ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

SCHOOL BASED INSTRUCTIONAL SUPERVISION IN SELECTED SECONDARY SCHOOLS OF ADDIS ABABA

BY

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SCHOOL BASED INSTRUCTIONAL SUPERVISION IN SELECTED SECONDARY SCHOOLS OF ADDIS ABABA

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Abstract

Supervision was introduced into the Education System of Ethiopia during two historical periods in the past. The periods were1962/63 and the period 1994. Although, this arm of Education was expected to provide both monitoring and support giving services, its monitoring role was always found to be dominant.

This research effort tries to find out how instructional supervision operates in a secondary school in Addis Ababa City Administration context. In order to be able to observe the internal dynamics of supervision a case study with a qualitative research design has been employed.

The instrument used is guided interview targeting five homogeneous groups, who the researcher assumed to be agents of supervision. The data sources are:-

1. School Principals of four schools
2. Department heads of four schools
3. Teachers of four schools
4. Students of one school
5. Parents of one school

The conclusions drawn from findings of the research pointed that with regard to school Environment: physical facilities, economic incentives and teacher involvement in decision making needed attention and a lot of improvement. With regard to supervision characteristics awareness problem of a critical nature was observed. What is actually practiced in the name of supervision was merely classroom observation for evaluation purpose. Factors, which were identified as corroborating to supervision, were teachers' attitude to supervision, training in supervision student motivation and parent teacher interaction.

ABBREVIATIONS

ICDR	Institute for curriculum Development and Research
MOE	Ministry of Education
ETP	Education and Training Policy
REB	Regional Education Bureau
EMMA	Educational Mass Media
TO	Task Oriented
RO	Relation Oriented
ACAEB	Addis Ababa City Administration Education Bureau
EMPDE	Educational Materials Production and Distribution Enterprise

Chapter One

General Background

1.1 Introduction

The history of modern school supervision shows that in the first quarter of the 20th century supervision was dominated by a classical view of people and institutions. Teachers were regarded as instruments that should be closely supervised to ensure that they mechanically carried out the methods of procedure determined by administrative and special supervisors. In the second quarter of the century supervision was conceived as the practice of human relations. This view endowed teachers with feelings and motives but often gave less attention to their properties as reasoning beings. Presently, there are demands for a supplementary approach, which will recognize the importance of both mechanism and morale, yet, stress cognition in its process.

By stressing cognition, we mean helping supervisors and teachers develop the intellectual content of their tasks, acquiring the theories with which to relate particular consequences (Lucio and Mc.Neil, 1979)

1.2 Background to the problem

The overall objective of effective school based supervision is to enable the individual teacher to become implementer of effective teaching.

Regarding the role of supervisors, Supervisors are part of the technical level in schools. As such they are concerned primarily with teaching and learning; they are first and foremost teachers-master teachers, not administrators. Their area of expertise is curriculum and instruction; their job is to help their colleagues improve the teaching-learning process. They need an organizational structure that allows them to do this in a no threatening environment unfettered by bureaucratic requirements for control. The supervisory requirement, then of a staff position with earned, informal authority (rather than administrative authority) is consistent with a supervisory role defined as part of the technical subsystem. This point is illustrated in Supervision Manual of MoE(1994:16-17)as follows:
The tasks of supervision are enumerated as follows:-

- Ensuring curriculum implementation
- Providing direct technical support to teachers
- Providing on- the – job training to teachers.
- Conducting teacher performance evaluation
- Conducting formative education program evaluation
- Monitoring and coordination

Supervision thrives in a conducive work environment and according to Rensis Lickert, (1961) a highly effective school work environment is described as one which (1) members perceive as supportive and which builds and maintains their sense of personal worth (2) high performance goals which are

consistent with those of the school and/or the profession, (3) uses group decision making, and (4) is linked to other school groups through multiple and overlapping group structures.

Based on the constructivist view of teaching learning Sergiovanni(1995), the emphasis is on emergent curriculum, different forms of supervision, teacher development as inquiry and reflection, and leadership as community building.

1.3 Statement of the Problem

Effective curriculum implementation is guaranteed by effective supervision. Cognizant of this fact the education system has instituted a career structure. Out of the six ladders in the career structure, four ladders are expected to provide supervision service to teachers in the lower ladders. Despite this provision and the urgent need for the service no serious effort is made to implement effective supervision in schools.

Inbuilt supervision which is a strategy to promote and sustain the basic principles of ETP, professionalism, democratization and decentralization at the technical level and which has been supported by the career structure for the last seven years seems to be floundering to achieve its end.

Although the policy framework for professional development is superb a comprehensive plan which takes into consideration all the inputs and the factors to produce optimal results in the form of school based supervision is still illusive.

1.4 Aims and objectives of the study

The overall aim of this study is to conduct an in-depth study of school based instructional supervision and its impact on curriculum implementation in selected secondary schools of Addis Ababa.

Specific objectives of the study are:

a) To find out internal and external environmental inputs which affect instructional supervision,
b) To analyze the various instructional supervision characteristics which operate in the school system,
c) To investigate the state of affair of the various factors which influence instructional supervision.

1.4 Significance of the problem

Close scrutiny of supervision practice shows that higher level supervision, supervision at Regional and Zonal level, is restricted at overseeing policy and standard implementation and inbuilt supervision is restricted at casual classroom observation and performance evaluation. This situation warrants a case study, which will enable to see in detail the dynamics of the various aspects of supervision and identify the prevalent problems that impede the implementation of effective school based supervision.

Such a study is expected to furnish data to conduct further research in the field and also to consider interventions and strategies to ameliorate existing problems.

1.5 Limitations and Delimitations

Limitations

- The findings of the research can not be generalized to secondary schools of Addis Ababa City Administration
- The reliability of qualitative research method would be greatly improved when using methods of triangulation. But due to shortage of time methods such as observation and document analysis could not be employed to supplement the interview used to collect the data.
- Data reduction in the data analysis process is subject to researcher bias.
- The time constraint on teachers, department heads and principals to meet the heavy demand of an in-depth interview is found to be a major limiting factor to garner sufficient information for the study.

Delimitation

- The study will be conducted in four secondary schools the choice of which depended on recommendations from the Education Bureau.

- The scope of qualitative study does not cover informal supervision, which mainly deals with monitoring.
- The research covers the period year 2000/2001

1.6. Definition of terms

Clinical competence: refers to the ability of the teacher to be instructional problem solver and inquirer.

Critical competence: refers to the ability of the teacher to be rational, morally autonomous, socially conscious change agent.

Technical competence: refers to the ability of the teacher to determine in advance what is to be learned, how to be learned and to establish criteria by which success is to be measured.

Personal competence: refers to the competence of the teacher in understanding of self, and in being able to be self-actualized person who uses self as as effective and humane instrument

Self directed supervision: refers to a condition of work where individual teachers assume responsibility for their own professional development.

Clinical supervision: refers to a type of supervision, which is suitable to the need of the individual teacher.

Inquiry based supervision: refers to a condition of teaching where by teachers engage individually or collectively in action research.

CHAPTER TWO

Literature Review

This chapter presents review of literature in three major areas: historical development of supervision in Ethiopia, the concept of supervision and factors affecting supervision

2.1 Supervision in Ethiopia

2.1.1 Historical Development

Supervision, which was first introduced in 1941/42 into the education system of Ethiopia out of the need to coordinate and control the increasing number of schools was conducted under the name of "Inspection". The tasks of the then inspectors focused on inspecting financial matters and educational programs. A series of training programs was organized and conducted in *Kokebe Tsibeha* School with course duration of one year. Statistics reveals that 124 inspectors were trained in these training under takings.

A change in policy in 1962/63 laid emphasis on the provision of support rather than on the financial regulatory tasks of inspection along side the change in role the service was labeled as "Supervision".

In addition to the 52 supervisors trained by the Addis Ababa University all inspectors then active in the service were retrained as supervisors. The training program, which was sustained up to 1968/69 was augmented by a summer program which was gradually transformed into a summer program. This training program was maintained up to 1972/73.

The interruption of the training program by the Addis Ababa University coupled with the expansion of the education system, which paused great challenge to the meager number of supervisors forced the service to the brink of insignificance (Supervision Manual, MOE. 1995).

The socialist Ideology that was ushered in 1973/74 forced the education sector to re-institute Inspection to enforce socialist outlook in the education system. The service was structured at a department level and stayed functional from 1981 up to 1993. Because of its emphasis on regulatory tasks; the need for support was strongly felt and as a result a supplementary task force was organized under the Formal Education Department to provide technical support to secondary education teachers. The task force called

"Pedagogical Animation Team" stayed operational from 1983 – 1994.

2.1.2 Supervision in the present context

One of the principal organs of the Ministry of Education of the Federal Government of Ethiopia is the Education Program and Supervision Department, which is based in MOE at Arat Kilo. In line with the principle of decentralization of the New Education and Training Policy Inspection service was dissolved and in its place supervision service was re instituted with emphasis on providing technical support in the diffusion of educational innovations.

The jurisdiction of the Department, as stated in the Official Document of MoE regarding duties and responsibilities of the Department, is to oversee the implementation of ETP and the Education Standard. More over the department facilitates the implementation of the curriculum and provides technical support to REBs in the form of training and consultancy.

According to the same source the tasks of the department are :

- To develop standards, procedural manuals which facilitate the implementation of education program,
- To advice the Ministry on implementation problems of standards and curriculum,

- To develop strategies which assist to rectify problems related with education program management and administration,
- To submit a formative evaluation report on the education program to the Ministry.
- To establish equivalence of transcripts brought from abroad,
- To certify the standard of private schools,
- To identify and provide special assistance to marginalized Regions.

Similarly the tasks of the Tasks of supervision Department at Addis Ababa City Administration Bureau Level are enumerated in the Official Document of the Bureau as:

- To develop the capacity of Regional supervisors and to provide technical support,
- To provide feedback on education program management and organization based on information gained through formative evaluation.
- To provide a network service to Regions.

a) Organization of instructional supervision

Supervision is organized at different levels in the education system. When we envisage the hierarchy from top to bottom, we find next to Education Program and Supervision Department

of MOE, which has a function both at federal and Regional level come Supervision Departments of Regional Education Bureaus of which Education Bureau of Addis Ababa City Administration is one. The third rung in the hierarchy are the Zonal Supervision Panels which have a responsibility to give direct supervision support to secondary schools in their areas. The last rung in the hierarchy is *the school-based supervision, which is known as* ***"Inbuilt Supervision".***

b) Goals and strategies of instructional supervision

According to Supervision Manual (MOE, 1994) the tasks of supervision are ensuring curriculum implementation, providing direct technical support and on- the – job training to teachers; Conducting teacher performance and formative education program evaluation; monitoring and coordination.

According to the manual the recommended strategies to accomplish supervision tasks are Lecture Visual aid assisted lecture Demonstration Brain storming Experience sharing Educational tour Observations.

2.2 Concepts of Supervision

The major focus of this chapter is to garner substantive theories, which at all stages of the research process would assist to create explanations for manifested phenomena in real life situations.

With regard to the use of the theories, in light of the arguments of scholars such as (Denzin,1978;Glasser & Strauss, 1967; Kapplan & Manners ,1972; Turner 1978) and as confirmed by the research findings of Margarete d. Lecompte & Judith Preissle, effort would be made to use the theories keeping the following points in mind:

- Formulation of purpose and research questions
- Choice of overall research design
- Choice of research participants and settings
- Choice of data collection
- Development of analysis strategies
- Presentation, interpretation, and application of findings

2.2.1 Supervision-a definition

Supervision is no more overseeing , controlling .In stark contrast to the industrial notion of overseeing, directing, and controlling workers, we see supervision as a collaborative effort. According to Hoy et al (1986):

> *Supervision of instruction is the set of activities designed to improve the teaching-learning process. The purpose of supervision is neither to make judgments about the competence of teachers nor to control them but rather to work cooperatively with them. Although assessment of teacher effectiveness may be necessary, it is not supervision of instruction; indeed, it is likely to impede and undermine the attempt to improve the teaching-learning process .*

According to the same source, a number of other assumptions need to be stated explicitly before one proceeds to develop the model. The following propositions are the bases of a theory and practice of supervision whose purpose is to improve instruction:

1. The only one who can improve instruction is the teacher him-or herself.

2. Teachers need the freedom to develop their own unique teaching styles.

3. Any changes in teaching behaviors require social support as well as professional and intellectual stimulation.

4. A consistent pattern of close supervision and coercion seems unlikely to succeed in improving teaching.

5. Improvement of instruction is likely to be accomplished in a no threatening situation – by working with colleagues, not superiors, and by fostering in teachers a sense of inquiry and experimentation.

This assumptions clearly indicate that supervision thrives in a conducive environment which require social support, collegial relations , professional autonomy and spirit de corps. Comprehending supervision practice in a school context requires establishing a frame of reference which takes into consideration the various aspects of supervision.

In line with this rational three broad categories are formed to bring into focus
The inputs required to implement effective supervision , to asses present practices and to diagnose at the same time the factors which influence inbuilt supervision.

2.2.2 School Environment

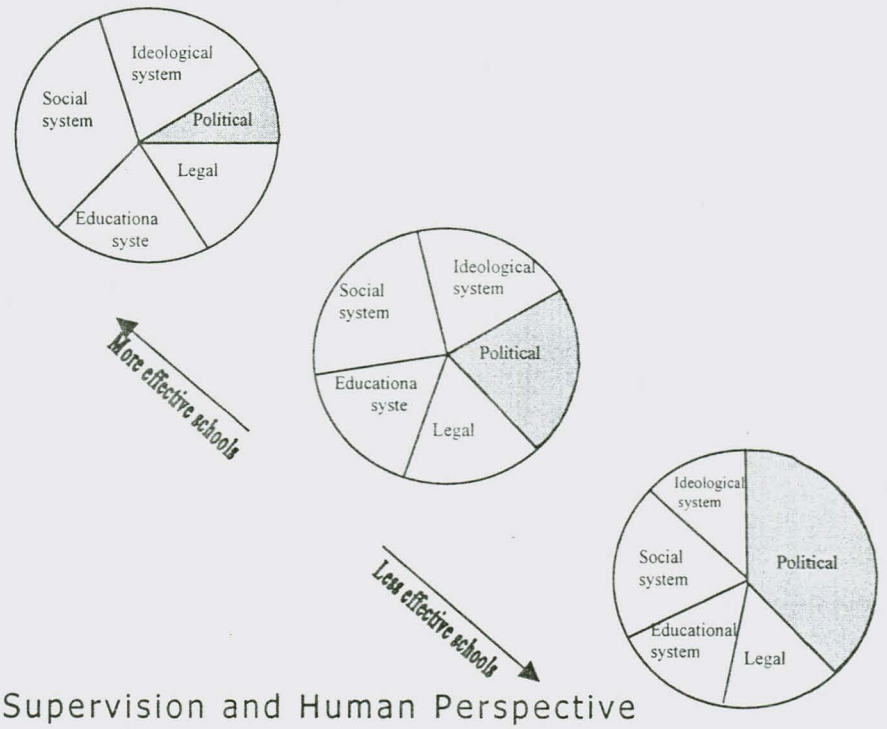
According to Rensis Lickert, (1961) a highly effective school work environment is described as one which (1) members perceive as supportive and which builds and maintains their sense of personal worth (2) high performance goals which are

consistent with those of the school and/or the profession, (3) uses group decision making, and (4) is linked to other school groups through multiple and overlapping group structures.

a) The School as a Political System

In developing a concept of organizational politics, Rogers in Sergiovanni et al(1973) describes five systems found with various degrees of emphasis in all organizations: ideological , social, technical (educational, legal, and political. As a basic proposition, the more manifest the ideological, legal, educational, and social systems are, and the greater the degree of commitment to them, the less chance of dysfunctional behavior in the political system. Since many aspects of the legal system are fixed, the relation suggested above is likely to be stronger for the ideological social and educational systems

Figure 2: Subsystems of a School System



Source: Supervision and Human Perspective

b) Task and human relations

The Management Grid of Blake and Mouton(1964) is a scheme for management option involving two variables, Task and Relation. The options are elaborated on 10x10 grid. the purpose of the grid formulation, show the relationship between the two variables, "Task " and "People", and present the five ideal type combinations of style which are task low relation low, task high relation low, task low relation high, task high relation high, task average, relation average.

As is established by empirical research results from Leadership Behavior Description Questionnaire, Sergiovanni (1971) teachers tend to express a preference for the integrated which combines both Task Oriented(TO) and Relation Oriented (RO).

c) Teachers' involvement in decision making

Victor Vroom's theory (1975) of leadership focuses on the degree to which the supervisor should encourage participation of teachers in decision-making. Based on the belief that no one decision-making process is best under all circumstances and that effectiveness of one's choice is dependent upon properties of the situation at hand, Vroom describes the decision styles as follows.

1. The supervisor solves the problem or makes the decision using information available at the time. This is an approach consistent with the dedicated style.

2. The supervisor obtains necessary information from teachers, then decides on the solution to the problem. The supervisor may or may not tell teachers much about

the problem when obtaining information from them. The role of the teacher in this case is providing information.

3. The supervisor shares the problem with relevant teachers individually, obtaining their ideas and suggestions without brining them together as a group. Then the supervisor, at times being influenced by their advice and at other times, not, makes the decision. This approach combines aspects of the dedicated and related leadership styles.

4. The supervisor shares the problem with teachers as a group, obtaining ideas and suggestions and then makes the decision, which may or may not reflect the influence of teachers. The approach combines aspects of the integrated and dedicated leadership styles.

5. The supervisor shares the problems with teachers as a group. Together they generate and evaluate alternatives and attempt to reach agreement on a solution. The supervisor is able to determine the best decision styles for this situation .

2.2.3 Instructional supervision characteristics

Supervision characteristics are traits or behaviors of a school subsystem identified with instructional process which require observance of human resource supervision theories for optimal effect.

This part of the literature tries to establish the significance of the various attributes of supervision ,which in this research effort are identified as supervision characteristics, by citing pertinent theories

a) Professional autonomy

Teachers and supervisors need considerable autonomy to make changes in instruction; in fact, more effective schools grant teachers considerable classroom autonomy. In an analysis of school conflict identified through research base on this comparison, Corwin(1965) makes the following observation:

Approximately forty-five percent of all the incidents involved teachers in opposition to members of the administration; about one-fifth of these disputes were "open'' discussions involving direct confrontations of parties in an argument or "heated" discussions (as judged by content analysis), or "major incidents" including a third party in addition to those teachers and administrators initially involved; this is a larger number of open conflicts than reported among teachers themselves. About one-half of all incidents involved groups of teachers (teachers' organizations in seven percent of the cases).

Twenty-four percent of all conflict incidents fell in the categories of classroom control, curriculum management, and authority in the school; these incidents embraced such issues as the use of proper teaching techniques and procedures, changing the curriculum and selection of textbooks. About half of these involved administrators. Of the 159 incidents that were in the open, about one-fourth were with the administration over these issues of authority.

The higher the professional orientation of teachers, according to Corwin's findings, the higher the rates of conflict. He concludes:

The weight of evidence from this very limited sample suggests that there is a consistent pattern of conflict between teachers and administrators over the control of work, and that professionalization is a militant process. The dilemma for the supervisor is, of course ,reconciling for himself and its beneficiaries the increasing bureaucratization and professionalism which Corwin and others see as two simultaneous but conflicting thrusts for schools.

b) Professional development

Although training has its place, most observers believe that it should no longer be the primary model for teacher development. Implementing lists of do's and don'ts, standard skill repertoires, and other scripts is not the way to help teachers to teach for understanding, to develop student thinking, and to promote generative knowledge. Instead, teachers need to learn how to think on their feet, inventing their practice as they go.

The relationship between teachers and the knowledge base for teaching is understood differently in professional development than in training. Professional development assumes that teachers are super ordinate to the research on teaching. Unlike technicians who are trained to apply research findings, professionals view research as knowledge that informs the decisions that they make. Professionals create their practice in use.

Professional development approaches emphasize providing teachers with a rich environment loaded with teaching

materials, media, books, and devices. With encouragement and support, teachers interact with this environment and with each other through exploration and discovery. Thelan (1971) suggests that the most useful teacher development programs are characterized by "intensity of personal involvement, immediate consequences for classroom practice, stimulation and ego support by meaningful associates in the situation, and initiating by teacher rather than outside" (72-73). Judith Warren Little (1993), a thoughtful commentator on teacher development, proposes six principles that she believes should guide the design of professional development experiences for teachers.

Little offers the principles as alternatives to training models that when use excessively provide teachers with shallow and fragmented content and subject them to passive roles as they participate in scripted workshops. The principles are anecdotes to the "one-size-fits-all" problem that training too often presents. Furthermore, she argues that the principles challenge the view that teaching is a narrowly defined technical activity. Little believes that today's emphasis on teacher in-service is dominated by "a district subsidized marketplace of formal programs over which teachers exert little influence or in which they play few leadership roles" . In professional development models, the teacher's capacities, needs, and interests are paramount. They are actively involved in contributing data and information, solving problems, analyzing, and so forth. Principals are involved as colleagues. Together, principals and teachers work to develop a common purpose themed to the improvement of teaching and learning. Together, principals and teachers work to build a learning and inquiring community.

c) Group effectiveness

A group maximizes its effectiveness, according to Lickert (1961), when it is characterized as follows:

1. The members are skilled in all the various leadership and membership roles and functions required for interaction between leaders and members and between members and other members.
2. The group has been in existence sufficiently long to have developed a well-established, relaxed working relationship among all its members.
3. The members of the group are attracted to it and are loyal to its members, including the leader.
4. The members and leaders have a high degree of confidence and trust in each other.
5. The values and goals of the group are a satisfactory integration and expression of the relevant values and needs of its members. They have helped shape these values and goals and are satisfied with them.
6. Insofar as members of the group are performing linking functions, they endeavor to have the values and goals of the groups which they link in harmony with one another.
7. The more important a value seems to the group, the greater the likelihood that the individual member will accept it.
8. The members of the group are highly motivated to abide by the major values and to achieve the important goals of the group.
9. All the interaction, problem-solving, decision-making activities of the group occur in a supportive atmosphere.

10. The group is eager to help each member develop to his or her full potential. It sees, for example, that relevant technical knowledge and training in interpersonal and group skills are made available to each member.

11. Each member accepts willingly and without resentment the goals and expectations that he or she and the group establish for themselves.

12. When necessary or advisable, members of the group will give other members the help they need to accomplish successfully the goals set for them. Reciprocal help is a characteristic of highly effective groups.

13. The supportive atmosphere of the highly effective group stimulates creativity. The group does not demand narrow conformity as do the work groups under authoritarian leaders.

14. There is strong motivation on the part of each member to communicate fully and frankly to the group all the information which is relevant and of value to the group's activity.

15. There is high motivation in the group to use the communication process so that it best serves the interests and goals of the group.

16. Just as there is high motivation to communicate, there is correspondingly strong motivation to receive communications.

17. In the highly effective group there are strong motivations to try to influence other members as well as to be receptive to influence from them.

d) Role Differentiation

According to Knoll(1987), principals must build an organizational climate in which administrators, supervisors, and teachers understand and respect each other's roles. The principal is the single most important individual in setting the tone or atmosphere of a school; hence, the leadership styles of principals are crucial for the development of climates in which teachers, supervisors, and administrators interact openly and authentically. Principals need to lead by example and by not asking teachers to do anything that they themselves would not do. They also need to accept the behavior of teachers and supervisors in professional areas of curriculum and instructional development even when it produces administrative difficulties.

Knoll boldly asserts that the climate needed to implement the kind of differentiated model of supervision that he is proposing is characterized by the following relationships:

- Open, authentic interaction among administrators and teachers. Such interactions should increase accuracy of communication by limiting distortions due to status distinctions, and they should provide a climate in which individuals can agree to disagree. In students and teachers alike, authenticity tends to produce commitment to the school.

- Professional autonomy: Teachers and supervisors need considerable autonomy to make changes instruction; in fact, more effective schools grant teachers considerable classroom autonomy.

- Orderly teaching environment: The school must be a place conducive to learning, one free from major disciplinary problems and vandalism. An orderly atmosphere is likely to be a necessary means for effective teaching and learning.

- High performance and achievement standards: Principals need to hold high performance and achievement expectations for teachers, and teachers need to expect that all students can achieve. More successful schools stress high achievement standards.
- Participative and supportive leadership: Warm, supportive relationships between principals and teachers not only enhance cooperation and respect but in combination with high performance standards and a well-structured organization produce better student achievement levels.
- Shared decision making and high motivation: Supportive leadership and highly motivated teachers and supervisors who share in the decision- making process create the atmospheres necessary to generate cooperation and harmony between the technical and managerial levels of organization.

- Colleague control: Although administrators are responsible to their superiors for management decisions, the development and improvement of instruction must be controlled primarily by professional colleagues-supervisors and teachers.

- High morale :A healthy organizational climate exists when teachers and principals feel that their social needs are

being satisfied and that they are simultaneously enjoying a sense of task accomplishment in their jobs.

- Security: If innovation and experimentation are to characterize classroom instruction, principals should not have to assume supervisory roles that are not part of the formal hierarchy of authority; supervisors cannot yield to the temptation of becoming part of the formal structure; and teachers need to be secure enough to turn to their supervisor colleagues for aid.

- Trust :Ultimately, the proposed model of supervision can only work if principals, supervisors, and teachers develop mutual trust and understanding as they perform their different yet complementary roles. The coordination of individual efforts performed in an ethos of trust, subtlety, and intimacy is likely to result in more effective organization.

e) Self directed supervision

Another option suggested by Glatthorn (1984) in establishing a differentiated system is what he calls self-directed development. Here teachers working alone assume responsibility for their own professional development, They develop a yearly plan comprising targets or goals derived from an assessment of their own needs. This plan is then shared with the supervisor, principal, or other designated individual. Teachers are allowed a great deal of leeway in developing the plan, but supervisors should ensure that the plan and selected targets are both realistic and attainable, At the end of a specified period, normally a year, the supervisor and teacher

meet to discuss the teacher's progress in meeting professional development targets. Teachers are expected to provide some form of documentation (e.g., time logs, reflective practice diaries, schedules, photos, tapes, samples of students' work, other artifacts) illustrating progress toward goals. This conference then leads to the generation of new targets for subsequent individual professional development cycles.

f) Inquiry based supervision

According to Sergiovanni (1995) one lesson that is clear from examining the new research on teaching is that teachers must become problem solvers and researchers of their own practice. Both problem solving and researching are at the heart of inquiry-based supervision. Elaborating further, Sergiovanni asserts that with enquiry based supervision, teachers either work alone or with others to engage in action research. In pursuing action research the teacher is assumed to start with the identification of a problem. Then he proceeds with formulation of a hunch about what causes the problem and how it can be solved. The teacher , either alone or with colleagues, then develops a plan to investigate one or more of these hunches.

According to Calhoun (1993) in Sergiovanni (1995) action research can be individual, collaborative and school wide. In individual action research, teachers work alone on problems of 9interest to them. The focus is on change in a single classroom. In collaborative action research , several teachers join together either to investigate a shared problem or to help each other solve individual problem.. In school wide action research, the faculty identifies a problem that is of interest to most. They

then research the problem, analyzing its findings with implications for school wide change.

g) Clinical supervision

In the late 1950s, Robert Goldhammer (1969), Morris Cogan (1973), and their colleagues at Harvard University began to develop the clinical supervision concept as they sought more effective ways to supervise graduate students enrolled in the Master Arts in Teaching program. Since then, this idea has been further developed to accommodate not only preserves supervision of teachers but also in-service supervision of beginning teachers and of seasoned professional teachers. Cogan (1973) defines clinical supervision as follows:

> *"The rationale and practice is designed to improve the teacher's classroom performance. It takes its principal data from the events of the classroom. The analysis of these data and the relationships between teacher and supervisor form the basis of the program, procedures, and strategies designed to improve the student's learning by improving the teacher's classroom behavior."*

Clinical supervision is considered by many experts (Garman, 1982; Goldhammer, Anderson, and Krajewski, 1993) to be a very effective strategy for bringing about improvements in teaching. It requires a more intense relationship between supervisor and teacher than typically is found in supervisory strategies. The perspective for clinical supervision is basically formative. Its focus is on building teacher motivation and commitment on the one hand, and on

providing for "on-line" staff development for teachers on the other. Because teachers assume active roles in the process, they often find this a satisfying approach. Furthermore, clinical supervision need not be hierarchical; that is, it lends itself to peer and collegial relations among teachers.

The purpose of clinical supervision is to help teachers to modify existing patterns of teaching in ways that make sense to them. Evaluation is, therefore, responsive to the needs and desires of the teacher. It is the teacher who decides the course of a clinical supervisory cycle, the issues to be discussed, and for what purpose. Obviously, principals who serve as clinical supervisors will bring to this interaction a considerable amount of influence; however, ideally, this should stem from their being in a position to provide the help and clarification needed by teachers. The supervisor's job, therefore, is to help the teacher select goals to be improved and teaching issues to be illuminated, and to understand better her or his practice. This emphasis on understanding provides the avenue by which more technical assistance can be given to the teacher; thus, clinical supervision involves, as well, the systematic analysis of classroom events.

Most authorities e.g.,(Goldhammer, 1969) suggest that a sequence of clinical supervision contain five general steps or stages, as follows:

1. Pre observation conference
2. Observation of teaching
3. Analysis and strategy
4. Post observation conference

5. Post conference analysis

2.3 Factors affecting instructional supervision

a) Teachers' attitude towards instructional supervision

Contrary to Maslow's theory, which is an integrated view of interdependent need structures, some scholars have tended to focus on one need, often to the exclusion of other needs. Of these efforts, two seem to have particularly relevance to understanding teacher behavior and teacher need. One effort explores in detail the competence motive the desire for mastery- and the other, the achievement motive-the desire for success. The first effort, developed and popularized by Robert White, presumes that people wish to understand and control their environment and wish to be active participants in this environment. This need is traced to early infancy and childhood experiences. If early experiences prove successful, people are likely to continue developing and extending their competence motives. Many teachers have lost the capacity to strive for competence largely because of a history of failure. They are less ready to try something new for fear of additional failure (White, 1959).

The second need, the achievement motive, was studied intensively by David C. McClelland. According to McClelland, in Sergiovanni (1973) teachers with a strong need for achievement have much to contribute to school effectiveness. They display an entrepreneurial behavior pattern which is characterized by: (1) moderate risk taking as a function of skill rather than chance, (2) energetic of novel instrumental activity, (3) individual responsibility and accountability for behavior, (4) the

need for knowledge or results or for money as a measure of success, and (5) anticipation of future possibilities.

b) Training

As clearly stated in Sergiovanni (1995) teacher development and supervision go hand in hand .Principals have a responsibility to help teachers improve their practice and to hold them accountable for meeting their commitments to teaching and learning. If this task is carried out well supervision enhances teacher development.

There exists a dualism in teacher supervisor role . As supervision entails different alternatives from self directed to clinical, training or professional development is not restricted to teacher or supervisor. It involves both. Nancy Zimpher and Kenneth Howey in Sergiovanni (1995) describe four major types of teaching competence that can help sort out when each of the approaches-training, development, and renewal-might make the most sense.

The four types of competence. Teaching as an expression of technical competence is probably the most popular of the four. It remains the area that receives the most attention in teacher education programs and in school district and state mandated teacher evaluation instruments. An example of an emphasis on technical competence is focusing on lists of teaching behaviors as found in the earlier process-product teaching effectiveness research. Technical competence is important to successful teaching and learning, but once technical competence is ensured, primary attention should be given to developing the clinical, personal, and critical competencies of teachers.

The same source further elaborates, when addressing clinical competence, the emphasis is on helping teachers become better problem solvers who are able to frame problems and issues and come to grips with solutions. The purpose of teacher development in this case is to enhance enquiry, encourage reflection, build problem-solving skills, and help teachers make more informed decisions about their practice. When the emphasis is on personal competence, the emphasis is on helping teachers become better problem solvers who are able to frame problems and issues and come to grips with solutions. The purpose of teacher development in this case is to enhance inquiry, encourage reflection, build problem-solving skills, and help teachers make more informed decisions about their practice.

Critical competence is concerned with issues of value and with the hidden meanings underlying teaching practice. Critical competence is developed as teachers are able to differentiate between effective and good practice, take ethical stands, and be concerned with worth and purpose.

Although training can help enhance the teacher's technical competence, it seems not to be powerful enough to enhance the other three types. Clinical competence seems best addressed by professional development models. Professional development can also help build personal competence, with renewal models being most appropriate for enhancing personal and critical competence.

c) Student motivation

According to Dyer(1980) in Amare (2000:34) no one can really teach anyone else anything , in the sense of implanting knowledge or skills in a passive student. Hence, it is recommended that the student- centered therapeutic technique, the creation of an atmosphere of acceptance, understanding and respect to be applied to education. Hence supervisors should strive to achieve this end through a strategy of student motivation to implement effective teaching learning.

One approach to effect learner motivation is through instructional improvement. Within this context (Wldowsky1985) reduces motivation into teaching tactics to use at certain times during instructional delivery. The other category of tactics is that suggested by (Keller 1983). This involves the values and expectancies of the learner as well as characteristics of the instructional situation.

A teacher's ability to interact effectively with students is one of the most important skills that he or she can hone Marcia (1987).

Indicators of this important interaction are assumed to be (1) effective use of student responses, (2) variety of questions asked, (3) use of motivation techniques, (4) variety of instructional approaches used , and (5) variety of instructional groups attempted.

d) Teacher parent interaction

As is suggested in Marcia (1987), teachers' interaction with parents and the community contributes greatly to the success of both the individual teacher and the school. The value of the

school and the esteem in which it is held by the community are often the result of teacher interactions.

As a result of this interaction teachers are expected to hold conference with individual parents, interpret educational information and encourage parent community involvement.

According to Smith, Krouse and Atkinson (1961)Visit to the school and classroom observations by parents should be promoted to enable them become familiar with what transpires in the classroom. In fact the activity should transcend to forging a partnership, which requires the teacher to practice parent teacher conference.

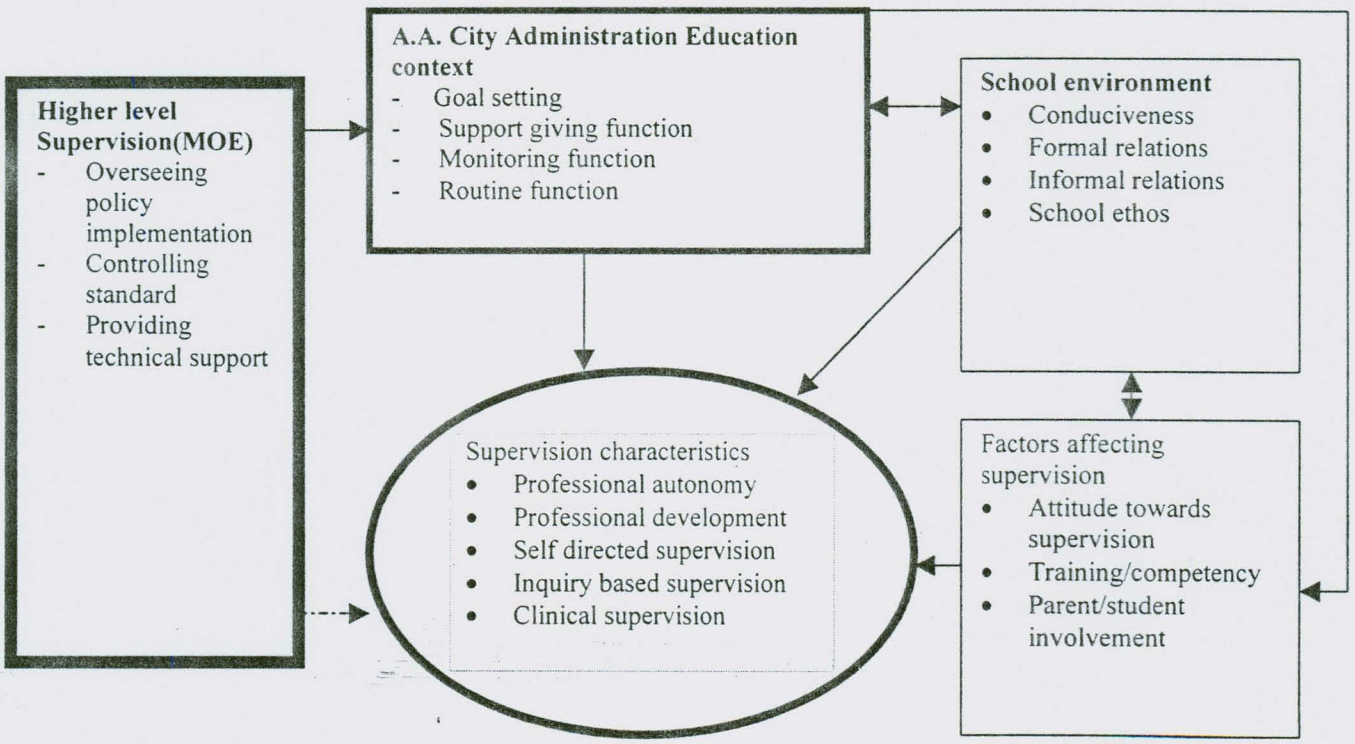
CHAPTER THREE
Methodology

3.1 The conceptual model of the study

As is pointed out by Popper and Eccles(1997), a schematic model is like a map and generally serves to group and cluster constructs into an ordered relationship . Based on this idea , and Talcot Parsons suggestions on school systems (1967), technical managerial and institutional effort is made to organize a schematic model to show the interplay of various causal factors which define instructional supervision characteristics.

The model illustrated in figure three maps out the interrelationship existing amongst the constructs which are already defined theoretically in the literature part of this study. These are the context, school environment, supervision characteristics(results) and factors affecting instructional supervision.

Figure3: Conceptual model of the study



3.1.1 The City Administration Context

Within the confines of supervision activity of the Education Bureau it provides the higher level input in terms of policy implementation ,goal setting, technical support, monitoring and evaluation. Its capacity to support school based instructional supervision is augmented by higher level supervision organ of MOE. Its support giving capacity is also regarded as causal factor for the quality of school based supervision.

3.1.2 School Environment

This category includes the units of analysis conduciveness, formal relations, informal relations, school ethos, the urge to move to other schools and teachers' involvement in planning which are regarded as environmental inputs and hence are preconditions to the realization of school based supervision. In this study effort has been made to find out to what degree the constructs have been given emphasis and are made operational.

3.1.3 Factors affecting instructional supervision

Effective instructional supervision cannot be realized by mere enforcement of directives. Rather, it requires giving special attention to factors such as attitude , training, parent and students involvement. In this study effort is made to find out how this factors are taken into consideration in the operation of the school.

3.1.4 Supervision Characteristics

Supervision characteristics are regarded as attributes which define the quality of the quality of instructional supervision

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practiced in a school. In the model this category is depicted as the out put of the other categories.

3.2 Interpretation of the Model

Instructional supervision is the product of the categories and the internal dynamics of supervision characteristics. To avoid complexity the model is designed to show only the interaction between categories. In reality the units of analysis in each category have internal and external dynamics.

3.3 Research questions

The research question of this study try to find out what school based instructional supervision look like in the context of secondary schools of Addis Ababa City Administration. As is suggested by the theoretical frame work this effort requires that specific questions regarding the City Administration context, school community environment, supervision characteristics and factors affecting instructional supervision be asked .

The questions on The City Administration Context focus to find out functions and organizational capacity of the supervision organ . Questions on school environment try to establish the preconditions necessary for the implementation of school based supervision. The questions on factors focus on parameters that hinder or promote school based supervision activities.

3.3.1. Questions on the City Administration Context

(1) What are the goals and functions of the Department of Supervision? (2) What emphasis is given to school based

instructional supervision ?(3) What are the plans to revamp school based instructional supervision.

3.3.2. Questions on school environment

(1) What do the formal and informal relations of the school look like? (2) Is the school's physical environment conducive to teaching learning process? (3) Do teachers feel an urge to go to other schools ?(4) What are the attitudes of teachers towards school ethos? (5) What are the disposition of school principals towards task and human relations?(6) Are teachers involved in planning and decision making ?

3.3.3. Questions on supervision characteristics

(1) What are the opinions and views of principals, department heads and teachers on professional autonomy? (2)What strategies are practiced with regard to professional development?(3) How is group effectiveness practiced in the schools? (4) What are the opinions of principals on role differentiation regarding administrative and technical staff? Which options of supervision are practiced in schools?

3.3.4 Questions on factors affecting instructional supervision

(1) What are the attitudes of teachers towards supervision? (2) What kinds of training are provided to supervisors? (3) What emphasis is given to student motivation in the teaching learning process? (4)What strategy is adopted in forging teacher parent partnership?

3.2 Design

According to Merriam(1998:6-8) the characteristic of qualitative research are:

- Understanding the phenomena of interest from the participants perspective ,
- The researcher is the primary instrument for data collection and analysis,
- The researcher must physically go to the people, setting or site to observe or collect the data,
- Qualitative research primarily employs inductive research strategy and the findings are in the form of themes, categories and typologies,
- The product of qualitative study is richly descriptive .

Taking this features into consideration the qualitative case study research design has been adopted to provide a thorough understanding of the features of instructional supervision as is perceived and implemented in a school context.

Case studies as is pointed out by Patton (1987) become particularly useful to understand some particular problem or situation in great depth, and where one can identify cases rich in information. This is in par with this particular research purpose.

The research was carried out in three major phases. The first phase consisted of preparing draft literature review, which was essential to develop a conceptual framework for the identification of the issues to be incorporated in the study and to develop the instruments and strategies of data collection.

The second phase consisted of contacting the Education Bureau, particularly the Supervision Department, to solicit the Department's assistance in selecting schools rich in information for the case study.

Developing instruments of data collection, approaching the selected schools, getting acquainted with the principals explaining the research purpose and soliciting their assistance to fix an interview schedule were also major activities, which were carried out during this period. Along side fixing a schedule for interview the principals played a key role in identifying teachers assumed to be rich in information and to serve as data sources.

The third phase consisted of carrying out the interview and the data analysis. Interviewing and data analysis were concurrent activities, which were covered within three months.

3.2.1 Data collection

The information for the present study was acquired through guided interviews and documentary sources.

3.2.2 Interviews

Qualitative data being the core of the research effort utmost care and attention was given in conducting the interview to expose the views and opinions of the respondents.

Note taking and tape recording were the dual modes employed for data collection during the interview.

Interviewees who participated in the research were Department Head of Supervision Department of Addis Ababa City Administration Education Bureau, School principals school department heads, selected teachers of the selected four schools; selected students and school committee members form one of the selected schools. Items used for guided interviews are given in appendices from 1 to 6.

3.2.3 Documentary Sources

Documents both published and unpublished were used to get information on policy, implementation strategy and procedures. Statistical abstracts and additional documents were used to draw information on Regional contest, student and teacher population and other pertinent data.

Sources of the documents are libraries of MOE, ICDR and the Bureau of Addis Ababa City Administration.

3.2.4 Selection of research settings

The research sites comprised of Addis Ababa Education Bureau, which has the responsibility for administering, and implementing ETP and which at the same time formulated policy and provides support for supervision support.

Selection of schools was done on the basis of judgmental sampling procedure. This procedure is justified because the exploratory study requires rich information sources and the finding is not for generalization purpose.

3.2.5 Selecting respondents

The intention of the study being the locating information rich sources rather than to find a representative sample five homogeneous groups have been included in the study

- Supervision Department Head of Education Bureau
- Principals of the four secondary schools
- Four focus groups comprising of department heads in the four selected schools.
- Four focus groups comprising of teachers in the four selected schools.
- Focus group comprising of students form grade 9-12 of one school

- Focus group comprising of parents committee of one school.

Table 1 : The study participants

Location	SPP	SDUP	TP	SP	OP	PP
A.A. City Administration Education Bureau	-	-	-	-	1	
SCHOOL A (Wendirad S.S.S)	1	8	8	-	-	
SCHOOL B(Kolfe Comprehensive S.S)	1	8	8	-	-	
SCHOOL C (Kefetegna 4 S.S.S)	1	8	8	8		4
SCHOOLD(Medhanealem Comprehensive S.S	1	8	8	-	-	
Total	4	32	32	8	1	4

SPP=school principal participants SDHP=school department head participants TP=Teacher participants SP=student participants; OP=official participant PP= parent participant

3.2.6 Administering Interview

Data collection was facilitated by the Education Bureau of Addis Ababa city Administration by providing a letter of collaboration to the zone Education Offices. Once contact was established with the schools through the proper channel interview schedule was framed in consultation with each school.

The interview assumed two forms. The first type was interview with individuals. This was conducted with Head of Supervision Department at the Education Bureau of Addis Ababa

Administration and with the four principals in their respective school grounds.

The Second type of interview is a focus group discussion. This kind of interview was conducted with department heads, and teachers of the selected four schools and students and school committee members of one of the selected schools. The average duration of each interview session was two hours.

The modality of the interview was to discuss on an item using the Brain Storm technique where by every participant would be encourage airing his view. Once the idea generating session is over a critical analysis of the issue would begin to reach a consensus.

3.3 Data analysis

The analysis of data passes through three interrelated stages, namely: data reduction, data display, and conclusion drawing.

3.2.1 Data reduction

The primary task in data reduction was that of coding the interview record which was tape recorded during interview and transcribed later on.

3.2.2 Matrix display and examination

this procedure was used to summarize information so that patterns are evident in a form that was subsequently used in the presentation of results.

3.2.3 Conclusion drawing and verification

This was achieved through the use of the following techniques developed by Miles and Huberman (1984). (1) Counting (2)Noting patterns and themes(3)imputing plausibility(4) Clustering (5)splitting categories (6) combining categories(7) Noting relations

CHAPTER FOUR
FINDINGS AND DISCUSSIONS

4.1. ADDIS ABABA CITY ADMINISTRATION CONTEXT

According to Education Statistics Annual Abstract of MOE, Addis Ababa City Administration has 29 secondary schools . According to the same source the number of teachers in this schools are 2544. Out of the 2544 teachers 1558 or 61% have qualification of B.A/B.Sc. and above while the rest have qualification diploma and below.

According to the Career Structure of MOE (1990 E.C.) instructional supervision is anticipated to be sustained by the schools in-built supervision scheme. Accordingly teachers who assume the status of teacher and above are expected to provide supervision support to junior teachers.

A policy provision in the New Education and Training Policy (1986 E.C.)and the subsequent Education Sector Strategy(1994) asserts that the training and professional competence of teachers shall be up graded with the view of improving the quality and standard of education . Despite this provision which was made seven years ago the City Administration is lingering with merely 61 % qualified teachers which drastically affects school based instructional supervision.

As is revealed by document review the Administration does not have a well organized strategic plan to create a capacity at the various levels of its organization to revamp school based instructional supervision and sustain it

4.1.1 Functions of the Supervision Department

As is stated in the " Job Description Document" of the Bureau, the Supervision Department is responsible for the following major functions:-

- Ensures implementation of Federal and Regional Policies related to Education Program.
- Ensures educational inputs have enabled the realization of educational aims.
- Monitors and evaluates all education programs of the region.
- Ensures that student services are available and adequate.
- Facilitates curriculum implementation and evaluation by teachers and other professionals in the field.
- Conducts research on problems related to students' all round development to propose remedial measures for the problems.
- Ensures that ongoing education program fully comply to the set standard

- Develops and disseminates standard instruments that should be use for fieldwork.
- Compiles and submits a report periodically to the Bureau and enacts the Bureaus report based decision.
- Oversees that the Bureaus supervisors make necessary preparation to coordinate and conduct joint field visits to schools, and based on the findings of the field visit conduct a conference with principals, school based supervisors and teachers.
- Arranges a forum for experience sharing amongst teachers and supervisors.
- Enacts class observation to upgrade the skill of the individual teachers in the field of instruction.
- Ensures that manpower allocation is incompliance with the standard
- Ensures standard equipment and facility are deployed at school level.
- Organizes, plans and evaluates the departments task and reports on its accomplishments to the Bureau.
- Prepares and enacts project proposals which enable to upgrade the competence level of the supervisors at the different levels.

- Executes additional tasks assignee to the Department by the Bureau Head.

analysis of the department's task shows that only 24 % is directly related to school based instructional supervision capacity building.

Tasks related to monitoring and reporting , standard control and policy implementation account for 71.4 % of the load.

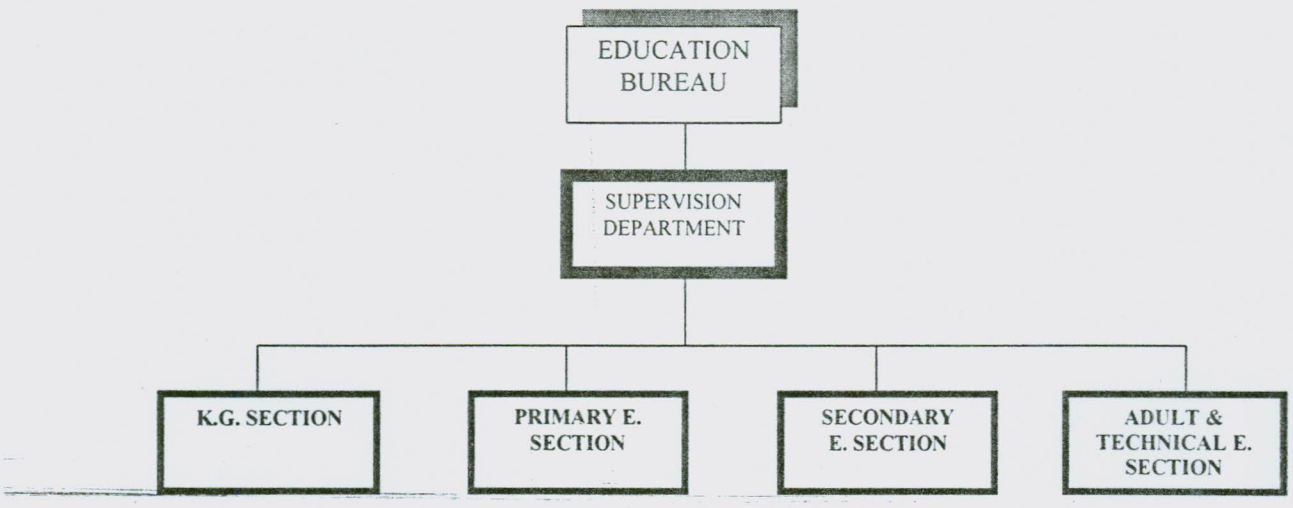
Table 2: Typology of tasks

Task Category	***Number of tasks***	***Per cent***
Standard control and policy implementation	4	28.6
School based instructional supervision capacity building	4	28.6
Monitoring and reporting	6	42.8

4.1.2 Structure of Region 14 City Administration

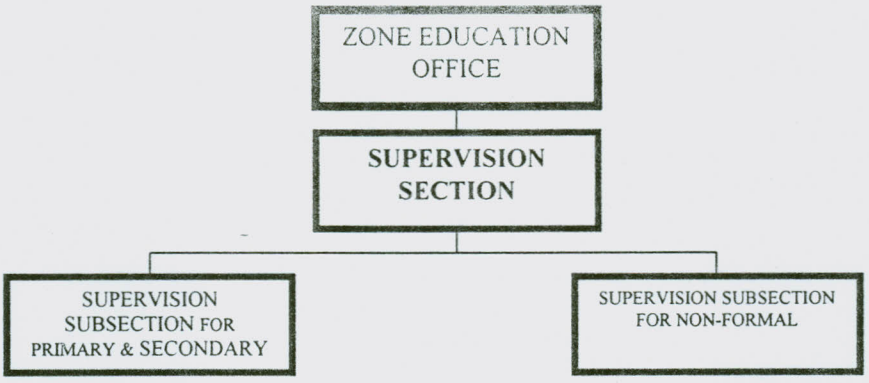
Figure 4:Organzational structure of Supervision Department

Supervision Department



4.1.3 Structure of Supervision Section of Zone Education Office Of Region 14 City Administration

Figure 5: *Organizational structure of Supervision Section*



Source: Addis Ababa City Administration Education Bureau Document

4.2 SCHOOL ENVIRONMENT

As already mentioned in the literature review part of this paper, a highly effective school work environment is described as one which members perceive as supportive and which builds and maintains their sense of personal worth, high performance goals which are consistent with those of the school and/or the profession, uses group decision making, and is linked to other school groups through multiple and overlapping group structures. Hence the incorporation of this dimension as one major category was essential and mandatory to make the case study as comprehensive as possible. To achieve comprehensiveness units of analysis were constructed with great care. The data sources,

which were selected with diligence for being able to furnish rich data are formed from three homogenous groups:

- School principals
- Department heads
- Teachers

4.2.1School community formal and informal relations

Getzels and Guba elaborate that the school system comprise of two dimensions, Nomothetic which is formal and which is associated with institutional goal achievement and ideographic dimension which is informal and which is associated with individual goal achievement. Disregard to either of this dimension is expected to have a diverse effect on school based instructional supervision. Based on this assumption focus group discussion was conducted with the school principals, department heads and teachers to extract data on this aspect of school environment.

As is revealed in the discussion with school principals, both teaching staff and administration staff are member of school social committee, which is an informal organizational set up which in general caters for the social need of the school community. Even though there are differences in their operations all the social committees were reported to carry out the following tasks.

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- *Trying to address social problems using an arrangement that is similar to "Edir",*
- *Providing loan, which is made available from night school fund for teachers who attend extension courses.*

Revamping staff lounges, upgrading school library, improving typing service by installing computer are recent undertakings by school principals and school administration to improve the school environment.

In response to a particular question regarding weather teachers appreciate the effort made by the school management positive concordance was observed on the part of principals of school A and D where as the principals of school C and D made the following terse statements respectively:

"Formally every one tries to overcome his duties, but with regard to informal relations there are very few who attempt politicking."

"Teachers do realize the efforts made by the administration and yet they don't seem to be fully satisfied by the effort"

The interview with department heads of the four schools on this item tried to explore conduciveness of school environment for carrying out supervision activity.

Department heads of School A asserted that the buildings are scattered, there is no proper pathway between buildings, and facilities such as department offices are not available. Supervision being limited to performance evaluation, teachers has developed a phobia for supervision. More over since there is no formal authority vested on the department head they usually prefer to keep a blind eye to matters that need their attention. On the positive side the group has testified that inter staff relation and staff management relation is conducive.

Views, which differed from the main stream, came from School B and it runs as follows:

> *Although there is room for improvement, effort by the principal to foster democratic practice has inspired teachers to develop self-confidence. Moreover, supervision has become the responsibility of many teachers. From what is generally observed form teachers activity the school environment can be regarded as somewhat conducive to supervision.*

The collated data from the interview with teachers in the three schools revealed that the school community is cooperative both in the social and professional sphere. This was ascertained in

schools A,B and D . But, the discussion in school C revealed that vertical and horizontal communication is lacking between the staff and the administration.

Parents dodge their responsibility to act as partners to the teacher in the teaching learning process. Either out of ignorance or lack of concern they never approach the teacher to get full information on the progress of their children. Even when they are contacted by teachers to be consulted on problems related to prolonged absence or discipline problem they evade the encounter by sending subterfuges. Moreover, the high rate of disciplinary problem is shared by all participants of the discussion as a prevailing problem, which makes the working environment unsuitable for teaching.

- *"The only problem with regard to school environment arises form undisciplined and ill mannered students."*

  "The community is not wiling to participate in the teaching learning process. They are not even willing to participate in improving school discipline."

Another factor which has a negative effect on school environment and which forces teachers to migrate to other schools is the night school income. The interview item, which was coined as "the urge to move to other schools" revealed additional points :

-"I would like to shift to other schools to get better economic advantage and to alleviate transport problem."

- *"Yes, I would definitely grab the chance, because I feel that the opportunity to improve myself would be better if I get transferred to the center areas."*
- *"The present school doesn't fulfill some basic needs for me like housing, transportation, and the ill disposed students."*
- *"The opportunity to get a better night class pay is higher if I get transferred to schools in the center areas. Moreover I would spend less on transport."*

As analyzed from the collated data the prevalence rate of the economic drive was found to be the highest .

4.2.2 Disposition To Task And Human Relations

The Managerial Grid of Blake and Mouton best define the formal school relations. The variables Task and People produce 81 possible permutations on the Managerial Grid. As is confirmed by the Leadership Behavior Description Questionnaire Sergiovanni() teachers tend to express a preference for the integrated style which combines both TO (Task Oriented) and RO (Relation Oriented) leadership.

In light of this effort was made to establish the view and practices of principals as managers and that of the department

heads as supervisors and links between administrators and teaching staff.

The discussion with the four different principals on their own school ground revealed three different views. The view of principal A and B showed a bias to task. Their views are reported as follows:

"In my view the belief that every one should be able to carry out ones responsibility has the upper hand"

"I give priority to task."

The principal of school C expressed that when he was newly inducted he gave priority to task but presently as a veteran he gives equal weight both to task and relations.

The opinion forwarded by principal of school D was that he changed his policy depending on the situation.

Table 3: Summary table for principals view on task and relation

Principal	***View***
School A	-Carrying out ones responsibility is central
School B	-I give priority to task
School C	- I give equal weight both to task and human relations.
School D	- Priority is dictated by the situation

Judging the four principals on the above stated findings the principal of School C seems to be in a better position to provide a better working environment, which accommodates attainment of school goal and personal goal.

School ethos towards instructional effectiveness

This item was purposefully implanted in the interview to establish the team spirit of the school, which is expected to be ideal if the formal and informal relations are harmonized.

Analyses of the views of the three homogeneous groups show that the pervading attitude of teachers, students and parents has become a barrier to set and achieve high achievement standards. Disenchantment of teachers with their profession, and their attitude that they are entitled to their salary weather they are able to achieve high standards or not compounded with parents utter disregard to work in partnership with the teacher has reduced the instructional process to the lowest degree imaginable. Moreover, students are more inclined to economic activity than learning. The view of one of the principals is directly quoted to show the degree of frustration of the principals:

> *"Students' attention to economic activity rather than to learning, teachers' outlook to regard their salary as*

their birth right, parents' complete disregard to their children's education because of their low economic and social status has inhibited instructional effectiveness."

4.2.4 Staff Involvement In Decision Making

According to Etizioni's Compliance Theory, Sergiovani(1973), any system may absorb short periods of alienation in subordinates, but overtime, alienation results in a collapse of the system. Schools for example, can hardly operate as dynamic learning institutions with alienated teachers. This also holds true for students and parents as well.

In light of this theory effort is made in this qualitative research to establish the prevailing school practice with regard to teachers' involvement in decision-making.

According to the views of the principals, teachers are more prone to accept recommendations rather than being involved in initiating new ideas. The usual practice is to involve teachers in planning at the department level. Such plans, which emanate from each department, are consolidated at the level of the curriculum committee. Decisions related with promotion are all the time made by the Teachers' Assembly.

To portray these feelings two quotations from two teachers in school c are presented in the following lines.

> *"I don't want to participate in decision making because my decision might be unfavorable to students and that might provoke them to attack me physically. Secondly I am of the opinion that no one takes my opinion seriously."*

> *"...Other than private consultations made on preference, participation and transparency in decision making are not practiced."*

Some degree of concordance was observed between views of principals and teachers.

Summary

On assessing the City's Administration context as a supra environment to support and sustain school based instructional supervision, one finds that the emphasis given to support capacity is low. Moreover there is no strategy and plan of action to atone for this lapse. The availability of qualified teachers and lack of provision in terms of preferential load for school-based supervisors is found to be another major omission.

The findings with respect to school environment establish that aspects related to informal relations are satisfactory. The efforts

being made by social committee to cater for the need of the school member during the time of emergency and the credit service provided to teachers to encourage them to pursue their extension courses seem to be best examples of relation of ideographic dimension.

Aspects related with school physical environment are found to be very marginal. Absence of latrines, lack of department offices, congested classrooms and libraries, repelling school grounds are examples cited by teachers, which makes staying in the school in both shifts unbearable.

Findings on disposition to task and human relations affirm that although there is some degree of flexibility on the part of the principals, the preferred practice seems to be task oriented. This seems to be justified on the ground that the overpopulated schools would invite crisis if principals lean too much on relation oriented management.

The pervading attitude on high achievement is disenchantment by all parties concerned. Involvement in decision-making is also another aspect which needs serious consideration.

4.3 INSTRUCTIONAL SUPERVISION CHARECTERISTICS

This is the major theme of the case study. The units of analysis included in the study are: professional autonomy, role differentiation, self directed supervision, status of inquiry based supervision, clinical supervision professional development and group effectiveness.

The target groups, which served as data source for the qualitative study, are: -

- School principals
- Department heads
- Teachers

4.3.1 Professional autonomy

As is clearly stated in literature part of this paper in relation to the assumptions made with regard to supervision, the only one who can improve instruction is the teacher him- or- herself and teachers need the freedom to develop their own unique teaching styles. These assumptions elucidate the importance of professional autonomy.

The analysis of the data obtained from principals' reveal that there are interferences from the Zones especially with regard to

teacher evaluation and curriculum coverage. This infringement, they justify, forces them not to fully exercise professional autonomy.

Contrasting views were reflected in the different schools with regard to professional autonomy. One department head in school C and all other department heads in school A, School C and D were of the opinion that professional autonomy was not at all observed and promoted, while all department heads in school B and five department heads in school C were of the opinion that utmost effort is made to respect professional autonomy. Examples of these contrasting views are presented below

-I am not at all aware of its being observed and exercised.

- *Due to various constraining factors, of exercise professional autonomy to a lower degree*

-The school is flexible to allow for individual differences in methods and techniques of teaching.

- nothing was done to promote professional autonomy.

The three target groups showed different views with regard to this item. The principals acknowledged the very low profile of professional autonomy, but they held the position that the problem was caused by external forces. Most of the department

heads were confident that professional autonomy was being practiced. In contrast the major actors, teachers, denied the observance of professional autonomy.

The inference that one can make from this views is that professional autonomy is not exercised by teachers.

4.3.2 ***Role differentiation***

As is illustrated by Blau and Scots (1962) principals dislike the meddling of supervisors in administrative concerns, and supervisors resent the interference of principals in curricular and instructional matters Unless principals are aware of this role differentiation conflict is inevitable.

The sources of data for this item are principals who are supposed mainly to attend to administrative managerial aspects of the school system. Hence, in the focus group discussion the principals firmly asserted that their major role is facilitating the teaching learning process, by creating conducive environment and setting high achievement standards. They also confirmed that teachers and supervisors should handle the technical aspect of teaching and supervising. These assertions established that they were totally in conformity with the differential model of supervision.

The statements of the principals with regard to role differentiation is paraphrased and reported in the following sentences:

- *The administrative staff do not have direct contact with students*
- *The challenge of the administrative staff is to create a conducive atmosphere for the teaching learning process,*
- *Some times role conflict occurs around issues related with income generating, especially night class income.*

-Teacher handle technical aspect where as the administration

Thus the findings establish that the principals are aware of the significance of role differentiation.

4.3.3 Self directed supervision

According to Glathorn (1984) teachers working alone assume responsibility for their own professional development, They develop a yearly plan comprising targets or goals derived from an assessment of their own needs. This plan is then shared with the supervisor, principal, or other designated individual. Teachers are allowed a great deal of leeway in developing the plan, but supervisors should ensure that the plan and selected targets are both realistic and attainable. This part of the paper

tries to establish the outlook of principals department heads and teachers, and how it is practiced in the school context.

The focus group discussion revealed that apart from an attempt to practice self evaluation at the end of a lesson, the scope of which is very limited. No one embarks on such a serious undertaking as establishing a portfolio where in the evaluation and other related activities of the teacher is compiled which serve as a data bank for improving and developing new lessons. Some of the opinions and views of the principals is summarized as follows:

- *Effort is made to conduct classroom observation once a semester for every teacher. In relation to self-directed supervision the experience is very limited which takes the form of self-evaluation.*
- *It is assumed that putting into practice self directed supervision would require a lot of work.*
- *Self directed supervision would definitely have a positive impact if taken by teachers as an aspect of professional development. But the practice is that teachers regard supervision as the sole duty of directors.*

The discussion with department heads on this issue further elaborated the differences in views and practices that existed amongst the group. With regard to opinions as to the importance of this kind of supervision, some expressed their conviction that it is the only way to discharge ones duty as a teacher,

> *-Effecting self-directed supervision is the only way to discharge ones teaching assignment. This should not be compromised by excuses of unmet needs.*

Others testified that there is no awareness on self directed supervision.

- *There is no awareness of self directed supervision,*
- *An exercise, which is remotely related to this exercise, is self-evaluation, which is expected to be conducted at the end of each lesson.*

Opinions with regard to practice of self-directed supervision revealed that there are some department heads that practice self-evaluation satisfactorily.

- *I use feed back from students to improve my instruction to suit the need of students.*

-Intensive preparation prior to delivering a lesson,

-self-evaluation after delivery and continues consultation with colleagues to improve succeeding lessons.

Similar discussion with teachers further asserted one point, that teachers are not aware of self-directed supervision. The activities which they tried to associate with self-directed supervision lacked consistency and comprehensiveness.

To throw some light on their views and practices which some of them associated as self-directed supervision few quotations are cited as examples.

- I allow students and colleagues to evaluate my work

-I try to learn from others

- I consult my colleagues and my students

-Asking feedback from students.

-Constantly comparing my work with that of my colleagues"

-Evaluating my work daily

The finding establishes that teachers rarely practice this option of supervision and lack of awareness on the topic is prevalent amongst principals, department heads and teachers.

4.3.4 Status of inquiry based supervision

One lesson that is clear from examining the new research on teaching is that teachers must become problem solvers and researchers of their own practice. Both problem solving and

researching are at the heart of inquiry-based supervision(Sergiovanni,1995).

Even though there is a fertile ground for practicing inquiry based supervision in schools , because research work is a requirement for teacher promotion in the career structure, the practice is found to be very minimal. As reported by the principals the main problem which bars the practice of inquiry based supervision are lack of proper training and mentoring in the field. Another prevailing problem is the lack of congruence between the attempted research work and the existing problems.

Similar discussion with department heads revealed that teachers are constrained by time shortage to be engaged in enquiry based supervision. Lack of awareness and skill, time constraint and material shortage plus attitudinal problems were some that were cited as causes for the low profile of inquiry based supervision.

- *The altitude of most teachers towards action research is disenchantment.*
- *It is very clear that teachers are far from research activity. The reason did not stem from lack of interest but from lack of time and material resources.*

Using the advice of senior teachers, collaborating with colleagues to share experience and using ones resource to cope with problems are strategies which teachers use in the pursuit of

inquiry based supervision. The discussion with teachers also revealed that their effort is thwarted by lack of mentoring from supervisors who are more prone to faultfinding.

Hence, as is revealed by the analysis inquiry based supervision is not yet featuring prominently in the school system due to lack of sustained follow up on the part of the department heads and the principals and lack of commitment and necessary skill on the part of the teachers.

4.3.5 Clinical Supervision

As already mentioned in the literature part of the paper, the purpose of clinical supervision is to help teachers to modify existing patterns of teaching in ways that make sense to them. Hence, it is responsive to the needs and desires of the teacher. Because of its nature clinical supervision requires the systematic analysis of classroom events.

The sources of data for this unit of observation are department heads and teachers. In the process of data gathering utmost effort was made to find out whether the school based supervision observed the requirements of clinical supervision. The general opinion obtained from teachers runs as follows,

-There is no established procedure aside from occasional classroom observation,

-There is no concern shown for teachers' problems,

-Supervision seem to be more interested in showing loyalty to the administration

The only practice, which has a resmblance to clinical supervision in one of the schools, is inter visitation between colleagues. But the practice is not systematized and no scheme is laid down to sustain it.

Another form of supervision, which is conducted each semester for every teacher, is the classroom observation conducted jointly by the department head and the principal. Although this classroom observation is conducted with the full knowledge of the teacher according to a specified program and is also expected to provide feedback it doesn't fulfill the requirement of clinical supervision.

In view of this finding we can safely generalize that there is no skilled supervisor and no established procedure to fully exploit the formative virtue of this option of supervision.

4.3.6. Professional Development

As is asserted by Nany Zimpher and Kenneth Howey (1987), technical competence is important to successful teaching and learning, but once technical competence is ensured primary attention should be given to developing the clinical, personal and critical competencies of teachers.

In line with this assertion this part of the paper tries to establish the state of practice and awareness of teachers on this aspect of supervision.

The collated data on professional development revealed that although there is some effort on the part of the teachers to improve technical personal and clinical competence, the effort to develop critical competence, which requires the teacher to develop their problem solving skill was almost non-existent.

There were also appalling declarations which were far flung from the main stream. Two statements are directly quoted from two teachers from School B and School C respectively:

> "I usually fly home immediately after class so as to escape from the routines of the school compound."
>
> " I regard it as a temporary post. I am always on the alert to move to another job."

The opinions and views garnered from the main stream when summarized show that the trend of professional development is askew towards personal development. Moreover there is no attempt to practice critical development

Table 4: Summary table for professional development

Technical	Personal	Clinical	Critical
- Updating lesson plans - Participating in curriculum committee and club activity	- Reading different books and journals - Accessing informatio n from electronics media - Striving to get a second degree	- Seeking the assistance of veterans - Invite colleagues to demonstra te on lesson presentati on.	Not practiced

4.3.7 Group Effectiveness

According to Lickert some the important features of group effectiveness are:-

- Group goal and values,
- High level of motivation to abide by the goals,
- Nurturing and supportive atmosphere to group activities,
- Goodwill by every member to help other member develop his full potential.

In light of these features effort was made to find out the awareness of teachers on this aspect of supervision and to establish at the same time the state of affair with regard to current practice.

The findings on this item suggest that all group activities are restricted to routine tasks such as attending department meetings, group discussion and lesson planning.

In school C one of the teachers in the group discussion declared that in the few months he stayed in the school he never observed a meeting let alone a serious attempt at group effectiveness.

The status of group effectiveness the collated data is classified in the following summary table.

Table5: Group effectiveness data classification

Classification	Data
Goal setting, value definition	-*No attempt made*
Supportive atmosphere	- *There is an effort to maintain harmonious relation, giving uniform note, organizing make up classes* - Group discussions, group lesson preparation and exchanging experiences,
Peer development activity	- Team teaching and group evaluation of books,
Routine meeting	- Series of meetings on agendas pertaining to teaching learning,

Summary

This part of the paper explores the status of professional autonomy, Role differentiation, self-directed supervision, inquiry based supervision and clinical supervision based on the qualitative data obtained form the four schools.

Although there are competing views with regard to data obtained from department heads as to the observance of professional autonomy, the majority adhered to the view that professional autonomy is observed. But, teacher participants didn't share this view at all. First and foremost they affirmed that there should be no infringement on professional autonomy. As to its present status they declared that it is not observed at all.

Role differentiation is an item that was taken up in the discussion with the principals. As is established by the finding principals are of the conviction that the role of the administration is purely facilitation where as that of the teachers is attending fully the teaching learning process. This shows that at least there is no awareness problem on the part of the principals on the significance of role differentiation.

Important characteristics like different forms of supervision, professional development and group effectiveness are manifested at a very low level which almost give the impression that they are non existent.

4.4 FACTORS AFFECTING INSTRUCTIONAL SUPERVISION

The purpose of this category is to find out the views of the various stakeholders on factors, which affect instructional supervision in specific contexts.

To make the analysis of the qualitative data more systematic the category is further subdivided into two subcategories, which are:

- External factors referring to data from policy makers, parents and students
- Internal factors referring to data from principals, department heads and teachers

4.4.1 INTERNAL FACTORS

Principals were engaged in the interview individually in their own school ground. Collecting data from this group entailed the construction of four major items, which were taught appropriate for their line of duty.

4.4.1.1Level of awareness and practice of instructional supervision

According to the discussion with the principals, level of awareness on supervision is limited to routine activities such as classroom observation and checking lesson plans. Teachers at any level do not have awareness on higher level supervision such as, self directed, collegial, inquiry based and clinical supervision

Table6: Views and opinions of principals on teachers' awareness on supervision

School	Views and opinions of principals
School A	*The role of supervision is limited to activities like conducting classroom observation once a semester for each teacher and checking lesson plans.*
School B	*the role of supervision is well understood and practiced in my school. Because, most of the teachers do not have the idea of supervision.*
School C	*Theoretically it is said that supervision is rendering service for the instructional process. But no one could understand it in the real sense and it is not yet practiced in this sense.*
School D	*Refrained from giving his opinion on this aspect before he makes a formal appraisal.*

From these data I was able to conclude that the scope of

supervision being exercised in schools is very limited in scope and is not in a position to up grade inbuilt supervision to play formative role.

4.4.1.2 Attitudes of teachers towards supervision

According to the views of the principal's teachers associate supervision with performance evaluation. Because of this association they always give it a negative connotation, " fault finding". The principals were also candid to testify that teachers' labeling of supervision as faultfinding was caused by lack of other forms of supervision which are formative in nature.

This item was again taken up with the focus group discussion with teachers.

In school A, the discussion regarding the attitude of teachers towards supervision reveled that, despite one staunch supporter of supervision, the group have developed negative attitude towards supervision because of its fault finding bias and lack of problem solving and formative approach.

Supervision as is practiced in our school is mainly used for fault finding. It doesn't at all encourage teachers to improve their profession; instead it provokes teachers by focusing on only weak points of the teachers instead of helping them solve them.

In School B, the discussion regarding the issue "attitude towards supervision revealed that all participants have a positive attitude towards it and they have a conviction that it would tremendously improve the quality of instruction if applied properly.

They expressed their misapprehension that the current practices carried out under the guise of supervision is encouraging masquerading on the part of the teacher evasiveness, and intimidation on the part of the supervisor.

Table7: Opinion of teachers and principals on attitude towards supervision

Principals	Teachers
-Teachers appreciate the usefulness of supervision in its theoretical context, but the present use being restricted to performance evaluation they regard it as a necessary evil. *-I found teachers attitude to be negative.* *- Teachers merely understand supervision as evaluation or as a mechanism used to find weaknesses of teachers.*	*-Supervisors are not well versed in supervision.* *-The effort teachers' show during supervision is superficial* *-The position is often utilized to intimidate junior teachers.* *Its operation resembles that of a fire brigade.* *-To play its part it should be geared towards support giving*

4.4.1.3 Level Of Training And Form Of Supervision Implemented

Department heads and senior teacher who play the role of supervisors in the in-built supervision scheme do not have training to conduct clinical supervision and to promote other forms of supervision in the school system. The training they were exposed to was merely a one-day awareness creation workshop.

The form of supervision exercised by supervisors follows an informal supervision pattern and serves the purpose of monitoring, and teacher performance evaluation. The best supervision practice reported in the group discussion is group appraisal of teaching learning activities, which assume the form of collegial supervision.

Lack of consistency was also observed in the practice of supervision from one department to another. This was a clear indication that there is no established procedure or accountability to which every supervisor is expected to abide.

The collated data from principals and department heads are paraphrased in the following paragraphs.

- The form of training the department heads received was merely a one-day awareness creation workshop. Because of this fact they don't think they are well versed in supervision
- Participating in a classroom observation conducted each semester for each teacher for the purpose of performance evaluation, endorsing and checking lesson plans and chairing department meetings are routine tasks undertaken by department heads in their line of duty.
- *Teachers get together and discuss their views and their problems to bring about a better teaching learning process*
- *Supervision activities include direct observation, group conferences, individual conferences, inter visitation,*
- *The opinions of the department heads on the demand of clinical supervision was that since there was no awareness on clinical supervision form the supply and the demand side is almost non existent.*

4.4.1.4 Teacher parent interaction

According to Smith, Krouse and Atkinson (1961)Visit to the school and classroom observations by parents should be promoted to enable them become familiar with what transpires in the classroom. In fact the activity should transcend to forging a

partnership, which requires the teacher to practice parent teacher conference.

According to the finding on this unit of analysis, teachers were found to be aware of the significance of teacher parent interaction. But due to lack of collaboration from parents and students teachers have found it very difficult and inconvenient to practice teacher parent interaction up to the level of forging partnership.

The current practice with regard to parent teacher interaction is summoning parents to report a discipline case or low level of performance in an examination.

Table 8: Summary table of teachers' views and opinions on parent teacher interaction

School	and opinions
A	○ all asserted that they were all very well aware of the importance of interacting frequently with parents. But they pointed out that because of lack of collaboration from both students and parents their effort is usually thwarted.
B	○ *don't interact with parents at all* ○ *interaction with parents is rare, and this takes place when students get poor results and when they cause a disciplinary problem.* ○ *The parents them selves are not interested in coming to school and working with teachers.*
C	○ *I contact parents whenever a student of mine gets out of hand discipline wise. Secondly as a routine procedure I conduct conference with parents of students whom I find to be low achievers every semester.* ○ *I personally rate parent teacher interaction as very low in our school. This is so because the tradition is not well established yet.*
D	○ *Parent teacher interaction is almost non existent. This is so because parents are unwilling to be active participant in such an interaction because of lack of awareness.* - *Students thwart the effort by bringing a decoy when ever they are requested to bring their parents.*

4.4.1.5 Student motivation

As already mentioned in the literature part this paper one approach to effect learner motivation is through instructional improvement. Within this context (Wldowsky1985) reduces motivation into teaching tactics to use at certain times during instructional delivery. The other category of tactics is that suggested by (Keller 1983). This involves the values and expectancies of the learner as well as characteristics of the instructional situation.

In view of this effort was made to establish the different approaches teachers used to effect motivational tactics.

With regard to teachers outlook on the significance of student motivation all teachers were found to have a firm conviction on its significance. In the course of discussion they also affirmed that motivation was of two kinds, internal and external.

Further discussion also brought out techniques, which each teacher employed to maintain motivation.

One view, which stood out of the main stream, is the personal conviction that iron discipline is more effective and reliable in the context of Addis Ababa.

The collated data is paraphrased by the following paragraphs,

4.4.2 EXTERNAL FACTORS

Assuming the level of participation by parents and students have a significant effect on the quality of instructional supervision being enacted in schools, I made an effort to interview parents committee numbering four and eight members of the student council in School C.

4.4.2.1 School Community Interaction

In the group discussion the parents committee members affirmed that although the committee has been appointed last December, it has already endorsed the calendar for its formal meetings and according to the same calendar has conducted a number of meetings.

Issues and activities which have already been tackled by the committee include:-

- Conducting a comprehensive evaluation of the school.
- Identification and prioritization of problems.
- Mobilizing the community to address identified problems

- Establishing rapport between the community and the school, the committee and the school administration.

4.4.2.2 Level of teacher parent conference

To impress upon the committee the importance of teacher parent conference and at the same time to dig out relevant data on this item intensive discussion was carried out with the committee members, which revealed the following salient points.

The committee members unanimously agreed that parent teacher interaction is very high and enviable in the case of private schools. They are of the opinion that parents teaching their children pay for their education because of this they are committed to get at most return for their investment.

As a long-term plan to improve parent teacher interaction they want to take their time to develop a strategy. At the moment the committee has organized various forums in the form of prize award for high achievers, and consultation session for low achievers. Parents attended both forums.

4.4.2.3 Classroom interaction

The out come of effective instructional supervision is manifested by the degree of student involvement in the teaching learning process. So being the case effort is made to get direct information from the student body using the following items.

- Student class room interaction
- Diagnosing student needs
- Class room environment

The target groups for the discussion were students from School C selected on the basis of the schools recommendation to furnish rich data.

The group discussion revealed that student participation is not equitable. Teachers always focus their efforts on students who are high achievers. Moreover efforts by teachers to diagnose student needs are almost non-existent. The principle of time on task is not observed ; instructional time is wasted by teachers by attending to trivial matters. Moreover teachers are prone to harsh measures whenever they fell that their authority is being challenged. The major points that were revealed during the

discussion with the student body are paraphrased and reported in the following phrases.

- *In student teacher relation students are intimidated to the point of passivity,*
- *Teachers always focus their efforts on student who are high achievers.*
- *The effort of teachers to know their students and diagnose their needs accordingly is almost nil.*
- *Concern for 'time on task' is insignificant. Periods are wasted because of lack of proper class management skill. Periods not covered are not reported by unit leaders and compensated.*
- *Teachers resort to extreme measures such as dismissing from class and referring the student to the unit leader or the principal.*
- *The classroom environment is very appalling because of the high congestion and suffocation.*

4.4.2.4 Higher level support

One major external factor which is assumed to inhibit or promote instructional supervision at the school level is the higher echelon supervision operating from the Education Bureau of the

Administrative Region and the Zonal Offices to portray vividly the features of the supervision service, this part of the paper is organized in two parts. The first part depicts the functions of the supervision department along with two organograms. The second part presents the findings of the research effort carried out at the Supervision Department of Region 14 Education Bureau.

The interview with the Department Head was organized around four unit of observation:-

- Goals and functions of the department
- Strategies laid down to realize the goals
- Organization
- Major accomplishments during the last five years and plan for the coming five-year

The qualitative data extracted form the interview was analysed as follows.

a) Goals and functions

With regard to this unit of analysis, the Department head supplied me with an official document pertaining to the job description of the department, which I analyzed thoroughly and incorporated into the preceding paragraphs. The Department head was not

content with supplying me with the official document. He was very open to explain to me the state of affairs in the following manner.

- Despite the functions stated in the official document and the career structure which provides a strong policy base, there is a lack of explicitly stated policy to promote instructional supervision practices.

b)Strategies

With regard to strategies laid down to realize the goals the Department head mentioned two attempts, which were:-

- Series of short trainings at various levels
- Organizing and effecting in structure up to zonal level to strengthen supervision activity in connection with maintaining standard.

Once again the Department head was open to explain his discontent on the lack of a scheme to implant instructional supervision in the school system. He further elaborated on the shortcoming by pinpointing specific blind spots:

- Lack of detail in 'Form 14; the official CPA document for job description, to accommodate the differences in responsibility amongst teachers.

- Absence of a detailed guide as to how implement supervision.
- Lack foresight and expertise on the part of school principals to organize a detailed action plan for instructional supervision.

With regard to the discussion on accomplishments, the department head was too humble to label the tasks accomplished so far as accomplishments. On the contrary he expressed his frustration in the following manner:

- Fire brigade assignments are taking the lion's share of the time; we couldn't come around to organizing a strategic plan.

Summary

As is established by the views of principals, department heads and teachers, teachers have developed negative attitude towards supervision. The reason for the development of such an attitude is linked to its prevailing mode of operation which teachers associate with faultfinding.

Supervisors lack the necessary skill to carry out clinical supervision and to promote and guide self directed supervision because of lack of formal training and low profile professional development undertaking

CHAPTER FIVE

Summary and conclusions

The research effort tries to establish how the process of instructional supervision functions in a secondary school context. Because such an effort requires a comprehensive coverage of the various attributes or characteristics of supervision, the undertaking required as a prior step the identification of these characteristics, which in this case was done by using relevant literature in the field.

On top of identifying these characteristics, the research effort has also to form other categories, which would give an insight on whether there exists an enabling environment for instructional supervision to thrive and to identify the factors, which hinder or promote supervision.

In gathering the data utmost effort was made to involve the agents of supervision, teachers, department heads and school principals directly in the process.

This part of the paper tries to bring into focus the major findings by drawing pertinent conclusion from detailed data analysis.

5.1.1 School/ Community environment

As the data sources are school principals, department heads and teachers and as the three groups assume different responsibilities with regard to this category care was taken to draw conclusions from the three perspectives.

- Revamping staff lounge, upgrading school library and sport field are some of the efforts made by school principals to improve the physical facility and to create a good working environment for teaching. With regard to relations, both formal and informal, the principals were found to pursue their own different styles.
- In three of the schools department heads expressed that supervision was restricted to performance evaluation. Moreover the association of supervision to fault finding has developed in the teachers a phobia for supervision. As an exception to this view, one of the schools has been given the credit to create a conducive atmosphere for supervision activity.

- With regard to teachers' opinion, the social relation that exists amongst teachers was found to be satisfactory. Physical facility, economic incentives, involvement in decision making, student discipline, coercion to teach other subjects, confinement to stay in the school in both shifts is found to be very frustrating to the teachers.

5.1.2 Supervision characteristics

- Professional autonomy which is an epitome of an ideal teaching experience and which every professional teacher should aspire to be in possession of and which every school principal should strive to promote is found to be at stake. From the principals point of view it is argued that the threat comes from without. When entertaining the views of department heads they declare that professional autonomy is not observed and exercised. Teachers expressed that they are experiencing quiet the opposite of professional autonomy. Their being forced to stay in school in both shifts, the insistence to cover the curriculum at any cost, performance evaluation outcome which runs counter to the teacher's belief has eroded the profession to that extent that some teachers regard their position as being in bondage.

- Awareness on different options of supervision is appallingly low. Self-directed supervision which requires the individual teacher to establish a portfolio and pursue a line of professional development, and clinical supervision which taps on the experience of the seasoned teacher and caters to the need of the teacher are not exercised whatsoever.
- Professional investment which is a state which induces a teacher to operate at the level of self actualization and which requires the best working environment is regarded as an attainable by all parties.
- Observance of role differentiation, strategies to exploit group dynamism and to promote professional development are characteristics of instructional supervision that are overlooked and not made operational.
- Serious research work is not thriving in the schools because of lack of training and lack of emphasis.

5.1.3 Factors affecting instructional supervision

a) Internal factors

- Department heads and senior teachers, who are supposed to conduct supervision, do not have proper training in the field.
- The school's annual action plan doesn't incorporate supervision tasks other than class observation for performance evaluation.
- Department heads and senior teachers who are supposed to implement supervision are given full teaching load as every other teacher.
- School principals lack vision and commitment to institutionalize "Inbuilt Supervision" to that level where every characteristics of supervision is manifested in its operational form.
- Teachers do not perceiver to work in partnership with students and parents. They are of the opinion that they aren't duty bound to involve students and parents in partnership.

b) External factors

- There is a structure from Bureau to Zonal level which monitors and supports supervision activity in secondary

schools. On closer scrutiny, the deployed force doesn't have the capacity in terms of training, well spelt out action plan and procedure, to implement and support instructional supervision.

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Interview guide for school principals

I school community environment

1. *How do you define the school environment of the school vis a vis the school communities formal and informal relations?*

2. *In relation to your responsibility of running the school, how do you balance your disposition to task and human relations?*

II. School ethos towards instructional effectiveness

1. *How do you portray the concern of the school of the school community to improve the quality of instruction?*

2. *How is the staff involved in planning for implementation specific recommendations for improvement?*

III. Supervision characteristics in a school context

1. *As a professional and in light of the school context, to what degree do you exercise professional autonomy?*

2. *Can you enlighten me on role differentiation between administrative staff and teaching staff as is practiced in your school?*

3. *How do you regard self-directed supervision? Do you think it is viable to practice in the context of the school? Why?*

4. *What strategies do you adopt in coping with teachers' problems? Can you elaborate on your strategies by citing examples?*

5. *Would you please expound on schemes that are laid down by supervision to encourage teachers to identify, analyze and solve their problems?*

6. *What is the status of inquiry based supervision , in relation to the frequent use of action research to solve problems related with instruction?*

7. *What is the capacity of the school to provide adequate resources to support teaching?*

8. *Can you elaborate the mechanisms laid down to ensure maximum utilization of resources?*

IV. Factors affecting supervision

1. *Do you think that the role of supervision is well understood and practiced in your school?*

2. *Have you ever gauged the attitude of teachers towards supervision in your school? If so, would you please enlighten me on your opinion?*

3. *How well is supervisory activity incorporated into your annual plan of action? Can you enlighten me on this aspect in detail?*

4. *What provision exists in terms of school policy, special training programs etc. To promote professional development? How do you personally strive to make an impact in this area?*

INTERVIEW GUIDE FOR DEPARTMENT HEADS

I. ***School environment***

1. *How conducive is the school environment towards supervision activity?*
2. *Do you think that there is a room for improvement towards achieving a school ethos?*
3. *In your opinion, how do you see the concern for people vis a vis the concern for task?*
4. *How do you evaluate the situation?*
5. *Assuming that political, legal, educational, ideological and social systems are the basic subsystems in a school system and the legal system is more or less fixed, which subsystem should be pronounced and why?*

II. Instructional supervision in the context of the school

1. *Do you think the school strives to promote professional autonomy?*
2. *What strategies do you employ to promote performance investment in the pursuit of professional autonomy?*
3. *How is self directed supervision facilitated?*
4. *How do you assess the level of practice of clinical supervision as a means to help teachers identify their problems in your school context?*
5. *How do teachers regard action research? And how is it promoted?*
6. *What scheme is laid down to fully exploit available instructional materials?*
7. *With regard to helping teachers and students engage in teaching learning experiences how do you define the following parameters in your school context?*
   - *7.1. Effort to establish orderly teaching environment?*
   - *7.2. Effort to establish high performance and achievement standards?*
   - *7.3. Emphasis given to time on learning task?*
   - *7.4. Emphasis to student grouping?*
   - *7.5. Emphasis given to curriculum pacing, sequencing and coverage?*
8. *Can you tell me in detail how classroom observation is planned and executed?*
9. *Which option do you choose in coping with teachers' problems and interests? Competing avoiding, accommodating compromising or collaborating? Why?*
10. *What emphasis do you give to securing instructional materials and resources to reinforce the instructional process?*

II. Factors affecting instructional supervision?

1. *Have you ever been trained in supervision*
2. *Can you highlight for me the supervision activities you undertake regularly in your line of duty?*
3. *How intensively is self-directed supervision practiced in your school?*
4. *How do you evaluate the demand for clinical supervision in your school?*

INTERVIEW GUIDE FOR TEACHERS

I. School community environment

1. *If I were to ask you to define the characteristics of the school community how would you go about it?*
2. *If you were given a chance to transfer to another school would you grab the chance? Why?*
3. *If you were to comment on leader ship support the degree of your participation in decision-making process, what would you say?*

II. Characteristics of school based instructional supervision in the school context

1. *Can you explain the degree of professional autonomy you need to achieve best results in your teaching?*
2. *Does the professional autonomy granted to you compatible with your expectation?*
4. *What do you do to implement self-directed supervision?*
5. *What do you do to stay current with your field?*
6. *Can you explain to me the measures you take to be involved in staff development activities?*
7. *I. Want to get your opinion on your experience with regard to problems encountered and how you get about them?*
8. *Were you offered any help from your seniors or colleagues to help you solve the problem?*
9. *How do you get your mentoring in problem solving skills by supervisors?*
10. *Can you explain to me on the capacity of your school to provide necessary resources to improve the quality of instruction?*
11. *What is your opinion with regard to the effort of supervision to equip the school with the necessary instructional media?*
12. *Can you highlight the efforts exerted by the members of your department to increase group effectiveness?*
13. *How do you compare in general terms the performance and achievement of your schools' standard with other schools?*
14. *What do you do on your part to improve student achievement?*
15. *Can you tell me about methods employed by supervisors to cope with teacher's problems and interests?*

III. Factors affecting instructional supervision?

1. *What is your attitude towards supervision?*
2. *Can you elaborate on your reasons for developing such an attitude towards supervision?*
3. *How frequently do you interact with the parents and the community?*
4. *Can you tell me in detail on your mode of interaction with teachers?*
5. *Do you agree that all learning begins with motivation? If so, what are the basic considerations you make to exploit this point to the full?*

INTERVIEW GUIDE FOR STUDENT COUNCIL

1. If you were asked to give an account of teachers interaction with students with regard to the following points, what would be the highlights?

   1.1 Use of student response?

   1.2 Types of questions?

   1.3 Motivation techniques?

   1.4 Variety of instructional approaches?

2 What are your opinions with regard to determination of student needs in preparation for instruction?

3 Are you satisfied with the general classroom environment?

4 If you are not satisfied what improvements should be made to improve the condition?

INTERVIEW GUIDE FOR PARENTS COMMITTEE

1. Can you tell me, as a member of parents committee, on the state of community school interaction?
2. I would like to hear in detail about teacher parent conference with regard to teacher availability, interest level, helpfulness, and confidentiality.

INTERVIEW GUIDE FOR POLICY MAKERS

I. Policy, proclamation, directives

1. Can you enlighten me on the goals and functions of supervision in relation to Education and Training Policy?
   - To oversee full implementation of policies, and directives
   - To enforce standards
   - To monitor and evaluate educational programs
   - To transfer exemplary performances and to weed out weak points
   - To facilitate student services
   - Forwards research based solutions with regard to problems on allround development of students
   - Develops reliable instruments for field work
   - Conducts class observation to upgrade classroom instruction practice

Note: despite the above stated functions and the existence of a carrier structure which provides a strong policy base for instructional supervision there is a lack for explicitly stated policy to promote instructional supervision practices ,

2.Are specific strategies laid down to realize the goals?

- Series of short trainings at various levels
- Laying down a structure up to zonal level to reinforce supervision activity with respect to standard maintenance.

Ato tesfaye has reflected on the lack of a scheme to implant instructional supervision taking into consideration the opportunity provided by the carrier structure; specifically he mentioned,

- Lack of detail in form 14 to accommodate the differences in job specification
- Absence of a general guide line as to how to implement instructional supervision,
- Lack of foresight and expertise on the part of school principals to organize a separate action plan for instructional supervision

II. Supervision implementation

1. I would be grateful if you would elaborate on the organization of the service and its duties and responsibilities.
2. Can you enlighten me on the services of major accomplishments during the last five years and its major plans for the coming five years?

Declaration

The thesis is my original work, has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

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