

**INSTRUCTIONAL SUPERVISION IN GOVERNMENT SECONDARY
SCHOOLS IN BORANA ZONE**

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Acronyms

CRC -Cluster Resource Center

ESDP-Education Sector Development Program

ETP-Education and Training Policy

GEQIP-General Education Quality Improvement Package

IIEP-International Institute for Educational Planning

MOE -Ministry of Education

NGOs- Non-Governmental Organizations

REB-Regional Education Bureau

UNESCO -United Nations Educational Studies and Cultural Organization

WEO -Woreda Education Office

ZED-Zonal Education Department

Abstract

The purpose of this study was to examine instructional supervision practices in the secondary schools of the Borena Zone, and to suggest some possible recommendation for future improvement, to meet the objectives of the study descriptive survey research design and mixed approach was employed. Simple random sampling technique was used to select six secondary schools namely: Arero mata–Gefersa, Moyalle, BuleHora, Yabello, Dirre and Dugda Dawa and Gallna woredas were addressed by this study. The researcher incorporated 38% (139) of the sample populations as respondents. Thirty six instructional leaders (principal and vice principals and department heads) in the schools selected by simple random sampling, ninety-one teachers also selected by simple random sampling and six Woreda Education Office supervisors selected by purposive sampling technique were primary sources of data. Questionnaires, interviews and document analyses were used for the purpose of collecting relevant data. Data obtained through questionnaires were analyzed using statistical tools like mean, average mean, weight mean, and an independent sample t-test. Moreover, data gathered through interview and document analysis were considered to complement the questionnaires in narrative form. The techniques and procedures supervisors applying in practice did not meet the requirement as expected; it was not supported by its potential stakeholders. Instructional supervisors did not possess the required skill, knowledge and techniques through training. In line with the above findings and conclusions it was recommended that: to provide instructional supervisors with necessary knowledge, techniques and skills, the Region, Zone and Woreda Education Officials may arrange scholars ,workshops, seminars, short and long term training in collaboration with different concerning body's, like colleges and NGO's to coup up the challenge encounter the implementation of instructional supervision practice to ensure teaching learning process to bring quality of education.

CHAPTER ONE: INTRODUCTION

This chapter covers background of the study, statement of problem, objectives of the study, significance of the study, delimitation, limitation of the study and definition of terms.

1.1 Background of the Study

As in many other developing countries, in our country Ethiopia, education has been given great attention for it is the basic way of economic growth and all-rounded development of the Society.

This requires the effectiveness and commitment of stakeholders particularly teachers, school leaders and management, (Aggarwl, 1985). So schools must improve their basic functions of teaching and learning process that aims at helping and empowering all students to raise their broad outcomes through instructional improvement, administration, instruction and supervision, Furthermore, the Ministry of Education (MoE, 2010), in its Education Sector Development Program (ESDPV), has stressed the necessity of teacher supervision and support as a strategy to insure quality of teaching and learning.

One of the major activities of educational program is the accomplishments of supervision. Supervision is an essential and crucial tool in the school program. This practice can be internal and external with various responsibilities.

According to MoE (2004:25) educational supervision is divided into two areas. These are: Internal supervision (In built) and external supervision (out of school). Internal supervision is achieved by school principals and department heads in closely and periodically assist teachers within the school level. External supervision is carried out by external supervisor from woreda, regional and central level.

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

Regarding to this, the most essential with long lasting influence on student learning is a teacher to ensure an optimum teaching-learning situation, teachers need to be well trained and professionally developed, accordingly; the need for instructional supervision cannot be underestimated.

To ensure thus, supervisors of instruction generally advice, assist and support teachers (Hoy & Miskel, 2000) In a related way, (Blasé and Blasé, 1999) suggest that teachers do the practices and challenges of School supervision to bring quality of education.

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

The enhancement of education in Ethiopia, partly through the improvement of supervision, has been a priority over the last years. With the introduction of Education and Training Policy (ETP, 1994) and subsequent Education Sector Development Program (ESDP) I and II, Ethiopia has made considerable efforts towards quantitative aspect of education but the quality of students' learning has been a challenge (MoE, 2004). Teachers were not also properly supported by supervisors in tackling instructional problems or in applying new curriculum and instructional techniques (Chanyalew, 2005). Despite this, there is on-going effort to improve the quality of education after introducing the General Education Quality Improvement Package (GEQIP, 2007). Its components include school improvement program and continuous professional development of teachers.

Schools operate within the dynamic and ever changing environment. Many teachers, notably, novice teachers may not have mastered sufficient skills for effective teaching. Instructional supervision aims to meet this developmental need in order to ensure effective education and provide sufficient resources for teachers. Effective supervision should result in growth and learning by the teachers (Nolan and Hoover, 2008).

Supervision is an interactive process that depends on the source of supervision, the supervisor, and the teacher. The way teachers view the supervision, their acceptance of and interaction with the supervisory practice as well as their attitude towards the classroom supervision not only provide the catalyst for any supervisory success but also will determine the outcomes of the supervision process (Firth, 1997). Understanding the teachers' opinions, supervisor's skills in how supervision procedure implementing in class observation and identifying factors hinder the process in expectations about the instructional supervision is crucial to ensure successful supervision. Needed to Identify and implementing what stated here above in process of promoting professional growth and Ensuring student learning, to achieve the desired result trough supervisory exercise, supervision should get serious attention in the school. In light of this, it is quite useful to assess the current instructional supervision practice in government secondary schools of Borana Zone.

1.2 Statement of the Problem

School supervision services have existed in all countries for many decades and occupy a pivotal position in the management of education. As stated by Carron, De Grauwe and Govinda (1998) education systems rely on instructional supervision to control and improve instruction by improving the quality of teachers and the achievement of learners.

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

Supervision has a greater potential force to enhance teacher's professional efficiency thereby contributing to student's better learning, taking in to account the general theories of instructional goals researcher selected intentionally supervision among the several facts of the promotion of instructional goals as it applied to the development of the professional skills of teachers, and the improvement of instructional process and staff development.

Working for student's progress towards the established standards and facilitate the planning of various types of instruction are the main tasks of instructional supervisors. In line with

this, supervisors should ensure that teachers are utilizing information from a variety of valid and appropriate sources before they begin planning teaching lessons. Teachers should use different techniques of teaching methodology considering students background, academic levels, and interests, as well as other data from student's records to a certain academic needs and to facilitate planning for appropriate initial learning.

Inquiry based supervision approach aims at improving instructional activities. As (Glickman 1985) suggested, inquiry is when teachers meet to identify common instructional problems, determine what current evidence they have about meeting the instructional needs of their students, propose change that might be more successful, improvement of changes, and finally judge the success of their endeavours.

Instructional supervision aims at improving the overall teaching-learning process through promoting teachers' professional development and growth (Sullivan & Glanz, 2009). But teachers may perceive classroom supervision differently. They regarded traditional supervisors as inspectors, who visit a classroom on a fault-finding mission, so they need to scaffold accordingly through supervision practice.

In addition the practices of instructional supervision to providing knowledge and skills linked to the ever-changing needs of a dynamic society, According to Sergiovanni (1995), teacher development and supervision go hand in hand.

It is apparent that one of the most important challenging professional responsibilities, which any supervision faces, is the task of facilitating appropriate and relevant training for teachers in the services as well as for those who are coming in. Therefore, it was this inefficient trend of supervision practices that initiated the researcher to embark on studying these timely educational issues.

However, the existing reality of supervision practice in the secondary schools of Borana zone does not show significant improvement. Many teachers were heard complaining that their professional improvement by facilitating in-school conferences and workshops is very less, Moreover; it appears that teachers are not properly supported by supervisors in tackling problems in the implementation of the new curriculum and newly introduced instructional approaches.

Instructional supervision is believed to be the means for the professional development of teachers and for the improvement of student learning. As has been stated, by Carron

DeGrauweand) educational systems rely on instructional supervision to control and improve instruction by improving the quality of teachers.

As far as the practice of instructional supervision in primary and secondary schools researches were conducted in different regions by Chanyalew (2005),Getachew (2001), Atiklt (2008). Nearly, all the above studies found that supervisory techniques, procedures and skills of supervisors are inefficient to improve the quality of teachers and the achievement of learners. Furthermore, supervisors are not putting the necessary effort in providing in-service training to enhance teachers' effectiveness.

The researcher have experienced in the area of teaching and office supervisor expert to this manner the researcher observed the existing gap that need to be investigated. There are many aspects of instructional supervision, but the burring one is practice of instructional supervision.

The mentioned problems of supervision seem to have a negative impact on teachers' satisfaction with their jobs. Furthermore, if such limitation in supervision continues to prevail in the government secondary schools, it can unquestionably have a negative impact on the quality of secondary education of Borena Zone. Therefore, the aforementioned practices of supervision and the impact they may have on the quality of education have initiated the researcher to undertake a study on the practices instructional supervision in government secondary schools of Borena Zone. The purpose of this study is therefore, to assess the current practices of Instructional supervision in secondary schools and come up with some Recommendation.

The study will attempt to answer the following basic research questions:

1. To what extent has instructional supervision implemented in the schools?
2. What are the practices involved in instructional supervision in the schools?
3. How effective is the supervisor practices in improving student performance?
4. What are the major challenges of instructional supervision observed in the schools?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study is to assess the current practice of instructional supervision within secondary schools and to forward possible and realistic recommendation how to enhance the supervision practice in the Borena Zone.

1.3.2 Specific Objectives

The specific objectives were to:

1. To analyse the current practice of instructional supervision in secondary schools.
2. To check the extent to which the technique and procedures of instructional supervision is utilized.
3. To assess the impact of instructional supervision on improving students' performance.
4. To examine the major challenges prevailing in the process of instructional supervision.
5. Provide suggestions and recommendations that may help to improve the problems of Instructional supervision in the secondary schools.

1.4 Significance of the Study

The prevalence of supervision difficulties is believed to negatively affect who goes on in schools and class rooms. In other words the practices and problems of instructional supervision directly or indirectly influence the quality of education and staff development.

Accordingly, a student researcher has a belief that identifying the prevailing practices and problems of instructional supervision by undertaking a survey and come up with sound recommendations which may have its own role to play in improving quality education. To this end, it is intended that this study will have the following significances:

1. It may help teachers, supervisors and other responsible officers to be aware of the extent to which instructional supervision is being implemented
2. It could inform supervisors and other stakeholders about teacher's perception and orientations to supervisory services.
3. It gives awareness to instructional supervisors to fully employ their skills and potentials in solving instructional problems.
4. The study can initiate other researchers to undertake further research on the problem at national level.

5. The findings may draw attention to some of problems and suggest recommendations for improving the problems in instructional supervision, thereby enhancing teachers' professional development and alleviating the equality of education.

1.5 Delimitation of the Study

The problem of instructional supervision seems common in all secondary schools of Borena Zone; in fact the research could be more comprehensive and reliable, if it could have included all government and non government secondary schools. To make the research manageable the researcher selected 6 secondary schools from total population of 15(40%) secondary schools found in Borena zone, and in given the limited time and the human, material and financial constraints, the researcher was compelled to delimit the scope of the study to government secondary schools 9-10. To identify the extent to which instructional supervision practice implemented.

1.6 Limitation of the Study

The researcher does not believe that the study was totally free of any limitation. The most important limitation was there are more than mentioned additional secondary schools in Borena zone, but it encompasses grade nine only it not sufficient to provide enough information regarding to the topic under study, for the sake of this the researcher obligated to include in his research those school encompass grade nine to ten, this had effects in small number of sampling to select from those secondary schools include grade nine to ten.

1.7 Operational definition of Terms

Instructional Supervision: Under this study context is the process of providing assistance or helping services to teacher

Instructional Supervisors: Are internal supervisors of school supervision committee members i.e. principals, vice principals and department heads.

Supervision: under this study context is a service provided to teachers for the maintaining and improving instruction with the student as the ultimate beneficiary.

Supervisor: Is a person formally designated by the organization that includes principals, department heads, senior teachers, woreda and sub-city supervisors to study and monitor the curriculum and instruction of a school in order to improve the quality of learning of students.

Supervisory Practice: Refers to the use of different techniques of supervision, and procedure of classroom observation.

Challenges: Factors that hinder the function of instructional supervision in zonal, woreda and in school level.

Secondary school: refers to the school system established to offer two years of general education (grade 9 -10)

Practice: An action rather than ideas the actual framework of supervisor's task in school based.

Woreda: Are the third level administration division of the country as Ethiopian context.

1.8 Organization of the Study

This research paper is organized into five chapters. The first chapter holds the introductory part of the study which consists of background of the research, statement of the problem including basic questions of the study to be answered, Significance, delimitation or scope, and limitation of the study as well as some operational definitions of key terms are included. The second chapter focuses on the review of related literature that provides a basic framework for the study, the third chapter treats the research design and methodology employed to conduct the study. The collected data from the subject of the study are carefully analyzed and interpreted under the fourth chapter. The fifth chapter summarizes the research and forwards conclusions and recommendations based on the findings of the study, Reference and appendix which include questionnaire, interview format, and document analysis are part of the document.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

Literature selected for this chapter served as a background for better understanding the issues related to this study. The study addressed issues secondary school supervisor encountered in the supervision of teachers; this chapter presents review of the related literature in five main sections. The first section focuses on the definition of instructional supervision. The second section deals with the historical evolution of instructional supervision as Worldwide and as Ethiopian context. The third section discusses on instructional supervisory approaches, domain of instructional supervision and skill in supervision. Fourth section focus on Procedure of class room instructional observation and purpose of supervision, Finally, Task of supervision, impact of instructional supervision on student performance and challenges of instructional supervision discussed under the last section.

2.2 Definitions of Instructional Supervision

Supervision is defined differently by different scholars, and as such there is no single unifying definition of supervision in the literature. The Terms and phrases used when defining instructional supervision included collegial and collaborative, classroom instruction, provided specific direction, focused on instruction and improved performance (Palandra2010).From the context of educational administration, of great interest are the definitions which reveal supervision as a collaborative action aimed at developing effective instruction.

Wanzare and Da Costa (2000), after conducting a survey, concluded that there are many definitions of supervision in the literature, of which each unique in its focus and purpose - ranging from a custodial orientation to a humanistic orientation. From the custodial perspective, supervision can denote overseeing and controlling, managing, administering, evaluating, or any activity in which the principal is undertaken in the process of running the school, Adeel (2010) argues that the custodial orientation is not targeted to help teachers but to discover their weaknesses; eliminate and isolate them; and replace them with who could do better. Supervision has undergone several gradual processes to change from inspectorial character to instructional improvement character. Custodial orientation represents the traditional conception of supervision whereby the supervisor emphasises the teacher's faults. It often cast the supervisor in the role of a superior telling the teacher what needs to be

changed and how to change it. It also tends to produce a teacher who cannot operate unless directed by someone.

In contrary, the humanistic approach, the definition of instructional supervision refers to a multifaceted, interpersonal process that deals with teaching behaviour, curriculum, learning environments, grouping of students, teacher utilization, and professional development (Wanzare and Da Costa, 2000).from this approach assumes that teachers possess the drive and personal resources to solve their problems and it tends to produce a self-directed teacher.

Defining instructional supervision is dependent on the desired outcomes. The desired outcome is usually related to improved instruction and student achievement. In advancing this point of view, (Beach and Reinhartz 2000) noted that supervision of instruction is viewed as a process that focuses on instruction by developing teachers' skill so as to improve their performance. According to (Sergiovanni and Starratt 2007), the focus of this improvement could be on a teacher's knowledge, skills, and ability to make more informal professional decisions or to solve problems better or it could be to review his or her teaching. Such a focus on teachers' instructional improvement permits to realize higher quality of learning. The Dictionary of Education (as cited in Goldhammer et al., 1980) provided the most extensive definition of supervision as:

All efforts of designated school officials directed toward providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation of professional growth and development of teachers, the selection and revision of education objectives, materials of instruction, and methods of teaching, and the evaluation of instruction. (p. 17).

The general consensus in the literature is that instructional supervision has the goal of improving practice, improving student learning and achievement, reflection, and improving the overall school.

2.3 Historical Evolution of Instructional Supervision

Evolution of instructional supervision refers to the historical development of supervision from past time to the present day. Sullivan and Glanz (2000) observe that supervisory practice has evolved since its origin in colonial time, and its effectiveness as a means of improving instruction.

2.3.1 General Overview of the Evolution of Instructional Supervision

According to (Grauwe 2007) the origins of supervision traces back to the birth of public education, when young nations used education to build a common language and culture. Supervision emerged slowly as a distinct practice, always in relation to the institutional, academic, cultural, and professional dynamics that have historically generated the complex agenda of schooling. The term “Instructional supervision” has been interpreted differently by different countries. Supervision was initially described as inspection, which has the connotation of direct control of teachers by school inspectors Glickman, (2007); this concept still dominates in the management of education in some nations .The term supervision was synonymous with “inspection” but the two terms are quite different in the sense that inspection is a top-down approach, aimed at controlling and evaluating the improvement of schools based on predetermined criteria set by external experts outside the school system (Grauwe, 2007). In contrast, instructional supervision is a type of internal supervision undertaken by the school staff (principals, department heads, senior teachers, and assigned supervisors) aimed at providing guidance, support, and continuous assessment to teachers for their professional development and improvement in the teaching-learning process. Having said this, details on how instructional supervision evolved from past to the present-day will be discussed hereunder.

(Pajak, 1993) as cited in (Mahamadou 2011) described three eras in the evolution of supervision, namely: 1) supervision as inspection or control, 2) democratic supervision and scientific thinking, 3) and collegial and collaborative supervision. Similarly, (Glanz 2000) called them the pre-modern, the modern and the postmodern eras of supervision. Glanz’s description of the evolution of supervision encompasses all approaches of supervisory practices from Pajak (Mahamadou, 2011).

Pre-modern Era of Supervision

Pajak’s first era dates from 1895 to the 1920s. An examination of the early records of this era indicated that the term supervision was synonymous with inspection (Mahamadou, 2011). The late 19th century was dominated by the notion of supervision as inspection. This notion appeared in the works of William Payne, a prominent superintendent in 1895 whose works mainly described the supervisor as an expert who monitors and oversees curriculum and instruction and evaluates teacher performance.(Glanz 2000), who referred to this period as the pre-modern era, also asserted the same statement. He added that earliest instances of the

word 'supervision' entailed "general management, control, direction and oversight" (p.71). As such, the pre-modern supervision was a far cry from democratic. Pre-modern supervision gained its legitimacy in the application of the principles of scientific management as advanced first by Frederick Taylor (1911), which was later translated into education by Franklin Bobbitt (1913). Bobbitt established the "social efficiency movement" which approached supervision from a technocratic, autocratic, and bureaucratic point of view (Mahamadou, 2011). Thus, during this era, supervision was clearly hierarchical function performed by superintendents to more efficiently administer schools.

Modern Era of Supervision

The second era of supervision, dating from 1920s–1980s, was dominated by the notion of democracy and scientific thinking as a guiding principle in education. Democratic supervision was influenced by (Dewey's 1929) theories of democratic and scientific thinking as well as (Hosic's 1920) ideas of democratic supervision, as such supervisors at that time attempted to apply scientific and co-operative problem solving approaches to educational problems. The autocratic supervisory methods gave away to a more democratic and the old concept of supervisor as inspector was replaced with the notion of responsible leadership that would rely on scientific reason and experimentation for enlightenment and direction. The democratic supervision model advocated respect for teachers and the need of co-operation between teachers, curriculum specialists, and supervisors (Sullivan & Glanz, 2009). The role of the supervisor was downplayed and more emphasis was placed on "the functions of supervision" (Glanz, 2005, p. 61) to help teachers improve their instruction. Democratic supervision in the early 1920s "emphasized collaboration, group processes, inquiry, and experimentation" (Nolan & Hoover, 2008, p. 4). It also emphasizes participative approach whereby teachers are invited to participate in the development courses (Sullivan & Glanz, 2000; Nolan & Hoover, 2008; Starratt, 2008).

Post-modernist Era of Supervision

The third era of supervision dates back from the 1980s - 1990s with the emergence of clinical supervision (Mahamadou, 2011). Harvard professors Cogan and Goldhammer developed the practice of clinical supervision, which blended elements of "objective" and "scientific" classroom observation (Starratt, 2008). Clinical supervision has emphasised on reflective problem-solving with direct focus on individual classrooms as the target and teachers as the agents of change. It refocused the need for democracy, cooperative planning, collegial,

coaching, Problem-solving, flexibility, and action research on classroom events and processes (Starratt, 2008). Postmodernists suggest “dialogic supervision” they advocate collegial relationships between supervisors and teachers.

Table: 1 Old and Modern Concepts of Supervision by Contrast

Traditional	Modern Concept
Teacher focused	Aim, material, method, teacher, pupil and environmental focused
Visitation and conference	Many diverse functions
Random and Haphazard or a mere formal plan	Definitely organized and planned
Imposed and authoritative	Derived and cooperative
Usually one person	Many persons
Inspection	Study and analysis

In general, from the above discussions of the historical development of supervision by different writers, we understand that the early stage of supervision was conducted by Laymen or non-professionals and known for its inspection function. But at the modern time supervision holds different activities and professionals directed towards the improvement of instruction, the development of curriculum and profession.

2.3.2 Historical Development of Supervision in Ethiopia

According to the MoE, Educational Supervision Manual (1987 EC) Educational inspection Started for the first time to Ethiopian school system in 1934 EC. It was mentioned that inspection was needed because of the increasing number of teachers demanded Coordination and helping them in their teaching.

Starting from 1937 EC, a central inspectorate office was established headed by a British national named Lt. command John Miller, assisted by two Ethiopians. Their job was to keep record of number of students, teachers, classroom, as well as visit some school in the provinces and write reports. In 1943 EC the first program for training inspectors was started in Addis Ababa Teachers Training School.

The reason behind this was that more and more schools were opened, the number of teachers increased and student population grew significantly and generally the educational activities became more and more complex beyond the competence of former three inspectors.

Hence, a total of twenty four inspectors were trained 1943-1946 EC. They were assigned to inspect educational programs as well as financial accounts (MoE 1987 E.C).

According to educational supervision manual (1987EC:p4) the training program of school inspectors was discontinued in 1946. However, due to the increase in number of schools, the training program was reopened in Kokebe Tsebha School in 1948 E.C. It continued for seven consecutive years. The training combined school directors and inspection together. From 1948-1954 E.C, a total of 124 inspectors were graduated.

In 1955 E.C the inspection program was changed into supervision with the aim of focusing only in curriculum and educational programs so as to improve the teaching learning process by participating and supporting the teachers. Later on from, 1962-1965 E.C those who were trained as supervisors were expected to serve as a regular school programs and sports, adult educational programs and mass media supervisors.

During the socialist regime since the then government followed education policy of socialism; the socialist system had shifted supervision to inspection in 1973 E.C. accordingly, educational supervision was replaced by inspectional. Thus, the main goals and activities of the inspection program were monitoring and evaluation of the policy, directives and planned programs and strategies as per job description at each level of education system (MoE, 1987 EC). With the introduction of education and training policy in 1986 E.C, a shift from inspection to supervision was again witnessed.

New departments of supervision of educational program have been established at federal and Regional level with branches up to Woreda level. That is helping teachers and for the improvement of educational achievement of students.

2.3.3 Current Practice of Educational Supervision in Ethiopia

Supervision, as a technical service cooperatively done, is incorporated all levels of education System's comprehensive and coordinated approach needs to be established between all those educational sectors (i.e. Educational institution and offices from central to woreda and school level). To efficiently and effectively achieve the intended objectives of educational supervision in Ethiopia, there are two approaches of organization of supervision: out of school organization of supervision and school based organization of supervision. Out of school organization, supervision is combined with department of educational programs and

supervision at federal MoE level; Regional Education Bureau level; Woreda Education Office level and CRC level.

In school based organization of supervision On the other hand, school principals, deputy principals, heads of department and senior teachers are categorized under the actors of school-based supervision.

Following the change of the political system in the country (1991), the name of inspection shifted to supervision. The current education and training policy has established departments of supervision of educational program at federal and regional level with branches up to Woreda level. According to the ETP (1994), “Educational management is decentralized, democratic, professional, coordinated, efficient and effective”. In order to help teachers for the improvement of learners’ achievement, it also seeks the participation of educational maters from all concerned actors at all levels in terms of decision making, planning and development of objectives and teaching strategies.

As noted before, in order to provide sufficient and continuous support to educational institutions, the current Ethiopian Education policy has delegated supervisory service to the various constituents including regional, zonal, woreda and cluster levels.

The Borena zone, like any other zone of Ethiopia, it has a supervision system at woreda and school levels. But, the supervision service at Regional and zonal level, which is practiced by other regions of Ethiopia, does not exist in Borana zone.

2.4

Purposes of Supervision

Researchers have attached numerous purposes to instructional supervision, but the ultimate goal is to improve instructional practice for the benefit of student learning. Instructional supervision is primarily concerned with improving classroom practices for the benefit of pupils irrespective of what may be entailed either curriculum development or staff development (Glickman, 2007). In other reflection Beach and (Reinhartz 2000) also stressed that the focus on instructional supervision is to provide teachers with information about their teaching with a view to enhance instructional skills that enable them to improve performance. There is consensus in the literature that instructional supervision has the goal of improving practice, improving student learning and achievement, reflection, and improving the overall school. Other scholars view the purpose of supervision is helping teachers to be awake of their teaching and its impact it might have on their students.

Supervision is believed to provide a mechanism for teachers and supervisors to increase their understanding of the teaching-learning process through collective inquiry with other professionals (Gordon, 2008). For them, the purposes of supervision are improving instruction; fostering curriculum and staff development; encouraging human relations and motivation; and encouraging action research and supporting collaboration.

Another purpose of instructional supervision is professional development. According to Nolan & Hoover (2008), instructional supervision is a way to support professional growth and competency and has been identified as an integral component of staff development. (Zepeda 2007) also states that supervision's purpose is to promote growth, development, interaction, fault-free problem solving, and a commitment to build capacity in teachers.

2.5 Domain of instructional supervision

Here are three large task of instructional supervisor with in which supervisors can work: instructional development, curriculum development and staff development. In any one or all of these areas the instructional supervisor can provide variety of assistance service to teacher. In this regard, (Oliva and Pawlas, 1999:33)statedthat supervisor does and should work in all these three domains and carryout at least the four roles: coordinator, consultant, group leader and evaluator.

2.5.1 Instructional Development

Instructional development is one of the major domains of instructional supervision. It involves what teachers perform in the instructional process and the leadership role that supervisors should exercise to help teachers perform their tasks of teaching effectively. According to (Eye and Netzer 1965:328), instructional development mainly includes all those activities involved in the whole process of directing learning, will be planning for instruction, the selection and use of various types of teaching and learning aids, the selection and use of those technique which provides an evaluation of the result of teaching learning activities. The supervisor's function thus, is to assist teachers in developing and improving instructional skills.

Supervisors are expected to play leadership roles in different areas of instruction: in planning, presenting, evaluating and classroom management phase. Emphasizing this, Mohanty (1990: 93-94) indicated that supervisors are mainly responsible to help teachers plan their instruction, supervises the actual classroom teaching, methods followed, audio visual aids

used to make teaching interesting and effective, and evaluates the efficiency of teachers as well as the progress and standards of students. For instance, supervisors' help in instructional planning may begin with identification of teachers' level of awareness about the importance of instructional planning and associated problems. Based on the identified problems supervisors may provide help by taking action ranging from awareness creation to providing training that would help teachers develop competences of instructional planning.

The supervisor may help teachers in the selection of appropriate resources and strategies of presentation as well as by helping them to organize their presentations.

The supervisor can also play significant role in helping teachers to develop skills of applying different assessment and measurement techniques. Therefore, instructional supervision in enhancing development and improvement has a paramount importance. Instructional supervision can be considered as an effort to interact directly with teacher to provide services.

When dealing with instructional development the direct assistant to teacher allows the supervisor to provide one-to-one feedback and communication that allows teachers to learn from their past experiences and expertise of the supervisor. Lovell (1983: 168) emphasized that the delivery of direct support, consultation and service to help an individual teacher or group to improve in working with a particular group of students should be basic organizational expectations for instructional supervisory behaviours. Stressing this idea, Mohanty (1990:24) point out that direct service for teachers to help them improve their performance with a particular group of students will continue to grow in importance and clinical supervision will continue as an important system for providing these services.

2.5.2

Curriculum Development

Curriculum we mean those experience of children that comes under supervision of the school, includes development of specification indicating what is to be taught, by whom when, where and in what sequence or pattern, it involves an almost continues development in curriculum improvement (Peter F. Oliva 1997) defined curriculum as a program composed of all the experience a learner has under the direction, guidance and responsibility of the school. Other writers defined curriculum in a manner that which the students is supposed to encounter, study, practice and master.

The definitions in the above, indicates the curriculum as a broad concept that contains the many activities and plans developed, by which the instruction shall be guided in school in

instructing and encouraging students learning. Thus, the concept curriculum can involves all in school experiences (classroom learning experiences, students activity, use of library, use of learning resources) and out of school learning experiences directed by the school such as homework, field trips, and use of community resource.

Curriculum development is cooperative activity, by the teacher and supervisor with a view, to making learning experience of students worthwhile and updates (Mohanty, 1990: 195). Curriculum development as defined by (Harris 1963:542) is a task of supervision directing activities towards designing or re-designing that which is to be taught, by whom, when, where and in what pattern. (Glikman et.la. 2004:140) defined curriculum development as the revision and modification of the content, plans, and materials of classroom instruction.

The above concept of curriculum development indicate that teachers and supervisors are working together on such issues, operational the existing curriculum, revise or adapt the existing curriculum to wide variety of students diversity in classroom and evaluate engagement opportunities being provided and actualized. Therefore, curriculum development should be conceptualized as the cooperative activities of school personnel that involve three important phases: planning, implementing and evaluation.

Generally, (Lovell 1983:162), described several responsibility of supervisors with respect to curriculum development in to four general kinds of responsibility: to provide blue print of what the curriculum in that school may look in the future: to develop hypothesis that are important to explore either through research or demonstration: to support and assist in research and demonstration: and to facilitate the maintenance of quality ongoing instruction. Thus, in doing so, supervisor must possess research skills, know how to help teachers develop curriculum materials and proposal, be able to analyze research and interpret findings to teachers.

2.5.3 Staff Development

The essence of successful instruction and good schools come from the thought and action of the professionals who reflect on their action and practice. So, a sensible thing to be done to ensure quality education in school is continuous educations of those educators. Teachers may undergo staff development within instructional and curriculum domain as they perfect skills in learning and practicing pedagogical skills, solving instructional and curriculum problems with the help of supervisors.

However, as indicated by (Mohanty 1990: 185), the constant development of new concepts, theoretical formulations and research findings that are important implication for the knowledge base from which education operate greatly requires continued growth of staff members through well-organized in-service program. This will contribute to the staff members to cope up with the recent knowledge and innovations. In-service education is program of organized activities carried out to promote the personal and professional growth of staff members.

(Harris 1963:543) defined in-service education as a task of supervision, directing activities towards the promotion of growth of instructional staff members to make them more efficient and more effective. It specifically seeks to improve education by changing people. The role of instructional supervisor here, therefore, is much more to initiate staff members, plan, and facilitate conditions making appropriate decisions and deliver effective staff in service programs.

Staff development is one major domains of instructional supervision. It involves well organized in-service programs like seminar, workshop, conference and school based discussions. In this regard, Glickman and et.al., (2004:371), emphasized that any experiences that enlarges teachers knowledge, appreciation, skills and understanding of his/her work falls under the domain of professional development. Emphasizing this, (Scott 1998: 171), described staff development not only to workshop and courses leading to credits and certification but also to choices aimed at erasing weaknesses or enhancing previous experiences while developing new learning. Therefore, supervisor should not limit themselves to one or two types of program rather engage in many possibilities of staff development activities.

As seen from the definition above staff development activities are intended to increase the capacity of the teacher. It encompasses all the process whereby teachers enhance their academic and pedagogical skills. The role of supervisor in facilitating in-service program is therefore, very essential. The supervisor may start his/her job by identifying teacher's in-service need through survey, observational and interview. He/she is expected to stimulate teachers want to find a new way of accomplishing their tasks. The supervisors are also expected to plan set into operation evaluate the in-service program. For the successful accomplishment of the program the involvement of teacher in identifying their training need and in varies activities of in-service program is very important.

2.6 Tasks of Instructional Supervision

Any scholars like (Harris 1963), and others have listed down tasks or functions of instructional supervision. They have identified three main tasks of supervision: direct assistance to teacher, Instructional Improvement, Professional Development.

2.6.1 Direct Assistance to Teachers

The two most useful approaches of direct assistance to teachers are clinical supervision and peer coaching. However, there are also other forms such as mentoring, demonstration of teaching, co-teaching, assistance with resources and materials, assistance with student assessment and problem solving (Glickman, 2004) and also supporting teacher to develop their capacity in all aspect of their profession to foster teaching learning process.

2.6.2 Instructional Improvement

Most educators would agree on the improvement of teaching-learning is fundamental to school reform. Likely (Pajak, 1989) and(Chanyalew,2005) noted that the aim of supervision is the improvement of the teacher, the growth of the pupil and the improvement of the teaching learning process as a whole.

As stated by (Pajak, 1989) the principal mechanism by which supervisors nurture the norm of collective responsibility for the improvement of instruction is by involving teachers in discussions and decisions through workshops and trainings at school level. In service program, teachers should get help to cope with the greater student diversity and, thus, to bring about improvement on the students' achievements. Improving teaching learning process is the basic task of educational supervision. (Singhal et al 1996) noted that one of the most embarrassing explanations for the current poor reputation of schools, and the presumed failure of many excellent innovations, is that teachers have not had adequate, well informed, and direct supervision to help understand and implement new practice.

According to Mbamba (1992) the purpose of instructional supervision is to offer personal leadership improvement of educational expertise for pupils; at the same time it emphasizes on the improvement of professional techniques and procedures. Alike this(Rue and Byars ,1990) stated that a person who receives supervisory feedback will at least know what he must do to improve instruction. This show that lack of supervisory feedback usually creates frustration

in teachers and this frustration often has negative impact on teachers' performance or instructional improvement.

In order to bring instructional improvement in the education system, teachers whether they are experienced or not they have to get pedagogical assistance from their supervisors. Similarly, (Mohanty, 1990) explained that, all teachers need supervisory assistance of varying kinds and amounts. Some needs it more than others, but it is well accepted assistance of the proper nature is needed by teachers at all levels and would be sought if it were considered helpful by teachers and if it were ready in evidence.

Instructional supervisor is responsible for assisting teachers with the improvement of instruction; the supervisor must know what is being done and how it is done so as to bring instructional improvement.

2.6.3 Professional Development

However, as indicated by (Mohanty, 1990: 185), the constant development of new concepts, theoretical formulations and research findings that are important implication for the knowledge base from which education operate greatly requires continued growth of staff members through well-organized in-service program. This will contribute to the staff members to cope up with the recent knowledge and innovations. In-service education is program of organized activities carried out to promote the personal and professional growth of staff members.

The other basic task of supervision is the continuous professional development of teachers. This means helping teachers to grow and to develop in their understanding of teaching and learning process and improving their teaching skill, Professional development program for teachers should not be something imposed by outsiders.

In line with this, (Speck and Knipe 2001) however, reveal that teachers are often unhappy about professional development that is imposed on them from the top and of which they have ownership. Because, teachers are recipients of their professional learning, they should have a great deal of input and ownership in terms of the planning, development and implementation of the staff development program. In short professional development endeavour should be taken as a joint responsibility. Similarly, (UNESCO 2001) targeted school heads, department heads and senior teachers (School based supervision committee members) are responsible for professional development training program.

Continuous professional development practice on the other side is concerned with staff collaboration, broadening of pedagogical and subject matter knowledge, strengthening relationships between scholars and research institutions, minimizing the gap between professional requirements and limitations in pre-service teachers training and focuses on capacity building up to the required standards. It emphasizes on empowerment and responsiveness to local needs and demand for higher quality of education.

In general, at school level professional development should meet the need of both the individual teacher and the educational system. Professional development at school level is highly important.

The main reason is that pre-service training has become an introduction to teaching profession. The complete teacher is developed through experience.

2.7 Approaches of instructional supervision

Researchers have identified different approaches that supervisors apply to supervision. When selecting a supervisory approach, it is imperative that the supervisors consider the teacher's level of experience in instructional practices and developmental level (Glickman, 1990). It is also likely that the contexts within which a supervisor works influences his/her approach. State and national policies may also dictate procedures and approaches to be used by supervisors in their schools. (Sergiovanni 2009) notes that "a differentiated system of supervision which is more in tune with growth levels, personality characteristics, needs and interests, and professional commitments of teachers is needed" (p. 281). Utilizing different supervisory approaches is crucial not only to give choices to teachers; but also to provide options to the administrators and schools; the following review of commonly utilized supervisory approaches framed the instructional supervisory practices identified in this study.

2.7.1 Clinical Supervision

The term clinical supervision came in to vogue in 1961 when Morris Cogan used it proposal made Harvard university entailed cause studies and research in clinical supervision. (Peter F Oliva, 1997:403) This was the period when the field of supervision was plagued by uncertainty and ambiguities and when the researchers were engaged a lot of effort to reform supervision. Hence, clinical supervision was the conscious result of reintroducing democratic practices to improve classroom learning and teaching (Pollock & Ford, 2009, p. 18).

(Sullivan & Glanz, 2000) defined clinical supervision as being “focused upon the improvement of instruction by means of systematic cycles of planning, observation, and intensive intellectual analysis of actual teaching performance in the interest of rational modification” (p. 107). It also refers to face-to-face contact with teachers not only to improve instruction in the classroom but also to enhance professional growth (Sergiovanni and Starratt, 2007). Clinical supervision emphasises the teacher-supervisor relationship and collaborative work between the supervisor and supervisee (Starratt, 2008).

Regarding to this fundamental premise of clinical supervision is to open up channels of communication; provide feedback to teachers about their teaching in an objective, non-judgmental manner; and to dialogue about teaching and learning.

As view of (Goldhammer, 1969) introduced the most commonly accepted form of clinical supervision with the following five-stage process: 1) a pre-observation conference with the teacher; 2) classroom observation; 3) supervisor’s analysis and interpretation of the data collected in the observation, and planning for the post-observation conference with the teacher; 4) the post-observation conference; and 5) the supervisor’s analysis of the post-observation conference.

(Sergiovanni and Starratt 2009) described clinical supervision is more formative in its evaluative approach to the practices of beginning teachers and its goal is not aligned with traditional evaluative system, the purpose of clinical supervision to provide support to teachers (to assist) and gradually to increase teachers’ abilities to be self-supervising. T Likewise,(Glanz , 2006) noted that for clinical supervision to work, it must be separated from evaluation and promote instructional dialogue between principal and teacher in an open, collegial, and trusting manner.

2.7.2 Collaborative Supervision

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

Collaborative approaches to supervision are mainly designed to help beginning teachers and those who are new to a school or teaching environment with the appropriate support from more experienced colleagues. These colleagues have a professional and ethical responsibility to lend appropriate types of support upon request the major components of collaborative approaches to supervision are: peer coaching, cognitive coaching, and mentoring. Although these approaches overlap each other, they are quite different in their purpose and function (Sergiovanni & Starratt, 2007).

2.7.3 Inquiry- Based Supervision

Inquiry based supervision in the form of action research is an option that can represent an individual initiative or a collaborative effort as pairs or teams of teachers work together to solve problems. In action research the emphasis is on the problem-solving nature of the supervisory experience (Sergiovanni and Starratt 2007:261).

When action research is undertaken as an individual initiative, a teacher works closely with the supervisor in sorting out a problem and developing a strategy for its resolution and in sharing findings and conclusions.

2.7.4 Self-Reflection

Self-reflection approach refers to individualized supervision whereby a teacher assesses his own teaching then identifies his needs for improvement, Teachers who are involved in this kind of supervision are expected to prioritize their needs, and next develop a yearly plan that includes targets or goals derived from an assessment of their own needs. Self-directed models are “mostly ideal for teachers who prefer to work alone or who, due to scheduling or other difficulties, are unable to work cooperatively with other teachers” (Sergiovanni, 1991, p,305).

According self-reflection approaches are also applicable to competent and experienced teachers who are able to manage their time and they contend this option to be efficient in use of time, less costly and less demanding in its reliance on others.

2.8 Procedures of Instructional supervision

Scholars in the field have differences on the procedures of classroom instructional observation, but all follow the same basic pattern except the differences in naming the process or steps, (Hopkins 1998), organized classroom observation into planning conference, classroom observation and feedback conference.

On the other hand Haileselassie (1997:82-83) educational supervision teaching material classified classroom observation into pre-classroom observation conference, classroom observation and post classroom observation conference, therefore, school based supervisors need to be acquainted with the three phases procedures of supervisory practice in carrying out classroom instructional observation.

2.8.1 Pre Classroom Observation Conference

This is the face to face talk between supervisor and teacher to discuss and settle about what to do next prior to the supervisor's visit while the teacher is teaching in the classroom. It is very important stage; because it is at this stage that framework of supervisor's observation is developed and agreement is reached about how to proceed thereafter. In clinical supervision, the visit is made on resettled time; and the observation is made by the supervisor to identify problems and render help as a trained, skilled colleague, supervisors have to facilitate, to collaborate, consult and help; they have to mentor and coach teachers in clinical supervision. In line with this, (Lucio and McNeil 1979) described that pre-observation conference is the improvement cycle where the teacher presents to the supervisor the instructional objectives and techniques of evaluation he or she intends to use in the lesson to be observed. Most teachers and appraisers believed that the ideal supervisor is the one who has close contacts with teachers work; whom the teacher regard as creditable and experienced and who assumes management responsibility. Besides a research evidence has shown that a supervisory process which involves more than one supervisor; that is the principals and delegates peers (West and Bollington, 1990:58). To sum up, the main objective of pre observation conference should focus on establishing teachers' acceptance and agreement. To this end, teachers together with their supervisors have much opportunity in discussing and deciding on the purpose, criteria,

frequency, procedures, instruments and follow up activities prior to the actual classroom observation.

2.8.2 Classroom Observation conference

Classroom observation demands a high level of technical and analytical skills. The supervisors must have the skill of what to look for, how to note, analyze and interpret the data. It involves discovery, verification, explanation, interpretation and evaluation. Each classroom observation is a unique new situation; classroom interactions are never the same. Thus the supervisors need to be alert to watch events as they are happening. In line with this, (Pajak, 1989) more briefly depicted that observation is the phase in which the supervisor records instances when the intended behaviours are seen to occur. In similar way, (Harris 1963) as cited in (Chanyalew, 2005) noted that classroom observation is a technique to help teachers improve by identifying specific needs to satisfy their personal and professional career.

In short, the most important aspects of school are the quality of teaching and learning in the classroom. Hence, supervisors should get prepare before classroom observation and list important elements during the classroom observation so as to improve the teacher proficiency.

2.8.3 Data Analysis

The data analysis stage of supervision process is data analysis and interpretation takes place. During this stage the supervisor analyzes the collected data and organizes it into an understandable format to present to the teacher.

2.8.4 Post Observation Conference

Post observation or the follow-up conference of the supervisor with teacher is the most difficult and the most important of the entire cycle. The major purpose of the post observation conference is to give feedback to the teacher about her/his performance. Follow up activity involves some kind of re-recording of data analysis, a plan for feedback other teacher and other appropriate activities growing out of observation (Harris, 1963 as cited in Chanyalew, 2005:36). When post observation conference properly designed and systematically carried out, it can help to achieve various developmental purposes. Primarily it provides the teacher with the opportunity to express openly his feeling about his post-performance, revealing the

obstacles. He had encountered in accomplishing tasks. By doing so, the supervisor together with the teacher can identify any training need of the teacher and they determine and agreed on the aspect to be improved.

Some instructional supervisors may hold post observation conference; but since they lack relevant training and do not analyse, synthesized and evaluate in advance the performance data they might have gathered, they simply focus too much on weakness and little on strength of teachers (Pajak, 1989:229). The most effective way of improving performance is to inform teachers of their strengths and weakness during post observation conference.

In general, the post observation can be seen as a vital component of supervisory approach that contributes to the effective and efficiency of the program or the system. Thus, supervisor and teacher can have an opportunity to examine observational data, evaluate findings and make plans for the future in an open supportive and rewarding climate.

2.9 Influence of Instructional Supervision practices on students' Performance

(Nakpodia, 2006) asserts that, instructional supervision in the modern era, centres on the improvement of the teaching the benefits of the teachers and learners, helps in the identification of areas of strength and weaknesses of teachers.

The instructional supervision has been linked to the academic performance of the students, according to (Ayot and Briggs 2000) ineffective instructional supervision leads to poor performance among learners. The study recommends regular classroom visitations to enhance higher student's achievement levels and also agrees with this argument that effective instructional supervision results in students getting high grades in examinations while fewer instances of supervision or lack of it lead to laxity of teachers hence poor performance. In addition notes that schools can make a difference to student's achievement through Instructional supervisory leadership. It is the supervision which sets the pace, leading and monitoring the staff and the students to perform to their best.

Instructional materials help to make instructions practical and real thereby facilitating the understanding of the instruction. Most instructional materials require finance so educational administrators during educational budgeting make provision for instructional materials (Ayot and Briggs 2000). But sometimes the money made available is not sufficient. Most schools do not have facilities such as laboratories, libraries and relevant books. Teachers and supervisors identify and see that these problems are solved.

(Ebiringha,1987) seeing how important supervision is in academic performance of students enumerated the following as the functions of a supervisor: seeing teachers lesson notes, checking their instructional materials, watching teachers do the actual teaching, evaluating the ability of teachers, identifying instructional problems, introducing changes, helping teachers realize their potentials to improve instructions, and ensuring that teachers keep accurate and up-to-date records, mandating teachers to provide students with feedback on their performances.

Conducive environment contributes a lot to academic performance of students and as a result instructional processes and supervision strive actively in conducive, attractive environment. (Ezeocha,1990) states that classroom visitation is one of the essential duties of educational supervisor and in these visits, the supervisors finds out how conducive the place of learning are and plans will be made on how to improve learning environment to achieve the desired goals. Supervision and instructional process are mutually at work to improve the academic performance of students because without supervision, educational administrators will fail in their task of maintaining standard and qualitative education

2.10 Challenges against Instructional Supervision

Supervision is the service provided to help teachers in order to facilitate their own professional development so that the goals of the school might be better attained (Glatthorn, 1990). However, there are several factors which tend to militate against effective supervision of instruction in schools. Among the challenges, the following can be mentioned.

2.10.1 Perception of Teachers towards Supervision

Instructional supervision aims at improving the quality of students' education by improving the teacher's effectiveness. As Fraser (cited in Lilian, 2007), noted the improvement of the teacher learning process is dependent upon teacher attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect.

The need for discussing the lesson observed by the teacher and the supervisor is also seen as vital. Classroom observation appears to work best if set in a cycle of preparation, observation and feedback, hence the need for the supervisor and supervisee to work hand in hand before and even after the observation process. In doing all these, teachers must feel that the supervisor is there to serve them and to help them become more effective (Lilian,2007).

The practices and challenges of instructional supervision various activities push teachers to perceive supervision in negative aspect. In line with this, researches shown in UNESCO (2007) pointed out that, bitter complaints about supervisor's work further include irregular and bad planning of visits, not enough time spent in the classrooms and irrelevant advice. Not all means that teachers do not recognize the positive effects of supervisory work but rather that, in their opinion, the problem with supervisors is mainly an attitudinal one.

Teachers also strongly dislike the classic fault finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice (UNESCO, 2007).

2.10.2 Lack of Adequate Training and Support

Supervisors need continuous and sufficient training to carry out their responsibility effectively. Training programs of supervisors aimed at providing necessary skills for supervisors and make them better equipped at doing their job. As it is summarized in Alhammad study (cited in Rashid, 2001), lack of training for supervisors, weak relationship between teachers and supervisors and lack of support for supervisors from higher offices affect the supervisory practice in the school.

2.10.3 Excessive Workload

The school level supervisors (principals, vice-principals and department heads) are responsible to carry out the in-built supervision in addition to their own classes and routine administrative tasks. Ogunu (cited in Enrage, 2009) revealed that secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit classrooms and observe how the teachers are teaching.

2.10.4 Lack of adequate knowledge in supervision skill

There are also problems emanated from the supervisors that impede the successful practice of supervision. According to Glickman (2004:12), for those in supervisory role, the challenge to improving students learning is to apply certain knowledge interpersonal skills and technical skills to the tasks of instructional supervision that will enable teachers to teach in collective and purposeful manner. The educational supervisors are expected to be leaders in developing and improving the school program, providing a stimulating environment and pleasant

surroundings, and creating a working atmosphere of security and well being for the teacher and students (Harrison, 1968:2).

Thus, for the successful effectiveness of supervision practice, supervisors are required to be equipped with adequate educational and interpersonal knowledge and technical skills. Writers like Humer and Mittal (in Arefayne 2010: 32), indicated that factors like personal ability to human relations skills as guiding the work force, instructing and inspiring them for better performance; the technical and managerial skills, training and wisdom as well as how supervisor best lead and supervise his/her workmen may affect supervisor in being effective.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Description of the Study Area

The Borana Zone, among twenty zone of oromia regional state which selected for this study, is located at the southern tip of the Oromia Regional State, bordered on the South by Kenya, on the west by the Southern Nations, Nationalities, and Peoples Region, on the north by Guji Zone and on the east by the Somali Region. Based on the Educational Statistics Annual Abstract of 2014/12), the Borana Zone has a total population of 1,112,987 of whom 563,269 are men and 549,718 are women and Afan Oromo is spoken as a first language by 90.94 percent of the population. It has an area of 45,434.97 square kilometres (FDRE, 2014).

3.2 Research Design

Research design is a general strategy or plan for conducting a research study, Dawson (2002) as stated the description of the design indicates the basic structure and goal of the study, the nature of the hypothesis, the variables involved, and the constraints of the environment all contribute to the selection of the research design.

In order to get relevant and sufficient information on research problem, descriptive survey design was employed. The design was selected because it could investigate adequately the current practices of instructional supervision in government secondary schools in selected woreda of borena zone, so that the intended purpose would be achieved. As stated by Seyoum and Ayalew (1989:81) a descriptive survey design helps in picturing the existing situation. Additionally, it allows gathering of necessary information using data collecting instruments and document analysis.

Best and Kahn (2003:114) have suggested that a descriptive study concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. Furthermore, this approach was helpful to collect descriptive information directly from the population to employ simple statistical techniques and to facilitate drawing generalization about large population on the basis of the study of representative sample.

In study both qualitative and quantitative mixed approaches was used to data collection and analysis to seek out challenges and practice of instructional supervision because it is difficult

to fully explore the concept of supervision solely through one research method (Gay, et al., 2009).

Hence, this method was preferred in order to address more precisely and effectively the practices and problems of instructional supervision in the school. Quantitative approach are well suited for identifying general trends in populations For this research, Questioner were adopted for principals, vice principals, department heads and teachers and qualitative approach enabled the researcher to develop an understanding of individuals and events in their natural settings, taking into account the relevant context, for this reason interview was carried out for office supervisors, principals and vice principals in order to get their opinions on the current situation of school supervision, Hence, to examine and analyze the practices and problems of instructional supervision in promoting instruction, as stated by (Gay, et al.2009), combining both quantitative and qualitative research approaches were adopted.

3.3 Sources of Data

The data was collected from various sources. These sources included both primary and secondary data; the primary sources of data for this study were schools teachers, department heads, principals, vice principal and office supervisors of Borena Zone in selected woredas of secondary schools. In addition, the secondary sources of data were relevant documents, student national exam result observed.

3.4 Study Population

Population refers to an entire group of individual having common observable characteristic. It is an aggregate of all that which conforms to a given specification (Mugenda &Mugenda, 2003), the entire Borana zone of Oromia regional State was considered as the study area. This area was decided to be taken as a setting for this study the reason was, since the researcher has worked in teaching in different schools located at different Woredas and later he was office supervisor have experience in supervision, the Zone implementing the practice in poor manner and identified the supervision practice gap needed to assessed, in addition no recent research investigated in instructional supervision in the area to improve the practice.

The population of the study comprises instructional supervisors i.e. principals, vice principal & department heads and teachers of the 6 sampled schools, and Woreda Education Office supervisor. Accordingly, 6 principals, 6 vice principal, 30 heads of department, 304 teachers and 6 woreda education office supervisor were the population of the study.

3.5 Sample and Sampling Techniques

The study was conducted in government secondary schools of Borena Zone of selected woreda's, because, the researcher believed, there is a gap that needs to be assessed compressively about the current practices of instructional supervision within schools. According to Borena zone education office 2015/16, there were fifteen secondary schools 9-10 and in addition eight secondary schools which encompass only grade nine are found. But the researcher omitted those eight grade nine schools, because it believes that not full information gain from those schools for the purpose of this research, and obligated to take the total population of fifteen secondary school grade 9-10. From those six of secondary school by using simple random sampling techniques were selected. Hence, the selection of one secondary school could not affect the selection of the other during application of simple random sampling. In simple random sampling every member of a population has an equal and independent chance of being selected as a sample and it is also appropriate to apply quantitative research design (Best and James, 2004).

After selecting the sample schools, teachers, department heads, school principals and external supervisors were identified. Consequently, from a total of 304 teaching staff of these sample schools, 91 (30%) were taken as sample using random sampling particularly the lottery method.

Since the school principals and vice principals are responsible to exercise supervisory functions, and facilitate the work of the instructional supervision, all the school principals and vice principals of the sample school were included in the study using purposive sampling because they are the right people for the research goal in this study, (Vanderstope and Johnston, 2009) state that purposive sampling involves selecting people who are available or convenient for the study, respondents were selected based on the researcher's judgment that they would provide access to the desired information.

Accordingly, 6 school principals (100%) and 6 (100 %) of vice principals and 6 woreda education supervisors (100 %) included in the study by using purposive sampling techniques.

Also from 30 department heads 80 % of the department heads 24 were taken as sample of the study by using random sampling technique.

The sample size included 6 Woreda supervisors (100%), 12 principals (6 principals and 6 vice principals) (100%), 24 department heads (80 %) and 91 teachers (30 %) from each school). This entails that the total sample size 133 peoples. The main reason for including different stakeholders is to make the study more reliable different individuals with different roles and responsibilities could produce different ideas appropriate to the study.

Table 2, Population and Sample Size

Item	Population	Sample Size	%	Sampling Technique
Secondary Schools in zone	15	6	40%	Simple Random sampling
Teachers	304	91	30%	Simple Random sampling
Principal and vice principals	12	12	100%	Purposive sampling
Department Head	30	24	80%	Simple Random sampling
Woreda office supervisors	6	6	100%	Purposive sampling
Total	367	139		

In the investigation Teachers, department heads, principals, vice principals from internal inbuilt and woreda office supervisors means external supervisor from 6 woreda secondary schools of Borana Zone selected or participated, to examine the challenges and practice of instructional or school based supervision.

Table 3, Sample Size

Secondary Schools	Teachers		Principal & vice principals		Department Heads		Supervisors	
	Pop	Samp	Pop	Samp	Pop	Samp	Pop	Samp
Yabello	78	23	2	2	5	4	1	1
Moyale	44	13	2	2	5	4	1	1
Dirre	47	14	2	2	5	4	1	1
Gallana	47	14	2	2	5	4	1	1
Arero	26	8	2	2	5	4	1	1
Dugda Dawa	62	19	2	2	5	4	1	1
Total	304	91	12	12	30	24	6	6
Techniques	Simple Random sampling		Purposive Sampling		Simple Random sampling		Availability sampling	

3.6 Instruments for Data Collection

In this research, data were collected through the use of questionnaire, interview and document analysis methods, which are commonly employed in educational research, and typically inquire about the feelings, motivations, attitudes, accomplishments, and experiences of individuals (Gall et al., 2007). These two instruments complement each other. A literature study also provided theories on the research topic and clarifies some of the educational implications of the topic.

3.6.1 Questionnaire

In order to gather the appropriate information about current practice of instructional supervision in Borena zone questionnaire was set for teachers, principals and vice principals and department heads and the entire questionnaire was written in English, as the researcher believes that they could understand the questions since they are at secondary school teachers levels. As noted before in quantitative researches, data collection is normally done through the use of survey method. In this study, a questionnaire was employed in collecting

quantitative data, the instrument adopted to 91 teachers, 12 principals and vice principals and 24 department heads, besides, to collect qualitative data the open-ended questioner was employed to principals, vice-principal and department heads so as to obtain detailed descriptions of the phenomenon such as direct quotations capturing peoples personal perspectives and experience and establish a profile of the supervision experiences in government secondary schools.

Based on review literature Self-developed question items were organized into five sections. Section one sought on teachers, principals and vice principal's demographic, personal, and contextual data. Section two had focused data on their practice of actual in relation to instructional supervisory techniques different activities of supervisors, in third part of nine question stated in supervisor responsibilities as instructional supervisors in demonstrating of instructional leadership behaviour, in forth section on the process of how instructional supervision takes place in improving student performance finally in fifth part of the questioner stated on problem of instructional supervision. The respondents were asked to respond to questions on a five-point Likert scale to indicate their level of agreement with each response, the questioner were administered and collected by researcher in going to each sample schools.

3.6.2 Interview

In order to improve the trustworthiness of data, researchers suggest use of multiple data-collection methods or what they called "triangulation" process (Gall et al., 2007). Triangulation process not only helps researchers to increase the credibility and validity of their study but also to eliminate biases that may result from relying exclusively on any one data-collection method, source, analyst or theory. To this end, this study employed interview as a second method to supplement or clarify issues raised in the questionnaire responses.

The interview permits greater depth of response which is not possible through any other means. Thus, the purpose of the interview was to collect more supplementary opinion, so as to stabilize the questionnaire response. With this in mind, interview was conducted and recorded in secondary schools and woreda education office in minimum for forty minutes with 6 principals, 6 Vice principals and 6 woreda education office supervision coordinators by researcher himself to get instructional supervisor opinion regarding the current practice of supervision in their secondary schools.

3.6.3 Document Analysis

Document analysis was made to check the practices and challenges of instructional supervision in promoting instruction special student achievement in the target areas. Supporting this Best and Khan, (2003) have noted that document analyses are important and relevant sources of data, useful in yielding information, and exploring educational practice. Data for document analysis obtained from Woreda Education Office and the six sample schools documents like, grade ten national exam results, annual abstracts, and reports were assessed to identify the practice instructional supervision specially its impact on student performance achievement.

3.7 Validity and Reliability of the Instruments

3.7.1 Pilot Test

According to Gay, et al, (2009), self-constructed measurement instruments should be pilot tested before use so as to determine validity and reliability, (p.169), before the final questionnaires were administered, pilot testing was conducted in Elewoye and Dillo secondary schools which were not included in the sample study. This instrument was modified and piloted to ensure that the items were appropriate for the purpose of the study. It was helped to ensure that the respondents understand what the questionnaire wants to address and was done with the objectives of checking whether or not the items contained in the instruments could enable the researcher to gather relevant information, to identify and eliminate problems in collecting data from the target population.

The draft questionnaires were distributed to two school principal, two vice principals, four department heads and eight teachers of the above stated secondary schools was selected purposively. And reliability of the study needs to check, as (Haber & Lobiondo, Wood 2006) stated reliability of the research instrument is the extent to which the instrument yields the same results on repeated measures. After the questionnaires were filled and returned the reliability and validity of items were measured by using Crobach's alpha method by the help of SPSS version 20. The obtained test result was 0.80. Then as the result indicated it was a good indication of the internal consistency of items. That is the instrument was found to be reliable as statistical literature recommend a test result of 0.65 (65% reliability) and above as reliable.

3.7.2 Validity of the Study

To be sure of the face validity, senior colleagues were invited to provide their comment. The participants of the pilot test was also be first informed about the objectives and how to fill, evaluate and give feedback on the relevance of the contents, item length, clarity of items, and layout of the questionnaire. Based on their reflections, the instruments were improved before they were administered to the main participants of the study. As a result of the comment, five irrelevant items were removed; two lengthy items were shortened, and some unclear items were made clear. Triangulation of data gathering tools was executed by using semi structured interview. Information sources were also be multi-faceted by using variety of respondents such as, principals, vice principals, departments head, teachers and Woreda education office supervisor. Finally, after the necessary improvement made, the questionnaires were duplicated and distributed with necessary orientations by the researcher to be filled by respondents. Then interview and document analysis were also carried out by the same time.

3.8 Procedures of Data Collection

Initially, the researcher reviewed all the related literature; then he agreed the research strategy (direction or the procedure to be followed) with the advisor, and questionnaire, interview, document analysis, which is the main instrument of data collection in this study prepared ,then pilot test was conducted in Elewoye and Dillo secondary schools those are out of population, In the pilot test two principal, two vice principals, six teachers, four department heads and one office supervisors were involved. The pilot, test resulted in addition of items, omission of some items, rewriting of instruments and reformatting the questionnaire. In Preceding to reforming the questioner and interview, it was prepared and duplicated in a limited number, after duplication, distributed it to the subjects of the study: secondary schools teachers, principals, vice principals and department heads who were included in the sample. The researcher has collected data by going to each sample school and observing documents which help to identify for student performance progression. Interviews were also conducted with the principals and woreda office supervisors.

3.9 Method of Data Analysis

The data collection techniques presuppose specific data analysis for qualitative and quantitative methods; Qualitative data analysis requires reading, describing, classifying and interpreting the collected data.

Quantitative data analysis involves of descriptive statistics. White (2005) noted that descriptive statistics and mean a mathematical technique for organizing, summarizing and displaying a set of numerical data. Data collected through open-ended questionnaire and interviews was analyzed qualitatively. Interview and document analysis results were grouped according to the emergent themes (Gall et al., 2007). Eventually, a narrative report was prepared; hence, actual quotes of the interviewees were used to describe certain points of views.

By the use of SPSS softer computer programme version 20, the data collected on the basis of the purpose of the study through the aforementioned instruments were tallied and organized properly.

Items involved in the questionnaires were classified in to two major categories. The first category apportioned with general background information of the respondents, while the second part has treated specific issues of the study. Hence, this leads to use different approaches in treating or analyzing the data from the two categories questions. Therefore, frequency and percentages were used for the analysis of characteristics of respondents. On the other hand, mean, average mean, weight mean and Significance level of difference were used for the analysis of specific items.

3.10, Ethical Considerations

Since academic writing does not occur in a vacuum, researchers are frequently interacting with a dynamic and demanding socio-political environment that influences their research decisions both formally and informally. To cope with such influences, the researcher followed a number of guidelines in research, which are ethically sound.

Initially, the researcher obtained a formal approval to conduct the study from the Addis Ababa University. Similarly, before starting data collection and analysis, approval was sought from the department using the standard application format. The researcher also got consent of the respondents and made it known to them that their participation was indeed voluntary. All

provisions were made to offer secrecy and confidentiality to all participants in this study. After the completion of the interviews, document of national exam result assessed to examine the impact of instructional supervision on youth performance. The integrity of the researcher was safeguarded by protecting the respondents from harm, either emotional or physical and by the manner in which the research questions and report the findings were presented.

3.11 Summary

This chapter provided a broader explanation of the research design and methodology, describing the research population, sample and sampling techniques. The study used a quantitative survey followed by semi-structured qualitative individual interviews. Theoretical and practical outlines of this type of research have been presented along with the research design, data collection and analysis procedures, and ethical considerations. The next chapter will focus on the presentations and findings of the data obtained through questionnaire, interviews and through document analysis of student performance.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with presentation, analysis and interpretation of data obtained from teachers, department heads, principals, vice principals and WEOs supervisors. The study employed questionnaires for teachers, department heads, vice-principals and principals, and open-ended & interviews for principal, vice principal, in last interview only for woreda office supervisors. Besides, additional information was gathered through document analysis. Thus, the quantitative as well as qualitative analysis of data was incorporated in to this chapter. The qualitative part was supposed to be complementary to the quantitative analysis.

The study covered six secondary schools of Borena Zone namely; Dirre, Yabello, Arero, Gallana, Dugda Dawa and Moyyale Secondary schools. A total of 67 questionnaires were prepared and distributed for 91 sample teachers and 36 instructional leaders (principals, vice principals and department heads,) who have been randomly selected as information sources. All the questionnaires (100%) that were distributed to the teachers and instructional supervisor were filled and returned. In addition, to supplement the information gathered through questionnaire, interviews were held with 12 principal and vice-principal and 6 woreda office supervisors, and also information from document analysis was used to triangulate the data obtained.

In analyzing the data of the study, different statistical techniques and procedures were used. Initially, the data collected through questionnaire were coded and inserted in to SPSS for analysis. Then the mean for each group of respondents, instructional Supervisor and teachers were identified and analysis was done using the mean of each group respondents. To determine the existence/implementation of the different instructional supervision practices in the Secondary schools of the Zone, an average point of decision was set accordingly, an average mean point of 1.00-1.80 is considered as Very Low, 1.81-2.60 as Low, 2.61-3.40 as Medium, 3.41-4.20 as High and 4.21-5.00 as Very High. And an average point Interchangeable used for scale of Never, Rarely, sometimes, mostly and always respectively.

To examine the views of each group of respondent's teachers and instructional supervisor, up on the practices of instructional supervision, independently–sample t-test has been conducted. To this end, a test of significance has been carried out with five dimensions of instructional supervision items like procedure of supervision, responsibility supervision regarding in curriculum, instructional and staff development, Approaches of supervision, reflection of

leader's leadership behaviour and challenges encounter the implementation of instructional supervision. Accordingly, if a calculated value is greater than 0.05 significant levels, there is no significance difference within the views of a group of respondents, while the calculated value is less than the 0.05 significant values, there is significant difference within the views of a group of respondents.

Items involved in the questionnaires were classified in to two major categories. The first category apportioned with general background information of the respondents, while the second part has treated specific issues of the study. Hence, this leads to use different approaches in treating or analysing the data from the two categories questions. Therefore, frequency and percentages were used for the analysis of characteristics of respondents. On the other hand, mean, average mean, weight mean and t- test Significance level of difference were used for the analysis of specific items.

Therefore, in the first part of the analysis, the characteristics of the respondents in relation to their age, sex, education level, work experience and the position they hold currently were tabulated and analysed. In the second part of the analysis the views of the two groups teachers and instructional supervisor respondents were analysed and interpretation were made separately based on mean, average mean, weight mean and t-test of significance level of difference were used for the analysis of specific items, in addition qualitative data was analysed by narration and description.

Table 4: Characteristics of Respondents

No	Items	Category of item	Respondent				Total	
			Teachers N=91		Instructional &office supervisors N=42		N	%
			N	%	N	%		
1	Sex of respondent	Male	68	74.7	33	78.6	101	76.65
		Female	23	25.3	9	21.4	32	23.35
		Total	91	100.0	42	100.0	133	100.0
2	age of respondent	20years&below	29	31.9	2	4.8	31	18.35
		21-30years	53	58.2	23	54.8	76	56.5
		31-40years	7	7.7	15	35.7	22	21.7
		41-50years	2	2.2	1	2.4	3	2.3
		Total	91	100.0	42	100.0	133	100.0
3	work exercises of respondent	1-5years	47	51.6	5	11.9	52	65.3
		6-10years	31	34.1	22	52.4	53	43.2
		11-15yeras	9	9.9	14	33.3	23	21.6
		16-20yeras	1	1.1	1	2.4	2	1.75
		21-25years	3	3.3	1	2.4	4	2.85
		Total	91	100.0	42	100.0	133	100.0
4	Academic qualification of respondent	12+2(diploma)	5	5.5	1	2.4	6	3.95
		Bachelor Degree	86	94.5	39	92.9	125	93.7
		MA	-	-	1	2.4	1	2.4
		Total	91	100.0	42	100.0	133	100.0

As Depicted in Table4, item 1, 91 (100%), 42(100%) of the teacher and school based supervisor respondents, 68(74.7%) and 33(78.6%) are males, while the remaining 23(25.3%) and 9(21.4) the teachers and instructional supervisor were female respondents. According to this data, almost 76.65% of the respondents were males and only 23.35 % were females of respondents. This shows that the female's participation, as compared to their male counter parts was very low in the teaching and supervision position a secondary schools level. This is not a new finding; rather it has been reported by various researchers and organizations who

have involved in educational affairs in the country. For instance, Emebet (2003) and MoE (2005) witnessed that participation of females in education had been low and this has resulted in lower rate of employment. This could be due to serious economic deprivation, unreasonable house load activities, school distance, early marriage, marriage by abduction and pregnancy.

With regard to the age distribution of the respondents as indicated under item 2 of the same Table, 29 (31.9%) and two(4.8%)of the teacher and instructional supervisor respondents, fall into the age ranges of 20 and below years, 53(58.2%) and 23(54.8) belongs to 21-30years of teachers and instructional supervisor ,7(7.7%) and 15(35.7)of to 31-40years old of both group respondents, the remaining two(2.2%) and one(2.4) of the teacher respondents and supervisor position were 41-50 years old. out of the total respondents91 (100%), the majority (53,58.2) of teacher and supervisor(23(54.8%) were 21-30 years old age, Therefore, this figure indicates that both group of teachers and those in supervision position the majority of the respondents are matured enough to provide reliable information with regard to the issue under study.

Item 3 of Table 4, Regarding to work experience of respondents that 47(51.6%) of the teacher and 5(11.9) of supervisors respondents had 1 to 5 years' experience, whereas 31(34.1%) teacher and 22(52.4%) of supervisor respondents had 6 to 10 years' experience, 9 (9.9)& 14(33.3%)belongs to 11-15 years old of both group respectively, the remaining one (1.1%) and one (2.4%) to experienced to 16-20 years, in last 3(3.3%), one(2.4%) of teachers and supervisor belongs to 21-25 years had experience respectively. This implies that the majority of teachers was less experience and need more support from the school supervisor.

And In the same Table, item 4 level of education of the majority 86 (94.5%) of the teacher and 39(92.9%) of supervisor respondents was BA degree holder, 5(5.5%) of teachers and one(2.4%) of supervisor 12+2 diploma holder and no MA degree Holder at all in both group, therefore, be inferred that a considerable number of teacher's and supervisor position standard set by the MOE (1996:8) which requires at least MA for supervisor position of secondary school and office supervisor and BA or MA degree teachers of secondary schools.

4.1 Presentation, Analysis and Interpretation of Data Gathered through questionnaire and interview

As the review of the related literature discussed in the foregoing chapters revealed that the effectiveness of instructional supervision practices is mainly determined by the extent to which over all instructional supervision activates are implemented in the schools, Thus, the instructional supervision activates including clinical supervision of class-room visitation, supervisor responsibility in curriculum, instructional and staff development, applying approaches of supervision, leader's leadership behaviour reflected at school and major challenges that affect the effectiveness of instructional supervision were assessed.

A five point scales ranging from Very High to Very low and always to never interchangeable was used. In order to determine the degree of implementation of each of the instructional supervision aspects in secondary schools, the following mean ranges were used as a cut point. A mean values 1.00-1.80 very low, 1.81-2.60 as low, 2.61-3.40 as medium, 3.41-4.20 as High and 4.21-5.00 as very high of implementation of the items. To verify the extent to which the difference between the mean values of the teachers and instructional supervisor (main principals, vice principals and department heads) responses, t-test for significance were employed at alpha level 0.05. On each dimension/practice the schools document analysis, open-ended and the interview notes were used to triangulate the close ended questionnaires from the respondents

4.1.1, Dimensions of Instructional supervision

The success of any instructional supervision practices was mainly determined by the extent to which instructional supervision practices and techniques are implemented within the secondary schools. Therefore, the most important practices and their implementation in the study area such as procedure of class visitation in clinical supervision, responsibility of supervisor in curriculum, instructional and staff development, techniques of supervision, leader's leadership behaviour at schools and challenges encounter during the implementation are discussed here below.

4.1.2, Procedure of instructional supervision

Concerning practices of class room visitation, nine items that describe the extent of implementation of the supervision techniques were presented to the group of teachers and instructional supervisor and analysed under Table 5. The group of respondents was asked to rate from always to never depending on the degree of implementation of the items in their

schools. In the process of data analysis, the scales always and mostly indicate effective implementation of each item in the practice; whereas sometimes neither positive nor negative agreement. On the other hand, the scales rarely and never indicate low implementation of the items in the sample schools.

Table 5: procedure of instructional supervision

No	Item	Respondents Response					T- Test	
		Teachers		Instructional Supervisor		W M	t-Value	Sig. (2-tailed)
		Mean	Std. Deviation	Mean	Std. Deviation			
1	Pre- observation							
	The supervisee agrees with the schedule for visiting his/her class room.	3.03	.936	3.67	1.014	3.35	.336	.738
2	The teacher acquaints with the lesson plan that will be taught when visit the class room.	3.13	.980	3.97	.910	3.55	1.284	.203
3	During observation							
	Supervision of classroom as per the agreed upon pre observation stage.	2.86	1.006	3.67	.756	3.26	1.354	.179
4	Recording or document the data according to the agreed criteria set in the pre observation stage as objectively as possible.	2.84	.922	3.42	.649	3.13	1.705	.092
5	Analysis stage							
	Agreed upon procedures to collect the relevant data pertaining the instructional process	2.87	1.098	3.67	.770	3.27	1.146	.092
6	The relevant collected data confirmed as per the agreed upon issues.	2.77	.978	3.42	.770	3.09	2.250	.255
7	Post observation					2.9		
	The extent to which you have develop plan for the post observational meeting together	2.52	.959	3.25	.906		4.811	.048
8	Compare the anticipated and actual behaviour happen in the real classroom.	2.54	1.068	3.47	.845	3.00	4.123	.000
9	Provide necessary feedback based on the actual observation for future improvement	2.48	.993	3.33	.926	2.90	4.962	.000
	Average Mean	2.80		3.54		3.17		

Significant level =0.05, t-critical value =1.99, Df= degree of freedom, Mean scores 1.00-1.80 =never, 1.81-2.60=rarely, 2.61-3.40=some times, 3.41-4.20=mostly and 4.21-5.00=always.

As it can be seen from Table 5, to identify the extent to which pre-class room visitation implementing in the process of class observation, the four items presented for teacher and instructional supervisor to raise their view, i.e., Supervisor agrees with the schedule for visiting his/her class room, Supervisor acquaints with the schedule lesson plan that will be visit when they visit the class room, Supervisor and supervisee agrees on role during the visit, and the supervisor informs and discusses in teaching problem.

For provided items the mean value scored for teacher 3.03,3.13,3.03 and 2.77 respectively scored, this felt under sometimes scale of implementation, while the mean value scored in instructional supervisor side as follow,3.67,3.97,3.83 and 3.64 this reflects as view of supervisor effectively implementing of the practice in this stage , and significance level.738,.203,.776 and .050respectively were scored this implies that statically there is no significance difference observed among the groups of responses, According to the views of teachers they reflected , as they agreed in pre observation schedule and the extent to which supervisor acquaint them and the extent to which pre-class room observation, informing and discussion regarding to teaching problem with supervisor in pre observation procedure of class room visitation is not effectively handled, it reverse in view of supervisor, it means the practices satisfy teachers in activities of pre-class room observation procedure of supervision as expected.

The proceeding discussion on the same Table 5,check out, the result of class room observation during observation stage, in this stage supervisor observe actual behaviour gonging on class room, to identify this stage accordingly implementing or not, two items are presented to teacher and instructional supervisor to confirm their view i.e., Supervisor record or document the data according to the agreed criteria set in the pre observation stage as objectively as possible, Supervisor agreed upon procedures to collect the relevant data pertaining the instructional process.

The score for these items with the mean value of 2.86 and 2.84, of teachers and 3.67,3.42 respectively in supervisor side this drive to realize it felt as previous stage under sometimes scale of implementation as view of teacher but mostly implementation as supervisors. Regarding level of significance, .179 and .092 documented, so from this point, we recognized that statistically there is no significance difference was observed among group of

respondents, so the secondary school also not demonstrate properly implementation of during observation stage of procedure in class room visitation as teacher stated it contracted with supervisors result high implementation.

The third stage of procedure of class room observation is that analysis stage, during this stage the data observed during observation stage were analysis accordingly what is gone actually in class room behaviour so, three item was presented to teacher and instructional supervisor for identification of the extent to which supervisor implementing this stage were, confirmed that the collected relevant data as per the agreed upon issues, analyzes the recorded data in terms of established objectives and developing a plan for the post observational meeting , and the mean value scored for these items were 2.87 and the remaining two items score 2.77 of teacher ,and 3.67, 3.42 and 3.53 respectively for supervisor and level of significance score .255 and .027, and .048 value respectively.

So, from this point someone easily understand that the mean value indicated as the score fingered under scale of sometimes of teacher and view supervisor the stage with high implementation and statically there is no significance difference responses observed among the group.

On the same Table 5, the last stage of procedure of class room observation were post observation stage, during this stage both group mean the supervisor and the supervisee handover feedback each other and identified as the gathered data analyzed actual regarding the whole process takes place about the instructional supervision which enhance instruction and plan for future instructional improvement.

The item presented to teacher and supervisor regarding this stage, to distinguish whether post observation conference implemented or not is that, Compare the anticipated actual behaviour happen in the real classroom situation, discuss on ways to improve the lesson for the next observation together and Provide necessary feedback based on the actual observation for future improvement.

In this way, the mean value scored for the items provided here above were 2.52, 2.54 and 2.62 respectively for teacher respondents and 3.25, 3.47 and 3.33 respectively for supervisors. The level of significance scored were, the two first scored .000 and the last .001, so from the reflection of score we scrutinize that, the score of mean value of teacher felt under the scale of rarely, except the last items score mean of 2.62 felt under medium implementation, and the

mean value for supervisor show that the implementation of this stage in sometimes scale except the mean value for 3.47 which reflects mostly implementation of the stage. The scored data of significance states that statically there are significance difference responses among the group.

The result of total average mean 2.80 for teachers and 3.54 instructional supervisor views the overall the practice of class-room observation teacher in sometimes implementation supported by weight mean of 3.17, while instructional supervisor in mostly implementation of the practices. As, the interview handled with Arero woreda education office supervisor Mister Jarson Galgalo on interview question what supervisor procedures do the instructional supervisors should follow in conducting instructional supervision?

As He interact

”The procedure or the criteria prepared in woreda education office level that means checklist than disrupted to entire school in the woreda once in semester, depending on checklist criteria all school have inspection kind of supervision practice, without following process of instruction supervision, which contracted with supervision procedure”

But, as we have seen in previous discussion procedure of instructional supervision classified into pre-classroom observation conference, classroom observation, analysis and post classroom observation conference, therefore, school based supervisors need to be acquainted with the four phases procedures of supervisory practice in carrying supervision, Schools under study even without recognizing instructional problem implementing the practice, this implies that it contrary with the response through closed ended questioners for supervisor that supervisor following the procedure of class room observation successfully, but the response agreed with teacher response for close ended questioner which indicate sometimes implementation of procedure of instructional supervision in secondary school of under study area.

In last instructional supervisor (principal, vice- principal) and woeda education office supervisor replied for provided open- ended questioner and conducted interview confirm the majority responses of teacher sometimes implementation of the practices, which by stating the view of the most school participant even not familiar with the procedure of instructional

supervision, instead of following the procedure instructional supervision they use inspection kind of supervision.

Table 6: Responsibility of supervisor in promoting, instructional, curriculum and staff development

N O	Item	Respondents Response				W M	T- Test	
		Teachers		Instructional Supervisor			T- Value	Sig. (2- tailed)
		Mea n	Std. Devia tion	Mea n	Std. Devia tion			
1	Instructional Development							
	Enables teachers to develop competencies in lesson planning	3.16	1.128	3.86	.931	3.51	1.394	.167
2	Provide CPD training for teacher at school level.	2.90	1.334	2.92	1.025	2.91	707	.481
3	Direct teachers in the selection of appropriate resource like teaching aids	2.68	1.163	3.28	.944	2.98	2.614	.010
4	Helps teachers in identifying and solving instructional problems.	2.80	1.067	3.42	.874	3.11	1.769	.080
5	Curriculum Development							
	Assists teachers in the implementation of the new curriculum.	2.70	1.197	3.17	1.056	2.93	2.364	.020
6	Helps to identify the problems in implementing the existing as per the education policy.	2.79	1.028	3.11	.950	2.95	3.205	.002
7	Helps to collect and provide necessary educational materials that are supportive to the existing curriculum.	2.69	.985	3.28	.944	2.98	2.983	.004
8	Helps in assisting the training needs of teachers.	2.41	1.000	2.89	1.008	2.65	- 2.979	.004
9	Staff Development,							
	Helps teachers to share best practices from different schools.	2.33	1.116	3.31	1.037	2.82	- 3.202	.002
10	Organize and provide orientation programs for new teachers.	2.44	1.108	3.17	.775	2.80	- 5.662	.000
11	Helps in assisting the training needs of teachers	2.51	.808	3.36	.833	2.93	- 4.827	.000
12	Helps teacher to provide short term training at school level.	2.20	.902	3.33	1.014	2.76	- 6.448	.000
13	Enhance teachers in continuous professional development	2.41	1.000	3.50	.910	2.95	- 5.839	.000
	Average Mean	2.68		3.29		2.98		

Significant level =0.05, t-critical value =1.99, Df= degree of freedom, Mean scores 1.00-1.80 =Very low, 1.81-2.60= Low, 2.61-3.40= Medium, 3.41-4.20= High and 4.21-5.00=Very High.

Theoretically, instructional supervisor has a great responsibility in promoting instruction, curriculum and staff development activities. To this end, some supervisory activities were listed and the school teachers and school based supervisor were asked to indicate the extent to which the supervisory practices enabled them to get benefit of instructional supervision as expected in each three domains.

As it can be seen from Table 6, responsibility of supervisor regarding instructional, curriculum and staff development were presented. Accordingly, instructional development which views that the responsibility of supervisor which focused in enhancing teaching learning process by identifying the challenge which encounter instruction and by make further improvement.

Developing instruction and curriculum, is among the major functions of supervisor who involved in instructional improvement issues. It basically refers to the instructional supervisor activities of providing opportunity for staff to collaborate for the alignment of curriculum contents and achievement. It also refers to a supervisor works with teachers to coordinate curriculum and provide the necessary assistance to teachers for instructional issues.

To identify the extent to which instructional development implementing in selected area of secondary schools, the provided items for teachers and instructional supervisor to confirm their view regarding to supervisor responsibility were four , those are, supervisor can Enables teachers to develop competencies in lesson planning, Provide CPD training, helps teachers develop skills of applying different assessment and measurement techniques, Direct teachers in the selection of appropriate resource ,provides immediate feedback and in last helps teachers in identifying and solving instructional problems.

Regarding to this, for teachers interaction the mean value scored for these item was 3.16, 2.90, 2.88, 2.68, 3.02 and 2.80 scored respectively, the instructional supervisor responses the mean value documented that, 3.86, 2.92, 3.47, 3.28, 3.56 and 3.42 respectively. Also the p-value level of significance identified were.167, 481, 332, .010, 856 and .080 are respectively noted.

From this viewpoint it examined that, the mean value of teachers responses felt under medium implementation of instructional development role of supervisor, while in instructional supervisor side the mean value analysis by documented the mean value by classifying in to two part, some score value felt under medium implementation of the items,

which describe about supervisor Support teachers to set up simple experimental classroom and evaluation for improvement and scaffold teachers in the selection of appropriate resource like teaching aid it implemented in average, and the reaming four items which describe about supervisor; in enabling teacher , to develop skills , providing feedback, and in last the extent to which supervisor and staff come each other, all described items felt under High scored of mean value.

And also statically there is no significance difference responses observed except for one item which scored.010 it arbiter about supervisor can Direct teachers in the selection of appropriate resource like teaching aids, this all result lead us to judge, the responsibility of supervisor in instructional development as view of teachers implemented in medium and as instructional supervisor except two items the rest provided items confirm the high implementation of the practice.

In Preceding in the same Table 6, let continue analyzing responsibility of supervisor specifically curriculum development, as we have seen in reviews, as Harris stated (1963:338) defined curriculum as a program composed of all the experience a learner has under the direction, guidance and responsibility of the school the aim to encourage student learning.

As seen from Table 6, five items are prepared to identify responsibility of supervisor in the implementation of curriculum development in selected secondary schools, the provided items for identification was, Assists teachers in the implementation of the new curriculum, to identify the problems in implementing the existing as per the education policy, Helps to collect and provide necessary educational materials that are supportive to the existing curriculum and in last Helps in assisting the training needs of teachers.

For teacher side The mean value scored for provided items were; 2.70, 2.79, 2.69 and 2.65 respectively, While the mean value of instructional supervisor scored as follow 3.17, 3.11, 3.28 and 3.17 respectively, and also the p- value identified, .020, .002, .004 and .056 respectively, from these data possible it examined that, the mean score of teachers and instructional supervisor both reflects as the practice felt under medium implementation of curriculum development, regarding to p-value with two type of significance level scored, those significance difference scored for items two and three, statically there is significance difference with response among group, and for items one and four from data it seen that there is no significance difference response among the group of respondents.

From examined data regarding curriculum development, supervisor roles point reached that supervisor having their responsibility in curriculum development in unacceptable manner needed further improvement regarding curriculum development in the area.

On the same Table, the last responsibility of instructional supervisor are staff development, in this development as indicated by Mohanty (1990:185), the constant development of new concepts, theoretical formulations and research findings that are important implication for the knowledge base from which education operate greatly requires continued growth of staff members through well-organized in-service programs, with this view to identify the level staff development implementing, six items are provided for teacher and instructional supervisors were ; supervisors helps teachers to share best practices from different schools, Organize and provide orientation programs for new teachers. Conduct refresher training in which teachers can practice and learn various teaching approaches, assisting the training needs of teachers, provide short term training at school level, Enhance teachers in continuous professional development are listed.

The mean value scored for provided items teacher's side were, 2.33, 2.44, 2.37, 2.51, 2.20 and in last 2.41 respectively. Within mind someone easily understands that as view of teacher staff development implemented in low manner, when move towards the mean value scored of supervisors view stated as follow; 3.31, 3.17, 3.22, 3.36, 3.33 and 3.50 respectively in their reflection regarding to the implementation of staff development felt under high implementation of the practice except items number two which score 3.17, all score as view of supervisor indicate high implementation of the staff development practice.

For provided items regarding to staff development the significance value scored except for first items which scored .002, the reaming whole identified .000, so with this scored it examined that statically there is significance difference responses observed among group of respondents.

For over all provided items regarding to responsibility of instructional supervisor, total average mean scored for teacher 2.68 and supervisor 3.29, this implies that as view of teachers supervisor having their responsibility in unsatisfactory manner, whereas supervisor views this point as they implementing in satisfactory manner, but score of 2.98 weight means indicates that instructional supervisor having their responsibly in unexpected manner it magnified the view of teachers which, supervisors having their responsibility in unsatisfactory manner.

An interview was conducted with Dugda Dawa secondary school principal mister Desta Robe interview item under instructional supervisor responsibility that; what are the supports you provide to secondary school instructional supervision practice in your schools?

“Principals and department heads require their teachers to participate in various staff development activities such as short and long-term, to sharing best practice between schools and in curriculum evaluation, but teacher perception and participation regarding this activates was less in general the reason beyond that they assume not suit individual needs”

The result of Open ended questioner and interview conducted with principal, vice- principal and woreda education office supervisor result agreed with majority groups replies to closed ended questioners view of teachers and weight mean result, for provided items what is the role of supervisor in promoting instructional development and discharge pirating to school curriculum, as they states school supervisors were not in a position of performing the activity in a sufficient way it means nothing deferent role identified in promoting instructional, and staff development responsibility , and also no satisfied level pirating to school curriculum done.

The examined result contradict with police of, MoE, (2012) stated school supervisors should show the specific performance outcomes Skills, knowledge and attitude required the overall instructional, curriculum and staff development of the schools, supervisors to perform school’s supervisory tasks and play the professional supervision role expected of them around schools as per the required or set standard level, so to overcome the deficiency supervisor needed to have further improvement doing better in their responsibility to enhance instructional improvement.

Table 7: Approach of instructional supervision

N O	Items	Respondents Response				W M	T- Test	
		Teachers		Instructional Supervisor			T-Value	Sig. (2-tailed)
		Mea n	Std. Dev	Mean	Std. Dev			
1	Collegial supervision							
	Supervisors assist teachers to develop the spirit of collegiality.	2.70	.949	3.53	1.183	3.11	-2.984	.004
2	Supervisors encourage teachers to work cooperatively towards their professional growth.	2.75	.995	3.67	1.014	3.21	-2.422	.017
3	Supervisors encourage teachers to work on the improvement of curriculum cooperatively at school level.	2.59	1.075	3.47	.810	3.03	-3.609	.001
4	Directive- supervision							
	Supervisors encourage effective teachers to plan their own and evaluate it by themselves.	2.68	.976	3.64	.961	3.16	-3.114	.002
5	Supervisors encourage teachers for their own self professional improvement.	2.68	.999	3.72	.944	3.2	-3.044	.003
6	Supervisors motivating teachers to keep-up their moral by promoting sense of responsibility.	2.49	1.109	3.81	.822	3.15	-4.347	.000
7	Inquiry-based supervision							
	Supervisors show teachers the procedure how to conduct action research in school context.	2.36	1.017	3.44	.939	2.9	-5.980	.000
8	Supervisors encourage Teachers to conduct action research to solve the problem of their school.	2.38	.975	3.36	.867	2.87	-6.022	.000
9	Supervisors provide suitable incentive to those who conduct action research to solve the problem of their school effectively.	2.33	1.044	3.33	1.069	2.83	6.125	.000
	Average Mean	2.55		3.55		3.05		

Significant level =0.05, t-critical value =1.99, df =degree of freedom, Mean scores 1.00-1.80 =Very low, 1.81-2.60= Low, 2.61-3.40= Medium, 3.41-4.20= High and 4.21-5.00=Very High

It is imperative that the supervisors consider the teacher's level of experience in instructional practices and developmental level (Glickman, 1990). It is also likely that the contexts within which a supervisor works influences his/her approach, State and national policies may also dictate procedures and approaches to be used by supervisors in their schools.

As can be seen from Table 7, the items prepared to identify the implementation degree of approaches in supervision was nine, each nine items divided under three main category, in first examined the items which categorized under supervision approaches of collegial supervision, three items presented to distinguish the extent to which this approaches are implementing were; Supervisors assist teachers to develop the spirit of collegiality, encourage teachers to work cooperatively towards their professional growth and encourage teachers to work on the improvement of curriculum cooperatively at school level.

Accordingly, for teacher interaction the mean value scored for provided items were 2.70, 2.75 and 2.59 respectively, and also the instructional supervisor responses of mean value scored 3.53, 3.67 and 3.47 respectively. this lead as to analysis supervision approaches of collegial were medium implementation except the third item which lay under low implementation as teacher view, but the result contradict with instructional supervisor replies which the mean value felt under high implementation of the practices.

The significance level of p-value also scored for each items .004, .017 and .001, it indicates that, except the second items both items scored was statistically there is significant difference responses observed among the group of respondents, approaches of collegial Supervisor serving their staff, in developing the spirit of collegiality among teachers to work cooperatively in improving curriculum at school level medium implementation work done not satisfy teachers as expected, where as it reverse result for instructional supervisors.

Regarding to the preceding approaches, to identify the extent to which supervisor supporting teacher in their individual work of directive approaches those three items provided for teacher & supervisors to confirm their view are; Supervisors encourage effective teachers to plan their own and evaluate it by themselves, encourage teachers for their own self professional improvement, And motivating teachers to keep-up their moral by promoting sense of responsibility, in this cause the mean value scored for each item 2.68, 2.68, and 2.49 respectively in teachers side, whereas the mean value scored for instructional supervisor replies were, 3.64, 3.72 and 3.81 respectively, and p-value level of significance recognized .002, .003 and .000 respectively.

From this view it analyzed that the mean score felt under medium implementation of directive supervision approach except the third items which place under low implementation of the practice as view of teachers, while as supervisor reflects of overall scored data about directive approach it examined as view of supervisors they encouraged teacher in their individual work in effective way of implementation, but which unsatisfactory teachers. And also level of significance examined that, statically there is significance difference response identified among the group of respondents.

On the same Table, the last the examined data about approaches of instructional supervision of inquiry- based approach of supervision techniques, this emphasis that as (Sergiovanni and Starratt,2007:261), stated Inquiry based supervision in the form of action research is an option that can represent an individual initiative or a collaborative effort as pairs or teams of teachers work together to solve school based problems, In action research the emphasis is on the problem-solving nature of the supervisory experience.

It is obvious that, there are many problem encounter school in teaching learning process, to solve these challenge the degree to which this approaches play in school, in preceding data were examined, the item provided for teacher to validate the extent to which this approach working in their school were, Supervisors show teachers the procedure how to conduct action research in school context, encourage teachers to conduct action research to solve the problem of their school and in last provide suitable incentive to those who conduct action research to solve the problem of their school effectively.

The mean value scored for these provided items are recorded as follow; 2.36, 2.38 and 2.33 respectively of teachers and in supervisor side the mean value identified were; 3.44, 3.36 and 3.33, with p- value of significance difference all documented .000 level of significance. from these all data it examined that as mean value of teachers felt under low implementation of inquiry based supervision practice which is the fundamental duty in solving school problem in action research, whereas reverse result observed in instructional supervisor view high implementation of the practice. And the p-value level of significance show that statically there is significance difference response reflected among the group of respondents.

From analyzed data about overall implementation of inquiry based approaches of instructional supervision, supervisor in showing procedure to conduct action research and providing incentives for those who conducts action research to solve instructional challenge

in school level, as seen view elevated from teacher its implementation was low, but reverse in response of supervisor's high implementation of the practice.

The total average mean value scored 2.55 of teacher's respondents, whereas 3.55 of instructional supervisor, regarding the overall implementation of instructional supervision approaches, which felt under low implementation of the practice as the view of teachers and reverse result observed high implementation of the practice as instructional supervisor pointed, someone effortlessly can understand that supervisors did not contribute their role as expected as teachers expected, whereas instructional supervisor thought their role satisfy teachers needs in approaches of instructional supervisors, in addition the weight mean result 3.05 evidence that as supervisor have medium emphasis on assisting to collegial, self-directed and enquiry based approaches of instructional supervision.

As interview held with vice-principal of Yabello secondary school mister Sisay Girma in interview item in, Instructional supervision approach particularly inquiry-based utilizing to solve instructional problem in school?

He asserted that "supervisor assist teachers to develop the spirit of collegiality to create harmonious relationship between staff and deal with teachers openly was less, because most of the time they were busy by schools administrative activities and others activities which are not related with academic issues. But a little bit teachers trying inquiry-based approach to solve school instructional problems"

Similarly, the interviewed woreda office supervisors and school supervisors admitted that they did not familiar with the collegial, inquiry based and self-directed supervision. Consequently, they did not make effort to these kinds of supervision to recognize by the entire teachers and instructional supervisors to be used as variety options of instructional supervision, and also the examined data agreed with the majority responses gain trough open-ended questioners of teachers which reflect the low implementation of the practice.

Table 8: leader behaviour of instructional supervisor

N O	Item	Respondents Response				W M	T- Test	
		Teachers		Instructional Supervisor			T-Value	Sig. (2-tailed)
		Mea n	Std. Dev	Mea n	Std. Dev			
1	Task centre,							
	Supervisor emphasis the authoritarian and controlling behaviour	3.46	1.053	3.50	1.108	3.48	-2.203	.030
2	Supervisor gives decision their alone.	3.44	1.034	3.22	1.098	3.33	-2.345	.021
3	Supervisor Influences staffs to discharge their responsibilities that ultimately promote the school	3.68	.872	3.67	.862	3.67	-3.506	.001
4	Human Relation,							
	The supervisor relates and responds to staff and their needs.	2.51	.890	3.44	.809	2.9	-5.212	.000
5	Supervisor assists groups in harmony building and moving toward group goals.	2.56	.901	3.47	.810	3.01	-4.681	.000
6	Supervisor developed positive personal relationship with the entire stake holder.	2.52	1.073	3.42	.906	3.00	-4.224	.000
7	Thrust,							
	Supervisor act as a role model for their staff.	2.51	.997	3.53	.774	3.02	-4.651	.000
8	Supervisor motivates by delegating the staffs in their work	2.40	1.015	3.58	.937	2.99	-5.611	.000
9	All supervisor activities are focused and direct to achieving the school goals.	2.47	.985	3.33	.956	2.9	-5.135	.000
	Average Mean	2.57		3.46		3.01		

Significant level =0.05, t-critical value =1.99, df =degree of freedom, Mean scores 1.00-1.80 =Very low, 1.81-2.60= Low, 2.61-3.40= Medium, 3.41-4.20= High and 4.21-5.00=Very High

This dimensions deals with the manner of principals (supervisors) interacts with teachers, students and parents. This is to large extent seems to be affect the way teachers interact with one another, with students and parents. This interaction has a considerable impact on the general atmosphere of the school. Halpin (1996) identifies three characteristics of supervisor behaviour which stated in the table above the means supervisor behaviour influence their staff.

As seen in Table 8, nine items are provided for teachers and instructional supervisors were to differentiate the means by which supervisor behaviour used more to influence staff in

secondary schools under study area, each items classified under three domain of supervisor behaviour, depending on the way they influenced their staff. Accordingly, of first behaviour supervisor behaviour reflected were task centre, the three items presented were, Supervisor emphasis the authoritarian and controlling behaviour, gives decision their alone, and in last Supervisor Influences staffs to discharge their responsibilities that ultimately promote the school.

Regarding to this, the mean value documented for first three items were 3.46, 3.44 and 3.68 respectively, which felt under high reflection of task centre behaviour in secondary school as teachers viewed, while the mean value scored for response of instructional supervisor regarding to this point as follow; 3.50, 3.22 and 3.67 respectively this also reflects the view of teacher which in secondary school of under study area supervisors in high extent used task centre behaviour which controlling and giving decision alone kind of behaviour to influence staff, the p-value level of significance scored, .030, .021 and .001 respectively Which shows us statically significance difference response indicated among group of respondents.

On the same Table, the second examined data were consideration of human relation, which the burning issue that supervisor need to celebrate in school, therefore three items were stated here in above table to identify the extent to which harmonization build in between supervisors, staff members and overall school concerning body's, regarding to this identification items used were, supervisor relates and responds to staff and their needs, Assists groups in harmony building and moving toward group goals, and in last Supervisor developed positive personal relationship with the entire stake holder.

For thus, provided three items the mean value scored were 2.51, 2.56, and 2.52 scored respectively in teachers reaction, whereas supervisors side the mean value scored for provided items 3.44, 3.47 and 3.42 respectively scored, and the p- value level of significance scored .000 respectively for each item, this implies that the mean value felt under low reflection of human relation it means supervisor used human relation behaviour to influence staff members in low extent as view of teachers, while supervisor reacts that as they use this kinds of behaviour to influence staff members in high extents. In p- value there is significance difference responses identified among the group of respondents.

In the same Table , the last supervisor behaviour which used to influence teacher in their work at school are thrust, as (Rooney, 2003) describe thrust as the way some supervisor act as a role model for the type of behaviour they expect of their staff. They set the standard and

support the staff so as to maintain the standard. Thrust is characterized by the following: the supervisor is hard working; the staffs are both intrinsically and extrinsically motivated, the staff work hard to enjoy their work and delegate staff mean empowering staff is to be to commit in their responsibility.

To identify the extent to which trust behaviour influence the staff, three items are provided for both group to confirm their view on it, regarding the issue under study were; Supervisor act as a role model for their staff, motivates the staffs in their work, all supervisor activities are focused and direct to achieving the school goals, in this way the mean value scored for the items as follow 2.57, 2.40 and 2.47 respectively in teachers side, whereas the mean value scored for supervisor reply were;3.53, 3.47 and 3.33 respectively and also the p-value documented .000 scored respectively for each items.

From the above data it examined that the mean value scored tells as supervisor used thrust behaviour in low extent of influence in act as model, harmonize and direct all goal in focusing school goal as teachers viewed, while in instructional supervisor side implementing what stated here above means using trust kind of behaviour to influence staff as motivation in high extents, And also from significance level of data observed that, there is significance difference in response among group observed.

Thus implies supervisors are not satisfying teachers became role model and in other side the heart of teaching learning process keeping staff motivated intrinsically in their work not done properly, in last all supervisor activities were not focused and direct to achieving the school goals, this means supervisor are misused practice of supervision rather than purpose supervision which enhance teaching learning by diagnosing the obstacle encounter in the process of teaching learning and providing further improvement as teachers result examined, in contradict instructional supervisor viewed as acting the practice in high extent of implementation, regarding to this the overall result of weight mean 3.01 indicates that supervisors leader behaviour to motivate teachers are implementing in unsatisfactory manner it need further improvement to motivate staff as alternative use of supervision kind in practice.

As interview carry out with Gallana woreda education office supervisor mister Jemal Taso with the interview item, what supervisory leadership behaviour reflected in secondary school?

As He interact “most of our secondary school leader highly emphasis given for task-centre behaviour to influence teacher which highly control and directive kind but less in relationship or consideration and trust kind of behaviour observed, even supervisor not interested to delegate teachers in different school activates”

As analysed from open-ended and conducted interview support that, the majority view of teachers that the result gain through close-ended result of high reflection the way supervisor influenced their staff not recognized as classified three previous supervisor leader behaviour, while they familiar with school rule and regulation specially they emphasis punishment like reinforcement which demoralized staff rather motivating, so supervisor need to practice influence staff by delegating in different school responsibility to inspire teacher in their work.

Table 9: Challenges Related to Supervision Practices

N O	Item	Respondents Response				W M	T- Test	
		Teachers		Instructional Supervisor				
		Mea n	Std. Devia tion	Mea n	Std. Dev		T- Value	Sig. (2- tailed)
1	Perception of teacher toward supervision	3.31	1.072	3.56	.969	3.43	2.739	.007
	Teachers Convinced of the need for instructional supervision							
2	Every teacher can benefit from instructional supervision.	2.81	1.115	3.89	1.036	3.35	1.599	.113
3	Supervision promoting professional growth among the teachers.	2.90	1.055	3.86	1.018	3.38	-.895	.373
4	Well awareness of the significance of school-based supervision.	2.98	1.085	3.64	.798	3.31	-.193	.847
5	Challenges related to Level support	2.87	1.077	3.64	.990	3.25	1.168	.246
	Enough Level of support supervisors provides to teachers.							
6	Use information for supporting teachers rather than considering as fault finding.	2.58	1.136	3.42	1.052	3.00	3.507	.007
7	Challenges related to work load,	2.57	1.076	3.31	.889	2.94	3.798	.009
	Extra time meeting about school related issues.							
8	Shortage of time for supervision activities.	2.59	.931	3.33	.986	2.96	4.168	.020
9	Problems related supervisors	2.70	1.120	3.14	.961	2.92	2.526	.013
	Adequate educational experiences on the part of supervisors.							
10	Supervisors able to support teachers properly on teaching-learning activities.	2.70	1.120	3.14	.867	2.92	2.526	.013
11	adequate training provided for supervisors Lack of giving.	2.64	1.070	3.22	1.017	2.93	3.233	.002
12	Giving constructive feedback for teachers on the part of supervision.	2.60	1.104	2.92	1.036	2.76	-3.417	.001
	Average Mean	2.77		3.40		3.1		

Significant level =0.05, t-critical value =1.99, Df= degree of freedom, Mean scores 1.00-1.80 =Very low, 1.81-2.60= Low, 2.61-3.40= Medium, 3.41-4.20= High and 4.21-5.00=Very High.

Range of instructional supervision barriers can be listed depending on the context to which each sampled schools are exposed. However, with the exception of some particularities, most of the factors that hinder the effective performance of instructional supervision practices in the zone are common to every school, the extent to which these factors affect each school performance dependent up on the supervisor ability of controlling different situation. Therefore, the study had dealt with some of the major factors supposed will seriously affect the effective performance of instructional supervision. Four groups of hindering factors were selected for the inquiry namely; perception of teacher toward supervision practice, Challenges related to Level of support, Challenges related to work load, knowledge and skills in the area of educational supervisor, were selected as main factors.

Each of issues was described with related question items as shown as in their respect tables. A five-point scale that ranges from very highs to very low be employed to collect data through the close ended questionnaires shown. In the scale very high and high represents the extent of adequacy of each item. On the other hand, very low and low represents inadequacy of each item.

As depicted in Table 9, there was factors described which encounter the effectiveness of instructional supervision, among those the first part reflects perception of teacher towards supervision means the way teachers view supervision were analyzed here under, while Instructional supervision aims at improving the quality of students' education by improving the teacher's effectiveness. As Fraser (cited in Lilian, 2007), noted the improvement of the teacher learning process is dependent upon teacher attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect.

As seen in Table 9, to distinguish the perception of teacher and instructional supervisor toward instructional supervision four items are stated, those were, teachers convinced of the need for instructional supervision or not, every teacher can benefit from instructional supervision, Supervision promoting professional growth among the teachers, and in last they aware of the significance of school-based supervision or not were stated.

Regarding to this end the mean value scored for stated each items were 3.31, 2.81, 2.90 and 2.98 respectively in teachers view, while the mean value documented in response of supervisors were; 3.56, 3.89, 3.86 and 3.64 respectively, and also level of significance scored as stated below .007, .113, .373 and 874 scored for each items respectively.

The first item stated for teachers convinced of the need instructional supervision or not, regarding to this, the mean value scored reflected that the view of teacher about the uses of instructional supervision in medium level this means teacher not supposed as supervision have impact in their duty. While supervisor's reacts for this items as teachers in high level convinced of the need for instructional supervision, and also statically there is no significance difference in response among group of respondents.

By Bearing in mind the mean value scored here above for the second item stated whether school teacher gain benefit from the practice or not scanned that, the mean value felt under medium reflection as teachers view, it means teachers are not satisfied in benefit they got throughout supervision practice. Whereas, supervisor suppose in their view teachers are beneficiary throughout supervision process. and also statically no level of significance difference paralleled within response of teachers and instructional supervisors, in preceding to third item it stated for identify whether supervision brought professional growth or not that, teachers agreed in average level of implementation , it mean that they are not satisfied in promoting of professional growth through instructional supervision, in reverse instructional supervisors view as in high extent teachers gain professional growth in cause of instructional supervision practice.

In the same Table, the last item presented to confirm their view regarding teachers perception to which the extent of awareness about the significance of school-based supervision, also they replied as awareness created in average extent as teachers view, this means even teacher not fully aware about significance school based supervision. In inclusive teacher's response regarding their perception about instructional supervision less awarded and valued for the practice, the same expression observed as previous items in supervisors view, and also statically there is significance difference responses observed among the group of respondents.

In the same Table The Next factor that Going to analyzed which encounter the implementation of instructional supervision was factors related level of support teachers gain from their supervisor, regarding level of support supervisor provided for their staff depend up on the knowledge skill they gain, which fundamental in any aspects of teaching learning process even in their entire life, but sometimes challenge counter due to lack of support mean some supervisor not familiar with needed information that were to provided and miss use of information that were counter, regarding to this issue review literature verified as, Supervisors need continuous and sufficient training to carry out their responsibility

effectively, Training programs of supervisors aimed at providing necessary skills for supervisors and make them better equipped at doing their job. As it is summarized in Alhammad study (cited in Rashid, 2001), lack of training for supervisors, for sake of they are not enough capable to provided support weak relationship between teachers and supervisors occurred which harms the teaching learning process.

To identify the extent to which supervisor provided adequate support or not in secondary school, the stated two items in above Table hence, Enough Level of support supervisors provides to teacher and the Use information for supporting teacher or considering as fault finding were provided for teacher to augmentation their view regarding level support provided in secondary schools.

The mean value scored for provided items in teachers view were 2.57 and 2.59, while for instructional supervisor side the mean value scored were;3.64 and 3.42 respectively. In addition level of significance identified .246 and .007 scored respectively for each items, from this data it examined that, the mean value felt under medium level of support teacher gained not satisfactory as they verified, whereas instructional supervisor approved that, as they providing enough level of instructional support for their staff. And the response verified, statically there is no significance difference of response among group indicated in stated score, as exclusively the document indicates, teacher not satisfy in level of support they gain which the backbone to improving instruction, updating and supporting teacher in their work, but reverse result obtained as they supporting teachers in supervisors view.

As have seen in Table 9, the third factor related to challenge encounter during implementation of instructional supervision were factor related to work load, to verify the extent to which work load affect the implementation instructional supervision two items stated for both group to confirm their view as followed, issue of Extra time meeting about school related activity and Shortage of time occur for supervision activities, the mean value scored for the stated items was, 2.57 and 2.59 respectively in teachers side, whereas 3.31, 3.33 scored mean value for instructional supervisors and also level of significance documented were .000 value of significance were examined.

From this recognized data what have to observed that, the standard mean score felt under less influence, means extra time meeting for school concerning issue was consume less time and not make hook this much in implementation of supervision in view of teachers, but as mean score of instructional supervisor shows work load shortage of time highly have an effect on

supervision practice, the significance p-value scored implies that, statically there is no significance difference responses among the group of respondents.

On the same Table 9, the last data interpretation were factors which hinder supervision in secondary school was problem related to supervisor themselves, teacher and instructional supervisor to view their opinion regarding to this issue the four specific items stated were; there is adequate educational experiences on the part of supervisors, Supervisors able to support teachers properly on teaching-learning activities, adequate training provided for supervisors, and supervisor provided constructive feedback for teachers on the part of supervision.

The mean value scored for here above stated items was, 2.70, 2.70, 2.64 and 2.60 respectively in teachers interaction whereas, for instructional supervisor view the mean scored were; 3.14, 3.14, 3.22 and 2.92 respectively for each items. In regarding score level of significance the first two items scored, .013, the third .002 and the last .001 examined. For the sake this, the preceding data interpretation distinguished that, the mean value felt under medium, it means supervisor knowledge and skill for position is not appropriate, similarly when came back to supervisor mean result regarding to their capability for position they confirm that as their knowledge and skill they possess for position is not enough adequate.

Also level of significance identified that the first two items their score value implies statically there is no significance difference response in replay, but the third and fourth items scored show statically there is significance difference responses observed among the group of respondents.

To close, as seen from data analysed, challenge for instructional supervision practice, factor related to supervisor that means their educational experience, ability to support, the extent of training they gain and the extent of giving constructive feedback for teacher have affect the practice of supervision, the only thing needed to done for supervisor providing refreshment training it means updating their knowledge, skill and experience to get fruitful instructional result in part of instructional supervision.

For overall items the average mean value scored 2.77 regarding to factor which challenges the implementation of instructional supervision in view of teachers, while 3.40 score mean indicates as view of instructional supervisors less challenge and high awareness of teachers, adequate knowledge and skill as supervisor possess reflected in instructional supervisors side.

But the total average mean scored for teachers view the mean score value felt under medium influence of the practice, it means that the factor stated in table like, scarcity of factor related to teacher's perception regarding to the practice, level of support supervisor provided for teacher, challenge related to knowledge and expertise related to supervisor have affect the practice of instructional supervision.

And also the total weight mean score 3.01, support the view of teaches which identified in their mean score there is a challenge in instructional supervision due to, less perception of teachers toward the practice, inadequate level of support provided in part of supervisor, and other hook is that, supervisor lack the knowledge and skill needed to implement the instructional supervision in secondary school of under the study area.

To identify the challenge which encounters the implementation of instructional supervision in secondary schools, interview conducted with Mister Dida Adi Dire education office supervisor in interview item, what are the problems encountered during the implementation of Instructional supervision in secondary schools and, what do you suggest as solution to overcome the problems?

As interview held" absences of competent supervisors were hindered to conduct sound supervision practices in schools and their numbers were considered as basic challenge. The reason raised by interviewer was Most of our supervisors had not got training opportunities in supervision practice how supervision conducted because their educational background is different of educational planning and management, this made the schools to have different implementations so as to achieve the intended objectives they focused on routine activities that not bring radical change in implementation of school supervision goals in regard to assist teachers in selecting teaching techniques which enhance learning"

The examined result for open-ended questioner and conducted interview with principal and woreda education office supervisor support the majority view of teachers, indicated that, the challenges faced school in implementing supervision were; too little extent of support provided in side of supervisors in cause of almost all supervisor are not Edpm felid back ground so they not familiar with procedure, techniques and approaches of supervision. for the sake of this they not enough capable to provide support for teacher, and some supervisor not need to openly discussed with teacher and also teachers perception regarding to instructional supervision the conceder the practice as fault finding, it needed great effort to minimize the mentioned hinder factors to enhance instruction in secondary school of study area.

Table 10: The Influence of Instructional Supervision practices on students' Performance

Subje.	YEARS														
	2005 EC					2006EC					2007EC				
	A	B	C	D	F	A	B	C	D	F	A	B	C	D	F
Ama	33	121	1342	1501	19	39	128	1369	1539	126	41	118	1635	1590	136
Eng	121	519	1324	1001	51	162	528	1503	951	57	152	623	1635	1041	69
Mat	193	563	1513	726	21	222	720	1422	804	33	168	528	1560	956	308
Phys	6	712	1436	629	233	9	714	1536	645	297	17	704	1656	784	359
Che	52	860	1462	612	30	147	791	1546	696	21	18	775	1947	724	56
Bio	301	627	1125	703	260	312	645	1168	681	395	229	589	1781	625	296
Civics	492	711	927	850	36	582	729	1041	819	30	458	763	1294	963	42
Geo	396	625	1240	636	119	378	633	1242	834	114	352	740	1356	1007	65
His	160	865	1435	484	72	171	904	1190	849	87	143	1023	1422	836	96
A/Oro	189	752	1453	451	171	203	880	1441	440	237	165	1140	1569	565	81
Total Grade	1943	6355	1325 7	7593	1012	2225	6672	1345 8	8258	1397	1743	7003	1585 5	9091	1508
Total	3016					3201					3520				

In sample selected schools the Three Years of Student grade ten National exam result

As depicted in Table 16, show the students result within sample of six secondary school in Borena Zone, it stated here in above in specific Grade of letter, is to be to make the analysis possible and essay each grade scored counted and expressed in numeric, regarding to this discussion follow here below in detail. The total of those student scored Grade A, in whole subject in year of 2005EC are 1943, this show progression in year of 2006 by scoring A Grade for 2225 students, but what happen in year of 2007EC that the result was degrade by scoring 1743 Grade A, instead of advancing, what examined of this data the distinction of score A, in total subject regress.

In preceding to this, Grade scored for total subject in distinction B, reflects incline in the year of 2007 by scoring of 7003, students than those scored in year of 2005, 6355 and 6672 by year of 2006EC. However, the number of student increased through year so this improvement not

satisfactory, when compared with the total number of student who has taken national examination that high number of students in year of 2007 than the previous two years.

Almost, similar scored observed in Grade distinction of C and D, within these three years, the large number of student lay in Grade Scored of C, and also those student score nil or F, were more in year of 2007 EC by score of 1508, so as we have seen in previous examined result of instructional supervision practice in secondary school of Borena zone insufficient implementation observed, also similar things happen in student performance nothing better improvement observed in these three year examined data student performance,

(Nakpodia, 2006) assert that, instructional supervision in the modern era, centres on the improvement of the teaching the benefits of the teachers and learners, helps in the identification of areas of strength and weaknesses of teachers. in this view instructional supervision practicing as a factor gain its contribution for students lower achievement, regarding to this supervisor needed great effort in instructional supervision practice in supporting teacher in instructional, curriculum, and staff development and seriously Applying procedure of class observation to identify challenge of instruction to bring solution that enhance student result.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE FINDINGS

This chapter deals with the summary of major findings, the conclusion drawn from the findings and recommendations that the researcher suggests and assumes operational in improving the status of instructional supervision practices and challenges in government secondary schools of Borena zone in Oromia region.

5.1 Summary of Major Findings

The main purpose of the study was to assess the practices and challenges of instructional supervision in government secondary schools of Borena zone, in Oromia Region. To this end, an attempt has been made to assess the dimensions of instructional supervision, procedure of class room visitation, the Approaches of supervision, supervisor responsibility regarding instruction, curriculum and staff development, supervisor leader's behaviour and obstacles to instructional supervision effectiveness. Finally, the study made an effort to come up with suggestions and forwarded recommendations. In order to achieve the objective of the study, the following basic questions were stated and answered.

5. To what extent has instructional supervision implemented in the schools?
6. What are the practices involved in instructional supervision in the schools?
7. How effective is the supervisor practices in improving student performance?
8. What are the major challenges of instructional supervision observed in the schools?

A descriptive survey design and mixed research approach was employed in this study. The related literature was reviewed and documented. In order to get answers for the above basic questions, among of fifteen secondary schools found in Borena zone, the study was carried out in six secondary schools that were selected by simple random sampling techniques to the study. There were 352 total populations of school supervisor and teachers in the zone. The study incorporated a total of 133 respondents. 6 woreda Education office supervisor, instructional supervisor (12 schools' principal and vice-principal and 24 Head Department), and 91, teachers of Borena zone were incorporated in the study. Six Woreda Education Office supervisor and twelve woreda instructional supervisors were interviewed. In addition, two groups of respondents (instructional supervisor and teachers) were asked to respond self-developed, closed-ended and open ended questionnaires. Two set of questionnaire was used for data collection in the study.

All the questionnaires that were distributed to the teachers and instructional supervisor were completed and returned to the researcher. In addition, to supplement the information gathered through questionnaire, the interviews were undertaken with twelve instructional supervisors and six WEOs supervisors, and also information from document analysis is used as supplementary as planned. Finally, the data were carefully collected, coded, and presented for analysis. In the study, different data analysis tools such as percentage and frequency, mean values, average mean values, weight mean and independent t-samples T test for comparing significance level value were used. Therefore, the analysis made then justifies the following major findings.

5.1.1 Regarding characteristics of respondents

The study showed that the number of male school supervisor and teachers were much greater than that of females and both the teaching learning process and supervision were dominated by males in 68(74.7), 23(25.3) of teachers and 68(74.7%),23(25.3%) of supervisor, in secondary school of Borena zone.

As the respondents replied, the majority of them were between the age ranges of 21 to 30, teachers by 53(58.2%) and instructional&office supervisor 23(54.8%) observed.

It was found from the responses that majority of school supervisors and teachers by 39(92.9%) and 86(94.5) % respectively in secondary schools of Borena zone under the study were BA degree holders.

According to the respondent's service, majority of them had experienced in the teaching learning process and supervision position, 31(34.1%), 22(52.4%) respectively identified.

As these data showed, the majority of the instructional supervisor 38(90.5%) in Borena zone, were subject area graduates.

5.1.2 Procedure of instructional supervision

The data gathered from teachers and instructional supervisor (principal, vice-principals and department heads) respondents revealed that the practice of instructional supervision perceived reverse result, in procedure of class-room visitation with average mean values of 2.80 and 3.54 respectively, With reference to the instructional supervision procedures, i.e. pre-observation conference, classroom observation, and post observation, most of the teachers respondents pointed out that the instructional supervisory processes were practiced in medium implementation in the secondary school of study area. The majority of the

respondents indicated that supervisors **were not capable to utilize** pre-class observation, class observation and post observation conference. Moreover, the findings showed that the process of class room visitation were carried on criteria on checklist prepared in woreda education office level, **not in individual school basis**, and the utilization of procedures was not satisfactory in improving teaching learning process. Concerning the frequency of the classroom observation conducted in the sample secondary schools, the majority of teacher respondents reported that it is rendered **once in semester**. Moreover, the office supervisor assured that classroom observation is inspection kind visitation for the purpose of teachers' performance appraisal rather than that of instructional improvement.

5.1.3 Responsibility of supervisor regarding instructional, curriculum and staff development

The findings of this study demonstrated that; teachers gained professional, curriculum and staff development of support from instructional supervisors in order to improve their instruction are insufficient and the total average mean score failed (2.68 of teacher and 3.29 of instructional supervisor). Both group agreed on existing gap that the practice limited to medium implementation regarding the accomplishment of the major roles of instructional supervision.

The respondents agreed that the practices are deficient They do not support teachers in Instructional development, supervisor in enabling teachers to develop competencies, Support class room evaluation for improvement, helps teachers develop skills of applying different assessment in organizing in-service training, selection of appropriate teaching aids, provides immediate feedback and Organize meetings to solve common instructional problems through in-service education, also with curriculum development similar result befall supervisor in Assists teachers in the implementation of the curriculum, in evaluate the curriculum, to take corrective measure and provide feedback to the curriculum specialists, Support to identify stake-holder needs and helps to identify the problems in implementing the existing as per the education policy, and in last Inform to collect and provide necessary educational materials that are supportive to the existing curriculum, in last the examined result indicated as staff development specifically supervisor, in enhancing professional competence, assisting the training needs, by making new teacher familiar with school and school environment and bring best practices from different school to share each other, done in unsatisfactory manner it need supervisor to improve in the area to enhance staff development.

5.1.4 Approaches of instructional supervision

Alternatively, approaches of supervision used in practice of instructional improvement, the examined data indicate as among group of teacher and instructional supervisor reverse in total average mean value scored for teacher 2.55 mean value and instructional supervisor 3.55, so as majority respondent replied and result gain through open-ended and conducted interview indicated that supervisor used instructional supervision collegial approach in developing team work, encourage teacher to work cooperatively and in improving curriculum at school level implementing in insufficiency level, they instead using CPD as collegial supervision, and Supervision encourage teachers for their own self professional improvement and motivating teachers to keep-up their moral by promoting sense of responsibility in directive approach not satisfactory, lastly in directive approach supervisor encouraging and appreciate teacher to conduct action research doing in average scale, which not satisfy teachers to conduct action research in their school.

5.1.5 Leaderbehaviour of supervisor

As obtained data from the two groups of respondents, teachers and instructional supervisor concerning supervisor leader's behaviour which supervisor used to inspire teachers were different reflection observed, average mean value 2.57 of teacher and 3.46 average mean value in side of instructional supervisors.

From the result of data analysis, the practice of inspiring teachers in supervisor behaviour reverse finding reached, high task centre, guide and control, frequently occurrence of supervisor behaviours witnessed by teacher's respondents, but low in human relation and trust identified, and also supervisor replied high reflection or implementation all the three stated behaviour in their school, as majority interacts in open-ended and conducted interview with principal and woreda education office supervisor confirm teachers view, revealed that the instructional supervisor were decided in controlling the overall condition of their schools, correspondingly low emphases given for both consideration and trust type of behaviour.

5.1.6 Influence of Instructional Supervision practices on students' Performance

As have seen in analysis part the three of grade ten national exam result indicated regressed of grade through years observed, instructional supervision to enhance student performance through instructional, staff and curriculum development by strength teacher to perform best was low implemented, the instructional supervision has been linked as a factor for academic performance of the students, by supporting thus, according to (Ayot and Briggs,2000)

ineffective instructional supervision leads to poor performance among learners. Even if secondary schools under study lack proper class room observation to identify strength and weakness of practice to strength teacher, all this scarcity lead student to perform inefficient, supervisor required effort to do best in instructional improvement.

5.1.7 Challenge in implementation of instructional supervision

Regarding to, challenge in implementation of instructional supervision, the overall assessment showed that the instructional supervisor and teachers found to be medium, for all stated factors which have great effects in the implementation of instructional supervision, witnessed by two groups of respondents with the average mean values of 2.77 of teachers and 3.40 average mean scored in side of instructional supervisors.

Teacher's perception toward supervision Majority of teacher and supervisors agreed that teacher has less convinced of supervision practice and gain benefit and promote professional growth of them assumed not satisfactory.

Regarding level of support they gain almost all teachers respondents and conduct interview result agreed on the incompetence of supervisors in their position. As office supervisor stated the reason beyond that superiors were low competency in their profession, teachers consider the supervision practice as 'fault finding 'activity rather than a supportive service.

The study showed that supervisors were not capable to shoulder responsibilities in providing instructional materials to teachers, as well as arrange programs to solve instructional problems. Finally, challenge that were encountered in the practices of instructional supervision, inadequate and insufficient manpower educational background of educational planning and management in supervision position. There were no specific procedure and approaches reported that supervisors use in supervising teachers.

5.2. Conclusions

Before proceeding to conclusion the hint needed to know that, the practice of supervision implemented in all stake holder but supervisor plays virtual role, they needed to have know-how in particular area of practice to accomplish their responsibility, and also commitment and responsibility wanted to brought fruitful result in improving instruction that make youth beneficiary of future generation, because if education goes wrong, nothing goes right.

Based on the findings the following conclusions were drawn

Practice involved in instructional supervision.

In process of supervision there are steps that supervisors should follow before, during and after classroom observation, thus, supervision practice needed to have mutual understanding between teachers and supervisors, and both have to plan together to solve instructional problems. In considering this, it could be concluded that procedure of instructional supervision was not implemented using appropriated procedures in the sampled schools under study. Supervisors engaged in low extent to give practical feedback for teachers and also their pre observation discussion with teachers had limitation. This limitation may push teachers to be not willing to supervised, as observed majority of teachers were viewed classroom observation merely for the purpose of appraising teachers' performance and formality. This situation might not benefit teachers sufficiently.

Techniques involved in instructional supervision.

Most teachers not understand supervisor's approaches of supervision which used in different situation of their work, like collegial, inquiry-based and directive approaches, so supervisor need to familiar teacher with this approaches to gain expect result instead making teacher busy in routine activities.

Leader behaviour of instructional supervisor

supervisor's behaviour in secondary school of Borena zone, mostly reflected the task- centre behaviour which more emphasis for task and controlling kind of behaviour, so teacher may feel sense of ignorance in decision to do what they think is better, so to make situation smooth harmonize it need to implemented consideration behaviour and trust which delegating teacher in various type school activities to feel sense of responsibility.

Effectiveness of instructional supervision

Instructional supervisors are expected to perform various responsibilities so as to ensure better conducive environment which enhance teaching learning process. The major responsibility is related with provision of supervision responsibility in areas of instruction, curriculum and staff development activities. However, as the finding of the study revealed that the current performance of supervisors pertaining to these three major responsibilities engaged in low implementation. The reason beyond those supervisors was tended missing their responsibility to emphasis on other routine school activities rather than give effort on these basic responsibilities.

As have seen in finding poor implementation of instructional supervision, in lacking follow of class room visitation procedure to identify strength and weak side of teacher in instruction, discuss together to identify and take remedial action on challenge which hinder students performance and unsatisfactory implementation of instruction, curriculum and staff development, have gain its contribution for student poor performance achievement, teacher and supervisor needed grate effort in this burring issue to enhance student performance.

Major challenges observed in practices of school-based supervision.

As viewed groups of respondents, there were a number of problems indicated. The major problems include problems related with teachers' attitude toward instructional supervision, problems that arise from supervisors him/herself of lacking knowledge and skill regarding the practice, problems related with level of support supervisors provided for teachers, and shortage of time to conduct supervision in cause the number of teachers, all these problems in one way or another might result in to lack of objectivity, incompetence of supervisors, distrusting relationship between teachers and instructional supervisors and bias. This finally can lead to teacher's dissatisfaction with supervisory practices and hence, hate it and develop negative attitude toward instructional supervision.

As McEwen (2003:12) stated that without adequate knowledge, technique and skills on the fields of educational management or any leadership training, it would be difficult for the subject specialist principals to give comments and suggestions on the technical and educational aspects of instructional improvement. And for this reason, they failed to lead teachers and non-teaching staffs in proper manner, though well-trained and experienced supervisors with educational planning management background are very important to

implement instructional supervision, supervision is hampered by perception of teacher toward supervision, lack of managed time for the practice and lack of trained supervisors in Borena Zone secondary schools.

5.3 Recommendations

The hook that encounter the implementation of instructional supervision, which directly influence enhancing the level of student learning and achievement, Thus, on the basis of the results of this study, the following recommendations are forwarded for the successful implementation the practice of instructional supervision in secondary schools of Borena zone.

1. For the successful practices of instructional supervision, the instructional supervisor should do their best in practice of supervision, following specific procedure that setting visit plan with teacher together, discussion to what have to supervised and challenge of instruction to be addressed, giving building feedback regarding actual behaviour happen in the process to overcoming the challenge of instruction and to improve their school performance.
2. The instructional supervisor did not engage themselves in effective responsibility of instructional programs like curriculum, instruction and staff development, and providing feedback on the teaching learning process. This affects the teachers and classroom instruction. Hence, the instructional supervisor should give due attention for the practical implementation of instructional development function to influence the teaching learning process in their respective secondary schools.
3. To be an effective supervisor, inspiring, facilitating, and responsibly about instructional improvement for the enhancement of student's academic achievement, instructional supervisor should be experienced and skilful in their educational background especially in the field of educational planning and management rather than subject area. However, the result of this study revealed that instructional supervisor did not possess the necessary knowledge and skills, and they not familiar with procedure, approaches and techniques of supervision, that help them to handle supervision practice properly, in contrast supervisor almost all subject specialists except a few vice-principals of the secondary schools. To alleviate these problems, the Woreda Education Offices and Zone Education bureau in collaboration with Oromia Education Bureau, need to facilitate conditions in which individuals get trained instructional supervision, will be assigned instructional supervisor as whole is difficult task regarding manpower. As an immediate solution, for the existing principal's, vice-principal and department head provision basic skill and training on instructional is highly recommended. In general, this obtained data revealed that the instructional supervision skill and

training needs much effort to improve for better teaching and learning process in the study area.

4. Instructional supervisor should be well supervising and evaluate the instruction by discussion with the intent of improving instruction and potential growth. However, the practice in the schools was found merely done for the purpose of teacher's performance appraisal than teacher development and improving instruction. In doing so, teachers may develop negative attitude assume as fault finding rather than remedial practices. Therefore, instructional supervisor need to change teacher's negative attitudes towards supervisory services. Teachers get motivated to receive supervisory services when they recognize the worth of the support. This can be realized by providing school based short term trainings and by making the service more of participatory. Concerning this, woreda educational office may invite scholars in the field from close byany educational institutions.
5. As seen in conclusion, secondary school supervisor gives high emphasis for task-centre behaviour which attention for controlling and directive kind of staff influence, but used to consideration and trust behaviour in medium reflection, in this regard, the observed task centre controlling kind behaviour of instructional supervisor may affect working force motivation and interest to their job that come up with low performance and low academic achievement of the learners. So supervisor need to implement consideration and trust kind of influence behaviour to harmonize and motivated staffs which open the access to discuss with teacher in instructional problem and to bring solution together.
6. As described in conclusion part, supervisor engaged implementing instructional supervision collegial, directive and inquiry- based approach in unsatisfactory manner, in developing team work at school level, in encourage teachers for their own self professional improvement and appreciate teachers to conduct action research in their school. Regarding to this, school based instructional challenge only gain solution through staff effort, supervisor must facilitate sprit of team work and encourage teacher to conduct action research to further improvement of school performance.
7. Regarding to challenges that hamper effectiveness of instructional supervision in this study were, a desired for high awareness of teacher toward supervision practice, a need for adequate skill and training of supervision, collaboratively work in discussion and commitment for responsibility, will and courage were motioned.

While, inadequacies awareness of teacher, insufficient level of support of supervisor school not working with their full capacity for the lacking this, Therefore, educational office heads at zonal and woreda level need to show their professional support to improve the quality of school outcomes by devoting much of their time, giving teacher training in awareness regarding instructional supervision and for supervisor providing training in overall aspects of practice with the gap observed.

8. For successful student performance improvement supervisor required high effort to put on instructional supervision procedure properly to identify deficiency in instruction and provide solution than doing cultural kind of supervision, in other side also supervisor should expected to use consideration and trust kind of behaviour to harmonize staff to work collaboratively in instruction, curriculum and staff development activity to gain expected result of student performance, it is obvious all school activity done focused on forward student performance, not only supervisor but all stake holder take part its responsibility to assure better student performance achievement.
9. Since, for challenge counter instruction, special doing remedial action in instructional supervision important to bring improvement in education, so this investigation may have its own contributions in understanding the practices and challenges of instructional supervision and may serve as lesson for other researcher who want to practice in the future in relevant issue of educational challenge counter in area, Finally, to better address the problems it can be suggested that further studies need to be conducted in this area with regard to; practices of instructional supervision on secondary schools; supervisors and teachers perception on the instructional supervisory practices and conduct a similar study on way females participate on supervisory position etc.

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APPENDICES

Appendix-A

Addis Ababa University

School of Graduate Studies College of Education and Behavioural Studies

Department of Educational planning and Management

Questionnaire to be filled by Teachers:

Dear respondent, these questionnaires is designed to collect the relevant data about supervisory Practices in selected woreda of secondary schools in Borena Zone;its main purpose is to survey the practice and the underlying problems of supervision at secondary school level. The result could assist to make further improvement in the instruction and will have of some importance in suggesting possible solutions to the problems.

Therefore, your genuine cooperation and objectivity in answering the questions is of great importance, and your responses would be kept confidential. Writing your name in any part of this questionnaire is not required.

Thank you in advance for your cooperation!

DIRECTION I

A .Please make a tick mark (✓) in the box provided or write brief and short responses whenever necessary.

B.Please supply only one response choice to each closed ended question items.

Part One: Background Information

1. Name of your school _____

2. Name of your woreda _____

3. Your major/field of study _____

4. Age

A.20 years &below

D 41-50 years

B. 21-30 years

E. 51 &above years

C. 31-40years

5. Sex

A. Male

B. Female

6. Work experience

A. 1-5 years

D. 16-20 years

B. 6-10 years

E. 21-25 years

C. 11-15 years

7. Present post

A. Principal

C. Teachers

B. Vice Principal

8. Academic qualification

A. 12 + 2 (diploma)

D. Masters degree

B. 12+3

E. Others

C. Bachelor degree

Part Two; procedure of instructional supervision

Direction, below are some statements pertaining to procedure of class Room observation in supervision. So, you are kindly requested to respond to the practices of class observation and mark "(✓)" under your preferred response number in the column provided below .Choose from the following rating scales.

A= Always S= Sometimes

M= Mostly R= Rarely N= Never

NO.	Items	Scale				
		5	4	3	2	1
		A	S	M	R	N
1	Before observation stage,					
1.1	Supervisor agrees with the schedule for visiting his/her class room.					
1.2	Supervisor acquaints you with the schedule lesson plan that will be visit when they visit the class room					
1.3	Supervisor agrees on your role during the visit.					
1.4	The supervisor informs and discusses with you teaching problem.					
2	During classroom Observation,					
2.1	Supervisor record or document the data according to the agreed criteria set in the pre observation stage as objectively as possible					
2.2	Supervisor agreed upon procedures to collect the relevant data pertaining the instructional process					
3	Post-observational or analysis stage,					
3.1	Have you confirmed that the supervisors collected relevant data as per the agreed upon issues.					
3.2	The supervisor develop a plan for the post observational meeting					
4	Post observation,					
4.1	Supervisor Compare the anticipated and actual behaviour happen in the real classroom situation.					
4.2	Supervisor Identify the gap between the anticipated and the actual behaviour.					
4.3	Provide necessary feedback based on the actual observation for future improvement					

Part Three: Responsibility of Supervisor in Promoting Instructional, Curriculum and Staff Development.

You are kindly requested to answer the following items that reflect the extent in which the supervisory practice sufficiently corresponds to the aspects of supervision by putting "(✓)" mark under your appropriate response in the column provided below.

VH= Very High

M=medium

H=High

L= Low

VL= very Low

No	Items	Scale				
		5	4	3	2	1
		VH	H	M	L	VL
1	Instructional Development , the extent to which supervisor					
1.1	Enables teachers to develop competencies in lesson planning					
1.2	Provide CPD training for teacher at school level.					
1.3	Helps teachers develop skills of applying different assessment and measurement techniques through organizing in-service training.					
1.4	Direct teachers in the selection of appropriate resource like teaching aids					
1.5	Provides immediate feedback to teachers particularly after lesson observation					
1.6	Helps teachers in identifying and solving instructional problems.					
2	Curriculum Development , the extent to which supervisor					
2.1	Assists teachers in the implementation of the new curriculum.					
2.2	Helps to identify the problems in implementing the existing as per the education policy.					
2.3	Helps to collect and provide necessary educational materials that are supportive to the existing curriculum					
2.4	Contribute to enhance professional competence of teachers by providing the latest information on the teaching theories and strategies					
2.5	Helps in assisting the training needs of teachers.					
3	Staff Development , the extent to which supervisor					
3.1	Helps teachers to share best practices from different schools.					

3.2	Organize and provide orientation programs for new teachers.					
3.3	Conduct refresher training in which teachers can practice and learn various teaching approaches					
3.4	Helps in assisting the training needs of teachers					
3.5	Helps teacher to provide short term training at school level.					
3.6	Enhance teachers in continuous professional development					
3.7	Helps to provide short term training at school level.					

Part Four, Approaches of instructional supervision

Direction IV: Rate the following items in the following table and mark (✓) against each item provided below.

VH= Very High M= medium

H=High L= Low VL= very Low

No	Items	5	4	3	2	1
		VH	H	M	L	VL
1	Collegial supervision ,					
1.1	Supervisors assist teachers to develop the spirit of collegiality.					
1.2	Supervisors encourage teachers to work cooperatively towards their professional growth.					
1.3	Supervisors encourage teachers to work on the improvement of curriculum cooperatively at school level.					
2	directive supervision,					
2.1	Supervisors encourage effective teachers to plan their own and evaluate it by themselves.					
2.2	Supervisors encourage teachers for their own self professional improvement.					
2.3	Supervisors motivating teachers to keep-up their moral by promoting sense of responsibility.					
3	Inquiry-based supervision,					
3.1	Supervisors show teachers the procedure how to conduct action research in school context.					
3.2	Supervisors encourage teachers to conduct action research to solve the problem of their school.					

3.3	Supervisors provide suitable incentive to those who conduct action research to solve the problem of their school effectively.						
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Part five, Following are a number of statements related to the Instructional supervisor of leader behaviour and mark "(✓)" under your preferred response number in the column provided below and Choose from the following rating scales.

VH= Very High H=High M=medium L= Low VL= very Low

No	Items	Scale				
		5	4	3	2	1
		VH	H	M	L	VL
1	Task centre ,					
1.1	Supervisor emphasis the authoritarian and controlling behaviour.					
1.2	Supervisor gives decision their alone.					
1.3	Supervisor Influences staffs to discharge their responsibilities that ultimately promote the school.					
2	Human relation					
2.1	The supervisor relates and responds to staff and their needs.					
2.2	Supervisor assists groups in harmony building and moving toward group goals.					
2.3	Supervisor developed positive personal relationship with the entire stake holder.					
3	Thrust,					
3.1	Supervisor act as a role model for their staff.					
3.2	Supervisor motivates the staffs in their work.					
3.3	All supervisor activities are focused and direct to achieving the school goals.					

Part six, Challenges Related to Supervision Practices

Direction: V. Rate the following items in the following table and mark (✓) against each item.

VH= Very high H=High M=medium L= Low VL= Very low

No	Items	Scale				
		5	4	3	2	1
		VH	H	M	L	VL
1	Perception of teacher toward supervision,					
1.1	Teachers Convinced of the need for instructional supervision					
1.2	Every teacher can benefit from instructional supervision.					
1.3	Supervision promoting professional growth among the teachers.					
1.4	Well awareness of the significance of school-based supervision					
2	Challenges related to Level support,					
2.1	Enough Level of support supervisors provides to teachers.					
2.2	Use information for supporting teachers rather than considering as fault finding.					
3	Challenges related to work load,					
3.1	Extra time meeting about school related issues.					
3.2	Shortage of time for supervision activities.					
4	Problems related to supervisors,					
4.1	Adequate educational experiences on the part of supervisors.					
4.2	Supervisors able to support teachers properly on teaching-learning activities.					
4.3	Adequate training provided for supervisors					
4.4	Giving constructive feedback for teachers on the part of supervision					

Appendix-B
Addis Ababa University
School of Graduate Studies College of Education and Behavioural Studies
Department of Educational planning and Management
Questionnaire to be filled by internal supervisor
(Principals, Vice-principals and Department Head)

Dear Respondent

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

Thank you in advance for your cooperation!

Directions One:

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

Part One:

Respondents' Background Information

1.1 Woreda _____ School _____

1.2 Sex: Male Female

1.3 Year of service: 1-5 6-10 11-15 16-20 21-25

1.4 Educational Qualification:

12+2(Diploma) 12+3 (degree) Second degree

1.5, Age

A. 20 years & below D 41-50 years

B. 21-30 years E. 51 & above years

1.6 Field of study: _____

1.7 Current position or occupation:

Principals vice-principals Department Head

Part Two; procedure of clinical supervision in Class visitation

Direction I, below are some statements pertaining to procedure of class Room observation in supervision. So, you are kindly requested to respond to the practices of class observation and mark "(✓)" under your preferred response number in the column provided below, Choose from the following rating scales.

A= Always S= Sometimes

M= Mostly R= Rarely N= Never

No	Items	Scale				
		5	4	3	2	1
		A	M	S	R	N
1	Before observation stage:					
1.1	The supervisee agrees with the schedule for visiting his/her class room.					
1.2	The teacher acquaints with the lesson plan that will be taught when visit the class room.					
1.3	The supervisee agrees on supervisor role during the visit.					
1.4	The teacher informs and discusses his/her teaching problem.					
2	During classroom Observation:					
2.1	Supervision of classroom as per the agreed upon pre observation stage.					
2.2	Recording or document the data according to the agreed criteria set in the pre observation stage as objectively as possible.					
2.3	You use the agreed upon procedures to collect the relevant data pertaining the instructional process.					
3	Analysis Stage					
3.1	The relevant collected data confirmed as per the agreed upon issues.					
3.2	The extent to which analyse the record data in terms of					

	established objectives.					
3.3	The extent to which you have develop plan for the post observational meeting.					
4	Post observation,					
4.1	Compare the anticipated and actual behaviour happen in the real classroom.					
4.2	Identify the gap between the anticipated and the actual behaviour seen upon supervisee.					
4.3	Discuss on ways to improve the lesson for the next observation together.					
4.4	Provide necessary feedback based on the actual observation for future improvement					

Part Three: Responsibility and practice of Supervisor in Promoting Instructional, Curriculum and Staff development.

You are kindly requested to answer the following items that reflect the extent in which the supervisory practice sufficiently corresponds to the aspects of supervision by putting "(✓)" mark under your appropriate response in the column provided below.

VH= Very High

A= Average

H=High

L= Low

VL= very Low

No	Items	Scale				
		5	4	3	2	1
		VH	H	A	L	VL
1	Instructional Development,					
1.1	Enables teachers to develop competencies in lesson planning.					
1.2	Provide CPD training for teacher at school level.					
1.3	Helps teachers develop skills of applying different assessment and measurement techniques through organizing in-service training.					
1.4	Direct teachers in the selection of appropriate resource like teaching aids					
1.5	Provides immediate feedback to teachers particularly after lesson observation					
1.6	Helps teachers in identifying and solving instructional problems.					
2	Curriculum Development,					
2.1	Assists teachers in the implementation of the new					

	curriculum.					
2.2	Helps to identify the problems in implementing the existing as per the education policy.					
2.3	Helps to collect and provide necessary educational materials that are supportive to the existing curriculum.					
2.4	Contribute to enhance professional competence of teachers by providing the latest information on the teaching theories and strategies.					
2.6	Helps in assisting the training needs of teachers.					
3	Staff Development,					
3.1	Helps teachers to share best practices from different schools.					
3.2	Organize and provide orientation programs for new teachers.					
3.3	Conduct refresher training in which teachers can practice and learn various teaching approaches					
3.4	Helps in assisting the training needs of teachers					
3.5	Helps teacher to provide short term training at school level.					
3.6	Enhance teachers in continuous professional development					

Part Four, Approaches and its role in the supervision

Rate the following items in the following table and mark (✓) against each item.

VH= Very high

A= Average

H=High

L= Low

VL= Very low

NO	Items	Scale				
		5	4	3	2	1
		VH	H	A	L	VL
1	Collegial Supervision,					
1.1	Supervision assists teachers to develop the spirit of team work.					
1.2	Supervision encourages teachers to work cooperatively toward staff development.					
1.3	Supervision encourages teachers to work on the improvement of curriculum cooperatively at school level.					
2	Directive supervision,					
2.1	Supervision encourages teachers to plan individual and evaluate it by themselves.					
2.2	Supervision encourage teachers for their own self professional improvement					

2.3	Supervision motivating teachers to keep-up their moral by promoting sense of responsibility.					
3	Inquiry-based supervision					
3.1	Instructional supervisors show teachers the procedure how to conduct action research in school context.					
3.2	Supervision encourages teachers to conduct action research to solve the problem of their school.					
3.3	Supervision provides suitable incentive to those who conduct action research to solve the problem of their school effectively.					

Part five, Following are a number of statements related to the Instructional supervisor of leader behaviour and mark "(✓)" under your preferred response number in the column provided below .Choose from the following rating scales.

VH= Very high
H=High

A= Average
L= Low

VL= Very low

No	Items	Scale				
		5	4	3	2	1
		VH	H	A	L	VL
1	Task centre ,					
1.1	Supervisor emphasis the authoritarian and controlling behaviour					
1.2	Supervisor gives decision their alone.					
1.3	Supervisor Influences staffs to discharge their responsibilities that ultimately promote the school					
2	Human Relation,					
2.1	The supervisor relates and responds to staff and their needs.					
2.2	Supervisor assists groups in harmony building and moving toward group goals.					
2.3	Supervisor developed positive personal relationship with the entire stake holder.					
3	Thrust,					
3.1	Supervisor act as a role model for their staff.					
3.2	Supervisor motivates by delegating the staffs in their work					
3.3	All supervisor activities are focused and direct to achieving the school goals.					

Part Six: Major challenges related to supervision practices.

Rate the following items in the following table and mark (✓) against each item.

VH= Very high

A= Average

H=High

L= Low

VL= Very low

No	Items	Scale				
		VH	H	A	L	VL
1	Perception of teacher toward supervision	5	4	3	2	1
1.1	Teachers Convinced of the need for instructional supervision					
1.2	Every teacher can benefit from instructional supervision.					
1.3	Supervision promoting professional growth among the teachers.					
1.4	Well awareness of the significance of school-based supervision.					
2	Challenges related to Level support					
2.1	Enough Level of support supervisors provides to teachers.					
2.2	Use information for supporting teachers rather than considering as fault finding.					
3	Challenges related to work load,					
3.1	Extra time meeting about school related issues.					
3.2	Shortage of time for supervision activities.					
4	Problems related supervisors					
4.1	Adequate educational experiences on the part of supervisors.					
4.2	Supervisors able to support teachers properly on teaching-learning activities.					
4.3	adequate training provided for supervisors Lack of giving.					
4.4	Giving constructive feedback for teachers on the part of supervision.					
4.5	Perception of teacher toward supervision					

Direction two, Open Ended Questionnaire items.

For the following issues on supervision, you are kindly requested to give your frank and personal suggestions/comments on the following questions.

1. What is the role of supervisors in promoting instructional development?

2. What do supervisors discharge pertaining to school Curriculum?

3. What supervisory procedures do the school based supervisors follow in your school?

4. What are the challenges encountered during the implementation of Instructional supervision in your schools?

5. What organizational structure and condition exist for facilitating the practices of instructional supervision?

Appendix-C

Addis Ababa University

School of Graduate Studies College of Education and Behavioural Studies

Department of Educational planning and Management

Guides to interview conducted with Principals, vice principals and woreda office Supervisors.

Dear respondents

The aim of the interview is to investigate issues related to instructional supervision in secondary schools of selected woreda in Borana Zone. The information obtained from the respondents will help to suggest solutions to the problems encountered during the implementation of school based instructional supervision in the schools. The data obtained will be used for research purpose only.

Thank you in advance for your cooperation!

Part I: General Information 1. Gender _____ 2. Age _____ 3. Qualification _____
4. Experience: As a teacher _____ as a supervisor _____

Part II: Give your response to the questions in short, and be precise.

1. What is your understanding about school instructional supervision?
2. What supervisor procedures do the instructional supervisors should follow in conducting school supervision
3. What supervisory leadership behaviour reflected in secondary school?
4. What are the supports you provide to secondary school instructional supervision so as to carry out their supervisory roles?
5. Instructional supervision approach particularly inquiry-based utilizing to solve instructional problem in school?
6. The instructional supervision has contributed to student performance and quality of Education? If yes, what is its contribution?
7. What are the problems encountered during the implementation of Instructional supervision in secondary schools and, what do you suggest as solution to overcome the problems?

Thank you!