational supervision is a necessary function which can be performed in various degrees and in different or similar ways in any school organization in order to enhance the quality of instruction in schools.

But quality education partly depends on how well teachers are trained and supervised since they are one of the key inputs to education delivery (Glatthorn, A. A. (1990). De Grauwe (2001), posits that national authorities rely strongly on the instructional supervision system to monitor both the quality of schools and key measures of its success, such as student achievement. According to Nolan and Hoover (2004), teacher supervision is viewed as an organizational function concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater student learning. Its basic purpose is to enhance the educational experiences and learning of all students. As Sullivan and Glanz (2000) defined, supervision is a school-based or school-college based activity, practice, or process that engages teachers in meaningful, non- judgmental and on-going instructional dialogue and reflection for the purpose of improving teaching and learning. McNell and Lucio (1979) suggested also supports this as they described the instructional supervision, which is carried out by the supervisor, is concerned with facilitating and stimulating teachers to improve instruction. Tesfaw and Hofman (2014) stated that instructional supervision is the supervision carried out by the head teachers, subject teachers, and other assigned supervisors in school with the aim of providing guidance and support to teachers.

As for, Association for the Development of Education in Africa [ADEA] (1998), supervision is a developmental approach where a practitioner assists a client to carry out an assignment more easily and more effectively in order to achieve improved results. Marcho (2012) insisted that supervision in school organization is more functional towards determining the effective of teaching and learning in school. UNESCO (2001) mentioned the practice of instructional supervision is useful to individual teacher's professional development, school improvement; maintain quality education and improving students achievements.

Many researchers believe that supervision of education has the potential to improve classroom management and practices, and can contribute to greater student success in academics through the professional growth and improvement of teachers (Sergiovanni & Starratt, 2002). Benjamin, (2003), asserts that, Instructional supervision in the modern era centers on the improvement of the teaching-learning situation to the benefits of both the teachers and learners, helps in the identification of areas of strength and weaknesses of teachers, follow-up activities that should be directed at the improvement of identified areas of teachers' weaknesses and give recognition to the teachers and create a cordial working atmosphere based on good human relations. Paschal & Mukulu (2020), quality of education has been given priority because the development of any society depends on the quality of education. In fact the meanings of quality vary based on the organizations; different scholars have defined the quality education more or less in the same way, and pointed out factors that most affect the provision of quality education. For instance, Dittmar, **et.al.**(2002), discussed the provision of quality education as the action of providing good education by well-prepared teachers

Supervision has been defined in several ways by different authors to suit their specific purposes, (Bernard & Goodyear 1992, 2004), defined supervision as a relationship between senior and junior members of a profession that is evaluative, extend over time, serves to enhance the skills of the junior person, monitors the quality of services offered by the junior person and, act as gate keeping to the profession. Supervision is one of the administrative tools which individuals as well as groups of people employ in the day-to-day administration of their work or organizations. Supervision is seen as the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction, methods of teaching, and the evaluation of instruction (Bessong and Ojong,

2009). Dodd (2008) also explains supervision as a way of advising, guiding, refreshing, encouraging, stimulating, improving, and over-seeing certain groups with the hope of seeking their co-operation to enable supervisors become successful in their supervision tasks. Generally, Supervision defined as instructional leadership that relates perspective to behaviors clarifies purpose, contributes to and support organizational actions coordinated instructions provides for maintenance and improvement of the instructional program and assess goals achievement according to Igwe (2001), supervise means to guide, assist, direct, oversee, or to make sure that anticipated principles are met.

2.2. Historical Development of Supervision

2.2.1. Global Perspective

Supervision is believed to have its origin in the practice of industrial and business enterprises. Among the industrialized countries that stated the activity was Britain in 17thC. This was during the period of industrial revolution in Europe. At this period the need for supervision was crucial in order to control the industrial workers. Later on the concept of supervision was borrowed from the industries and enterprises long educational institution. The main purpose was to control the plant and pupils achievement (Dull 1981). According to Eye and Netzer (1965) the evolution and development of supervision has gone through the following stages, the first is the period of administrative inspection (1642-1875), which emphasized to observance of the School's physical plant and the control of the pupils and examination of financial and materials wealth and teaching by lay persons. The next period referred to as the period of efficiency orientation (1876- 1936) known for its emphasis on pressurized influence on teaching procedures by specialists who have efficiency oriented. Inspection during this period remained generally, a function related to the instructional program of school (Eye and Netzer, 1965).

The third period of development was known as cooperative group effort (1937-1959) where they capitalized the system use of research methods with regard to studying problems related to educational administration. The other purpose of inspection at this time was to assist the school administration in coordinating activities and give advice on what is to be done, i.e. to bring about cooperative and coordination in all phases of instruction (Eye and Netzer, 1995). The last stage was the period of research orientation (1960 up to the present time). The

emphasis of the period was the combination of theory and practice to vitalize in the improvement of the teaching learning process. Educational problems would be solved through study rather than by negotiation and persuasion (Eye and Netzer, 1995).

In education, modern supervision was widely recognized and practiced since the beginning of 17th century. Instructional supervision is a recent development which was started in 1950 particularly in 1957, at Harvard University in order to supervise graduate students that are enrolled in masters of Art in teaching program. Since then, this idea has further developed to accommodate not only pre-service supervision of teachers but also in-service supervision of beginning teachers and experienced teachers. According to Sirotni and Oakes (1996) and other studies instructional supervision get wide acceptance than old supervision system which was oppressive, monitoring, inspecting, evaluation, and degrading process of hierarchical supervision, since instructional supervision is humanistic, collegial, peer or cooperative work to help each other and improve teaching practice.

2.2.2. The Practice of Supervision in the Ethiopian Context

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 1 Development of Educational Supervision in different periods in Ethiopian context

Periods	Types of supervision	Purposes	Person
1 st Period (1934-1954E.C)	Administrative Inspection	Direct inspection through visits. Collect and compile satirical 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 teachers	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 to administrative activities.	Inspector
4 th Period (1986e.C to 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 continues improvement of the teaching-learning process.	Supervisor

Source: Haileselassie, (2007)

2.3. Tasks of Supervision

The tasks of supervision are seen in to two dimensions as cultural and technical tasks. However, this paper will emphasize only on the technical tasks of supervision which is composed of five main types: direct assistance, group development, professional

development, and curriculum development and action research. Each of these tasks is directly related to the improved instruction. A supervisor needs to take responsibility for these tasks so that the schools to become effective (Glickman and others, 2004).

2.3.1. Direct Assistance to Teachers

The two most useful approaches of direct assistance to teachers are clinical supervision and peer coaching. However, there are also other forms such as mentoring, demonstration of teaching, co-teaching, assistance with resources and materials, assistance with student assessment and problem solving (Glickamn and Others, 2004).

2.3.2. Group Development

One of the big tasks of the supervisor is to help the teacher to develop and improve individually and as a cooperating member of the school staff. The individual teacher cannot succeed being isolated in his profession (Gwynn, 1964). As Spears in Gwynn indicated, the principles required for successful group work are: good leadership and practice will lead to a development of the basic capacity for accomplishment which every group need to possess, the supervisor can be either from outside or inside of the school. But a supervisor from inside can be more successful, cooperation with the group does not deprive the supervisor of his leadership. He/she still has the responsibility for establishing the group atmosphere and protecting the group situation, even though the responsibility may be shared, the supervisor has to be ready, when the proper time comes to trust the capacities of the group, groups work well together only when they understand what brought them together. Without understanding and early leadership, the group will waste time and accomplish little.

Under resourceful supervisor, individual leadership will give way in time to group leadership, groups must meet frequently to make progress, the supervisor will need to exercise practice while bringing the group to the level of his own understanding and progress, group works become effective when individual members have the feeling that their ideas are important, recorded and considered in the discussion, the supervisor has the responsibility of looking to it that no one individual assumes the power of speaking for the entire group, developing good relationship with in the group will call for constant attention to the actions which provide for that development. Therefore, an understanding of these principles and procedures will enable the supervisor to develop groups easily and functions for the improvement of instruction.

2.3.3. Professional Development

Professional development of a staff is essential to cope with changing needs of the job. In the school situation, instructional supervision has a major purpose of enriching the educational opportunities of students through professional development of teachers and other staff members. Modern professional development has a variety of purposes beyond skill training including facilitation of teachers' self-efficacy, cognitive development and career development, as well as teacher collegiality and the improvement of the school culture. The broadening of professional development has been accompanied by an expanding body of literature on effective development programs, including original research and reviews of research and best practice (Glickman and Others, 2004).

2.3.4. Curriculum Development

Mohanty (1990) pointed out that improving every phase of educational program like curriculum revision is the major function of a supervisor, and stressed also that curriculum changes can be analyzed in terms of the four components of the process of supervision: Directing and controlling- given guidance to change immediate goals, methods, and demanding teachers to conform to a particular way of doing things. Simulating and initiating- to review case study information on several pupils who transferred from outside the system from other schools within the system and identification, announcement and encouragements of observations of minimum leanings in each grade. Analyzing and appraising- direct a grade level committee to analyze the curriculum with respect to the facts and concepts involved in learning experience and developing tests, and norms for testing student's ability. Designing and implementing- directing different committees and consultants to identify strong elements in family finance education and drafting a plan for instructions. And a supervisor outlines the activities of the staff in putting in to operation.

The curriculum can be improved immensely by intensified study of the best use of text books and other such materials. It can be improved even more by cooperative efforts between the users and producers. The supervisors have a tremendous responsibility for encouraging teachers to initiate curriculum improvement in their individual classroom. Therefore, the supervisor can evaluate the practice of curriculum through the four processes by involving teachers to bring about the desired alternation or curriculum development.

2.4. Supervisory Leadership Skills

Supervisors' management success and leadership effectiveness largely depend on their supervisory skills. Singhal, et.al. (1996) remarked that a supervisor must possess the necessary knowledge related to his job; but he must also possess the required skills. Similarly, McNell, John, and Lucio, William (1979) pointed out that the classifications of professional skills: like decision making, planning, organizing, communicating, influencing, coordinating and evaluating are helpful in comprehending the art and science of administration.

For Kinard (1988) managerial skills are the nervous systems of any organization. Katz, in Sergiovanni and Starratt (1979) identified three basic skills upon which he believes successful supervision rests: technical, human and conceptual. The skills are actually quite interdependent and intrinsically permeable to one another. The scholar further argued that, "Though each of the skill levels is universally present in administrative and supervisory positions, conceptual skills are emphasized more by administrators and technical skills by supervisory personnel, who are for the most part concerned with the day-to-day work of the school. This relationship is illustrated in the figure represented by (Stan Kossen in Singhal and others, 1996:100).

2.4.1. Technical Skills

Technical skills, as characteristic of administrative supervisory behavior are concerned with the facility for dealing with things in school settings. Sergiovanni and Starratt (1979) described that technical skills assume ability to use knowledge, methods and techniques to perform specific tasks. The mechanics associated with writing a lesson plan, developing a study unit, equipping a learning-resource center, purchasing laboratory equipment, preparing a meeting agenda, scheduling a cycle of clinical supervision, and filling out an annual report might be examples of technical skills.

In the same way, authorities like Mann in Alphonso (1984) and Griffiths (1956) viewed technical skills as specialized knowledge, analytical ability to use tools and techniques of a particular task. Monolakes (1975) reported that a major portion of the time that supervisors as advisors spend with teachers is in the technical domain. They deal with questions about individualizing instruction in reading, keeping records in a decentralized classroom,

stimulating creative writing on the part of students, or provisioning a science interest center with productive and worthwhile activities. Hence, an important factor in the technical dimension is that of the competence and credibility of the supervisor.

Terry (1963) remarked that technical skill includes proficiency and a clear understanding of specific activities involving processes, procedures or techniques. For Lucio and McNeil (1979) technical skills, derived from technologies and practice, are necessary tools in planning, directing, and managing complex operations. In addition, regarding skilled supervisory service, Garman (1982) suggests that a supervisor is able to offer the accommodation and activities required by the supervisee as a result of prolonged and specialized intellectual training and practice.

2.4.2. Human Relations Skills

Human relations skills refer to supervisor's ability and judgment in working with and through people. These skills require self-understanding and acceptance as well as consideration for others. Their knowledge base, according to Sergiovanni and Starratt (1979) include understanding of and group dynamics, and the development of human resources. As remarked by Griffith (1956), a human relation pertains to the executive's ability to work effectively as a group member and to build cooperative effort within the team he leads. In a similar way, Spears (1955) noted that "A skill asked of all supervisors today is that of working gracefully and effectively with people individually and in group." Referring to group supervision, (Stoops, Rafferty and Johnson 1981:24) noted that group supervision should be applied to the needs of both the individual and the faculty as a whole. Cooperative consideration of the existing needs and group discussions of research findings in the field of instruction should serve as the basis of any school's supervisory program. The program, once determined by all concerned, should be applied through suitable channels to individual teachers in their daily contacts with pupils.

Agreeing with supervisory leadership, Singhal, et al (1996) dwelt on remarking that leadership is more effective if the leader follows the team approach. This would mean that the leader should have a belief in collective planning and implementation of the program. He should have a close interaction with the members of the group, provide an open but supportive atmosphere for efficient communication, and involve them in decision making. He

should recognize the differences in the abilities of different persons and assign the work keeping in view their capacities and aptitudes. Hence, good human relations in organization are the result of proper understanding between supervisor and supervisee. In line with this view, Harris (1983) identified developing public relations as one of supervisor's tasks and portrayed that a supervisor should provide for a free flow of information optimum levels of improvement in the promotion of better instruction.

With regard to teacher-supervisor collaboration in the instructional improvement Alfonso and Goldsberry (1998) reported that the nature of schools and the nature of the supervisory process within them not only make possible but also require the active collaboration of teachers in the process of instructional improvement. Teachers are very important part of the supervisory process and an invaluable growth source for human relations. A good supervisory program would fully utilize such a rich source. The authorities further underlined that a common goal to both teachers and supervisors is instructional improvement. When a supervisor and a teacher cooperatively interact to identify and implement changes that will positively influence student educational growth, and when these decisions are made jointly, they are operating jointly in collegueship.

Goldsberry (1998) in the same publication reported that the quality of working relationships among classroom teachers has a powerful effect on the effective implementation of projects involving educational change; and so does the collaboration among teachers and supervisors. Hence, successful collaborative efforts may have the following effects: Firstly, they may well enhance teachers' perceptions of their own professional competence by reinforcing their belief that they can positively influence the achievement of their students. Secondly, they may have powerful positive effect on the success of innovations in schools. Thirdly, they may make instructional supervisors recognize the potential contributions of teacher collaboration to instructional improvement, and assume responsibility for fostering such interaction.

Moreover, the vital importance of teacher - supervisor relationship in improving teaching is briefly remarked by Kimbrough (1968) that the improvement of teaching involves cooperative development of supervisory strategies. Thus, supervisors in their relationship with teachers, according to Jenson (1967) should know and respect the individual characteristics, talents and potentials of each teacher. They should also be approachable in which teachers feel free to

express problems of concern to them and help avoid teacher frustration by cooperating with them in solving personal and professional problems. In addition, they should recognize good work and make use of every opportunity to complement teachers for work well done and for the improvements noted. Furthermore, the supervisors should assist teachers in devising techniques for creating and maintaining good classroom discipline and encourage them to give constructive criticism in a friendly, firm and positive manner. Therefore, developing collaborative human relationships among teachers and supervisors can bring about rich pool of human talent for organizational improvement efforts: instructional improvement.

2.4.3. Conceptual Skills

Several authorities in the field agree that conceptual skill is a part and parcel of professional skills that should be possessed by successful supervisors. Conceptual skill, according to Katz in Sergiovanni and Starratt (1979) is the facility to deal with ideas. Katz in the same source noted that conceptual skills pertain to the supervisor's ability to view the school, the district, and the educational program as a whole. These skills include the effective mapping of the interdependence between the components of the school as an organizational system, the educational program as an instructional system, and the human organization as a functioning human system. According to Griffiths (1956), conceptual skills refer to the ability to view the organization as a whole: recognizing how the various functions of the organization depend on one another and how changes in anyone part affect all the others. The supervisor then should be able to act in a way, which advances the overall welfare of the total organization.

Similarly, Imundo (1991) remarked that supervisors must have conceptual skills to be able to conceptualize the technical and human aspects of work to understand people, job requirements, and work environments. Hence, supervisors are expected to be conceptually apt and technically competent problem solvers, planners, instructional experts, curriculum developers, workshop facilitators and effective managers of teaching-learning process.

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

performance, and to take steps for all round development of the school for the preparation of citizens (Wheeler et al 1980:43).

It seems clear that supervisors are expected to have a substantial breadth and depth of educational experiences, besides being well trained for their task. Particularly, a part from being capable of implementing directives, they should also be able to initiate activities and make proposals for action to the higher levels of the administration. Moreover, the supervisor should be familiar with all aspects of supervision before undertaking the task.

In short, the supervisor should be able to conceptualize the environment, the organization, and his or her own job, so that he can set appropriate goals for his organizational achievement.

2.5. Approaches to Instructional Supervision

The problems and issues of teaching and learning that teachers find in their practice differ. Teachers have different strength and weaknesses. Under this context of difference, proposing a range of options to supervision that teachers have considerable role in deciding those option is very essential. Accordingly Sergiovanni and Starratt (2007:261) indicated that in every school a plan for supervision be developed that includes several options: clinical supervision, peer/collegial supervision, self-directed supervision, informal supervision, and inquiry based supervision.

2.5.1. Clinical Supervision

Sergiovanni & Starratt (1998) defined clinical supervision this for conducting the observation of a teacher as "the rationale and practice designed to improve the teacher's classroom performance". As the father of clinical supervision, Cogan believed that for this to be effective, data had to be collected from the teacher in the classroom, and that both the supervisor and teacher involved would then collaborate to plan programs, procedures and strategies aimed at improving the teacher's classroom behavior, specifically instruction techniques. If teacher supervision is done properly in schools, then teachers would develop and perfect their teaching skills for the benefit of the pupils.

Clinical supervision is problem-solving. This is usually used in curriculum implementation (Chivore, 1995). The school head and the teacher may sit down and plan a lesson. The planning of the lesson is mutual and educational to both the teacher and the school head. The

teacher then teaches the lesson under the guidance and supervision of the head. After the lesson delivery, the two sit together again to discuss the strength and weaknesses of the taught lesson. A follow up after the first lesson is recommended. The most important feature of this type of supervision is that it is open and there is no hide and seek.

A face to face relationship between supervisor and teacher is a fundamental concept in clinical supervision. As indicated in the definition clinical supervision is that aspect of supervision where supervisor is involved with teacher in a close helping relationship. Teachers receive information from supervisor who has observed the teachers classroom performance and serves as a mirror and a sounding board to enable the teachers critically examine his/her professional practice. Within this context, ideas are shared and help is given in order to improve teachers' ability through the analysis of objective data that is collected during observation. However, to make this model practical supervisor must be willing to spend considerable time working with individual teacher on classroom problem.

Clinical supervision involves the concept of analysis, diagnosis and remediation. As indicated in the definition, the critical component of the process is observation and analysis of teaching as a basis of feedback for teachers that can be used as a framework for change and improvement performance. Supervisors are expected to visit actual classroom teaching, observe the teachers performance and check on the conditions of the classroom. They are responsibilities of playing helping, supporting, suggesting and servicing function.

The purpose of clinical supervision is the improvement of instruction and learning outcomes (Goldhammer, Anderson and Krajewski (1980:4). More broadly, Lovell (1981:169), indicate that the purpose is not only providing outside help for teacher, including classroom observation and analysis of teaching, feedback for teachers and development of improved idea and support for their implementation, but also demands a collegial relationship between the supervisor and teacher in which the teacher has full control of and responsibility for, the teaching-learning situation. This implies that the purpose of clinical supervision should also be placed on the development of the teacher as self-directing and self-improving person. Clinical supervisors are also expected to be confident, ethical and respect to teacher so as to maintain collegial relationship.

Clinical supervision is often thought of as a structured model with certain stages or phases. Glodhammer, and other (1980:31-44), identified five stage of clinical supervision:

1. Pre observation conference;
2. Observation;
3. Analysis and strategy;
4. Supervision conference; and
5. Post conference analysis.

However, Lovell (1981:172) summarized the instructional supervisory behavior system with three interdependent dimensions: pre observation behavior, observational behavior and post observation behavior. The discussion here, therefore, focuses on these three supervisory behaviors.

2.5.1.1. Pre Observation Behavior

A pre observation conference is a face to face talk between teacher and supervisor prior to the supervisors visit to the teachers' classroom. It establishes the procedural framework for supervision and allows the supervisor to become familiar with the teacher's intentions and the situation. For example, according to Scott (1998:173), the lesson plans, the type of students, the kind of classroom operation, the aspect of the instructional program to be observed, and tools to be used are all discussed in this conference. Therefore, in this conference, the teacher is expected to acquaint the supervisor with the lesson plan that will be taught when the supervisor's visits, explain the objectives of the lesson, the methods of presentation, and techniques of evaluating students' performance. Supporting this idea, Cogan (in Lovell 1983: 173) discusses working with teachers in the planning process or pre observation conference is where educational philosophies, objectives for teaching, engagement opportunities for students, and evaluation strategies are explored in depth.

The pre observation behavior system provides an opportunity for the supervisor and teacher to establish a relationship of mutual trust and respect (Lovell, 1983: 172). It is during pre-observation behavior that teacher and supervisor get to know each other. Teacher need to see supervisors as a professional fellow to provide, support, help and service to them. Supervisor also needs to perceive teacher as a person who are willing to share their professional behavior in a give and take situation. Supervisor and teacher must trust and respect each other as competent professionals who are not only eager to improve their professional behavior but also eager and able to help and be helped by each other. Hence, according to (Scott 1998:

173), teacher and supervisor should leave this conference with the feeling that meaningful involvement has begun and that the process is collaborative open and democratic.

2.5.1.2. Observation Behavior

According to Lovell (1983:175), observation of a particular teaching learning situation is the process through which a supervisors attempts to develop an objective description of the behavior of students and teacher interaction, within the context of a physical and social environment. Its principal purpose is to capture the reality of the lesson objectively and comprehensively enough, to enable supervisor to evaluate the lesson as validly as possible. During classroom observation, the emphasis is on objective recording of perceptions of behavior and conditions surroundings so as to enable the supervisor to identify both teachers' strength and areas in need of improvement.

However, the field observation is so complex and filled with stimuli that it is impossible to observe everything. Thus it is necessary to restrict observation to a particular category of behavior. Accordingly, Scott (1998:173) described some of the important elements that supervisor should emphasis during classroom observation as follows: the teacher's objective, use of resource, time, and space; clarity of presentation; and relationship with students. Therefore, supervisors are required to be skillful in listening, concentrating, recording and differentiating the actual happening in the classroom.

2.5.1.3. Post Observation Behavior

After the classroom visit and observation, the supervisory conference is the most direct procedure for assisting the teacher. According to Lovell (1983:177) post observation behavior includes the analysis of data collected during observation of instruction, the evaluation of teaching and learning behavior, the process of providing feedback for teacher and the final stage of the evaluation of the supervisory process.

This is the time when supervisor and teachers have an opportunity to examine observational data, evaluate findings and make plan for the future, in an open, supportive and rewarding climate. The major purpose is to provide feedback to teacher about his/her performance. The analysis of the data is an effort to try to understand and make sense out of the data. After the analysis of data, it is essential that the teacher and supervisors get together to:

Compare anticipated teacher and student behavior and actual teacher and student behavior, identify discrepancies between anticipated teacher and student behavior and actual behavior, compare projected use of subject content, materials, equipment, and social environment with their actual use, compare hoped for learning outcome with actual learning outcome, make decision about what should be done about discrepancies and congruencies between actual and anticipated outcomes Lovell (1983:179).

The solid base of trust and respect is very essential for supervisor and teacher to get together in a discussion of each issue. Thus the supervisor must keep the conferencing from being a treating situation to the teacher

2.5.2. Collegial Supervision

Collegial supervision as an option is based on the nature of collegiality that emerges. It becomes real when it emerge as a result of felt interdependent among teachers and when teachers consider it as an integral part of their professional responsibility to help and to be helped by others. Allan Glathorn (in Sergiovanni and Starratt, 2007: 263) defines collegial approach as a moderately formalized process by which two or more teachers agree to work together for their own professional growth, usually by observing each other's classroom, giving each other feedback about the observation, and discussing shared professional concerns. This definition extends beyond traditional supervision. It provides a setting in which teachers can informally discuss problem they face, share ideas, help one another in preparing lessons and provide support to one other. Thus collegial supervision goes beyond classroom observation.

2.5.3. Self- directed approach to supervision

Self- directed approach to supervision is ideal for teachers who prefer to work alone or who, because of scheduling or other difficulties, are unable to work cooperatively with other teachers Sergiovanni and Starratt (2007:261). This option particularly is also suited to competent, experienced teachers who are able to manage their time well. In self-directed supervision, teacher work alone by assuming responsibility for their own professional development. They might, for example, develop a yearly plan that includes goals derived from an assessment of their own needs. This plan then might be shared with supervisors. At the end of the period, supervisor and teachers meet to discuss the teacher's progress in

meeting professional development goals. Teacher may be expected to provide some sort of documentation that illustrates progress toward goals. The supervisor should be responsible for ensuring that the plan and selected improvement target are both realistic and attainable. And finally, the yearly conference would then lead to the set of new goals for future directed supervisory cycle.

2.5.4. Informal Supervision

Informal supervision is comprised of the causal encounters that occur between supervisor and teacher Sergiovanni and Starratt (2007:261). It is characterized by frequent informal visits to teacher's classrooms, conversations with teachers about their work, and other informal activities. Typically no appointments are made and classroom visits are not announced. When informal supervision is in place, principals and supervisors become common features in classroom coming and going as part of the natural flow of the school's daily work. But this kind of relationship is not likely to flourish unless it is reciprocal. If teachers are to invite supervisors into their classroom as equal partners in teaching and learning, teachers must in turn be invited into the process of supervision as equal partners. Though we list informal supervision as an option, it should perhaps be understood as one kind of supervision that is included in any range of options that a school might provide. In addition to informal supervision, teachers should be involved in at least one other approach such as clinical, collegial self-directed or inquiry based supervision.

2.5.5. Inquiry Based Supervision

Inquiry based supervision is the form of action research is an option that can represent an individual initiative or a collaborative effort as pairs or teams of teachers work together to solve problems. In action research the emphasis is on the problem-solving nature of the supervisory experience Sergiovanni and Starratt (2007:261). When action research is undertaken as an individual initiative, a teacher works closely with the supervisor in sorting out a problem and developing a strategy for its resolution and in sharing findings and conclusions. Implications for practice are then identified, and strategies for implementing these changes are then developed. When action research involves collaboration with other teachers, are co-researched, findings are shared, and together teachers discover implications for changing in their teaching practice, among all the options, action research requires the

highest level of reflection and promises a great deal with respect to discovering new insights and practices.

Basic to action research is the belief that individual teachers and groups of teachers can undertake research to improve their own practice. Though increasing understanding and building one's store of conceptual knowledge is an important outcome of action research. Its prime purpose is to alter the teaching practices of the researcher themselves.

2.6. 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 Challenges Related with the Practice of Instructional Supervision in the 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. Johnson (2000) indicated that the question of trust among supervisors and teachers is one of the critical challenges to implement the instructional supervision at school level. Gold Hammer,

et.al.(1980) also added, teachers attitude towards instructional supervision as the other challenges to implement the instructional supervision effectively. 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 supervisors' 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 (Million, 2010; and Desalegn, 2012).

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.

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. Berhane (2014), lack of dedication of educational officers and principals as well as the ineffectiveness of supervisors are the other factors that impede the practice of instructional supervision and Gashaw (2008) stated that different researches conducted on the practices and challenges of instructional supervision. He also added that the researches that were conducted at national and schools level in different parts of Ethiopia recommended further investigation about the practice and the problems impede the practice of instructional supervision.

As repeatedly discussed by the concerned scholars, the effectively implemented practice of instructional supervision plays core roles for the improvement of teaching- learning process, professional development of teachers and school principals. This is for the reason that it provides professional support for school principals and teachers and as well as it helps to improve every phase of educational program like curriculum revision so as to enrich the educational opportunities of students. However, the practice of instructional supervision can't be implemented effectively and bring the required out comes in the presence of negative attitude and unhappiness of teachers concerning supervision. The practice of instructional supervision can't also be implemented in all the schools in a similar way as it is enhanced / determined the following situations like pedagogical knowledge and approaches of the supervisors, the school work place impact and effect of the schools principals.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

The study is intended to know what the practice looks like and challenges faced in instructional supervision process. This was done to get insight about the extent to which the instructional supervision promote instruction as well to further development of more comprehensive ways to alleviate the problems and implement the practice of the supervision. The design and materials that used were presented and discussed in this chapter together with the importance of choices made in the study.

The first section dealt with the design of the study. In the second section, research setting was discussed. When the population (participants of the study) was described in section three, in section four, the sample size and sampling techniques presented in section five. In section six, data gathering instruments were discussed. The procedures of data collection and data analysis were discussed under section seven and eight respectively.

3.2. Research Design

As cited by Abbas Ahmad (2016), on account of research method, Best and Kahm (1999) clearly stated that in order to achieve the intended objectives of the study, descriptive design was used with the aim of a describing what the situation looks like. The design which incorporated qualitative and quantitative research method was used to increase the quality of the results of the research, to clarify and illustrate the obtained findings from one method with the use of another, and to answer the research questions.

Considering the above stated view points and the aim of this study, descriptive design of both quantitative and qualitative methods was used to collect necessary data to know in details the issue under study. On the other hand, quantitative method was used in which questionnaires are designed to triangulate and to answer questions related to the practice of instructional supervision, challenges and to obtain suggestion of the selected respondents to reduce the challenges. Closed ended questionnaire was presented to sample respondents to identify the role and challenges of faced in the practice of instructions. On the other hand, following the quantitative method, interview and document analysis were used as one part of qualitative method presuming it as a suitable strategy of personal data in face to face and recorded data.

Regarding the importance of interview as qualitative method, Gray (2004) suggested that the reason for choosing qualitative method to collect data is needed to attain highly personalized data that is opportunities for probing more in detail and helps the respondents to ask for clarification on how to respond.

3.3. Research Setting

The study was conducted at grade 1-8 16 government primary schools namely: Chanco No.1, GebaRobi, KoreRoba, WarersoMalima, GulaleDeneba, GelanoSobora, MoyeGajo, BokoGolba, EkaYaya, Dubar, WajuDalota, Derba, BachoKidaneMihrat, BechoAbale, Gorfo and AlemTena in Sulultaworeda, Oromia special zone of Oromia region which is located at 40 km to the northern of Addis Ababa city. As a researcher, I have selected these primary schools to carry out the research for the following reasons. The first reason is the primary schools are in the area where I have spent many years in teaching and as school director which initiated me to raise such research question on the basis of my long experiences and time to time observation. In the second, at my school, I have observed that there is adequate practice of overseeing at the school level. This may be common in the other related primary schools. For these reasons, I am interested to study the actual implementation of supervisory tasks and to suggest ways or strategies as intervention for more effective instructional supervision processes.

3.4 Sources of Data

The primary sources of data were collected from school principals, supervisors, teachers, and department heads of government primary schools and WEO experts of SulultaWoreda. The selection of these respondents as a source of data was because they are practitioners; they have better information and experiences with respect to the study topic.

3.5. Study Population, Sample Size and Sampling Techniques

The study were conducted in SulultaWoreda, Oromia Special Zone Surrounding Finfine in Oromia region. In Sulultaworeda, there are 14 CRC and 71 government primary schools. Hence, 50% (7 in number) of the CRC and all the grade 1- 8 government primary schools were selected as the target focus of this study using purposive (availability) sampling since the number of the schools is small (16 in number) and the supervisors are the foremost

subject. In these schools, 314 teachers, 64 department head teachers, 7 supervisors from each the selected clusters, 16 principals and 8 vice principals and 4 Woreda Education Experts totally, 413 people will be the target population of this study.

To make the study manageable and as much as possible inclusive, 50% (32 in number) of the department heads were selected as participants of this study using simple random sampling. The respondent teachers 20% (64 in number) and 7 (50%) CRC supervisors were selected as respondents applying simple random sampling based on Sharma's (2000) suggestion that report 10- 20 of accesses population can be taken as sample in descriptive study. In selecting the participants, simple random sampling techniques was used so as to give equal chance to be included in the sample. Regarding this, as cited by GirmaHabtamu, Koul (1996) stated that simple random sampling gives each units of population equal opportunity of being selected.

In addition to this, to select as best informative participants, 16 school principals and 8 vice principals, 7 supervisors and 4 WEO experts were selected by using availability or purposive sampling technique. To support in evidence, Patton (1990) suggested purposive sampling techniques as it is powerful to select information rich participants. Hence, 7 supervisors, 16 principals and 8 vice principals and 4 WEO experts were selected as the participants of this study to be interviewed.

Table 1: Summary Table of the Population, Sample Size and Sampling Technique

L. No.	Cluster	Sample Schools	Grade Level	Total Teachers EACHERS	Sample Teachers		Sample principals		Sample vice principals		Sample Supervisors		Total department head teachers		Sample department head teachers		Sampling Technique
					No	%	No	%	No	%	No	%	No	No	%		
1	Duber	1.Duber	1-8	19	4	20	1	100	1	100	1	100	4	2	50	Simple Randoming and Availability	
		2.Waju Dalota	1-8	13	3	20	1	100	-	-	-	-	4	2	50		
2	Derba	1.Derba	1-8	28	6	20	1	100	1	100	1	100	4	2	50		
		2.Becho k/Mihret	1-8	16	3	20	1	100	-	-	-	-	4	2	50		
		3.BechoAbale	1-8	14	3	20	1	100	1	-	-	-	4	2	50		
3	Gulele Deneba	1.Gulele Deneba	1-8	18	4	20	1	100	1	100	1	100	4	2	50		
		2.Gelano Sobora	1-8	17	3	20	1	100	-	-	-	-	4	2	50		
		3.Eka Yaya	1-8	16	4	20	1	100	-	-	-	-	4	2	50		
4	Wareso Malima	1.Warerso Malima	1-8	18	4	20	1	100	1	100	1	100	4	2	50		
5	Gorfo	1.Gorfo	1-8	20	4	20	1	100	1	100	1	-	4	2	50		
		2.Alem Tena	1-8	16	3	20	1	100	-	-	-	-	4	2	50		
	MoyeG ajo	1.Boko Golba	1-8	16	3	20	1	100	-	-	1	100	4	2	50		
		2.Moye Gajo	1-8	17	3	20	1	100	1	100	-	-	4	2	50		
7	Chanch o	1.Chancho No.1	1-8	36	7	20	1	100	-	20	1	100	4	2	50		
		2.Kore Roba	1-8	26	5	20	1	100	-	-	-	-	4	2	50		
		3GebaRobi	1-8	27	5	20		100	1	100	-	100	4	2	50		
Total	7	16	=	314	64	20	16	100	8	100	7	100	4	32	50		

3.6. Data Collection Instruments

It is obvious that in conducting any research, the data gathering methods and instruments used for the method are determined by the research design and research questions formulated to answer the general and specific objectives of the study. In accordingly, as descriptive research method is applied in this study to identify and describe the practice and challenges of instructional supervision using words and numbers, quantitative and qualitative methods are used in the study.

3.6.1. Questionnaire

The questionnaires were designed to collect data from school, department head teachers and teachers because questionnaire is very important to collect information from large number of respondents and can be easily and quickly analyzed after data gathering-work completed. The questionnaire was developed on the bases of basic research questions and available related literature. The questionnaire has two major categories: the first part was about the respondents' personal characteristics and the second part was about the instructional supervision.

3.6.2 Interview

The interview is a process of communication in which the interviewee gives the needed information orally in a face-to-face with the interviewer. According to Best and Kahn (2003), "the purpose of interviewing people is to find out what is in their mind –what they think or how they feel about something". Thus, open ended interview items were prepared for the interviewees as it helps to obtain detail information in face to face. To this end, in order to obtain detailed supplementary information, interview sessions were conducted with principals, vice principals, supervisors and WEO experts to secure information concerning their experience of supervisory practices.

Validity and Reliability

In any research study, validity and reliability are aspects of research that need to be addressed to ensure that the collected data is trustworthy and reliable. The following sections discuss issues of validity and reliability of the current study.

Validity

Validity is the extent to which a concept, conclusion, or measurement is well founded and corresponds accurately with the real world. According to Bailey (2007:180), validity means checking the accuracy of the findings by employing different procedures, that is, the credibility and trustworthiness of the data would be checked to address validity. Bailey further states that trustworthiness would be achieved when the researcher shows the procedures used to make exhaustive decisions all the way through the research process (Bailey, 2007:183).

The concepts that are included in the instrument help to achieve content validity. Validity is checked by reviewing data collection instruments in terms of clarity, wording and sequences of questions. Thus, in the current study, the draft questionnaire were initially administered to 20 participants (2 principals, 16 teachers, and 2 school supervisors) in Derba and Duber primary schools to pilot test the questionnaire. After pilot testing, the results would be examined to check for distortions and blurred statements and items.

To assess the validity of the instructional supervision, the validity of the instrument would be analyzed to get the difference between the performance gap scores and participants' ratings on the measures by using a 5 point Likert scale which ranges between strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. The pilot study results will not be included in the main results of the study. As a result of outcomes of the pilot study, some questions would be modified and some removed. After the necessary corrections would be made, the final version would be prepared and administered to sampled respondents. Finally, a research assistant was used during data collection to check the significance of the data collected.

Reliability

According to O'lary (2004:59), reliability refers to the "extent to which a measure, procedure or instrument provides the same results on repeated trials." In this study, an attempt was made to ensure the reliability. In accordingly, methods and instruments which were free from containing any logical contractions were prepared and used. Pilot test was administered, and participants and how they respond were carefully considered. In addition to these, attempt was also made to avoid reliability influencing factors such as personal bias, human error and mood.

3.7. Procedures of Data Collection

Data is collected in the second semester soon after the break since the main study started from the beginning of second semester in collecting data through questionnaire. As beginning procedures of data collection, the researcher introduced the purpose of getting the respondents.

After getting the respondents agreement to take part in the study as participants, the researcher oriented participants in details about the study and encourages asking question if they have found anything unclear. The researcher made everything clear to the respondents that what and why he is studying. The researcher also assured them their responses is kept in confidential and used only for the purpose of this study. The questionnaire were distributed to sample teachers and department heads of the grade 1-8 16 primary schools in the presence of the researcher during the normal class time, and collected when completed.

The interview was conducted with the principals, vice principals, supervisors and WEO experts. In doing so, first the respondents of the interview were informed the purpose of the interview. Then, the researcher asked the interview question and wrote down the respondents responses. In this study, for a proper analysis of quantitative data (the data gathered through closed ended questionnaire), descriptive tools were used. The data gathered through interview with open ended questions were analyzed using qualitative method. All the gathered data were analyzed based on the viewpoints of scholars and actual situation about the practice of instructional supervision at the targeted government primary schools.

3.8. Data Analysis Procedure

Quantitative and qualitative methods were used to analyze the data collected through the above mentioned instruments. In both methods, the data organized according to their similarities in response theme obtained through them and in a way that they can easily be analyzed. In this study, for a proper analysis of quantitative data (the data gathered through closed-ended questionnaire), descriptive statics was employed. Descriptive analysis was used as it provides information about the overall representativeness of the sample, as well as the information necessary for other researchers to replicate the study, if they so desire. In employing the descriptive statistics, the quantitative data that gathered through closed ended

questionnaire classified and converted in to frequency distribution to reduce their bulk and facilitate the description of response and to make the distribution more informative or to provide researcher with a general overview of the distribution, and then described in words. The data gathered through interview, open ended questionnaire were collected and analyzed using qualitative method and discussed with the quantitative data. In doing so, attempt was made by the researcher to present and discuss in a condensed form the data collected through qualitative and quantitative methods.

3.9. Ethical Consideration

The purpose of the study was explained to the participants and the researcher asked their permission and informed 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 was accomplish at their voluntarily consent without harming and threatening the personal and institutional wellbeing. In addition, the researcher ensures confidentiality by making the participants unnamed.

CHAPTER FOUR: DATA PRESENTATION, INTERPRETATION AND ANALYSIS

Introduction

It was stated in chapter one that the main purpose of this study is to investigate the extent to which the instructional role is implemented and the extent of instructional role it played as well as to identify the challenges faced in the process of instructional supervision. The main aim of this chapter is to present data obtained through questionnaire and interview concerning the practice instructional supervise. Therefore, this chapter deals with the presentation, interpretation and discussion of results in terms of the above mentioned objective. This part of the study presents the findings in relation to the four basic questions formulated to elicit information on:

1. The purpose that supervision has in leading instruction
2. The degree to which instructional activities based on plan.
3. The extent of supervisors performance in doing their activities
4. Factors that influence the practice of instructional supervision.

The obtained results were discussed in relation to the findings of early conducted related studies and views of scholars or authors those revealed in the review of related literature section of this study. As indicated in chapter three part of this study, both quantitative and qualitative method were used to analyze the data in organizing the data obtained according to their similarities in response and topics, and in a way that they can easily be analyzed. The presentation of the analyzed data was in table form using frequency, percentage.

4.1 Characteristics of the Respondents

Table 2: Characteristics of Respondents

No	Items		Respondents												Total	
			Teachers		Dept. Head		Principals		Vice Principal		Supervisors		Woreda education			
			No	%	No	1%	No	%	No	%	No	%	No	%		
1	Sex	M	49	76.6	24	75	14	87.5	5	62.5	7	100	3	75	102	77.7
		F	15	23.4	8	25	2	12.5	3	37.5	-	-	1	25	29	22.3
		T	64	100	32	100	16	100	8	100	7	100	4	100	131	100
2	Work experience	1-5years	6	9.4	-	-	-	-	-	-	-	-	-	-	6	9.4
		6-10 years	19	29.7	6	18.75	-	-	-	-	-	-	-	-	25	19.1
		11-15 years	16	25	18	56.25	2	12.5	4	50	1	14.3	-	-	41	31.3
		16-20 years	14	21.9	8	25	11	68.7	4	50	6	85.7	2	50	45	34.4
		21 and above	9	14	-	-	3	18.8	-	-	-	-	2	50	14	10.7
		Total	64	100	32	100	16	100	8	100	7	100	4	100	131	100
3	Educational Qualification	Diploma	33	51.6	-	-	-	-	-	-	-	-	-	-	33	51.6
		1 st degree	31	48.4	32	100	16	100	8	100	7	100	4	100	98	74.8
		Total	64	100	32	100	16	100	8	100	7	100	4	100	131	100

As the response gained through the question presented to the participants indicated, above 76.6% of the respondents were male. In relation to the question asked regarding educational back ground, when 31 (48.4 %) and 33 (51.6%) of the respondent teachers were respectively possess BED bachelor (1stdegree) and diploma, all of the principals, vice principals, supervisors and WEO are 1stdegree holders.

As obtained from the participated respondents to the question asked about their work experience, when 19 (29.7 %) and 16 (25 %) of the teachers respectively have 6- 10 years and 11- 15 years teaching experience, 14 (21.9%) have teaching experience rates from 16- 20 years. The teaching experience of 9 (14 %) teachers is 21 and above years, and there are only 6 (9.4 %) teachers who have teaching experience that ranges from 1- 5 years. The other respondents: 68.7% of principals, 50% of vice principals, 50 % of WEO, 68.7 % of principals and 85.7 % of supervisors have 16- 20 years' work experience in current position. As it can be seen from the data collected about the respondents personal information, the majority of them are expertise in their current position and profession as their service year is 10 and above as well as they are 1st degree holders which is standard to primary school level. So, the majorities of the respondents are well experienced and possess the required education level that enables them to give the inquired information.

4.2 The Extent of Roles that Supervision Plays in Leading Instruction

Table 3: The Roles that Supervision Plays in Leading Instruction

L. No.	Supervision makes_____	R e s p o n s e s of Teachers and Department heads									
		SA		A		U		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
1	Organize capacity building programs to teachers	16	16.7	47	48.9	14	14.6	10	10.4	9	9.4
2	Hold conferences before and after class room observation	22	22.9	25	26.1	29	30.2	20	20.8	-	-
3	Conduct unplanned occasional supervisory act	-	-	15	15.6	65	67.7	-	-	16	16.7
4	Organize peer coaching and experience sharing program	4	4.1	54	56.3	14	14.6	18	18.8	6	6.3
5	Encourage teachers to plan their own professional development	7	7.2	45	46.9	9	9.4	19	19.8	16	16.7
6	Support teachers to conduct action research	17	17.7	25	26.1	9	9.4	27	28	18	18.8

As data organized in to table 3 above depicts, 16.7% and 48.9% of the respondents respectively replied as they strongly agree and agree that supervision plays role of organizing

capacity building programs to teachers. But for the same statement, 14.6 % of respondents replied as they undecided, and 10.4 % and 9.4 % of the respondents respectively reported as they disagree and strongly disagree. Based on this, it is possible to draw conclusion that the majority of have positive attitude towards or perceive supervision as it is necessary to promote their professional growth.

As it can be seen from the same data organized in to table 3, the respondents were asked to rate the extent of their agreement or disagreement with if supervision plays role of enabling to hold conferences before and after classroom observation. As response to this statement, when 22.9% and 26.1 % of the respondents respectively indicated that they strongly agree and agree, 20.8 % and 30.2 % of them replied as they disagree and undecided. This shows that classroom observation followed by conference was made for some teachers by some supervisors but for the other teachers classroom observation and/or holding before and after observation conference was not conducted. Hence, the supervisors and supervisee are not working hand in hand for classroom observation as well as for holding conferences.

In item 3, the respondents were also asked whether supervision plays role of conducting unplanned occasional supervisory act. In line with this, 67.7 % of the respondents replied as they undecided, 16.7 % of them replied as they strongly disagree. However, 15.6% of them indicated that they agree. This reveals that there is lack of continuous and sufficient training and carrying out the process of supervision to help the more effective in their profession.

Valuable data pertaining to know if supervision carries out tasks of organizing peer coaching and experience sharing programs have also been collected from the respondents. In connection with this, 56.3% of them replied that they agree. 4.1 % of them said that they strongly agree whereas 14.6 % of them undecided, 18.8 % and 6.3 % of them respectively replied as they disagree and strongly disagree and 9.4 % of them undecided but 7.2 % of them strongly agreed. This shows that the teachers are closely supervised or supervise the others to get or provide necessary guidelines and assistance for professional development.

Regarding encouraging teachers to plan their own professional development, only below half (46.9%) of the respondents agreed. In item 6 of table 3, the respondents were asked whether supervision supports teachers to conduct action research. 17.7 % and 26.1 % of the respondents respectively replied as they strongly agree and agree whereas 28 % and 18.8 % of

them indicted respectively that they disagree and strongly disagree but 9.4 % of them replied as they undecided. Hence, majority of the teachers have understanding that supervision helps them for their professional development. This shows that the supervisors are not putting the necessary effort to train on and encourage teachers to conduct action research to solve day to day problems.

To sum up, according to Glick man and others (2004), supervision plays great and inclusive instructional leading role through providing direct assistance, operating functions of enhancing group, professional and curriculum development and encouraging and making teachers conduct action research. The response given by the majority of the respondents also supports since they replied as they agree.

4.3 The Extent to which Instructional Activities are directed by plans

Table 4: Teachers Responses to the Questions Asked about Instructional plans

L. No.	There are instructional activities plans for _____	Responses of Teachers											
		SA		A		U		DA		SDA		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Directing induction training for beginner teachers	6	9.4	8	12.5	7	10.9	29	45.3	14	21.9	64	100
2	Directing teachers lesson plan	14	21.9	16	25	-	-	19	29.7	15	23.4	64	100
3	Directing teachers experience sharing program	8	12.5	9	14	18	28.1	12	18.8	17	26.6	64	100
4	Assisting teachers in developing/ selecting instructional materials	6	9.4	8	12.5	7	10.9	17	26.6	26	40.6	64	100
5	Spreading new teaching methodologies among schools and teachers	3	4.7	5	7.8	12	18.8	29	45.3	15	23.4	64	100
6	Facilitating short term training workshops and seminar for professional growth of teachers	-	-	-	-	21	32.8	26	40.6	17	26.6	64	100

As it can be seen from the table 4 above, in items 1-6, the respondents were asked about the plans of instructional supervision. As shown in item 1, the respondents were asked where there is instructional plan for directing induction training for beginner teachers. From the

participated teachers the percentage distribution of teachers replied as they agree is only 21.9% but 67.2 % of the teachers replied as they disagree. For the same item 1, 10.9 % of the teachers indicated as they undecided.

As it can also be seen from item 2 of the same table above, the respondent teachers were inquired to indicate whether they agree or disagree with the existence of instructional activities for guiding and overseeing to make teachers prepare and use lesson plans. In line with this, 53.1 % of the teachers responded as they disagree. 46.9% of the teachers responded as they agree.

Item 3 of table 4 was presented to the respondents to know whether they agree or disagree with the existence of instructional activities for arranging and maintaining teachers experience sharing program. In line with this, 28.1 % of the teachers reported as they undecided. However, 26.5 % of the teachers responded as they agree

In table 4 above, item 4 was utilized to collect information if there are the activities done to provide assistance to teachers to enable them develop/ select instructional materials. In accordingly, 67.2 % of the teachers replied as they disagree. 10.9 % of the teachers reported as they undecided.

In item 5 of the same table above, the respondents were asked to indicate whether they agree or disagree with the existence of plan based instructional activities of spreading new teaching methodologies among schools and teachers. As respondents' distribution in percentage shows, only, 12.5 % of teachers indicated as they agree. In contrast, 68.7 % of respondent teachers replied as they disagree.

In item 6 of the same table above, the respondents were inquired to provide response as they agree or disagree with the existence of plan based activities for facilitating short term training, workshops and seminar for professional growth of teachers. In accordingly, when 67.2 % of the teachers indicated that they disagree, 32.8 of teachers replied as they undecided.

4.4 The Extent to which Instructional Activities are directed by plans

Table 5: Department Heads Responses to the Questions Asked about Instructional plan

L. No	There are instructional activities plans for _____	Responses of Department heads											
		SA		A		U		DA		SDA		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Directing induction training for beginner teachers	7	21.9	14	43.7	3	9.4	4	12.5	4	12.5	32	100
2	Directing teachers lesson plan	9	28.1	8	25	-	-	7	21.9	8	25	32	100
3	Directing teachers experience sharing program	4	12.5	8	25	5	15.6	9	28	6	18.8	32	100
4	Assisting teachers in developing/ selecting instructional materials	9	28.1	12	37.5	4	12.5	3	9.4	4	12.5	32	100
5	Spreading new teaching methodologies among schools and teachers	7	21.9	15	46.9	6	18.7	3	9.4	1	3.1	32	100
6	Facilitating short term training workshops and seminar for professional growth of teachers	-	-	12	37.5	11	34.4	-	-	9	28.1	32	100

As it can be seen from the table 5 above, in items 1-6, the respondents were asked about the plans of instructional supervision. As shown in item 1, the respondents were asked where there is instructional plan for directing induction training for beginner teachers. From the participated respondents, when the percentage distribution of department head replied as they agree is 65.6, For the same item, 9.4 % of the respondent department heads indicated as they undecided.

As it can also be seen from item 2 of the same table above, the respondent teachers were inquired to indicate whether they agree or disagree with the existence of instructional activities for guiding and overseeing to make teachers prepare and use lesson plans. In line

with this, 53.1 % of the department heads indicated that there is plan based activities for directing the teachers lesson plan since they replied as they agree whereas in percentage distribution 46.9 % the respondent department heads replied as they disagree.

Item 3 of table 5 was presented to the respondents to know whether they agree or disagree with the existence of instructional activities for arranging and maintaining teachers experience sharing program. In line with this, 46.9 % of the department heads replied as they disagree, and only 15.6 % of the department heads reported as they undecided. However, 37.5 % of the department heads responded as they agree.

In table 5 above, item 4 was utilized to collect information if there are the activities done to provide assistance to teachers to enable them develop / select instructional materials. In accordingly, 65.6 % of the respondent department heads reported that they agree whereas 12.5 % of the department heads reported as they undecided and 21.9 % in percentage distribution of the department heads replied as they disagree.

In item 5 of the same table above, the respondents were asked to indicate whether they agree or disagree with the existence of plan based instructional activities of spreading new teaching methodologies among schools and teachers. The majority (68.8 %) of the department heads indicated as they agree. In contrast, 18.7 % of department heads reported as they disagree.

In item 6 of the same table above, the respondents were inquired to provide response as they agree or disagree with the existence of plan based activities for facilitating short term training, workshops and seminar for professional growth of teachers. In accordingly, when only 37.5 % of department heads replied as they agree, 34.4% of the department heads replied as they undecided.

Regarding instructional plan, scholars like Dittmer, et.al. (2002) well prepared teachers are effective in the provision of quality education. The teachers could be well prepared and effective if they were provided with planned instructional support to make them share experience, prepare effective lesson plan, select and use best teaching methodologies and materials.

As it can be seen from the data organized in to the table 4 and 5 above, the items presented to the respondents are about the activities that should be done to instruct, guide, counsel,

motivate and lead teachers in the school to make them achieve their professional goals effectively. To the most of the items when the majority of the department heads replied as there are the listed activities. In line with this, as the interviewee indicated every time instructional activities that are required to support teachers and lead effective instructions are planned in the woreda and school long term and annual plans. However, the majority of the teachers replied as they disagree with the existence of the planned activities. This shows that the activities might have been included in the school plan but the teachers didn't get awareness and weren't made participate in preparing the plans of the activities. In addition to this, the department heads, the schools and supervisors didn't perform adequately so as to change what have been planned in to practical implementation.

4.5 The Rate of Effort the Instructional Supervisors Made Identify the Strength and Limitations of Teachers

Table 6: Shows Responses to the Extent to which Instructional Supervisors Identify the Strength and Limitations of Teachers

L. No	The instructional supervisors ____	R e s p o n s e s of Teachers and Department heads									
		VH		H		M		L		VL	
		F	%	F	%	F	%	F	%	F	%
1	Regularly identify an instructional limitations of teachers in the classroom	-	-	11	11.5	14	14.6	44	45.8	27	28.1
2	Identify the lack of abilities to manage students in the classroom	-	-	3	3.1	15	15.6	48	50	31	32.3
3	Identify the students evaluation skill gaps of teachers	-	-	9	9.4	20	20.8	28	29.2	39	40.6
4	Encourage and facilitate school self-evaluation in instructional materials	-	-	-	-	13	13.5	49	51.1	34	35.4
5	Facilitate the availability of instructional materials and encourage teachers to use it appropriately	-	-	-	-	25	26.1	36	37.5	35	36.5
6	Encourage teachers in developing instructional goals and objectives	-	-	24	25	27	28.1	29	30.2	16	16.7
7	Advise teachers to use active learning in the classroom	12	12.5	27	28.1	30	31.2	20	20.8	7	7.2
8	Design appropriate intervention to minimize the identified limitations of teachers in the classroom	-	-	-	-	26	27.1	45	46.9	25	26

As it can be seen from the data organized in to table 6 above, in item 1, the respondents were asked to indicate the extent to which instructional supervisors identify any instructional limitations of teachers in the classroom. In accordingly, 11.5 % rated as high, 45.8 % rated as low and 28.5 % rated as very low and 14.6 % valued as medium.

In item 2 of table 6, the respondents were asked to rate the extent to which the supervisors identify lack of abilities of the teachers to manage students in the classroom. In line with this, When only 3.1 % and 15.6 % of the respondents respectively rated as high and medium, 50 % and 32.3 % of the respondents rated the effort of the supervisors as low and very low. This shows that the majority of the supervisors are in less performance in identifying the abilities of the teacher to manage students in the classroom. However, the CRC supervisors argue against this saying mentioning that irregularly, they contact the class teachers and students so as to identify the problem occurred between the teachers and students, and give feedback.

In item 3 of table 6, the respondents were asked to value the supervisor's attempt to identify the student's evaluation skill gaps of teachers. As response to this statement, 9.4 % and 20.8 % of the respondents respectively rated as high and medium. For the same item, when 29.2 % of the respondents valued the effort of the respondents as low, 40.6 5 of the respondents rated as very low the work that the supervisors carried out to identify the student's evaluation skill gaps of the teachers. However, supervisors argue against that due to time constraints they couldn't reach to all teachers regarding their activities they do in the area.

As shown in to item 4 of table 6, participants provided rating response to the statement asked them if supervisors encourage and facilitate school self-evaluation in instructional materials. In accordingly, 13.5 %, 51.1 % valued as low and 35.4 % of the respondents reported as very low the attempt made by the supervisor so as to encourage and facilitate school self-evaluation in instructional materials.

In item 5 of table 6, valuable data pertaining to know the extent to which the supervisors facilitate the availability of instructional materials and encourage teachers to use it appropriately has also been collected from the respondents. In connection with 26%, 37.5% and 36.5 % of the respondents rated respectively as medium, low and very low the exertion of the supervisors to facilitate the availability of instructional materials and encourage teachers to use it appropriately. However, the supervisors argue this saying that full filling the

availability of materials of materials is not their responsibility and duty but that of the higher positioned educational office and the officers.

Through item 6, of the same table above, the respondents were asked to rate the efforts made by the supervisors so as to encourage teachers in developing instructional goals and objectives. From the respondents, when the majority (30.2 %) of them rated as low, only 25 % of the respondents rated as high and 28.1 of them rated as medium.

As shown in item 7 of table 6, the respondents were asked to value supervisors' attempt to advice teachers to use active learning in the classroom. In line with this, 12.5 % rated as very high, 28.1 % standardized as high, 31.2 % rated as medium. 20.8 % rated as low and only 7.2 % of the respondents reported as very low the attempt made by supervisors to advice teachers to use active learning in the classroom.

As it can be seen from item 8 of table 6, the respondents were asked to value the effort of the supervisors so as to design appropriate intervention to minimize the identified limitations of teachers in the classroom. As percentage distribution of the respondents indicates, 27.1 % and 46.9 % and 26 % of the respondents respectively valued the intervention made by as medium, low and very low. Regarding this, as the supervisors responded to interview questions that they were asked the activities they performed; they indicated that they did the activities of arranging and holding regular discussion on academic and related issues. They also expressed that even if it is not adequate and reached to the all teachers, they performed the activities of classroom observation and gave generalized feedback; assessed teachers load in each subjects and made the WEO to assign teachers.

However, based on the findings of the data organized in to table 6 above, it is possible to conclude out that the supervisors didn't take and exercise their crucial responsibilities of identifying the skills and abilities gap of the teachers so as to take remedial actions. This is resulted from the supervisors' lack of possessing the necessary supervisory leadership skills. To support this in evidence, Singhal, et. al. (1996) pointed that supervisors must possess management and supervisory skills so as to be effective in management and leadership.

4.6 Tasks of Instructional Supervision

Table 7: Shows Major Tasks of Instructional Supervision

	Items	R e s p o n s e s of Teachers and Department heads									
		VH		H		M		L		VL	
		F	%	F	%	F	%	F	%	F	%
1	Visiting actual classroom teaching, observing teacher's performance and checking instruction of classroom	-	-	13	13.5	12	12.5	46	47.9	25	26.1
2	Establishing and maintaining spirit of working and discussing as co-operative member	4	4.2	10	10.4	33	34.4	27	28.1	22	22.9
3	Arranging and giving in-staff training on classroom management	-	-	18	18.8	39	40.6	23	23.9	16	16.7
4	Evaluating the practice of curriculum and teaching materials by involving teachers	-	-	15	15.6	17	17.7	29	30.2	35	36.5
5	Providing support and advice to teachers with less experience and performance	14	14.6	17	17.7	32	33.3	24	25	9	9.4
6	Directing, controlling and giving guidance to teachers and school level leaders to develop their profession in planning instruction, teaching strategies and how to asses students' performance and solve problems	-	-	24	25	27	28.1	28	29.2	17	17.7
7	Training and encouraging teaching staff to conduct and use problem solving action research	-	-	6	6.3	21	21.9	39	40.6	30	31.2

The data organized in to the table 7 above are about the extent of tasks of supervision performed at the school level. In accordingly, in item 1 of table 5, respondents were inquired to grade how they evaluate the work imposed to visit class room teaching, observing teacher's performance and checking instruction of classroom. As respondents elicited, the majority (47.9 %) of them graded as low, 26.1 % rated as very low, 13.5 % and 12.5 % of the

respondents reported respectively as high and medium. This shows that works attempted to be done is inadequate.

As it can be seen from item 2 of table 7, the respondents were asked to rank the work undertaken to establish and maintain spirit of working and discussing as co-operative member. According to the percentage distribution of the respondents, when only, 4.2 % and 10.4 % of the respondents respectively ranked as very high and high, 34.4 % of the respondents ranked as medium. The other respondents, 28.1 % and 22.9 % of them graded the work or tasks performed in the area as low and very low respectively.

In item 3 of the same table (table 7), the respondents were asked to class the tasks performed to arrange and give in-staff training on classroom management. As it can be seen from the distribution of the respondents in percentage, 18.8 % rated as high, 40.6 % graded it medium, 23.9 % and 16.7 % of them respectively ranked it as low and very low.

As it can also be seen from item 4 of the table 7, the respondents were asked to rate how they evaluate tasks of supervision performed to evaluate the practice of curriculum and teaching materials by involving teachers. As it is possible to see the percentage distribution of the respondents, 15.6 % of the respondents ranked as high, 17.7 % of them graded it as medium, 30.2% of the respondents evaluate it to low and 36.5 % of the respondents indicated as they evaluate to very low.

Item 5 of the table 7 presented to the respondents to inquire them to rate the level of the tasks performed to provide support and advice to teachers with less experience and performance. From the total respondents, when the majority (33.3 %) of the respondents rated to medium. The in percentage (25%) of the respondents graded the tasks performed as low. The other respondents, 17.7 % and 14.6 % of the respondents respectively class the work or tasks imposed in the area as very high and high.

As it is also shown in to item 6 of table 7, the respondents were inquired to level the extent of tasks performed in directing, controlling and providing guidance to develop teachers and school leader's profession. In accordingly, when 25 % and 28 % of the respondents ranked to high and medium respectively, 29.2 % and 17.7 % of the respondents elicited respectively that tasks attempted to develop the teachers and school leader's profession is low and very low.

Item 7 of table 7 presented to the respondents pertaining valuable data on the extent of supervision task practiced to train and encourage teaching staff to conduct and use action research. In accordingly, as distribution in percentage of respondents shows, when 6.3 % and 21.9 % of the respondents respectively replied as they rate to high and medium, 40.6 % 31.2 % of the respondents respectively graded as low and very low. Tasks of instructional supervision are implemented to provided help teachers in order to facilitate their own professional development so that the goals of the school might be better attained. However, as it can be seen from the findings of the above data, there is a limitation to practice the required and decisive tasks of instructional supervision. This shows that supervisors, principals and department heads didn't take the needed responsibilities for changing tasks of instructional supervision in to practice. To support this in evidence, the educational programs supervision manual of Ministry of Education (MOE, 2002) has sufficiently listed the extent of roles that supervisors, principals, department heads play at the school level can determine or enhance the practice of instructional tasks.

4.7 Factors Affect Practice of Instructional Supervision

Table 8: Shows Major Challenges that Affect Primary School Instructional Supervisors Activities

	Instructional supervisors	SA		A		U		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
1	Are overburdened with many tasks	9	9.4	10	10.4	39	40.6	21	21.9	17	17.7
2	Provides instructional support to beginner teachers	8	8.3	12	12.5	28	29.2	29	30.2	19	19.8
3	Teach the same credit like teachers	-	-	-	-	23	24	32	33.3	41	42.7
4	Have financial incentives than teachers	5	5.2	13	13.5	27	28.1	35	36.5	16	16.7
5	Are authorized to take remedial actions	-	-	13	13.5	20	20.9	27	28.1	36	37.5
6	Do not get enough support from woreda/ city education office	-	-	24	25	41	42.7	16	16.7	15	15.6
7	Have their own offices, furniture, with stationery materials	-	-	8	8.3	11	11.5	28	29.2	49	51
8	Have no enough time to support all teachers instructionally	-	-	12	12.5	19	19.8	26	27.1	39	40.6
9	Have enough instructional guidelines	9	9.4	35	36.5	10	10.4	24	25	18	18.8

As it can be seen from the table 8 above, in item 1, the respondents were asked to level the extent of their agreement or disagreement with if instructional supervisors are overburdened with many tasks. In accordingly, from the respondents when only 9.4 % and 10.4 %

respectively replied as strongly agree and agree, 40.6 % of them undecided but 21.9 % and 17.7 % of the respondents replied respectively as they disagree and strongly disagree. This shows that the supervisors are not with overburdened tasks that draw back them from implementing instructional supervision as expected.

As item 2 of the same table above shows, the respondents were asked whether the supervisors provide instructional support to beginner teachers. As it can be seen from the respondents distribution in percentage, when 30.2 % of the respondents replied as they disagree, 29.2 % of them responded as they undecided but only 12.5 % and 8.3 % of the respondents agreed and strongly disagreed

In item 3 of the table above, the respondents were inquired to indicate the level of their agreement or disagreement or if they don't have idea about whether the supervisors teach the same credit like teachers. As they replied, 24 % of them responded as they undecided or have no idea about it. However, 33.3 5 and 42.7 % of the respondents respectively replied as they disagree and strongly disagree. This shows that the majority of supervisors don't have teaching load that make them be underperformance in implementing instructional supervision.

As shown in to table 8 above, item 4 presented to the respondents to get valuable response if the supervisors have financial incentives than teachers. In accordingly, when 36.5 % of the respondents disagreed, 28.1 % of them indicated as they don't have idea that whether the supervisors have or don't have financial incentives than teachers. This shows that the supervisors don't have any financial incentives that more initiate them to carry out practice of implementing instructional supervision.

In item 5 of the table 8, the respondents were asked the extent of their agreement or disagreement with if the supervisors are authorized to take remedial actions. As the percentage distribution of the respondents shows, 37.5 % and 28.1 % of them respectively indicated as they strongly disagree and disagree. This makes them underperformer in intervention practice.

In item 6, the respondents were asked whether the supervisors do not get enough support from woreda/ city education office. In accordingly, when 42.7 of them replied as they undecided or have no idea about, 25 % indicated as they agree that the supervisors do not get support from woreda/ city education office. However, woreda education officers argue against this saying

that the woreda education provides support to the supervisors through holding regular/ monthly meeting or discussion on what or how to do.

As it can be seen from the table 8 above, in item 7, the respondents were inquired to indicate to what extent they agree or disagree that the supervisors have their own office, furniture with stationery materials. Totally, about 80.2 % of the respondents replied that the supervisors don't have their own offices and furniture since 51 % and 29.2 % of the respondents respectively replied as they strongly disagree and disagree.

As it can be seen from the same table (8), in item 8, the respondents were asked to indicate the level of their agreement or disagreement with the idea that supervisors have no enough time to support all teachers instructionally. In line with this, about 67.7 % of the respondents indicated that the supervisors have enough time to support teachers since 40.6 % and 27.1 5 of the respondents replied respectively as they strongly disagree and disagree with the idea that says the supervisors have no enough time.

In item 9 of table 8, the respondents were inquired to indicate the extent of their agreement or disagreement with the idea that says supervisors have enough instructional guide lines. In line with this, when 36. 5 % of the respondents replied as they agree, 25 % of them indicated as they disagree. This shows that the majority of the supervisors have instructional guidelines.

Hence, based on the findings of the data obtained from the respondents and organized in to table 8 above, it is possible to draw conclusion that even if the supervisors, especially, the CRC supervisors are not overburdened and do not teach the same credit unlike teachers, they are not carrying out the practice instructional supervision. This shows that, even if the supervisors don't teach high credit and they aren't overburdened, they don't take the required responsibility for the activities of instructional plan because of their skill gaps and lack of commitment even if the supervisors and woreda complaint the following as major problems: Teachers attitude and unhappiness towards supervision considering it as practice of fault finding and reducing their efficiency; they also agreed up on that lack of allocated to schools and supervisors and lack of facilities (office with furniture) , and supervisors limited authority to take remedial actions are problems that made them perform ineffectively.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

These sections of the study discuss the general overview, conclusion and recommendations. Accordingly, the summary and general experiences of the study, conclusions drawn from the findings of the research and recommendations that are assumed as useful to alleviate the problem are discussed under this section.

5.1 Summary

It is obvious that instructional supervision plays a great role for the improvement of teaching-learning process, professional development and achievement of students. Particularly, it is the process that helps ensure efficiency and accountability in the education system.

Based on this fact, this study was conducted to ascertain the practice and challenges of instructional supervision. The general objective of the study was to determine the extent to which instructional supervision plays and the extent that it played as well as to identify the challenges faced in the process of instructional supervision at grade 1-8 primary schools in Sululta woreda of Oromia Special Zone Surrounding Finfine.

The study was carried out to address the four basic research questions. In doing so, in order to understand better and provide some insight or the development on the topic of the study, the literature and previous studies reviewed regarding the concepts of practice of instructional supervision. To answer the four basic research questions, relevant data gathered through questionnaire and interview in applying quantitative and qualitative methods. In line with this, as a quantitative method, when like a Likert scale questionnaire was used to gather data from randomly selected teachers and department heads, open ended interview was used as a qualitative method to obtain data in detail from CRC supervisors and WEO. In order to relate the findings of the gathered data in quantitative and qualitative methods in a concurrent manner, the researcher presented all the findings in a condensed form.

The findings of the study revealed that

- ❖ Supervisors don't give adequate direct assistance in identifying the skills and abilities gaps of the teachers.
- ❖ Professional support that the teachers given by the supervisors are limited.

- ❖ In availability of financial and material support to the supervisors and lack of commitment of the supervisors are the major challenges that affect the supervision
- ❖ There are no remarkable implementation of instructional plans for directing teachers professional development, facilitating, material selection and arranging training.

5.2 Conclusion

Based on the findings of the study the following conclusions were drawn:

As findings of the study indicated, the instructional supervisors don't regularly identify the strength and limitations of teachers, and give feedback and arrange or give training. Hence, the teachers are not getting direct support which enables the teachers to improve their day to day classroom instructional activities as well as improve their professional development. This in turn affects not only the teachers' day to day performance and professional development but also the provision of quality education and achievement of students. This is due to the fact that instructional supervision plays great roles for the provision of quality education and achievement of students.

The results of the study also revealed that even if the principals, supervisors and WEO argue for the existence of the planned instructional activities to be carried out to enhance the teachers to accomplish efficiently and effectively their instructional objectives which are the provisions of quality education and improving achievement of students. However, the majority of the respondent teachers replied as they are not supported by instructional activities directed by plans. This shows that the instructional activities are planned but are not changed in to practice and instructional supervisors haven't taken their tremendous responsibility to work on the teachers in implementing the planned instructional activities. Therefore, the teachers efficiency and effectiveness to accomplish the school goals or provision of quality education is less extent because the teachers work efficiently and effectively if they update themselves according to changes in the circumstances which is possible through providing the teachers with support in putting the planned instructional activities in to practice.

In addition to these, as it can be seen from the findings of the study, the required and crucial tasks of supervision are not practiced as expected. This shows that the supervisors, principals, department heads and WEO didn't take and exercise their needed responsibilities to change in to practice and make others put it in to practice the tasks of instructional supervision.

Therefore, based on the above mentioned major findings of the study, it possible to draw conclusion that the implementation of instructional supervision was in effective as accomplishments of different practices and activities which enable to implement instructional supervision effectively were in less extent. For instance, lack of dedication of education officers and principals as well as the ineffectiveness of supervisors were factors that impeded the practices of instructional supervisors.

5.3 Recommendations

Based on the findings of the study, the following recommendations were suggested to improve the practice of instructional supervision in Sululta Woreda Grade 1- 8 primary schools.

1. As the findings of the study revealed, instructional supervisors didn't design adequate and various interventions to assist teachers improve their limitations and to enhance develop their profession. Hence, the woreda Education, Zone Education District and Region Education Bureau should work jointly with schools and the other organizations work on education to arrange and give training for instructional supervisors. This is to update the supervisors capacity of designing appropriate intervention to assist teachers on how to manage students in the classroom, how to assess students performances, conduct action research to solve day to day instructional problems.
2. The findings of the study indicated that the teachers were not overseen well and given constructive feedback to improve their instructional skills and abilities. So, the instructional supervisors must co-ordinate department heads and support the teachers to make well lesson preparation, how to select and use effective teaching methodologies and materials and create conducive learning environment.
3. Finally, the findings of the study also revealed that there is lack of dedication of WEO and principals as well as ineffectiveness of instructional supervisors to organize and implement school based supervision. To this end, each of these educational stake holders must take the implementation of instructional supervision as their responsibilities and attempt to create conducive working situations and environment for the implementation of instructional supervision. At the end, additional study should be conducted for further investigation.

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Appendix – A
Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Department of Educational Planning and Management
Questionnaire to be filled by Teachers and Department Heads

Objectives of the questionnaires: The main objective of the questionnaire is to collect data on the practices and problems of instructional supervision in government primary schools of Sulultaworeda. The result will assist to make further improvement in the instruction. Thus, your direct participation in filling the questionnaire is essential. So, you are kindly requested to provide information needed objectively and honestly. It is assured that the collected data will be kept confidential and used for research purpose only.

Thank you in advance for your cooperation!

Directions:

1. Don't write your name.
2. After reading the questionnaire, tick the appropriate item/s corresponding to your answer.
3. For the questions having no alternative response, you are requested to give a short and precise response in the space provided.

Part One: Respondents Background Information

1.1. Name of the School _____

1.2. Sex: M F

1.3. Year of service 1 – 5 , 6 – 10 , 11 – 15 , 16 – 20 , 21 and above

1.4. Educational qualification: Certificate (TTI) , Diploma , First degree , MA degree

1.5. Field of study: Major _____ Minor _____

1.6. Current position or occupation: _____

Part Two: Indicate your responses for the following Likert scale items using “√” mark to write in the box corresponding to an action.

I. What roles does supervision assume in leading instruction?

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

Nº	Items	Scale				
		SA	A	U	D	SD
1	Organize capacity building programs to teachers					
2	Hold conferences before and after class room observation					
3	Conduct unplanned and occasional supervisory act					
4	Organize peer coaching and experience sharing program					
5	Encourage teachers to plan their t own professional development					
6	Support teachers to conduct action research					

9. If there are any other means the roles of supervision in leading instruction, please write them briefly_____

The extent to which instructional supervision are directed by plan

Nº	Thereare Instructional Plans for_____	Scale				
		SA	A	U	D	SD
1	directing induction training for beginner teachers					
2	directing teachers lesson plan					
3	directing teachers experience sharing program					
4	assisting teachers in developing /selecting instructional material					
5	Instructional plans are spread new teaching methodologies among schools and teachers					
6	Instructional plans are directing instruction, facilitating short term trainings, workshops and seminar for professional growth of teachers.					

7. If there are any other ways of instructional plans in place of instructional supervision, pleasewrite some of them briefly_____

II. The extent to which instructional supervisors identify the strengths and limitations of teachers' performance in the classroom in order to design appropriate intervention?

VH= very high H= high M= medium L= low VL= very low

N ^o	The Instructional supervisors _____	Scale				
		VH	H	M	L	VL
1	regularly identify any instructional limitations of teachers in the classroom					
2	identify the lack of abilities to manage students in the classroom					
3	identify the student evaluation skill gaps of teachers					
4	encourage and facilitate school self-evaluation on instructional matters					
5	facilitate the availability of instructional materials and encourage teachers to use it appropriately					
6	encourage teachers in developing instructional goals and objectives					
7	advise teachers to use active learning in the classroom					
8	design appropriate intervention to minimize the identified limitations of teachers in the classrooms					

9. If there are any other means of identifying instructional strength and limitations of teachers, please

write them briefly _____

III. The Extent to which Tasks of Supervision are performed at the School Level for Improving Instruction

VA= very high H= high M= medium L= low VI= very low

L.No	Items of The Activities to be Performed as Tasks of Supervision	Responses Scale				
		VH	H	M	L	VL
1	Visiting actual class room teaching, observing the teachers' performance and checking on the condition of the classroom					
2	Establishing and maintaining spirit of working and discussing as co-operating member					
3	Arranging and giving in-staff training on classroom management					
4	Evaluating the practices of curriculum and teaching materials by involving teachers.					
5	Providing supports and advice to teachers with less experience and performance					
6	Directing, controlling and giving guidance to teachers and school level leaders to develop their profession in planning instruction, teaching strategies, and how to assess students' performance and solve problems.					
7	Training and encouraging teaching staff to conduct and use problem solving action research.					

IV. What are the major challenges that affect primary school instructional supervisors while implementing instructional supervision?

Nº	Items	Scale				
		SA	A	U	D	SD
1	Instructional supervisors are overburdened with many tasks					
2	Instructional Supervisors support beginner teachers instructionally					
3	Instructional supervisors teaches the same credit like teachers					
4	Teachers have readiness to accept their instructional limitations					
5	Instructional supervisors have financial incentives than teachers					
6	Instructional supervisors are not authorized to take remedial actions					
7	Instructional supervisors do not support from Woreda Education Office					
8	Instructional supervisors have their own offices, furniture with stationary materials					
9	Instructional supervisors do not have enough time to support all teachers instructionally					
10	Instructional supervisors have enough instructional guidelines					

11. If there are any other challenges faced on primary school instructional supervisors, please write them briefly

Appendix - B:
Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Department of Educational Planning and Management
Guiding questions to conduct interview with principals, Supervisors and Woreda Education Officers.

The purpose of this interview is to investigate issues related to the Practices and challenges of instructional supervision in Sululta Woreda Selected grade 1-8 primary schools. The information obtained from the respondents will help to improve the primary school instructional supervisory practice. I would like you assure that data obtained will be used for research purpose only.

Thank You in Advance for Your Cooperation!

Part I: General Information

1. Sex: M , F
2. Qualifications: - Certificate (TTI) , Diploma , First degree , MA degree
3. Current position _____
4. Experiences as: Teacher _____ School
Principal _____ Cluster Supervisor _____ Woreda
Education Officer _____

Part II: Give your responses for the following questions.

1. What roles does supervision assume in leading instruction?
2. To what extent are instructional activities directed by plan?
3. To what extent do instructional supervisors do their activities for identifying the strengths and limitations of teachers in the classroom in order to design appropriate intervention? Can you give examples from your experience?
4. What practical problems/challenges are affecting the instructional supervisory practice?