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ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT

SUPERVISORY BEHAVIOVERS OF SCHOOL LEADERS IN
SECONDARY SCHOOLS OF KUYU WOREDA, NORTH SHOA
ZONE OF OROMIA REGIONAL STATE

BY
LEMMA FEYISSA URG

ADVISOR
KENENISSA DABI (PhD)

JUNE, 2023
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Declaration

I the under signed, declare that this thesis entitled: - **‘Supervisory Behvioers of school leaders in secondary schools of Kuyu woreda ’**is my original work. I have undertaken the research work independently with the guidance and support of the research advisor. This study has not been submitted for any degree or diploma program in this or any other institutions and that all sources of materials used for the thesis have been duly acknowledged.

Declared by

Name _____

Signature: _____

Department _____

Date _____

Approval Sheet
Addis Ababa University
School of Graduate Studies

Submitted by:

_____	_____	_____
Name of student	Signature	Date

Approved by:

_____	_____	_____
Name of Major Advisor	Signature	Date

_____	_____	_____
Name of Co-Advisor	Signature	Date

_____	_____	_____
Name of Chairman	Signature	Date

_____	_____	_____
Name of Dean	Signature	Date

LIST OF ACRONYMS/ ABBREVIATIONS

CRC	Cluster Resource Center
ESDP	Education Sector Development Program
MOE	Ministry of Education
OREB	Oromia Regional Education Bureau

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CHAPTER ONE

1. INTRODUCTION

This section includes background of the study, statement of the problem, objective(s) of the study, research question, significance of the study, scope of the study, limitation of the study and operational definition of term.

1.1. Background of the Study

Improving the quality of education is a concern of all nations because of the belief that education fosters economic growth and development. Quality of education depends on many factors such as educational planning, teacher's professional competence, and effort of students, instructional supervision and classroom teaching-learning situation (MOE: 2002). But the most essential with long lasting influence on student learning is a teacher (Stronge, 2007). To ensure an optimum teaching –learning situation, teachers need to be well trained and professionally developed, accordingly; the need for instructional supervision cannot be underestimated. Instructional supervision in modern time has multiple activities to improve instructions. Traditional supervision was haphazard and instilled fear in the teachers (Govinda and Tapan, 1999). However, instructional supervision support their work to reflect a high value for administrative curricular and instructional enhancement (Okumbe, 1998). Moreover, supervision is a means creation and facilitation of continuous improvement of conducive environment for learning and teaching through guidance, assistance and sharing of ideas with all teachers. To realize this, Nakpodia (2006) asserts that, instructional supervision in modern era centers on the improvement of the teaching learning situation for benefit of both the teachers and learners and it helps in the identification of areas of strength and weakness of the teachers.

It is believed that improvement of schools would be with collaborations of supervisors, principals, department heads and teachers through experience sharing short term training, in service training program. This enables them to grasp some supervisory skills as well as to identify which supervisory behaviors they will exercise while improving teacher's classroom instructions.

Supervision has to be considered as services that would be provided for teachers as well as for the instruction that eventually results in improving teacher's professional competences and students learning. To realize this activity, governments have handed over legislations and policy indicatives to the grass root state holders in response to the demand of improved academic

achievement by all students. Similarly, supervision guideline of MOE (1987) illustrated that the role of supervision in school as ensuring curriculum implementation, providing direct technical support to teacher's, providing on job training to teachers and enhance their role as a key professional evaluation, monitoring and evaluations. Instruction supervisors should have awareness in the area of leadership behaviors and takes into account the maturity levels of teachers and school directors while providing assistance to them. Some supervisors are task oriented while others are people oriented. Therefore, in order to be effective, supervisors needed to be high on both task and people-oriented dimensions simultaneously (Rashid and Archer, 1983) .In light of this, several studies were conducted on practice and problem of instructional supervision in primary and secondary schools of Ethiopia Some of the researcher conducted the research on the issue. Zelalem (2011).Redae(2011)and Zinabu(2011)clearly stated the above mentioned problem of supervisory skills were observed in the schools. Even if there is a difference in geographic location of the study area assessed, it is possible to say nearly all of the above studies and explored supervisory skills and competences, major tasks, of instructional supervision and domain of instructional supervision are the factors determine the quality of schooling subsequently, the studies made by the above stated scholars found that supervisory leadership and competencies of supervisors are deficient and in competent in managing instructional supervision activities.

Moreover, supervisors are incompetent with the different approach as to play their role supporting teachers and also teachers were not satisfied with the services rendered by supervisor. Thus, the efforts made by supervisors to demonstrate teaching techniques for teachers handling student's disciplinary problems and facilitating condition for student learning is very low. Indeed, to be an effective supervisor need to develop sincerity, sympathy, open mindedness, intellectually, objectivity, creativity, inspirations proportion and balance and respect of people(Tarrant and Newton,1992 and Ali 1998).Blasé (2000) also provided list of leadership characteristics that promote teachers empowerment: vision, recognition, visibility, decisiveness, respect for shared decision making and collegiality. In general, schools operate within the dynamic and ever changing environment. Many teachers, notably, novice teachers many not have mastered sufficient skills for effective teaching. Instructional supervision aims to meet this developmental need in order to ensure effective education and provides sufficient resources for teachers. Effective supervision should result in growth and learning by the teacher (Nolan and Hoover, 2008). Understanding the teachers' 'opinions and expectations about the instructional supervision

is crucial to ensure successful supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not achieve the desired outcome. response of instructional supervision in the government secondary schools in Kuyu Woreda North Shoa Zone Oromia regional state.”

1.2. Statement of the Problem

School supervision services are not a new trend across the world. It is a service existed in all countries for many years and occupies a pivotal position in the management of education. Education systems rely on instructional supervision to control and improve instruction by improving the quality of teachers and the achievement learners (Grauwe and Gavina 1998). Thus, supervisors should have the necessary skills to work with these peoples having diverse ability, knowledge, and capacities. Because of this fact; the efforts made by supervisor to improve those are lagged behind (Lucio and McNeil, 1979). Teachers regarded traditional supervisors as inspectors, who visit a classroom on a fault-finding mission, hence, it was noted that less experienced teachers have more negative attitudes to word the practice of supervision than more experienced teachers (Zepeda and Ponticell 1998).

In contrast, some teachers appreciate the merit of the modern supervisory program if the supervisors are democratic and fair. Teachers’ perspective of the overall process of supervision emphasizes cooperative work more amongst peers, constructive dialogue, and mutual trust and shared expertise between the supervisors and the teacher (Nolan and Hoover,2008;Zepeda,2007),In spite of radical change, the traditional views of supervision still dominate the scene (Blasé 2004)

Moreover, supervisory challenges lies in adopting an inappropriate supervisory behavior that can be accepted by teachers and principals, viewed as collaborative, and considered to contribute to professional development (Tresla, 2008).Accordingly, under the persistent challenges facing the education system, MOE (2005) stated in ESDP III that urgent improvement needs to be achieved in the area of supervision teaching learning process, which is mainly carried out by school leaders. Supervisory activities are affected by numerous factors. For instance, if we look in to current real situation of Ethiopia, there is an increase in number of secondary schools with continued increase students and new teachers. Those new schools and teachers need regular professional assistance. Hence, a single supervisor should provide professional for a number of teachers, principals and schools. In line with this, the educational supervision manual prepared by OREB (2007) states

that, one secondary school supervisor should provide assistance to all secondary schools in the woreda and teachers, and serve as a coordinator of all primary cluster resource school supervisors in the Woreda. In the case of Oromia particularly in Kuyu Woreda secondary school, supervisors are also expected to perform other administrative duties and control the work of school principals and teachers in addition to his/her care functions. This workloads forces the supervisors not to give due attention to the improvement of instruction through providing regular professional assistance for teachers and principals. Thus, these extra duties forced them to use in appropriate supervisory approaches in their practice. As a result, teachers and principals view supervisor's attitudes as a superior rather than collegial relationship for this reason, the researcher will see the gap that need to be assessed in order to assess supervisory behaviors and reactions of teachers in secondary school of Kuyu Woreda.

The practical experience of the researcher also shows that, a supervisory behavior the supervisor uses in supporting, assisting and guiding and principals to dig out their potential for the benefit of student learning is in appropriate. Thus, in appropriate use of inter personal behaviors by supervisors leads experienced and other teachers and principals to lose initiative and creativity for better improvement and they are not interested to work with supervisors. So, in this case, the supervisors found in the woreda could not identify the developmental levels of teachers and principals in assisting and guiding their practice.

Finally, there is no research studies conducted on school supervisors' supervisory behaviors and teachers' response in secondary schools of Kuyu woreda. Due to this reason the researcher of this paper felt, there is a gap that needs to assess comprehensively about the current practices of instructional supervision in secondary schools of kuyu woreda.

In general, in kuyu woreda, considerable attention was not given to study of secondary school supervisor's supervisory behavior, on this account, it is significant to conduct a study on supervisory behaviors and teachers reaction of secondary school supervisors in the woreda. There for the main purpose of this study to assess supervisory behaviors and reactions of teachers in the secondary school of Kuyu Woreda and proposes ways of further promoting constructive supervisory behaviors among supervisors in the study area.

1.3. Research Question

In doing so, the research was tried to answer the following basic questions.

1. What supervisory behaviors do supervisors demonstrate in kuyu woreda secondary schools?
2. Do supervisors base on teachers developmental levels in their leadership behaviors'?
3. What challenges supervisors face during their supervisory practice in secondary schools of kuyu woreda?

1.4. Objective of the study

1.4.1. General objective

The main objective of the study is to assess secondary school supervisors' supervisory behaviors and teachers' response of instructional supervision.

1.4.2. Specific Objectives

Based on the main objective and research question raised above, the following specific objectives are designed.

1. To identify supervisory behaviors' demonstrate while assisting teachers.
2. To identify the supervisor base on the developmental levels of teachers in their leadership behavior.
3. To identify the challenge faced supervisors while exercising their responsibilities.

1.5. Significance of the study

By improving the practice of supervision in schools, and using the necessary approaches in assisting teachers, and make teaching learning process more effective. It can also play its role in improving quality assurance programs and student learning .Thus, the findings of this study may have the following significance.

- The study may provide for supervisors and teachers to know their weakness and enable them to adjust the current reform of supervisory practice.
- It may provide valuable information and recommendation for senior teachers, school based supervisors, and cluster supervisors as a whole.
- It may add to the existing knowledge for supervisors, principals and teachers to improve teaching learning process more effective and productive.
- It may provide for teachers, school-based supervisors, principals, and cluster supervisors to know the impact of using inappropriate supervisory behaviors on teacher's job satisfaction.

- The study may give clue on the nature of the problems related with using inappropriate supervisory behaviors and initiate others at national and regional levels to undertake further study because there is no study on this issue.

1.6. Delimitation of the study

It would be more useful to investigate supervisory behavior in secondary schools at national or regional level as this provides us with complete picture than what a woreda does. There for, it is logical to delimit the study only the government secondary school of kuyu woreda North Shoa Zone of Oromia Regional state. Because of the researcher knows this woreda in a good way relative to the other woredas in his teaching and principal ship experience.

It was also delimited to supervisory behaviors and teacher's response in governmental secondary schools (Grade 9-12) of kuyu woreda North Shoa Zone of Oromia regional state.

1.7. Limitation of the study

It is obvious that research work cannot be totally free from limitations. To this end, some limitation may be observed on this study. One apparent limitation was that most of secondary school principals, vice principals, teachers and supervisors were busy and had no enough time to respond to questionnaires and interview. Some of them who have enough time were also reluctant to fill in and return the questionnaire as per the required time.

1.8. Operational Definition of key Terms

- **Developmental level:** The readiness to tackle the task facing the group /individual-readiness includes attitude and ability.
- **Challenges:** Problems that affect the Secondary school supervisors.
- **Response of principal:** The attitude of principal to perform the activities which is given by supervisors.
- **Secondary school supervisor:** Supervisors, who are selected from teachers with main duties of facilitating the situations, and render regular professional assistances for teachers and principals in order to enhance their effectiveness in the instructional process.
- **Supervision:** is the school function that improves instruction and student learning through direct assistance to support of, professional development for teachers.
- **Supervisory practices:** Activities which refer to roles and responsibilities of secondary school supervisor

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

In this chapter, a brief review of the literature related to major topic will be described. Thus, the concepts attitude of teachers toward the supervisor behavior and principal response will be discussed.

2.1. Concepts of Supervision

The concept of educational supervision was borrowed from business enterprises where it is said to have evolved and used as controlling mechanism (Lucio and McNeil, 1979) supervision may be seen as a positive for program improvement. Sergiovani and Starrat (1983) define supervision as a set of activities and role specifications specially designed to influence instruction.

According to Wiles and Lovell (1975), stated teachers may view supervision in different ways. Some may view it as a positive force for program improvement, while some see it as a threat to the individuality of the teachers. Others still perceive it as a source of inspiration, assistant and support. Staff must feel that they are deriving some benefit from the process rather than seeing it as mere paper work or a superficial exercise. One may therefore conclude that supervision should play a central role in personal and professional development of teachers, as well as the development of the school at large.

The concept of instructional supervisory behavior is explained by Lovell as cited in Lovell and Wiles(1983) as the instructional supervisory behavior, while external to the teacher pupil system, is calculated to influence directly and purposefully teacher behavior in such a way as to facilitate student learning. In this definition, whether external or internal, supervisors focus on student achievement by using appropriate supervisory approaches, and improving the conditions for teachers, then enforcing teachers' towards that of student achievement.

2.2. Models of Supervision

2.2.1. Clinical supervision

One of the supervisory approaches, which designed to help teachers improve on instruction and increase the professional growth of teachers, is clinical supervision. On this regard, Sergiovanni and Starratt (2007), defined clinical supervision as “face- to- face contact with teachers with the intent of improving instruction and increasing professional growth”. It is a sequential, cyclic and systematic supervisory process which involves face-to-face (direct) interaction between teachers

(supervisees) and supervisors designed to improve the teacher's classroom instructions (Kutsyuruba, 2003). to solve them effectively. In fact, these concerns are at the heart of clinical supervision (Acheson and Gall, 2003). Goldhammer, Anderson and Karjewski (1980) described that the structure of clinical supervision includes the following key components: Pre-observation conference, Classroom observation, analysis and interpreting the collected data, post-observation conference with the teacher, and critique of the previous four steps/ post-conference analysis. Sergiovanni and Starratt (1998) described clinical supervision as typically more formative than summative in its evaluative approach to the practices of beginning teachers. The goal of clinical supervision is not aligned with traditional evaluative measurement procedures intended to make summative statements about the worth of a person's teaching for purposes of quality control. On the contrary, clinical supervision focuses on a teacher's professional growth in terms of improving classroom instruction and relies on more teacher-directed actions as opposed to bureaucratic, hierarchical actions of control by supervisors. Clinical supervision, as a result, becomes less formal and less attached to the teacher's achievement of some preconceived criteria or outside standards. It becomes a process that includes the ideas and voice of the teacher as he or she strives to meet his or her own educational goals in teaching and centers on self- and collegial evaluation, including input from students.

Supervision should be a relationship that develops between a supervisor and a teacher that is built on mutual trust, through the setting of mutual goals and objectives; through professionalism, harmonious interaction; and through a certain human autonomy which enhances freedom for both the teacher and supervisor to express ideas and opinions about how the method of supervision should be implemented to best improve teaching (Goldhammer *et al.*, 1993). Supervisors who employ clinical supervision should consider the perceptions of teachers. According to Beach and Reinhartz (2000), teachers tend to favor individualized, close and supportive supervision, which addresses their individual needs. Teachers also agree on the basic assumptions and effectiveness of clinical supervision, accepting recommendations for change, which they believe is possible in their classroom behavior. Thus, clinical supervision is not the means of improving supervisors' skills.

For Tanner and Tanner (1987), the focus of clinical supervision “on actual classroom practices ensures that the process is of practical significance to the teacher”. This intensive development is a way of promoting teacher growth in self-direction and self-confidence by encouraging teachers to make instructional decisions.

2.2.3. Collaborative supervision

Collegiality and collaboration are very important in modern schools .Researchers observed that when administrators are seen as collaborators, the working environment is conducive to a collegial working environment (Johnson and Donaldson, 2007). Hence, teachers in schools with collaborative cultures have greater confidence and commitment to improvement and professional growth as well as better administrator- teacher relationship(Ingersoll, 2007).Teachers are the central focuses of collaborative approach to supervision .Hence ,they can learn and share with in “collaborative teams of teachers as they engage in collective inquiry and build shared knowledge”(Dufour&Marzano,2009).

The major components of collaborative approaches to supervision are: peer coaching, cognitive coaching, and mentoring .Although these approaches overlap each other ,they are quite different in their purpose and function (Sergiovanni& Starratt, 2007).Details of each these approaches will be discussed here under.

2.2.3.1. Peer supervision

Peer coaching refers to a process where a person who has an extensive knowledge in the field helps his partners so as to achieve better performance or resolve their problem though devising “structured discussion and activities (Haileselasse,2004). It also refers to a process where by two or more professional colleagues work together to reflect up on current practices, expand, refine and build new skill, share ideas; conduct action research; teaches one another (Truesdale,2009). The goal of coaching as described by Sergiovanni and Starratt(2007) is to develop communities with in which“ teachers collaborate each other to honor a very simple value: when we learn together, we learn more, and when we learn more, we will more effectively serve our students” (p. 251).

Glatthorn(2007)noted, peer coaching seemed to be the most intensive process among all collaborative approaches. The coaching approach uses cohorts and is often coupled with clinical supervision. Since teams work collaboratively, their emphasis is on asking questions, which serve to clarify their own perceptions about instruction and learning, hence, it fosters opportunities to distil teaching skills through immediate feedback and through experimentation with alternate strategies(Bowman& McCormick,2000).Peer coaching provides ameans for teachers to become proficient in observation skills and the format of clinical supervision, which enables teachers to work collaboratively for the improvement of instruction (Glickman, Gordon,&Ross-Gordon, 2009).

2.2.3.2. Cognitive coaching

The term cognitive in supervision refers to becoming aware of one's own teaching effectiveness. It is an effective means of establishing sound relationships between two or more professionals of different status (beginners with experienced teachers, beginners with assigned supervisors, or experienced teachers with assigned supervisors).According to Neubert and Bratton (citedinBatt,2010),“the cognitive coach should be more knowledgeable and experienced in the practices being learned than the teacher being coached”(p.999). This coaching approach also refers to“ an on judgmental process in which supervisor (seniorteacher) attempts to facilitate teacher learning (the one to be coached) through a problem solving approach by using questions to stimulate the teacher's thinking” (Costa and Garmston ,1994, p. 2).

Basically, cognitive coaching is similar with peer coaching approach but the difference between the two models lies, while the peer coaching emphasis curriculum and instructional innovation, cognitive coaching mainly focuses on improving the existing practice (Thomas, 2011). Knight (2009) stressed several important features of a cognitive coaching approach to supervision. He noted, to be effective, the coaching must:1)focus on professional practice of the teacher, 2) be job-embedded, 3) be ongoing and intensive, 4) grounded in partnership,5) dialogical,6) non-evaluative, 7) confidentialand8) facilitated through respectful communication.

According to Beach& Reinhartz (2000) cognitive coaching consists of three stages: the planning, the lesson observation, and the reflection. Each of the components requires enough time “to support professional growth and change in teachers through reflective discussions and analyses of the instructional behavior in class” (Blase& Blase, 1998).

2.2.3.3. Mentoring

It refers to a process where an experienced educator (mentor) works with an inexperienced teacher (protégé) collaboratively and non-judgmentally to study and deliberate on ways in which the classroom instruction may be improved (Sullivan & Glanz, 2000). Mentoring approach differs both from peer coaching and cognitive coaching in the sense that mentoring involves a hierarchical relationship only between a novice and senior (more experienced) teacher (Murray & Mazur, 2009). The main functions of mentoring described in the literature are: teaching, sponsoring, encouraging, counselling, and befriending. In order the mentoring process works effectively, mentors should be respected teachers and administrators highly skilled in communicating, listening, analyzing, providing feedback and negotiating (Shapira-Lishchinsky, 2009).

2.2.4. Self-Reflection

Self-reflection approach refers to individualized supervision where by a teacher assesses his own teaching then identifies his needs for improvement (Kutsyuruba, 2003). Teachers who are involved in this kind of supervision are expected to prioritize their needs, and next develop a yearly plan that includes targets or goals derived from an assessment of their own needs. Self-directed models are “mostly ideal for teachers who prefer to work alone or who, due to scheduling or other difficulties, are unable to work cooperatively with other teachers” (Sergiovanni, 1991, p. 305). According to (Sergiovanni & Starratt, 2007), self-reflection approaches are also applicable to competent and experienced teachers who are able to manage their time well” (p. 276). They contend this option to be “efficient in use of time, less costly, and less demanding in its reliance on others”.

2.2.5. Portfolio

A teaching portfolio refers to a supervisory approach where by teachers compiled collection of artifacts, reproductions, testimonials, and productions that represents the teacher’s abilities and professional growth (Zepeda, 2007). The teacher portfolio is self-directed and could include evidence of professional development activities, instructional goals, and plans of action. The administrator acts as a facilitator, collaborator, and supporter in the teacher portfolio process (Pawlas & Oliva, 2008). A professional portfolio can serve various purposes. In addition of documenting the development of innovative and effective practices, portfolio, is a central vehicle for the growth of the teacher through self-reflection, analysis, and sharing with

colleagues through discussion and writing”(Sullivan&Glanz,2000).Portfolios can play a key role in many developmental aspects ,particularly in maintaining and enriching mentoring and coaching relationships (Sullivan& Glanz,2000); enhancing professional development (Danielson& McGreal,2000);in peer assessment(Topping,2009) or in differentiated supervision (Sullivan &Glanz, 2000).

2.2.6. Peer Supervision

It is the second form of direct assistance to teachers designed as alternative to formal and structured approaches to clinical supervision which is carried out between teachers as colleagues to observe each other’s practices, observe their classes when one teaches and provide feedbacks on issues to be corrected. According to Glickman (2004), peer supervision is encouraged when the supervisors are responsible to provide assistance for many teachers and schools and cannot complete the cycles of clinical supervision. The supervisor’s role should be motivating and encouraging teachers to conduct peer supervision and facilitating the situation for the peer supervision. The teacher’s peer supervision may be beyond classroom observation, and they can assist each other out of classes. In this regard, Sergiovani and Starratt (2006,2007) summarize peer supervision should provide a setting in which teachers can informally discuss problems they are facing, share ideas, help one another in preparing lesson plans, exchange useful ideas and provide other support to one another.

2.3. Functions of Supervision

2.3.3. Professional Development

The quality of student learning is directly related to the quality of classroom instruction. Therefore, one of the most important aspects of instructional leadership is to provide the necessary environment to promote ongoing instructional improvements. In line with this, Sergiovani and Starratt (2006) explain that professional development provide teachers with a rich environment loaded with teaching materials, media, books and devices. Teachers are provided with encouragement, support and devices to enable them to involve in problem solving and action research.

According to Nolan & Hoover (2008), instructional supervision is a way to support professional growth and competency and has been identified as an integral component of staff development. Zepeda (2007) also states that supervision’s purpose is to promote growth, development,

interaction, fault-free problem solving, and a commitment to build capacity in teachers. Teachers have different backgrounds and experiences, different abilities in conceptual thinking, and different levels of concern for others. Accordingly, supervisors must utilize a supervisory approach that matches to individual needs and expectations (Beach & Reinhartz, 2000). Supervisors should seek to help those being supervised realize their possibilities and usefulness. They must observe the classroom instruction, ask the teacher questions about why the teacher used certain teaching methods and provide information on the best teaching practices, enabling educators to improve.

2.3.4. Group Development

Group development is essential for teachers to deal with issues and concerns they face with regard to their subject matter, classroom practices, or classroom management. It enables teachers to find out what is happening in the school and in their classes through action researches. In order to discuss what is happening in the classrooms through action research at group meeting, teachers should be provided with direct assistance. Supervisors should design different strategies to help and guide the group to enrich their problem solving capabilities. To achieve this purpose, supervisors should have knowledge, skills and commitment to guide the role of group members in solving conflicts.

Researchers have attached numerous purposes to instructional supervision, but the ultimate goal is to improve instructional practice for the benefit of student learning. Instructional supervision is primarily concerned with improving class room practices for the benefit of pupils irrespective of what may be tailed either curriculum development or staff development(Palandra, 2010).Beachand Reinhartz(2000) also stressed that the focus on instructional supervision is to provide teachers with information about their teaching with a view to enhance instructional skills that enable them to improve performance. There is consensus in the literature that instructional supervision has the goal of improving practice, improving student learning and achievement, reflection, and improving the overall school(Jenkins, 2009)

2.3.5. Curriculum development

Curriculum can be developed at various levels by different specialists inside and out of the education system based on the national mandates. It can be developed at federal, regional, or school level within the boundaries of the government mandates. It is a joint activity with teachers, principals, and supervisors to develop and suggest ways to be modified by responsible bodies

(Lovell and Wiles, 1983). Curriculum development and improvement is another function of school supervisions. Ornstein and Hankins (1998) have stated that the field of curriculum/instruction is directly related to the field of supervision. As the above author put it once curriculum is created we need to “look” at, to supervise, how it is being delivered. Supervisors became curriculum specialists devoting extraordinary amounts of time rewriting, redefining, and strengthening the curriculum (Beach and Reinhartz, 2000). Much of the refinement consisted of individualizing instruction, modifying curriculum, and production of new curriculum guides. Pajak (1993) concluded that the supervisor was seen as a change agent whose main function was to bring about social change through curriculum implementation. Beach and Reinhartz (2000) further suggested by becoming stakeholder in the curriculum development process, teachers begin to recognized as it one of the vital ingredients of the instructional life of schools and individual classroom. Supervisor’s role in curriculum development is to promote teacher reflection on key components and to select appropriate concepts to be taught and the methods for implementation.

2.3.6. Directive Control Behaviors

It is an approach used by the supervisors when they have line authority and are more knowledgeable than the teachers. It means the supervisor tells and directs the teachers on what should be done to reach the intended goals. Thus, the supervisor sets the goal, and tells the teacher what actions to be taken or what activities should be performed. So, it is an approach used by supervisors if the teacher's developmental level is low, if the teacher lacks know-how to solve the problem faced in and out of the classes, and even when their commitments towards achieving goal is also minimal. In such a case, a supervisor uses directive control behaviors to give clear direction to bring changes expected of teachers. In supporting this idea, Glickman (2004) clearly put it as the supervisor directs the teacher by stating what is to be done, clarifies by asking for additional input, standardizes by laying out a specific time line and expectations and reinforces by monitoring the expected group performance.

2.4. Approaches to supervisory Practices.

2.4.3. Directive informational behaviors

At this stage, the teacher's level of development and knowledge about issue is a little bit better than in the directive control behavior. In addition, the commitment they have toward the task is nearly fair. Therefore, directive informational behaviors are used when teachers perform their assigned duties at a fairly low level. In directive information approach, the teachers are given some choices from clearly delineated alternative actions. But as in the case of directive control, the supervisor has the sole decision making responsibilities, because he/ she will be accountable for the default made by the teachers. In this type of behavior, the supervisor suggests goals to be achieved and probable solutions to be selected. Thus, different activities and ways of accomplishing are presented to teachers and their role is to select and perform accordingly within the boundaries of their supervisors' authority (Glickman, 2004).

2.4.4. Non-directive Behaviors

In a non-directive behavior teachers are knowledgeable enough to identify and solve instructional problems by their own. If the need arises for changes, they can decide and take responsibilities for instructional improvement. Teachers have also the ability to think and create ideas for improving classroom teaching. Therefore, the non- directive supervisors' role is to serve as facilitator and create conducive situations for the teacher.

But this does not mean that supervisors have not any responsibility and power; rather he/she is actively involved in listening, clarifying problem solving, reflecting and encouraging standardizing, presenting and negotiating teachers towards self-discovery.

2.4.5. Collaborative Behaviors

Several authors in the field of supervision propose collegial processes as options for supervision of teachers (Glatthorn, 1990; Sergiovanni and Starratt, 1993; Sullivan and Glanz, 2000). Glatthorn describes cooperative professional development as a process of fostering teacher growth through systematic collaboration with peers and includes a variety of approaches such as professional dialogue, curriculum development, peer observations and feedback, and action research projects. Supervisors help to coordinate the collegial teams and monitor the process and goal attainment. Other terms that describe forms of collegial supervision include mentoring, cognitive coaching, and peer coaching.

2.5. Supervisory Challenges

Supervisors have to play a key role in improving instruction through providing regular assistance for teachers and school community to enhance the learning situation of students. In this case supervisors have special responsibilities and in that sense are a special people (Harrison, 1968). Within their multiple tasks and roles, the main purpose of supervisors is the improvement of both the quality of teaching and student achievements. This is true for all developed and developing countries seeking to achieve quality education to produce well-equipped individuals who can play his/her part in the development of their country.

As far as the challenge of teachers is concerned, various studies observed that beginning teachers face more challenges than experienced teachers. Glickman, Gordon and Ross-Gordon (1998) stated that “teaching has been a career in which the greatest challenge and most difficult responsibilities are faced by those with the least experience” (p. 21). Johnson (2001) also noted that “at least 30 percent of beginning teachers leave the profession during the first two years” (p. 44). For many beginner teachers, supervision is viewed as a meaningless exercise that has little value than completion of the required evaluation form (Sergiovanni & Starratt, 1998). Scholars further noted, “no matter how capable are designated supervisors, as long as supervision is viewed as nothing value to teachers, its potential to improve schools will not be fully realized” (Sergiovanni & Starratt, 2007, p. 5).

Improving teaching–learning process depends on teacher attitudes toward supervision (Glatthorn, 2007). Most teachers preferred discussions with their supervisors about the lessons observed but this is more likely when the supervisor is supportive and understandable, and where there is collegial relationship and mutual trust between the supervisor and teachers. Supporting this, research findings indicated that “teachers who experienced collaborative instructional supervision reported a slightly but significantly higher level of satisfaction than teachers who did not experience collaborative supervision” (Thobega & Miller, 2003, p. 57). Another research conducted by Kutsyuruba (2003) on beginning teachers’ perception of instructional supervision revealed that “beginning teachers desire more frequent use of instructional supervision that meets their professional needs, that promotes trust and collaboration, and that provides them with support, advice and help” (p. 4). In addition, recent studies show that beginning teachers’ perception of inadequacies of the amount and quality of instructional supervision develop into the sense of disappointment and forming negative attitudes toward supervision process (Choy, Chong, Wong & Wong, 2011).

2.6. Currently Observed Supervisory Approaches in Secondary Schools in Ethiopia.

The Ethiopian Federal Democratic Republic government has given due attention to education of teachers considering it as fundamental in the process of assuring quality education. Hence, teachers should get the chance of education and professional assistance so as to play their role in improving quality education. In addition, MoE (2010) elaborates the importance of teacher development for quality education as the quality of education in classroom needs further improvement. To allow this to happen, more systematic attention is given to teachers’ professional development through strengthening per-service and in-service training and improving teacher supervision and support. Taking into account this reality, MoE prepared the organization and structure of supervision manual to undertake the activity of supervision. Supervision, as technical service cooperatively done, is incorporated at all levels of education system. At all levels of education sectors, a comprehensive and coordinated approach should be established to achieve the intended objectives. For the purpose of implementing the activities of educational supervision in Ethiopia, there are two approaches of organization of supervision. These are out of school organization of supervision and in-school organization of supervision (MoE, 1987).

2.6.3. External Supervision

Out of school supervision can be conducted by supervisors from MoE, REB, ZEO, WEO and CRC supervisors. In line with the MoE (2002) the main function and roles of supervisors at ministry of education level are assisting regional supervisors, providing professional assistance for secondary and preparatory schools and colleges to implement quality assurance packages, exchanging best practices identified in different regions, providing training for in experienced supervisors, and monitoring the implementation of professional assistance provided.

On the other hand, the Oromia Regional Education Bureau supervisor's role and functions are mainly focused on three main activities. One is planning, which focuses on identifying the needs of woredas, zonal education offices, colleges, radio stations and regional and federal government and then prepare a workable plan through critical thinking.

Secondly, supervisors at this level are also responsible to conduct observation, assistance and monitoring of zonal and woreda education activities. Specifically, their main activities are: organizing human resource and education materials, preparing manuals and observation check-lists and conducting observation, monitoring woreda's and secondary and preparatory schools on whether students are learning according to the government calendar, providing short term training for education officers and zonal education office officers, encourage woreda's to exchange best practices, assist woreda's to improve educational quality and efficiency, enable communities to get access to non-formal education, encourage and organize community to participate in school activity and conduct research on students' problems and student discipline etc.

Thirdly he/she is responsible for evaluating, providing feedback, and reporting the activities of education sector. These activities may include: evaluating the implementation of different sectors and identify their strength and weakness and then prepare reports to higher officials. Zonal education supervision is the third organization of supervision activities carried out to improve teacher's capacity to achieve quality of students learning. Supervisors at this level mainly serve as liaison agent between woredas and regional education bureau. Specifically, they collect and organize needs and work implementation of CRC supervisors and senior secondary school supervisors from woredas and then report to regional education bureaus. They can also take corrective measures on woredas with low achievements in their practice, and they are also

responsible to conduct research on problems related to supervisory activities and education management issues, and finally report to regional education bureau.

At Woreda level one supervisor is assigned to supervise secondary and preparatory schools to improve teaching learning process through the provision of regular assistance. He/She is also responsible to facilitate and coordinate supervisory practices of elementary school CRC supervisors. According to OREB (2013) supervision manual the roles and functions of woreda education supervisors, currently named as secondary school supervisors, are: conducting observation, providing professional assistance, following up and evaluating the activities, providing feedback, and reporting the results.

More specifically, secondary school supervisors or woreda level supervisors should: organize human resources and educational materials; prepare manuals and observation check-lists. As the need arises, pre-observation, observation and post-observation meeting in secondary and preparatory schools. They ensure and follow up professional assistance provided for students, community and CRC supervisors and secondary and preparatory.

Schools on the basis of their plans, provide short term training for schools, community and CRC supervisors. In addition they work collaboratively with stakeholders to improve access and equity, exchange best practices among secondary and preparatory schools and CRC supervisors, strengthen and assist co-curricular activities in the school and follow up the preparation and implementation of annual and lesson plans in secondary and preparatory schools (OREB, 2013).7.

2.7. School Based Supervisory Approaches in Secondary Schools

To provide good school based supervision service is not an easy task. It requires a number of skills, group process skill, evaluation skills as well as technical skills such as planning, directing and managing complex operation in the schools. Indeed, to be an effective supervisor need to develop sincerity, sympathy, open mindedness, intellectuality, objectivity, creativity, inspiration, proportion and balance and respect for people (Tarrant and Newton, 1992 and Ali, 1998).

The expansion of schools and school system along with shortage of adequately prepared teachers increased the need for the supervision of instruction (then, at present, instructional supervision programs). The first is by the external supervisors. That is regional education bureau supervisory personnel. This type of supervisory program creates shortage of qualified man power to support individual teacher in each school because the fast increments of schools and number of teachers

in our situation cannot easily be controlled by few external supervisors. Moreover, shortage of transportation facilities and budget also limited the effectiveness of external supervisory role. The second is in-class supervision, which is conducted by school principals, vice principals, department heads and senior teachers (MOE, 1987).

2.8. Tasks of Supervisory Approach

Effective supervision of instruction can reinforce and enhance teaching practices that will contribute to student learning. To accomplish this objective, supervisors should possess certain skills that lead to improved instruction by implementing the tasks of supervision. In supporting this idea, Glickman (2005) states the need of applying certain knowledge, interpersonal skills and technical skills to the tasks of direct assistance, group development, professional development, curriculum development, and action research that will enable teachers to teach in a collective and purposeful manner by uniting organizational goals and teacher needs and provide for improved student learning. This view of supervision represents a paradigm shift from mere inspection of people as subordinates to encourage collegial interactions. This supervisory activities working with teachers to impact student learning directly

2.9. Skills of Supervision

Mastery of basic skills is very crucial for supervisors to cope up with the demands of teachers found at different levels of abstraction and professional experience. In relation to this Rue (1990) says, successful supervision requires the knowledge of, and ability to use a multitude of skills. Thus, different scholars classified basic skills that the supervisors should possess differently. For instance, Rue (1990) classified them as technical skills, human relation skills, administrative skills and decision making and problem solving skills. On the other hand, basic skills needed for supervisors are classified by Okumbe (1998) and Harris (1963) as conceptual skill, human relations skill, and technical skills.

2.9.1. Knowledge Base

Schools are situated in a community and operate within the school community and the society around the school. They serve their community based on their norm, culture and values. But schools operate within a number of environmental and in-school based problems. For instance, in most school norms, teachers do not share experiences with colleagues: conduct assistance program or induction activities for newly employed teachers so that they are able to cope up with environmental and school based difficulties (Rue, 1990)

2.9.2. Human Relation Skills

In the process of working with people, human relations skill plays a pivotal role to get the intended out comes from an individual. It consists of the ability to understand the feelings of others and to interact with them positively to create harmonious and peaceful environment of the working. So, supervisors need to have commendable interpersonal skills to provide professional assistance to teacher in order to be successful in accomplishing the goals of the school and their practice. Thus, supervisors should select an appropriate supervisory approach in helping, assisting and guiding teachers based on their developmental levels. Supervisors should use different interpersonal skills because different teachers are found at different levels of commitment, expertise and experience. Therefore, the supervisor's role is to use these different interpersonal approaches and bring teachers' of low level of abstraction, commitment and expertise. Similarly, in order to improve teachers' classroom instruction, the ability of supervisors to work effectively with teachers is very important (Lucio and McNeil, 1979) area.

2.9.3. Technical skills

Technical skills include understanding and ability to perform effectively the specific process, practices or techniques required of specific jobs in the school. Schools in this case plan their set of activities to be accomplished for the purpose of improving instruction. Schools also use assessment methods to check whether the pre-planned sets of activities are carried out on the basis of the plan designed (Lucio and McNeil, 1979). Observation and research activities are also so important in the school that needs skills to know and identify what is really going on in the school and in classroom in order to provide professional assistance for chose carrying out of the activities.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This part of the study sets a description of the research method, the research design, source of data, target population, sample size and sampling techniques, data collecting instruments, data collection procedures, method of data analysis and ethical considerations respectively.

3.1. Research Design

The study employed Descriptive survey design. Descriptive survey design was preferred in the study because it enables the current researcher to make investigation with description of events and drawn conclusion based on the information obtained from relatively representative sample of the population. According to Cohern (1994), descriptive survey design help the investigator to gather data at a particular point in time with the intention of describing the nature of existing condition or identifying the standard against which existing condition can be compared or determining the relationship that exists between specific events. The design was a mix of quantitative and qualitative techniques in such a way that quantitative element included the questionnaire, and the qualitative element included the interview, focus group discussion and documents. .

Furthermore, this method was preferred in order to address more precisely and effectively supervisory behaviors of school leaders in kuyu woreda schools in North Shoa Zone of Oromia regional state. Quantitative approaches are well suited for identifying general trends in populations. For this research, Questionnaire were adopted for teachers and qualitative approach enabled the researcher to develop an understanding of individuals and events in their natural settings, taking into account the relevant context, for this reason interview was carried out for supervisor, and focus group discussion was carried out for principals and vice principals in order to get their opinions on the current situation of school supervision. Hence, to examine and analyze the practices and challenges of instructional supervision in promoting instruction, as stated by (Gay, *et al.*2009), combining both quantitative and qualitative research approaches were adopted.

3.2. Sources of Data

The main sources of data for this research were primary and secondary.

3.2.1. Primary Source of Data

Primary data was gathered by using a questionnaire, focus group discussion and interview. It was gathered from sampled teachers, school principals, vice principals, and supervisor from three selected secondary schools of kuyu woreda.

3.2.2 Secondary Source of Data

The secondary source of data were collected from schools documentary sources, education policy, school guideline, relevant journals, research reports, annual, semester and quarterly plan.

3.3. Population, Sample size and Sampling Technique

In this session the population of the study from which sample selected and sample of the study was discussed. Techniques through which all these methods were employed also described in details.

3.3.1. Population and Sample size

In Kuyu Woreda there were 4 government secondary schools. Out of the 4 government secondary schools, the study was focused on 3 secondary schools found in the woreda. The target populations of the study was secondary school supervisor, school principals, vice principals and teachers constitute a total population of 262. From the total population of 3 secondary schools 1school supervisor,3 secondary school principals,6 vice principals and 106 teachers were included in the study.

3.3.2. Sampling techniques

The study was conducted in government secondary school of Kuyu Woreda North Shoa zone Oromia regional state. From 4 schools three (3) schools: Gerba Gurecha Secondary school, Alemayo Atomsa Secondary school and Biriti Secondary school was selected. In case of teachers, 40% of each school teachers were taken as respondent in both genders by simple random sampling technique. All principals, vice principals and supervisor were considered as respondents by availability sampling technique.

Table 1 Summary of sample and sampling techniques

Name of Schools	Categories of respondents	Total Population	Sample size		Total sample Woreda		Sampling techniques
			No	%	No	%	
Gerba Gurecha Secondary school	Supervisor	1	1	100	1	100	availability sampling
	Principal	1	1	100	3	100	availability sampling
	Vice principals	2	2	100	6	100	availability sampling
	Teachers	161	64	40	106	40	Simple Random
Alemayo Atomsa Secondary school	Supervisor	1	1	100			availability sampling
	Principal	1	1	100			availability sampling
	Vice principals	2	2	100			availability sampling
	Teachers	56	22	40			Simple Random
Biriti Secondary Secondary school	Supervisor	1	1	100			availability sampling
	Principal	1	1	100			availability sampling
	Vice principals	2	2	100			availability sampling
	Teachers	45	20	40			Simple Random

3.4. Data Collection Instruments

In order to get first –hand information for this study, three basic instruments will be used. These are questionnaire, Interview and focus group discussions.

3.4.1. Questionnaire

Questionnaire were used commonly to gather data for descriptive method, questionnaires help the researcher to know respondent’s feeling (McMillan,J.H.andSchumacher,S.2010). In addition, it helps the respondents to choose one option from the given scales that best aligns with their view, and open ended questions will be used in order to give opportunity for respondents to know their view related to supervisory behaviors of supervisors and teachers reaction in their practices in the schools. In order to gather the appropriate information about the current practices of supervisory behaviors and teachers’ reaction in Kuyu Woreda North shoa zone Oromia regional state, questionnaire was set for teachers based on the reviewed literature. The entire questionnaire was prepared in English as the researcher believed that they could understand the question.

Pilot test was conduct to check validity and reliability of the questionnaires and distributed to the respondents of the selected school. Validity of an instrument was improved through expert

judgment (Gall & Meredith 2003). As such the researcher will see assistance of research experts and experienced graduates, In order to help improve content validity of the instruments.

To enhance reliability of the instruments, a pilot test was conducted in one secondary school in the target population which was excluded in the final study. The reason behind pre-testing was to improve reliability of the instruments. The researcher assessed the clarity of the questionnaire items such that the items found to be inadequate or vague were either discarded or modified to improve the quality of the research instrument thus increasing its reliability. In this research, the reliability of the questionnaire was determined statistically by computing the Cronbach alpha reliability coefficient. Twenty teachers were taken for responding the respective questionnaires in the testing area .The result of the pilot testing was statistically computed by using the SPSS computer program .The Cronbach's Alpha model was used for analysis .The Cronbach's alpha value for pilot test was 0.831 which is satisfactory ,indicating questions in each construct were measuring a similar concept.

According to McMillan and Schumacher (2010), the Cronbach alpha is generally the most appropriate form of reliability for survey research and other questionnaires in which there is a range of possible answers for each item (a scaled response such as in the questionnaire used in this study). .

3.4.2. Interview

The interview enabled the researcher to get in depth responses which could not gathered through questionnaire. Its purpose will be to find out what is in someone else's mind. Interviews was also used to gather information regarding individual's experiences and knowledge, his or her opinions, beliefs and feelings about supervisory behaviors and teacher's response in their respective schools. Having this in mind, interview was conducted with supervisor. Thus, he can provide valuable information concerning the study as the researcher prepared semi-structure interview.

3.4.3. Focus Group Discussions

Focus group discussions were conducted in one group with principals and vice principals together.. The discussions were also useful for obtaining qualitative data. It was an important technique for obtaining individuals' impressions and concerns about supervisory behaviors and teachers' reaction of secondary school. It will also useful in that, it provides an open, fairly unrestricted discussion with individuals to discuss ideas and to clarify each other's impressions

and opinions freely concerning the issue. The focus group discussions was also important to get detailed information from the group by presenting discussion topic. In the discussion session, the groups raise different opinions and suggestions about the issue. Though this discussion session, the researcher obtained necessary information that was not be touched through questionnaire.

3.5. Procedures of Data Analysis

The data was collected on the basis of the purpose of the study through questionnaire. Interview and focus group discussion was tallied, tabulated and organized into tables. The obtained data was analyzed quantitatively. To answer the basic questions of the study, appropriate data analysis method was adopted. Thus, the quantitative data was analyzed in terms of frequencies, percentages and mean while the qualitative data was coded, categorized and identified on the basis of their patterns systematically to support the quantitative data. The reason to employ these data analysis method is that frequency helps to identify the number of respondents' responses for a given specific items, while percentage helps the researcher to simplify and explain a set of data. Mean helps to identify average responses given by respondents.

Finally, the data collected through interview and focus group discussion were printed and analyzed to supplement the data gathered through questionnaires and categorized and discussed in line with close ended question.

3.6. Methods of Data Analysis

The first step in data collection process is to get willingness of the respondents to fill the questionnaire. Once the respondents were willing to fill the questionnaire, the copies of the questionnaire were distributed on all of the selected respondents. The focus group discussion and interview was conducted by physical presence of the research himself to gather relevant information. Finally, the researcher collected the entire distributed questionnaire for analysis.

3.7. Ethical Considerations

As this study will involve the acquisition of personal information, ethical principles will consider during the data collection process. Ethical guidelines will follow to ensure that all the participants of the study were treated with respect and consideration. Permission was obtained from the administrative personnel of the participating schools and from each participant individual's. The participants were informed of the nature and procedures of the study. They were informed that their participation will voluntary and they will have the right to withdraw from the study at any time. Every effort was made to ensure the confidentiality and anonymity of

the participants, including removal of names and details from quotes and descriptions that might reveal the identity of an individual, and by using numeric labels when quoting the participants' statements. After the completion of the interviews, participants were offered opportunity to review their responses and to make any changes to their statement.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETION

This section deals with presentations, analysis and interpretation of data gathered from the respondents through questionnaires, focus group discussions and interviews. Thus, the quantitative as well as qualitative analyses of data were included in this section. The qualitative part was supposed to be complementary to the quantitative analysis. The data were collected from a total of 106 respondents. To this effect, a total of 106 copies of questionnaires were distributed to 106 teachers. The return rates of the questionnaires were 100%, supervisor and school principals participated in interview and focus group discussion respectively. This section consists of two major parts. The first section deals with the characteristics of the respondents and the second section presents the analysis and interpretation of the main data.

4.1.Characteristics Respondents

Four variables were used to describe personal characteristics that can influence their work behavior. These include sex, age, work experience and their qualification.

Table 2: Characteristics of Respondents

Items		Principals		Vice principals		Supervisors		Teachers	
		No	%	No	%	No	%	No	%
Sex	Male	3	100	6	100	1	100	75	70.75
	Female	-	-	-	-	-	-	31	29.25
	Total	3	100	6	100	1	100	106	100
Age	25 & less than	-	-	-	-	-	-	-	-
	26-35	-	-	-	-	-	-	70	66.0
	36-45	2	66.67	6	100	1	100	25	23.6
	46 & above	1	33.33	-	-	-	-	11	10.4
	Total	3	100	6	100	1	100	106	100
Experience	5 & above	-	-	-	-	-	-	-	-
	6-10	-	-	-	-	-	-	6	5.17
	11-20	2	66.67	6	100	1	100	67	57.75
	21 & above	1	33.33	-	-	-	-	43	37.07
	Total	3	100	6	100	1	100	106	100
Qualification	Diploma	-	-	-	-	-	-	-	-
	B.Sc/BA/B.Ed	-	-	-	-	-	-	99	93.4
	MSc/MA/M.Ed	3	100	6	100	1	100	7	6.6
	Total	3	100	6	100	1	100	106	100

The respondents were asked to indicate their background information. Details of respondents' characteristics were given in table 2 above. As shown in table 2, 75(70.8%) of teacher respondents were males, which highlights the existence gender gap in the system. Regarding the age of teachers,70(66.0%) of them are found between 26-35 years which indicates that most of the teachers can use their full capacity for teaching learning process if they were assisted and encouraged by their supervisor properly.

The next group found at the age interval 36-45 in which 25(23.6%) are found with matured knowledge in their respective field of study. The last 11(10.4%) of them are found at age of 46 and above. Besides, the result indicated that 99(93.4) of the respondents were first degree holders 7(6.6) Of the respondents were second degree (MA) which is one indicator for improvement of quality education in the first cycle of secondary school system. Therefore, it is possible to conclude that the majority of teachers found in the study area are qualified for secondary schools. As shows in table 2 (100%) of school principals and supervisors were also male respondents. This indicates that the participation of females in managerial position was not sufficient. Regarding the age of school principals 2 (66.67%) between the age of 36-45 and 1(33.33%) above 46 age and supervisor 1(100%) found between the age range of 35-45 years respectively, which indicates that they were young and they can assist teachers by using their full time without their interest. As far as the respondent's experience is concerned 2(66.67%), 1(100%) of school principals and supervisors respectively have 11 to 20 years of experiences. This indicates that they have experience to provide professional assistances and manage schools. Besides, nearly most of the respondents were degree holders which indicate that the required qualification was fulfilled for secondary schools to play their role in the improvement of quality education.

Activities of Supervisors in Applying Supervisory skills

Table 3: Activities of Supervisors in Applying Technical skills

No	Items	Responses n=106						
		High		Moderate		Low		Mean
		f	%	f	%	F	%	
1	Supervisors help teachers to use different methods and procedures to improve classroom practices.	32	30.2	13	12.3	61	57.5	2.73
2	Supervisors assist teachers on lesson plan preparation.	31	29.2	14	13.2	61	57.5	2.72
3	Supervisors provide professional assistance on continuous bases for students 'achievement.	30	28.3	17	16.	59	55.7	2.73
4	The supervisor conducts need assessment and train teachers at school level.	29	27.4	16	15.1	61	57.5	2.70
5	The supervisor shows ways of problem solving to the teachers.	32	30.2	14	13.2	60	56.6	2.74
6	The supervisor helps teachers on how to conduct observation of each other's classroom instruction.	28	26.4	17	16	61	57.5	2.69
7	The supervisors show techniques of conflict resolution.	38	35.8	22	20.8	48	43.4	2.92

The main duty of instructional supervisors is to provide continuous professional assistances for teachers to improve their current practices for better student achievement. Hence supervisors are expected to have the skills needed in improving teachers' class room practices. In this regard, authors like, Clickman (2004) and Okumbe (1998) argued that technical skills, human skills and conceptual skills are necessary for supervisors work closely with teachers.

Accordingly, tables 3 to 5 summarize teachers' view on skill as follows. As shown in Table 3, item 1 teachers were asked either supervisory activity helps teachers to use different methods and procedures to improve class room practices. Accordingly, 32(30.2%) of teachers responded that the different methods used by supervisors to improve teachers' class room practices was high, 13(12.2%) of teachers replied by saying moderate and 61(57.5%) of teachers replied that the different methods used by supervisors to improve teachers' class room practices was low and average mean value=2.73. According to an interview held with supervisor, the supervisor replied

“Supervisors help teachers to use different methods and procedures to improve classroom practices by chatting them on meeting and observe their weekly and annual lesson plan to give them constructive comments”. Therefore, from this it is possible to conclude that school supervisor was not a position to help teachers to use different methods and procedures to improve class room practices.

Responses from item 2 of the same table show that 31(29.2%) of teachers replied professional assistance provided by secondary school supervisors on lesson plan preparation was high, 14(13.2%) of teachers replied moderate and 61(57.5%) of respondents confirmed that professional assistance provided by secondary school supervisors on lesson plan preparation (mean value=2.72) was low. Moreover, one of the participants on the focus group discussion said that Secondary school supervisors came to school twice a year to gather information on the activities of the school. Assisting on lesson plan preparation and observation of by the school supervisors were not observed. Regarding the professional assistance provided on a continuous basis for teachers in order to improve student achievements, respondents were asked. Supervisors those who were interviewed replied that *“instructional supervision was conducted twice per year by school supervisors and by in-built school supervisors for the sake of performance appraisal and also focused on newly deployed teachers”*. Overall, the result suggested that school supervisors did not regularly observed instruction in scheduled and planned manner. Hence, from this it is possible to deduce that school supervisors were not a position to support or assist teachers on the lesson plan.

Thus item 3 of the same table, revealed that 30(28.3%)of teachers responded that high 17(16%) of teachers said moderate 59(55.7%) of teachers asserted the supervisors provide professional assistance on continuous bases for students’ achievement were low. Henceforth, from this it is possible to deduce that school supervisors were not a position to provide professional assistance on continuous bases for students’ achievement.

Moreover, as shown in item 4 of Table 3, teachers were asked if the supervisor conduct need assessment and train teachers at school level. Consequently,29(27.7%) of teachers rated high whereas, 16(15.1%) of teachers valued moderate. Whereas, 61(57.5%) evaluated at low as supervisors were trained teachers at school level. Teachers were not provided training to improve their practice by supervisors. The researcher also conducted interview with superiors, regarding the assistance they provide for their teachers. The supervisor said that *“I have my own plan to*

visit and assist teachers once in a week either for administrative or academic activities, but my plan could not apply due to the work load I have, but I prepare checklist and distributed it to principals to apply the activities by which teachers were assisted”.

In another way, from the focus group discussion held with school principals it was confirmed that: Secondary school supervisors were not providing training at school level for teachers. Hence, the supervisors’ effort to conduct training for teachers for better student achievement was almost insufficiently.

Respondents were asked whether supervisors show ways of problem solving to teachers or not. Consequently, 32(30.2%) of teachers replied by saying high 14(13.2%) of teachers said moderate 60(56.6%) of teachers responded that the supervisor’s endeavor to show ways of problem solving is low (mean value = 2.70). Regarding to this idea the researcher interviewed the supervisor, whether he shows ways of problem solving to teachers or not. The supervisor replied that: *“Rather than trying to solve the problems occurred in school it is so advisable to solve depending on the severity of the problem. I did not use preventive approach system in solving the problems. Because most of the time I was worked in woreda education office which made me not to communicates with teachers according to my plan”.*

According to the focus group discussion held with principals, the views of teachers about their supervisors and school principals revealed that, most of the time supervisors were come to school to gather information about the problems of schools and report it to the office rather than capacitate teachers and schools to solve problems by their own. This implies that as there is no training given for teachers to solve class room problems and to forecast the future.

As it is shown in item 6 of table 3, respondents were asked if supervisors help teachers on how to conduct collegial/peer coaching observation of each other’s classroom to improve instruction. Accordingly, 28(26.4%) of teachers responded that the supervisors endeavor to achieve this activity is rated high 17(16%) evaluated as moderate 61(57.5%) of teachers revealed that the supervisors endeavor to achieve this activity was rated at low rate (mean value=2.69). This implies that the supervisors effort to help teachers how they observe each other’s class room to improve their practices is ineffective.

In the last item of table 3, teachers were requested either supervisors show techniques of conflict resolution or not. Consequently, 38(35.8% of teachers responded that the efforts made by supervisors to show techniques of conflict resolution is high 22(20.8%) of teachers responded

moderate 46(43.4%) of respondents asserted that efforts made by supervisors to show techniques of conflict resolution is low and insufficient (mean value=2.92). According to an interview held with supervisors, supervisors were requested either they show techniques of conflict resolution or not. Pertaining to this idea one of secondary school supervisor replied that “*I show techniques of conflict resolution to my teachers by having share on a meeting school principal or woreda education office prepare.*” This implies that as he has no even a plan to show techniques of conflict resolution. But, most of the supervisors’ interviewed were replied concerning the issue by saying “*Supervisors show techniques of conflict resolution for teachers after some problems or conflict occurred by thinking that it might not occur again and woreda education office did not give supervisors for training to capacitate supervisors on techniques of conflict resolution.*” From the focus group discussions held with school principals it was clearly raised that: supervisors are selected from academic staff and do not have a knowledge and skill about supervision. As a result they lack technical skills to help and show methods of solving conflict for their teachers and teachers’ attitude towards supervision is not good since they consider supervision as fault finding. Generally, according to Ayalew, (1991) supervisors should work with the group or teachers as a colleague and try to make the group committed toward accomplishing their assigned duties. But, the result of the finding revealed that nearly for all items supervisors demonstrate low levels of technical skills in assisting teacher’s classroom practices.

Table 4: Activities of Supervisors in Applying Human skills

No	Items	Responses n= 106						Mean
		High		Moderate		Low		
		f	%	f	%	F	%	
1	The supervisors facilitate the school environment to build cooperative effort.	26	24.5	18	17	62	58.5	2.66
2	Supervisors assist teachers to feel free	53	50	23	21.7	30	28.3	3.22
3	Teachers feel anxiety and frustration which stem from in appropriate use of communication skills by supervisors.	50	47.2	23	21.7	33	31.1	3.16
4	The supervisors do not display group facilitation to demonstrate instructional improvement.	29	27.4	28	26.4	49	46.2	2.81
5	The supervisors do not encourage teachers to reflect on their improvement.	51	48.1	23	21.7	32	30.2	3.18
6	The supervisors do not facilitate group discussion among teachers on their improvement.	54	50.9	21	19.8	31	29.2	3.22
7	The supervisors are approachable and there is feeling of rapport among them.	32	30.2	26	24.5	48	45.3	2.85

Table 4 summaries the activities of supervisors in using human skills to work effectively with teachers to improve teacher’s classroom practice. As indicted in item 1 of Table, teachers were requested either supervisors facilitate communication to build cooperative effort or not. Accordingly, 26(24.5%) of teachers replied that the supervisors endeavor to build cooperative effort is high 18(17%) of teachers replied moderate 62(58.5%) of the respondents replied that the supervisors endeavor to build cooperative effort is low (mean value=2.68).

Regarding the status of supervisors are assisting teaching teachers to feel free to, 53(50%) of respondents asserted that supervisors’ effort to male teachers to feel free shown high 23(21.7%) of teachers replied moderate 30(28.3%) of teachers replied that supervisors’ effort to make teachers to feel free shows low, but the mean value=3.22 showed high. To this end we can conclude that supervisors are assisting teachers to feel free. As indicated in item 3 of table 4, 50(47.2%) of respondents revealed high that teachers develop anxiety which stem from appropriate use of communication skills by supervisors (mean value=3.16%), 23(21.7%) of teachers replied moderate 33(31.1%) of teachers replied low that teachers do develop anxiety which stem from inappropriate use of communication skills by supervisors. These items imply

that the supervisors' use of appropriate communication skills causes teachers to develop anxiety and frustration.

The participants of focus group discussion principals rose: Supervisors came to school to gather information from the hands of school principals for reporting purposes rather than approaching teachers to communicate effectively with them to improve instruction. This resulted in making teachers not to feel free with their supervisor to discuss in the improvement of instruction. As illustrated in item 4 of Table 4, the teachers asked as supervisors do not display group facilitation to demonstrate instructional improvement or not. Accordingly, 29(27.4%) of respondents confirmed that the supervisor's not displaying group facilitation for instructional improvement is high, (mean value =2.81) and 28(26.4%) of teachers responded moderate 49(46.2%) of teachers responded low that the supervisor's not displaying group facilitation for instructional improvement is low.

Regarding item 5 of the same table, teachers were requested whether the supervisors do not encourages them to reflect on their improvement. Accordingly, 51(48.1%) of respondents replied high that the supervisors do not encourages this activity (mean value=3.18) and 23(21.7%) of teachers responded moderate 32(30.2%) of teachers replied that the supervisors encourage this activity. This implies that supervisors are not playing their role in encouraging teachers to reflect on their improvement. Concerning item 6 of the same table, teachers were requested whether the supervisors do not facilitate group discussion among teachers or not. Consequently, 54(50.9%) of respondents replied high supervisors motivation not to achieve this activity is high (mean value=3.22) and 21(19.8%) of teachers replied moderate 31(29.2%) of teachers responded low that supervisors motivation not to achieve this activity is low. This implies that supervisors are not playing their role in facilitating group discussion between teachers in order to improve their practice. On the other hand, the interview held with supervisors in one of secondary school revealed that *"Even if I did not provide continuous assistance for teachers, I encourage and facilitate discussions on school issue with school administrators"*

For items 7 in the same table, the teachers were asked if supervisors are approachable and there is a feeling of rapport among teachers and supervisors. Accordingly, 32(30.2%) replied high to show as there are approachable and feel rapport 26(24.5%) of teachers responded moderate and 48(45.3%) of teachers responded that the supervisors were not approach and show feeling of rapport for teachers.

This implies that they did work closely with teachers to improve their classroom practice. Similarly, during the focus group discussion conducted with department head and supervisors, they said in relation to whether supervisors closely work with teachers. The relationship between supervisor and teachers does exist. However, most of the time, they discussed issues to be improved with school principal and vice principals. Therefore, from the data obtained from focus group discussions one can conclude that the supervisors endeavor to improve the work of school was rely only on the discussion held with principals and vice principals.

As can be observed in table 5 item 1, teachers were requested whether the supervisor share innovative instructional improvement with them. To this end, 31(29.2%) of teachers replied that supervisors’ ability to share innovative ideas for instructional improvement demonstrates high, 15(14.2%) of teachers replied moderate and 60(56.6%) teachers confirmed that supervisors’ ability to share innovative ideas for instructional improvement demonstrates low.

Table 5: Supervisors’ Activities in Applying Conceptual Skills.

No	Items	Response n=106						Mean
		High		Moderate		Low		
		f	%	f	%	F	%	
1	The supervisor share innovative idea instructional improvement with teachers.	31	29.2	15	14.2	60	56.6	2.73
2	The supervisor uses innovative idea in assisting teachers to solve their own problems.	31	29.2	14	13.2	61	57.5	2.72
3	The supervisors determine ways to participate teachers in decision making which determine their growth.	23	21.7	16	15.1	67	63.2	2.58
4	The supervisor encourages collective endeavor for improvement.	31	29.2	23	21.7	52	49.1	2.80
5	The supervisors assist teachers to understand the institution as a whole.	31	29.2	22	20.8	53	50	2.79
6	Supervisors identify environmental problems, and suggest ways to solve it.	56	52.8	23	21.7	27	25.5	3.27

In item 2 of the same table teachers were requested whether the supervisors uses innovative idea in assisting teachers to solve their own problems. To this end, 31(29.2%) of teachers responded that supervisors’ ability to use innovative ideas in assisting them to solve their own problems

demonstrates high whereas 14(13.2%) of teachers responded moderate and 61(57.5%) of teachers confirmed that supervisors' ability to use innovative ideas in assisting them to solve their own problems demonstrates low. The focus group discussion carried out confirmed that supervisors have no experience and training in assisting principals themselves and teachers. To this end, they were not use innovative idea to assist teachers to solve their own problem. Concerning this issue, supervisors those who were interviewed said *"Beyond communicating with principals by checklist and giving instructional order on activities to be done, supervisors have not got time to discuss on an issue with teachers even with head teachers"*

Therefore, from the results of the mean, interview and focus group discussion one can conclude that teachers were not supported with creative idea of supervisors. This shows that the effort made by supervisors to improve teacher's class room practice is found to be at low level. As shown under item 3 of the same table, 23(21.7%) of teachers replied that supervisors' role in participating teachers in decision making is high 16(15.1%) of teachers responded moderate and 67(63.2%) of teachers asserted that supervisors' role in participating teachers in decision making is low. The focus group discussion also support this result that supervisors were not involve and take in to account genuine ideas of teachers, rather they simply provide order for school principals about the activities to be done and gather information on its result. This implies that teacher's involvement in decision making especially on issues which determine their growth is low. To this end, the growth of teachers and improvement of classroom practice was in a weak position.

As depicted in the same Table of item 4, teachers were requested as supervisors encourage collective endeavor for improvement or not. Consequently, 31(29.2%) of teachers responded that the supervisors' effort to achieve this purpose is high 23(21.7%) of teachers replied moderate and 52(49.1%) of respondents confirmed that the supervisors' effort to achieve this purpose is low (mean value=2.80), which indicates low consideration given by supervisors to encourage collective endeavor to improve teacher's classroom instruction. Regarding items 5 of table 5, the teachers were asked as supervisors assist teachers to understand the institution as a whole or not. Accordingly, 31(29.2%) of teachers responded that the assistance provided for teachers to understand the institution as a whole is high 22(20.8%) of teachers responded that the assistance provided for teachers to understand the institution as a whole is moderate and

53(50.%) of teachers responded that the assistance provided for teachers to understand the institution as a whole is low (mean value=2.79).

In item 6 of Table 5, teachers were asked if the supervisors are identifying environmental problems, and suggest ways to solve it. Consequently, 58(52.8%) responded that the supervisors were identifying environmental problems and also suggest ways to solve it demonstrates high (mean value=3.27). 23(21.7%) of teachers responded moderate and 27(25.5%) of teachers responded low that the supervisors were not identifying environmental problems and also suggest ways to solve it. In support, Okumbe, (1998) states that supervisors must understand both the internal and external environments in which they operate. They also need to understand the effects of the changes in one or more of those environments on the organization for which they work. In relation to this interviewed supervisor about the issue said *“Most of the time supervisory work has been inclined on administrative tasks than on teaching learning process. As a result supervisors have know-how about environmental problems”*. Furthermore, the participants of the focus group said that in relation to the activities of the supervisors, most of the time secondary school supervisors were worked on administrative tasks than on teaching-learning processes. To this end, they have know-how about environmental problems. It is possible to conclude that item 6 demonstrate high, whereas the other shows low levels. Thus, from the above results, secondary school supervisors were not working to improve teacher’s classroom practices for better student achievements. Generally, supervisors had better put into practice the tasks of supervision in their supervisory activity, But as the findings of this study clearly showed, effectiveness of supervisors in the study area in applying technical, human and conceptual skills to improve the current practices of teachers for better student achievement is found to be low. This is suggested by OREB (2013) in their assessment conducted in the study area found that the assignments of supervisors from woreda education office to school level were not based on their proficiency and capabilities. Moreover, changing supervisors from time to time was observed in as one problem in the woreda. Thus, from the aforementioned finding of this study, Supervisors in the study area does not apply appropriate supervisory skills in their practice to improve teacher’s classroom instruction.

Table 6: Views of Teachers about Their Supervisors.

No	Items	Response n=106						
		Agree		Undecided		Disagree		Mean
		f	%	f	%	f	%	
1	Supervisors are committed to work with teachers in improving classroom practice.	18	17	17	16	71	67	2.50
2	Supervisors work only on assisting teachers to improve instruction and do not involve in other additional duties.	23	21.7	22	20.8	61	57.5	2.64
3	Supervisors do not have necessary skills to implement tasks of supervision.	46	43.4	24	22.6	36	34	3.09
4	Supervisors come to school to gather information for reporting purpose.	59	55.7	21	19.8	26	24.5	3.31
5	School based supervisors provide continuous advice and help to improve classroom practice.	59	55.7	20	18.9	27	25.5	3.30
6	Supervisors used classroom observation for evaluative purpose.	43	40.6	21	19.8	42	39.6	3.01
7	Supervisors come to school to find fault than helping.	49	46.2	22	20.8	35	33	3.13
8	Supervisors do not serve as a means to promote teachers' autonomy.	53	50	23	21.7	30	28.3	3.22
9	Supervisors are preferable means of teachers supporting.	40	37.7	20	18.9	46	43.4	2.94

Table 6 summarizes the findings of teachers' view about their supervisors. Accordingly, teachers requested whether supervisors were committed to work with them to improve their classroom practice. In this connection, 18(17%) replied agree supervisors are committed to work with teachers 17(16%) replied undecided and 71(67%) of teachers confirmed their disagreements (mean value = 2.50) which is low. Supervisors who were interviewed said about the commitment they have with their teachers.

“Supervisors were not committed enough with the targeted teachers rather than discussing with principals on an issue. When supervisors met with principals supervisors look after all their portfolio which consists of their lesson plan and they gave suggestion for improvement by writing on supervision document which is located in principal bureau”.

This indicated that supervisors were not dedicated to improve teacher's current practices to achieve quality of student learning by creating a discussion session with teachers. As shown in

item 2 of table 6, teachers were asked either supervisors work only on assisting teachers to improve instruction or not. Consequently, 23(21.7%) of teachers replied agree that the supervisors were relied only on assisting teachers 22(20.8%) of teachers replied undecided and 61(57.5%) of teachers responded that the supervisors were not relied only on assisting teachers (mean value=2.64), which implies that teachers were not assisted properly to bring the intended better student learning. Supporting this, results from the interview conducted with supervisor, Supervisor replied that, *“I come to school with different tasks to be carried out my activity and most of my activities do not related with core functions of supervision”*. To this end, supervisors could not assist teachers to improve their practice and achieve better results expected of them since they came to school with different tasks to be performed.

As depicted in item 3 of the same table, teachers were asked if supervisors have not the necessary skills to implement the tasks of supervision. As a result, 46(43.4%) of teachers demonstrate their agreement 24(22.6%) of teachers showed undecided and 36(34%) of teachers showed disagree (mean value=3.09). This implies that supervisors do not have the expected skills to work effectively with teachers to accomplish the tasks of supervision. Concerning this issue, supervisors were interviewed whether they have the expected supervisory skills to work effectively with teachers to accomplish the tasks of supervision and they replied.

“Even though woreda education office has not given supervisors short-term training and seminar on current issue and government policy timely from the concerned body. Supervisors can accomplish the tasks of supervision in the school if the assigned duty was relied only on instructional supervision. Bur, the most severe one that hinder supervisors not to give everything teachers expected of supervisors is lack of budget and transportation including the additional work load supervisors has given by woreda education office.”

From an interview held with supervisors we can conclude that as supervisors are within a multiple problems to do everything teachers expected of them such as: transportation problem, budget, training and additional work they are loaded. In the same way, as the responses obtained from focus group discussion revealed that supervisors come to school to discuss issues of school activities with school principals and they were refused to share ideas on the improvement of teachers. This indicates that supervisors do not have confidence to discuss and assist teachers on their developments. So, it is possible to conclude that supervisors lack the necessary knowledge and skills to do so. Mastery of basic skills is very crucial for supervisors to cope up with the

demands of teachers found at different levels of abstraction and professional experience. In relation to this Rue (1990) says, successful supervision requires the knowledge and ability to use a multitude of skills.

Regarding supervisors come to school to gather information for reporting purposes, 59(55.7%) of teachers confirmed their agreement supervisors come to school to gather information for reporting purposes, while 21(19.8%) of teachers demonstrated undecided and 26(24.5%) of teachers showed disagree that supervisors come to school to gather information for reporting purposes. In supporting this responses obtained from focus group discussion with reference to activity of supervisors in school asserted that supervisors come to school to gather information and problems mostly for reporting purposes. They did not try to solve the problems and faults seen in collaboration with teachers and principals at school level. Thus, it is possible to conclude that the supervisors' core function according to the study area is to serve as a liaison agent between woreda education office and school rather than assisting and helping teachers on a continuous basis.

In item 5 of Table6, teachers were requested either school based supervisors provide continuous advice and help to improve classroom practice or not. Accordingly, 59(55.7%) of teachers demonstrate their agreement that school based supervisors provide advice and support for teachers to improve their classroom practice (mean value=3.30), while 20(18.9%) of teachers demonstrate undecided and 27(25.5%) of teachers showed disagree that school based supervisors did not provide advice and support for teachers to improve their classroom practice, which implies that school based supervisors were providing more assistance and advice to teachers in their classroom instruction secondary school supervisors. In supporting this, Haileselassie (1997) pointed out that the functional and true sense of educational supervision depends on the supervisory operation made at the grass root level, school level.

As indicated in Table 6, item 6, teachers were asked either supervisors use class room observation for evaluative purpose or not. Consequently, 43(40.6%) of teacher respondents agreed that supervisors used classroom observation for evaluative than supporting and improving teachers. 21(19.8%) of teacher responded undecided and 42(39.6%) of teacher responded disagree that supervisors used classroom observation not for evaluative rather than supporting and improving teachers. Concerning this issue, supervisor held an interview raised that *"I use class room observation sometimes to help and encourage teachers as a result; there*

are progresses in supervisory activities when I compare it with the previous supervisory activities in my school". This indicated that as there is appropriate and continuous classroom observation by supervisors.

In item 7 the same table teachers were either supervisor comes to school to find faults than helping teachers. Consequently, 49(46.2%) of teachers respondents agreed that supervisors come to school to finding fault than supporting and improving teachers, while 22(20.8%) of teachers responded undecided and 35(33%) demonstrate disagree that supervisors do not come to school to finding fault than supporting and improving teachers. Contrary to this, the participants of the focus group discussion agreed that mainly supervisors use classroom observations for evaluative purpose and to find out faults created. This make the relationship between supervisors and teachers lag behind. That means teachers didn't trust their supervisors. In supporting this, Johnson(2002) stated that teachers have to trust their supervisors to develop positive view towards school supervision and instruction. When teachers cannot trust their supervisors, their ability to deliver quality instruction is seriously impaired.

As shown in table 6 of item 8, teachers asked as supervisors do not serve as a means to promote teacher autonomy, accordingly, 53(50%) of the respondents agreed with this practices while 23(21.7%) respondents undecided and 30(28.3%) respondents demonstrate disagree. In item 9 of the same table, teachers were asked whether supervisors are preferable means of teachers supporting system or not. As the data depicte3d, 40(37.7%) of teachers reported their agreement while 20(18.9%) respondents undecided and 46(43.4%) disagree (mean value=2.94). This implies that teachers perceive that supervisors are preferable in the supporting system. Based on the above analysis it is clear that item number 3, 4, 5, 6, 7, and 8 shows agreement, whereas item number 1,2 and 9 indicates disagreement. It is believed that, developmental supervisor should foster the group toward higher level of development, expertise and commitment through continuous provision of advice and assistance.

But, the results of the findings showed that supervisors do not work closely with teachers to provide continuous assistance and advice to improve instruction, they simply come to school to collect information about the activity teachers for reporting. Concerning these issue supervisor that who was interviewed said.

"Even though few teachers feel uncomfortable by being supervised, most of them need supervisors' assistance and help. In addition, they have right view towards supervision excluding those few

teachers those who have no productive idea towards supervision. But, supervisors being occupied by multiple works considered supervisors as they are reluctant and unwilling to support teachers”.

To this end, teachers view their supervisors as fault finder and administrative workers than supporter of teachers in their activities. To realize this, Nakpodia (2006) asserts that, instructional supervision in modern era centers on the improvement of the teaching learning situation for the benefits of both the teachers and learners helps in the identification of areas of strength and weaknesses of teachers.

Table 7: Teachers’ View on Directive Control Behaviors of Supervisors.

No	Items	Responses n= 106						
		Agree		Undecided		Disagree		Mean
		F	%	f	%	F	%	
1	The supervisor enforces teachers to accomplish the tasks.	54	50.9	24	22.6	28	26.4	3.25
2	The supervisor do not sets standard for teachers in the improvement of instruction.	52	49.1	17	16	37	34.9	3.14
3	The supervisors assumes himself /herself/ as more knowledgeable and expertise than teachers to improve classroom practice.	58	54.7	20	18.9	28	26.4	3.28
4	The supervisors do not direct teachers in order that they improve their teaching.	54	50.9	21	19.8	31	29.3	3.22
5	The supervisors do not influence supervisees toward improving quality education.	50	47.2	22	20.8	34	32.1	3.15
6	Supervisors do not coach teachers to perform better.	45	42.5	21	19.8	40	37.7	3.05

The supervisory behavior of supervisors used is a determinant factor in improving teachers’ current practice for better student learning. This means, knowledge and experience of supervisors took the higher position to use these approaches in its proper place ant time. Thus it is impossible to treat all teachers in the same way. To this end, supervisors are expected to use the different supervisory behaviors to teachers of different level of experience and expertise. Therefore, Table 7 to 10 summarizes the findings of these behaviors.

As shown under Table 7 of item 1, the respondents were asked either the supervisors enforce teachers to accomplish the tasks or not. Accordingly, 54(50.9%) of teachers demonstrate their

agreement that the supervisor enforces to accomplish the assigned duties. While 24(22.4%) of respondents demonstrate undecided and 28(26.4%) of respondents demonstrate low that the supervisor do not enforces teachers to accomplish the assigned duties. The computed mean value (3.25) also reveals that the supervisors were giving less attention to identify teacher's know-how to assist accordingly.

Regarding item 2 of the same table, 52(49.1%) of teachers showed agreement that the supervisors sets standards for teachers in the improvement of instruction while 17(16.0%) of teachers showed undecided and 37(34.9%) of teachers showed dis agreement that the supervisors sets standards for teachers in the improvement of instruction. The computed mean value (3.14) also indicated that teachers disagreed to the supervisors endeavor. As indicated in the same table of item 3, teachers were asked either supervisors assume themselves as more knowledgeable and expertise than teachers to improve classroom practice or not. Consequently, 58(54.7%) of teachers asserted their agreement while 20(18.9%) of teachers showed undecided and 28(26.4%) of teachers showed disagree. Moreover, the responses of the focus group discussion made with principals.

Supervisors consider themselves as they know all things to accomplish the assigned duties. They did provide alternatives of tasks from which teachers can select and perform based on their needs. With regard to supervisors direct teachers in order that they improve their teaching toward quality education, 54(50.9%) of teacher respondents agreed that supervisors perform the stated activities while 21(19.8%) showed undecided and 31(29.2%) showed disagree that supervisors perform the stated activities. Concerning these issue supervisors who was interviewed said,

“Supervisors are not considering themselves as they know all things and enforce teachers’ But when they ask teachers for assigned duties and on what condition the assigned duties were carried on, they replied as they were late require supervisory assistance. At this time supervisors might become swift and might enforce them so”.

This implies that supervisors failed to participate and collaborative with teachers to improve quality education. Furthermore, the participants of focus group discussion said that, supervisors provided school principals the prepared check-lists and enforce them to carry out the activities listed in light of the prepared check-lists. In supporting this, the responses obtained from focus

group discussion with reference to activity of supervisors in school asserted that, supervisors come to school to gather information and problems mostly for reporting purposes.

They did not try to solve the problems. Regarding an issue, the supervisors who were interviewed said “Supervisors *tried to solve the problem which was occurred with teachers. But they did not discussed on prevention of the problem with teachers by forecasting the situation in the school. They discussed this issue with principals when they give him the preplanned plan*”.

Therefore, it is possible to conclude that, the supervisors directed toward enforcing teachers and school principals to accomplish the listed tasks identified. This indicates that, there is collegial relationship among teachers and supervisors than vertical relationship.

Respondents requested either supervisor coach teachers to perform better or not. In this respect, 45(42.5%) of teachers agreed that supervisors to coach teachers to improve their classroom practice, 21(19.8%) undecided and 40(37.7%) disagree that as their saying supervisors do not failed to coach teachers to improve their classroom practice (mean value=3.05). This indicates that the relationship between supervisors and teachers to assist and advice teachers to improve their classroom practice is effective. In line of the reviewed literature, Glickman (2004) asserts it as: the purpose of collaboration is to solve problems through a meeting of minds of equals. But, the responses obtained from the interview revealed that, supervisors rarely discuss about ways of improving students learning with teachers in the school and he communicate with school principals on the listed activities.

Generally, it is possible to conclude from the findings of the above table that supervisors in the study area were not providing continuous assistances for teachers. As the result of this, they couldn't identify teachers' with different level of development and expertise. To this end, they simply used directive control behaviors to all teachers in their practice. All of the items discussed above demonstrate agreed about the use of directive control behaviors in assisting teachers to improve their classroom practice.

Table 8: Teachers' View on Directive Informational Behaviors of Supervisors.

No	Items	Responses n= 106						
		Agree		Undecided		Disagree		Mean
		F	%	f	%	F	%	
1	The supervisors provide alternatives from which teachers can choose to accomplish activities.	19	17.9	18	17.0	69	65.1	2.53
2	Supervisors are the source of information for the tasks to be accomplished by the teachers.	43	40.6	25	23.6	38	35.8	3.05
3	Supervisors place themselves as more expertise, committed, confident and responsible of the tasks than teachers.	46	43.4	26	24.5	34	32.1	3.11
4	Teachers can set their own activities to be accomplished.	22	20.8	13	12.3	71	67.0	2.54

As indicated in Table 8, item 1, respondents were requested whether the supervisor provides alternatives from which teachers can choose to accomplish activities. Consequently, 19(17.9%) of respondents showed their agreement while 18(17.0%) of respondents showed undecided and 69(65.1%) of respondents showed their disagreement (mean value=2.53). According to an interview held with supervisors on an issue, they said, “*Supervisors made alternatives from which teachers can choose to accomplish activities, but the activities that made have problem to reach on hands of every teachers due to scarcity of stationary materials and time supervisors do have*”. This implied that the practice of supervisors to achieve this purpose was ineffective. In addition, the results from the focus group discussion revealed that one of the supervisor’s short coming becomes considering themselves as the sole providers of new idea and then enforce others to accept their ideas.

They never give chances to select and accomplish the list of tasks based on teachers’ needs and proficiency of an individual. In the same table of item 2, respondents were asked either supervisor were the sources of information for the tasks to be accomplished or not. Accordingly, 43(40.6%) of teachers demonstrate their agreement that supervisors were the source of information for the tasks teachers should accomplished (mean value=3.05). But, 25(23.6%) of teachers showed undecided and 38(35.8%) of teachers showed disagree that supervisors were not the source of information for the tasks teachers should accomplished. This implied that

supervisors considered themselves as the sole information providers for teachers, experienced and have knowhow than the teacher to provide valuable ideas to improve instruction.

Regarding item 3 of the same table, 46(43.4%) of teacher respondents demonstrate agree in that supervisors place themselves as more expertise, committed and responsible for the tasks. But, 26(24.5%) showed undecided and 34(32%) of teacher respondents showed disagree that supervisors do not place themselves as more expertise, committed and responsible for the tasks. This shows that thought that no teachers possess the necessary expertise and committed to their work to achieve the purpose of school objectives and to bring quality education as compared to supervisors. The focus group discussion held with principals revealed that as supervisors place them as more expertise when they deal one way communication by refusing the idea of teachers. As observed in Table 8 of item 4, teacher respondents were asked as they can set their own activities to be accomplished or not. Accordingly, 22(20.8%) of teacher respondents showed agree that signify teachers were allowed to set their activities by their own. Whereas 13(12.3%) of teacher respondents showed undecided and 71(67.0%) of teachers demonstrate their disagreement which indicates teachers were not allowed to set their activities by their own. In the above findings directive informational behaviors demonstrate disagreed.

Table 9: View of Teachers about Collaborative Behavior of Supervisors.

No	Items	Responses n=106						
		Agree		Undecided		Disagree		Mean
		f	%	f	%	F	%	
1	The supervisors and teachers are equally involved in setting the plan for instructional improvements.	21	19.8	22	20.8	63	59.4	2.6
2	Supervisory activity is the joint responsibility of teachers and supervisors.	19	17.9	16	15.1	71	67.0	2.51
3	Supervisors are open and trust each other.	23	21.7	21	19.8	62	58.5	2.63
4	Supervisors encourage teachers to give feedback on their performance.	23	21.7	20	18.9	63	59.4	2.62
5	Supervisors take into account the individual teacher's idea when differ from their idea.	37	34.9	22	20.8	47	44.3	2.91
6	Supervisors encourage teachers to help each other.	22	20.8	19	17.9	65	61.3	2.59
7	Supervisors foster team involvement of teachers in solving crucial problems.	26	24.5	20	19.0	59	56.2	2.66

As indicated in Table 9 of item 1, teachers were asked either supervisor and teachers are equally involved in setting the plan for instructional improvement or not. To this end, 21(19.8%) of

teachers showed agree about mutual plan to improve instruction among teachers and supervisors whereas 22(20.8%) showed undecided and 63(59.4%) of teachers demonstrate disagreement about mutual plan to improve instruction among teachers and supervisors (mean value 2.60). This implies that the view of joint responsibility to solve instructional problems for improvement was not encouraged by supervisors. Accordingly, supervisors replied in their interview by saying. *“Most of the time supervisors communicated principals and gave the copy of supervisory plan on which the teachers and principals should have to rely on to develop their plan. After two or three weeks, supervisors checked whether they planned accordingly or not and write feedback on supervision document”*

This implies that supervisors were failed to encourage teachers to offer their own thoughts and suggestion on plan development. Regarding supervisory activity as the joint responsibility of teachers and supervisors, 19(17.9%) of teachers showed agree whereas 16(15.1%) of teachers replied undecided 71(67.0%) of teachers disagreement (mean value 2.51). This implies that supervisors were considered supervisory activities as their sole responsibilities. This view of supervision has no place in modern supervision system. Similarly, McNeil and Lucio (1979) elaborate that supervision today is not the responsibility of an individual or particular position rather it is the responsibility of workers and is part of human organization.

As item 3 of table 9 indicates, teachers were asked either supervisor is open and trusted by teachers. Consequently, 23(21.7%) of teachers showed agree whereas 21(19.8%) of teachers showed undecided and 62(58.5%) of teachers responded that supervisors are not open their minds to teachers improvements (mean value 2.63). This implies that teachers were not trust their supervisors because, teachers feels that supervisors collect the weak sides of teachers for reporting. Results from focus group revealed that supervisors come to school with pre-prepared check-lists to be performed in the school and enforces school principals to do according to the supervisors view. Finally, they collect information about the whole performance of school for reporting purposes. But nothing was done by supervisors to improve and assist teachers in the classroom. To this end, teachers are not open and trust their supervisors. Therefore, when teachers cannot trust their supervisors, their ability to deliver quality instruction is seriously impaired (Sergiovanni and Starrat, 1998).

Regarding item 4 of the same table, teachers were requested as supervisors encourage teachers to give feedback on their performance or not. Accordingly, 23(21.7%) of teachers showed agree,

20(18.9%) of teachers showed undecided and 63(59.4%) of teachers demonstrate their disagreement (means value 2.62). This implies that the relationship between supervisors and teachers were low. Accordingly, supervisors said that, “*Since we come to school with multiple tasks to be done and shortage of materials and facility to assist teachers, we gather school problem which needs urgent solution only from school principals*”. Similarly, the data obtained from focus group discussion reveals that they were not come to school to assist teachers rather than gathering information from the hands of school principals and discuss school activities only with them. They were not open their minds to assist, advice and support teachers to improve their classroom practice. Therefore, the efforts they were made to approach and work collaboratively with teachers was strictly ineffective. Thus, they failed to encourage teachers to give feedback on their performance.

As shown in item 5 of the same table, teachers were asked as supervisor take into account the individual teacher’s idea when differ from their ideas or not. Accordingly, 37(34.9%) of teachers showed agree whereas 22(20.8%) of teachers showed undecided and 47(44.3%) of teachers showed their disagreement about supervisors and principals take into account the individual teacher’s idea when differ from their ideas (mean value is 2.91). This implies that supervisors tried to improve instruction only on the basis of their though and ideas without giving value for others suggestions.

Regarding item 6 of the above table, teachers were asked either supervisor encourages teachers to help each other or not. Accordingly, 22(20.8%) of teachers showed agree, 19(17.9%) of teachers showed undecided and 65(61.3%) of teacher respondents asserted their disagreement (mean value = 2.59), which implies that there were no smooth relationship among teachers and supervisors to assist each other in the improvement of instruction. That is teachers see their supervisors as fault finder and because of this they don’t went to work closely with them. In the same token, the participants of focus group discussion said that, supervisors have no confidence and technical skills to advice teachers on a continuous basis. Thus, they failed to encourage teachers to help each other to improve their classroom practice.

As can be observed in table 9 of item 7, respondents were asked either supervisors foster team involvement of teachers in solving crucial problems or not. Consequently, 26(24.8%) of teachers showed agree, 20(19.0%) of teachers showed undecided and 59(56.2%) of teachers respondents

their disagreement (mean value=2.66). This implies that the supervisor’s effort to facilitate the conditions to convince teachers to be involved in group to solve school wide or classroom level problems is low. In the aforementioned analysis collaborative behaviors were complying with disagreement.

Table 10: Teachers’ View about Non-Directive Behaviors of Supervisors.

No	Items	Responses n=106						
		Agree		Undecided		Disagree		Mean
		f	%	f	%	f	%	
1	Supervisors are ready implement the creative ideas of teachers if it is for change.	24	22.6	19	17.9	63	59.4	2.63
2	Supervisors can identify and help teacher’s capability of analyzing their own instructional problems.	25	23.6	14	13.2	67	63.2	2.60
3	The supervisor helps the teachers to solve classroom problems by their own.	22	20.8	21	19.8	63	59.4	2.61
4	Supervisors provide teachers with large degree of autonomy and initiative.	25	23.6	16	15.1	65	61.3	2.62
5	Supervisors make the interaction positive, to share realistic information that help to plan their own solutions to the problems.	19	17.9	18	17.0	69	65.1	2.53
6	Supervisors genuinely listen to teachers and their ideas.	23	21.7	21	19.8	62	58.5	2.63

As already discussed in review literature part, using non-directive behavior needs knowledge, and expertise of a supervisor to work closely with teachers to change their current practice to achieve improved quality of student learning. Thus, table 10 shows the summary of teacher’s view on non-directive behaviors of supervisors. As indicated in table 10 item 1, respondents were asked whether supervisors are ready to implement the creative ideas of teachers if it is for change. Consequently, 24(22.4%) of teachers replied agree that the supervisor’s effort to achieve this purpose is ineffective, while 19(17.9%) of teachers showed undecided and 63(59.4%) of teachers responded that the supervisor’s effort to achieve this purpose is ineffective (mean value is 2.63).

From the aforementioned data it is possible to conclude that supervisors considered themselves as if they were more knowledgeable and they were not interested to admire teacher’s ideas. As shown under item 2 of the same table, teachers were asked either supervisor can identify and help teacher’s capability of analyzing their own instructional problems or not. Accordingly,

25(23.6%) replied agree, 14(13.2%) showed undecided and 67(63.2%) of teachers demonstrate disagreement about supervisors identify and help teacher's capability of analyzing their own instructional problems.

Moreover, as illustrated in item 3, 22(20.8%) of teachers replied agree that supervisors were failed to help teachers to solve classroom problems by their own while 21(19.8%) of teachers replied undecided and 63(59.4%) of teacher respondents reported their disagreement in that supervisors were failed to help teachers to solve classroom problems by their own (mean value is 2.61). This implies that teachers were not supported by instructional supervisors how they solve their own classroom problems to enhance student learning. As the interview made with school principals, most of our supervisors lack skills to assist teachers on how the different problems which could be in the school can be solved.

As the focus discussion made with the principals and vice principal our supervisor lack skills to assist and advice teachers how the different plans are developed and showing ways of solving problems. Teachers were asked to give their view in item 4 whether supervisor provides teachers with large degree of autonomy and initiative. Regarding this, 25(23.6%) of teachers showed agree, 16(15.1%) showed undecided and 65(61.3) of teachers showed their disagreement (mean value is 2.62) which indicates that the degree of autonomy and initiative, teachers are provided by their supervisor are ineffective and insufficient.

Regarding supervisors make the positive interaction, to share realistic information that helps the teacher to plan their own solutions to the problems, 19(17.9%) of teachers showed agree, 18(17.0%) of teachers showed undecided and 69(65.1%) of teachers reported their disagreement on the practice stated above (mean value = 2.53) which also reveals that the supervisors' effort to make the interaction positive, to share realistic information that helps the teacher to plan their own solutions to the problem is ineffective. Concerning this issue the researcher held an interview with supervisors questioning them about the view of teachers about their supervisors. They replied,

“Because of some hindrances supervisors have to give training and help for teachers to develop their classroom problems solving capacity and providing them large degree of autonomy and initiative, some of them may consider supervisors as they have no skill to give them training. In addition some considered supervisors as they are ignorant”.

The information obtained from the focus group discussion revealed that, the efforts exerted by the supervisor to communicate effectively to share information about improvement of teacher's classroom practice are insufficient. Moreover, there is no smooth interaction among teachers and supervisors. In the 6th item of Table 10, respondents were asked whether supervisors genuinely listen to teachers and their ideas. To this end, 23(21.7%) of teachers showed agree, 21(19.8%) of teachers showed undecided and 62(58.5%) of teachers showed their disagreement (mean value is 2.63). This implies that the supervisor gave less attention to listen to ideas of teachers. From the aforementioned findings, it could be concluded that supervisors failed to identify teacher's level of development to provide professional assistances. The interaction between supervisors and teachers to improve their current practices did not exist.

Generally, knowledge of all the four interpersonal approaches is essential for school administrators and supervisors to enhance the current practice of teachers that leads to improved students learning. To achieve this result, supervisors are expected to identify teacher's level of development, expertise and commitment toward the task to be accomplished and supervisors should provide professional assistance on the basis of their development. But the results of this study showed that supervisors use simply directive control behaviors out of the four interpersonal approaches without taking into account the teacher's level of development, expertise and commitment they have toward the task to get better results out of teachers. Teachers were also demonstrating disagreement about the use of non-directive behavior of supervisors.

Several studies conducted in developing countries like Kenya also show that supervisors complain about the lack of space and poor equipment in terms of logistics, lack of communication and secretarial computers, the absence of a public relations budget Carron and Grauwe (1997).

“In addition to supervisors’ core functions, supervisors’ are given a lot of tasks to be performed. Such as control work of principal, conduct performance evaluation of principal, control and conduct performance evaluation for primary school CRC supervisors”.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter mainly deals with the major finding, conclusion and recommend based on the results obtained from the data analyzed and interpreted in section four. The primary objective of

this section is to summarize the overall findings and draw conclusions based on the finding and put the way forward based on the conclusions.

5.1. Summary

The main objective of this study was to assess supervisory behavior and teachers' reaction of secondary schools in assisting teachers to improve instruction in Kuyu Woreda North Shoa Zone, Oromia Regional State. Based on this, the specific objective designed were to identify supervisory behaviors supervisors demonstrate, to examine the extent supervisory activity is used in enhancing teachers' performance, to identify the challenges faced by supervisors while exercising their responsibilities, And to identify the skills needed to implement supervisory activities effectively.

Basic question which have been discussed were the following:

1. What supervisory behaviors do supervisors demonstrate in kuyu woreda secondary Schools?
2. Do supervisors base on teachers developmental levels in their leadership behaviors'?
3. What challenges supervisors face during their supervisory practice in secondary schools of kuyu woreda

To answer these basic questions, the study employed descriptive survey method, which involves both quantitative method and qualitative method as a supplement. The study was carried out in randomly selected 3 secondary schools in the woreda. One hundred six teachers were selected as samples using simple random sampling technique. Three principals, six vice principals and one supervisor from sample schools were selected. Supervisor, principals and vice principals were selected using availability sampling for interview and focus group discussion respectively. The main instruments of data collection were questionnaire, focus group discussion and interview. Thus, based on the analysis of data, the study reached on the following major findings.

5.2. Finding

I. Concerning skills of supervision

1. **Technical skills**:-As indicated in table 3: in all items 1-7 technical skills of supervisor's was low.

2. **Human skills:** - As indicated in table in table 4 in item 1 facilitating school environment to build cooperative was low. In the same table items 2, supervisor assist teacher to feel free was high.
3. **Conceptual skills:-**As indicated in table 5 in items 1-5 conceptual skills of supervisor's was low. From those finding one can concluded that there was skills gap he can success if he got suitable conditions.(Haalli jiru leenjii adda addaan kan deeggaramu yoo ta'e fooyya'uu ni danda'a.)

II. Concerning supervisory Activities.

As indicated in table 6 in items 1, 2 and 9 there were agreement that the supervisor's activities were unsatisfied. In the same table items 3, 4, 5, 6,7and 8 show that the supervisor had different tasks to perform in addition to his normal work and also there was skills gaps. From these one can concluded that the supervisor can perform his duties if there had no extra burden and if skill gaps fulfilled with different trainings.

III. Concerning Directive control Behaviors of supervisors:-

As indicated in table 7.in all items 1-5 there were enforcement to accomplish the tasks, lack of setting standards, assumes of him more knowledgeable and expertise than teachers to improve class room practices, lack of directing teachers in order that they improving teaching, lack influencing to word improving quality education and lack of coaching teachers to perform better.

IV. Concerning Informational Behaviors of supervisors :-

As indicated in table 8 in items 1, 3 and 4 low performance or he was no role model for the teachers and assumes him as more expertise, committed, confident and responsible of the tasks than teachers. In the same table item 2 he was source of information for the teachers.

V. Concerning about Collaborative behavior of supervisors:-

As indicated in table 9 items 1-7 there was low performance in involving in setting plans, his activities was not serve as joint responsibilities of him and teachers, the teachers were not trust him, he was not encourage teachers to give feedback on their performance, he did not respect individual's idea, he didn't encourage teachers to help each other and he foster team involvement of teachers in solving crucial problems. From the above explanations one can concluded that there was low performance in collaborative behaviors.

VI. Concerning about Non-Directive Behaviors of supervisors:-

As indicated in table 10 items 1-6 he was low performance, he was not ready to implement creative ideas of teachers if it is for change, he didn't identify capability of teachers, his helping teachers' to solve their own problems was low performance and so on.

The findings of the study showed that supervisor in Kuyu woreda Secondary Schools, there was skill gaps (**lack of technical skills, human skills and conceptual skills**) no collegian relationship among teachers and supervisors than vertical relationship because majority of respondents which account 57.5% accepted this fact.

More than 57.5% of respondents showed that secondary school supervisors were not enhancing teachers to plan and did not train teachers.

Similarly, in relation the role of supervisors to enhancing teachers' skills, the kuyu woreda supervisor was found at moderate level. Whereas, they were not ready to facilitate the school environment to build cooperative effort which was evaluated at the mean of 2.66.

The study was conducted to identify that secondary school supervisor required technical, conceptual and human skills to provide professional assistances for teachers. Accordingly, The supervisor share innovative instructional improvement with teachers; use innovative idea in assisting teachers to solve their own problems and determine ways to participate teachers in decision making.

5.3. Conclusions

Based on the major findings of the study, the following conclusions were reached. The supervisory behaviors do supervisors exercises in kuyu woreda Secondary Schools was more dominantly exercise directive behaviors where they set standards of activities to be carried out and direct and enforces teachers toward achieving those activities without taking into account the different developmental levels of teachers. This show that the there is no collegian relationship among teachers and supervisors than vertical relationship. So the members of supervision team should give focus on different alternatives of supervisory team.

The supervisory activity is used in enhancing teachers' performance in secondary school of kuyu woreda was also found at poor level. Some of the indicators were: secondary school supervisor were not enhancing teachers to plan and did not train teachers; weak role of supervisors to enhancing teachers' skills, and were not ready to facilitate the school environment to build cooperative effort. So this indicate that supervisory activity is used in enhancing teachers'

performance was need attention. So the WEO experts especially, the supervision team works on capacitating the secondary school supervisors.

The secondary school supervisors conceptual, technical and human skills are needed to implement supervisory activities effectively in Secondary Schools of kuyu woreda was also ineffective. Because secondary school supervisors were poor in sharing innovative instructional improvement with teachers; using innovative idea in assisting teachers to solve their own problems and determining ways to participate teachers in decision making which determine their growth. This shows that the skill of secondary school supervisors was poor and the WEO should give stress on experience sharing to fill the gap. The major challenges do supervisors face during their supervisory practice in Secondary School of kuyu woreda were also identified as lack of proper office with its table, chair; means of communication and transportation services; lack of own budget to tackle the problems of stationery materials and they were not provided short term training. Within this situation, they lack knowhow about supervision to provide professional assistances to improve teacher's classroom instruction. To address supervisory skill, school supervisors were to demonstrate the three most essential skills such as: technical, human and conceptual skills needed for all educational leaders to work effectively with peoples and to bring good results.

5.4. Recommendations

In light of the findings and conclusions drawn, the following recommendations were forwarded. Supervisors are required for teachers to provide professional assistance and improve teachers' current level of performances when teachers trust them and develop positive views towards school supervision and instruction. The WEO along with regional education bureau assigned well trained and experienced school instructional supervisors.

Supervisors as educational leaders, should be committed, well trained and experienced for improving the service to meet the requirements. Therefore, workshops and short training and upgrading programs should be planned by Zonal and Regional Education Bureau and also supervisors must show their maximum effort for the improvement of teaching learning process.

Supervisors should encourage teachers by giving them constructive comments to make them committed in implementing the suggestion and feedback offered for them by their supervisors, to become effective in their teaching and learning process. OREB, ZEO and WEO should provide

seminars, workshops and training for supervisors concerning interpersonal approaches of supervision to make supervisors competent in solving instructional problems.

WEO should allocate and grant on job training for supervisors especially they should provide training on how to use clinical supervision to assist teachers in their classroom practices.

To make teachers effective in their teaching learning process, supervisors should use the different interpersonal techniques with teachers in providing professional assistance to improve their level of development, expertise and commitment they have toward the task.

To alleviate supervisory challenges, WEO should arrange and provide supervisors with own office, table and chair. They must also assign budgets for supervisors to use it for the purpose of stationery materials, communication and transportation costs.

The study reveals that supervisors were over loaded as they were doing supervision along with other activities. School instructional supervisors should be free from routine tasks. Therefore regional educational bureau should plan to separate supervision position.

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Appendices

Appendix 1

Addis Ababa University

College of Education and Behavioral studies Department of Educational planning and
Management
Program School Leadership

A questionnaire to be filled by secondary school teachers.

Dear/Sir/:

This questionnaire is designed to gather data on “Supervisory Behavior and teachers Reaction of secondary school of KuyuWoreda North Shoa Zone of Oromia Regional state” In this context supervisory behavior means the degree to which supervisors directly related to pupil or the degree to which they are directly related to instructional goals. Reactions of teachers mean the response of teachers to perform the activities which is given by supervisor.

The information you supply through this questionnaire is highly valuable to meet the objectives of this study and it would be used for academic purpose only. Therefore, you are kindly requested to provide accurate answers to the items presented. Your responses are kept strictly confidential.

Thank You in advance!

Directions

No need of writing your name

Please put “X” in the boxes provided where alternatives are given.

If you have additional opinion, please write it on the space provided.

Part one

Background Information

Name of your school

1. Sex: Male . Female

2. Age: 25 years and below 26—35 years 36-45 years 46 years and above

3. Your present position: Teacher Principal Supervisor

4. Your service in the school: 5 years & below 6-10 years 11-20 years
21 years & above

5. Your academic qualification: College diploma B.Sc./BA/B.Ed.
 BSc./MA/M.E PhD
 if others ,please specify _____

Part two

Effectiveness of supervisors in applying supervisory skills. Use 5=very high, 4=high,3=moderate 2=Low 1=very Low

	Supervisory skills and activities	Level of skills				
		5	4	3	2	1
	2.1. Technical skills					
2.1.1	Supervisors help teachers to use different method and procedures to improve class room practices.					
2.1.2.	Supervisors assist teachers on lesson plan preparation.					
2.1.3	Supervisors provide professional assistance on continuous bases for students' achievement.					
2.1.4	The supervisor conducts need assessment and train teachers at school level.					
2.1.5.	The supervisor shows ways of problem solving to teachers.					
2.1.6.	The supervisor helps teachers on how to conduct observation of each other's classroom instruction.					
2.1.7.	The supervisors show techniques of conflict resolution.					
	2.2. Human skills					
2.2.1.	The supervisors facilitate communication to build cooperative effort					
2.2.2.	Supervisors do not assist teachers to feel free					
2.2.3.	Teachers feel anxiety and frustration which stem from inappropriate use of communication skills by supervisors.					
2.2.4.	The supervisors do not display group facilitation to demonstrate instructional improvement.					
2.2.5.	The supervisors do not encourage teachers to reflect on their improvement.					
2.2.6.	The supervisors do not facilitate group discussion among teachers on their improvement.					
2.2.7	The supervisors are approachable and there is a feeling of rapport among them.					
	2.3. Conceptual skills					
2.3.1.	The supervisor share innovative idea instructional improvement with teachers.					
2.3.2.	The supervisor use innovative idea in assisting teachers to solve their own problems.					
2.3.3.	Supervisors determine ways to participate teachers in decision making which determine their growth.					
2.3.4	The supervisor encourage collective Endeavour for improvement					
2.3.5	The supervisors assist teachers to understand the institution as a whole.					
2.3.6.	The supervisors identify environmental problems and suggest ways to solve it.					

If you have additional please specify _____

View of teachers about their supervisors

Indicate the level of your agreement about whether your supervisors discharge their supervisory roles effectively. Use 5=strongly agree, 4=agree, 3=undecided, 2=disagree 1=strongly disagree.

	Supervisory skills and activities	Level of skill				
		5	4	3	2	1
3	Supervisory activities					
3.1	Supervisors are committed to work with teachers in improving classroom practice.					
3.2	Supervisors work only on assisting teachers to improve instruction and do not involve in other additional duties.					
3.3.	Supervisors do not have necessary skills to implement tasks of supervision.					
3.4	Supervisors come to school to gather information for reporting.					
3.5	School based supervisors provide continuous advice and help to improve classroom practice.					
3.6	Supervisors used classroom observation for evaluative purposes.					
3.7	Supervisors come to school to find fault than helping teachers.					
3.8	Supervisors do not serve as a means to promote teachers' autonomy.					
3.9	Supervisors are preferable means of teachers supporting system.					

Please specify others _____

Supervisory Behaviors

The list below is type of supervisory behaviors that the supervisors use in assisting teachers. Please indicate your degree of agreement. Use 5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree.

4	Supervisory skills and activities	Degree of agreement				
		5	4	3	2	1
	4.1.Directive control behavior					
4.1.1	The supervisors enforce teachers to accomplish the tasks.					
4.1.2	The supervisor do not sets standard for teachers in the improvement of instruction.					
4.1.3	The supervisor assumes him/herself as more knowledgeable and expertise than teachers to improve classroom practices.					
4.1.4	The supervisors do not direct teachers in order that they improve their teaching.					
4.1.5	Supervisors do not influence supervisees to word improving quality education.					
4.1.6	Supervisors do not coach teachers to perform better.					
	4.2. Directive informational Behavior					
4.2.1	The supervisors provide alternative from which teachers can choose to accomplish activities.					
4.2.2	Supervisors are the source of information for the tasks to be accomplished by the teachers.					
4.2.3	Supervisors place themselves as more expertise, committee, confident and responsible for the tasks than teachers.					
4.2.4	. Teachers can set their own activities to be accomplished.					
	4.3.Collaborative Behavior					
4.3.1	The supervisors and teachers are equally involved in setting the plan for instructional improvements.					
4.3.2	Supervisory activity is the joint responsibility of teachers and supervisors.					
4.3.3	Supervisors are open and trust each other.					
4.3.4	Supervisors encourage teachers to give feedback on their performance.					
4.3.5	Supervisors take into account the individual teacher's idea differ from their idea.					
4.3.6	Supervisors encourage teachers to help each other.					
4.3.7	Supervisors foster team involvement of teachers in solving crucial problems.					
	4.4. Non directive Behavior					
4.4.1	Supervisors are ready to implement the creative ideas of teachers if it is for change.					
4.4.2	Supervisors can identify teacher's capability of analyzing their own instructional problem.					
4.4.3	The supervisor helps the teachers to solve classroom problems by their own.					
4.4.4	Supervisors provide teachers with large degree of autonomy and initiative.					
4.4.5	Supervisors make the interaction positive, to share realistic information that help to plan their own solutions to the problem.					
4.4.6	Supervisors genuinely listen to teachers and their ideas.					

Please write additional comments/ideas if there are any other

APPENDIX -2
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
PROGRAM SCHOOL LEADERSHIP

Interview guides for supervisors

The main purpose of this interview is to collect relevant data regarding supervisory behaviors and teachers reaction of secondary schools in KuyuWoreda of Oromia.

The data obtained will be used for research purpose only.

Therefore, your sincerity in responding to the questionnaire has of great importance, and your responses to the interview would be kept confidential.

Thank you in advance for cooperation

Part I. Give your response to the questions in short and be precise.

1. What do you say about the behaviors of supervisors in exercising supervisory skills?
2. What are the views of teachers about their supervisors?
3. How do supervisors assist teachers based on their experiences and developmental level?
4. Are school supervisor considers his/her self-more knowledgeable than teacher and enforces and directs them to accomplish the tasks?
5. How supervisors equally involve teachers in setting the plan for instructional improvement
and consider his/her self as equal with teachers?
6. How do teachers perceive the role of supervisors in their schools?
7. What challenges of supervisors did you observe?
8. How were the challenges solved?

Appendix -3

Addis Ababa University

College of Education and Behavioral studies

Department of Educational planning and Management

Program School Leadership

Guide questions for focus group discussions with principals and vice principals

The main purpose of this discussion is to collect relevant data regarding supervisory behaviors and teachers reaction of secondary schools in Kuyu woreda of Oromia.

The data obtained will be used for research purpose only.

Therefore, your sincerity in responding to the questions is of great importance and your responses to the interview would be kept confidential.

Thank you in advance for cooperation

Part I. Give your response to the questions in short and be precise.

1. What do you say about the behaviors of supervisors in exercising supervisory skills?
2. What are the views of teachers about their supervisors?
3. Are school supervisor considers his/her self-more knowledgeable than the teacher and enforces and directs them to accomplish the tasks?
4. How supervisors provide alternative tasks from which teachers choose and accomplish?
5. How supervisors equally involve teachers in setting the plan for instructional improvement
and consider his/ herself as equal with teachers?
6. How do teachers perceive the role of supervisors in their school?
7. What challenges of supervisors did you observe?
8. How were the challenges solved?